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| **STAGE 4 History (Year 8)****Topic 6C: Spanish Conquest of the Americas****Duration: 5-6 weeks** |
| **Learning Outcomes**A student:* **HT4-2:** describes major periods of historical time and sequences events, people and societies from the past
* **HT4-3:** describes and assesses the motives and actions of past individuals and groups in the context of past societies
* **HT4-4:** describes and explains the causes and effects of events and developments of past societies over time
* **HT4-6:** uses evidence from sources to support historical narratives and explanations
* **HT4-7:** identifies and describes different contexts, perspectives and interpretations of the past
* **HT4-10:** selects and uses appropriate oral, written, visual and digital forms to communicate about the past
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| * **Learning Goals**:
* Pre-Columbian life in the Americas, including social organisation, city life and beliefs(ACDSEH016)
* Students:
* locate and identify the major civilisations and cities of the Pre-Columbian Americas in this period
* outline the organisation of society in the Pre-Columbian Americas
* describe key aspects of life in at least ONE city of the Pre-Columbian Americas, eg Teotihuacan, Tenochtitlan (Aztec), Machu Picchu (Inca)
* describe the beliefs of at least ONE Pre-Columbian society in the period
* When, how and why the Spanish arrived in the Americas, and where they went, including the various societies and geographical features they encountered(ACDSEH073)
* Students:
* outline and explain the reasons for Spanish conquest and settlement in the Americas
* identify the societies that the Spanish conquered in the Americas
* describe how geographic features influenced Spanish conquest of at least ONE society
* The nature of the interaction between the Spanish and the Indigenous populations, with a particular focus on either the Aztecs OR Incas(ACDSEH074)
* Students:
* using a range of sources, describe different perspectives on the first-contact experiences between the Spanish and Aztec OR Inca society
* explain how the Spanish conquered and controlled Aztec OR Inca society
* The impact of the conquest on the Aztecs OR Incas as well as on the wider world(ACDSEH075)
* Students:
* explain how either the Aztecs OR the Incas were affected by the Spanish conquests, eg the introduction of new diseases, horses and gunpowder
* using a range of sources, investigate at least ONE example of the wider impact of the Spanish conquests of the Americas, eg the introduction of new foods and increased wealth in Europe
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| **General Capabilities:**Literacy:* Comprehending texts through listening, reading and viewing
* Composing texts through speaking, writing and creating

Information and Communication Technology (ICT) capability:* Applying social and ethical protocols and practices when using ICT

Critical and Creative Thinking:* Inquiring – identifying, exploring and organising information and ideas
* Reflecting on thinking and processes
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| **Summary of task:**Using a modified Guided Inquiry Design process students will investigate a topic area of their own choosing, create and present a picture book for and to Stage 2 students and then contribute to whole class knowledge about this in-depth study.  |

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| **Phase of Guided Inquiry** | **What students are doing** | **Resources** |
|  2 lessons | **Learning Goals:** build excitement and interest in the topic* Introduced to the concept of Guided Inquiry
* Explore a variety of images and short texts as well as 3D virtual reality
* In inquiry circles brainstorm ideas, feelings, links to own knowledge and interesting facts under the broad headings of Everyday life, Culture, Beliefs and values, Conflict, Significant individuals
* Identify areas of interest using the ‘that’s interesting’ w/s
 | * Laminated pictures of artefacts, codices and written extracts – I set for each table
* Butcher’s paper and textas
* VR Goggles loaded with Spanish Conquest of the Americas playlist
* Spanish Conquest – that’s interesting w/s
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| 4 lessons | **Learning Goals:** Effective note-taking; collecting bibliographic informationNB: Prior to the first of these lessons the teacher has placed students in groups based on the responses to the ‘ that’s interesting’ w/s* Students are directed to complete the first student survey to gather data about student confidence in key information fluency skills
* The TL models the Cornell notetaking method and collection of bibliographic information
* Students take notes on their chosen area of interest using the Cornell note taking method.

Note: Students will be directed to continue the gather phase outside of class between sessions 7 and 9. | * Cornell note-taking sheet
* Citethisforme website
* Curated topic resources – hardcopy and online

Student survey 1 |

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| **Phase of Guided Inquiry** | **What students are doing** | **Resources** |
| 1 lesson6 lessons | **Learning Goals:** Consolidating information and making links* Students complete the second survey that gathers information about their confidence at the mid-point of the process in terms of key information fluency skills
* Each individual reviews their Cornell notes and starts to colour code like ideas.
* Jot down what could be used as themes or headings to group these ideas under
* In their groups, students collate their like information on the lotus chart so that each group has all the information from their research.

**Learning Goals:** Plan and create the final productStudents use the picture book planner with their book partner/s to begin sketching out the direction for their book. Students may use electronic images as long as they are available for reuse. TL to demonstrate CC search (Using pictures you find online), A bibliography is to be included (creating a bibliography) | * Highlighters/colour pencils
* Blank lotus charts
* Lotus chart video
* Student survey 2
* Picture book planner w/s
* Picture book information w/s
* Picture books
* Blank paper
* Textas
* Colour pencils

Scaffolds: using pictures you find online ; creating a bibliography |
| 2 lessons | 1. Students read their finished picture books to Stage 2 students at the neighbouring primary school and receive feedback and questions.2. Students share their picture books with each other, providing all students with an overview of the various unit topics and receiving feedback from their peers  |  |

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| **Phase of Guided Inquiry** | **What students are doing** | **Resources** |
| 1 lesson | **Learning Goals:** Reflect and evaluate Students watch power of constructive feedback video. Then provide feedback using the PQP review sheet.Students complete a survey to evaluate the GI process and provide data on their confidence in key information fluency skills. Notes:Following this session, the Learning Team should meet to debrief and evaluate the program | * PQP Peer review sheet
* Power of constructive feedback video https://www.youtube.com/watch?v=v759NYQ57GI
* Review w/s
* Student survey 3
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