

Depth Study 4b: Medieval Europe

Unit of Work

Australian Curriculum: History

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The Ancient to the Modern World (Depth Study 4: Medieval Europe)	Stage 4	Duration: 5–6 weeks
	YEAR 8	Detail: 15 hours/18 lessons
The overview may be programmed separately or integrated, where relevant, within this unit of work		

Key inquiry questions	Skills
<ul style="list-style-type: none"> • How did societies change from the end of the ancient period to the beginning of the modern age? • What key beliefs and values emerged and how did they influence societies? • What were the causes and effects of contact between societies in this period? • Which significant people, groups and ideas from this period have influenced the world today? 	<ul style="list-style-type: none"> • Comprehension: chronology, terms and concepts • Analysis and use of sources • Perspectives and interpretations • Empathetic understanding • Research • Explanation and communication

Outcomes	Historical concepts
<p>A student:</p> <ul style="list-style-type: none"> › describes and assesses the motives and actions of past individuals and groups in the context of past societies HT4-3 › identifies the meaning, purpose and context of historical sources HT 4-5 › identifies and describes different contexts, perspectives and interpretations of the past HT4-7 › locates, selects and organises information from sources to develop an historical inquiry HT 4-8 › uses a range of historical terms and concepts when communicating an understanding of the past HT 4-9 › selects and uses appropriate oral, written, visual and digital forms to communicate about the past HT4-10 <p>Related Life Skills outcomes: HTLS-3, HTLS-4, HTLS-5, HTLS-7, HTLS-9, HTLS-10,</p>	<p>The following historical concepts are integrated into the lesson sequences:</p> <p>Continuity and change: some aspects of a society, event or development change over time and others remain the same, eg the rise and fall of ancient civilisations: changes in religious beliefs or ideas; continuity of aspects of everyday life across centuries.</p> <p>Cause and effect: events, decisions and developments in the past that produce later actions, results or effects, eg the causes of the ‘fall’ of the Roman empire and its effects; the reasons for and results of the Crusades.</p> <p>Perspectives: people from the past may have had different views shaped by their different experiences, eg the conquest of the Americas would be viewed differently by an Inca noble and a Spanish conqueror; the arrival of the First Fleet would be viewed differently by a British naval captain and an Aboriginal elder.</p> <p>Empathetic understanding: the ability to understand</p>

HTLS-11, HTLS-12, HTLS-13	<p>another's point of view, way of life and decisions made in a different period of time or society, eg an understanding of why medieval villagers believed the Black Death was sent by God as punishment; why ancient Egyptians believed their kings were divine.</p> <p>Significance: the importance of an event, development, group or individual and their impact on their times or later periods, eg the importance/impact of the Viking invasions on the British Isles; the significance of the Black Death for medieval societies.</p> <p>Contestability: how historians may dispute a particular interpretation of an historical source, historical event or issue, eg did the Roman empire 'fall', were the Mongols 'bloodthirsty conquerors', did the British 'settle' or 'invade' Australia?</p>
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Content	Teaching, learning and assessment	Adjustments and/or extensions
<p>The way of life in Medieval Europe (social, cultural, economic and political features) and the roles and relationships of different groups in society (ACDSEH008)</p> <p>Students:</p> <ul style="list-style-type: none"> ➤ identify the extent and key sites of Medieval Europe ➤ describe everyday life of men, women and children in Medieval European society ➤ identify the roles and relationships of key groups in Medieval European society, using a range of sources 	<p>Overview and Introduction to Depth Study</p> <p><i>Explain the changing relations between Islam and the West during the medieval era, including the Crusades.</i></p> <p><i>Identify ways in which the Catholic Church influenced life in Medieval Europe.</i></p> <ul style="list-style-type: none"> › describes and assesses the motives and actions of past individuals and groups in the context of past societies HT4-3 › identifies the meaning, purpose and context of historical sources HT 4-5 › identifies and describes different contexts, perspectives and interpretations of the past HT4-7 <ul style="list-style-type: none"> • As a starter, students list in their History workbooks five predictions of what life was like in Medieval Europe. Students will re-visit these predictions at the end of 	

<p>Significant developments and/or cultural achievements, such as changing relations between Islam and the West (including the Crusades), architecture, medieval manuscripts and music (ACDSEH050)</p> <p>Students:</p> <ul style="list-style-type: none"> ➤ identify and describe significant developments and/or cultural achievements of Medieval Europe in at least ONE of the following areas: <u>architecture</u>, art, medieval manuscripts, literature and music ➤ explain the changing relations between Islam and the West during the medieval era, including the Crusades ➤ using a range of sources, outline what is revealed about different perspectives on the Crusades <p>Continuity and change in society in ONE of the following areas: crime and punishment; military and defence systems; towns, cities and commerce (ACDSEH051)</p> <p>Students:</p> <ul style="list-style-type: none"> ➤ outline the main features of at least ONE of the following: <ul style="list-style-type: none"> › crime and punishment › <u>military and defence systems</u> › towns, cities and commerce ➤ describe the ways your chosen topic changed or remained the same 	<p>the unit, comparing predictions to the results of their historical inquiry.</p> <ul style="list-style-type: none"> • The class forms into 3 groups. A collection of Medieval Resources are collected from the library and set up on a 'research table' that is erected in the classroom. Included in this collection are the primary and secondary sources required to answer the following questions: <ul style="list-style-type: none"> Group 1 (Charlemagne): <ul style="list-style-type: none"> ○ Who is Charlemagne? ○ When and why did the Roman Empire become Christian? ○ What is feudalism? Group 2 (Saladin): <ul style="list-style-type: none"> ○ Who is Saladin? ○ What are the 'Crusades'? ○ Where is Jerusalem? ○ Where is Constantinople? Group 3 (Wallace): <ul style="list-style-type: none"> ○ Who is Wallace? ○ What is the 'Renaissance'? ○ What is the 'Scientific Revolution'? ○ What is the 'Enlightenment'? • Remaining in groups, each member takes turns to present the group's findings to the class. <u>This will form a formulative assessment.</u> • As each group reports back the teacher leads discussion toward key points that may have been missed or require highlighting. • Teacher directs class conversation to address how, under the influence of the Catholic Church, relations changed between the Medieval European West and the Islamic East. • The class findings are recorded in the form of mind maps, Venn diagrams and flow charts on the SmartBoard and later printed and distributed to the class as 'notes' to be pasted in the student's History 	<p>Adjustments: Groups are coordinated by the teacher, matching higher ability students with lower ability students. These same groups will re-form when group work occurs. They will be named:</p> <ol style="list-style-type: none"> 1. Charlemagne 2. Saladin, and 3. Wallace <p>Adjustments: Scaffolded worksheets are provided for the following tasks;</p> <ol style="list-style-type: none"> I. Glossary II. Castle design task III. Contestability task
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<p>The dominance of the Catholic Church (ACDSEH052)</p> <p>Students:</p> <ul style="list-style-type: none"> identify ways in which the Catholic Church influenced life in Medieval Europe <p>The role of significant individuals (ACDSEH052)</p> <p>Students:</p> <ul style="list-style-type: none"> using a range of sources, investigate and assess the role of significant medieval individuals, eg Charlemagne, Eleanor of Aquitaine, Saladin, William Wallace of Joan of Arc use sources to identify different perspectives on the chosen individuals discuss how Medieval Europe has influenced the world today 	<p>workbooks for later reference.</p> <ul style="list-style-type: none"> Working individually, students work through the “Review 1.3” questions in the text (page 27, Oxford Insight History 7). These questions will be handed in by students, marked and annotated with feedback by the teacher and returned to students where it will be pasted in the student’s History workbooks for later reference. <u>This task will form a formative assessment.</u> Working individually, students complete the “Medieval Europe find-a-word”. This find-a-word is made up of key medieval words. Returning to groups, the students work through the list of words ‘found’ in the find-a-word and, using the ‘resource table’, create a glossary in the back of their history workbooks. <u>This glossary will be added to each lesson and will, eventually, form part of a summative assessment quiz for this unit.</u> The “Creative Task Assessment” is explained to students and an opportunity is given throughout the unit for planning and research to be conducted in relation to this task. <u>This task will form a summative assessment.</u> <p><i>This component of the unit provides the opportunity to address;</i></p> <ol style="list-style-type: none"> <i>Key cultural, economic and political features of Medieval European society</i> <i>The roles and relationships of key groups in Medieval European society, using a range of sources</i> <i>Ways in which the Catholic Church influenced life in Medieval Europe, and</i> <i>The role of significant medieval individuals</i> <p>Continuity and Change task <i>Some aspects of a society, event or development change over time and others remain the same, eg the rise and fall of ancient civilisations: changes in religious beliefs or ideas; continuity of aspects of everyday life across centuries.</i></p> <p>} uses a range of historical terms and concepts when communicating an</p>	<p>Extension: How does power and money influence primary sources?</p> <p>What advice would you give an historian about using sources?</p>
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	<p style="text-align: center;">understanding of the past HT 4-9</p> <ul style="list-style-type: none"> ➤ identify the extent and key sites of Medieval Europe ➤ describe everyday life of men, women and children in Medieval European society ➤ identify the roles and relationships of key groups in Medieval European society, using a range of sources <ul style="list-style-type: none"> • Students will work through worksheets that require them to explore the key sites of Medieval Europe. • Students will work through worksheets that require them to explore the tools and weapons used during Medieval Europe, identifying those that are still in common use in the developed and developing world. • Students will complete a short writing exercise where they are to adopt the persona of person living in Medieval Europe. Students are to use the worksheets and sources from the 'resource table' to add authenticity to their writing. <u>This creative writing exercise will form a formulative assessment.</u> <p><i>This component of the unit provides the opportunity to address;</i></p> <ol style="list-style-type: none"> i. <i>The extent and key sites of Medieval Europe</i> ii. <i>Everyday life of men, women and children in Medieval European society</i> <p>Cause and Effect task <i>Events, decisions and developments in the past that produce later actions, results or effects, eg the causes of the 'fall' of the Roman empire and its effects; the reasons for and results of the Crusades.</i></p> <ul style="list-style-type: none"> › describes and assesses the motives and actions of past individuals and groups in the context of past societies HT4-3 • Teacher initiates a class discussion around cause & effect and uses an event in the news that can be used to highlight cause & effect. • Teacher presents PowerPoint presentation on the causes & effects of the Crusades. 	<p>Extension: Explore the role of women in Medieval Europe, particularly among the Aristocracy.</p> <p>Extension: "Rich Tasks" page 22 of the text, <i>Oxford Insight History: Australian Curriculum for NSW Stage 4.</i></p>
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- In pairs, students will complete the “Evaluate Cause & Effect” task from the text (questions 8 a, b & c, page 141 Oxford Big Ideas History 8) after having read pages 137 -39. This task will form a formative assessment.

This component of the unit provides the opportunity to address;

- How Medieval Europe has influenced the world today*

Perspectives task

People from the past may have had different views shaped by their different experiences, eg the conquest of the Americas would be viewed differently by an Inca noble and a Spanish conqueror; the arrival of the First Fleet would be viewed differently by a British naval captain and an Aboriginal elder.

- › identifies and describes different contexts, perspectives and interpretations of the past HT4-7
 - Using a range of sources, outline what is revealed about different perspectives on the Crusades
 - Describe the ways your chosen topic changed or remained the same
- Teacher initiates “Magnetic Debate” with the class. Topics may include ‘white chocolate is nicer than milk’ or ‘cricket is better than rugby’. The class moves to the left (negative) or right (affirmative). Opportunities are given to persuade fence-sitters to join a group. The topic is not important but rather the exercise reinforces differences of perspective and opinion.
 - The previous exercise provides the opportunity for the Teacher to lead a class discussion about the Crusades and differing perspectives between Christian and Muslims in Medieval Europe. Students will record a summary of these perspectives in their History worksheets. These summaries will form a formulative assessment.
 - Students are to review “Peasants’ Revolt” in the text (page 143 Oxford Big Ideas History 8).

- Teacher will then show “Horrible Histories Peasants vs. Nobles” (<http://www.youtube.com/watch?v=Lv0dKdhdRpM&list=PLF78AEA66545C9BCE&index=1>).

This component of the unit provides the opportunity to address;

- ii. *The changing relations between Islam and the West during the medieval era, including the Crusades*
- iii. *Using a range of sources to outline what is revealed about different perspectives on the Crusades*

Empathetic Understanding task

The ability to understand another’s point of view, way of life and decisions made in a different period of time or society, eg an understanding of why medieval villagers believed the Black Death was sent by God as punishment; why ancient Egyptians believed their kings were divine.

) locates, selects and organises information from sources to develop an historical inquiry HT 4-8

- The class forms into their 3 groups, although for this period of learning the groups will be defined as ‘Aristocracy’, ‘Knights’ and ‘Peasants’.
- Using the ‘research table’, students use primary and secondary sources to answer the following questions:

Group 1 (Charlemagne/Aristocracy):

- What is meant by ‘Aristocracy’?
- Where did the Aristocracy live?
- How did the Aristocracy earn money?
- What did the Aristocracy eat? (Teacher will expand this point significantly using PowerPoint presentation to present primary and secondary sources about food and the Aristocracy, preparing students for final assessment item)
- What did the Aristocracy do for fun?

	<p>Group 2 (Saladin/Knights):</p> <ul style="list-style-type: none">○ Who and what are 'Knights'?○ Where did Knights live?○ What did Knights do?○ How did Knights earn money?○ What did Knights do for fun? <p>Group 3 (Wallace/Peasants):</p> <ul style="list-style-type: none">○ Who and what are Peasants?○ Where did Peasants live?○ How did Peasants earn money?○ What did Peasants eat? (Teacher will expand this point significantly using PowerPoint presentation to present primary and secondary sources about food and the Aristocracy, preparing students for final assessment item)○ What did Peasants do for fun? <ul style="list-style-type: none">• Remaining in groups, each member takes turns to present the group's findings to the class. <u>This will form a formulative assessment.</u>• As each group reports back the teacher leads discussion toward key points that may have been missed or require highlighting. The class findings are recorded in the form of mind maps, Venn diagrams and flow charts on the SmartBoard and later distributed to the class as 'notes' to be pasted in the student's History workbooks for later reference.• The class forms into their 3 groups, 'Aristocracy', 'Knights' and 'Peasants', as the teacher facilitates a "Town Council" where a series of questions are proposed and each group and group member takes turns to provide a point of view. <u>This will form a formulative assessment.</u> For example, should taxes be raised or should the infantry be raised by conscription. The teacher leads discussion toward key points that may have been missed or require highlighting.• Show "Worst Jobs in History – Medieval Knights" (http://www.youtube.com/watch?v=8ZrE1mVcB2k&index=9&list=PLF78AEA66545C9BCE).	
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This component of the unit provides the opportunity to address;

- i. Everyday life of men, women and children in Medieval European society*
- ii. The ways Medieval Europe changed and stayed the same*

Significance task

The importance of an event, development, group or individual and their impact on their times or later periods, eg the importance/impact of the Viking invasions on the British Isles; the significance of the Black Death for medieval societies.

- › selects and uses appropriate oral, written, visual and digital forms to communicate about the past HT4-10
- Identify and describe significant developments and/or cultural achievements of Medieval Europe in architecture.
- Outline the main features of military and defence systems.
- Discuss how Medieval Europe has influenced the world today.
 - Individually, students will draw a detailed castle design and include as many defence mechanisms as they can. Many of these defence mechanisms are known from popular culture, draw bridges for example.
 - Students will annotate and expand on these diagrams significantly as the Teacher uses a PowerPoint presentation to introduce students to a timeline of castle design throughout Medieval Europe and a detailed explanation of defence systems and siege tactics, using this as an opportunity to present primary source information from intact castles and ruins. Metalanguage is expanded by close use of the student's glossary and relevant technical terms. These diagrams and plans are collected, marked and annotated and returned to students for pasting into their History workbooks. This task will form a formative assessment.
 - Students use ICT resources to explore <http://www.castleexplorer.co.uk/> where they will have the opportunity to be exposed to many different types of castles and their unique defence mechanisms.
 - To show the continuing relevance of defence mechanisms first seen in

	<p>Medieval Europe, the Teacher uses a PowerPoint presentation to introduce students to the defences used at a modern military observation post and the “Siege of Sangin – Afghanistan 2006” highlighting how defence mechanisms that were pioneered in Medieval Europe are still in use today.</p> <p><i>This component of the unit provides the opportunity to address;</i></p> <ol style="list-style-type: none"> i. <i>Significant developments and cultural achievements of Medieval Europe in architecture</i> ii. <i>The main features of medieval military and defence systems</i> <p>Contestability task</p> <p><i>How historians may dispute a particular interpretation of an historical source, historical event or issue, eg did the Roman empire ‘fall’, were the Mongols ‘bloodthirsty conquerors’, did the British ‘settle’ or ‘invade’ Australia?</i></p> <ul style="list-style-type: none"> › identifies the meaning, purpose and context of historical sources HT 4-5 ➤ 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 <ul style="list-style-type: none"> • Teacher will play the class a series of high rating songs from the pop, rock, country and jazz charts. Students are asked to rate these songs. A class discussion is initiated surrounding the contestability of the ratings. • Teacher presents a PowerPoint presentation that reinforces the historical concept of contestability in sources, particularly related to the sources of Medieval Europe. • In pairs, students are given one source relevant to Charlemagne, Saladin or William Wallace (each pair receives a different source). A mind map is to be created and recorded in their History workbooks around areas of possible contestability presented by the source. <u>This task will form a formative assessment.</u> <p><i>This component of the unit provides the opportunity to address;</i></p>	
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i. Using sources to identify different perspectives on chosen individuals

Concluding tasks

- As a conclusion, students re-examine their five predictions of what life was like in nomadic Mongolian society. Which predictions were correct? Why were some predictions incorrect? Can the class explain why they made these earlier assumptions?

Resources

- Student History workbooks – lined exercise books
- Source Analysis Worksheet – based on “Interpreting Primary Sources” (NSW Department of Education and Training. (2010). *History for those new to teaching the subject*. Retrieved August 28, 2014, from http://www.curriculumsupport.education.nsw.gov.au/secondary/hsie/assets/new_teachers/teach_history.pdf).
- Medieval Europe find-a-word
- PowerPoint – “Medieval food, menus and festivals”
- PowerPoint – “Castle design timeline, defence mechanisms and siege tactics”
- PowerPoint - “Siege of Sangin – Afghanistan 2006”
- PowerPoint – “Contestability”
- Worksheet – Key sites of Medieval Europe
- Worksheet – Tools and Weapons of Medieval Europe
- Contestability task resources
- Scaffolded worksheets for Glossary, Castle Design and Contestability tasks

Books

- Collection from the library
- Text – Oxford Insight Big Ideas History 7
- Text – Oxford Insight Big Ideas History 8

Websites

- <http://www.schoolhistory.co.uk/teachers/starters.html> - Nice lesson starter ideas
- http://www.curriculumsupport.education.nsw.gov.au/secondary/hsie/assets/new_teachers/teach_history.pdf. “Interpreting Primary Sources” (NSW Department of Education and Training. (2010). *History for those new to teaching the subject*.
- <http://www.youtube.com/watch?v=Lv0dKdhdRpM&list=PLF78AEA66545C9BCE&index=1>. Horrible Histories Peasants vs. Nobles.

The Ancient to the Modern World (Depth Study 4: Medieval Europe)

STAGE: 4	DEPTH STUDY: The Western and Islamic World	TOPIC: 4b – Medieval Europe (c. AD 590 – c. 1500)		LESSON: 2/18
<p>LESSON FOCUS: The role of significant individuals (ACDSEH052)</p> <ul style="list-style-type: none"> ○ Using a range of sources, investigate and assess the role of significant medieval individuals ○ Use sources to identify different perspectives on the chosen individuals 		<p>CONCEPTS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Continuity and Change <input type="checkbox"/> Cause and Effect X Perspectives <input type="checkbox"/> Empathetic Understanding X Significance <input type="checkbox"/> Contestability 	<p>SKILLS</p> <ul style="list-style-type: none"> X Comprehension: Chronology, Terms & Concepts X Analysis and Use of Sources X Perspectives and Interpretations <input type="checkbox"/> Empathetic Understanding X Research X Explanation and Communication 	
OUTCOMES	STRATEGIES LEARNING & TEACHING ACTIVITIES		RESOURCES	RATIONALE
<p>Describes and assesses the motives and actions of past individuals and groups in the context of past societies</p> <p>HT4–3</p>	<p>Show <i>Monty Python and the Holy Grail</i> “Monty Python and the Holy Grail - Tim the Enchanter scene” approx <u>4min</u> on YouTube.</p> <p>This clip provides a fun way to start the lesson and initiate a class discussion surrounding Medieval Europe in pop culture. This class discussion is formalised by students recording a KWL chart in their History workbooks. Further to this KWL chart, students are to record five predictions of what life was like in Medieval Europe. Students will be reminded that we will re-visit these predictions at the end of the unit and compare our predictions to the results of our historical inquiry.</p>		<p>White, M. (Producer) & Gilliam, T. (Director). 1975. <i>Monty Python and the Holy Grail</i> [Motion picture]. UK: Michael White Productions.</p> <p>http://www.youtube.com/watch?v=QDAeJ7eLGGg</p>	<p>ENGAGE:</p> <p>The purpose of the YouTube clip is to present Medieval Europe in a fun way while initiating a class discussion surrounding Medieval Europe in pop culture.</p> <p>The purpose of the KWL chart and the student prediction task is to tap into and utilise prior knowledge while scaffolding the path of this unit to the</p>

<p>Locates, selects and organises information from sources to develop an historical inquiry</p> <p>HT4-8</p>	<p>Divide the class into groups of three. These groups are ‘teacher selected’ with an emphasis on an even spread of abilities across the groups. These groups will form ‘research teams’ and remain in these same groups for the duration of the unit. Arrange furniture to suit.</p> <p>Group 1: Charlemagne</p> <p>Group 2: Saladin</p> <p>Group 3: Wallace</p> <p>Additionally, at the start of each group work session the group nominates and records a scribe, an ICT researcher, a presenter/speaker and ‘research table’ researchers. These roles will be rotated for each group work session.</p> <p>The first group work session involves each group researching their namesakes. Each group is to find five interesting facts about their group’s namesake. Both primary and secondary sources can be found on the classroom’s ‘research table’. ICT resources are to be supplied to each group’s nominated ICT researcher.</p> <p>Group members will record a dot list or mind map of their findings, in preparation for presentation to the class.</p>	<p>Classroom furniture arranged into groups of three.</p> <p>Student History workbooks.</p> <p>Classroom ‘research table’.</p> <p>ICT “Medieval Europe Website List”.</p>	<p>students.</p> <p>EXPLORE:</p> <p>The purpose of this task is to provide and facilitate an opportunity for students to engage in directed and guided research. Group research similar to this will continue regularly for the duration of the unit.</p> <p>Teacher moves from group to group, advising on the search for sources and how best to utilise the sources that students have located.</p>
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	<p>Teacher will initiate a class discussion relating to group work including the strengths and weaknesses of this strategy. Students are encouraged to suggest ways to overcome conflict.</p> <p>Groups will now present their findings to the class. Groups that are not reporting are required to record the presenting group's findings in their History workbooks. Teacher will demonstrate Mind Mapping techniques by creating a Mind Map while each group presents their findings. This scaffolds note taking while providing an opportunity to shape the discussion toward important points that may have been missed by the group.</p>	<p>Whiteboard and markers.</p> <p>Student History workbooks.</p>	<p>EXPLAIN:</p> <p>Students have an opportunity to present their findings to the class.</p> <p>Together, the class has the chance to explain and deeply understand what has been learnt.</p>
	<p>Using images of paintings featuring Charlemagne, Saladin and Wallace (Question, are these primary or secondary sources?) and the A3 paper and textas provided, design a Coat of Arms that is, based on your research, similar to what your namesakes may have used.</p> <p>Design your Coat of Arms so that it is suitable to hang from your group's table.</p>	<p>Images of paintings featuring Charlemagne, Saladin and Wallace.</p> <p>A3 card and coloured textas.</p>	<p>ELABORATE:</p> <p>This task provides students with an opportunity to engage and elaborate on their research and their interpretation of a source in order to create a new product – a new interpretation of a source.</p>
	<p>Teacher facilitates the 'Hot Potato' game with a mini squishy football. As the football is passed to a student that student is required to recall one thing that they learnt in class today.</p> <p>Show <i>Monty Python and the Holy Grail</i> "Killer Bunny scene" approx <u>5min</u> on YouTube.</p>	<p>Squishy footy.</p> <p>White, M. (Producer) & Gilliam, T. (Director). 1975. <i>Monty Python and the Holy Grail</i></p> <p>[Motion picture]. UK: Michael White Productions.</p> <p>http://www.youtube.com/watch?v=tgj3nZWtOfA</p>	<p>EVALUATE:</p> <p>A fun activity that provides an opportunity for the teacher to evaluate what points from the lesson have been remembered.</p>

The Ancient to the Modern World (Depth Study 4: Medieval Europe)

STAGE: 4	DEPTH STUDY: The Western and Islamic World	TOPIC: 4b – Medieval Europe (c. AD 590 – c. 1500)	LESSON: 5/18	
<p>LESSON FOCUS: Identify and describe different perspectives of participants in a particular historical context (ACHHS212)(ACHHS155)</p> <ul style="list-style-type: none"> ○ Use sources to identify different perspectives on the chosen individuals ○ Using a range of sources, outline what is revealed about different perspectives on the Crusades ○ Describe ways concepts from Medieval Europe have changed or remained the same 		<p>CONCEPTS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Continuity and Change <input type="checkbox"/> Cause and Effect X Perspectives <input type="checkbox"/> Empathetic Understanding X Significance <input type="checkbox"/> Contestability 	<p>SKILLS</p> <ul style="list-style-type: none"> X Comprehension: Chronology, Terms & Concepts X Analysis and Use of Sources X Perspectives and Interpretations <input type="checkbox"/> Empathetic Understanding X Research X Explanation and Communication 	
OUTCOMES	STRATEGIES LEARNING & TEACHING ACTIVITIES		RESOURCES	RATIONALE
<p>Describes and assesses the motives and actions of past individuals and groups in the context of past societies</p>	<p>Show <i>The Middle Ages in 3 ½ Minutes</i> approx <u>4min</u> on YouTube.</p> <p>This clip provides a fun way to start the lesson and initiate a class discussion surrounding perspectives on how far advanced the “East” was compared to the “West” during the Middle Ages. Scroll down after the clip to view the ‘comments’ to see some of the contention around this seemingly simple little clip.</p>		<p>The Middle Ages in 3 ½ Minutes clip.</p> <p>Unknown. (2014). <i>Nasty Knights</i> [video file]. Retrieved from http://www.youtube.com/watch?v=6EAMqKUimr8</p>	<p>ENGAGE:</p> <p>The purpose of this task is to not only stimulate interest in the day’s lesson but also highlight how a certain degree of “base knowledge” in a topic is required before one can present an informed perspective.</p>

<p>HT4-3</p> <p>Identifies and describes different contexts, perspectives and interpretations of the past</p> <p>HT4-7</p>	<p>Clear the classroom furniture to the back of the room. Explain to the class that we are starting the lesson with a “Magnetic Debate”. A number of statements will, in turn, be written on the board. If you agree with the statement move to the right of the class. If you disagree with the statement move to the left of the class. If you neither disagree nor agree than remain in the middle of the class. The ‘Lefts’ and the ‘Rights’ will take turns to convince the ‘Middle’ to join them.</p> <p>Statement 1: “White chocolate is better than milk chocolate”</p> <p>Statement 2: “Cricket is better than Rugby”</p> <p>Statement 3: “Australia was invaded in 1788”</p> <p>Statement 4: “The Crusades were a good thing”</p> <p>Of course, now we can see that it becomes difficult to have a position on a statement if it is something that we do not know a lot about.</p> <p>We are going to form our research groups and research the Crusades. Each group will report back their findings to the class. Together, we will learn more about the Crusades and the perspectives that participants in the Crusades may have had. We will be using both primary and secondary sources to achieve this.</p>	<p>Whiteboard and markers.</p>	
	<p>Divide the class into groups of three. These groups are ‘teacher selected’ with an emphasis on an even spread of abilities across the groups. These groups will form ‘research teams’ and remain in these same groups for the duration of the unit. Arrange</p>	<p>Classroom furniture arranged into groups of</p>	<p>EXPLORE:</p> <p>The purpose of this group work</p>

	<p>furniture to suit.</p> <p>Group 1 (Charlemagne)</p> <ul style="list-style-type: none"> ○ What are the Crusades? ○ Why were Europeans involved? – What was in it for them? <p>Group 2 (Saladin)</p> <ul style="list-style-type: none"> ○ What were the Crusades? ○ Why were Muslims involved? – What was in it for them? <p>Group 3 (Wallace)</p> <ul style="list-style-type: none"> ○ What were the Crusades? ○ Who won the Crusades? <p>Both primary and secondary sources can be found on the classroom’s ‘research table’. ICT resources are to be supplied to each group’s nominated ICT researcher.</p> <p>Group members will record a dot list or mind map of their findings, in preparation for presentation to the class.</p>	<p>three.</p> <p>Student History workbooks.</p> <p>Classroom ‘research table’.</p> <p>ICT “Medieval Europe Website List”.</p>	<p>research task is to require students to gather information and develop ideas based on primary and secondary sources.</p> <p>The set questions scaffold inquiry and, while simple, require students to filter information that may not be relevant to their specific task.</p> <p>Teacher moves from group to group, advising on the search for sources and how best to utilise the sources that students have located.</p>
	<p>Groups will now present their findings to the class. Groups that are not reporting are required to record the presenting group’s findings in their History workbooks.</p>	<p>Whiteboard and markers.</p> <p>Student History</p>	<p>EXPLAIN:</p> <p>The purpose of this task is to provide students with an opportunity to share</p>

	<p>Teacher will demonstrate Mind Mapping techniques by creating a Mind Map while each group presents their findings. This scaffolds note taking while providing an opportunity to shape the discussion toward important points that may have been missed by the group.</p> <p>Teacher will quiz each group on the sources used to find their information and elicit responses from the students surrounding the perspective of various sources - for example, paintings of Crusaders gloriously triumphant in battle.</p>	workbooks.	<p>their findings with their peers.</p> <p>This task also provides an opportunity for the teacher to expand metalanguage and to develop the student's "Medieval Europe Glossary" further.</p>
	<p>Now that each group has presented their findings we can re-visit the question posed at the start of the lesson for the magnetic debate.</p> <p>"The Crusades were a good thing"</p> <p>Re-establish the classroom magnetic debate and have students move to the right if they agree and to the left if they disagree. If a student neither agrees nor disagrees they are to remain in the middle. An opportunity is provided for the 'Lefts' and the 'Rights' to take turns to convince the 'Middle' to join them.</p> <p>Teacher will require the 'Lefts' and the 'Rights' to justify their position. All the while, the teacher can highlight the role of 'perspective' in historical inquiry.</p>	Whiteboard and markers.	<p>ELABORATE:</p> <p>This task provides for the teacher to extend and refine the students understanding of 'perspective' in regards to historical inquiry.</p> <p>The purpose of this task is to show how knowledge can effect one's perspective on a topic.</p>
	<p>Teacher facilitates the 'Hot Potato' game with a mini squishy football. As the football is passed to a student that student is required to recall one thing that they learnt in class</p>	Squishy footy. White, M. (Producer) &	EVALUATE:

	<p>today.</p> <p>Show <i>Monty Python and the Holy Grail</i> “Killer Bunny scene” approx <u>5min</u> on YouTube.</p>	<p>Gilliam, T. (Director). 1975. <i>Monty Python and the Holy Grail</i> [Motion picture]. UK: Michael White Productions.</p> <p>http://www.youtube.com/watch?v=9V7zbWNznbs</p>	<p>A fun activity that provides an opportunity for the teacher to evaluate what points from the lesson have been remembered.</p>
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The Ancient to the Modern World (Depth Study 4: Medieval Europe)

STAGE: 4	DEPTH STUDY: The Western and Islamic World	TOPIC: 4b – Medieval Europe (c. AD 590 – c. 1500)	LESSON: 10/18
<p>LESSON FOCUS:</p> <p>Locate, select and use information from a range of sources as evidence (ACHHS210)(ACHHS153)</p> <ul style="list-style-type: none"> ○ Identify and describe significant developments and/or cultural achievements of Medieval European architecture. ○ Outline the main features of military and defence systems. ○ Describe the ways military and defence systems have changed or remained the same. ○ Discuss how Medieval Europe has influenced the world today. 		<p>CONCEPTS</p> <ul style="list-style-type: none"> X Continuity and Change <input type="checkbox"/> Cause and Effect X Perspectives <input type="checkbox"/> Empathetic Understanding X Significance <input type="checkbox"/> Contestability 	<p>SKILLS</p> <ul style="list-style-type: none"> X Comprehension: Chronology, Terms & Concepts X Analysis and Use of Sources X Perspectives and Interpretations <input type="checkbox"/> Empathetic Understanding X Research X Explanation and Communication

OUTCOMES	STRATEGIES LEARNING & TEACHING ACTIVITIES	RESOURCES	RATIONALE
<p>Uses a range of historical terms and concepts when communicating an understanding of the past</p> <p>HT4-9</p> <p>Selects and uses appropriate oral, written, visual and digital forms to communicate about the past</p> <p>HT4-10</p>	<p>Show “Horrible Histories – Nasty Knights Castle Defences” - approx <u>2 minutes</u> on YouTube.</p> <p>This clip provides a fun way to start the lesson and initiate a class discussion surrounding Medieval European castles in pop culture.</p> <p>Students are required to draw a castle design based on what they think may be a Medieval European design and include and annotate as many defensive mechanisms as they can. For example, they may include draw bridges and moats. Students will re-visit their design at the end of the lesson to see if they can add more defensive techniques that they may not have known about prior to the lesson.</p>	<p>Horrible Histories clip.</p> <p>Unknown. (2014). <i>Nasty Knights</i> [video file]. Retrieved from http://www.teachertube.com/video/horrible-histories-castle-defences-322410</p> <p>A3 card.</p>	<p>ENGAGE:</p> <p>The purpose of this task is to present Medieval Europe in a fun and somewhat factual way while introducing and stimulating interest in the day’s lesson on Medieval architecture.</p> <p>Meanwhile, the drawing task taps into prior knowledge and makes connections with past learning.</p>
	<p>Show PowerPoint “Castles” - approx <u>10 minutes</u>. During this time students will update the glossary in their History workbooks. Students will be required to use these terms in the final assessment and later in today’s lesson.</p> <p>Log onto http://www.castleexplorer.co.uk and explore examples of castle design and the location of significant castles in the United Kingdom.</p> <p>Show PowerPoint “Afghanistan” – approx <u>10 minutes</u>.</p>	<p>PowerPoint “Castles”</p> <p>Class set of laptops with internet access.</p> <p>www.castleexplorer.co.uk</p> <p>PowerPoint “Afghanistan”</p>	<p>EXPLORE:</p> <p>While the PowerPoint is primarily teacher directed instruction it does pave the way for students to investigate and gather information while navigating www.castleexplorer.co.uk.</p> <p>The second PowerPoint presentation gives students an opportunity to see the connections between medieval defence systems and current military defence systems.</p>

	<p>Taking the class outside to the oval and using a trundle wheel, the teacher facilitates the recreation of “Nunney Castle” – England’s smallest castle. Using a plan, students will mark the dimensions of “Nunney Castle” on the school oval, using marking spray paint.</p> <p>Opportunities will occur to discuss the effect of defence mechanisms such as the drawbridge, moat, portcullis, machicolations, etc.</p>	<p>School oval.</p> <p>Marking spray paint.</p> <p>Plan of “Nunney Castle”.</p> <p>Trundle wheel.</p>	<p>EXPLAIN:</p> <p>The purpose of this activity is to provide students with an opportunity to understand the scale of castle defenses while demonstrating their current understanding of defence mechanisms.</p>
	<p>Returning to class, students re-visit their initial castle sketch design and now add and label defensive mechanisms that had not been originally included. Encourage students to use their glossaries and sources from the classroom ‘research table’. These diagrams and plans will be collected, marked and later returned to the students for pasting into their History workbooks.</p>	<p>Classroom ‘research table’.</p>	<p>ELABORATE:</p> <p>The purpose of this activity is to extend and refine students understanding of Medieval architecture and defence mechanisms.</p> <p>This activity also provides an opportunity to monitor student understanding.</p>
	<p>Teacher facilitates the ‘Hot Potato’ game with a mini squishy football. As the football is passed to a student that student is required to recall one thing that they learnt in class today.</p>	<p>Squishy footy.</p>	<p>EVALUATE:</p> <p>A fun activity that provides an opportunity for the teacher to evaluate what points from the lesson have been remembered.</p>

	Castle diagrams and plans collected, marked, annotated and returned to students with feedback.		Collecting castle diagrams and plans provides an opportunity to monitor student understanding.
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