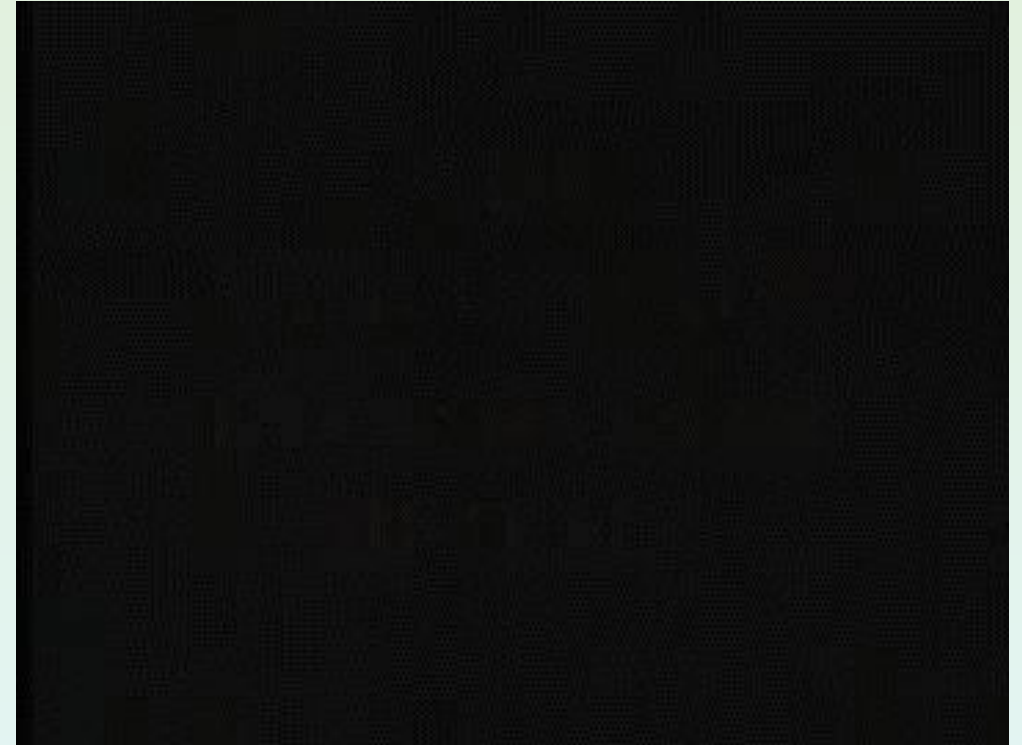


Conquering Civilizations and Changing Cultures

1. Question & Research Task

Britain had been invaded and ruled by the [Romans](#) for centuries. But as the Roman Empire began collapsing, it could no longer protect its territory – especially lands at the farthest edges of its realm.

This left Britain vulnerable to invasion and raiding. In the 5th Century, Britain was invaded by several Germanic tribes, notably the [Angles and the Saxons](#). As the invaders settled, they brought their way of life and beliefs with them. Over the years these beliefs and culture mixed with the culture of the inhabitants, evolving into Anglo-Saxon society.



Click the picture to open a video on the Anglo-Saxon invasions of Britain

Video Source: [Discovery Ed](#)

In this Slam Dunk, you will conduct brief, focused research to respond to the inquiry question:

How does a society's culture evolve from the experiences, beliefs, and environment of its people?

2. Information Sources

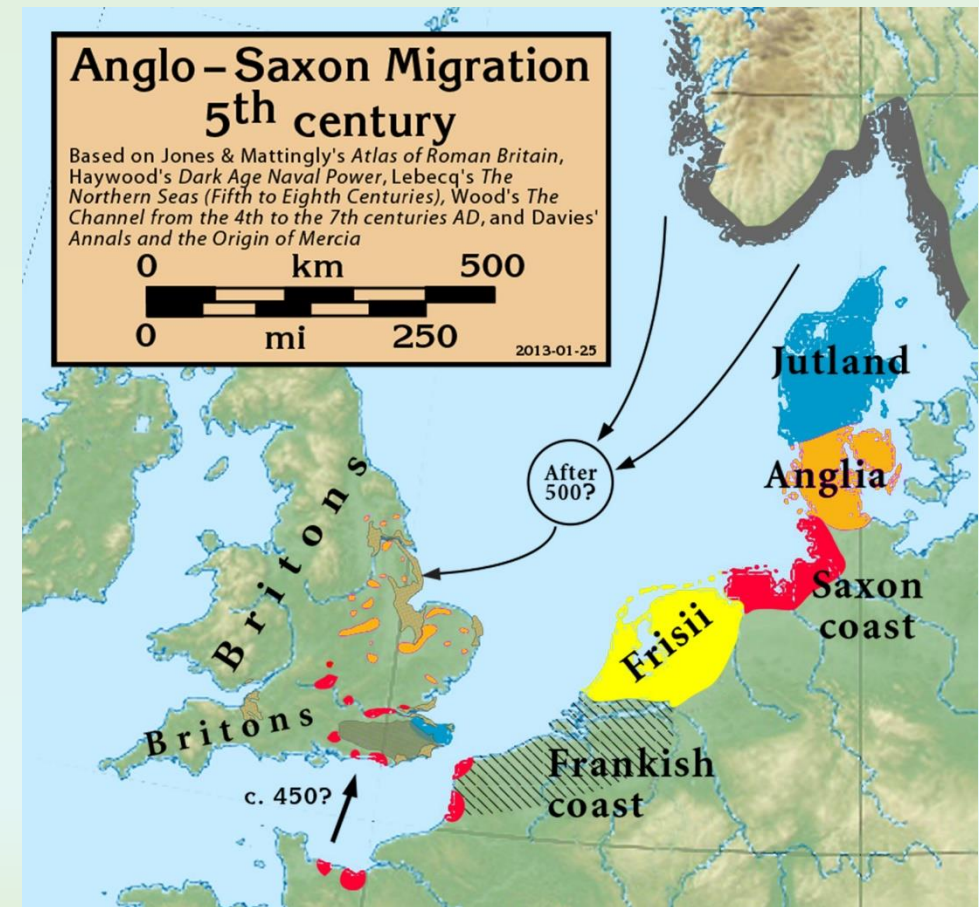
Choose several of the information sources linked here to complete the Student Activity on Slide 3.

- [Ancient History In-Depth -The Anglo Saxons](#)
- [Anglo-Saxon England](#)
- [Brief History of Anglo-Saxon England](#)
- [Values of the Anglo-Saxons](#)
- [Anglo-Saxon Warrior Culture](#)

Here are some questions to start your thinking:

- Why is it called [culture](#)?
- What elements make up a culture?
- Why does culture change over time?
- What influences culture?

Write down 2-3 questions of your own that will help focus your research and answer the essential questions.



Anglo-Saxon Migration 5th Century

Image Source: [Wikimedia Commons](#)

3. Student Activity

[1](#)[2](#)[3](#)[4](#)[5](#)[6](#)[Next](#)

You will research a portion of the Anglo-Saxon culture and create a product which helps others understand the life and beliefs of the people as background for *Beowulf*. Use the websites linked on the [previous slide](#).

Your teacher will assign you to one of six groups: social structure, government, arts and architecture, religion, education, or daily life. You and the members of your group will collaborate to create a multimedia poster which portrays your findings about the culture of Anglo-Saxon England.

Your poster should include graphics and captions which accurately show how the people lived, and what made up their culture. You will present your poster (online or paper) during the next class period.

Posters will be shared with the class during which you will use a [Cornell notes](#) sheet to help organize your learning. You will write a reflection which answers the essential question.

To help you gather your information, use one of these graphic organizers:

- [Societal Structure](#)
- [Government / Political Structure](#)
- [Arts and Architecture](#)
- [Religion](#)
- [Education](#)
- [Daily Life](#)



The saints and missionaries of the Anglo-Saxon era

Image Source: [Wikimedia Commons](#)

4. Assessment Activity

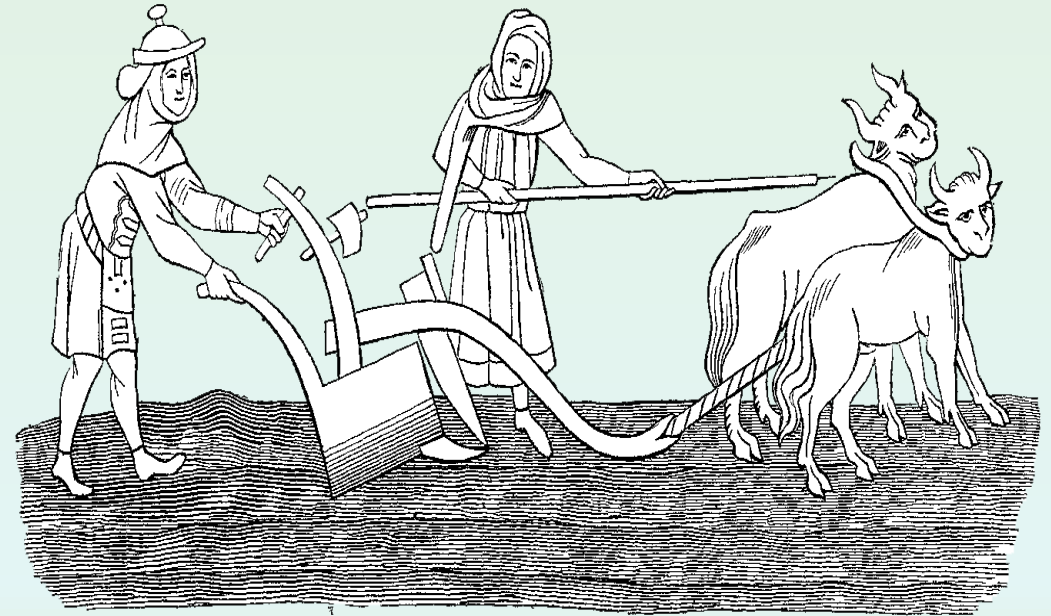
How does a society's culture evolve from the experiences, beliefs, and environment of its people?

66016:

You will be assessed on the completion of your group poster as well as a reflection which addresses your understanding of the essential question after viewing all of the posters.

Take notes on this [Cornell notes sheet](#) as posters are presented.

- [Poster Rubric](#)
- [Reflection Rubric](#)



Anglo-Saxon ploughman
Image Source: [Wikimedia Commons](#)

5. Enrichment Activities



A Sutton Hoo helmet

Image Source: [Wikimedia Commons](#)

These are sites for further research and enrichment. Visit them before you complete your reflection to solidify your understanding of Anglo-Saxon history and culture.

- [Sutton Hoo](#) – take a multimedia tour of a group of burial mounds in England. Explore the digs and learn about the artifacts that were unearthed. *From the British Museum via Google Arts & Culture; best viewed in Google Chrome browser
- [410-1066 Anglo-Saxon Britain, Viking Raids, the Norman Invasion](#) – briefly describes the settlement of the Anglo-Saxons.
- [The Anglo-Saxon Chronicle](#) – a translation of a chronicle originally ordered by King Alfred and added to over the years as a continuing history. It has been translated from the Old English.

6. Teacher Resources

1	2	3	4	5	6
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Learning Standards Alignment

Content Learning Standards

[Common Core State Standards](#)

[RL.11-12.1](#)-Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. [RL.11-12.7](#)-Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.

[W.11-12.7](#)-Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

[W.11-12.8](#)-Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

[W.11-12.9](#)-Draw evidence from literary or informational texts to support analysis, reflection, and research.

[Standards for the 21st Century Learner](#)

- 1.1.6 Read, view, and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences and gather meaning.
- 2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.

[ISTE NETS - National Educational Technology Standards for Students](#)

- 3. Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
 - b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- 4. Critical Thinking, Problem Solving, and Decision Making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
 - c. Collect and analyze data to identify solutions and/or make informed decisions

Grade 12

Objective: The student will prepare for reading Beowulf by researching background information on Anglo-Saxon England.

Time Frame: One 90 minute class period

Differentiation strategies for this lesson:

- Have students use learning supports provided in any [BCPS-licensed Digital Content](#) included in this lesson.

AVID Strategies:

- Cornell Notes, Philosophical chairs (could be run at the end of the lesson using the prompt: Why was the Anglo-Saxon invasion beneficial or harmful to the existing culture of the native inhabitants?)

Notes to the teacher:

- Collaborate with your school library media specialist to plan and implement this lesson.