

Title of Expedition: 3- Middle Ages Quest		Duration: 6 Weeks	Class: Grade 8
Identify Desired Results (Stage 1)			
Expedition Learning Goals:			
<p>POLITICAL SYSTEMS: POWER, AUTHORITY AND GOVERNANCE - Students understand how and why people create and change structures of power, authority and governance as well as the rights and responsibilities of citizenship.</p> <p>PERSONAL CONNECTIONS: INDIVIDUAL DEVELOPMENT AND IDENTITY - Students understand that their personal development and perception of the world is related to social, cultural, and historical contexts.</p> <p>National Education Technology Standards (NETS) -</p> <p>1. Creativity and Innovation Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.</p> <p>2. Communication and Collaboration Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p> <p>3. Research and Information Fluency Students apply digital tools to gather, evaluate, and use information.</p> <p>5. Digital Citizenship Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</p> <p>6. Technology Operations and Concepts Students demonstrate a sound understanding of technology concepts, systems, and operations.</p>			
<p>Enduring Understandings (The BIG ideas that will have lasting value beyond the classroom)</p>		<p>Essential Questions (A question that lies at the heart of a subject or a curriculum and promotes inquiry and uncoverage of subject)</p>	
<p>Students will understand ...</p> <p>1) various interpretations for the purpose of government with central understanding that it provides for security and order for society to function.</p> <p>2) the need for human beings to live and work in organized societies. Students will begin their understanding of the ways society provides the structure to meet human needs and concerns.</p> <p>3) that European society did grow and produce cultural and other societal benefits during the Middle Ages.</p> <p>4) economic, social, political, religious, technological and geographical factors along with the desire for security can lead nations to war.</p>		<p>Students will work to answer ...</p> <p>1) What do governments do?</p> <p>2) Why live together? What holds us together?</p> <p>3) The "Dark Ages" in Europe... really that dark?</p> <p>4) Why fight?</p>	

Student Learning Outcomes: Explain how students will engage and use the outcomes through this Expedition.

Active Learner:

- Use information literacy skills to gather information and to judge validity of information.
- Pursue own questions that come up in research.
- Discovering topics of interest to pursue more deeply in research.

Community Contributors:

- Work on teams and with individual partners to create learning projects.
- Read and blog about current events sharing with classmates.
- Make contact with citizens of our city working to understand their lives.

Critical Thinking & Problem Solvers:

- Analyze information to then be synthesized into learning products to demonstrate understanding.
- Use various technologies (blogs, online mind maps, GarageBand, iWeb, etc.) problem solving difficulties when they occur.
- Analyze role and presented problems to overcome in ongoing simulations.
- Analyze information provided in videos and from teacher to synthesize into one's own understanding.
- Apply learning from historical study to present day making connections and seeing patterns.
- Use the ESPRAT+G construct to make meaning of social studies.

Effective Communicators:

- Use technology and good design effectively in producing podcast and video.
- Write effectively using 6 Traits in preparing script for podcast and for video.
- Be organized in storyboarding and effective with use of images for video.
- Use images and 6 traits in blog post writing.

Person of High Character:

- Interact with fellow citizens in well-mannered fashion.
- Use understanding and patience in working with team and partner in projects.

Knowledgeable:

- Use valid and supported facts in character role play, podcast and video projects.
- Understands basic social organization of European society.
- Understands various social roles of Medieval society.

Global Citizenship:

- Applies understanding of connections in Medieval society to modern day society.
- Sees connections between citizens and government.

Assessment Evidence (Stage 2)

Formative Assessment (Ongoing Assessment): Ongoing assessing of student work to reach each Enduring Understanding listed by number above.

- 1) Simulation 1- Students begin the process of understanding the lifestyles of Europeans living during the Middle Ages making connections between people, government and the Catholic Church. **(Enduring Understandings 1, 2 & 3)**
- 2) Simulation 2- The teams use their individual research to work together to show relationships and their understanding of what a typical manor and town looked like. **(Enduring Understandings 1, 2 & 3)**
- 3) Simulation 3- Blog Posts: Students will role play in class and through their blogs their assigned positions in Medieval society. They will be tasked to deal with specific problems and events during class time that they will reflect upon and write about in character via their blogs. These scenarios will build the students' experience to help them answer the three Essential questions in their summative podcast. Other classmates and the teacher will use the comment tool in the blog to give feedback and to continue the simulations outside of the classroom. **(Enduring Understandings 1, 2 & 3)**
- 4) Simulation 4- Students use a Google Document to design their simulation warfare game. **(Enduring Understanding 4)**
- 5) Debate Preparation- One of the teacher guided lessons will guide students through some of the negatives and positives of what it meant to live during the Middle Ages. This lesson will be followed up by a student debate on the topic of how appropriate the title of "the Dark Ages" was. The preparation work will be reviewed via the student Google Docs. **(Enduring Understanding 3)**
- 6) Research Check In- Students will teach a lesson to the class on their findings to specific research questions from the Process page of the WebQuest. **(It will depend upon which questions the answer as to which Enduring Understandings they cover.)**
- 7) Podcast Script- Students will work with a partner to write their script for the podcast. This document will go through several draft stages receiving feedback from fellow team members as well as the teacher. **(Enduring Understandings 1, 2 & 3)**
- 8) Video Storyboard from WebQuest- Students will use a Mindmeister mind map to create the storyboards for their modern society projects. **(Enduring Understandings 1 & 2)**
- 9) Mind maps of Research- Students record much of their research and thinking in their shared Mindmeister mind maps. They also create a mind map in preparation for their team's Essential Question discussion podcast. **(Enduring Understandings 1, 2 & 3)**

Summative Assessment (Expedition Assessment): Assessment of Expedition project(s) that exhibit performance of student understanding of Expedition learning goal.

- 1) Essential Questions Podcast from WebQuest- Students complete podcast that answers the 3 Essential Questions as the students role play based upon their research while answering the Essential Questions. See WebQuest for more details.
- 2) Role Play Podcast from WebQuest- two partners fully describe their position/role and how they related to other people in society. Describe all aspects of their lives including clothing, your daily diet, your job, your home life, etc. See WebQuest for more details.
- 3) Modern Society Video from WebQuest. Partners prepare a narrated video slideshow with photographs taken and drawings created by the students that describes many of the relationships among citizens of our modern society. See WebQuest for more details.

Learning Plan (Stage 3)

Learning Activities: Specific instructional strategies to lead students to each numbered Enduring Understanding. These are not full-fledged lesson plans but guiding strategies to be developed into individual lessons. List the specific **literacies** (visual/media, information, design & technology) that are integrated into each learning activity.

- 1) See Middle Ages WebQuest for student-centered research activities (Literacies incorporated: Design, Information, Media, Visual & Technology).
- 2) See Process page of Middle Ages WebQuest for listing of ongoing teacher facilitated lessons (Literacies incorporated: Visual & Information).