

**The Asian International School  
Unit Backward Design  
History, Elementary, 2017-2018  
Overview and Timeline Chapter 1**

<b>Stage 1 – Desired Outcome</b>	
<p><b>Established Goals:</b></p> <p>The following content is taught as part of an overview for the historical period. It is not intended to be taught in depth. Overview content identifies important features of the period, c.650 AD (CE) – 1750, as part of an expansive chronology that helps students understand broad patterns of historical change. As such, the overview provides the broader context for the teaching of depth study content and can be built into various parts of a teaching and learning program. This means that overview content can be used to give students an introduction to the historical period; to make the links to and between the depth studies; and to consolidate understanding through a review of the period.</p> <p>Sequence historical events, developments and periods Use historical terms and concepts Identify a range of questions about the past to inform a historical inquiry Identify and locate relevant sources, using ICT and other methods Use a range of communication forms (oral, graphic, written) and digital technologies</p>	
<p><b>Understandings:</b> <i>Student will understand that...</i></p> <ul style="list-style-type: none"> <li>• In order to understand the present we have to look back and study the past (History).</li> <li>• We are in the modern era, but before this period a lot of changes and discoveries and invention happened in the past. And to understand these changes they need to learn or step back to the Middle Ages.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What is History?</li> <li>• Why we are where we are?</li> <li>• When were the Middle Ages?</li> <li>• What were the Middle Ages?</li> <li>• What is a time line?</li> <li>• What is chronological order?</li> </ul>
<p><b>Knowledge:</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• What History is</li> <li>• Timeline of Medieval History</li> <li>• Definition of terms such as Medieval, Middle Ages and Chronological Order</li> </ul>	<p><b>Skills:</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Draw a timeline</li> <li>• Answer Wh-questions on a timeline.</li> <li>• Chronological order events.</li> </ul>
<b>Stage 2 - Assessment Evidence</b>	
<p><b>Performance Tasks:</b></p> <p><b>Group Task ( Early history timeline):</b></p> <ul style="list-style-type: none"> <li>• The student will be given a worksheet ( from</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• Individual Task</li> <li>• (Written Assessment)</li> </ul>

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<p>Nelsonnet.com.au)</p> <ul style="list-style-type: none"> <li>• They are going to use the timeline from the book to find the dates of the events and will put them in the table in the correct order. And from the timeline they have made they are going to choose at of what they think important events or development that happen in the Medieval history.</li> <li>• Criteria for evaluating performance task</li> <li>• Correct sequence of events and dates</li> <li>• Well presented argument</li> <li>• Cooperation of the members</li> </ul>	<ul style="list-style-type: none"> <li>• What is History and explain why it is important to study? ( 4 pts)</li> <li>• Label the time line of the World History. (6 pts)</li> </ul> <p>Games:</p> <ul style="list-style-type: none"> <li>• Quiz Bee Review</li> <li>• Before the start of the next unit, the teacher can hold a short quiz to review the lesson and this can be used as motivation as well.</li> </ul>
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**Stage 3 - Learning Plan**

<p>Day 1</p> <ul style="list-style-type: none"> <li>• (Introduction to the course)</li> <li>• Use K-W-L to assess the students’ background of what History is and its importance in our daily lives.</li> <li>• Ask the students what period of History we are in now. Introduce what timeline is then present the timeline of the world history to find out what period we are in now.</li> <li>• Inform the student that in their second year (elementary) they are going to explore the ages Middle Ages</li> <li>• Ask the students stimulating questions such do words such Medieval Times and Middle Ages</li> <li>• These question will lead them to the concept of Medieval History</li> <li>• Ask students to study timeline and come up with questions on things they did not understand about the vocabulary.</li> </ul> <p>Day 2</p> <ul style="list-style-type: none"> <li>• Unlocked some vocabularies given as a homework</li> <li>• Give a background information of medieval period</li> <li>• Ask stimulating questions like in the on the medieval period.</li> <li>• Introduce and discuss the timeline of the medieval history (book)</li> </ul>
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**Unit 1 Societies in the Medieval and Early Modern World Chapter 1**

**Stage 1 – Desired Outcome**

**Established Goals:**

Overview content for the ancient to modern world (Byzantine, Celtic, Anglo-Saxon, Viking, Ottoman, Khmer, Mongols, Yuan and Ming dynasties, Aztec, Inca)  
 Sequence historical events, developments and period  
 Use historical terms and concepts  
 Identify a range of questions about the past to inform a historical inquiry  
 Identify and locate relevant sources, using ICT and other methods  
 Use a range of communication forms (oral, graphic, written) and digital technologies

**Understandings:**

*Student will understand that...*

- The world is divided up into several regions and continents.
- Societies are informed or influenced by the region or continent that they belong to.

**Essential Questions:**

- What is a continent?
- What is a region?
- What is a society?
- Where is each continent or region?
- Where does each society belong?

**Knowledge:**

*Students will know...*

- Where each society that will be discussed this year belongs.

**Skills:**

*Students will be able to...*

- Read a world map
- Locate societies on a map and record their placement.

**Stage 2 - Assessment Evidence**

**Performance Tasks:**

- Students need to draw a rough world map and identify regions continents and societies on the map.
- Students identify or match regions and continents to societies.

**Other Evidence:**

**Stage 3 - Learning Plan**

Day 1

- Explain concepts of region, continent and society.

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- Teach students names of each region or continent.
- Teach students names of each society.
- Teach students how to site read map.
- Students match society with region or continent.

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**Unit 2 Chapter 1 The fall of Rome and Spread of Christianity and Islam Chapter 1**

<b>Stage 1 – Desired Outcome</b>	
<p><b>Established Goals:</b></p> <p>The transformation of the Roman world and the spread of Christianity and Islam            Sequence historical events, developments and periods            Use historical terms and concepts            Identify a range of questions about the past to inform a historical inquiry            Identify and locate relevant sources, using ICT and other methods            Locate, compare, select and use information from a range of sources as evidence            Identify and describe points of view, attitudes and values in primary and secondary sources            Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged            Use a range of communication forms (oral, graphic, written) and digital technologies</p>	
<p><b>Understandings:</b>  <i>Student will understand that...</i></p> <ul style="list-style-type: none"> <li>• The fall or decline of lead to the rise of Islam and Christianity.</li> <li>• That Christianity and Islam are great world religion.</li> <li>• They spread in different ways from their meager beginnings.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What is Christianity?</li> <li>• What is Islam?</li> <li>• How did they start?</li> <li>• How did they spread?</li> </ul>
<p><b>Knowledge:</b>  <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• The difference between Islam and Christianity.</li> <li>• New vocabulary from the unit</li> </ul>	<p><b>Skills:</b>  <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Make a timeline from information in the text.</li> <li>• Find definitions from within the text.</li> </ul>
<b>Stage 2 - Assessment Evidence</b>	
<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>• Students will go through the definitions of various new words that they have gleaned from the text.</li> <li>• Students will make two timelines one for the spread of Islam and Christianity gleaned from text.</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• Students will do 2 worksheets comparing early Christianity with Early Islam up until 750 AD or CE</li> <li>• Students will study the concept of the current calendar and examples of other calendars in History with the year zero in them. Worksheet.</li> </ul>

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**Stage 3 - Learning Plan**

Day 1

- Use K-W-L to assess the students' background of what Islam and Christianity are and its importance to our daily lives.
- Read unit
- Check Vocabulary problems.
- Perform tasks that intercept vocabulary problems

Day 2

- Teach steps for making a timeline from information gleaned from text.
- Get students to make timeline with information gleaned from text on Islam and Christianity

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**Unit 3 Chapter 1 Key Features of the Medieval World Chapter 1**

**Stage 1 – Desired Outcome**

**Established Goals:**

**Key features of the medieval world (feudalism, trade routes, voyages of discovery, contact and conflict)**

Sequence historical events, developments and periods

Use historical terms and concepts

Identify a range of questions about the past to inform a historical inquiry

Identify and locate relevant sources, using ICT and other methods

Locate, compare, select and use information from a range of sources as evidence

Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged

Use a range of communication forms (oral, graphic, written) and digital technologies

**Understandings:**

*Student will understand that...*

- Medieval Societies were complex and hierarchical
- Trade and Trade routes existed between the different societies
- Discoveries and exploration occurred as a response to world events.
- These discoveries lead to conflict

**Essential Questions:**

- What is feudalism?
- What is a hierarchy?
- What is a hierarchical pyramid?
- What is trade?
- What were the traditional trade routes?
- What is the Silk Road?
- What is Discovery
- Who were the explorers?
- What did they discover?
- What were the consequences for their discoveries?

**Knowledge:**

*Students will know...*

- New Vocabulary on Medieval and Renaissance societies
- What the concepts of feudalism, trade, and exploration are.
- Who some famous explorers were.

**Skills:**

*Students will be able to...*

- Draw a hierarchical pyramid
- Distinguish trade routes and explorer routes on a map

**Stage 2 - Assessment Evidence**

**Performance Tasks:**

- Make a feudal hierarchy pyramid

**Other Evidence:**

- Worksheet Silk Road

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- Discuss new vocabulary
- Discuss Silk Road
- Discuss Explorers
- Discuss Marco Polo

- Worksheet Trade
- Worksheet renaissance explorers?

**Stage 3 - Learning Plan**

**Day 1**

- Use K-W-L to assess the students' background of what feudalism, trade and discovery and their importance to our daily lives.
- Pre-teach new Vocabulary
- Pre-teach feudal hierarchical pyramid
- Read Text
- Check for understanding
- Copy pyramid drawing

**Day 2**

- Do work sheets on Silk Road, Trade and Renaissance explorers.
- Check work.



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**Unit 4 Changing Beliefs and Knowledge in Europe Chapter 1**

**Stage 1 – Desired Outcome**

**Established Goals:**

The emergence of ideas about the world and the place of people in it by the end of the period (such as the Renaissance, the Scientific Revolution and the Enlightenment)  
 Sequence historical events, developments and periods  
 Use historical terms and concepts  
 Identify a range of questions about the past to inform a historical inquiry  
 Identify and locate relevant sources, using ICT and other methods  
 Locate, compare, select and use information from a range of sources as evidence  
 Identify and describe points of view, attitudes and values in primary and secondary sources  
 Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged  
 Use a range of communication forms (oral, graphic, written) and digital technologies

**Understandings:**  
*Student will understand that...*

- Renaissance means rebirth.
- The Scientific Revolution was not a single Event.
- The Enlightenment was a transition from Faith to Reason.

**Essential Questions:**

- What was the Renaissance?
- What was the Scientific Revolution?
- What was the Enlightenment?
- What is the scientific method?
- What is faith?
- What is reason?

**Knowledge:**  
*Students will know...*

- What the difference between faith and reason is.
- The concepts behind the Epochs of the Renaissance, The Scientific Revolution and the Enlightenment.

**Skills:**  
*Students will be able to...*

- Answer comprehension questions on the three Epochs

**Stage 2 - Assessment Evidence**

**Performance Tasks:**

- Comprehension Questions
- Vocabulary review

**Other Evidence:**

- Work Sheets Renaissance
- Work Sheet Enlightenment
- Work Sheet The Scientific Revolution

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**Stage 3 - Learning Plan**

**Day 1**

- Use K-W-L to assess the students' background of what the Renaissance, The Scientific Revolution and The Enlightenment is
- Introduce new vocabulary and concepts
- Read Text
- Answer Comprehension Questions

**Day 2**

- Do Worksheets on the Renaissance, The Scientific Revolution, and the Enlightenment.
- Check Work

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**Unit 4 Warfare Chapter 3**

<b>Stage 1 – Desired Outcome</b>	
<p><b>Established Goals:</b></p> <p>Continuity and change in society in ONE of the following areas: crime and punishment; military and defence systems; towns, cities and commerce</p> <p>Use historical terms and concepts</p> <p>Identify a range of questions about the past to inform a historical inquiry</p> <p>Identify and locate relevant sources, using ICT and other methods</p> <p>Locate, compare, select and use information from a range of sources as evidence</p> <p>Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged</p> <p>Use a range of communication forms (oral, graphic, written) and digital technologies</p>	
<p><b>Understandings:</b>  <i>Student will understand that...</i></p> <ul style="list-style-type: none"> <li>• Knights played a key role in medieval society.</li> <li>• Becoming a knight took a lot of training and dedication</li> <li>• Wars were fought according to certain rules.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What was the role of the knight in medieval warfare?</li> <li>• How do you become a knight?</li> <li>• How did medieval battles take place?</li> </ul>
<p><b>Knowledge:</b>  <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Castellan, tournament, infantry, knight, page, squire, pitched battle</li> <li>• How to become a knight.</li> <li>• The role of the knight in medieval warfare.</li> <li>• How medieval battles took place.</li> <li>• What were the rules of the battlefield.</li> </ul>	<p><b>Skills:</b>  <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Write a researched narrative about the day in the life of a page, squire or knight</li> <li>• Be able to break down a text into steps</li> </ul>
<b>Stage 2 - Assessment Evidence</b>	
<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>• Worksheet medieval knights page 83</li> <li>• Researched narrative</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• Text analysis</li> </ul>

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**Stage 3 - Learning Plan**

Day 1

- Introduce unit with multimedia
- Introduce Vocabulary
- Introduce concepts
- Breakdown text
- Text analysis

Day 2

- Reinforce Previous lesson
- Worksheet page 83
- Narrative

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**Unit 5 Castles and Siege Warfare Chapter 3**

<b>Stage 1 – Desired Outcome</b>	
<p><b>Established Goals:</b></p> <p>Continuity and change in society in ONE of the following areas: crime and punishment; military and defence systems; towns, cities and commerce</p> <p>Use historical terms and concepts</p> <p>Identify a range of questions about the past to inform a historical inquiry</p> <p>Identify and locate relevant sources, using ICT and other methods</p> <p>Locate, compare, select and use information from a range of sources as evidence</p> <p>Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged</p> <p>Use a range of communication forms (oral, graphic, written) and digital technologies</p>	
<p><b>Understandings:</b>  <i>Student will understand that...</i></p> <ul style="list-style-type: none"> <li>• Castles were an essential part of defense</li> <li>• There were three main types of castles</li> <li>• How castles were defended</li> <li>• How castles were attacked</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What are the main types of castle?</li> <li>• How are castles defended?</li> <li>• How are castles attacked?</li> </ul>
<p><b>Knowledge:</b>  <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Vocab</li> <li>• Motte, bailey, siege, keep, ballista, murder hole, turret, mangonel, trebuchet, undermine, hourde, machiolation</li> <li>• The different types of castles</li> <li>• How castle were defended</li> <li>• How castles were attacked</li> </ul>	<p><b>Skills:</b>  <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Sketch and label the parts of a castle</li> <li>• How to make a model castle</li> </ul>
<b>Stage 2 - Assessment Evidence</b>	
<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>• Make a model castle</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• Sketch and label a castle</li> <li>• Text and source analysis</li> </ul>

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**Stage 3 - Learning Plan**

Day 1

- Multimedia Introduction
- Vocab
- Concept introduction
- Text and source analysis
- Destroy Castle Game see web link.

Day 2

- Reinforce previous lesson
- Label model castle
- Sketch Model Castle
- Introduce project making a model castle

Day 3

- Make model castle

Day 4

- Finish and present model castle

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Overview and Timeline Chapter 5**

<b>Stage 1 – Desired Outcome</b>	
<p><b>Established Goals:</b></p> <p>Give an overview and timeline for Renaissance Italy Sequence historical events, developments and periods Use historical terms and concepts Identify a range of questions about the past to inform a historical inquiry Identify and locate relevant sources, using ICT and other methods Use a range of communication forms (oral, graphic, written) and digital technologies</p>	
<p><b>Understandings:</b> <i>Student will understand that...</i></p> <ul style="list-style-type: none"> <li>• What happened during the Renaissance in Italy</li> <li>• When was the Renaissance in Italy</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What is a timeline?</li> <li>• How do you construct a timeline?</li> <li>• What</li> <li>• When</li> <li>• Where</li> <li>• Who</li> <li>• Which</li> <li>• What is the Renaissance?</li> </ul>
<p><b>Knowledge:</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• What the Renaissance is.</li> <li>• When the Renaissance was.</li> <li>• Where it happened.</li> <li>• What happened during it.</li> </ul>	<p><b>Skills:</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Construct a timeline of the Renaissance</li> <li>• Conduct a Quiz on the timeline</li> </ul>
<b>Stage 2 - Assessment Evidence</b>	
<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>• Quiz</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• Copy timeline</li> </ul>
<b>Stage 3 - Learning Plan</b>	
<p><u>Day 1</u></p> <ul style="list-style-type: none"> <li>• Introductory multimedia</li> </ul>	

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- Introduce timeline
- Copy timeline

Day 2

- Reinforce
- Prepare for quiz
- Have Quiz



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**Unit 1 Life in Renaissance Italy Chapter 5**

<b>Stage 1 – Desired Outcome</b>	
<p><b>Established Goals:</b></p> <p>The way of life in Renaissance Italy (social, cultural, economic and political features) and the roles and relationships of different groups in society</p> <p>Use historical terms and concepts</p> <p>Identify a range of questions about the past to inform a historical inquiry</p> <p>Identify and locate relevant sources, using ICT and other methods</p> <p>Identify the origin and purpose of primary and secondary sources</p> <p>Locate, compare, select and use information from a range of sources as evidence</p> <p>Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged</p> <p>Use a range of communication forms (oral, graphic, written) and digital technologies</p>	
<p><b>Understandings:</b>  <i>Student will understand that...</i></p> <ul style="list-style-type: none"> <li>• Renaissance Italy had a rich and varied life with regards to sport, education and entertainment</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What was life like in Renaissance Italy?</li> <li>• What was family life like?</li> <li>• What was education like?</li> <li>• What was entertainment like?</li> <li>• What sports did they play?</li> </ul>
<p><b>Knowledge:</b>  <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Vocab</li> <li>• Dowry, joust</li> <li>• Renaissance family life, education, sport and entertainment</li> </ul>	<p><b>Skills:</b>  <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Make a poster or flyer for a sport in Renaissance Italy</li> <li>• Do a Worksheet on Renaissance Families</li> <li>• Do a Worksheet comparing lives</li> <li>• Make a poster or flyer for Carnival</li> </ul>
<b>Stage 2 - Assessment Evidence</b>	
<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>• Poster or flyer for Carnival</li> <li>• Poster or flyer for Sports</li> <li>• Worksheets</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• Text and Source Analysis</li> </ul>

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**Stage 3 - Learning Plan**

Day 1

- Multimedia introduction
- Introduce Vocab
- Introduce Concepts
- Text analysis
- Source Analysis

Day 2

- Reinforce previous lesson
- Worksheets

Day 3

- Poster or flyer for Carnival
- Poster or flyer for a Renaissance

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**Unit 2 Social, Economic and Political Features of Renaissance Italy Chapter 5**

**Stage 1 – Desired Outcome**

**Established Goals:**

The way of life in Renaissance Italy (social, cultural, economic and political features) and the roles and relationships of different groups in society  
 Significant developments and/or cultural achievements that reflect the concentration of wealth and power in the city-states, such as art and learning  
 Relationships between rulers and ruled in ONE Italian city-state such as Florence or Naples  
 The role and achievements of significant individuals such as Lucrezia Borgia, Galileo, Leonardo da Vinci, Niccolo Machiavelli  
 Use historical terms and concepts  
 Identify a range of questions about the past to inform a historical inquiry  
 Identify and locate relevant sources, using ICT and other methods  
 Identify the origin and purpose of primary and secondary sources  
 Locate, compare, select and use information from a range of sources as evidence  
 Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged  
 Use a range of communication forms (oral, graphic, written) and digital technologies

**Understandings:**

*Student will understand that...*

- Italy was divided up into kingdoms and republics
- The Renaissance was a revolution in wealth
- Society was divided into five classes
- More information on Florence, Naples, the Medici, the Popes and Savonarola

**Essential Questions:**

- How was Italy ruled or divided during the Renaissance?
- Who were the Medici?
- Who was Savonarola?
- What was the economy like in Renaissance Italy?
- How was the society divided in Renaissance Italy?

**Knowledge:**

*Students will know...*

- Vocab
- City state, feudal, currency, republic, guild, accoppiatori, signoria, pagan
- How Renaissance Italy was divided and ruled.
- Renaissance Florence
- Renaissance Naples
- the economy and culture of Renaissance Italy

**Skills:**

*Students will be able to...*

- Create a diagram to explain the social structure of Italy at the beginning of the Renaissance.
- Do worksheets of various descripts
- Make a family tree

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- the popes
- the Society of Renaissance Italy
- The Medici
- Savonarola

**Stage 2 - Assessment Evidence**

**Performance Tasks:**

- Worksheet Mind Maps page 142
- Worksheet Life in Florence page 143
- Worksheet Florence Society page 143
- Worksheet The Medici family heroes or villains page 146
- Worksheet Savonarola interview
- Worksheet the slave trade

**Other Evidence:**

- Make a family like the Medici
- Draw the social hierarchy of Renaissance Italy
- Text and Source Analysis

**Stage 3 - Learning Plan**

Day 1

- Multimedia Introduction
- Vocab Intro
- Concept Intro
- Text and Source Analysis

Day 2

- Text and Source Analysis continued
- Family tree exercise
- Social Hierarchy Exercise

Day 3

- Reinforce previous lessons
- Worksheets

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**Unit 3 Developments and Achievements Chapter 5**

<b>Stage 1 – Desired Outcome</b>	
<p><b>Established Goals:</b></p> <p>The role and achievements of significant individuals such as Lucrezia Borgia, Galileo, Leonardo da Vinci, Niccolo Machiavelli            The spread of Renaissance culture to the rest of Europe, and its legacy            Use historical terms and concepts            Identify a range of questions about the past to inform a historical inquiry            Identify and locate relevant sources, using ICT and other methods            Locate, compare, select and use information from a range of sources as evidence            Identify and describe points of view, attitudes and values in primary and secondary sources            Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged            Use a range of communication forms (oral, graphic, written) and digital technologies</p>	
<p><b>Understandings:</b>  <i>Student will understand that...</i></p> <ul style="list-style-type: none"> <li>• Renaissance Italy featured an explosion of art, science and philosophy.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What made the renaissance special in terms of art and science?</li> <li>• Name some renaissance artists and scientist and their works.</li> </ul>
<p><b>Knowledge:</b>  <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Vocab</li> <li>• Humanism, patronage and alchemy</li> <li>• Humanism, Renaissance art and science</li> <li>• Renaissance artists and Scientists</li> </ul>	<p><b>Skills:</b>  <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Make a flier describing the works of one the great artists or scientists</li> <li>• Sketch or paint a copy one of those works</li> <li>• Make a model of one of the works</li> </ul>
<b>Stage 2 - Assessment Evidence</b>	
<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>• Make a flier describing the works of one the great artists or scientists</li> <li>• Sketch or paint a copy one of those works</li> <li>• Make a model of one of the works</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• Text and source analysis</li> </ul>
<b>Stage 3 - Learning Plan</b>	

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**Unit Backward Design**  
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Day 1

- Introduce topic with multimedia video
- Introduce Vocab
- Introduce concepts
- Text and source analysis

Day 2

- Reinforce previous lesson
- Research and make a flyer
- Research and copy a work
- Research and make a model of a work

**The Asian International School**  
**Unit Backward Design**  
**History, Elementary, 2017-2018**  
**Unit 5 The legacy of the Renaissance Chapter 5**

<b>Stage 1 – Desired Outcome</b>	
<p><b>Established Goals:</b></p> <p>The role and achievements of significant individuals such as Lucrezia Borgia, Galileo, Leonardo da Vinci, Niccolo Machiavelli            The spread of Renaissance culture to the rest of Europe, and its legacy            Sequence historical events, developments and periods            Use historical terms and concepts            Identify a range of questions about the past to inform a historical inquiry            Identify and locate relevant sources, using ICT and other methods            Identify the origin and purpose of primary and secondary sources            Locate, compare, select and use information from a range of sources as evidence            Identify and describe points of view, attitudes and values in primary and secondary sources            Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged            Use a range of communication forms (oral, graphic, written) and digital technologies</p>	
<p><b>Understandings:</b>  <i>Student will understand that...</i></p> <ul style="list-style-type: none"> <li>The ideas, art and science that came from Renaissance Italy rapidly spread throughout Italy.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>What spread so quickly through the Renaissance?</li> <li>Why did they spread so quickly?</li> <li>Who is Erasmus?</li> </ul>
<p><b>Knowledge:</b>  <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>About the spread of Renaissance ideas.</li> <li>Who Erasmus is</li> </ul>	<p><b>Skills:</b>  <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>Imagineering a humanist school.</li> </ul>
<b>Stage 2 - Assessment Evidence</b>	
<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>Imagineering exercise</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>Text and source analysis</li> </ul>
<b>Stage 3 - Learning Plan</b>	
<p><u>Day 1</u></p> <ul style="list-style-type: none"> <li>Introductory multimedia</li> <li>Introduce concepts</li> </ul>	



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- Text and source analysis

Day 2

- Reinforce previous lesson
- Imagineering exercise

**The Asian International School**  
**Unit Backward Design**  
**History, Elementary, 2017-2018**  
**Chapter 6 KHMER EMPIRE, Unit 1: Geography of the Khmer Empire**

<b>Stage 1 – Desired Outcome</b>	
<p><b>Established Goals:</b></p> <ol style="list-style-type: none"> <li>1. Enhance critical and creative thinking and develop intercultural understanding skills.</li> <li>2. Describe the daily life of Khmer people.</li> <li>3. Learn the benefits of water features during that period.</li> </ol>	
<p><b>Understandings:</b> <i>Student will understand...</i></p> <ul style="list-style-type: none"> <li>• The geography of the Khmer empire.</li> <li>• The benefits of the water features.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What were the water features used by the Khmer people?</li> <li>• What were the benefits of living near these water features?</li> <li>• What did the Khmer need to build to manage water in their environment?</li> <li>• How did climate affect the Khmer lifestyle?</li> </ul>
<p><b>Knowledge:</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Landscapes and daily life of the Khmer people.</li> </ul>	<p><b>Skills:</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Use historical terms and concepts.</li> <li>• Enhance critical and creative thinking and develop intercultural understanding skills.</li> <li>• Describe the daily life of Khmer people.</li> <li>• Learn the benefits of water features during that period.</li> </ul>
<b>Stage 2 - Assessment Evidence</b>	
<p><b>Performance Tasks:</b></p> <p><b>1. Worksheet Completion:</b></p> <p style="padding-left: 20px;">b. Map of the Khmer Empire</p> <p>The map on the worksheet shows modern borders. This is useful to help students understand where the Khmer Empire was in relation to modern nations. One of the most obvious legacies of the Khmer Empire is the architecture, now a major tourist attraction in Cambodia.</p> <p>The task requires students to add BOLTSS.</p>	<p><b>Other Evidence:</b></p>

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- **Border**
- **Orientation**
- **Legend**
- **Title**
- **Scale**
- **Source**

Students are asked to plot the names and features of eight places.

**Forms of assessment:**

- Teacher's observation as students work on the tasks.
- Assessment of students' work.
- Read Essential Questions and call on several students to randomly to ask for their interpretations. Ask for any misunderstandings.
- Assess students in class through conversations and questioning.

**1. Knowledge and Understanding**

- a. Landscapes and daily life of the Khmer people

Students will answer the questions below:

- What were the water features used by the Khmer people?
- What were the benefits of living near these water features?
- What did the Khmer need to build to manage water in their environment?
- How did climate affect the Khmer lifestyle?

**Forms of assessment:**

- Teacher's observation as students work on the tasks.
- Assessment of students' work.
- Read Essential Questions and call on several students to randomly to ask for their interpretations. Ask for any misunderstandings.
- Assess students in class through conversations and questioning.

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**Stage 3 - Learning Plan**

**Day 1**

- a. Teach Vocabulary and concepts
  - i. Reservoir
  - ii. Monsoon
- b. Discuss the topic via powerpoint presentation

**Worksheet Completion:**

**Individual Task:**

- a. Map of the Khmer Empire

The map on the worksheet shows modern borders. This is useful to help students understand where the Khmer Empire was in relation to modern nations. One of the most obvious legacies of the Khmer Empire is the architecture, now a major tourist attraction in Cambodia.

The task requires students to add BOLTSS.

- **B**order
- **O**rientation
- **L**egend
- **T**itle
- **S**cale
- **S**ource

Students are asked to plot the names and features of eight places.

- b. Landscapes and daily life of the Khmer people

Students will answer the questions below:

- What were the water features used by the Khmer people?
- What were the benefits of living near these water features?
- What did the Khmer need to build to manage water in their environment?
- How did climate affect the Khmer lifestyle?

**Day 2**

**Video Analysis: The Secrets in the Dust**

**Individual Task:** Write in a small piece of paper the 5 facts about the Khmer Empire based on the video.

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Unit Backward Design  
History, Elementary, 2017-2018  
Unit 2: Rise of the Khmer Empire and the role of their King**

<b>Stage 1 – Desired Outcome</b>	
<p><b>Established Goals:</b></p> <ol style="list-style-type: none"> <li>1. Develop literacy, intercultural understanding, critical and creative thinking skills and ethical behavior.</li> <li>2. Sketch a small picture of a god-king and describe their role.</li> </ol>	
<p><b>Understandings:</b> <i>Student will understand about...</i></p> <ul style="list-style-type: none"> <li>• Rise of the Khmer Empire.</li> <li>• The role of the King</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• Who was Zhou Daguan and why is he important?</li> <li>• Who was Jayavarman II?</li> <li>• What is a relief?</li> <li>• What was the role of the King?</li> <li>• How did Zhou Daguan describe the Khmer people?</li> </ul>
<p><b>Knowledge:</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• More about the Khmer Empire and the duties of the King</li> <li>• About the perspectives of Zhou Daguan being a Chinese Ambassador.</li> </ul>	<p><b>Skills:</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Develop literacy, intercultural understanding, critical and creative thinking skills and ethical behavior.</li> <li>• Sketch a small picture of a god-king and describe their role.</li> </ul>
<b>Stage 2 - Assessment Evidence</b>	
<p><b>Performance Tasks:</b></p> <ol style="list-style-type: none"> <li>1. Worksheet Completion               <ol style="list-style-type: none"> <li>a. The king in and out of the palace. Zhou Daguan describes palace activities in this 600 – word extract and the next are based on the same source.  By identifying evidence in the source, students can judge whether generalizations are valid.</li> <li>b. A Royal Procession Students are asked to read the source and write a feature article. The worksheet provides</li> </ol> </li> </ol>	<p><b>Other Evidence:</b></p>

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scaffolding for organizing ideas and drafting sentences. Students can imagine they have interviewed bystanders to get quotes for publication.

1. Knowledge and Understanding

1. Sketch a small picture of a god-king. Label the picture Devaraja. In speech bubbles around the sketch, have their god-king describe his role. For example: "I might build a temple to honour my parents."

Analysis and Use of Sources:

- a. Using the box called "Zhou Dagan on page 169, describe the historical sources used by historians to study the Khmer Empire. How reliable do you think each source is likely to be?

Perspectives and Interpretations

- b. Suggest reasons why Zhou Dagan describes the Khmer people as "barbarians" in source 2A.

**Forms of assessment:**

- Teacher's observation as students work on the tasks.
- Assessment of students' work.
- Read Essential Questions and call on several students to randomly to ask for their interpretations. Ask for any misunderstandings.
- Assess students in class through conversations and questioning.

**Stage 3 - Learning Plan**

**Day 1**

- a. Teach Vocabulary and concepts
  - i. Relief
  - ii. Ambassador
  - iii. Perspective
  - iv. Prehistoric
  - v. Devaraja
  - vi. Deify
  - vii. Baray

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- viii. Mahout
- b. Discuss the topic via powerpoint presentation

**Worksheet Completion:**

**Group Task**

- a. The king in and out of the palace.  
Zhou Dagan describes palace activities in this 600 – word extract and the next are based on the same source.  
By identifying evidence in the source, students can judge whether generalizations are valid.
- b. A Royal Procession  
Students are asked to read the source and write a feature article. The worksheet provides scaffolding for organizing ideas and drafting sentences. Students can imagine they have interviewed bystanders to get quotes for publication.

**Day 2**

**Book-based activity: Individual Task**

- 1. Sketch a small picture of a god-king. Label the picture Devaraja. In speech bubbles around the sketch, have their god-king describe his role. For example: “I might build a temple to honor my parents.”

**Analysis and Use of Sources:**

- 2. Using the box called “Zhou Dagan on page 169, describe the historical sources used by historians to study the Khmer Empire. How reliable do you think each source is likely to be?

**Perspectives and Interpretations**

- 3. Suggest reasons why Zhou Dagan describes the Khmer people as “barbarians” in source 2A.

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**Unit Backward Design**  
**History, Elementary, 2017-2018**  
**Unit 3 Military Achievements of the Khmer**

<b>Stage 1 – Desired Outcome</b>	
<p><b>Established Goals:</b></p> <ol style="list-style-type: none"> <li>To develop literacy, intercultural understanding, critical and creative thinking skills and ethical behavior.</li> <li>To have an understanding of the military achievements of the Khmer.</li> </ol>	
<p><b>Understandings:</b>  <i>Student will understand that...</i></p> <ul style="list-style-type: none"> <li>By studying the reliefs at Angkor, historians can learn about the military forces of the Khmer and their enemies.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>What was the importance of the reliefs in learning about the military forces of the Khmer?</li> <li>What is a trebuchet?</li> <li>What were the similarities and differences in sources 3A and 3B?</li> <li>Who is a concubine?</li> <li>What is a ballista?</li> <li>How do we know that the Khmer had an army, cavalry and navy? Is the evidence reliable?</li> </ul>
<p><b>Knowledge:</b>  <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>About the military achievements of the Khmer.</li> <li>About Khmer infantry.</li> <li>About a Khmer fighting unit.</li> </ul>	<p><b>Skills:</b>  <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>Develop literacy, intercultural understanding, critical and creative thinking skills and ethical behavior.</li> </ul>
<b>Stage 2 - Assessment Evidence</b>	
<p><b>Performance Tasks:</b></p> <p><b>Worksheet Completion:</b></p> <ol style="list-style-type: none"> <li><b>Naval Ships of Khmer and Cham</b>  Based on reliefs, the sketches describe Khmer and Cham (from Champa) ships. The worksheet asks the students to interpret the reliefs – what do they tell us about propulsion, shape, number and type of sailors, decorations, weapons and battle tactics.</li> </ol>	<p><b>Other Evidence:</b></p>



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Students are asked to decide whether the Khmer and Cham navies are similar or different, and which navy might have been more effective.

**2. Fighting Units**

This work sheet is similar to the one about the navies. Sketches of reliefs provide high-quality information about Khmer and Cham fighting units.

Students use labels and arrows to show specific features of each force. It is suggested that they look for weapons, clothing, armor, animals, machinery, officers, banners and flags.

As a final reflection, students can hypothesize which army seems most capable of winning a battle.

**Analysis and Use of Sources:**

1. Compare sources 3A and 3B. List similarities and differences by creating a Venn diagram.
2. To what extent does Zhou Daguan's description of the army (source 3C) match the Khmer reliefs in sources 3A and 3B?

**Forms of assessment:**

- Teacher's observation as students work on the tasks.
- Assessment of students' work.
- Read Essential Questions and call on several students to randomly to ask for their interpretations. Ask for any misunderstandings.
- Assess students in class through conversations and questioning.

**Stage 3 - Learning Plan**

**Day 1**

- a. Teach Vocabulary and concepts
  - i. Ballista
  - ii. Trebuchet
- b. Discuss the topic via powerpoint presentation

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**Pair work**

**Worksheet Completion:**

**1. Naval Ships of Khmer and Cham**

Based on reliefs, the sketches describe Khmer and Cham (from Champa) ships. The worksheet asks the students to interpret the reliefs – what do they tell us about propulsion, shape, number and type of sailors, decorations, weapons and battle tactics.

Students are asked to decide whether the Khmer and Cham navies are similar or different, and which navy might have been more effective.

**2. Fighting Units**

This worksheet is similar to the one about the navies. Sketches of reliefs provide high-quality information about Khmer and Cham fighting units.

Students use labels and arrows to show specific features of each force. It is suggested that they look for weapons, clothing, armor, animals, machinery, officers, banners and flags.

As a final reflection, students can hypothesize which army seems most capable of winning a battle.

**Day 2**

A. Group Task: Book-based

Analysis and Use of Sources:

1. Compare sources 3A and 3B. List similarities and differences by creating a Venn diagram.
2. To what extent does Zhou Daguan's description of the army (source 3C) match the Khmer reliefs in sources 3A and 3B?

B. Quiz ( 20-item quiz)

Explanation and Communication

- C. Homework: Write a script for an argument between Zhou Daguan and a Khmer general about whether soldiers need shoes

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Unit Backward Design  
History, Elementary, 2017-2018  
Unit 4 Khmer Society**

<b>Stage 1 – Desired Outcome</b>	
<p><b>Established Goals:</b></p> <ol style="list-style-type: none"> <li>To develop literacy, personal and social competence, critical and creative thinking skills and ethical behavior.</li> <li>To describe the way of life of the Khmer society.</li> </ol>	
<p><b>Understandings:</b> <i>Student will understand about...</i></p> <ul style="list-style-type: none"> <li>The Khmer King and the society.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>Where did Hinduism and Buddhism originate?</li> <li>Is there anything in Hinduism or Buddhism that originated in the Khmer Empire?</li> <li>What were the main beliefs that ruled day-to-day life?</li> <li>Did religious beliefs have an effect on Khmer temple-building activities?</li> <li>What were the three most important roles for women?</li> </ul>
<p><b>Knowledge:</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>About the impact that Hinduism and Buddhism had on social life and on cultural values.</li> <li>The roles of women in the Khmer society.</li> </ul>	<p><b>Skills:</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>Develop literacy, personal and social competence, critical and creative thinking skills and ethical behavior.</li> <li>Describe the way of life of the Khmer society.</li> </ul>
<b>Stage 2 - Assessment Evidence</b>	
<p><b>Performance Tasks:</b></p> <p><b>1. Worksheet Completion:</b></p> <ol style="list-style-type: none"> <li>Funeral Practices Using Zhou Dagan’s description, the hypothesis “Khmer funeral practices were very simple” is suggested.</li> </ol> <p>Students are asked to observe that each sentence contains different information.</p>	<p><b>Other Evidence:</b></p>

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With reference to the hypothesis; they write the sentences in columns headed “Agree”, “Disagree” and “Irrelevant.”

2. Group activity
  - a. Students create a diagram to show the order of importance of these groups in Khmer society.

Priests, the king’s wives, king’s concubines, traders, artisans, slaves, female traders, female palace servants, kings, farmers, officials, soldiers, other Cambodians.

- a. Use the text and source 4A to explain how palanquins, jewelry and cloth could be used in Khmer society to indicate a person’s social status.

Analysis and Use of Sources:

**Pair work:**

- a. Refer to the text and source 4B. Select 5 ideas that suggest that Khmer women were well-treated. Is there any evidence to suggest that they were badly treated?
- b. Based on Zhou Dagan’s description, what are some Khmer punishments? List five different types.

**Forms of assessment:**

- Teacher’s observation as students work on the tasks.
- Assessment of students’ work.
- Read Essential Questions and call on several students to randomly to ask for their interpretations. Ask for any misunderstandings.
- Assess students in class through conversations and questioning.

**Stage 3 - Learning Plan**

**Day 1**

- a. Teach Vocabulary and concepts
- b. Discuss the topic via powerpoint presentation

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**Worksheet Completion:**

1. Funeral Practices

Using Zhou Dagan's description, the hypothesis "Khmer funeral practices were very simple" is suggested. Students are asked to observe that each sentence contains different information.

With reference to the hypothesis; they write the sentences in columns headed "Agree", "Disagree" and "Irrelevant."

**Day 2**

Book-based Group activity

a. Students create a diagram to show the order of importance of these groups in Khmer society.

Priests, the king's wives, king's concubines, traders, artisans, slaves, female traders, female palace servants, kings, farmers, officials, soldiers, other Cambodians.

b. Use the text and source 4A to explain how palanquins, jewelry and cloth could be used in Khmer society to indicate a person's social status.

Analysis and Use of Sources:

Pair work:

a. Refer to the text and source 4B. Select 5 ideas that suggest that Khmer women were well-treated. Is there any evidence to suggest that they were badly treated?

b. Based on Zhou Dagan's description, what are some Khmer punishments? List five different types.

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Unit Backward Design  
History, Elementary, 2017-2018  
Unit 5 Khmer Economy**

<b>Stage 1 – Desired Outcome</b>										
<p><b>Established Goals:</b></p> <ol style="list-style-type: none"> <li>1. To develop literacy, personal and social competence, critical and creative thinking skills and ethical behavior.</li> <li>2. To elaborate on the imports and exports (trade goods going in and out) of the Khmer Empire.</li> </ol>										
<p><b>Understandings:</b> <i>Student will understand...</i></p> <ul style="list-style-type: none"> <li>• Khmer economy.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What did the Khmer merchants trade with their neighbors?</li> <li>• What were the goods produced in Khmer and in China?</li> </ul>									
<p><b>Knowledge:</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• About the goods produced in Khmer and China.</li> <li>• How they traded and what they traded during the Khmer era.</li> <li>• About the different occupations of people in the empire.</li> </ul>	<p><b>Skills:</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Develop literacy, personal and social competence, critical and creative thinking skills and ethical behavior.</li> <li>• Describe the imports and exports (trade goods going in and out) of the Khmer Empire.</li> </ul>									
<b>Stage 2 - Assessment Evidence</b>										
<p><b>Performance Tasks:</b></p> <p><b>Individual Task:</b> Knowledge and understanding:</p> <ol style="list-style-type: none"> <li>1. Complete the following table by listing the trade goods produced in Khmer and in China:</li> </ol> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 20%;"></th> <th style="width: 35%;">Raw materials (goods which are natural or have had limited processing)</th> <th style="width: 45%;">Manufactured materials</th> </tr> </thead> <tbody> <tr> <td>Khmer Goods</td> <td></td> <td></td> </tr> <tr> <td>Chinese Goods</td> <td></td> <td></td> </tr> </tbody> </table>		Raw materials (goods which are natural or have had limited processing)	Manufactured materials	Khmer Goods			Chinese Goods			<p><b>Other Evidence:</b></p>
	Raw materials (goods which are natural or have had limited processing)	Manufactured materials								
Khmer Goods										
Chinese Goods										

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**Group Task:**

**Analysis and Use of Sources:**

1. Look at the sources 5B and 5C. List the occupations that are shown in the reliefs.
2. Suggest occupations implied by the reliefs (sources 5B and 5C). For example, leatherworkers are implied by the depiction of harnesses worn by cattle.

**Forms of assessment:**

- Teacher's observation as students work on the tasks.
- Assessment of students' work.
- Read Essential Questions and call on several students to randomly to ask for their interpretations. Ask for any misunderstandings.
- Assess students in class through conversations and questioning.

**Stage 3 - Learning Plan**

**Day 1**

1. Teach Vocabulary and concepts
2. Discuss the topic via powerpoint presentation

**Individual Task:**

Knowledge and understanding:

1. Complete the following table by listing the trade goods produced in Khmer and in China:

	Raw materials (goods which are natural or have had limited processing)	Manufactured materials
Khmer Goods		
Chinese Goods		

**Group Task:**

**Analysis and Use of Sources:**

1. Look at the sources 5B and 5C. List the occupations that are shown in the reliefs.
2. Suggest occupations implied by the reliefs (sources 5B and 5C). For example, leatherworkers are implied by the depiction of harnesses worn by cattle.

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**Unit Backward Design**  
**History, Elementary, 2017-2018**  
**Unit 6 Khmer Cultural Splendor: Angkor Wat**

<b>Stage 1 – Desired Outcome</b>	
<p><b>Established Goals:</b></p> <ul style="list-style-type: none"> <li>Develop literacy, personal and social competence, critical and creative thinking skills and ethical behavior.</li> </ul>	
<p><b>Understandings:</b>  <i>Student will understand...</i></p> <ul style="list-style-type: none"> <li>Khmer temples were constructed to ensure the relationship between a king, his ancestors and the gods.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>Why is Angkor Wat the most famous temple of the Khmer Empire?</li> <li>Are there other temples which deserve to be just famous?</li> <li>How big is the Angkor Wat?</li> <li>What is the meaning of Wat?</li> <li>What is a pagoda?</li> <li>Why were temples built?</li> </ul>
<p><b>Knowledge:</b>  <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>About the splendor of Angkor Wat.</li> <li>About Khmer temples and why they were built.</li> </ul>	<p><b>Skills:</b>  <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>Develop literacy, personal and social competence, critical and creative thinking skills and ethical behavior.</li> </ul>
<b>Stage 2 - Assessment Evidence</b>	
<p><b>Performance Tasks:</b></p> <p>Group Task:</p> <ol style="list-style-type: none"> <li>Sketch the map shown in unit 1, or download a blank map template from NelsonNet. Shade in and label the Khmer Empire. Plot and label Angkor Wat.</li> <li>Explain the following terms and concepts in detail.             <ol style="list-style-type: none"> <li>Temple-mountain</li> <li>Complex.</li> <li>King</li> <li>Temple</li> <li>Tomb</li> <li>Moat</li> </ol> </li> </ol>	<p><b>Other Evidence:</b></p>



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- g. Towers
- h. Mt. Meru

**Book-based Pair work:**

1. In your opinion, what is the most interesting feature of Angkor Wat? You could choose the moat, for example. Explain your choice.
2. List five other features that are shown in source 6A.

**Book-based Group Task:**

**Analysis and Use of sources:**

1. Make a list of the major differences between Source 6A and 6B? Explain your answers.

**Perspectives And Interpretations:**

1. Refer to Source 6C
  - a. Who made the drawing (source 6C) and when was it made?
  - b. Why do the towers look like Japanese pagodas rather than Khmer structures.
  - c. Compare the plan in source 6A with source 6C. Is it possible that source 6C is not Angkor Wat? Provide evidence to support your ideas.

**Forms of assessment:**

- Teacher's observation as students work on the tasks.
- Assessment of students' work.
- Read Essential Questions and call on several students to randomly to ask for their interpretations. Ask for any misunderstandings.
- Assess students in class through conversations and questioning.

**Stage 3 - Learning Plan**

**Day 1**

1. Teach Vocabulary and concepts
  - i. Causeway
  - ii. Moat
  - iii. Pagoda

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2. Discuss the topic via powerpoint presentation

**Group Task:**

3. Sketch the map shown in unit 1, or download a blank map template from NelsonNet. Shade in and label the Khmer Empire. Plot and label Angkor Wat.
4. Explain the following terms and concepts in detail.
  - a. Temple-mountain
  - b. Complex.
  - c. King
  - d. Temple
  - e. Tomb
  - f. Moat
  - g. Towers
  - h. Mt. Meru

**Day 2**

Pair work:

1. In your opinion, what is the most interesting feature of Angkor Wat? You could choose the moat, for example. Explain your choice.
2. List five other features that are shown in source 6A.

**Group Task:**

Analysis and Use of sources:

1. Make a list of the major differences between Source 6A and 6B? Explain your answers.

Perspectives And Interpretations:

2. Refer to Source 6C
  - a. Who made the drawing (source 6C) and when was it made?
  - b. Why do the towers look like Japanese pagodas rather than Khmer structures.
  - c. Compare the plan in source 6A with source 6C. Is it possible that source 6C is not Angkor Wat? Provide evidence to support your ideas.

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Unit 7 Decline of the Khmer Empire**

<b>Stage 1 – Desired Outcome</b>	
<p><b>Established Goals:</b></p> <ul style="list-style-type: none"> <li>• Develop literacy, personal and social competence, critical and creative thinking skills and ethical behavior.</li> <li>• Outline theories about the decline of the Khmer civilization.</li> </ul>	
<p><b>Understandings:</b> <i>Student will understand that...</i></p> <ul style="list-style-type: none"> <li>• There were several theories about the decline of the Khmer Empire.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What were the reasons for the decline of the Khmer Empire?</li> </ul>
<p><b>Knowledge:</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• that population growth and climate change put pressure on the Khmer Empire.</li> <li>• That another theory was that warfare pushed the Khmer to their limits.</li> </ul>	<p><b>Skills:</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Develop literacy, personal and social competence, critical and creative thinking skills and ethical behavior.</li> <li>• Outline theories about the decline of the Khmer civilization.</li> </ul>
<b>Stage 2 - Assessment Evidence</b>	
<p><b>Performance Tasks:</b></p> <p>Worksheet Completion: Individual Task:</p> <ol style="list-style-type: none"> <li>1. Protecting Angkor.</li> </ol> <p>Book-based Group Activity:</p> <ol style="list-style-type: none"> <li>1. Refer to the Khmer timeline, Jayavarman VII was accused of extravagance. Which buildings did Jayavarman VII construct that may have angered the Khmer people?</li> <li>2. According to source 7A, what was the old theory for the cause of the Khmer?</li> <li>3. List the reasons given by Grosler (source 7B) for the decline of the Khmer.</li> </ol> <p>Group Task:</p>	<p><b>Other Evidence:</b></p>

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1. Think about the mystery of why the Khmer Empire declined.
  - a. Write three questions you'd like to ask a Khmer King (from the last 200 years of the empire) that would help explain the causes of the decline.
  - b. Have a person in the role of one of the kings answer your questions.
  - c. Present work before the end of the class.

**Group Task:**

1. Create a segment in a campaign to preserve Angkor Wat. Make a video report about why Angkor Wat is worthy of preservation and continuing interest.

**Forms of assessment:**

- Teacher's observation as students work on the tasks.
- Assessment of students' work.
- Read Essential Questions and call on several students to randomly to ask for their interpretations. Ask for any misunderstandings.
- Assess students in class through conversations and questioning.

**Stage 3 - Learning Plan**

**Day 1**

1. Teach Vocabulary and concepts
2. Discuss the topic via powerpoint presentation

**Worksheet Completion:**

**Individual Task:**

1. Protecting Angkor.

**Day 2**

**Book-based Group Activity:**

1. Refer to the Khmer timeline, Jayavarman VII was accused of extravagance. Which buildings did Jayavarman VII construct that may have angered the Khmer people?
2. According to source 7A, what was the old theory for the cause of the Khmer?
3. List the reasons given by Grosler (source 7B) for the decline of the Khmer.

**Day 3**

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Looking Deeper

Group Task:

1. Create a campaign to preserve Angkor Wat. Make a video report about why Angkor Wat is worthy of preservation and continuing interest.
2. Create an archeological park showing the other sites/temples in Siem Reap. Please include the following temples and complexes:
  - a. Angkor Thom City
  - b. Bayon in Angkor Thom
  - c. Preah Khan
  - d. NeakPean
  - e. Ta Som
  - f. BanteayKdei
  - g. Ta Phrom
  - h. Phnom Bakheng
  - i. Bakong
  - j. PreahKo
3. Present group output in class.

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**Chapter 10: Spanish Conquest of the Americas (1492-1572), Unit 1: Geography of the Aztec World**

<b>Stage 1 – Desired Outcome</b>	
<p><b>Established Goals:</b></p> <ul style="list-style-type: none"> <li>Describe the geography of the Aztecs.</li> <li>Develop literacy, intercultural understanding, critical and creative thinking skills and ethical behavior.</li> <li>Compare the two maps on page 287 with a hard copy map of present-day Mexico and its surrounds.</li> </ul>	
<p><b>Understandings:</b>  <i>Student will understand...</i></p> <ul style="list-style-type: none"> <li>The legend surrounding the building of the capital city of Tenochtitlan by the Aztecs.</li> <li>Mesoamerica and its modern day representation.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>Why did the Aztecs choose to build their capital city on a lake?</li> <li>What were the features of the city of Tenochtitlan?</li> </ul>
<p><b>Knowledge:</b>  <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>The Mesoamerican timeline.</li> <li>The reasons why the Aztecs build their capital city on a lake.</li> <li>The time the Aztec Empire was established,</li> </ul>	<p><b>Skills:</b>  <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>Describe the geography of the Aztecs</li> <li>Compare the two maps on page 287 with a hard copy map of present-day Mexico and its surrounds.</li> </ul>
<b>Stage 2 - Assessment Evidence</b>	
<p><b>Performance Tasks:</b></p> <p>A. Worksheet Completion:  Individual Task:</p> <ul style="list-style-type: none"> <li>Complete the Mesoamerican timeline.</li> <li>Students research, draw, and label the main geographic features of Mesoamerica.</li> </ul> <p>Book-based Group Activity:  Knowledge and Understanding:</p> <ul style="list-style-type: none"> <li>Explain why the Aztecs chose to build their capital city on a lake.</li> </ul> <p>Homework:</p> <ul style="list-style-type: none"> <li>Features of the city of Tenochtitlan included an aqueduct, a causeway and a dyke.</li> </ul>	<p><b>Other Evidence:</b></p>

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Research these and explain their purpose in the city.

**Forms of assessment**

- Teacher's observation as students work on the tasks.
- Assessment of students' work.
- Read Essential Questions and call on several students to randomly to ask for their interpretations. Ask for any misunderstandings.
- Assess students in class through conversations and questioning.

**Stage 3 - Learning Plan**

**Day 1**

- c. Teach Vocabulary and concepts
  - i. Mesoamerica
  - ii. Century
- d. Discuss the topic via Powerpoint presentation

**Worksheet Completion:**

**Individual Task:**

1. Complete the Mesoamerican timeline.
2. Students research, draw, and label the main geographic features of Mesoamerica.

**Homework:**

Features of the city of Tenochtitlan included an aqueduct, a causeway and a dyke. Research these and explain their purpose in the city.

**Day 2**

**A. Book-based Group Activity:**

**Knowledge and Understanding:**

1. Explain why the Aztecs chose to build their capital city on a lake.

**Homework:**

Features of the city of Tenochtitlan included an aqueduct, a causeway and a dyke. Research these and explain their purpose in the city.

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**Unit 2: Pre-Columbian Life**

<b>Stage 1 – Desired Outcome</b>	
<p><b>Established Goals:</b></p> <ul style="list-style-type: none"> <li>• Develop literacy, intercultural understanding, critical and creative thinking skills and ethical behavior.</li> <li>• Describe the social organization of the Aztecs (e.g. nobility, slaves); their beliefs (e.g. worship of a number of gods and the need to make human sacrifices to appease these gods); and life in the capital city of Tenochtitlan.</li> </ul>	
<p><b>Understandings:</b>  <i>Student will understand...</i></p> <ul style="list-style-type: none"> <li>• The pre-Columbian life.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What is a calpulli?</li> <li>• What is a codex?</li> <li>• What is Codex Mendoza?</li> <li>• What is Florentine Codex?</li> <li>• What was the family life like during the Aztec period?</li> <li>• How do you describe the daily life of the Aztecs?</li> <li>• Did the Aztecs value the role of their king?</li> <li>• Why might parents have wished their daughters to become priestesses? What would have been the benefits of this decision?</li> <li>• Why would the threat of the god Tlatoc have been such a scary one for Aztec children?</li> <li>• How did the family and organization of Aztec society support the running of this civilization?</li> <li>• What does the diet of the Aztecs tell us about their methods of obtaining food?</li> <li>• How did trade benefit the Aztec economy?</li> <li>• In what way were porters valuable to the Aztec way of life?</li> </ul>
<p><b>Knowledge:</b>  <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• About the hierarchy of the Aztec society.</li> <li>• About the codices.</li> <li>• About Florentine Codex and Codex Mendoza.</li> <li>• About The city of Tenochtitlan</li> <li>• About Religion and the gods</li> </ul>	<p><b>Skills:</b>  <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Describe the social organization of the Aztecs (e.g. nobility, slaves); their beliefs (e.g. worship of a number of gods and the need to make human sacrifices to appease these gods); and life in the capital city of Tenochtitlan.</li> </ul>



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<b>Stage 2 - Assessment Evidence</b>	
<p><b>Performance Tasks:</b></p> <p>Worksheet Completion: Pair Work:</p> <ol style="list-style-type: none"><li>1. Aztec Clothing Students choose the class of Aztec for each of two figures and draw the appropriate clothing and jewelry. They label each piece of clothing and provide details about it.</li><li>2. Army organization This gives some extra information about how the army is organized. It is a reading followed by comprehension questions.</li></ol> <p>Homework:</p> <ol style="list-style-type: none"><li>3. The religious significance of games Students are asked to research three different games in this worksheet; they then draw the game and write an explanation of how it is played.</li></ol> <p>Explanation and Communication:</p> <ol style="list-style-type: none"><li>1. Why might parents have wished their daughters to become priestesses? What would have been the benefits of this decision?</li><li>2. Why would the threat of the god Tlatoc have been such a scary one for the Aztec children?</li><li>3. Explain how Aztec clothing was used to signify the status or importance of the wearer.</li><li>4. What does the diet of the Aztecs tell us about their methods of obtaining food?</li><li>5. Make a list of the information provided in this unit about the daily life of the Aztecs. You could divide your information under headings such as men, women and children. Use your list to write a story about a day in the life of an Aztec, providing as much factual information as you can.</li></ol>	<p><b>Other Evidence:</b></p>

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Analysis and use of sources:

1. What punishment is being carried out on the Aztec child in source 2A?
2. What tasks are being completed by each child in source B?
3. What were the responsibilities of Aztec men according to source 2C?

Perspectives and Interpretations

4. How might the images and writing created by the Aztecs in their codices and poems create difficulties for us today?
5. Why are the codices so important to historians who wish to study the Aztec civilization?

**Forms of assessment:**

- Teacher's observation as students work on the tasks.
- Assessment of students' work.
- Read Essential Questions and call on several students to randomly to ask for their interpretations. Ask for any misunderstandings.
- Assess students in class through conversations and questioning.

**Stage 3 - Learning Plan**

**Day 1**

- c. Teach Vocabulary and concepts:
  1. Calpulli
  2. Codex
  3. Viceroy
  4. Maguey
  5. Tribute
  6. Chian
  7. Copal
  8. Elite
  9. Macuahuiti
  10. Decapitate
  11. Appease
  12. Octli
  13. Causeway
  14. Aqueduct
  15. Calpoltin
  16. Chinampas
- d. Discuss the topic via powerpoint presentation

**Pair Work:**

**Explanation and Communication:**

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1. Why might parents have wished their daughters to become priestesses? What would have been the benefits of this decision?
2. Why would the threat of the god Tlatoc have been such a scary one for the Aztec children?
3. Explain how Aztec clothing was used to signify the status or importance of the wearer.
4. What does the diet of the Aztecs tell us about their methods of obtaining food?
5. Make a list of the information provided in this unit about the daily life of the Aztecs. You could divide your information under headings such as men, women and children. Use your list to write a story about a day in the life of an Aztec, providing as much factual information as you can.

**Worksheet Completion:**

**Pair Work:**

1. Aztec Clothing

Students choose the class of Aztec for each of two figures and draw the appropriate clothing and jewelry. They label each piece of clothing and provide details about it.

**Day 2**

Analysis and use of sources:

1. What punishment is being carried out on the Aztec child in source 2A?
2. What tasks are being completed by each child in source B?
3. What were the responsibilities of Aztec men according to source 2C?

**Perspectives and Interpretations**

1. How might the images and writing created by the Aztecs in their codices and poems create difficulties for us today?
2. Why are the codices so important to historians who wish to study the Aztec civilization?

**Worksheet completion: Pair activity**

1. Army organization

This gives some extra information about how the army is organized. It is a reading followed by comprehension questions.

**Homework:**

1. The religious significance of games

Students are asked to research three different games in this worksheet; they then draw the game and write an explanation of how it is played.

**Day 3**

**Pair Activity: Page 298**

**Knowledge and Understanding**

1. Explain why the Aztecs wanted to give alcohol or drugs to their victims for human sacrifice.
2. Why do you think the Aztecs used flat-bottomed boats on Lake Texcoco?
3. Do you think Tenochtitlan was a well-planned and organized city? Give reasons.

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**Analysis and Use of sources**

1. Examine source 20 as well as the artist's impression of Tenochtitlan and the map of the city.
  - a. What part of the city appears to be the most important to the Aztecs?
  - b. Based on your understanding of the benefits of the Aztecs, explain why this area was placed in the centre of the city and why it was so important.

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**Unit 3 When, Why and How of the Spanish Arrival**

<b>Stage 1 – Desired Outcome</b>	
<p><b>Established Goals:</b></p> <ul style="list-style-type: none"> <li>• Develop literacy, intercultural understanding, critical and creative thinking skills and ethical behavior.</li> <li>• Explain the arrival of Spanish conquistadores in Mexico and Peru from 1510 (Balboa) to 1531 (Pizarro), and their reasons (e.g. seeking wealth, claiming land for their king, converting the local populations to Christianity, a sense of adventure).</li> </ul>	
<p><b>Understandings:</b>  <i>Student will understand...</i></p> <ul style="list-style-type: none"> <li>• The explorations of Balboa and Pizarro in Peru?</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• Who was a Spanish conquistador?</li> <li>• What was the Quinto Real?</li> <li>• Who is Christopher Columbus?</li> <li>• Where was the New World?</li> <li>• What is Christianity?</li> <li>• Who is an infidel?</li> <li>• Who was Vasco Nunez de Balboa?</li> <li>• Who was Francisco Pizarro Gonzalez?</li> <li>• Why would the king of Spain establish the Quinto Real?</li> <li>• How would his agreement have benefited the conquistadors?</li> <li>• How would the fact that Spain was at peace with other countries in Europe have affected its ability to explore and colonize the New World?</li> </ul>
<p><b>Knowledge:</b>  <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• About Balboa</li> <li>• About Pizarro and Peru</li> </ul>	<p><b>Skills:</b>  <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Develop literacy, intercultural understanding, critical and creative thinking skills and ethical behavior.</li> <li>• Explain the arrival of Spanish conquistadores in Mexico and Peru from 1510 (Balboa) to 1531 (Pizarro), and their reasons (e.g. seeking wealth, claiming land for their king, converting the local populations to Christianity, a sense of adventure).</li> </ul>
<b>Stage 2 - Assessment Evidence</b>	

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<p><b>Performance Tasks:</b></p> <p>Book-based Pair Activity: Knowledge and understanding</p> <ol style="list-style-type: none"><li>1. Why would the king of Spain establish the Quinto Real? How would this agreement have benefited the conquistadors?</li><li>2. How would the fact that Spain was at peace with other countries in Europe have affected its ability to explore and colonize the New World?</li></ol> <p>Group Task: Analysis and use of sources:</p> <ol style="list-style-type: none"><li>1. Look at source 3A and the map of the Incan Empire. What reasons do they give us for the arrival of the Spanish in the New World?</li></ol> <p><b>Forms of assessment:</b></p> <ul style="list-style-type: none"><li>• Teacher’s observation as students work on the tasks.</li><li>• Assessment of students’ work.</li><li>• Read Essential Questions and call on several students to randomly to ask for their interpretations. Ask for any misunderstandings.</li><li>• Assess students in class through conversations and questioning.</li></ul>	<p><b>Other Evidence:</b></p>
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**Stage 3 - Learning Plan**

<p><b><u>Day 1</u></b></p> <ol style="list-style-type: none"><li>c. Teach Vocabulary and concepts.<ol style="list-style-type: none"><li>i. Convert</li><li>ii. Treason</li><li>iii. Infidel</li><li>iv. Isthmus</li><li>v. Summit</li></ol></li><li>d. Discuss the topic via powerpoint presentation</li></ol> <p><b>Book-based Pair Activity:</b></p>
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Knowledge and understanding

1. Why would the king of Spain establish the Quinto Real? How would this agreement have benefited the conquistadors?
2. How would the fact that Spain was at peace with other countries in Europe have affected its ability to explore and colonize the New World?

**Day 2**

**D. Group Task: Book-based**

Analysis and use of sources:

1. Look at source 3A and the map of the Incan Empire. What reasons do they give us for the arrival of the Spanish in the New World?

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Unit 4 Cortes and the Aztecs**

<b>Stage 1 – Desired Outcome</b>	
<p><b>Established Goals:</b></p> <ul style="list-style-type: none"> <li>• Develop literacy, intercultural understanding, critical and creative thinking skills and ethical behavior.</li> <li>• Describe encounters between Hernan Cortes and the Aztecs, as well as the siege of Tenochtitlan.</li> </ul>	
<p><b>Understandings:</b> <i>Student will understand...</i></p> <ul style="list-style-type: none"> <li>• Hernan Cortes and the Aztecs</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• Who is Hernan Cortes?</li> <li>• What was the meaning of One Reed year?</li> <li>• Who is Montezuma?</li> <li>• What does the fact that Montezuma gave Cortes a gift of chocolate tell us about its value to the Aztecs?</li> <li>• Why do you think the Aztecs called the horses of the Spanish stags?</li> <li>• Why would an interpreter such as Dona Marina have been invaluable to Cortes?</li> </ul>
<p><b>Knowledge:</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• About the siege of the Tenochtitlan</li> <li>• About One Reed Year</li> <li>• About La Noche Triste</li> </ul>	<p><b>Skills:</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Describe encounters between Hernan Cortes and the Aztecs, as well as the siege of Tenochtitlan.</li> </ul>
<b>Stage 2 - Assessment Evidence</b>	
<p><b>Performance Tasks:</b></p> <p>Book-Based Group Task: Page 304</p> <ol style="list-style-type: none"> <li>1. What does the fact that Montezuma gave Cortes a gift of chocolates tell us about its value to the Aztecs?</li> <li>2. Why do you think the Aztecs called the horses of the Spanish “stags”?</li> <li>3. Why would an interpreter such as Dona Marina have been invaluable to Cortes?</li> </ol> <p>Analysis and Use of Sources: Read Montezuma’s speech to welcome Cortes in</p>	<p><b>Other Evidence:</b></p>



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source 4C.

- a. What sort of tone does Montezuma use when he speaks of Cortes?
- b. Break up this speech into separate parts using evidence to answer the following questions:
  - i. What does Montezuma call Cortes?
  - ii. What does Montezuma say belongs to Cortes?
  - iii. Where does Montezuma say Cortes has come from?
- c. Based on this information, who or what did Montezuma think Cortes was?

**Group Task: Painting Activity:**

1. Imagine you are a Spanish artist who has accompanied Cortes to the New World. Draw a picture of your interpretation of the meeting between Cortez and Montezuma. To make everyone at home understands your painting, label interesting parts which you wish to highlight, such as a description of Montezuma and some of the offerings Montezuma made to Cortes. Think about how you might portray Cortes, remembering that he was considered a hero back home in Spain.

**Forms of assessment:**

- Teacher's observation as students work on the tasks.
- Assessment of students' work.
- Read Essential Questions and call on several students to randomly to ask for their interpretations. Ask for any misunderstandings.
- Assess students in class through conversations and questioning.

**Stage 3 - Learning Plan**

**Day 1**

1. Teach Vocabulary and concepts
  - i. Superstition
  - ii. Prophecy

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- iii. One Reed Year
2. Discuss the topic via powerpoint presentation

**Book-Based Group Task: Page 304**

1. What does the fact that Montezuma gave Cortes a gift of chocolates tell us about its value to the Aztecs?
2. Why do you think the Aztecs called the horses of the Spanish “stags”?
3. Why would an interpreter such as Dona Marina have been invaluable to Cortes?

**Day 2**

Analysis and Use of Sources:

Read Montezuma’s speech to welcome Cortes in source 4C.

- a. What sort of tone does Montezuma use when he speaks of Cortes?
- b. Break up this speech into separate parts using evidence to answer the following questions:
  - i. What does Montezuma call Cortes?
  - ii. What does Montezuma say belongs to Cortes?
  - iii. Where does Montezuma say Cortes has come from?
  - iv. Based on this information, who or what did Montezuma think Cortes was?

Group Task: Painting Activity:

1. Imagine you are a Spanish artist who has accompanied Cortes to the New World. Draw a picture of your interpretation of the meeting between Cortez and Montezuma. To make everyone at home understands your painting, label interesting parts which you wish to highlight, such as a description of Montezuma and some of the offerings Montezuma made to Cortes. Think about how you might portray Cortes, remembering that he was considered a hero back home in Spain.

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**Unit 5 Impact of Conquest on the Aztecs and the Wider World**

**Stage 1 – Desired Outcome**

<p><b>Established Goals:</b></p> <ul style="list-style-type: none"> <li>• Develop literacy, intercultural understanding, critical and creative thinking skills and ethical behavior.</li> <li>• Outline the impact of Spanish conquest on the Americas (e.g. the spread of disease due to the lack of immunity; the introduction of crops such as maize, beans, potatoes, tobacco and chocolate from the Americas to Europe).</li> </ul>	
<p><b>Understandings:</b>  <i>Student will understand:</i></p> <ul style="list-style-type: none"> <li>• The Impact of conquest on the Aztecs and the wider world</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What were the impacts of the conquest on the Aztecs?</li> <li>• What is an Encomienda system?</li> <li>• What were the dangers of the Encomienda system?</li> <li>• What was the impact of Spanish colonization?</li> <li>• Why would childhood diseases like chickenpox have killed the Indians when they only make us feel sick?</li> <li>• Why do you think King Charles V instructed Bartolome de las Casas to write his report and what is the significance of its title?</li> </ul>
<p><b>Knowledge:</b>  <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• The Encomienda System</li> <li>• Mining</li> <li>• Impact on daily life</li> </ul>	<p><b>Skills:</b>  <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Outline the impact of Spanish conquest on the Americas (e.g., the spread of disease due to the lack of immunity; the introduction of crops such as maize, beans, potatoes, tobacco and chocolate from the Americas to Europe)</li> </ul>

**Stage 2 - Assessment Evidence**

<p><b>Performance Tasks:</b></p> <p>Book-based Pair work Activity:          Knowledge and Understanding</p> <ol style="list-style-type: none"> <li>1. Why would childhood diseases like</li> </ol>	<p><b>Other Evidence:</b></p>
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chickenpox have killed the Indians when they only make us feel sick?

2. Why do you think King Charles V instructed Bartolome de las Casas to write his report and what is the significance of its title?
3. Did the report by Bartolome de las Casas have any impact on the lives of native Indians?
4. What were the dangers of the Encomienda System?

**Analysis and use of Sources:**

**Pair Work:**

1. Discuss with a partner what the sources tell us about the beliefs of the Spanish and how they treated the Aztecs.
2. Make a list of facts the sources provide about the Spanish treatment of the Aztecs.

**Group Activity: Group of three members (3)**

1. Imagine you are an indigenous person. Prepare a speech for other members of your tribe in which you outline your feelings about the Spanish. You could write from the perspective of:
  - a. An Aztec
  - b. A member of one of the tribes who worked with the Spanish.

**Pair Work:**

1. Imagine you are Bartolome de las Casas. Write a second report for the King of Spain in which you use the information you have collected to describe the devastating impact of the Spanish on the Aztecs. You might like the subheadings for your report such as "Impact on religious beliefs" "Health" and "Daily life."

**Forms of assessment:**

- Teacher's observation as students work on the tasks.
- Assessment of students' work.
- Read Essential Questions and call on several students to randomly to ask for their interpretations. Ask for any misunderstandings.

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- Assess students in class through conversations and questioning.

**Stage 3 - Learning Plan**

**Day 1**

3. Teach vocabulary and concepts
  - a. Rubble
  - b. Petulant
  - c. Indigenous
  - d. Baptize
4. Discuss the topic via powerpoint presentation

**Book-based Pair-work Activity:**

**Knowledge and Understanding**

1. Why would childhood diseases like chickenpox have killed the Indians when they only make us feel sick?
2. Why do you think King Charles V instructed Bartolome de las Casas to write his report and what is the significance of its title?
3. Did the report by Bartolome de las Casas have any impact on the lives of native Indians?
4. What were the dangers of the Encomienda System?

**Day 2**

Analysis and use of Sources:

Pair Work: Look at sources 5A – 5D

1. Discuss with a partner what the sources tell us about the beliefs of the Spanish and how they treated the Aztecs.
2. Make a list of facts the sources provide about the Spanish treatment of the Aztecs.

**Group Activity: Group of three members (3)**

1. Imagine you are an indigenous person. Prepare a speech for other members of your tribe in which you outline your feelings about the Spanish. You could write from the perspective of:
  - c. An Aztec
  - d. A member of one of the tribes who worked with the Spanish.

**Day 3**

**Pair Work:**

1. Imagine you are Bartolome de las Casas. Write a second report for the King of Spain in which you use the information you have collected to describe the devastating impact of the Spanish on the Aztecs. You might like the subheadings for your report such as “Impact on religious beliefs” “Health” and “Daily life.”
2. Pair Presentation (one of the two members will read in front of the class the report they wrote.)

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**Unit 6 Longer Term Consequences and Impact**

<b>Stage 1 – Desired Outcome</b>	
<p><b>Established Goals:</b></p> <ul style="list-style-type: none"> <li>• Develop literacy, intercultural understanding, critical and creative thinking skills and ethical behavior.</li> <li>• Explain the longer term effects of conquest and colonization on the indigenous populations of the Americas (e.g., the unequal distribution of land and wealth, and political inequality).</li> </ul>	
<p><b>Understandings:</b>  <i>Student will understand...</i></p> <ul style="list-style-type: none"> <li>• The longer term consequences and Impact of Spain’s conquest of the New World</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What is this place called: El Dorado?</li> <li>• Why did the Spanish need ports for their ships along their trading routes?</li> <li>• What impression do they give us of the impact of the Spanish conquest?</li> </ul>
<p><b>Knowledge:</b>  <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• About “El Dorado”</li> <li>• About the quest for the Fountain of Youth</li> <li>• About the direct consequences of the conquest of the Aztecs and the Incas.</li> </ul>	<p><b>Skills:</b>  <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Explain the longer term effects of conquest and colonization on the indigenous populations of the Americas (e.g., the unequal distribution of land and wealth, and political inequality).</li> </ul>
<b>Stage 2 - Assessment Evidence</b>	
<p><b>Performance Tasks:</b></p> <p><b>Book-based Pair Activity:</b>  <b>Knowledge and Understanding:</b></p> <ol style="list-style-type: none"> <li>1. Why did the Spanish need ports for their ships along their trading routes?</li> <li>2. Explain why piracy became a significant problem of the Spanish Main?</li> <li>3. Explain the impact of the need to import extra labor into Mexico for the Spanish plantations and mines.</li> </ol> <p><b>Analysis and use of sources:</b></p> <ol style="list-style-type: none"> <li>1. Examine sources 6A and 6B.             <ol style="list-style-type: none"> <li>a. What impressions do they give us of the impact of the Spanish conquest?</li> </ol> </li> </ol>	<p><b>Other Evidence:</b></p>

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- b. Locate five examples from the sources to support your answer.
2. Look at the map showing the legacy of Spanish conquest and the picture of foods introduced from Spain above.
  - a. What impression do these give us of the impact of the Spanish conquest?
  - b. Locate and explain five examples to support your answer.

**Group Activity:**

**Explanation and Communication**

1. Draw a picture of an Aztec man or woman and a conquistador.
  - a. Give each picture speech bubbles.
  - b. For the conquistador; list the benefits of Spanish conquest to you personally.
  - c. For the Aztec; list the negative (and positive?) impact of Spanish conquest in your life.

**Looking Deeper**

**Group Activity:**

1. Create a menu. Research common foods and cooking methods used by the Aztecs and create two menus:
  - a. A menu for a poor family
  - b. A menu for Montezuma
2. Make sure you include illustrations of what the food might have looked like.

**Forms of assessment:**

- Teacher's observation as students work on the tasks.
- Assessment of students' work.
- Read Essential Questions and call on several students to randomly to ask for their interpretations. Ask for any misunderstandings.
- Assess students in class through conversations and questioning.

**Stage 3 - Learning Plan**

**Day 1**

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3. Teach Vocabulary and concepts
  - a. Inflation
  - b. Spanish Main
  - c. Colony
4. Discuss the topic via powerpoint presentation.

**Book-based Pair Activity:**

**Knowledge and Understanding:**

1. Why did the Spanish need ports for their ships along their trading routes?
2. Explain why piracy became a significant problem of the Spanish Main?
3. Explain the impact of the need to import extra labor into Mexico for the Spanish plantations and mines.

**Day 2**

**Analysis and use of sources:**

1. Examine sources 6A and 6B.
  - a. What impressions do they give us of the impact of the Spanish conquest?
  - b. Locate five examples from the sources to support your answer.
  - c. Look at the map showing the legacy of Spanish conquest and the picture of foods introduced from Spain above.
  - d. What impression do these give us of the impact of the Spanish conquest?
  - e. Locate and explain five examples to support your answer.
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  - a. What impression do these give us of the impact of the Spanish conquest?
  - b. Locate and explain five examples to support your answer.

**Group Activity:**

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