

Social Studies 9, Unit 2

MEDIEVAL TIMES

Objective – To learn more about medieval times while enhancing research skills

There were three classes of people that existed during the Middle Ages--the clergy, nobles, and peasants. All the people depended on the land for food, clothing and shelter. The land was divided into manors or farming communities.

Our classroom is presently divided into two separate sides. For this assignment you will be living on **Manor A** or **Manor B**. Check below for your position on the fiefdom:

MANOR A

CLERGY

Student Name: _____

Student Name: _____

1. Give yourself a name.
2. Describe the manor.
3. What duties do you have as a member of the clergy?
4. You have heard descriptions of Gothic Cathedrals from travellers. Some of the tithes are being paid towards these great structures. Describe the architectural design of these great monuments.
5. Now discuss what the chapel on your manor looks like.
6. The clergy were often the only people who could read and write. Describe schooling at this time and the role of the church.

KNIGHTS IN TRAINING

Student Name: _____

Student Name: _____

1. Give yourself a name.
2. Describe the life of a noble child.
3. What does a page do? What does a squire do?
4. Describe your armor, the weapons that you use, and the training you go through.
5. Explain the code of chivalry.
6. Describe the knighting ceremony.

NOBLEWOMEN

Student Name: _____

Student Name: _____

1. Give yourself a name.
2. Describe the inside of a castle.
3. What are your duties as your lord's wife and property?
4. What past times or hobbies do you enjoy?
5. What do your children play and learn?
6. Describe the style of clothing and hair during the Middle Ages.

SERFS

Student Name: _____

Student Name: _____

1. Give yourself a name.
2. Describe where you live.
3. What are your responsibilities?
4. What does your Lord do for you?
5. Describe in detail your day to day life on the manor.

LORD OF THE MANOR

Student Name: _____

1. Give yourself a name.
2. What are your duties?
3. Who are the people on your manor and what are their duties?
4. Describe the most strategic areas of the castle.
5. What strategies are used in attacking castles?
6. What pastimes or hobbies do you enjoy?

GUILDSMEN

Student Name: _____

Student Name: _____

1. Give yourself a name.
2. Describe the procedure of becoming a guildsman.
3. List some of the different guilds and their purpose in medieval society.
4. What are the advantages of belonging to a guild?
5. Explain the rules and regulations you must follow.

MASTER CASTLE BUILDERS

Student Name: _____

Student Name: _____

1. Give yourself a name.
2. What are the initial considerations going into building a castle? (materials, place, cost, time, etc.)
3. What types of workers do you need to build a castle? (smiths, quarryman etc.)
4. Describe the process in building an 11th century castle.
5. Explain the most "protective" parts of a castle design.

MANOR B

CLERGY

Student Name: (Priest) _____

Student Name: (Nun) _____

1. Give yourself a name.
2. You live on a medieval manor. Describe the manor.
3. What duties do you have as a member of the clergy?
4. You have heard descriptions of a Gothic Cathedral from travellers. Describe the architectural design of these great monuments.
5. Now discuss what the chapel on your manor looks like.
6. The clergy were often the only people who could read and write. Describe schooling at this time and the role of the church.

KNIGHTS IN TRAINING

Student Name: _____

Student Name: _____

1. Give yourself a name.
2. Describe the life of a noble child.
3. What does a page do? What does a squire do?
4. Describe your armor, the weapons that you use, and the training you go through.
5. Explain the code of chivalry.
7. Describe the knighting ceremony.

NOBLEWOMEN

Student Name: _____

Student Name: _____

1. Give yourself a name.
2. Describe the inside of a castle.
3. What are your duties as your lord's wife and property?
4. What pastimes or hobbies do you enjoy?
5. What do your children play and learn?
6. Describe the style of clothing and hair during the Middle Ages.

SERFS

Student Name: _____

Student Name: _____

1. Give yourself a name.
2. Describe where you live.
3. What are your responsibilities?
4. What does your Lord do for you?
5. Describe in detail your day to day life on the Manor.

LORD OF THE MANOR

Student Name: _____

1. Give yourself a name.
2. What are your duties?
3. Who are the people on your manor and what are their duties?
4. Describe the most strategic points of the castle.
5. What strategies are used in attacking other castles?
6. What pastimes or hobbies do you enjoy?

GUILDSMEN

Student Name: _____

Student Name: _____

1. Give yourself a name.
2. Describe the procedure of becoming a guildsman.
3. List some of the different guilds and their purpose in medieval society.
4. What are the advantages of belonging to a guild?
5. Explain the rules and regulations you must follow.

MASTER CASTLE BUILDERS

Student Name: _____

Student Name: _____

1. Give yourself a name.
2. What are the initial considerations going into building a castle? (materials, place, cost, time, etc.)
3. What types of workers do you need to build a castle? (smiths, quarryman etc.)
4. Describe the process in building an 11th century castle.
5. Explain the most "protective" parts of a castle design.

Assignment

- Each person will have to choose a fictitious name for his or her character relevant for the time period. The Internet is a good source for names. Write it on the line beside each name.
- Hand in all your jot notes answering the applicable questions.
- Hand in a proper completed works cited sheet.
- Present the most significant information you researched to the class.
- Write a three to five page story including character names from Manor A and B and events, plot, tone, technology etc. from the medieval time period.

THE RUBRIC



Evaluation of "The Medieval Times" Assignment

Research:

_____ Advanced: Well researched, organized, quantity and quality of information is provided, facts are accurate for the time period.

_____ Proficient: Is organized, but more facts are needed for proper research.

_____ In-Progress: Quantity and Quality of information is lacking, needs to work more independently.

Sources:

_____ Advanced: Used a variety of sources, accurately documented in the proper format.

_____ Proficient: Sources are well documented, but not a few errors in the formatting.

_____ In-Progress: Sources need to be better documented and be put in the proper format.

Story - Characterization:

_____ Advanced: Main character(s) are strongly, clearly and appropriately developed. The main character(s) have many supporting details. They behave "within" their character. They fit in the medieval time frame.

_____ Proficient: Characters are clear and reasonably developed. The main character(s) have identifiable characteristics. They don't fit the time period.

_____ In-Progress: Characters are unclear. They may be little more than a name and a description; few details. They may be unbelievably inconsistent, or there may not be enough information to form a judgment about them.

Story-Plot:

_____ Advanced: The conflict is clear and the importance of it to the characters is convincing. Actions produce new situations, which produces new actions. The characters struggle with their problems in interesting and meaningful ways. The story has a satisfying and logical climax that is the culmination of the proceeding events. The denouement is appropriate.

_____ Proficient: The conflict in the story is clear. The importance of the conflict to the characters may be fuzzy. Actions produce new situations, which produce new actions. The characters struggle with their problems. The story has a climax that is the culmination of the proceeding events. The denouement is appropriate.

_____ In-Progress: The conflict is unclear or absent. The conflict is clear, but the importance of it to the characters is not communicated. There are no actions (the story is static), or the actions do not seem related to an identifiable conflict. The characters are passive and do not struggle. The story lacks a climax that is the culmination of the proceeding events.

Story-Setting, Narration and Exposition, and Appeals to the Senses:

_____ Advanced: The setting is clearly shown and has an impact on the story. Narration is consistent. The reader experiences the story through multiple appeals to several senses.

_____ Proficient: The setting is clear. The story makes appeals to the senses.

_____ In Progress: The setting is unclear or setting is absent altogether. The story is limited with no appeals to the senses.

Story-Style (use of language):

_____ Advanced: The style is appropriate to the story and heightens its effectiveness. This includes interesting and appropriate figurative language, dialogue, and transitionals. Sentences are varied in length and type.

_____ Proficient: The style does not interfere with the understanding of the story. Some use of figurative language, dialogue, some transitionals. Some attempt to vary sentence length and type.

_____ In-Progress: The style interferes with the understanding of the story. Sentences may need to be reread for meaning. Transitions are absent. The relationships between the parts of the story are unclear.

Story-Mechanics:

_____ Advanced: The story was closely proofread and contains few or no errors in punctuation, sentence structure, grammar, spelling, capitalization, etc. The manuscript is "clean" and in proper format.

_____ Proficient: The story was reasonably well proofread. There had some errors, but they do not interfere with the understanding of the story. The manuscript is "clean" and in proper format.

_____ In-Progress: The story shows little evidence of proofreading. Proofreading errors

interfere with the understanding of the story. The manuscript was sloppy or not in proper format.

Overall:

_____ Advanced: All the elements of the story work together in a successful way. The meaningfulness of the narrative is apparent, compelling and artful.

_____ Proficient: The story was competently told. The meaningfulness of the narrative was apparent.

_____ In-Progress: The elements of the story do not work together. The meaningfulness of the narrative is absent or confusing.

Content:

_____ Advanced: more than 25 fitting medieval references were used.

_____ Proficient: 20 – 25 fitting medieval references were used.

_____ In-Progress: less than 20 medieval references were used or did not fit the plot.

Comments: