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| Subject: | Sciences Humanities/Social Studies (Medieval Studies) | Grade: | 8 | Duration: | 4-6 weeks |

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| Big Ideas: | Summative Assessment: |
| Changing ideas about the world created tension between people wanting to adopt new ideas and those wanting to preserve established traditions. | Tale of a citizen of a medieval culture reciting their daily lives:  Students develop a tale on a citizen of a culture of their choice. This can include the farmers, warriors, nobility or clergy of their chosen culture. It should include visual as well as written element. Within the class, a variety should be sought, including children and all genders.  The student will be required to research the lives of the person they are researching in order to fully tell their tale.  **A meeting of citizens from different cultures to find similarities and differences:**  Students will meet in modern day Paris with citizens of other cultures that come from a similar socio-economic position.  Students will utilise the research they have completed for the tale to complete this task. Students will be encouraged to find similarities and differences between cultures through their conversations. |

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| Unit Understandings: | | |  | Content: |
| Understand the different cultural elements that shaped the lives of peasants, nobility and warriors in order to compare and to contrast cultures. | | |  | * Social, political, and economic systems and structures, including those of at least one indigenous civilization * Philosophical and cultural shifts * Changes in population and living standards |
| Transfer: | | |  | Essential Questions: |
| Identity is embedded through story. | | |  | How does a culture transmit its heritage?  How do we develop our cultural identity? |
|  | Concepts: |  |  | Curricular Competencies: |
|  | Heritage and Identity |  |  | * Assess the credibility of multiple sources and the adequacy of evidence used to justify conclusions * Identify what the creators of accounts, narratives, maps, or texts have determined is significant * Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions * Explain different perspectives on past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places |
| First People’s Principles of Learning: | | |  |
| Learning is embedded in memory, history and story | | |  |
| Core Competencies: | | | |
| Critical Thinking   * Question and investigate * Develop and design   Creative Thinking   * Novelty and Value   Communication   * Acquire, interpret, and present information   Positive Personal and Cultural Identity   * Relationships and cultural contexts   Social Responsibility   * Valuing diversity | | | |
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| Lesson Planning | | | |  |
| Suggested Lessons: | | | | Resources: |
| Introduction of projects.  Use of a tale from one of the below books to study what information can be drawn from tales, read in small groups or as a class.  Use of chart paper to extract information, trustworthy vs questionable information.  End with discussion on what elements of culture were sought to be communicated through the tale. | | | |  |
| Students assemble in groups to find similar members of various cultures (ie. Warrior, Nobility, Leaders, Religious, Farmers, Artisans, etc)  Rotate between desks group, each one discussing one section of the society.  Afterwards, students choose one culture and social class and begin to fill out a form on what the know, would like to know on their person in order to | | | |  |
| Adjust number of research periods to meet the needs of your class.  Research period into chosen persona in order to start to build storyline for final project.  This assumes that they will be writing the story in their language class. | | | |  |
| Project tuning in small groups.  Present what they have found to their group and have group ask questions to see if they have forgotten any important information. | | | |  |
| Preparation for the conversations in the café.  1-2 classes | | | |  |
| Conversations au Café  Students have a form to fill out on their similarities and differences to members of the same social class from other cultures. | | | |  |
| Reflection on Conversations and preparation of journal entry. | | | |  |
| Work periods for preparation of comic. | | | |  |
| project they have submitted.  Walking tour for students to see other comic books that have been submitted. | | | |  |
| Resources / Related Books | | | | |
| Contes Asiatiques en bandes dessinées - petit à petit  Contes Arabes en bandes dessinées - petit à petit  Contes africains en bandes dessinées - petit à petit | | | | |