



Year 8 2015


**TOPIC 4B: MEDIEVAL EUROPE (C. AD 590 – C. 1500)**

<p><b>Year Level/KLA</b></p> <p><b>Stage 4 History (Year 8)</b></p>	<p><b>Inquiry focus:</b> How did many of the aspects of life as it was in Medieval Europe influence society today?</p>
<p><b>Goals:</b></p> <p><b>1. The way of life in Medieval Europe (social, cultural, economic and political features) and the roles and relationships of different groups in society</b> (ACDSEH008)</p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• identify the extent and key sites of Medieval Europe</li> <li>• describe everyday life of men, women and children in Medieval European society</li> <li>• outline key cultural, economic and political features of Medieval European society</li> <li>• identify the roles and relationships of key groups in Medieval European society, using a range of sources</li> </ul> <p><b>2. Significant developments and/or cultural achievements, such as changing relations between Islam and the West (including the Crusades), architecture, medieval manuscripts and music</b> (ACDSEH050)</p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• identify and describe significant developments and/or cultural achievements of Medieval Europe in at least ONE of the following areas: architecture, art, medieval manuscripts, literature and music</li> <li>• explain the changing relations between Islam and the West during the medieval era, including the Crusades</li> </ul>	<p><b>Learning Outcomes:</b> <a href="http://syllabus.bos.nsw.edu.au/hsie/history-k10/content/1042/">http://syllabus.bos.nsw.edu.au/hsie/history-k10/content/1042/</a></p> <p>A student:</p> <p>HT4-3: describes and assesses the motives and actions of past individuals and groups in the context of past societies</p> <p>HT4-5: identifies the meaning, purpose and context of historical sources</p> <p>HT4-7: identifies and describes different contexts, perspectives and interpretations of the past</p> <p>HT4-8: locates, selects and organises information from sources to develop an historical inquiry</p> <p>HT4-9: uses a range of historical terms and concepts when communicating an understanding of the past</p> <p>HT4-10: selects and uses appropriate oral, written, visual and digital forms to communicate about the past</p>

- using a range of sources, outline what is revealed about different perspectives on the Crusades

**3. Continuity and change in society in ONE of the following areas: crime and punishment; military and defence systems; towns, cities and commerce (ACDSEH051)**

**Students:**

- outline the main features of at least ONE of the following: 
  - crime and punishment
  - military and defence systems
  - towns, cities and commerce
- describe the ways your chosen topic changed or remained the same

**4. The dominance of the Catholic Church (ACDSEH052)**

**Students:**

- identify ways in which the Catholic Church influenced life in Medieval Europe

**5. The role of significant individuals (ACDSEH052)**

**Students:**

- using a range of sources, investigate and assess the role of significant medieval individuals, eg Charlemagne, Eleanor of Aquitaine, Saladin, William Wallace or Joan of Arc
- use sources to identify different perspectives on the chosen individuals

**6. Discuss how Medieval Europe has influenced the world today**

**Summary of task:**

**Using the Guided Inquiry Design process students will investigate a topic area of their own choosing and then contribute to whole class knowledge about this in-depth study.**

## Key dates: 2015: Term 1 Weeks 3-10

Each step of the GI process will have a due date for uploading scaffolds to Edmodo for Assessment in Learning. Feedback will be supplied for each scaffold and act as support throughout the process.



A Calendar for these scaffolds will be maintained on the class Group for Edmodo.

### Assessment:

Marking criteria for products and process

List tasks/processes/reflections/ products to be assessed




Feedback mechanisms: During and at completion of process.




Phase of Guided Inquiry	What teachers are doing	What students are doing	Scaffolds/Web 2.0 tools.
 <p><b>Open</b></p> <p>3 Periods</p>	<p>Invite students to get excited about the inquiry topic and inquiry community.</p> <p><b>Stimulus Intro: Video?</b></p> <p>Set up inquiry circles for topic areas as sub-groups in Edmodo?</p> <p>AS: Reflection sheets</p>	<p>Complete Reflection Sheet 1.</p> <p>Initiate their research project.</p> <ul style="list-style-type: none"> <li>View the stimulus material</li> <li>Investigate the Edmodo Learning Space for their group</li> </ul> <p>Think broadly on a range of topics introduced through the stimulus material</p> <p>Join their inquiry circles.</p> <p>Learn to use the tools they will need.</p>	<p>AS - SLIM Reflection questionnaire 1 on Survey Monkey <b>before they begin anything.</b></p> <p><b>Edmodo Group Space</b></p> <p>Organise personal space for storage of information: (e.g. Evernotes, School subject folder)</p>
 <p><b>Immerse</b></p>	<p><b>Instruction on searching broadly and using general material eg encyclopedias.</b></p>	<p>Get the big picture of area of interest to select a topic:</p> <ul style="list-style-type: none"> <li>Find general information on 5 teacher-selected topic areas.</li> <li>Use the scaffold provided</li> </ul> <p>Share work in inquiry circles</p>	<p><b>Scaffold: Constructing Meaningful Choice</b></p> <p>What sources will you use?</p> <p>Keeping track of sources with Delicious?</p> <p>Data gathering with Zoomerang, Kwik, Polldaddy?</p>

Developed by Ross Todd and Lyn Hay for SybaSigns Seminar - The National Curriculum: Developing a Guided Inquiry & Web 2.0 Approach – 21 June 2013

Based on Kuhlthau, C.C., Maniotes, L.K., & Caspari, A.K. (2012). *Guided inquiry design: A framework for inquiry in your school*. Santa Barbara, CA: Libraries Unlimited.

Adapted by Lee FitzGerald and Alinda Sheerman

3 Periods			
 <p>5 Periods</p>	<p>Feedback for Reflection Sheet 1.</p> <p>Interviews with students to discuss ideas and resources.</p>	<p>Build background knowledge of their topic.</p> <p>Use scaffolds provided and upload these to your Edmodo group on the due date.</p>	<p>Use of mid-range sources.</p> <p>Scaffolds:</p> <ul style="list-style-type: none"> <li>• <b>Notetaking – Keeping Organised</b></li> <li>• <b>Building Knowledge</b></li> </ul>
 <p>2 Periods</p>	<p>AS: Reflection 2 – Survey Monkey</p> <p>Teaching team circulates the class to provide individual help to students.</p> <p>Personal Interviews/assistance with each student after instruction on creating questions.</p>	<p>Complete Reflection 2</p> <p>Create a research question and focus for their research.</p>	<p>Reflection 2 – Survey Monkey</p> <p>Scaffold: <b>Big Question Machine</b></p> <p>Use of deeper sources.</p>
	<p>AS provides feedback on Reflection sheet 2</p> <p><b>Gather to Construct the report: Discuss process first</b></p>	<p>Students search deeply</p> <p>Use previous note taking to formulate an answer to the question</p> <p>Work in inquiry circles to check/improve depth of information</p>	<p>Scaffolds:</p> <ul style="list-style-type: none"> <li>• <b>Cause &amp; Effect</b></li> </ul> <p>Inquiry circle scaffold?</p> <p>Mind mapping application?</p>

 <p><b>Create</b></p>	<p>AS to Teaching team - provides feedback on Reflection sheet 3. Instruction needed?</p> <p>Report – 30%</p>	<p>Students synthesise their ideas into their final product.</p>	<p>Report - Essay</p>
 <p><b>Share</b></p> <p>Week 10</p>	<p>2 minute speeches – <b>reflective comments</b> to their Inquiry Circles</p> <p>Participation 10 %</p>	<p>Share: Medieval Festival: (Integrated with English – Shakespeare Day)</p> <p>Students are given a chance to talk about their product or to show it, to peers, and to answer questions that demonstrate deep learning of the topic, and their awareness of their own learning processes. Activities prepared and organised by the Inquiry Circles demonstrate their learning.</p>	<p>Students who attend the event are given chance to leave feedback on product. PollDaddy? – Alinda will organise.</p>
 <p><b>Evaluate</b></p>	<p>Teaching team culmination conversation</p> <p>Teachers Reflection Survey for analysis for Evidence-based practice (AS to organise)</p> <p>AS Reflection 3 (Survey Monkey) Share with Teaching Team</p>	<p>Complete Reflection 3 (AS)</p> <p>(Culmination - evaluation of Information Literacy has been ongoing in reflections.)</p> <p>Evaluation has been ongoing.</p>	<p>Reflection 3 on Survey Monkey (AS)</p> <p>PQP scaffold – designate students to review each other on Edmodo.</p>

Program: A Sheerman 2015