

Teacher(s)	Mr. Manoranjan P Mrs. Ruchi G. Ms. Smita C.	Subject group and discipline	Individuals and societies (Geography)		
Unit title	Why are natural environments important to individuals and societies?	MYP year	2	Unit duration (hrs.)	20

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s) (multiple...subject specific)	Global context & Global Context Exploration (one per unit)
Systems	Sustainability	Identities and relationships
Statement of inquiry Key Concept + Related Concepts + Global Context <u>Exploration</u> = Statement of Inquiry		
The relationships between living things in different environments can be viewed as a system, and sustainability can help these environments to last into the future.		
Inquiry Questions		

Factual—

1. What are biomes and where can they be found?
2. How does climate affect the make-up of a biome?
3. How is climate represented on a graph?
4. How is climate change affecting the natural environments of the world?

Conceptual—

1. How do different environments work as systems?
2. What impact have humans had on different environments?
3. How can sustainability help different environments?

Debatable—

1. Should humans protect natural environments at all costs?

Subject Specific Objectives	Summative assessment	
Criterion A(I,ii) Criterion B(i) Criterion C(I,ii) Criterion D (I,ii, iii)	Outline of summative assessment task(s) including assessment criteria: Magazine article on (criterion B and C)	Relationship between summative assessment task(s) and statement of inquiry: Questions based on Knowledge and understanding will be asked. Students will be given an article and after reading that they will frame an inquiry question. They will take the evidences from the article and will answer the inquiry question. Creation of Climate-graph and its analysis.

Approaches to learning (ATL)

Thinking – formulate factual, conceptual and debatable question on marine and freshwater biomes.
 Social—Collaboration: the skill of working effectively with others during the climate graph construction.
 Self-management—Organization: the skill of managing time and tasks.
 Research—Information literacy: the skill of accessing information to be informed and inform others.

Action: Teaching and learning through inquiry

Content	Learning process
<p>What are biomes and where can they be found?</p> <p>How does climate affect the make-up of a biome?</p> <p>How is climate represented on a graph?</p> <p>How do different environments work as system?</p>	<p>Learning experiences and teaching strategies</p> <p>Introduction of lesson with ‘See-think- wonder’ activity (using photograph) Video clip: - equatorial biome from National geography channel Discussion on human effect biomes. Create a new inquiry on marine and freshwater biome- formulate questions Map activity – identifying biomes of different cities and their own location. Broad classification chart making- characteristics of different biomes</p> <p>PPT presentation in group on factors influencing biomes. Research factors and examples of such biomes of the earth</p> <p>Worksheet based on climate data given to develop climate graph (group activity)</p> <p>Photos will be used to “think-pair-share” activity Analysis of food web chart and discussion Written assessment on food web</p>

<p>What impact have humans had on different environments?</p> <p>How is climate change affecting the natural environments of the world?</p> <p>How can sustainability help different environments?</p>	<p>Introduce with cool environmental video 'https://www.youtube.com/watch?v=wXJiHr8jWBs' Analysis of case study on "a rainforest biome- Congo basin, Africa" Activity: circle of perspectives" MUN simulation"</p> <p>Browse articles from NYTimes, photographs and poem by James Franco on climate change Activity on climate change based on various sources</p> <p>Activity on "sustainability in practice" Assessment "Magazine article on natural environments"</p>
<p>Construction of climate graph (Criterion C and D) (group activity)</p> <p>Assessment based on food web (Criterion A and B)</p>	<p>Formative assessment</p> <p>This task will assess their communicating ideas of types of climate with clarity and organize climatic information in graph effectively, identify the biome, give detailed justification of opinion using photograph and chart.</p> <p>This task will assess their knowledge and understanding and investigation skill on ecosystem and challenges faced by different ecosystems. Students will be demonstrating their knowledge about different ecosystems. Students will be asked to investigate on any one ecosystem of their choice and at same time will be asked reflect their Knowledge and understanding.</p>
	<p>Differentiation</p> <p>Different group compositions and a variety of choice of media for different activities endeavor to cater for students of different levels of ability, learning styles and language acquisition.</p>

Resources

Dynamic learning 'Hodder education' Paul grace,2016
YouTube video "<https://www.youtube.com/watch?v=wXJiHr8jWBs>'
<https://www.nytimes.com/>

Reflection: Considering the planning, process and impact of the inquiry

Prior to teaching the unit	During teaching	After teaching the unit
<p>The students should....</p> <ul style="list-style-type: none">- be able to identify different biomes by their climatic conditions- be able to establish the relationship between biomes and the flora and fauna of the biome.- able to classify the different consumers based on their characteristics.- know and understand need of environmental sustainability.	<p>The student are able...</p> <ul style="list-style-type: none">• Understood the concept of Biome• Students enjoyed making climate graph and were excited to know how to read it though it was challenging for some of them.• They have shown their Information Literary skill through presenting PPT of the different biomes.• There were able to connect the characteristic of biome and climatic conditions.• Students loved to create their own PPT and enjoyed explaining the biome of their own choice.• Creating a research question a difficult task for the students.• Students enjoyed doing case studies to enhance knowledge.	<p>Overall students enjoyed knowing the various biomes and how they differ from each other with different climatic conditions. They felt little problem in doing climate graph. They have shown their Information Literary skill through presenting PPT of the different biomes.</p>

Teacher(s)	Ms. Smita C.	Subject group and discipline	Individuals and societies (History)		
Unit title	How have innovations and ideas changed the world?	MYP year	2	Unit duration (hrs)	20

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s) (multiple...subject specific)	Global context & Global Context Exploration (one per unit)
Change	Causality Innovation and revolution	Personal and cultural expression

Statement of inquiry Key Concept + Related Concepts + Global Context Exploration = Statement of Inquiry

Innovations and ideas are developed by a **variety of causes** and can bring about lasting **change** to **individuals and societies**.

Inquiry Questions

Factual—

1. What innovation and ideas came about from the Renaissance?
2. Who were the significant individuals of the Renaissance?
3. What were some of the important changes that occurred during the Enlightenment?

Conceptual—

1. What is an idea or innovation?
2. What makes an innovation or idea significant?

Debatable—

1. Do you agree that innovations and ideas have changed the world positively? Give supporting evidences to explain your answer.

Subject Specific Objectives	Summative assessment	
<p>Criteria A:</p> <ul style="list-style-type: none"> i. use a range of terminology in context. ii. demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples. <p>Criteria C:</p> <ul style="list-style-type: none"> iii. communicate information and ideas in a way that is appropriate for the audience and purpose iv. structure information and ideas according to the task instructions. v. create a reference list and cite sources of information. <p>Criteria D:</p>	<p>Activity : Source Based Analyses</p> <p>Criterion A: Knowing and understanding Criterion C: Communicating</p> <p>Activity: 3D Models of Innovations and Ideas</p> <p>Criterion A: Knowing and understanding Criterion C: Communicating Criterion D: Thinking critically</p> <p>Goal – Learners goal is to create a 3D model which can be as an innovation and new idea that can change the world.</p> <p>Role – Learners role is to step into the shoes of a scientist.</p> <p>Audience – MYP 2 students of the same age group.</p> <p>Situation - Students will collect waste materials (plastics, metals, hardboard, newspaper any other waste found around or at home like computer/pen drive or other wastes)</p> <p>Product – Learner creates a 3D model which holds innovations and ideas that changed the world.</p> <ul style="list-style-type: none"> • idea that can change the world. • Student will write a brief reflection of their work done and the how there 	<p>Learners will analyze the sources given for assessment. Student will infer, detect purpose and evaluate sources.</p> <p>Learners will create 3D models through inquiry-based learning. Student will collect waste materials and create their 3D model keeping in mind the idea which can change the world.</p>

<ul style="list-style-type: none"> vi. analyse concepts, issues, models, visual representation and/or theories. vii. summarize information to make valid, well-supported arguments viii. analyse a range of sources/ data in terms of origin and purpose, recognizing values and limitations. ix. recognize different perspectives and explain their implications and their implications. 	<p style="text-align: center;">innovation has changed the world.</p> <p>Standards & Criteria for Success - Learner collects the waste material. Plan an idea and think of an innovation which can change the world.</p> <p>Activity: Essay on the Renaissance</p> <p>Criterion A: Knowing and understanding</p> <p>Criterion C: Communicating</p> <p>Criterion D: Thinking critically</p> <p>Assessment opportunity from page 139.</p> <p>Students use the information in Chapter 6 of the book as well as further research to write an essay of 400–500 words. Students should use evidence to support their points and make sure they produce a balanced argument giving evidence to both agree and disagree with the statement. Students’ answers should include an introduction and conclusion and be written in paragraphs.</p>	<p>Students will need to evaluate whether the Renaissance and the innovations and ideas that came from it did lead to lasting change in society, and explain both sides of the argument.</p>
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<p>Criteria A:</p> <ul style="list-style-type: none"> i. use a range of terminology in context. ii. demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples. <p>Criteria B</p> <ul style="list-style-type: none"> i. formulate and follow an action plan to investigate a research question. ii. use methods to collect and record relevant information. iii. evaluate the research process and results, with guidance. <p>Criteria C:</p> <ul style="list-style-type: none"> i. communicate information and ideas in a way that is appropriate for the audience and purpose ii. structure information and ideas according to the task instructions. iii. create a reference list and cite sources of information. <p>Criteria D:</p> <ul style="list-style-type: none"> i. analyse concepts, issues, 	<p><i>Activity: Ideas that changed the world</i></p> <p>Criterion A: Knowing and understanding</p> <p>Criterion B: Investigating</p> <p>Criterion C: Communicating</p> <p>Criterion D: Thinking critically</p> <p>Each student chooses one idea or innovation that they think changed the world choosing of their own. Individually, students prepare a five- to seven-minute presentation. Students also submit an action plan showing how and when they gathered and organised information as well as a reflective evaluation of the presentation.</p>	<p>Students have the opportunity to research and present on an innovation or idea that has brought about lasting change to the global society. They are required to explain what caused the idea/innovation to come about.</p>
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<p>models, visual representation and/or theories.</p> <p>ii. summarize information to make valid, well-supported arguments</p> <p>iii. analyse a range of sources/ data in terms of origin and purpose, recognizing values and limitations.</p> <p>iv. recognize different perspectives and explain their implications.</p>		
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Approaches to learning (ATL)

Communication skills
 Write for different purposes
 Use a variety of speaking techniques to communicate with a variety of audiences

Critical-thinking skills
 Gather and organize relevant information to formulate an argument
 Evaluate evidence and arguments
 Draw reasonable conclusions and generalizations

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Action: Teaching and learning through inquiry

Content	Learning process
<p>'Without change there is no innovation, creativity, or incentive for improvement. Those who initiate change will have a better opportunity to manage the change that is inevitable.' William Pollard</p> <p><i>All students should:</i></p> <p>Find out about examples of ideas and innovations from history.</p> <p>Explore the time periods of the Renaissance and the Enlightenment and look at some of the main ideas and innovations.</p> <p>Take action by looking at how ideas and innovations can solve issues in our local communities.</p> <p>Differentiate between primary and secondary sources.</p> <p>Suggest how innovations from the past have influenced innovations from the present.</p> <p>Identify aspects of humanism and classicism.</p>	<p>Learning experiences and teaching strategies</p> <p>The learner profile attribute for the unit is <i>inquirer</i>, and a key ATL focus is <i>critical thinking</i>. Thus activities as far as possible will be asking students to evaluate how innovations and ideas come about, analyse the impact they have over time and societally and think about the degree of change that is due to a particular idea or innovation. Students should also have the opportunity to take action by trying to create an innovation that solves an environmental issue in the community.</p> <p>Think–Pair–Share : Students focus on how innovations and ideas have changed the world. Each pair discusses and creates their own definition of an idea and an innovation. They then discuss why ideas and innovations are important and make a list of any that have changed the world. Each pair then share their answers with the rest of the class. Any world-changing ideas/innovations from other groups should be written down too.</p> <p>Discuss : Either using the Harkness model (having a student chairing the discussion) or with the teacher as the chair, students discuss as a class 'Why might it be difficult to know for sure where an idea or innovation came from?'</p> <p>Activity: Ideas that changed the world: In groups, students consider a list of ideas that have been considered significant in changing the world. They choose one of the ideas, research it and present their findings to the class. Students discuss how the ideas could be categorized.</p> <p>Reflection: What makes an idea or innovation significant?</p> <p>Mind map worksheet, students brainstorm this question and write short paragraphs on what makes an idea significant and how new ideas/innovations link to the concept of change.</p> <p>Discuss As a class: Students discuss why they think Petrarch's discoveries of Ancient Greek and Roman books was important to the Renaissance.</p> <p>Discuss In pairs: Students discuss and make a list of the aspects of humanism and classicism they can see in Perugino's 'Delivery of the Keys' painting (Figure 6.7).</p>

Discuss In groups: Students identify the differences they can see in the portrayal of the lions in Figure 6.8, Hodder Book, a medieval painting of a lion and a Renaissance painting of a lion.

Discuss As a class: Students discuss why the 'Mona Lisa' can be seen as an example of humanism, perspective and the natural world within arts.

THINK-PAIR-SHARE : Individually: Students consider the debatable question 'Does change affect everyone?' in connection with the examples from the Renaissance. They consider whether the developments in the arts would affect everyone and which groups in society were likely to experience these changes. In pairs: Students discuss and develop their thoughts about these questions and then feed these developed ideas back to the class.

Extension : Students read contrasting viewpoints about the ideal leader and then create some assessment criteria to identify what would make a good leader.

Extension : Students inquire into the historical context of the American and French Revolutions using online crash courses.

Take action : Students hold a class or school competition to create an innovation that solves an environmental issue in the community. In groups, they brainstorm the issues, then create a range of solutions and see which are most realistic / achievable (such an innovation could be used as a **Service as Action** Project).

Formative assessment

See above for activities that have been used to formatively assess students.

Differentiation

Use of pair work and Think–Pair–Share routine allows students to work with each other and develop each other's understanding.

Summative assessments are levelled, but each assessment contains parts that can be accessed at the lower levels of achievement. Gifted and talented students should be encouraged to be as expansive as possible when undertaking their Renaissance essay and 'Ideas that changed the world' presentation.

Resources

Individual & Societies 'hodder education' Paul Grace

Web access

<http://www.ancient-origins.net/ancient-technology/revolutionary-invention-wheel-001713#sthash.dtEO77Rt.dpuf>

www.dailymail.co.uk/home/moslive/article-1263952/Ten-greatest-ideas-changed-world-Tim-Crane.html

<https://humanism.org.uk/humanism/>

www.artmovements.co.uk/classicism

<http://teacher.scholastic.com/scholasticnews/magazines/junior/pdfs/JUNIOR-033009-REPRO-01.pdf>

www.historyofvaccines.org/

Other resources

Mapping skills poster from www.daydreameducation.co.uk/

Time 100 Ideas That Changed the World: History's greatest breakthroughs, inventions and theories

Teacher(s)	Ms. Ruchi Gambhir	Subject group and discipline	Individuals and Societies		
Unit title	Energy Resources: How can energy be produced sustainably?	MYP year	2	Unit duration (hrs)	20

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global Context
Time, place and space	Resources	Scientific and technical innovation
Statement of inquiry		
Humans use resources in different ways around the world , and use innovative methods to be sustainable.		
Inquiry Questions: What does it mean to be a global citizen?		
<p>Factual</p> <ol style="list-style-type: none"> 1. What are natural resources? 2. What are human and economic resources? 3. What are the differences between renewable, non-renewable and sustainable resources? <p>Conceptual</p> <ol style="list-style-type: none"> 1. What are the arguments for and against different sources of energy production? <p>Debatable</p> <ol style="list-style-type: none"> 1. Is wind power a viable option? 2. Will Solar energy going to last long? 		

Subject Specific Objectives	Summative Assessment	
	Outline of summative assessment task(s) including assessment criteria:	Relationship between summative assessment task(s) and statement of inquiry:
C: strands i & ii	<p><i>Activity: Postcard from Masdar City</i></p> <p>Criterion C: Communicating</p> <p>Students imagine they have been to Masdar City to experience the new technology and the use of renewable resources to generate energy. Students use the information given as a basis for further research then write a postcard to a friend telling them about Masdar City, describing some of the scientific and technological innovations they have observed.</p>	<p>Students will investigate how innovative technology and methods are used in a city in a different part of the world in order to use resources differently with the aim of becoming a fully sustainable, zero emissions city.</p>
C: strands i & ii D: strand ii	<p><i>Activity: Renewable energy</i></p> <p>Criterion C: Communicating</p> <p>Criterion D: Thinking critically</p> <p>Students read the given information about the different types of renewable energy and then make a table on the advantages and disadvantages of the various renewable energy sources.</p> <p>Students imagine that their local government currently relies on a coal-burning power station for its electricity needs and that there is a suitable site for a hydroelectric power station where they live. They write a letter to the government persuading it to investigate</p>	<p>Students explore the advantages and disadvantages of a variety of renewable resources and, by completing the assessment task, make a judgement on whether their part of the world is making enough effort to be environmentally sustainable.</p>

	this option.	
C: strands i & ii D: strands ii, iii & iv	<p><i>Activity: Is wind power a viable option?</i></p> <p>Criterion C: Communicating</p> <p>Criterion D: Thinking critically</p> <p>Students will read the given source and complete the questions about wind power under timed conditions.</p>	Students reflect on whether innovations in the field of wind power have advanced enough to make the use of the resource economically viable, sustainable and practical as a means of generating electricity and implementing this around the world .

Approaches to learning (ATL)

Communication skills

Write for different purposes

Task: Students will be given six words and they have to list down the human made resources associated with it.

Students will be shown Videos on Energy resources and will ask to write the characteristics of the different types of energy.

Students will create posters to show advantages and disadvantages of renewable and non-renewable energy resources.

Information literacy skills

Access information to be informed and to inform others.

Task: Study of world map, how countries are economically reliant on the export of natural resources?

Research how the different resources would affect the economy and identity of the different countries.

Critical-thinking skills

Gather and organize relevant information to formulate an argument

Evaluate evidence and arguments

Task: Links will be provided and after going through those students will think critically and annotate the answers.

Action: Teaching and learning through inquiry

Content	Learning process
<p>'In a few decades, the relationship between the environment, resources and conflict may seem almost as obvious as the connection we see today between human rights, democracy and peace.' Wangari Maathai (1940–2011), environmental activist, first African woman to receive the Nobel Peace Prize in 2004</p> <p>'The fossil reserves that have already been discovered exceed what can ever be safely used. Yet companies spend half a trillion dollars each year searching for more fuel. They should redirect this money toward developing clean energy solutions.' Archbishop Desmond Tutu (The <i>Observer</i>, 21.9.2014)</p> <p><i>All students should:</i></p> <p>Find out about the use of resources around the world</p> <p>Explore how energy is produced by different resources and the opportunities and challenges associated with this.</p> <p>Take action by looking at sustainable</p>	<p>Learning experiences and teaching strategies</p> <p>The learner profile attribute for the unit is <i>reflective</i>, and a key ATL focus is <i>critical thinking</i>. Thus activities as far as possible will be asking students to find out about the use of resources around the world, explore how energy is produced by different resources and the opportunities and challenges associated with this. Students should also have the opportunity to take action by looking at sustainable approaches to energy usage in their local communities.</p> <p>THINK–PAIR–SHARE: How is energy produced? In pairs: Students focus on the breadth of energy production methods that exist on a micro and macro scale. Each student creates a list of the different ways in which energy is produced, using their own knowledge. Students then share their ideas with a partner, and feed their ideas back to the rest of the class.</p> <p>Activity: What are natural resources? Students will use <i>information literacy skills</i> to increase their understanding through accessing information in the book and independently.</p> <p>Activity: Inputs, processes, outputs Students complete a word grab.</p> <p>Activity: PowerPoint: Introduction to energy resources – Students learn about renewable and non-renewable energy resources and see how they are harnessed to create electricity.</p> <p>Activity: Non-renewable resource question answers on non-renewable resources.</p> <p>Activity: Benefits and drawbacks of nuclear power In groups: Students consider the benefits and drawbacks of using nuclear power by completing a table. An extension piece invites them to evaluate whether nuclear power should be used more extensively.</p> <p>Discuss In pairs: Students examine a chart about world electricity production and note down three conclusions that they come to.</p> <p>Activity: Changing sources of energy production Students use the data provided to work</p>

<p>approaches to energy usage in our local communities</p> <p>Differentiate between renewable, sustainable and non-renewable natural resources</p> <p>Suggest ways in which humans can be more efficient with their energy usage</p> <p>Understand the mechanics of geothermal, solar, hydroelectric and wind power</p> <p>Identify ways in which humans can be more efficient with their energy usage with reference to named examples.</p> <p><i>Some students could:</i></p> <p>Solve problems of rotor diameter and hub height to energy output for wind turbines</p> <p>Explain the political and economic issues that face attempts to bring about change to energy provision</p> <p>Evaluate whether wind power is a viable option to supply national energy needs.</p>	<p>out percentages of total electricity production and then draw pie charts to show the data. They then analyze the differences between the data for the two dates, give reasons for the changes and explain why total energy production has increased.</p> <p>THINK–PAIR–SHARE: Optimal locations for geothermal energy production Individually: Students consider why volcanic areas are the best areas for geothermal energy. In pairs, using the map provided, they colour in and label countries that might also be good for geothermal production. They then share their answers with the class.</p> <p>Differentiation</p> <p>Use of pair work and Think–Pair–Share routine allows students to work with each other and develop each other's understanding.</p> <p>Summative assessments are levelled, but each assessment contains parts that can be accessed at the lower levels of achievement. Gifted and talented students should be encouraged to be as expansive as possible when investigating Masdar City and should look at lower cost ecofriendly settlements such as Curitiba.</p> <p>Further research could also be encouraged into fracking.</p>
<p>Resources</p>	
<p>Materials required: A4 size color and plain sheets, color pens, color pencils, computer, notebook, scissor, colorful post it's</p> <p>Book: Hodder Education, MYP by concept 1, Individuals & Societies by Paul Grace</p> <p>Sources: school library books, webpages, blogs, newspapers, magazines, lectures and seminars.</p>	

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Reflection: Considering the planning, process and impact of the inquiry

Prior to teaching the unit	During teaching	After teaching the unit
Students are aware of Energy Resources and its types. This will help in understanding the concept of current unit easily in the class.		

Teacher(s)	Ms. Smita C.	Subject group and discipline	Individuals and societies (History)		
Unit title	What was life like in the Middle Ages?	MYP year	2	Unit duration (hrs)	20

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s) (multiple...subject specific)	Global context & Global Context Exploration (one per unit)
Time, place and space	Perspective; Identity	Fairness and development
Statement of inquiry Key Concept + Related Concepts + Global Context <u>Exploration</u> = Statement of Inquiry		
The identity and development of past societies can be explored through the perspectives of the people who lived there.		
Inquiry Questions		

Factual—

1. When was the Middle Ages?
2. What was the impact of the decline of the Roman Empire?
3. How was the society structured during the Middle Ages?
4. What was life like in Britain during the Middle Ages?
5. Which empires expanded their influence during the Middle Ages?
6. What was life like in China during the Middle Ages?

Conceptual—

1. What perspectives can be used to study the past?
2. Why is continuity important to the study of history?

Debatable—

1. Has the Middle Ages been misrepresented in history?

Subject Specific Objectives

Summative assessment

<p>Criterion A: Knowledge and understanding</p> <p>Criterion B: Investigating</p> <p>Criterion C: Communicating</p>	<p>Outline of summative assessment task(s) including assessment criteria:</p> <p>F.A. 1 -Assessment of source-based inquiry worksheet</p> <p>F.A 2 -Group Work – Students in group will be given a topic:</p> <ul style="list-style-type: none"> i) Black Death ii) Doomsday Book iii) The Crusades iv) Golden Age of Islam v) Feudalism <p>Teacher will give each group factile information and a chart paper. Students are instructed to research on the inquiry question of research on the given topic and then further investigate information through laptop and using textbook and factile information provided. They will use the put the investigation and factile information on the chart paper as a collage in groups and will present in the classroom.</p> <p>EOUA : Role Play – Life in Medieval Europe</p> <p>Students are assigned to present role play in groups from any one theme chosen from life in Medieval Age.</p> <p>This will able to cover all the objectives of assessment as students will use content knowledge, investigation in drafting the role play script, costume and props. It will bring out their communication and social skills as</p>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p>Source Based inquiry Worksheet – In this task students analyse the sources which includes both inquiry, communication and critical thinking.</p> <p>Group Work – Student work in group and deep investigate into the topic given. They communicate and research as well as think critically.</p> <p>Role Play – This will cater to all the assessment objectives of the learner including knowledge understanding, investigation, communication and critical thinking. Students create their own production including making of scripts, props and costume.</p> <p>All the assessments are designed to meet the SOI which explores the life in medieval age.</p>
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	<p>they will present their role play production in the class as a full inquiry piece with a developed script holding scenes. This activity will cater to the critical thinking and bring out their creativity in completing the tasks.</p>	
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Approaches to learning (ATL)

Communication skills – Colour: Symbol: Image – In small groups, choose a colour, symbol and image to represent the Middle Ages from your existing knowledge. Think about your preconceived ideas about what was happening during this time period. Share your ideas with other in the class using colour charts and presentation for a minute.

Critical Thinking skills – Analyse sources, pictures and cartoons. Sharing your ideas in the class and your own perspective of the source on the feudal system under Middle Ages.

Creative-thinking skills - In groups, look at each of the different scenes on the stamps in turn, reflecting life in the Middle Ages. Create “The Domesday Book” in groups, using pictures as inspirations and the information to write a piece of creative writing about life in England during the Middle Ages. Use brainstorming and visual diagrams to generate new ideas and inquiries.

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Action: Teaching and learning through inquiry

Content	Learning process
<p>When was the Middle Ages?</p> <p>What was the impact of the decline of the Roman Empire?</p> <p>How was society structured during the Middle Ages?</p>	<p>Learning experiences and teaching strategies</p> <ul style="list-style-type: none"> • Introduction of lesson with 'KWL' activity. • Video clip:- https://www.youtube.com/watch?v=PuwaXWcX1L8 • Question answer session • Discussion on the time period and the difference between Ancient and the Medieval period. • Create a time line through timeline maker: • http://www.softschools.com/teacher_resources/timeline_maker/ • http://www.readwritethink.org/files/resources/interactives/timeline_2/ • Timeline help to understand the concepts of change and continuity • Discuss the key words and the main events of time period between 500 CE to 1500 CE and students will fill their KWL sheet. • Reflections – Any examples of continuity and other aspects of life were same even today or different. <ul style="list-style-type: none"> • Research factors which led to the downfall of the Roman Empire. • Discuss and identify the Key words. • Map activity and marking the extend of the Roman Empire as well as the Byzantine Empire. <ul style="list-style-type: none"> • https://edsitement.neh.gov/lesson-plan/not-everyone-lived-castles-during-middle-ages#sect-extending • Discuss and understand the structure of the feudal system • https://www.youtube.com/watch?v=Gd4lopIObA • Inquiry worksheet on the content covered. • Students are asked to create a crossword puzzle on feudalism and the medieval society structure. • https://crosswordhobbyist.com/ <p>Research and investigate the on the content.</p>

What was life like in Britain during the Middle Ages?

<http://www.camelotintl.com/village/index.html>

Guiding Questions

- What was it like to live in Europe during the Middle Ages? What were the major class divisions, and how did people in each of these groups live?
- How do paintings and tapestries reflect particular aspects of history and culture?
- Compare common perceptions of medieval Europe with the realities of life during that period in history
- List elements of the daily lives of various classes of people living in medieval Europe
- Appreciate the possibilities of learning about a society through the study of works of art.
- Source Based worksheet

Which empires expanded their influence during the Middle Ages?

- Watch videos and understand the expansion of Islam in the Medieval Age
- Discuss source activity on Page 69 and students write the responses of the source in the note copy.
- Peer teaching – topic “The Crusades”
- <https://www.youtube.com/watch?v=CcGzQ3ga5R8>

- Understand the expansion of the Mongol Empire.
- <https://www.youtube.com/watch?v=szxPar0BcMo>

- Interpret and infer the sources based on the expansion of the Mongol Empire and the rise of Genghis Khan. Refer Source A, B, C and D on Pg 72,73 & 74.

What was life like in China during the Middle Ages?

- Understanding the life and expansion of China in the Middle Ages through timeline:
<file:///C:/Users/Smitac/AppData/Local/Microsoft/Windows/INetCache/IE/WJVOQ/NYW/8-4-4b.pdf>
- Analysing sources and worksheets under Song Dynasty.
- Inquiry worksheet and research questions on life in China
- Activity Page 77 followed by research questions on page 78.

Research and role play

	<p>Formative assessment</p> <p>See above for activities that have been used to formatively assess students.</p>
	<p>Differentiation</p> <p>Different group compositions and a variety of choice of media for different activities endeavour to cater for students of different levels of ability, learning styles and language acquisition.</p>
Resources	
<p>Individual & Societies 'hodder education' Paul Grace Youtube video: https://www.youtube.com/watch?v=PuwaXWcX1L8 https://www.youtube.com/watch?v=Gd4IopIPObA https://www.youtube.com/watch?v=szxPar0BcMo</p>	

<https://www.youtube.com/watch?v=CcGzQ3ga5R8>

Other resources:

http://www.softschools.com/teacher_resources/timeline_maker/

http://www.readwritethink.org/files/resources/interactives/timeline_2/

<https://edsitement.neh.gov/lesson-plan/not-everyone-lived-castles-during-middle-ages#sect-extending>

<https://crosswordhobbyist.com/>

<http://www.camelotintl.com/village/index.html>

<file:///C:/Users/Smitac/AppData/Local/Microsoft/Windows/INetCache/IE/WJVOQNYW/8-4-4b.pdf>

Reflection: Considering the planning, process and impact of the inquiry

Prior to teaching the unit	During teaching	After teaching the unit
<ul style="list-style-type: none">• Student should well acquaint with early civilizations and the growth of settlement.• Able to analyses the developments in the ancient world.• Need to understand the factors leading to the downfall of the Roman civilization and the growth of medieval age.	<ul style="list-style-type: none">• Students are shown the timeline for the change period from Ancient to Medieval.• Discuss and watched videos on life in Medieval Age.• Source Based worksheets and long answers are analysed.• Group Activity and collage work on different themes in Life in Middle ages.• Role play on different themes of Life in Medieval Ages. Students created their own production in groups including the script, props and costumes.• Group discussion	<p>I enjoyed and learners as well. Especially the learners enjoyed doing the role play. Student managed to work in teams and think critically in analyzing the script , costumes and props. This let to the development of thinking, communication, social and critical thinking skills.</p>