

# YEAR 8 HUMANITIES: Changes and Continuities in Medieval Times

**Achievement Standard:** [insert year level achievement standard. Bold the statements that will be assessed in the unit]

By the end of Year 8, students recognise and explain patterns of change and continuity over time. They explain the causes and effects of events and developments. They identify the motives and actions of people at the time. Students explain the significance of individuals and groups and how they were influenced by the beliefs and values of their society. They describe different interpretations of the past.

Students sequence events and developments within a chronological framework with reference to periods of time. When researching, students develop questions to frame an historical inquiry. They analyse, select and organise information from primary and secondary sources and use it as evidence to answer inquiry questions. Students identify and explain different points of view in sources. When interpreting sources, they identify their origin and purpose, and distinguish between fact and opinion. Students develop texts, particularly descriptions and explanations, incorporating analysis. In developing these texts, and organising and presenting their findings, they use historical terms and concepts, evidence identified in sources, and acknowledge their sources of information.

## Unit Specific Information [various forms e.g. assessment focus, context, etc]

This unit seeks to explore changes and continuities during Medieval times with a focus on the causes, course and effects of Viking expansion (9<sup>th</sup> century following), and the Black Death (14<sup>th</sup> century). Students will investigate the social, cultural, economic and political features of Viking society and explore the values and beliefs of medieval society. The content provides opportunities to develop historical understandings through the key concepts of evidence, continuity and change, cause and effect, perspectives, significance and contestability.

Students will demonstrate these understandings through a series of tasks in a portfolio assessment item throughout the unit. They will also complete a short response exam at the end of the unit. Activities will include explaining patterns of change and continuity over time and the causes and effects of developments. They will sequence events within a chronological framework. They will also identify the origin and purpose of sources and distinguish fact from opinion in sources in order to identify and discuss points of view in sources.

## Assessment Details:

Student portfolio:  
Week 8  
Short Response Exam:  
Week 10

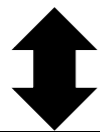


READING / VIEWING / LISTENING:

Core Text 1: History Alive 8

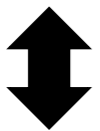
COMPREHENSION SKILL FOCUS:

Inferring; determining importance



THINKING:

Explaining; inferring; justifying



WRITTEN / SPOKEN / MULTI-MODAL TEXT

Portfolio and Short Response Exam

HIGHLY VALUED LANGUAGE FEATURE FOCUS:

Elaborating clauses, implication sequences; evaluative language

## Priority Standards

	Identify and explain different points of view in sources.	In developing text, organise and present findings with the use of historical terms and concepts, evidence identified in sources and references.
4	In addition to Score 3, I can make in depth inferences about points of view that go beyond what is taught in class and I can use this knowledge in other subject areas.	In addition to score 3.0, I can manipulate terminology and evidence identified in sources to argue a stance and apply this skill in other subject areas.
3	<b>I can: Identify and explain different points of view in sources.</b>	<b>In developing texts, I can organise and present findings with the use of historical terms and concepts, evidence identified in sources and references.</b>
2	<p><i>Recognise or recall key vocabulary:</i> Points of view; perspective; various groups in relevant society: eg. Vikings and the British (Vikings); religious groups; medical groups (Black Death); opinion; source origin and purpose; references and captions; evaluative language; attitudes, values and beliefs; inferences; corroborating/conflicting evidence</p> <p><i>Perform basic processes such as:</i></p> <ul style="list-style-type: none"> <li>Use references and captions to determine origin and purpose of source and the point of view provided</li> <li>Identify the relevant group represented by the source</li> <li>Identify evaluative language in the source in order to infer the attitudes, values and beliefs of the source</li> <li>Explain the point or view demonstrated by the source</li> <li>Use of evidence from sources to support explanation</li> <li>Explain how different sources compare in terms of points of view</li> </ul>	<p><i>Recognise or recall key vocabulary:</i> Historical language/terms; evidence; reference; caption; quote; paraphrase; citation; source number; explain; justify; compare; interpret; corroborating and conflicting evidence</p> <p><i>Perform basic processes such as:</i></p> <ul style="list-style-type: none"> <li>Underline/highlight the critical parts of the question</li> <li>Number the different parts of the question</li> <li>Rephrase the question in the answer to make a topic sentence</li> <li>Identify evidence that is relevant to a question</li> <li>Use the evidence by paraphrasing, quoting or describing (in the case of images)</li> <li>Insert citations making use of Source number (Source ___)</li> <li>Explain how evidence chosen is relevant to question</li> <li>Identify links between pieces of evidence to distinguish similarities and differences</li> <li>Proofread responses against each part of the question</li> </ul>
1	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.

# YEAR 8 HUMANITIES: Changes and Continuities in Medieval Times

Guaranteed Vocabulary:		Design Question Four Strategy	Design Question Five Strategy	21 <sup>st</sup> Century Skill
History Source Analyse Interpret Primary source Secondary source Origin and purpose Points of view/ Perspective Fact vs. opinion Evaluate Corroborating/ conflicting evidence Attitudes and beliefs Justify Relevance Accuracy Change/ continuity Cause and effect	Infer Timeline References Vikings Knarr Drakkar Valhalla Feudal Society – groups Trade Expansion Exploration Plague Feudalism Symptoms Pestilence Middle Ages Medieval Beak Doctor	<b>Design Question 4, Element 9: Using Structured Practice Sessions</b> Students will be given opportunities in every lesson to practice writing short response-style responses. Students will be explicitly taught how to write these responses including using question stems, elaborating clauses to specify and exemplify. The gradual release of responsibility model of instruction will be used to gradually release these skills.	<b>Design Question 5, Element 13: Providing Resources and Guidance</b> Teachers will collect evidence of student learning in the form of work samples/bookwork, consultation and observation every lesson as to how students are developing their skills to write effective short response answers. This includes the portfolio booklet. Teachers will utilise this feedback to provide guidance to students as individuals, large and small groups as needed by their class.	<b>Effective oral and written communication</b> As an introductory unit for this year level, teachers will focus explicit instruction and develop classroom routines that facilitate effective oral communication in the classroom and effective written communication through the explicit teaching of sentence structure, implication sequences and elaborating clauses with the purpose to specify and exemplify. Teachers will also focus on refining student writing skills with particular focus on school literacy elements: evaluative language and factorial and consequential explanations, to enhance the quality of student short responses and paragraphing.
Guaranteed Skills/Language Features:		Reading Comprehension Skill and Strategy	Cognitive Verbs:	ICT to Enhance Learning:
<ul style="list-style-type: none"> <li>Be able to use a range of sentence types including simple, compound and complex sentences, to explain ideas and concepts</li> <li>Be able to use history metalanguage to construct written responses</li> <li>Be able to use elaborating clauses and source evidence to specify and exemplify</li> <li>Be able to use implication sequences to demonstrate an understanding of cause and effect</li> <li>Be able to distinguish primary and secondary sources, origin and purpose, fact and opinion</li> </ul>		<b>Inferring</b> Teachers will explicitly teach how to use the Double-Entry Diary to engage students in making historical inferences through the collection of explicit evidence.  <b>Determining Importance</b> Teachers will explicitly teach students how to summarise and determine important information (critical concepts) through Magnet Summaries.  <b>Strategies:</b> Double-Entry Diary Magnet Summaries	<b>Explain</b> make an idea or situation plain or clear by describing it in more detail or revealing relevant facts; give an account; provide additional information  <b>Infer</b> derive or conclude something from evidence and reasoning, rather than from explicit statements; listen or read beyond what has been literally expressed; imply or hint at  <b>Justify</b> give reasons or evidence to support an answer, response or conclusion; show or prove how an argument, statement or conclusion is right or reasonable	The use of document cameras where possible in order to deconstruct student work and mark student work against criteria, thus enhancing feedback and improving outcomes.

Strands and Sub-Strands	Australian Curriculum Content Descriptors	Kirwan High Learning Goals
Overview	<ul style="list-style-type: none"> <li>Key features of the medieval world (feudalism, trade routes, voyages of discovery, contact and conflict)</li> <li>The emergence of ideas about the world and the place of people in it by the end of the period (such as the Renaissance, the Scientific Revolution and the Enlightenment)</li> </ul>	<ul style="list-style-type: none"> <li>Be able to explain key features of the medieval world (feudalism, trade routes, Viking religion, voyages of discovery, contact and conflict) with a focus on the Vikings</li> <li>Be able to recognise changes to society as a result of the Black Death, such as improvements in medicine and science</li> </ul>
Historical Knowledge and Understanding	<ul style="list-style-type: none"> <li>The way of life in Viking society (social, cultural, economic and political features) and the roles and relationships of different groups in society</li> <li>Significant developments and/or cultural achievements that led to Viking expansion, including weapons and shipbuilding, and the extent of their trade</li> <li>The role of a significant individual in the expansion of Viking settlement and influence, such as Erik the Red or Leif Ericson</li> </ul>	<ul style="list-style-type: none"> <li>locating Viking lands in Scandinavia (Denmark, Norway and Sweden)</li> <li>describing the way of life of the Vikings (for example, living in a cold and harsh environment; the importance of farming and raids; the significance of honour in Viking warrior society)</li> <li>describing Viking craft with particular emphasis on the production of weapons (for example, swords, battle axes and helmets)</li> <li>outlining the key role of gods such as Odin, Thor, Frey and Freyja in Viking religion and the adoption of Christianity during the Viking period</li> <li>investigating the construction of longboats and their role in exploration, including innovations in keel and sail design.</li> <li>describing evidence of Viking trade between Russia (Kiev) and the east (through Constantinople)</li> <li>outlining Erik the Red's development of Viking settlements in Eastern and Western Greenland in 985 CE</li> <li>comparing the artefacts discovered at L'Anse aux Meadows in Newfoundland (Canada) with Viking artefacts as possible evidence that the Vikings had discovered America 500 years before Christopher Columbus</li> </ul>
	<ul style="list-style-type: none"> <li>Living conditions and religious beliefs in the 14th century, including life expectancy, medical knowledge and beliefs about the power of God</li> <li>The role of expanding trade between Europe and Asia in the Black Death, including the origin and spread of the disease</li> <li>The causes and symptoms of the Black Death and the responses of different groups in society to the spread of the disease, such as the flagellants and monasteries</li> <li>The effects of the Black Death on Asian, European and African populations, and conflicting theories about the impact of the plague</li> </ul>	<ul style="list-style-type: none"> <li>Describe living conditions and religious beliefs in the 14th century, including life expectancy, medical knowledge and beliefs about the power of God</li> <li>Explain the origin and spread of the disease</li> <li>Identify causes and symptoms of the Black Death and locate on the body</li> <li>Explain responses of different groups in society to the spread of the disease e.g. flagellants and monasteries</li> <li>Evaluate the effects of the Black Death on Asian and European populations (particular focus on Europe)</li> <li>Effects are considered in short and long term categories, including labour shortages, peasant uprisings, the weakening of feudal structures, and increased social mobility</li> </ul>
Historical Skills	<p>CHRONOLOGY, TERMS AND CONCEPTS</p> <ul style="list-style-type: none"> <li>Sequence historical events, developments and periods</li> <li>Use historical terms and concepts</li> </ul>	<ul style="list-style-type: none"> <li>Be able to sequence historical events in chronological order</li> <li>Be able to use historical terms and concepts relevant to sources and medieval times</li> <li>Be able to explain changes and continuities during medieval times</li> </ul>
	<p>ANALYSIS AND USE OF SOURCES</p> <ul style="list-style-type: none"> <li>Identify the origin and purpose of primary and secondary sources</li> <li>Locate, compare, select and use information from a range of sources as evidence</li> <li>Draw conclusions about the usefulness of sources</li> </ul>	<ul style="list-style-type: none"> <li>explaining how clues within a source can be used to identify where it was made or who it was made by (for example, the place where it was found, the materials used, the condition of the object, decorative features)</li> <li>Be able to draw conclusions about the usefulness of sources and problematic nature of sources by considering the origin and purpose and fact versus opinion</li> <li>Be able to select information from sources to use as evidence</li> </ul>

	<p><b>PERSPECTIVES AND INTERPRETATIONS</b></p> <ul style="list-style-type: none"> <li>Identify and describe points of view, attitudes and values in primary and secondary sources</li> </ul>	<ul style="list-style-type: none"> <li>Identify and explain perspectives and attitudes/values present within primary and secondary sources</li> </ul>
	<p><b>EXPLANATION AND COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged</li> <li>Use a range of communication forms (oral, graphic, written) and digital technologies</li> </ul>	<ul style="list-style-type: none"> <li>Respond appropriately in an effective short response genre using evidence from sources and acknowledging sources appropriately</li> <li>Incorporate evidence and historical knowledge in short responses using elaborating clauses</li> <li>Understand the purpose of simple, compound and complex sentences and use them to adequately address historical questions in the form of factorial and consequential explanations</li> </ul>

**Possible Habit of Mind: Thinking and Communicating with Clarity and Precision**

<p><b>Exploring Meaning of the HOM</b> By the end of this unit students will be able to: Explain the concept of “Thinking and Communicating with Clarity and Precision”</p>	<p><b>Expanding Capacity for using the HOM</b> By the end of this unit students will be able to: Explain how the concept of “Thinking and Communicating with Clarity and Precision” is relevant and necessary for Historians</p>	<p><b>Increasing Alertness for the HOM</b> By the end of this unit students will be able to: Explain the concept of the HOM and its application to their homework, class work and approach to assessment. Teachers will need to have high expectations when checking student work.</p>	<p><b>Extending Values of the HOM</b> By the end of this unit students will be able to: Apply this HOM independently during revision and quiz activities – both in class and independently</p>	<p><b>Building Commitment towards the HOM</b> By the end of this unit students will be able to: Demonstrate commitment to this HOM through their efforts on book work, homework and their responses on the exam.</p>
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**General Capabilities:** This unit provides opportunities for students to engage in following capabilities:

<p><b>Literacy</b>  <b>X Comprehending texts through listening, reading and viewing</b>  <b>X Composing texts through speaking, writing and creating</b>  <b>X Text knowledge</b>  <input type="checkbox"/> Grammar knowledge  <b>X Word knowledge</b>  <input type="checkbox"/> Visual knowledge  <b>Numeracy</b>  <input type="checkbox"/> Estimating and calculating with whole numbers  <b>X Recognising and using patterns and relationships</b>  <input type="checkbox"/> Using fractions, decimals, percentages, ratios and rates  <input type="checkbox"/> Using spatial reasoning  <input type="checkbox"/> Interpreting statistical information  <b>X Using measurement</b></p>	<p><b>ICT</b>  <input type="checkbox"/> Applying social and ethical protocols and practices when using ICT  <input type="checkbox"/> Investigating with ICT  <input type="checkbox"/> Creating with ICT  <input type="checkbox"/> Communicating with ICT  <input type="checkbox"/> Managing and operating ICT  <b>Critical and creative thinking</b>  <b>X Inquiring - identifying, exploring and organising information and ideas</b>  <input type="checkbox"/> Generating ideas, possibilities and actions  <b>X Reflecting on thinking and processes</b>  <b>X Analysing, synthesising and evaluating reasoning and procedures</b></p>	<p><b>Personal and social capability</b>  <input type="checkbox"/> Self-awareness  <b>X Self-management</b>  <input type="checkbox"/> Social awareness  <input type="checkbox"/> Social management  <b>Ethical understanding</b>  <input type="checkbox"/> Understanding ethical concepts and issues  <input type="checkbox"/> Reasoning in decision making and actions  <b>X Exploring values, rights and responsibilities</b>  <b>Intercultural understanding</b>  <b>X Recognising culture and developing respect</b>  <input type="checkbox"/> Interacting and empathising with others  <input type="checkbox"/> Reflecting on intercultural experiences and taking responsibility</p>
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**Cross Curriculum Priorities:**

**X Sustainability**

**Differentiation [for small groups or individuals]:**