MIDDLE AGES

A need to know

- History evolution in Iberian Peninsula

- Principal events

- Feudal society

- Culture

We want to teach others how civilizations and culture have changed and developed in our country

Driving Question

- Why did civilizations invade Iberian Peninsula?

Executive Skills

- Working memory
- Sustained attention

CALP

- INVASION
- ROMAN EMPIRE
- RELIGION
- ARCHITECTURE
- EMPEROR
- ROMAN PROVINCES
- HISPANIA
- LATIN

- KINGS
- DUKEDOMS
- FEUDAL
- AL-ANDALUS
- MUSLIMS
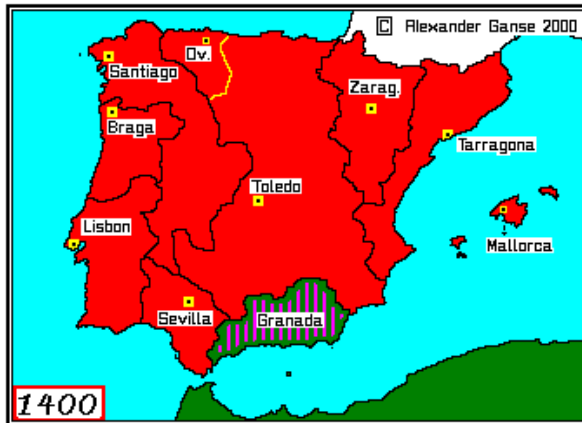- CHRISTIANISM
- INVASION

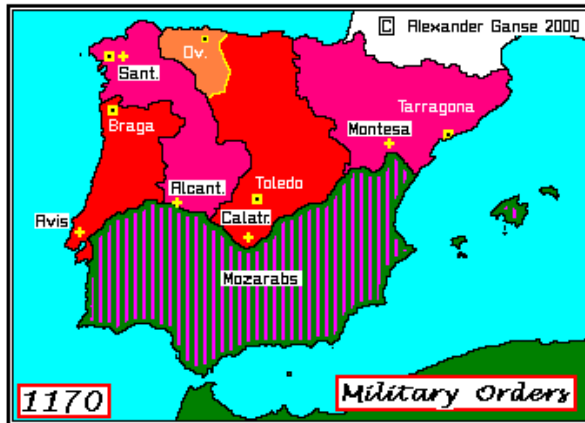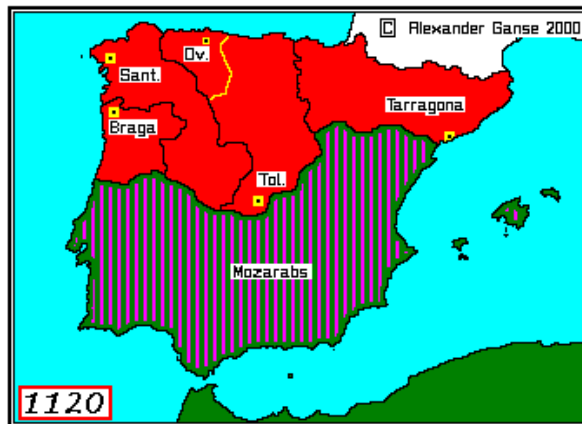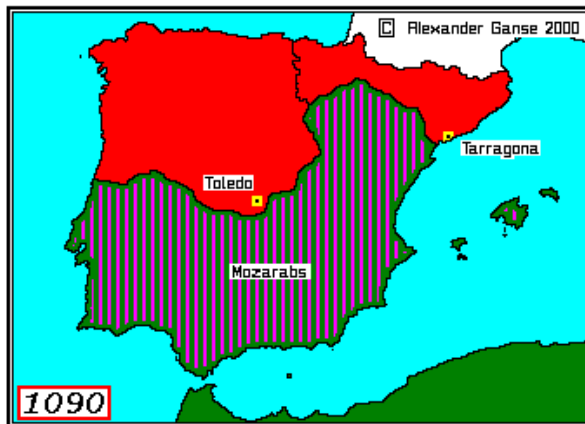https://www.youtube.com/watch?v=9G5YGhvQiLU

- Session 1: Advance Organiser (15') and introduce first section
- Session 2 continue with
- Session 3 start project
- Session 4 continue
- Session 5 start with
- Session 6 continue
- Session 7 continue
- Session 8 prepare the project to be shown
- Session 9 present our field notebooks

Assessment for learning (AFL)

- HOTS (HIGHER ORDER THINKING SKILLS)

- Analyse Evaluate   Create (making drafts, making the project better in steps)

- The teacher's guiding this proccess

- Students prepare a video montage

Church Organisation of the Iberian Peninsula

© Alexander Ganse 2000

1090 — Toledo, Tarragona, Mozarabs

1120 — Sant., Ov., Braga, Tarragona, Tol., Mozarabs

1170 (Military Orders) — Ov., Sant., Braga, Avis, Alcant., Calatr., Toledo, Montesa, Tarragona, Mozarabs

1400 — Santiago, Ov., Braga, Zarag., Lisbon, Toledo, Tarragona, Sevilla, Granada, Mallorca

Check list of tasks

- Title
- A need to know
- Excutive function skills
- CALP
- Advance organizer
- Driving question
- Intro. To project examples
- HOTS
- Task-based instruction
- Teaching sequence
- Checklist

Students check list

1. Discussion group. Talk about differences between our contemporary way of life and other times way of life
2. Introduce Middle Ages
3. Explain what they are going to do
4. Make a story
5. Choose a character
6. Choose a special fact in middle ages
7. Write the story
8. Explain/tell your partners

My check list

Speaking

Use and reflect on some ground rules for sustaining talk and interactions

Speaking & Listening

Analyse and evaluate how speakers present points effectively through use of language and gesture

Creating and shaping text

Develop and refine ideas in writing using planning and problem-solving strategies

Understanding & interpreting text

Make notes on and use evidence from across a text to explain events or ideas

Creating & shaping text

Use different narrative techniques to engage and entertain the reader

Understanding & interpreting text

Make notes on and use evidence from across a text to explain events or ideas

Text structure & organisation

Organise ideas into a coherent sequence of paragraphs

Rubics

	4. Distinguished	3. Proficient	2. Apprentice	1. Novice
Research-Quality: Information from reputable sources	Included facts, quotes, and paraphrasing from reliable sources. Included research from subject-matter experts.	Included facts, conclusions, and opinions from reliable sources.	Included a mixture of facts from reputable sources and opinions from unreliable sources.	Included more opinion than fact. Information was taken from unreliable sources.
Writing-Ideas: Interesting, informative details	All details were unique, interesting, and related to and supported the profile idea. -Writing included information based on fact.	Writing had many interesting details which supported the profile idea. Writing included interesting information .	Writing had three or more details that supported the main idea.	Writing had few details.
Content-Creativity: Unique delivery	Project demonstrated student's own interpretation and expression of research material. Used pictures, images, or other visual aids to display information in multiple ways.	Used student-created materials as well as existing material from other sources. Student devised a creative way to design or deliver the project.	Information was factual but showed little student interpretation. Project based primarily on sample work. Student added one or more original ideas.	Project was built from a template, designed only as prescribed, or was based entirely on sample work.
Organization-Time Management: Uses time wisely	Used time well. Work was turned in early or on time.	Most work was done on time.	Some work was not done on time. Monitored progress occasionally. Did not change work habits or schedule accordingly. Worked frantically to finish project on time.	Did not use time well. Little or no work was done on time. Did not monitor progress adequately. Project was not completed on time.
Design-Layout and Organization: Organized and easy to read	Content was well organized with headings and subheadings. Text and graphics were neatly organized and made the project easy to read.	Project was organized with headings and subheadings. Text and graphics were placed to make the project easy to read.	Most of the project was organized. The placement of text and graphics sometimes made the project hard to read.	Project was hard to read. There is no clear structure. Text and graphics were randomly placed.