PRESENTER SCRIPT · GRADE 6 · 6.H.3-6.H.8 · 6.C.4

Medieval Europe to the Renaissance: teacher script

Use with the Lesson presenter (room page -> Lesson presenter). Slides show only student cues; this script has what to say. Students need the printed lesson worksheet and a pencil.

Presenter keys: Right/left arrows change slides. N shows short notes. T pauses the timer. P picks a student. F is fullscreen.

Response routine: Students write each answer on their worksheet, then show it with fingers (1 = A, 2 = B, 3 = C, 4 = D). Scan the room before revealing.

SLIDE 1: TODAY'S TARGET — 1 min

Say	Today's learning target is: "I can explain how feudalism worked and how events like the Black Death and the Renaissance changed Europe." Read it with me.
Say	Here is how you will know you have it: the success criteria. You will prove it on the exit ticket at the end of class.
Point to	The agenda and the key vocabulary. Tell students they need their notebook, guided notes page, and pencil.

SLIDE 2: WARM-UP — 0:00–0:08

Say	Turn to Part 2 of your lesson worksheet. Answer the three questions in complete sentences. You have 5 minutes of silent work. Go.
Do	Start the 8:00 timer. Circulate. At 5 minutes say: "Turn to your partner and compare answers for 2 minutes."
Look for	1) Being faithful to someone or something, e.g., sticking with a friend or team. 2) Work, crops, money, service, loyalty. 3) Today: internet, phones. Then: travelers, letters, books copied by hand, the printing press.
Say	Call on 2-3 students for questions 1 and 2, then reveal. Say: "We will come back to question 3 at the end of class."

SLIDE 3: HOOK — 1 min

Say	Read the question on the screen: "In medieval Europe, who do you think had the most land?" Circle your prediction in Part 3 of your worksheet and write why. Then vote.
Background	Draw a pyramid on the board with the label "Who gets the land?" Ask students to guess who was at the top and bottom in medieval Europe.
Do	Tap +1 for each vote. Do not give the answer. Say: "By the end of the lesson, you will be able to check your prediction."

SLIDE 4: LEARN 1: FEUDALISM — 3 min

Say	The king granted land (fiefs) to nobles. Nobles gave land to knights for military service. Peasants and serfs farmed the land in exchange for protection.
Worksheet	Say: "Part 5: fill in the blanks (A), do the task (B), write what your partner said (C), and answer the check (D)." Blank answers: In FEUDALISM, land was traded for loyalty and service. SERFS farmed the land for protection. (tap "Show the missing words" after students try.)
Explore	Point to the model: the picture. Ask: "What do you notice?" Students do: Draw and label the feudal pyramid.
Turn and talk	Say: "Why would a serf agree to such a hard life? What did they get in return?" Start the 1:00 timer. Then pick a pair to share.
Check	Read the question aloud. Students write, then show fingers. Scan, then reveal. Answer: (A) Military service. Knights promised to fight.
If < 80% correct	Go back to the Explore box and model a second example out loud, then re-ask the check with a partner discussion first. See "Misconceptions to watch for" at the end of this script.

SLIDE 5: LEARN 2: CHURCH AND MAGNA CARTA — 3 min

Say	The Catholic Church united Europe, ran schools, and owned much land. In 1215, English nobles forced King John to sign the Magna Carta: even rulers must obey the law.
Worksheet	Say: "Part 6: fill in the blanks (A), do the task (B), write what your partner said (C), and answer the check (D)." Blank answers: The MAGNA CARTA (1215) said even the king must obey the LAW. (tap "Show the missing words" after students try.)
Explore	Students do: Write how the Magna Carta connects to the U.S. Constitution.
Turn and talk	Say: "How is the idea "even the king must obey the law" still used in the United States today?" Start the 1:00 timer. Then pick a pair to share.
Check	Read the question aloud. Students write, then show fingers. Scan, then reveal. Answer: (C) Rulers must obey the law. This idea later influenced the U.S. Constitution.
If < 80% correct	Go back to the Explore box and model a second example out loud, then re-ask the check with a partner discussion first. See "Misconceptions to watch for" at the end of this script.

SLIDE 6: LEARN 3: THE BLACK DEATH — 3 min

Say	The Black Death (1347-1351) killed about 1 in 3 Europeans. With fewer workers, surviving peasants could demand wages, which weakened feudalism.
Worksheet	Say: "Part 7: fill in the blanks (A), do the task (B), write what your partner said (C), and answer the check (D)." Blank answers: The Black Death killed about 1 IN 3 Europeans. The LABOR SHORTAGE gave peasants more power. (tap "Show the missing words" after students try.)

Explore	Point to the model: the picture. Ask: "What do you notice?" Students do: Copy the cause-and-effect chain for the Black Death.
Turn and talk	Say: "Why would a disaster like the plague actually give some peasants MORE power?" Start the 1:00 timer. Then pick a pair to share.
Check	Read the question aloud. Students write, then show fingers. Scan, then reveal. Answer: (A) Workers were scarce. Fewer workers made labor more valuable.
If < 80% correct	Go back to the Explore box and model a second example out loud, then re-ask the check with a partner discussion first. See "Misconceptions to watch for" at the end of this script.

SLIDE 7: LEARN 4: THE RENAISSANCE — 3 min

Say	The Renaissance began in Italian city-states like Florence. Humanists studied ancient Greece and Rome. Gutenberg's printing press (about 1450) spread ideas quickly.
Worksheet	Say: "Part 8: fill in the blanks (A), do the task (B), write what your partner said (C), and answer the check (D)." Blank answers: The Renaissance began in FLORENCE. The PRINTING PRESS spread ideas quickly. (tap "Show the missing words" after students try.)
Explore	Students do: List one Renaissance artist and one invention.
Turn and talk	Say: "How is the printing press like the internet?" Start the 1:00 timer. Then pick a pair to share.
Check	Read the question aloud. Students write, then show fingers. Scan, then reveal. Answer: (A) Books became cheaper and ideas spread fast. Mass-produced books spread ideas.
If < 80% correct	Go back to the Explore box and model a second example out loud, then re-ask the check with a partner discussion first. See "Misconceptions to watch for" at the end of this script.

SLIDE 8: WORKED EXAMPLE (I DO) — 2 min

Say	Watch how I solve this. Write the final answer in Part 9 of your worksheet.
Think aloud	Complete the feudal pyramid while thinking aloud about what each level gave and received. Then add an arrow: "Black Death -> fewer workers -> peasants can demand pay -> feudalism weakens."
Reveal	Feudal pyramid: King -> Nobles -> Knights -> Peasants and serfs. | Each level gave something and got something: land for loyalty, service for protection. | Then the Black Death: fewer workers -> peasants could demand pay -> feudalism weakened.

SLIDE 9: WE DO — 2 min

Say	Now we solve one together in Part 10. Read the problem with me.
Do	Before revealing each step, ask: "What should we do next?" Take one answer, then tap "Show next step."

Steps	The plague killed about 1 in 3 Europeans. | Lords suddenly did not have enough workers. | Surviving peasants could demand wages or leave for another lord. | Serfs gained freedom and power, so the feudal system of land for labor broke down.
Answer	Labor shortage gave peasants power

SLIDE 10: YOU DO — 2 min

Say	Now on your own: Part 11. Solve it with no talking. You have 2 minutes.
Answer	(A) The printing press made books cheap and fast to copy. Gutenberg's press spread ideas across Europe.
Then	Students who got it: launch the room. Students who missed it: 3-minute reteach at your table, then start the room at the Explorer level.

SLIDE 11: WORK TIME: CASTLE QUEST: LIFE ON THE MANOR — 0:20–0:48

Say	Open Castle Quest: Life on the Manor on your device. Type your name, choose the level I assigned, and begin. Whisper voice with your partner only.
Do	Start the 28:00 timer and leave this slide up. Circulate with the answer key.
Checkpoints	At 10 minutes: stage 2 done. At 20 minutes: stage 4 done; give a 5-minute warning for the final lock and turn-in.
Turn-in	Students tap "Copy my work" and paste it into the Canvas assignment (Text Entry).

SLIDE 12: DEBRIEF — 0:48–0:52

Ask	How did the Black Death help end feudalism? | Why is the Magna Carta important to Americans today? | Which Renaissance invention or idea changed the world the most?
Say	Back to warm-up question 3 and our hook vote: were our predictions right? What evidence changed your mind?
Answer	Today: internet, phones. Then: travelers, letters, books copied by hand, the printing press.

SLIDE 13: EXIT TICKET — 0:52–1:00

Say	Clear your desk except a pencil. Work silently and on your own. For every answer, write "I know because..." and use evidence.
Do	Hand out the exit ticket. Start the 8:00 timer. Collect and sort with page 3 (Mastered / Approaching / Beginning).

MISCONCEPTIONS TO WATCH FOR

- "The Middle Ages were a time when nothing happened." Universities, cathedrals, and legal ideas like the Magna Carta developed.
- "The Magna Carta gave rights to everyone." At first it mostly protected nobles.
- "The Renaissance happened everywhere at once." It started in Italy and spread over centuries.