**Year 8 –Medieval History Research Inquiry Task – FOR TEACHERS ONLY**

|  |  |
| --- | --- |
| Assessment Task | |
| Year Level | 8 |
| Learning Area | Humanities and Social Sciences |
| Subject | History |
| Title of Task | A significant individual in Medieval society |
| Task Details | |
| Description of task | Students conduct an inquiry into the life of a significant individual in Medieval society and use their findings to write a report |
| Type of assessment | Formative and summative |
| Purpose of assessment | * To assess students’ skill development and plan further teaching if required * To assess students’ knowledge at the end of the learning cycle |
| Assessment strategy | Observations, graphic organisers and practical evidence (museum display) |
| Evidence to be collected | Graphic organiser  Report |
| Suggested time | * Research (including audio visual materials) – minimum three lessons in library * Writing of Report– three lessons in class |
| Content Description | |
| Content from the Western Australian Curriculum | Knowledge and Understanding  The role of a significant individual in Medieval society’s history  The range of sources that can be used in an historical investigation, including archaeological and written sources  Humanities and Social Sciences skills  Construct a range of questions, propositions and hypotheses  Use a variety of methods to collect relevant information and/or data such as accuracy, reliability, currency and usefulness to the question  Use appropriate ethical protocols to plan and conduct an inquiry (e.g. seek permission to use personal photos, seek permission when planning a visit to Aboriginal cultural land, use specific formats doe acknowledging other people’s information  Represent information and/or data using appropriate formats to suit audience and purpose (e.g. tables/graphs, visual displays, models, timelines, maps, other graphic organisers)  Develop texts, particularly descriptions and explanations, using appropriate subject-specific terminology and concepts that use evidence to support findings, conclusions and/or arguments, from a range of sources |
| Key concepts | Source, Evidence, Cause and Effect |
| Task preparation |  |
| Prior Learning | Students are familiar with the roles of key groups in medieval history, their significant beliefs, values and practices, and the influence of law and religion. They are able to construct a range of inquiry questions and write a report to display the results of their research. |
| Assessment differentiation | Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn ant their need to be challenged.  Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks. |
| Assessment task | |
| Assessment conditions | Individual work in library to conduct research and in class to write a report |
| Resources | * Inquiry process booklets * Library and internet resources |

**Instructions for Teacher**

**A significant individual in an ancient society**

**Part A: Inquiry Process**

Students choose a significant individual from the list provided, research their life and impact on the society in which they lived (and present their findings in the form of a museum display).

Students are to:

* Develop focus questions
* Select and use a range of sources which contain key information about the life of the significant individual and their impact on their medieval society
* Make notes to answer the focus questions using the sources they have selected
* Prepare a bibliography of the sources using the format provided
* Write a report which incorporates answers to the focus questions and covers all aspects of the task.

**Part B: Writing the Report**

Students present their research findings in the form of a report.

* The background of the significant individual (family background, early influences)
* The career of the significant individual (key events in their lives, methods used to achieve aims, relationships with other individuals and groups)
* Challenges to the individual presented by others
* Manner and impact of their death
* The legacy of the significant individual (assessment of their life and career, ways they shaped or changed their society, their long-term impact and legacy).