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Dr. Williams

Curriculum Design

March 31, 2021

**Curriculum Map**

**Unit Title:** Barbarians & Civilizations **Grade Level:** 9th grade

**Guiding Question(s):** ***What are the elements of a good story/myth?***

***Other Questions to Add:*** How did people express themselves and how do we express ourselves today? What is different and what is the same? What is the human fascination with storytelling?

*Students will start this unit out by learning about invasions, settlements, and immigration through the lens of the Angles, Saxons, Magyars, and Vikings. They will learn about the culture of each people group, where they came from, why they moved, and the impacts this had on the area and people groups. Students will learn elements of a myth, such as culture, explanation of the unexplainable, and values. Students will also explore the concept of the various elements of a myth, such as heroes, deities, and magic. The class will investigate the oral history tradition and will practice this tradition through sharing their stories out loud.*

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| State Standard(s) | Content | Skills | Activities | Assessment(s) | Resources |
| SOCIAL STUDIESAH.47 Examine the invasions, settlements, and patterns of interaction of migratory groups, including: Angles, Saxons, Magyars, and Vikings.GEOGRAPHYWG.17 - Explain how humans are affected by and depend on the physical environment and its resources.WRITING9-10.L.CSE.1 Demonstrate command of the conventions of standard English grammar.and usage when writing or speaking; use effective parallel structure and various typesof phrases and clauses to convey specific meaning and add variety and interest towriting or presentations.READING9-10.L.VAU.5 Demonstrate understanding of figurative language, word relationships, andnuances in word meanings in grades 9-10 reading and content; interpret figures of speechin context and analyze their role in a text; analyze nuances in the meaning of words withsimilar denotations. | **Lessons:**1. Invasions, Settlements, and Immigration
2. The Angles
3. The Saxons
4. The Magyars
5. The Vikings
6. Peek into History: Video and Discussion Day
7. What is a Myth?
8. Making Your Own Myth Project Day
9. Oral Tradition Day: Present Your Myth
10. Review Day: Jeopardy for the Quarter
 | 1. Students will **summarize** general knowledge of the four people groups through writing a three-paragraph page for each group.
2. Students will **compare and contrast** the four people groups through class discussion.
3. Students will **analyze** the various elements that go into a myth through class lecture and discussion.
4. Students will **create** their own myth by synthesizing the various elements that go into a myth.
 | **Group discussion** of what has been learned (lessons 2-5)**Create a table** of all the elements of a myth, such as culture, values, heroes, and deities. (lesson 7)**Group project:** Work on your own myth; **optional art station** (lesson 8-9) | **Three papers** of three paragraphs tops about each migratory group (lessons 2-5)**Turn in table of all elements of a myth** (completed through a group discussion) (lesson 7)**Present myth to the class** (teacher can gauge how well the student has grasped the elements of a myth by the myth’s content) (lesson 9)**Jeopardy style game for review of the quarter** (student progress can be assessed by their ability to answer questions) (lesson 10) | **Bell Ringer:** We Sell Any Monk video <https://www.youtube.com/watch?v=GRvvvVzIRK8>**Video Day:** 1000 AD: A Tour of the Viking World // Vikings Documentary<https://www.youtube.com/watch?v=G3_iLTpTYhY> Vikings Live: a tour from the British Museum<https://www.youtube.com/watch?v=NuL0Q0tsid4> Lost Worlds: Viking Warriors (S2, E9) | Full Episode | History<https://www.youtube.com/watch?v=F6lfhiN3exo> Myths and Legends Podcast: look up various Norse myths through this resource: <https://www.mythpodcast.com/>  |