
Medieval Times

Heritage and Citizenship

Including:

Collaborating as a Community Member
Medieval Times in an Historical Context
Research: Accessing Resources
Creating a Personal Coat of Arms
A Bird's Eye View of Activities
Medieval Social Structure Activity
Religious Influences Activities
Stories and Legends Activities
Design & Construction Activity
Lifestyle/Family/Entertainment Activities
Conferring Citizenship
Planning the Opening Day
A Day in the Life of a Medieval Village

An Integrated Unit for Grade 4

Written by:

Anna Portolese, Rita Zanatta, Betty Goulden (Project Leader)

Length of Unit: approximately: 60 hours

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Medieval Times

Heritage and Citizenship An Integrated Unit for Grade 4

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Medieval Times

Heritage and Citizenship An Integrated Unit for Grade 4

Task Context

In this grade four Social Studies Medieval Times unit in the Heritage and Citizenship strand, the students participate in activities that help them develop respect for the dignity and welfare of others, and affirm the diversity and interdependence of the world's peoples and cultures.

Students examine the basic features of medieval society, such as trade, transportation, design and technology, government, culture, beliefs, and the role of men, women, and children. Students describe the impact of Christianity, the Crusades, Islamic culture, and the Magna Carta on medieval society. They also examine the influence of medieval society on the world today. Students develop research skills, such as analysing, clarifying, and interpreting information.

The learning expectations are grouped into three distinct sets:

- identifying the distinguishing features of medieval society by using inquiry and research skills;
- describing the impact of Christianity, the Crusades, Islamic culture, and the Magna Carta on medieval society by focusing on concept understanding;
- applying knowledge by describing the ways in which medieval society has influenced modern Western society.

The students are introduced to the unit by reading one or more stories about medieval times through teacher-directed lessons. Students are introduced to research skills and practise using these skills by utilizing various sources. Through teacher-directed lessons, students increase their repertoire of ways to record information. They subsequently complete a variety of activities acquiring knowledge and skills, and recording their findings using written and visual modes. They apply their knowledge by designing and building a medieval village, and planning activities to replicate what a day in the life of that village would be like. The students have the opportunity to role-play to their peers "A Day in the Life of Onalot: a Medieval Village."

Catholic Graduate Expectations:

CGE 3f - examines, evaluates, and applies knowledge of interdependent systems (physical, political, ethical, socio-economic, and ecological) for the development of a just and compassionate society.

CGE 4a - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.

CGE 6e - ministers to the family, school, parish, and wider community through service.

CGE 7f - respects and affirms the diversity and interdependence of the world's peoples and cultures.

CGE 7j - contributes to the common good.

Task Summary

This unit is designed to motivate students to take personal responsibility for their learning by allowing them to share their knowledge with their peers. Activity centres are used to maximize the resources and to develop group and individual skills. A combination of teacher-directed and activity-based learning facilitates accommodation for various learning styles.

The unit is a research-based study of all aspects of medieval times. The students examine the influence of medieval society on modern Western society, working individually, in groups, and with the whole class. They conduct research to gain knowledge that enables them to become honorary citizens of a medieval village. The students design and build a medieval village, plan opening-day activities, and showcase "A Day in the Life of Onalot: A Medieval Village" to their peers and possibly the community. Where appropriate, the subtask requires students to compare medieval life with present day.

In the first subtask, students explore the concept of community, identifying components related to a present-day community in Ontario. In addition, students are introduced to the culminating task. In the second subtask, students place medieval times on a timeline. In the third subtask, students are introduced to research

skills and locate relevant information from a variety of sources including a directed lesson in the library resource centre. In the fourth subtask, students begin to understand some of the features of medieval times and communicate information by designing a personal coat of arms. At this time, the class participates in a prayer celebration as they are each called by name to be members of the community. Subtask 5 is designed to prepare students to work on activities. Teachers give the students an overview of the five activities, using an organizer, to help students become familiar with the topics and the resources available. Subtasks 6 to 10 are centre-based activities on specific topics. Subtask 6 explores the social structure, including the manor system and the Magna Carta. Subtask 7 explores religious influences and subtask 8 is a reading and writing centre. Subtask 9 develops students' skill in constructing and reading graphs, charts, diagram, maps, and models. At completion of the written activity work, students design and build the medieval village. Subtask 10 is a lifestyle and family life activity in which they will analyse, clarify, and interpret information about the social, political, and economic structure of medieval society. In subtask 11, students complete a written test followed by citizenship being conferred in a prayer celebration. In subtask 12 students are planning opening-day activities with teacher direction. The culminating task is opening-day activities for tourists with the theme "A Day in the Life of Onalot: A Medieval Village."

Culminating Task Assessment

The students have learned about medieval times and they have designed and built a village. In this culminating task, they role-play a day in the life of their medieval village demonstrating their knowledge of the life and times. The tourists are the school's student body and parents. The principal could be asked to act as the mayor.

Links to Prior Knowledge

Knowledge and experience with timelines from grade 3 measurement unit.

Knowledge about being a member of a community from previous social studies unit.

Knowledge of what makes up a community; people, structures, and other components, i.e., government.

Experience working in groups and independently on centres.

Practice in locating and collecting information from various sources.

Experience in mapping skills from first social studies unit in grade 4 (Canada and World Connections).

Practice in making a village design on grid paper.

Experience in making comparisons in past and present societies.

Knowledge of measuring time in days, weeks, years, from grade 3.

Considerations

Notes to Teacher

This unit is organized so that students work initially with the whole class through teacher-directed lessons on the first five subtasks. They then work in pairs or as a group, on activities through subtasks 6 to 10. On subtask 11, students will work individually and come together as a group for the prayer celebration, while in subtask 12 there is an opportunity to do small group and large group work. The culminating task gives students the opportunity to assume a role and dramatize a day in the life of the medieval community to an audience of peers and adults.

It is strongly recommended that this be the second unit of the grade 4 year.

Preparing for the Unit:

1. Students should have folders to collect their work and the blackline masters. The BLM Checklist could be glued inside the cover. A log for teacher use is provided that allows recording of conferences and teacher observations.
2. An extensive resource list is included. Teachers need to gather the resources needed for each subtask and for the activities. If activities are not used on a rotating basis, resources need to be collected for each subtask. As this is a research-based unit, access to a library resource centre will be necessary. Access to the Internet would be beneficial, and Internet sites are included in the resource section.

3. If a teacher-librarian is available, teachers may consider a team-teaching approach.
4. Teachers should consider space available when making the decision for activity centres. Keep in mind that subtask 9 is the building of a medieval village and requires its own permanent space. A smaller scale miniature village may be considered where space and materials are limited. Room organization will need consideration throughout the unit.
5. This unit's culminating task involves the dramatization of "A Day in the Life of Ontalot: A Medieval Village," and consideration must be given to audience, materials, and the physical space that would be required. Please see notes on alternate ideas to accommodate where space or materials are limited. It must also be mentioned that the village could be given another name.

Adaptations:

This unit provides for a balance of teacher-directed activities, small group work, independent work, and large group activities. Teachers may consider making adaptations for particular subtasks, or for particular students.

Some suggested adaptations are:

- pair students to provide a balance of abilities;
- provide more detailed checklists, chunking work;
- give examples for easy reference;
- clarify information by repetition, visual cues, and outlines;
- provide ongoing and consistent tracking and informal conference (in addition to formal conferences);
- provide enrichment through extension activities;
- use audio/visual devices to accommodate different learning styles;
- look for individual adaptations to be consistent with IEPs for exceptional students.

Medieval Times**Heritage and Citizenship An Integrated Unit for Grade 4**

1 Collaborating as a Community Member

The unit is introduced by having the students listen to a story, or a selection of music, or view a video about medieval times. In a discussion, students analyse the important features of 'community' comparing some aspects of medieval times with the present-day community using the BLM. As a conclusion, students write a short reflection on how they can answer the mayor's request by working as a collaborative contributor.

The students are introduced to the culminating task in which the mayor has requested that the grade 4 class design and build a medieval village for present day tourists to visit. The culminating task is the village opening-day activity where each student role-plays the life of one of the citizens depicting the life and times of medieval society.

Catholic Graduate Expectations:

CGE Overall - a collaborative contributor who finds meaning, dignity and vocation in work which respects the rights of all and contributes to the common good.

CGE 1h - respects the faith traditions, world religions, and the life-journeys of all people of goodwill.

CGE 2c - presents information and ideas clearly and honestly and with sensitivity to others.

CGE 5e - respects the rights, responsibilities, and contributions of self and others.

2 Medieval Times in an Historical Context

The students create timelines that help them put medieval times in an historical context.

One timeline begins with Jesus' birth in the first century in the common era, CE, and lists some of the events with which students are familiar.

Other timelines allow the students to locate the time of the pioneers, that they studied in grade 3, and other major events in their lives.

Catholic Graduate Expectations:

CGE 3e - adopts a holistic approach to life by integrating learning from various subject areas and experience.

CGE 2b - reads, understands, and uses written materials effectively.

3 Research: Accessing Resources

Students visit a library resource centre to practise locating and gathering information in order to develop research and inquiry skills. Students discuss the Catholic perspective, bias, stereotyping, and gospel values when analysing resources. Students practice rewriting relevant information in their own words using jot notes.

Catholic Graduate Expectations:

CGE 2a - listens actively and critically to understand and learn in light of gospel values.

CGE 2b - reads, understands, and uses written materials effectively.

CGE 2c - presents information and ideas clearly and honestly and with sensitivity to others.

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4 Creating a Personal Coat of Arms

This subtask involves teacher-directed lessons on the use of medieval symbols and mythological creatures to create a personal coat of arms. Students have the opportunity to view and appreciate each other's coat of arms and support each other's efforts.

A prayer celebration is held at this time with the theme "Bringing My Gifts to the Community" to give thanks for each other and to pray that they continue to work together in a supportive and collaborative way.

Catholic Graduate Expectations:

CGE 5g - achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.

CGE 1f - seeks intimacy with God and celebrates communion with God, others, and creation through prayer and worship.

CGE 1i - integrates faith with life.

5 A Bird's Eye View of Activities

This subtask helps students become familiar with each of the activities. The teacher provides an overview of subtasks 6, 7, 8, 9, and 10 outlining expectations for student work on each activity.

Students choose, or are placed in, one of the groups and one of the roles within that group. They work with their group for all the activities in these subtasks. The groups are: the Serfs, the Clergy, the Royal Class, the Knights and Pages, and the Lords and Ladies.

Catholic Graduate Expectations:

CGE 5a - works effectively as an interdependent team member.

6 Medieval Social Structure Activity

The groups work cooperatively on this activity for a predetermined amount of time.

Students are given activity cards and other resources on the following topics:

- the Magna Carta
- various roles in medieval society (royalty, courtiers, clergy, members of religious orders, peasants)
- identify lord, dame, knight, squire
- manor system (laws, courts, taxation)
- roles of women, men, and children
- rights and freedoms

Catholic Graduate Expectations:

CGE 3f - examines, evaluates, and applies knowledge of interdependent systems (physical, political, ethical, socio-economic, and ecological) for the development of a just and compassionate society.

CGE 5a - works effectively as an interdependent team member.

CGE 5f - exercises Christian leadership in the achievement of individual and group goals.

CGE 7f - respects and affirms the diversity and interdependence of the world's peoples and cultures.

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Heritage and Citizenship An Integrated Unit for Grade 4

7 Religious Influences Activities

The groups work cooperatively on this activity for a pre-determined amount of time.

Students are given activity cards and other resources on the following topics:

- the power structure of the Church and influences of Christianity on medieval society
- impact of Islamic culture on medieval society
- reasons for the crusades and the route they travelled through Constantinople to Jerusalem
- using prior knowledge, students will complete their own timeline of the crusades

Catholic Graduate Expectations:

CGE 3f - examines, evaluates, and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

CGE 5a - works effectively as an interdependent team member.

CGE 5f - exercises Christian leadership in the achievement of individual and group goals.

8 Stories and Legends Activities

The groups work cooperatively on this activity for a predetermined amount of time.

Students are given activity cards and other resources on stories and legends from medieval times, including the lives of the saints. Students read these stories and write an original short story that takes place during medieval times.

Students are responsible for revising written work with a partner, and in so doing, they give and accept feedback in a respectful and Christian way.

Catholic Graduate Expectations:

CGE 5a - works effectively as an interdependent team member.

CGE 5f - exercises Christian leadership in the achievement of individual and group goals.

CGE 2c - presents information and ideas clearly and honestly and with sensitivity to others.

CGE 2b - reads, understands, and uses written materials effectively.

CGE 5g - achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.

9 Design & Construction Activity

Students work on this design and building activity for a predetermined time frame. The centre has an assignment, resources, and materials so that students can design and construct a specific part of a medieval village.

Students work collaboratively as team members towards a specific goal, exercising sensitivity and respect towards each other.

Catholic Graduate Expectations:

CGE 2b - reads, understands, and uses written materials effectively.

CGE 5a - works effectively as an interdependent team member.

CGE 5e - respects the rights, responsibilities, and contributions of self and others.

CGE 5f - exercises Christian leadership in the achievement of individual and group goals.

CGE 5g - achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.

CGE 4a - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.

CGE 4f - applies effective communication, decision-making, problem-solving, time and resource management skills.

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10 Lifestyle/Family/Entertainment Activities

Students work on these research activities for a predetermined time frame. The students have BLM assignments and other resources on the following topics:

- family homes
- recreation
- food
- dress
- causes of pollution

Particular attention is placed on helping students understand that life in medieval times was often violent, unjust, and very difficult for the common people.

Catholic Graduate Expectations:

CGE 3f - examines, evaluates, and applies knowledge of interdependent systems (physical, political, ethical, socio-economic, and ecological) for the development of a just and compassionate society.

CGE 5a - works effectively as an interdependent team member.

CGE 5f - exercises Christian leadership in the achievement of individual and group goals.

CGE 7i - respects the environment and uses resources wisely.

11 Conferring Citizenship

Students write a pencil and paper test or a quiz in order to assess content expectations. To celebrate their learning so far and to confer citizenship, a prayer celebration is held.

In preparing students to be honorary citizens of the medieval village, discussions need to take place about how the faith dimension contributes to the exercise of responsible citizenship both in the present as well as the past.

Catholic Graduate Expectations:

CGE 3f - examines, evaluates, and applies knowledge of interdependent systems (physical, political, ethical, socio-economic, and ecological) for the development of a just and compassionate society.

CGE 5e - respects the rights, responsibilities, and contributions of self and others.

CGE 7f - respects and affirms the diversity and interdependence of the world's peoples and cultures.

12 Planning the Opening Day

Students review the role assigned in subtask 5, and use the information they have gathered to plan what they do and say on the opening day. They put together costumes and props.

Catholic Graduate Expectations:

CGE 4a - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.

CGE 5e - respects the rights, responsibilities, and contributions of self and others.

CGE 5f - exercises Christian leadership in the achievement of individual and group goals.

13 A Day in the Life of a Medieval Village

The students have learned about medieval times and they have designed and built a village. In this culminating task, they role-play a day in the life of their medieval village demonstrating their knowledge of the life and times. The tourists are the school's student body and parents. The principal could be asked to act as the mayor.

Medieval Times

Heritage and Citizenship An Integrated Unit for Grade 4

175 mins

Description

The unit is introduced by having the students listen to a story, or a selection of music, or view a video about medieval times. In a discussion, students analyse the important features of 'community' comparing some aspects of medieval times with the present-day community using the BLM. As a conclusion, students write a short reflection on how they can answer the mayor's request by working as a collaborative contributor.

The students are introduced to the culminating task in which the mayor has requested that the grade 4 class design and build a medieval village for present day tourists to visit. The culminating task is the village opening-day activity where each student role-plays the life of one of the citizens depicting the life and times of medieval society.

Catholic Graduate Expectations:

CGE Overall - a collaborative contributor who finds meaning, dignity and vocation in work which respects the rights of all and contributes to the common good.

CGE 1h - respects the faith traditions, world religions, and the life-journeys of all people of goodwill.

CGE 2c - presents information and ideas clearly and honestly and with sensitivity to others.

CGE 5e - respects the rights, responsibilities, and contributions of self and others.

Expectations

- 4z1 • identify the distinguishing features of medieval society;
- 4e2 • begin to write for more complex purposes (e.g., to present and discuss their opinions and viewpoints, to pose questions, to record information);
- 4e52 • communicate various types of messages, explain some ideas and procedures, and follow the teacher's instructions;
- 4e53 • ask questions on a variety of topics and respond appropriately to the questions of others;
- 4e55 • express and respond to ideas and opinions concisely and clearly;

Groupings

- Students Working As A Whole Class
- Students Working In Small Groups

Teaching / Learning Strategies

- Discussion
- Writing To Learn

Assessment

The teacher should assess whether the students have acquired sufficient prior knowledge to proceed with the unit. Through observation, anecdotal notes, completion of BLM 1.1, and a general assessment of the initial learning log response, the teacher can decide if further lessons need to be incorporated regarding the components of a community.

Assessment Strategies

- Response Journal
- Observation
- Select Response

Assessment Recording Devices

- Checklist
- Anecdotal Record

Teaching / Learning

1.1 Recalling Prior Knowledge - What Constitutes a Community?

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175 mins

Whole class - Teacher-directed - 40 minutes

Initiate a whole-class discussion about what constitutes a community using pictures of people and buildings in a present-day community. The discussion should take into consideration that communities differ all around the world. Model sensitivity and respect for how people live in various parts of the world. For the purpose of this unit of study, the discussion should relate to what constitutes a present-day community in Ontario. The discussion should lead to identifying both the physical features (buildings and structures) of a community in Ontario and the importance and characteristics of responsible citizens as members of a community that works well. They should be led to understand that responsible citizens contribute towards the common good and follow the laws. As Catholics, they should understand that they are to be sensitive to the needs and rights of others and articulate the positive contributions of all people in community, regardless of class, gender, ability, ethnic, background, or other differences.

Write student responses on chart paper, writing board, or create a 2-D graphic organizer using sticky notes to visually represent structures and members of a community.

Distribute folders for storing all relevant information related to this unit of study and lined paper or separate notebooks for writing reflections.

A folder title page is necessary and it could be completed at the end of subtask 1. Consider integrating specific Visual Arts expectations for this title page.

Students will complete **BLM 1.1 Features of Present-Day Community** as an initial assessment.

1.2 Introduction to Culminating Task

Whole class - Teacher-directed - 30 minutes

Introduce the culminating task using **BLM 1.2a Mayor's Request** and discuss the mayor's request with the class.

Distribute the **BLM 1.2b Unit Overview** which is related to the culminating task. Answer any questions about the task and the unit overview.

Have the BLMs stored in unit folders.

Distribute **BLM 1.2c Letter to Parents**. Discuss how this letter can be shared with their parents along with the other blackline masters.

1.3 Introduction to Medieval Times

Whole class - Teacher-directed - 60 minutes

Choose an interesting story, a piece of music, or a segment of a film/video/filmstrip to motivate student learning into the topic of medieval times. See resources for a selection.

Distribute **BLM 1.3 Topics of Study** for students to begin making jot notes on some of the aspects of medieval times that they have noted thus far. This BLM should be placed in their folder so that they can make notes on the various topics as the unit progresses. It serves as a guideline on the topics that are covered in this unit. It also serves as a good review of all the topics at the end of the unit.

1.4 Reflection - Response to Mayor's Request

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175 mins

Individual - Independent - 30 minutes

Students write a short reflection on how they can answer the mayor's request by working as a collaborative contributor to the medieval village that the class will build.

If this is the first time students have encountered reflections as a writing genre, teacher should model it for the students. When students are asked to reflect on a topic they are encouraged to ask questions, write interesting facts, and write about specific ideas and concepts that come to mind. They should include a personal point of view.

1.5 Learning Logs

Whole Class - Teacher-directed - 15 minutes

Distribute **BLM 1.5 Learning Log** and present your expectations about how this log will be used throughout the unit. Depending on whether your students are familiar with keeping learning logs, you will need to provide lessons on how to reflect on their learning. They could use the Retell, Relate, and Reflect process. You will need to plan how students will schedule teacher conferences to discuss their work.

Adaptations

Some adaptations could include: giving the story/video to students to re-read/review, giving written questions during discussions, giving students visual cues and manipulatives, pairing students.

Consider having students use the computer for journal entries.

Learning log entries and other written work can be scribed.

As an extension, consider asking the students to reply to the mayor in a formal letter format, stating how the class will carry out this project.

Resources

	1.1 Features of Present-Day Community in Ontario	1.1 Community Features.cwk
	1.2a Mayor's Request	1.2 aMayor's Request.cwk
	1.2b Unit Overview	1.2b Unit Overview.cwk
	1.2c Letter to Parents	1.2c Parent Letter.cwk
	1.3 Topics of Study	1.3 Topics of Study.cwk
	1.5 Learning Log	1.5 Learning Log.cwk
	The Secret of the Lost Kingdom	Bolton, Michael
	The Knight at Dawn - Magic Tree House #2	Mary Pope Osborne
	Favourite Medieval Tales	Mary Pope Osborne and Troy Howell

Collaborating as a Community Member

Subtask 1

Medieval Times

Heritage and Citizenship An Integrated Unit for Grade 4

175 mins



Write on Track

Dave Kemper, Ruth Nathan, Patrick Sebranek



Merlin and the Dragons

Magic Lantern Communications Ltd.

Notes to Teacher

It is strongly suggested that visual clues including a collection of stories from medieval times be displayed in the classroom to provide a strong impact to begin this unit. Students may be asked to bring items from home to further help them make connections.

Teacher Reflections

Medieval Times in an Historical Context

Subtask 2

Medieval Times

Heritage and Citizenship An Integrated Unit for Grade 4

240 mins

Description

The students create timelines that help them put medieval times in an historical context.

One timeline begins with Jesus' birth in the first century in the common era, CE, and lists some of the events with which students are familiar.

Other timelines allow the students to locate the time of the pioneers, that they studied in grade 3, and other major events in their lives.

Catholic Graduate Expectations:

CGE 3e - adopts a holistic approach to life by integrating learning from various subject areas and experience.

CGE 2b - reads, understands, and uses written materials effectively.

Expectations

- 4e54 • communicate a main idea about a topic and describe a short sequence of events;
- 4m11 – count by 3's, 4's, 6's, 7's, 8's, 9's, and 10's to 100;
- 4m44 A – relate years to decades, decades to centuries, centuries to millenniums;
- 4z15 A – construct and read a variety of graphs, charts, diagrams, maps, and models for specific purposes (e.g., to determine and demonstrate methods of construction of castles, mosques, palaces);

Groupings

- Students Working As A Whole Class
- Students Working Individually

Teaching / Learning Strategies

- Read Aloud
- Reading Response
- Direct Teaching

Assessment

Ensure that students are able to list the sequence of events and understand the time period. Students can share their lists with a small group or with the class. A class discussion can then take place with emphasis on the timeline BLM 2.2.

The teacher should assess BLM 2.3 and BLM 2.4 using a rating scale of one to five and considering the following criteria: proper sequence of events, events placed in appropriate time, ability to relate to personal life events.

Assessment Strategies

- Performance Task
- Exhibition/demonstration

Assessment Recording Devices

- Rating Scale

Teaching / Learning

2.1 Determining Main Idea and Sequencing Events

Whole Class - Teacher-directed - 60 minutes

Medieval Times in an Historical Context

Subtask 2

Medieval Times

Heritage and Citizenship An Integrated Unit for Grade 4

240 mins

Present a short story to the class to place medieval times in the context of history.

In preparation for exploring timelines, begin with Jesus' birth in the first century CE as a starting point, and list, on a class chart, some of the events with which students will be familiar, especially those occurring in medieval times. Students have had experience with timelines from the grade 3 measurement unit. They locate the time of pioneer life studied in grade 3 and other major events, including their birth date.

Have students list the sequence of events on paper.

2.2 Working with a Timeline of 2500 Years

Whole class - Teacher-directed - 40 minutes

Refer to the story read previously and initiate a discussion about time periods, concentrating on how people mark the passing of time by counting years. The discussion needs to include that each year people celebrate birthdays and anniversaries, counting the years since they are born.

Be sure to help students understand the relationship between decades, centuries, and millenniums.

See subtask notes for information about types of calendars that could be presented as an extension.

Using **BLM 2.2 A Timeline of 2000 Years**, work as a class or have students work in groups to match the dates to the events. To ensure understanding, check the correct answers as a whole class.

2.3 Working with a Timeline of the 20th Century

Individual - Independent - 40 minutes.

Have students complete **BLM 2.3 20th Century Timeline** on which they will record any significant family events, e.g., the birthdays of their parents, grandparents, siblings and other significant people including themselves. This activity will require home support. Upon completion, have the students share their timelines.

2.4 Working with a Timeline of One Decade

Individual - Independent - 40 minutes.

Have students complete **BLM 2.4 Timeline of One Decade**. This activity could be more meaningful as it relates directly to the student's own experience. BLM 2.4 is included for this activity, but students can also create their own.

2.5 Liturgical Calendar

Whole Class - Teacher-Directed - 40 minutes

Describe how the liturgical calendar is created. The Church uses a Liturgical Calendar for One Year. It has a three-year rotation in which the readings from Scripture are different: Year A, Year B, and Year C. The year 2001 is Year C. The year 2002 will be Year A, 2003 will be Year B, and so on.

There are three times in the liturgical year: Easter, Ordinary Time, and Christmas Time. Christmas is always on December 25, but Easter Sunday is on different dates. Based on the Gregorian Calendar since 1583 CE, Easter Sunday is the Sunday after the Pascal Full Moon which occurs from March 21 through April 18. Easter Sunday is therefore occurs from March 22 to April 25. (See subtask notes for more details.)

Medieval Times in an Historical Context

Subtask 2

Medieval Times

Heritage and Citizenship An Integrated Unit for Grade 4

240 mins

The students could explore how colours are used to match the Church seasons: Green = Ordinary Time - signs of growth, White = Feast Days - signs of celebration, Purple = preparing for feasts - signs of getting ready.

Adaptations

Some students may need further discussion about how our calendar works, and in particular on decades, centuries, and millennium.

One adaptation is to pair the students to complete BLM 2.2. Particular attention needs to be paid to students who have not yet mastered the concept of the timeline, as well as special needs students. Refer to the Special Education and ESL/ELD companion pieces in the Curriculum Unit Planner for further assistance.

Students who understand the timelines easily could be given further work on the calendars. They could illustrate and/or compare the different calendars cited in the Notes to Teacher . Another extension might be to look at life spans today and in medieval times.

One adaptation would be to have students do a large timeline display which includes, photographs and drawings of lives their milestones. This might work better with the decade timeline.

Resources



2.2 Timeline of 2500 Years

2.2 2000 Year Timeline.cwk



2.3 20th Century Timeline

2.3 20 Century Timeline .cwk



2.4 Timeline of One Decade

2.4 Timeline One Decade.cwk



The Middle Ages

Catherine Oakes

Medieval Times

Heritage and Citizenship An Integrated Unit for Grade 4

240 mins

Notes to Teacher

This subtask focuses on how time is measured and locating the medieval period in history. The understanding of these concepts can be daunting. It is suggested that as many clocks, calendars, and resources on time as can be collected be displayed in the classroom.

Background Information:

Time is referred to as:

CE - Common Era, otherwise referred to by Christians as AD

BCE- Before the Common Era, otherwise referred to by Christians as BC

What year is it?

It depends on what calendar we are using. According to the:

Gregorian Calendar it is the year 2000

Hebrew Calendar - year 5760

Muslim Calendar - 1420

Chinese Calendar - 4698

Time is measured in minutes, hours, days, months, years, decades, centuries, millennia.

Human beings have lived on the earth for over 200,000 years but we only know about the last 4000 or 5000 years. This would be 2000 to 3000 BCE.

In 525 CE, a Catholic monk named Dionysius Exiguus (i.e., Exiguus) calculated what he thought was the birth of Jesus and made this the starting date of the Christian calendar. Before the birth of Christ, it was year 1 BC (Before Christ), and the next year was year 1 AD (Anno Domini - In the Year of Our Lord).

Answers:

In BLM .2, the order of events is: 7,6,3,4,5,1,2.

LITURGICAL CALENDAR

The Church uses a Liturgical Calendar for One Year. It has a three-year rotation in which the readings from Scripture are different: Year A, Year B, and Year C.

The year 2001 is Year C. The year 2002 will be Year A, 2003 will be Year B, and so on.

There are three times in the liturgical year: Easter, Ordinary Time, and Christmas Time (see list below).

Christmas is always on December 25, but Easter Sunday is on different dates. Based on the Gregorian Calendar since 1583 CE, Easter Sunday is the Sunday after the Pascal Full Moon which occurs from March 21 through April 18. Easter Sunday is therefore occurs from March 22 to April 25.

Liturgical Year:

Advent - 4 weeks

Christmas Time - 2 weeks

Ordinary Time - 5 to 7 weeks

Lent - 6 weeks

Easter Triduum - 3 days

Eastertime - 7 weeks

Ordinary Time - about 25 weeks

Teacher Reflections

Medieval Times

Heritage and Citizenship An Integrated Unit for Grade 4

180 mins

Description

Students visit a library resource centre to practise locating and gathering information in order to develop research and inquiry skills. Students discuss the Catholic perspective, bias, stereotyping, and gospel values when analysing resources. Students practice rewriting relevant information in their own words using jot notes.

Catholic Graduate Expectations:

CGE 2a - listens actively and critically to understand and learn in light of gospel values.

CGE 2b - reads, understands, and uses written materials effectively.

CGE 2c - presents information and ideas clearly and honestly and with sensitivity to others.

Expectations

- 4e34 – identify the main idea in a piece of writing, and provide supporting details;
- 4e36 – make inferences while reading;
- 4e37 – make judgements about what they read on the basis of evidence;
- 4e40 – develop their opinions by reading a variety of materials;
- 4e41 – begin to develop research skills (e.g., formulate questions, locate information, clarify their understanding of information through discussion);
- 4z12 – ask pertinent questions to gain information (e.g., questions concerning the reasons for the Crusades);
- 4z13 – locate relevant information from a variety of sources (e.g., field trips, maps, illustrations, print materials, videos, CD-ROMs);

Groupings

Students Working As A Whole Class
Students Working In Pairs
Students Working Individually

Teaching / Learning Strategies

Brainstorming
Buddy System
Classifying
Direct Teaching
Discussion

Assessment

Keep ongoing anecdotal records by observing the students as they engage in discussions and as they complete the assigned blackline masters.

Students who are having difficulty researching independently will need support for the rest of the unit and may need to be grouped for teacher-assisted or partner research while the rest of the class works more independently.

Assessment Strategies

Exhibition/demonstration
Observation
Questions And Answers (oral)

Assessment Recording Devices

Anecdotal Record
Checklist

Teaching / Learning

3.1 Locating Information

Whole Class - Teacher-directed - 60 minutes

Research: Accessing Resources

Subtask 3

Medieval Times

Heritage and Citizenship An Integrated Unit for Grade 4

180 mins

Explain to the students that they will conduct research on various topics on medieval times in order to help them build a village that represents medieval times. Their research assists them in their role play as a citizen of a medieval village.

Create a cooperative chart with the whole class on how to find information in a library. Record student suggestions on a chart. The following items should be discussed at this time: Information can be found by looking in the card catalogue or computer browser which will lead to finding books, encyclopedias, atlases, magazines, newspapers, film and video catalogues, and computer resources (e.g., Internet, Electronic Encyclopedia.) The librarian should be able to help them in their search for information.

A variety of research-related blackline masters are available from **3.1a** to **3.1h**. Choose those that are appropriate for the needs of your students. These blackline masters are designed to guide the students through various parts of the library locating specific information.

Students should work in pairs when completing these blackline masters.

3.2 Looking for Bias

Whole Class - Teacher-directed - 40 minutes

Students should be able to identify bias in information. Lead a class discussion that will give the students a clear idea as to what bias means. Information that is biased may be inspired by prejudice, may be distorted, misleading, and discriminatory. It is also beneficial for students to recognize when personal points of view are expressed either in written form or orally. Work through the first part of **BLM 3.2 Looking for Bias**.

Read the story of the lepers in the gospel, Luke 17:11-19. In this story, Jesus is not afraid to be kind to the people that others in society stay away from. Work through the grid provided, at the bottom of the BLM with the students reflecting on the gospel values as the most authentic way of viewing the society by identifying stereotypes, prejudice, and subjective information.

3.3 Writing Information in Your Own Words

Whole Class - Teacher-directed - 40 minutes

Give students examples of how we summarize events and stories in our own words. Tell students that, under copyright law, it is wrong to copy information from published work.

Model the way students can take 'jot notes' for effective research.

Individual - Independent

Have the students complete **BLM 3.3 Getting the Main Idea**.

Adaptations

Consider pairing students accordingly to maximize success in completing the library research activities.

Consider making more than one trip to the library resource centre to allow students ample opportunities to explore the various sections of it.

Have a variety of resources available in the classroom for easy reference.

As an extended activity, devise a more complex scavenger hunt, or have students make up their own scavenger

Medieval Times

Heritage and Citizenship An Integrated Unit for Grade 4

180 mins

hunt for a partner to solve. See BLM 3.1h.

Students who are having difficulty researching independently will need support for the rest of the unit and may need to be grouped for teacher-directed research while the the rest of the class works more independently.

Resources

 3.1a Dewey Decimal System	3.1a Dewey Decimal.cwk
 3.1b Parts of a Book	3.1b Parts of a Book.cwk
 3.1c Using an Online Catalogue	3.1c On-line Catalogue.cwk
 3.1d The Card Catalogue	3.1d Card Catalogue.cwk
 3.1e Using Table of Contents & Index	3.1e Contents & Index.cwk
 3.1f Using an Encyclopedia	3.1f Using an Encyclopedia.cwk
 3.1g Reference Sources	3.1g Reference Sources.cwk
 3.1h Library Scavenger Hunt	3.1h Scavenger Hunt.cwk
 3.2 Looking for Bias	3.2 Looking for Bias .cwk
 3.3 Getting the Main Idea	3.3 Getting the Main Idea.cwk
 Write on Track	Dave Kemper, Ruth Nathan, I Patrick Sebranek
 Medieval Knights	David Nicolle

Notes to Teacher

We refer to gospel values as the tangible guidelines by which Christians conduct their lives. The source is the Gospel, the Word of God. Some of these values are: love of neighbour; acceptance of all people; giving to the poor and the homeless; loving God; doing good works; being just; being humble; sharing our goods.

Teacher Reflections

Creating a Personal Coat of Arms

Subtask 4

Medieval Times

Heritage and Citizenship An Integrated Unit for Grade 4

120 mins

Description

This subtask involves teacher-directed lessons on the use of medieval symbols and mythological creatures to create a personal coat of arms. Students have the opportunity to view and appreciate each other's coat of arms and support each other's efforts.

A prayer celebration is held at this time with the theme "Bringing My Gifts to the Community" to give thanks for each other and to pray that they continue to work together in a supportive and collaborative way.

Catholic Graduate Expectations:

CGE 5g - achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.

CGE 1f - seeks intimacy with God and celebrates communion with God, others, and creation through prayer and worship.

CGE 1i - integrates faith with life.

Expectations

- 4e30 A • state their own interpretation of a written work, using evidence from the work and from their own knowledge and experience;
- 4z19 A – use medieval symbols and mythological creatures to create a shield or family coat of arms;

Groupings

Students Working As A Whole Class
Students Working Individually

Teaching / Learning Strategies

Mini-lesson
Brainstorming
Collaborative/cooperative Learning

Assessment

A short conference to complete a checklist as an assessment tool is recommended at this time. Some suggested criteria: understanding of concept of heraldry, appropriateness of symbols, an ability to apply the values to their personal work and their life.

Teachers are encouraged to make anecdotal remarks in their personal records and to give written feedback on student work.

Students will present their coat of arms to the class orally.

Assessment Strategies

Conference
Response Journal
Introduction

Assessment Recording Devices

Anecdotal Record
Checklist

Teaching / Learning

Creating a Personal Coat of Arms

Subtask 4

Medieval Times

Heritage and Citizenship An Integrated Unit for Grade 4

120 mins

4.1 Interpreting the Meanings of Symbols

Whole Class - Teacher-directed - 20 minutes

Ask students to identify symbols which reflect their families' values. For instance, a heart may reflect love or a particular colour may reflect happiness.

Familiarize students with how the coat of arms (i.e., the symbols, the mythological characters, and their meanings.) were developed in the middle ages. See **BLM 4.1 Heraldry and Coat of Arms**.

4.2 Creating a Personal Coat of Arms

Independent - Individual - 40 minutes

After displaying different shields and family crests, and discussing their importance, distribute **BLM 4.2 Create a Shield and Coat of Arms**. (This BLM could be copied on heavier paper, or when completed, could be mounted on Bristol board.) Explain to students that they will each develop their personal coats of arms as a sign of their commitment to be part of the project, i.e., developing the medieval village and opening a tourist centre.

4.3 Prayer Celebration: Calling Each by Name

Whole Class - Teacher-directed - 40 minutes

Using **BLM 4.3 Prayer Celebration: Calling Each by Name**, prepare students to celebrate with the theme "Bringing My Gifts to the Community."

The shields or coats of arms could be displayed in the room, or they could be offered as gifts. Each student is also responsible to explain his or her choice of symbols and their personal significance.

Adaptations

Resources

 4.1 Heraldry and the Coats of Arms	4.1 Coats of Arms.cwk
 4.2 Create a Shield	4.2 Create a Shield.cwk
 4.3 Prayer Celebration: Calling Each by Name	4.3 Prayer Celebration.cwk
 Knights and Castles	Jonathan Rutland

Creating a Personal Coat of Arms

Subtask 4

Medieval Times

Heritage and Citizenship An Integrated Unit for Grade 4

120 mins

Notes to Teacher

Students need to be reminded to respect each other's choices and work on the coats of arms.

Background Information on Coats of Arms:

Heraldry was at first the custom of giving badges of honour to recognize great deeds. Knights used to paint their shields with symbols, and the crusaders made the custom wide spread. The shields helped identify the knights wearing full armour.

Eventually, the symbols on the shields were also used on flags or banners to display on the castle, on rings, and on other personal objects. This became known as the family's coat of arms and were handed down to the next generation. A royal coat of arms consists of the shield, helmet, crest, and motto which is known as the achievement. The coat of arms was also used to identify the manor, or the castle. In modern times, we use a logo to identify organizations and other materials that we use.

Many family names have a coat of arms. This could be another area to explore and research with students.

Teacher Reflections

Medieval Times

Heritage and Citizenship An Integrated Unit for Grade 4

120 mins

Description

This subtask helps students become familiar with each of the activities. The teacher provides an overview of subtasks 6, 7, 8, 9, and 10 outlining expectations for student work on each activity.

Students choose, or are placed in, one of the groups and one of the roles within that group. They work with their group for all the activities in these subtasks. The groups are: the Serfs, the Clergy, the Royal Class, the Knights and Pages, and the Lords and Ladies.

Catholic Graduate Expectations:

CGE 5a - works effectively as an interdependent team member.

Expectations

- 4e53 • ask questions on a variety of topics and respond appropriately to the questions of others;
- 4e56 • contribute and work constructively in groups;
- 4m101 • collect and organize data and identify their use;

Groupings

Students Working As A Whole Class

Teaching / Learning Strategies

Prompts
Discussion

Assessment

Assessment Strategies

Observation

Assessment Recording Devices

Checklist

Teaching / Learning

5.1 Introduction and Expectations of Activities

Whole Class - Teacher-directed - 40 minutes..

In this subtask, the students become familiar with each of the activities. Introduce the activities and provide an overview of activities 6, 7, 8, 9, and 10 and clarify expectations for each activity.

Explain the activities rotation schedule and the time frame.

To help the students learn how to ask pertinent questions to gain information, design two questions about each topic that is covered in each activity. **See BLM 5.1 Asking the Right Questions.**

Remind students through short discussion that there was violence in medieval times and that the common people were not treated justly. Help students interpret information from a social Catholic and moral perspective.

5.2 Overview of the Activities

Whole Class - Teacher-directed - 20 minutes

Explain your expectations for each activity, have students look at the contents, and be familiar with the

A Bird's Eye View of Activities

Subtask 5

Medieval Times

Heritage and Citizenship An Integrated Unit for Grade 4

120 mins

activities they will be expected to complete. Students are reminded that they are working on each activity for two weeks. Post instructions for each activity.

Students have a tracking sheet of all work to be completed. See **BLM 5.2 Tracking Sheet for Activities**.

5.3 Choosing Groups and Roles

Whole Class - Teacher-directed - 20 minutes

After all the activities have been examined and students know what is expected, they have the opportunity to sign up for a group and then a role within the group as a member of the medieval village. **BLM 5.3 Medieval Groups and Roles** can be used to record groups and roles. The name of each student in the class will be recorded once on the sheet.

These groups then continue to work together until the end of the unit.

5.4 Safety Checklist

BLM 5.4 Safety Checklist is distributed when the students are working on activity 9: the building activity. Students demonstrate knowledge, skills, and attitudes that will enable them to work successfully in this centre. The lesson has to be tailored to the types of materials and tools used for the medieval village.

5.5 Scale Reference

Whole Scale - Teacher-directed - 40 minutes.

BLM 5.5 Scale and Graphing Reference helps students relate the size of the people to the buildings. A base size of 10 cm for the people is used and a chart compares the size of the buildings on one or more storeys.

Adaptations

As an adaptation, the teacher can take a smaller group of students through the activities, and spend more time familiarizing them with the material and the activities.

Resources

 5.1 Asking the Right Questions	5.1 Questions.cwk
 5.2 Tracking Sheet for Activities	5.2 Tracking Sheet .cwk
 5.3 Medieval Groups and Roles	5.3 Groups and Roles.cwk
 5.4 Safety Checklist	5.4 Safety Checklist.cwk
 5.5 Scale and Graphing Reference	5.5 Scale Reference.cwk

Medieval Times

Heritage and Citizenship An Integrated Unit for Grade 4

120 mins

Notes to Teacher

There are five major groups with as many as six members in each group:

1. Site Planners-gardeners, shepherds, town crier, masons, carpenters
2. Castle Builders-king, queen, prince, princess, jester, troubadour,
3. Church Builders-bishop, monk, nun
4. Manor & Cottage Builders-lord, lady, silversmith, blacksmith
5. Village Square and Arena Builders- knights, squire

Consider having students in groups that work well together.

These activities may be set up as centres through which the children rotate or the students can complete the activities in one group location.

Teacher Reflections

Medieval Times

Heritage and Citizenship An Integrated Unit for Grade 4

400 mins

Description

The groups work cooperatively on this activity for a predetermined amount of time.

Students are given activity cards and other resources on the following topics:

- the Magna Carta
- various roles in medieval society (royalty, courtiers, clergy, members of religious orders, peasants)
- identify lord, dame, knight, squire
- manor system (laws, courts, taxation)
- roles of women, men, and children
- rights and freedoms

Catholic Graduate Expectations:

CGE 3f - examines, evaluates, and applies knowledge of interdependent systems (physical, political, ethical, socio-economic, and ecological) for the development of a just and compassionate society.

CGE 5a - works effectively as an interdependent team member.

CGE 5f - exercises Christian leadership in the achievement of individual and group goals.

CGE 7f - respects and affirms the diversity and interdependence of the world's peoples and cultures.

Expectations

- 4z4 A – identify some of the significant events that occurred during medieval times (e.g., the Crusades, adoption of the Magna Carta);
- 4z5 A – describe the various roles of people in medieval society (e.g., royalty, courtiers, clergy and members of religious orders, peasants);
- 4z6 A – describe the manor system (e.g., laws, courts, taxation) and identify the hierarchy (lord, to dame, to knight, squire);
- 4z11 A – use appropriate vocabulary (e.g., medieval, Magna Carta, dame, lord, knight, squire, page, serf, Crusades, chivalry) to describe their inquiries and observations;
- 4z17 A – compare a medieval community to their own community (e.g., with respect to housing, social structure, recreation, land use, geography, climate, food, dress, government);

Groupings

Students Working In Small Groups

Teaching / Learning Strategies

Inquiry
Collaborative/cooperative Learning
Learning Centres

Assessment

The rubric may be shared with the students before the research begins.

The rubric may be used by the teacher to assess the students, and by the students to assess themselves.

Students complete BLM 6.1f Checklist for Group Work as a self-assessment tool.

Assessment Strategies

Observation
Questions And Answers (oral)
Self Assessment

Assessment Recording Devices

Rubric
Checklist

Teaching / Learning

6.1 Medieval Social Structure Activity

Medieval Social Structure Activity

Subtask 6

Medieval Times

Heritage and Citizenship An Integrated Unit for Grade 4

400 mins

Small Groups - Independent - 370 minutes

Provide enough resources for a group of four-six students to gather information on the following topics:

- the Magna Carta
- the manor system
- roles in medieval society
- comparisons of present day Canadian rights and freedoms to the rights and freedoms of medieval society

Assist students to interpret information from a social Catholic and moral perspective.

Encourage students to work collaboratively, to share their findings, and to show sensitivity towards their peers at all times.

While students are working in their groups to complete the following blackline masters, each student is to complete her/his own blackline masters:

BLM 6.1a Medieval Social Structure: using the resources available.

BLM 6.1f Checklist for Group Work: upon completion of this subtask.

Appropriate sections on **BLM 1.3 - Topics of Study** (introduced in subtask 1).

6.2 Citizens' Rights: Past and Present - Reflection

Students working individually - 30 minutes

Ask students to reflect on how the Magna Carta changed the lives of members of medieval society, and how the Charter of Rights and Freedoms protects modern day citizens.

Adaptations

Consider creating groups of mixed abilities so that all students can work together to achieve success.

Teacher may choose to have simplified information on each topic available for the students.

Have one or two intermediate students sit with the group to assist locating and writing down the appropriate information.

Resources



Medieval Social Structure - Rubric



6.1a Medieval Social Structure

6.1a Social Structure.cwk



6.1f Checklist for Group Work

6.1f Checklist.cwk



Medieval People

Sarah Howarth



Till Year's Good End: A Calendar of Medieval Labors

W. Nikola-Lisa



The Middle Ages

Catherine Oakes,



Knights and Castles

Will Osborne and Mary Pope Osborne

Medieval Social Structure Activity

Subtask 6

Medieval Times

Heritage and Citizenship An Integrated Unit for Grade 4

400 mins



The Age of Chivalry: English Society
1200-1400

Sylvia Wright



A Look at Canada

Citizenship and Immigration Canada

Notes to Teacher

Teacher Reflections

Medieval Times

Heritage and Citizenship An Integrated Unit for Grade 4

400 mins

Description

The groups work cooperatively on this activity for a pre-determined amount of time.

Students are given activity cards and other resources on the following topics:

- the power structure of the Church and influences of Christianity on medieval society
- impact of Islamic culture on medieval society
- reasons for the crusades and the route they travelled through Constantinople to Jerusalem
- using prior knowledge, students will complete their own timeline of the crusades

Catholic Graduate Expectations:

CGE 3f - examines, evaluates, and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

CGE 5a - works effectively as an interdependent team member.

CGE 5f - exercises Christian leadership in the achievement of individual and group goals.

Expectations

- 4z2 A • describe the impact of Christianity, the Crusades, Islamic culture, and the Magna Carta on medieval society;
- 4z7 A – identify the reasons for the Crusades and describe their impact on medieval society;
- 4z8 A – describe the influences of Christianity on medieval society;
- 4z9 A – explain the impact of Islamic culture on medieval society (e.g., with respect to religion, technology);
- 4z11 A – use appropriate vocabulary (e.g., medieval, Magna Carta, dame, lord, knight, squire, page, serf, Crusades, chivalry) to describe their inquiries and observations;
- 4z12 A – ask pertinent questions to gain information (e.g., questions concerning the reasons for the Crusades);
- 4z21 A – compare the impact of Christianity and of Islamic culture on medieval society.

Groupings

Students Working In Small Groups

Teaching / Learning Strategies

Collaborative/cooperative Learning
Inquiry
Learning Centres

Assessment

The teacher is encouraged to observe students working in the groups and to make anecdotal notes. In the centre, there should be a rubric and each student could be given a copy to ensure that each one understands the expectations. The rubric will serve as self-assessment as well as a tool for the teacher.

Students complete **BLM 6.1f** Checklist for Group Work as a self-assessment tool.

Assessment Strategies

Observation
Questions And Answers (oral)

Assessment Recording Devices

Rubric
Anecdotal Record

Teaching / Learning

7.1 The Crusades and Their Impact

Using **BLM 7.1a The Crusades**, students research information and record reasons for the crusades. Students use an atlas to trace the route of the crusades through Constantinople to Jerusalem.

Medieval Times

Heritage and Citizenship An Integrated Unit for Grade 4

400 mins

Using prior knowledge, students complete their own timeline of the crusades.

7.2 Christianity and Its Influence

This is very open-ended and students have a variety of choices on what they research. One of the aspects is to examine the power structure of the Church and the influences of Christianity on medieval society. Use **BLM 7.2a To the Greater Glory of God** as a guide.

7.3 Islamic Culture and Its Influence

This section is also open-ended and students have choices in activities which examine the Islamic culture on medieval society. Use **BLM 7.3a Islamic Culture** as a guide.

Students are expected to use a variety of resources to access information. However, if there are not appropriate resources available, use the reference BLMs provided for each topic.

Adaptations

Consider creating groups of mixed abilities so that all students can work together to achieve success.

Teacher may choose to have simplified information on each topic available for the students.

Have one or two intermediate students sit with the group to assist locating and writing down the appropriate information.

The reference blackline masters can be used as summary notes for students who are having difficulty accessing information in a variety of resources.

Resources

	7.1a The Crusades	7.1a Crusades.cwk
	7.1b The Crusades Reference	7.1b Crusades Reference.cwk
	7.2a To the Greater Glory of God	7.2a Greater Glory .cwk
	7.2b Reference: Greater Glory	7.2b Ref.Greater Glory .cwk
	7.3a Islamic Culture	7.3a Islamic Culture .cwk
	7.3b Islamic Culture Reference	7.3b Ref. Islamic Culture .cwk
	The Age of Chivalry: English Society	Sylvia Wright
	Middle Ages: The Story of Man Volume 3	National Geographic Society

Medieval Times

Heritage and Citizenship An Integrated Unit for Grade 4

400 mins

Notes to Teacher

The teacher should circulate often when students are working in this centre. It is important that students evaluate the actions with a Christian perspective, being fair in assessing the Islamic culture. It is also recommended that time be spent talking about the Crusades and their goals with sensitivity to the violence that was perpetrated.

Students may need guidance when using an atlas if this is the first time.

In activity 7.2, students need to understand the motto "to the greater glory of god," the law, chivalry, the influence of the saints, and the power structure of the church.

In 7.3, students need to understand the positive contributions of Islamic culture and its many inventions: magnetic compass, gunpowder, the number system, medicine, banking, mechanical devices, cameras, and magnifying lenses.

Students are expected to use a variety of resources to access information. However, if there are not appropriate resources available, use the reference BLMs provided for each topic.

Teacher Reflections

Medieval Times

Heritage and Citizenship An Integrated Unit for Grade 4

400 mins

Description

The groups work cooperatively on this activity for a predetermined amount of time.

Students are given activity cards and other resources on stories and legends from medieval times, including the lives of the saints. Students read these stories and write an original short story that takes place during medieval times.

Students are responsible for revising written work with a partner, and in so doing, they give and accept feedback in a respectful and Christian way.

Catholic Graduate Expectations:

CGE 5a - works effectively as an interdependent team member.

CGE 5f - exercises Christian leadership in the achievement of individual and group goals.

CGE 2c - presents information and ideas clearly and honestly and with sensitivity to others.

CGE 2b - reads, understands, and uses written materials effectively.

CGE 5g - achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.

Expectations

- 4e3 A • organize and develop ideas using paragraphs (e.g., to tell a story);
- 4e4 A • use simple and compound sentences and vary their sentence structure;
- 4e7 A • revise and edit their work, using feedback from the teacher and their peers;
- 4e8 A • proofread and correct their final drafts, focusing on grammar, punctuation, and spelling;
- 4e9 A • use and spell correctly the vocabulary appropriate for this grade level;
- 4e27 A • read a variety of fiction and non-fiction materials (e.g., short novels, myths, biographies, short articles) for different purposes;
- 4e29 A • read independently, using a variety of reading strategies;
- 4z1 A • identify the distinguishing features of medieval society;
- 4z20 A – identify stories and legends from medieval times that are still popular today;

Groupings

- Students Working In Pairs
- Students Working In Small Groups
- Students Working Individually

Teaching / Learning Strategies

- Advance Organizer
- Story Mapping
- Learning Centres

Assessment

Teacher observes and assists students through the reading and writing processes.

Teacher can share the rubric for assessing written work with the students at the beginning of this subtask.

Teacher may choose to use the *Writing Exemplars* to demonstrate different achievement levels.

Students will complete BLM 8.2d
Self-Assessment: Stories and Legends.

Assessment Strategies

- Observation
- Self Assessment

Assessment Recording Devices

- Anecdotal Record

Stories and Legends Activities

Subtask 8

Medieval Times

Heritage and Citizenship An Integrated Unit for Grade 4

400 mins

Checklist Rubric

Teaching / Learning

8.1 Reading Stories and Legends

Small Groups/Pairs 120 minutes

Provide a variety of stories and legends from medieval times that are still popular today. See resource list for a selection.

Students may contribute to this collection by allocating other stories and legends from medieval times.

Students read at least two different stories from medieval times that are still popular today. Each story can be read aloud to the whole group, or students can be paired up for reading purposes, or each student can read independently.

8.2 Writing Process

Individual - Independent - 160 minutes

Students write an original short story that takes place in medieval times.

Writing materials, including dictionaries and thesauruses, have been provided for this centre. This writing assignment may be completed on a computer if available.

Students are encouraged to:

1. Complete a plan for their story. Choose one of two handouts provided (**BLM 8.2a** and **BLM 8.2b.**)
2. Write a rough draft.
3. Revise and edit with a partner (**BLM 8.2c.**)
4. Write a good copy.
5. Illustrate the story.
6. Complete self-assessment (**BLM 8.2d.**)

Stories may be bound to look professional.

8.3 Sharing Their Stories

Students working in pairs or Individually - 120 minutes

Students have the opportunity to share their completed works with their own group, or with students in other classes. Another strategy would be to have students read their stories to staff and parents.

Adaptations

Consider having students work in pairs, so that one story is produced for every two students. In this case, it would still be important to assess each individual's work.

Have a chart available listing some of the characteristics found in stories that take place in medieval times.

Students may tape record their stories.

Students may produce a picture story.

Medieval Times

Heritage and Citizenship An Integrated Unit for Grade 4

400 mins

Resources



Writing a Medieval Story Rubric



8.2a Planning My Story

8.2a Story Plan.cwk



8.2b Planning My Story Graphic

8.2b Story Plan Graphic.cwk



8.2c Revise & Edit with a Partner

8.2c Revise & Edit.cwk



8.2d Self-Assessment

8.2d Assessment.cwk



Write on Track

Dave Kemper, Ruth Nathan, Patrick Sebranek



The Secret of the Lost Kingdom

Michael Bolton



Favourite Medieval Tales

Mary Pope Osborne and Troy Howell

Notes to Teacher

Stories may be shared in subtask 11, either with the whole class or in small groups.

Teacher Reflections

Description

Students work on this design and building activity for a predetermined time frame. The centre has an assignment, resources, and materials so that students can design and construct a specific part of a medieval village.

Students work collaboratively as team members towards a specific goal, exercising sensitivity and respect towards each other.

Catholic Graduate Expectations:

CGE 2b - reads, understands, and uses written materials effectively.

CGE 5a - works effectively as an interdependent team member.

CGE 5e - respects the rights, responsibilities, and contributions of self and others.

CGE 5f - exercises Christian leadership in the achievement of individual and group goals.

CGE 5g - achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.

CGE 4a - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.

CGE 4f - applies effective communication, decision-making, problem-solving, time and resource management skills.

Expectations

- 4m101 • collect and organize data and identify their use;
4a31 • produce two- and three-dimensional works of art that communicate ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences;
- 4m115 – read and interpret data presented on tables, charts, and graphs (e.g., circle graphs) and discuss the important features;
- 4s77 • demonstrate an understanding of the characteristics of pulleys and gears;
- 4s78 • design and make pulley systems and gear systems, and investigate how motion is transferred from one system to another;
- 4a40 – describe their knowledge of the strengths and limitations of a variety of familiar art tools, materials, and techniques, which they gained through experiences in drawing, painting, sculpting, and printmaking (e.g., “found” materials can provide a rich assortment of textures for mask making, but may be difficult to fasten to the surface of the mask);
- 4a41 – demonstrate understanding of the proper and controlled use of art tools, materials, and techniques singly and in combination (e.g., outline shapes, create shading, or colour a surface using both the point and the side of pencil crayons; create texture using cross-hatching).
- 4e56 A • contribute and work constructively in groups;
4m11 A – count by 3's, 4's, 6's, 7's, 8's, 9's, and 10's to 100;
4m36 A • solve problems related to their day-to-day environment using measurement and estimation;
4m40 A – draw items given specific lengths (e.g., a pencil 5 cm long);
4m50 A – use linear dimensions and perimeter and area

Groupings

Students Working In Small Groups

Teaching / Learning Strategies

Advance Organizer

Collaborative/cooperative Learning
Inquiry

Learning Centres

Assessment

Assessment of the "design and construction centre" will be ongoing and feedback will be written in students' logs.

Teacher could have a few specific tasks that will be required of each student and this could be rated on a scale of one to five. Anecdotal records should be made at least twice for each student during the time they work at this centre.

Assessment Strategies

Exhibition/demonstration
Observation

Assessment Recording Devices

Rating Scale
Anecdotal Record

Medieval Times

Heritage and Citizenship An Integrated Unit for Grade 4

400 mins

- measures with precision to measure length, perimeter, and area;
- 4m51 A – estimate the area of regular polygons and measure the area in square centimetres using grid paper;
- 4m57 A – model three-dimensional figures of specific volumes using blocks;
- 4m61 A • solve problems using geometric models;
- 4m62 A • investigate the attributes of three-dimensional figures and two-dimensional shapes using concrete materials and drawings;
- 4m63 A • draw and build three-dimensional objects and models;
- 4m87 A • identify, extend, and create linear and non-linear geometric patterns, number and measurement patterns, and patterns in their environment;
- 4m88 A • recognize and discuss patterning rules;
- 4m89 A • apply patterning strategies to problem-solving situations.
- 4z15 A – construct and read a variety of graphs, charts, diagrams, maps, and models for specific purposes (e.g., to determine and demonstrate methods of construction of castles, mosques, palaces);

Teaching / Learning

Students work on this design and building activity for a predetermined time frame. The centre has an assignment, resources, and materials so that students can design and construct a specific part of a medieval village.

9.1 Gathering Information, Scale, and Graphing Experience

Small Groups - 60 minutes

The first task for students is that of taking some time to look at books on castles, monasteries, mosques, churches, and medieval villages to get ideas about what they would like their project to look like. Using **BLM 9.1**, students sketch their plans paying careful attention to scale.

9.2 Planning

Small Groups - 60 minutes

Students select the appropriate planning sheet depending on the groups they are in. The BLMs that will be used are **BLM 9.2a** to **9.2e**. The design process as outlined in their planning sheet is as follows: Ideas Stage - Brainstorm - Plan - Design - Build - Problem Solve - Inspect - Evaluate - Share. They will do the first four of these including the design on grid paper and a decision about the materials that they will use. If these are brought from home, they should be brought before the start of the building phase.

9.3 Safety Certificate and Building Permit

Teacher-Directed - Group - 60 minutes

Conference with each group.

After some discussion in planning with the group, the students proceed to design on graph paper and get

Medieval Times

Heritage and Citizenship An Integrated Unit for Grade 4

400 mins

approval before beginning actual construction.

9.4 Building

Small groups - 180 minutes

Students continue the process outlines in **BLMs 9.2a to 9.2e**, and begin with the actual building. Students need to be reminded to work together and pay attention to the safety of self and others. At the end of each day, students are encouraged to spend some time thinking about their work and writing their thoughts in the **BLM 9.4 Learning Log**.

At the end of the allotted time, students may find it necessary to negotiate other opportunities to work in the centre during the rest of the school day.

9.5 Inspection

Teachers working with the group - 40 minutes

Using a checklist, **BLM 9.5**, students inspect their work and get the teacher's signature before leaving the centre. If desired, another symbol of closure could be given to students.

Adaptations

This centre is a hands-on centre in which students will design and build the village. Students who may have difficulty in other areas may particularly enjoy this centre. If written work is difficult, oral instructions need to be given.

For some students, diagrams and sketches need to be made available.
As an extension, students may make a drawbridge at the castle door.

Resources

 9.1 Graphing Exercise	9.1 Scale.cwk
 9.2a Village Construction - Serfs	9.2 Cons- Serfs.cwk
 9.2b Village Construction - Clergy	9.2b Const - Clergy.cwk
 9.2c Village Construction - Royal Class	9.2c Const- Royal Class.cwk
 9.2d Village Construction - Serfs	9.2d Constr- Serfs.cwk
 9.3 Building Permit	9.3 Building Permit.cwk
 9.4 Learning Log	9.4 Learning Log.cwk
 9.5 Inspection Checklist	9.5 Inspection Checklist.cwk
 Castle	David Macauley

Design & Construction Activity

Subtask 9

Medieval Times

Heritage and Citizenship An Integrated Unit for Grade 4

400 mins



In Castle Days

J. Bradley Cruxton & W. Douglas Wilson



The Story of a Castle

John Goodall



A Medieval Castle

F. Macdonald, and M. Bergin

Notes to Teacher

It is important that each group begins its turn at this centre by discussing and problem solving around its particular task in building the medieval village. Have plenty of building blocks, geometric shapes, and other materials so that students can try different things.

Be sure to initiate a procedure for obtaining teacher approval before they proceed to build.

Each group will have the predetermined amount of time at the centre. If more time is needed to complete the task, students need to negotiate when they will work.

The order of the groups is organized around this centre. The Site Planners are the first, followed by the Church and Monastery Builders, Castle Builders, then the Manor and Cottages, and the Village Square and Arena.

Teacher Reflections

Medieval Times**Heritage and Citizenship An Integrated Unit for Grade 4****400 mins****Description**

Students work on these research activities for a predetermined time frame. The students have BLM assignments and other resources on the following topics:

- family homes
- recreation
- food
- dress
- causes of pollution

Particular attention is placed on helping students understand that life in medieval times was often violent, unjust, and very difficult for the common people.

Catholic Graduate Expectations:

CGE 3f - examines, evaluates, and applies knowledge of interdependent systems (physical, political, ethical, socio-economic, and ecological) for the development of a just and compassionate society.

CGE 5a - works effectively as an interdependent team member.

CGE 5f - exercises Christian leadership in the achievement of individual and group goals.

CGE 7i - respects the environment and uses resources wisely.

Expectations

- 4z13 A – locate relevant information from a variety of sources (e.g., field trips, maps, illustrations, print materials, videos, CD-ROMs);
- 4z14 A – analyse, clarify, and interpret information about the social, political, and economic structure of medieval society;
- 4z16 A – communicate information (e.g., about the roles of women and children in medieval society), using media works, oral presentations, written notes and descriptions, and drawings.
- 4z17 A – compare a medieval community to their own community (e.g., with respect to housing, social structure, recreation, land use, geography, climate, food, dress, government);
- 4z18 A – compare environmental causes of pollution in medieval times and today;

Groupings

Students Working In Small Groups

Teaching / Learning Strategies

Inquiry
Learning Centres
Collaborative/cooperative Learning

Assessment

The rubric may be shared with the students before the research begins.

The rubric may be used by the teacher to assess the students, and by the students to assess themselves.

Students complete self-assessment BLM for teacher to review.

Assessment Strategies

Observation
Self Assessment
Questions And Answers (oral)

Assessment Recording Devices

Rubric

Teaching / Learning**10.1 Research Centre - Lifestyle/Family/Entertainment**

Medieval Times

Heritage and Citizenship An Integrated Unit for Grade 4

400 mins

Students Working in Small Groups - 220 minutes

Provide enough resources for a group of four to six students to gather information on the following topics:

- family homes- recreation
- food
- dress
- causes of pollution

Circulate to guide a short discussion with the groups working at this centre that will help them understand that life in medieval times was often violent, unjust, and very difficult for the common people. Through teacher-directed discussions, students begin to interpret information from a social Catholic and moral perspective.

Students are encouraged to work collaboratively, share their findings, and show sensitivity towards their peers at all times.

Students complete **BLM 10.1a Lifestyle/Family/Entertainment**.

BLM 10.1b Reference on Lifestyle/Family/Entertainment is provided for teacher and/or student use to outline general facts on topics covered in this subtask. This BLM may be used to simplify the research process where resources may be scarce or students are unable to access information independently.

Students complete **BLM 5.1b Checklist for Group Work** upon completion of this subtask.

Students complete the appropriate sections on **BLM 1.3 Topics of Study** (introduced in Subtask 1.)

10.2 Making Comparisons

Students Working in Small Groups - 120 minutes

Students compare aspects of medieval community to present day community.

On **BLM 10.2 Making Comparisons**, students are to complete comparisons on the following topics:

- homes
- causes of pollution
- government
- student-selected topic (dress, recreation, land use, food, roles of people).

Students are encouraged to work in pairs within the group and share their findings with the other members of the group so that each group member will have completed all the comparisons by the end of this subtask.

10.3 If I Could Travel Back to Medieval Times - Reflection

Independent Group Activity - 60 minutes

Students are asked to reflect on how life would be like if they were able to travel back to medieval times.

They are to choose a particular role of a member of medieval society and describe the details of daily life.

Students are encouraged to reflect and compare on past and present lives. They will become aware that life in medieval times was often unjust and very difficult.

This written reflection will be stored in the unit folder.

Adaptations

Consider creating groups of mixed abilities so that all students can work together to achieve success.

Lifestyle/Family/Entertainment Activities

Subtask 10

Medieval Times

Heritage and Citizenship An Integrated Unit for Grade 4

400 mins

Teacher may choose to have simplified information on each topic available for the students.

Have one or two intermediate students sit with the group to assist locating and writing down the appropriate information.

BLM 10.1b - Reference on Lifestyle/Family/Entertainment is provided for teacher and/or student use to outline general facts on topics covered in this subtask. This BLM may be used to simplify the research process where resources may be scarce or students are unable to access information independently.

Resources



Research: Lifestyle/Family/Entertainment



10.1a Lifestyle/Family/Entertainment

10.1a Lifestyle.cwk



10.1b Reference: Lifestyle/ Family/Entertainment

10.1b Reference .cwk



10.2 Making Comparisons

10.2 Comparisons.cwk



Knights and Castles

Will Osborne and Mary Pope Osborne



The Middle Ages

Catherine Oakes



Medieval Knights

David Nicolle



Medieval Markets

Barry Steel

Notes to Teacher

Teacher Reflections

Description

Students write a pencil and paper test or a quiz in order to assess content expectations. To celebrate their learning so far and to confer citizenship, a prayer celebration is held.

In preparing students to be honorary citizens of the medieval village, discussions need to take place about how the faith dimension contributes to the exercise of responsible citizenship both in the present as well as the past.

Catholic Graduate Expectations:

CGE 3f - examines, evaluates, and applies knowledge of interdependent systems (physical, political, ethical, socio-economic, and ecological) for the development of a just and compassionate society.

CGE 5e - respects the rights, responsibilities, and contributions of self and others.

CGE 7f - respects and affirms the diversity and interdependence of the world's peoples and cultures.

Expectations

- 4z3 A • describe the ways in which medieval society has influenced modern Western society.
- 4z10 A – describe some design and construction methods of medieval buildings (e.g., castles, mosques, monasteries, manors).
- 4z14 A – analyse, clarify, and interpret information about the social, political, and economic structure of medieval society;
- 4z18 A – compare environmental causes of pollution in medieval times and today;
- 4z21 A – compare the impact of Christianity and of Islamic culture on medieval society.

Groupings

- Students Working As A Whole Class
- Students Working Individually

Teaching / Learning Strategies

- Conferencing
- Interview

Assessment

During the conference or interview, teachers need to look at the entire portfolio of work including the learning log. A checklist could be used to ensure that all work has been completed.

The work is then marked with a rating scale or a rubric, depending on the centre subtask or another subtask.

Following this procedure, students write a quiz or test to ascertain how much knowledge they have about the topics given.

Assessment Strategies

- Conference
- Quizzes, Tests, Examinations
- Learning Log
- Interview

Assessment Recording Devices

- Checklist
- Rating Scale
- Rubric

Teaching / Learning

Medieval Times

Heritage and Citizenship An Integrated Unit for Grade 4

300 mins

11.1 Sharing Completed Stories

Students individually or with their group - 60 minutes

If this was not done when students were working in centre 8, students are encouraged to share their own stories with their peers and with other students in other classes. Teacher is to display all completed stories for others to enjoy.

11.2 Assessment and Evaluation

Students working individually and conferencing with teacher -160 minutes

Teachers need to collect all work for evaluation, conference with students, and administer test. The conferencing could be started a few weeks prior to this to ensure that all students have equal time.

Students write a test at this time (**BLM 11.1 Unit Test.**)

11.3 A Prayer Celebration to Confer Citizenship

Whole Class - 80 minutes

To prepare students for this celebration, teachers may need to connect to the initial celebration where the students brought their gifts to the community. Putting together their gifts in collaboration with others, they built the town, learned about medieval times, and compared those days to their own lives.

In this prayer celebration, they give thanks for their knowledge and they become united as honorary citizens of the medieval village. Students need to discuss how their faith dimension has contributed to their working together and how they exercise their duty as responsible citizens in the present as others did in the past.

Adaptations

Students may need assistance to put their portfolios together. This could be done by pairing students with someone who could help.

Some students may need more time to complete the subtasks. In this case, they could be accommodated by having time to work on this unit in lieu of other work.

Study questions could be given ahead of time and students with special needs could be given the questions during the interview or conference to ensure that they understand them.

The quiz or test may need adaptation for special needs students, i.e., simplified questions, more graphics, fewer questions.

As an extension, students may write a personal oath of allegiance to the medieval village they created.

Resources



11.1 Unit Test

11.1 Unit Test.cwk

Notes to Teacher

Teacher Reflections

Description

Students review the role assigned in subtask 5, and use the information they have gathered to plan what they do and say on the opening day. They put together costumes and props.

Catholic Graduate Expectations:

CGE 4a - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.

CGE 5e - respects the rights, responsibilities, and contributions of self and others.

CGE 5f - exercises Christian leadership in the achievement of individual and group goals.

Expectations

- 4m36 • solve problems related to their day-to-day environment using measurement and estimation;
- 4m89 • apply patterning strategies to problem-solving situations.
- 4m101 • collect and organize data and identify their use;
- 4a5 • identify and perform music from various cultures and historical periods;
- 4a6 • communicate their response to music in ways appropriate for this grade (e.g., through visual arts, drama, creative movement, language).
- 4a31 • produce two- and three-dimensional works of art that communicate ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences;
- 4a49 • demonstrate understanding of some of the principles involved in the structure of works in drama and dance (e.g., variety, unity);
- 4a50 • interpret and communicate the meaning of stories, poems, plays, and other material drawn from a variety of sources and cultures, using a variety of drama and dance techniques (e.g., techniques used in the activity of "inner and outer circle");
- 4a52 • identify and apply solutions to problems presented through drama and dance, and make appropriate decisions in large and small groups;

Groupings

- Students Working In Pairs
- Students Working Individually

Teaching / Learning Strategies

- Decision-making Models
- Role Playing

Assessment

Teacher collects the student planning sheet for assessment.

Assessment Strategies

- Questions And Answers (oral)

Assessment Recording Devices

- Anecdotal Record

Teaching / Learning

12.1 Planning the Opening-Day Events

Teacher-directed discussion with the whole class -40 minutes

Make a schedule of events as outlined on **BLM 12.1a Teacher Notes for Planning the Opening Day**. The teacher may distribute **BLM 12.1b Planning the Opening Day** to the students for the day.

12.2 Making Props and Costumes, Writing Scripts

Students working in groups - 80 minutes

Students write out a plan as to how to put their costumes together, what to say (script), which props to use, if and how to use music to enhance their presentations.

Adaptations

Students may work in pairs. Consider giving pairs of students the same role so that they can work together.

If a full scale medieval village is not being built, consider having each student present one aspect of medieval life to the class.

Resources

 12.1a Teacher Notes for Planning the Opening Day	12.1a Teacher Notes.cwk
 12.1b Planning the Opening Day	12.1b Planning .cwk
 12.2a Presentation Script	12.2a Presentation Script.cwk
 12.2b Revise & Edit Script	12.2b Revise & Edit .cwk
 12.2c Planning Sheet	12.2c Planning Sheet .cwk

Notes to Teacher

Teacher Reflections

A Day in the Life of a Medieval Village

Subtask 13

Medieval Times

Heritage and Citizenship An Integrated Unit for Grade 4

120 mins

Description

The students have learned about medieval times and they have designed and built a village. In this culminating task, they role-play a day in the life of their medieval village demonstrating their knowledge of the life and times. The tourists are the school's student body and parents. The principal could be asked to act as the mayor.

Expectations

- 4z18 – compare environmental causes of pollution in medieval times and today;
- 4z17 – compare a medieval community to their own community (e.g., with respect to housing, social structure, recreation, land use, geography, climate, food, dress, government);
- 4z16 – communicate information (e.g., about the roles of women and children in medieval society), using media works, oral presentations, written notes and descriptions, and drawings.
- 4z3 • describe the ways in which medieval society has influenced modern Western society.

Groupings

- Students Working In Small Groups
- Students Working As A Whole Class

Teaching / Learning Strategies

- Role Playing

Assessment

The main assessment is on the performance and knowledge that students have acquired. Teachers use a rubric that students have already seen and assess their performance and knowledge on their topic. Written work, such as scripts and costume design, will have been assessed in subtask 12 and it will form part of the overall assessment.

Assessment Strategies

- Classroom Presentation
- Observation

Assessment Recording Devices

- Anecdotal Record
- Rubric

Teaching / Learning

13.1 Setting the Stage

Whole class working with teacher - 20 minutes

The town crier greets people at the door and takes them to their seats. Students are in their places ready to perform. The mayor, played by some adult in the school, such as principal, teacher-librarian, or a parent, has been seated in a special place. There could be a ribbon-cutting ceremony at the beginning and a few words by the mayor. If a member of the press or another community member was invited, recognition should be given. If an elected member is invited, this person must be recognized as a public official.

13.2 A Glimpse at Life in Medieval Times

Whole class - each member in role - 60 minutes

There are many ways in which to perform for this day. One suggestion is to have each of the five groups present separately while others are seated. References to modern-day life can be made by the narrator, or tourist guide who is the town crier. Every effort is made to put on an authentic view of medieval times.

A Day in the Life of a Medieval Village

Subtask 13

Medieval Times

Heritage and Citizenship An Integrated Unit for Grade 4

120 mins

Students must demonstrate and apply the skills and knowledge (expectations) they have developed and learned throughout the work of this unit.

13.3 Certificate from the Mayor

Whole class - 30 minutes

Upon the conclusion of the presentation, the Mayor will award a certificate of excellence to each of the students in an appropriate ceremony. BLM 13.3. This could be followed a social with light refreshments. Students could decide to serve some food that has a medieval connection. For instance, a cake could be decorated with some symbols or mythological characters from medieval times. (Teacher needs to determine whether food allergies are a factor and plan accordingly.)

13.4 The Feedback and Closure

Teacher-directed discussion - 60 minutes

It would be a good learning experience to process the feedback with the students. Students also need time to debrief and talk about what they liked best and enjoyed about the unit and the performance.

Adaptations

Resources



13.3 Award of Honour

13.3 Award of Honour.cwk

Notes to Teacher

Pay careful attention to the closure. Sometimes it is a good idea to announce when the work will be taken down to prepare students for the transition to the next unit.

Teacher Reflections

Appendices

Medieval Times

Heritage and Citizenship

Resource List:
Black Line Masters:
Rubrics:
Unit Expectation List and Expectation Summary:

Medieval Times

Heritage and Citizenship An Integrated Unit for Grade 4



Rubric

- Medieval Social Structure - Rubric** ST 6
3
- Research: Lifestyle/Family/Entertainment** ST 10
3
- Writing a Medieval Story Rubric** ST 8
2



Blackline Master / File

- 2.3 20th Century Timeline** ST 2
2.3 20 Century Timeline .cwk
- 2.4 Timeline of One Decade** ST 2
2.4 Timeline One Decade.cwk
- 3.1a Dewey Decimal System** ST 3
3.1a Dewey Decimal.cwk
- 3.1b Parts of a Book** ST 3
3.1b Parts of a Book.cwk
- 3.1c Using an Online Catalogue** ST 3
3.1c On-line Catalogue.cwk
- 3.1d The Card Catalogue** ST 3
3.1d Card Catalogue.cwk
- 3.1e Using Table of Contents & Index** ST 3
3.1e Contents & Index.cwk
- 3.1f Using an Encyclopedia** ST 3
3.1f Using an Encyclopedia.cwk
- 3.1g Reference Sources** ST 3
3.1g Reference Sources.cwk
- 3.1h Library Scavenger Hunt** ST 3
3.1h Scavenger Hunt.cwk
- 3.2 Looking for Bias** ST 3
3.2 Looking for Bias .cwk
- 3.3 Getting the Main Idea** ST 3
3.3 Getting the Main Idea.cwk
- 4.1 Heraldry and the Coats of Arms** ST 4
4.1 Coats of Arms.cwk
- 4.2 Create a Shield** ST 4
4.2 Create a Shield.cwk
- 4.3 Prayer Celebration: Calling Each by Name** ST 4
4.3 Prayer Celebration.cwk
- 5.1 Asking the Right Questions** ST 5
5.1 Questions.cwk
- 5.2 Tracking Sheet for Activities** ST 5
5.2 Tracking Sheet .cwk
- 5.3 Medieval Groups and Roles** ST 5
5.3 Groups and Roles.cwk
- 5.4 Safety Checklist** ST 5
5.4 Safety Checklist.cwk
- 5.5 Scale and Graphing Reference** ST 5
5.5 Scale Reference.cwk
- 6.1a Medieval Social Structure** ST 6
6.1a Social Structure.cwk
- 6.1f Checklist for Group Work** ST 6
6.1f Checklist.cwk
- 7.1a The Crusades** ST 7
7.1a Crusades.cwk
- 7.1b The Crusades Reference** ST 7
7.1b Crusades Reference.cwk
- 7.2a To the Greater Glory of God** ST 7
7.2a Greater Glory .cwk
- 7.2b Reference: Greater Glory** ST 7
7.2b Ref.Greater Glory .cwk
- 1.1 Features of Present-Day Community in Ontario** ST 1
1.1 Community Features.cwk
- 1.2a Mayor's Request** ST 1
1.2 aMayor's Request.cwk
- 1.2b Unit Overview** ST 1
1.2b Unit Overview.cwk
- 1.2c Letter to Parents** ST 1
1.2c Parent Letter.cwk
- 1.3 Topics of Study** ST 1
1.3 Topics of Study.cwk
- 1.5 Learning Log** ST 1
1.5 Learning Log.cwk
- 10.1a Lifestyle/Family/Entertainment** ST 10
10.1a Lifestyle.cwk
- 10.1b Reference: Lifestyle/Family/Entertainment** ST 10
10.1b Reference .cwk
- 10.2 Making Comparisons** ST 10
10.2 Comparisons.cwk
- 11.1 Unit Test** ST 11
11.1 Unit Test.cwk
- 12.1a Teacher Notes for Planning the Opening Day** ST 12
12.1a Teacher Notes.cwk
- 12.1b Planning the Opening Day** ST 12
12.1b Planning .cwk
- 12.2a Presentation Script** ST 12
12.2a Presentation Script.cwk
- 12.2b Revise & Edit Script** ST 12
12.2b Revise & Edit .cwk
- 12.2c Planning Sheet** ST 12
12.2c Planning Sheet .cwk
- 13.3 Award of Honour** ST 13
13.3 Award of Honour.cwk
- 2.2 Timeline of 2500 Years** ST 2
2.2 2000 Year Timeline.cwk

Medieval Times

Heritage and Citizenship An Integrated Unit for Grade 4

- | | | | | |
|--|------|---|--|-------|
| <input type="checkbox"/> 7.3a Islamic Culture
7.3a Islamic Culture .cwk | ST 7 |  | Print | |
| <input type="checkbox"/> 7.3b Islamic Culture Reference
7.3b Ref. Islamic Culture .cwk | ST 7 | | | |
| <input type="checkbox"/> 8.2a Planning My Story
8.2a Story Plan.cwk | ST 8 | <input type="checkbox"/> | A Look at Canada | ST 6 |
| <input type="checkbox"/> 8.2b Planning My Story Graphic
8.2b Story Plan Graphic.cwk | ST 8 | | Citizenship and Immigration Canada
ISBN 0-662-27618-3
A booklet produced for people applying for Canadian citizenship. It contains information on Canadian citizenship rights and freedoms.
Published by the Minister of Public Works and Government Services Canada, 1999. | |
| <input type="checkbox"/> 8.2c Revise & Edit with a Partner
8.2c Revise & Edit.cwk | ST 8 | | | |
| <input type="checkbox"/> 8.2d Self-Assessment
8.2d Assessment.cwk | ST 8 | <input type="checkbox"/> | A Medieval Castle | ST 9 |
| <input type="checkbox"/> 9.1 Graphing Exercise
9.1 Scale.cwk | ST 9 | | F. Macdonald, and M. Bergin
ISBN 0-87226-340-1 | |
| <input type="checkbox"/> 9.2a Village Construction - Serfs
9.2 Cons- Serfs.cwk | ST 9 | <input type="checkbox"/> | Castle | ST 9 |
| <input type="checkbox"/> 9.2b Village Construction - Clergy
9.2b Const - Clergy.cwk | ST 9 | | David Macauley
ISBN 0-395-25784-0
Text and detailed drawings for the planning and construction of castles and towns. | |
| <input type="checkbox"/> 9.2c Village Construction - Royal Class
9.2c Const- Royal Class.cwk | ST 9 | <input type="checkbox"/> | Favourite Medieval Tales | ST 1 |
| <input type="checkbox"/> 9.2d Village Construction - Serfs
9.2d Constr- Serfs.cwk | ST 9 | | Mary Pope Osborne and Troy Howell
0-439-14134-6
A collection of medieval stories that are still popular today. | |
| <input type="checkbox"/> 9.3 Building Permit
9.3 Building Permit.cwk | ST 9 | | Good information in the introduction. | |
| <input type="checkbox"/> 9.4 Learning Log
9.4 Learning Log.cwk | ST 9 | <input type="checkbox"/> | Favourite Medieval Tales | ST 8 |
| <input type="checkbox"/> 9.5 Inspection Checklist
9.5 Inspection Checklist.cwk | ST 9 | | Mary Pope Osborne and Troy Howell
ISBN 0-439-14134-6 | |
| | ST 9 | <input type="checkbox"/> | In Castle Days | ST 9 |
| | | | J. Bradley Cruyton & W. Douglas Wilson

ISBN 0-19-540537-4
Good information about castles and surrounding areas. | |
| | | <input type="checkbox"/> | Knights and Castles | ST 4 |
| | | | Jonathan Rutland
ISBN 0-394-88973-8 | |
| | | <input type="checkbox"/> | Knights and Castles | ST 6 |
| | | | Will Osborne and Mary Pope Osborne
ISBN 0-375-80297-5
Magic Tree House - Research Guide #2
Reading Level 2.9. Easy to follow.
Information on feudal system and roles of some of the people. Research guidelines and resources can be found on pages 108 - 115. | |
| | | <input type="checkbox"/> | Knights and Castles | ST 10 |
| | | | Will Osborne and Mary Pope Osborne
ISBN 0-375-80297-5
Reading Level 2.9. Easy to follow.
A chapter is dedicated to festivals and fairs. | |
| | | <input type="checkbox"/> | Medieval Knights | ST 3 |
| | | | David Nicolle
ISBN 0-600-58884 x | |
| | | <input type="checkbox"/> | Medieval Knights | ST 10 |
| | | | David Nicolle
ISBN 0 600 58884 X
Good general information. A section relates to the tournament. | |

Medieval Times

Heritage and Citizenship An Integrated Unit for Grade 4

- | | |
|---|--|
| <p><input type="checkbox"/> Medieval Markets ST 10
Barry Steel
ISBN 1-85210-814-2
Information on markets, fairs, and entertainment.</p> <p><input type="checkbox"/> Medieval People ST 6
Sarah Howarth
ISBN 0 750008792
This book describes the roles of the following:
king, pope, knight, bishop, merchant, lady, herald,
monk, pilgrim, heretic, doctor, mason, chronicler.</p> <p><input type="checkbox"/> Middle Ages: The Story of Man Volume 3 ST 7
National Geographic Society
ISBN 0-87-44-075-6</p> <p><input type="checkbox"/> The Age of Chivalry: English Society ST 7
Sylvia Wright
ISBN 531-19044-7</p> <p><input type="checkbox"/> The Age of Chivalry: English Society 1200-1400 ST 6
Sylvia Wright
ISBN 0-531- 19044-7
A book with general information on medieval society. It
is divided into these sections: Power and People (king,
parliament), Those Who Fight (aristocracy, heraldry,
knights, chivalry), Those Who Work (merchants,
craftsmen), Those Who Pray, Knowledge and Power.</p> <p><input type="checkbox"/> The Knight at Dawn - Magic Tree House #2 ST 1
Mary Pope Osborne
0-590-62351-6
Two children find a magic tree house that sends them
back in time to a medieval castle.</p> <p><input type="checkbox"/> The Middle Ages ST 2
Catherine Oakes
ISBN 0-600-56633-1</p> <p><input type="checkbox"/> The Middle Ages ST 6
Catherine Oakes,
ISBN 0 600 56633 1
This book includes the following topics:
the arts and learning, religion, life of nobility, life in the
country, life in the town, navigators and explorers, and
a time chart.</p> <p><input type="checkbox"/> The Middle Ages ST 10
Catherine Oakes
ISBN 0 600 56633 1
Good general information. A chapter is dedicated to
knights, tournaments, and feasts. Some information is
also included on clothing.</p> <p><input type="checkbox"/> The Secret of the Lost Kingdom ST 1
Bolton, Michael
0-7868-0286-3
Good illustrations. A class trip to a medieval castle
allows some children to listen to the story of the people
who used to live in that particular castle.</p> <p><input type="checkbox"/> The Secret of the Lost Kingdom ST 8
Michael Bolton
ISBN 0-7868-0286-3</p> <p><input type="checkbox"/> The Story of a Castle ST 9
John Goodall
ISBN 0-233-97879-8
Looks at a Norman castle from olden times to present
time as a museum.</p> | <p><input type="checkbox"/> Till Year's Good End: A Calendar of Medieval Labors ST 6
W. Nikola-Lisa
ISBN 0-689-80020-7
A month by month chronicle of the peasant's chores. If
these chores were not completed at the proper time of
year, neither the lord nor the peasant would survive the
long cold winter months.</p> <p><input type="checkbox"/> Write on Track ST 1
Dave Kemper, Ruth Nathan, Patrick Sebranek
ISBN 0-17-606608-X
A good handbook for young writers. A section on
personal writing can be found on pages 76 - 81.</p> <p><input type="checkbox"/> Write on Track ST 3
Dave Kemper, Ruth Nathan, Patrick Sebranek
ISBN 0-17-606608-X
A handbook for young writers. A section on research
writing and using the library can be found on pages 136
- 143.</p> <p><input type="checkbox"/> Write on Track ST 8
Dave Kemper, Ruth Nathan, Patrick Sebranek
ISBN 0-17-606608-X
A handbook for young writers. A good section on
revising and editing writing can be found on pages
42-55. Another section on writing stories can be found
on pages 158 - 169.</p> |
|---|--|
- 

Media

Merlin and the Dragons ST 1
Magic Lantern Communications Ltd.
Video
24 minutes long. Animated.
Merlin explains to young Arthur why pulling a sword from
a stone qualifies him to be king.

Features of Present-Day Community in Ontario

Buildings

Make a list of some of the main buildings in a present-day community in Ontario.

e.g., schools

Citizens

A responsible citizen is a member of a community who works towards the common good and follows laws, showing respect for all individuals regardless of class, gender, ability, religious beliefs, ethnic background, and other differences. List some roles of the members of a present-day community.

e.g., police officer

THE MAYOR'S OFFICE
1 MAIN STREET
YOUR CITY, ONTARIO

To grade 4 students:

It is my pleasure to inform you that you have been chosen to design and build a medieval village for our city. The Council has come to the conclusion that a medieval village would attract many new visitors to our city and it would offer an opportunity for all of us to become more knowledgeable about medieval times. A site has been chosen and a budget has been approved.

This medieval village should serve the purpose of informing tourists of the features of medieval society by describing the roles of its members and significant historical events.

Your class will be responsible for sharing all the tasks involved in designing and building the medieval village. You should choose a name for your village and plan specific opening-day activities that will attract as many tourists as possible. As the tourists walk through your village, they should gain information about all the various features of a medieval society and the roles people played at that time. You may also plan to advertise the opening of this village to the public.

I look forward to being among the first tourists of our new attraction.

Sincerely,

Your Mayor

MEDIEVAL TIMES UNIT OVERVIEW

Introduction:

Once you accept the mayor's request, you will embark on a great adventure in this unit. This page is an overview of what you will learn and the exciting activities that you will perform. File this page in your unit folder for future reference .

PART A

You will learn about a medieval community, the place of medieval times in history, how to use a timeline, how to access information, and how to create a personal coat of arms.

At the end, you will participate in a **prayer celebration** to mark your accomplishments.

PART B

You will work on **ACTIVITIES** within a group of students.

You will choose a **role** of a person who lived in medieval times to enact.

You will **design and build a village**.

PART C

You will be **assessed for your knowledge** of medieval times.

You will **become a citizen** of the medieval village.

You will plan opening-day festivities and **dramatize "a day in the life of the medieval village."**

The "mayor" will reward you with a **Certificate of Honour**.

Here is a list of some things you must do:

- * **Be responsible for your work.**
- * **Be cooperative with other group members.**
- * **Keep all your papers, including your rough copies, in your folder.**
- * **Make sure you conference with your teacher as required.**
- * **Follow all safety rules.**
- * **Keep a list of all your activities and number your pages.**
- * **Write in your work log EVERY DAY that you work on the medieval unit.**

Your Majesties, the Queen and King will be most pleased!

Dear Parents / Guardians,

The grade four students will have the opportunity to study Medieval Times for the next few months beginning _____. This Social Studies unit will help the students develop their inquiry and research skills by examining the basic features of medieval society. The study of the impact of Christianity, the Crusades, Islamic culture, and the Magna Carta, both on medieval society and on the world today, will form part of this unit.

The students will be designing and building a medieval village which will be the setting of a dramatization at the end of the unit. Students will assume the roles of medieval citizens and take tourists through "A Day In the Life". You will be invited to attend the official opening day and we hope you will be able to join us as one of our "tourists" walking through our village. More information will follow as the unit progresses.

To motivate your child's interest in this topic, here are some suggestions for you to consider:

- find books at home or the public library on Medieval Times;
- search computer resources (CD ROMs and Internet Web sites);
- view educational videos (e.g. Robin Hood, King Arthur, Camelot);
- read/view the resources and discuss the contents with your child; or
- visit a local cultural centre.

We welcome your suggestions and participation during this unit of study.

Sincerely,

Your Partner(s) in Education

TOPICS OF STUDY

Comparing Past and Present

Topic	Medieval Times	Present Time
Food		
Buildings		
Entertainment		
Causes of Pollution		

TOPICS OF STUDY

Medieval Times (This section does not need to be compared to present time.)

Roles of People

Manor System

Feudal System

Christianity

Crusades

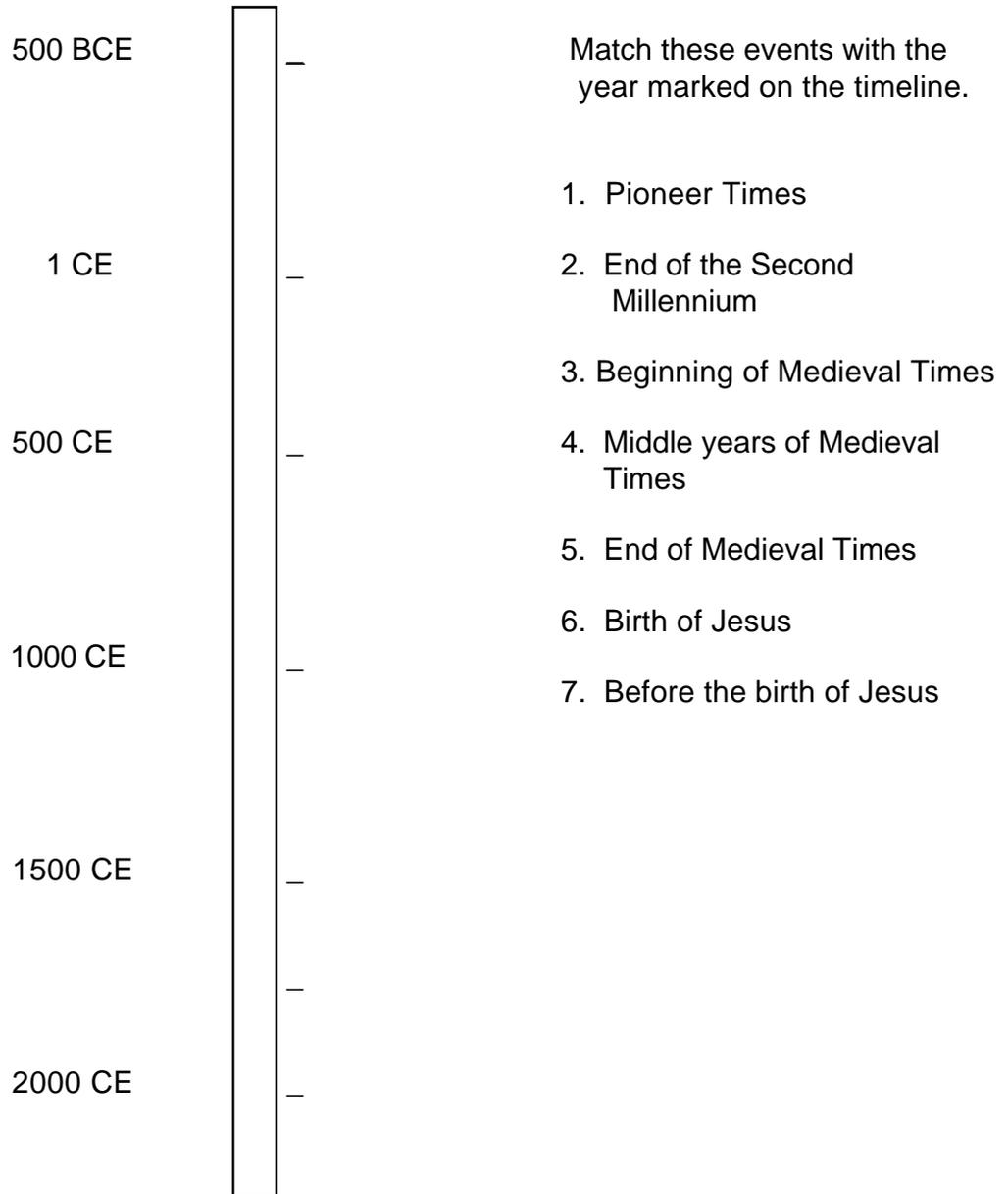
Islamic Culture

Magna Carta

**Stories and Legends
(still popular today)**

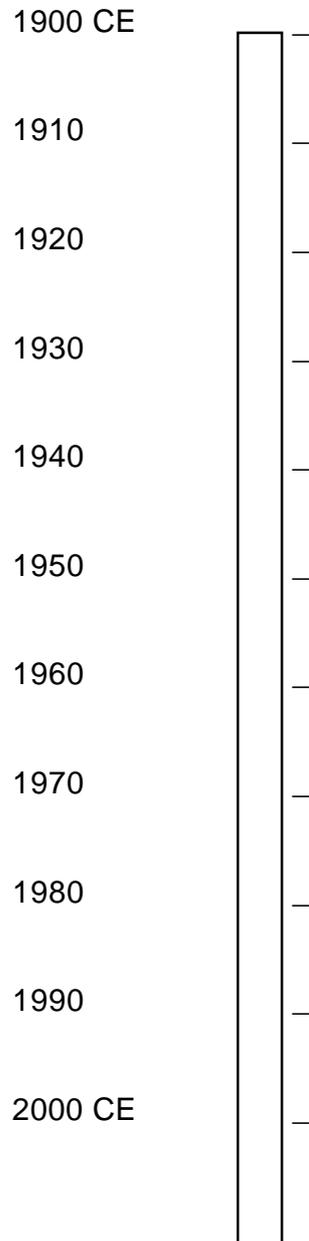
**Medieval Symbols
(coat of arms)**

Timeline of 2500 Years



20th Century Timeline

What are some of the important events that took place during this 100-year time frame?



Timeline of One Decade

Record some of your personal important dates on this 10-year timeline.

1990 CE	
1991	
1992	
1993	
1994	
1995	
1996	
1997	
1998	
1999	
2000 CE	

DEWEY DECIMAL SYSTEM

Know Your Way

Don't be a library wanderer.
Learn a system you can use,
Then you'll find with little trouble
Books on subjects that you choose.

Melvin Dewey divided knowledge
Into ten large general parts.
Gave nonfiction books call numbers
Religion, history all the arts.

Chart your course by Dewey numbers.
Expert students always do.
Use your time for better reading
Wasted minutes will be few.

Poem from: Beck, M.V. & Pace, V.M., *A Guidebook for Teaching Library Skills-Book 2*, T.S. Denison & Co., Minnesota, 1965. p12.

Non-fiction - The Dewey Decimal System

In libraries all the nonfiction is shelved together, the easy to read and the not as easy to read. People of all ages are invited to look in this section for some really neat books that tell you all kinds of REAL information and show you lots of pictures and photographs.

The call numbers in this section start with a number. This number comes from the Dewey Decimal Classification system. Melvin Dewey made up this system 100 years ago, and it works pretty well to help you find information. He chose certain main subjects and numbers, so that all nonfiction books on the same subject would be together on the same shelf. He chose the subjects by imagining himself to be a prehistoric or primitive man and asked himself questions he thought such a man would have asked.

Look at the wall above the bookshelves to find the main classification numbers (100, 200, 300, etc.). Sometimes the numbers are on the ends of the shelves. Then look at the labels on each book shelf to see what number comes first on that shelf.

000 General Works

The numbers up to 100 are used for bibliographies, books about books, and for books which contain information on many subjects such as encyclopedias, and other reference books.

100 Philosophy & Psychology - *Who am I?*

200 Religion - *Who made me?*

300 Social Sciences - *Who are my neighbours?*

400 Language - *How can I make people understand me?*

500 Natural Sciences & Mathematics - *How can I understand nature and the world around me?*

600 Technology (Applied Sciences) - *How can I use what I know about nature?*

700 The Arts - *How can I enjoy my leisure time?*

800 Literature - *How can I give my children a record of heroic deeds?*

900 Geography & History - *How can I leave a record for the future?*

Here is an example of one of the call numbers in nonfiction:

398.2

Gri

The 398.2 tells us that the book is in the 300 section, or where the fairy tales are kept.

The Gri tells us that the Brothers Grimm wrote the book.

Name: _____

PARTS OF A BOOK

For each book you have selected, fill out the following information.

BOOK ONE

TITLE: _____

AUTHOR: _____

ILLUSTRATOR: _____

PUBLISHER: _____

PLACE OF PUBLICATION: _____

COPYRIGHT DATE: _____

Does your book have a table of contents? _____ an index? _____

BOOK TWO

TITLE: _____

AUTHOR: _____

ILLUSTRATOR: _____

PUBLISHER: _____

PLACE OF PUBLICATION: _____

COPYRIGHT DATE: _____

Does your book have a table of contents? _____ an index? _____

USING AN ON-LINE CATALOGUE

You can do all kinds of searches with online catalogues, but the most common ones are keyword, subject, title, author. The opening screen may have buttons on a tool bar at the top of the page for those four and sometimes for the call number, series, and power search.

When you find the books you need, write down any information you need before exiting the screen.

You can close these screens by clicking the X, pressing ESCAPE, pressing BACK, or clicking the CLOSE button.

When you are finished, close all the windows to get back to the opening screen.

Keyword Searching

Use keyword when your term may be very new, very distinctive, or jargon, e.g., "cyberspace," "HTML."

Use a variety of keywords. There may be additional items on your topic that use different terms. For example, if you are looking for items on the "movies", use additional keywords such as "film," "films," "cinema," or "motion pictures."

Be aware that you may retrieve items not related to your topic (called false drops). For example, using the keyword "cricket" will retrieve items about the sport as well as the insect.

When you cannot remember the exact title of an item, do a keyword search using the title words you remember. For example, if you only remembered the words "caged" and "bird" were in the title of a book and couldn't remember the author's name, you could type those words in any order after selecting the keyword access point.

Subject Searching

To do a subject search, type in all or part of the subject. You may not have to type all of it -- especially if you don't know how to spell it!

Next, click the subject button.

Now you will see a list of subjects. Librarians call these subject headings. Each book in the library has at least one subject heading, so you can find a book about each topic. If your subject is not highlighted, press the up or down arrow key to choose the one you want.

On the far right of each subject heading is a number. This is how many titles of items we have under that subject. Choose one of these by double-clicking or click on SELECT.

Now you should see the list of books about your subject. Use the arrow key to highlight the book you want to see more about. You should see the whole catalogue record for your title.

Tip on Subject Searching

Using the appropriate subject heading for a topic will retrieve all items in the database indexed under that topic.

If you do not know the appropriate subject heading for your topic, conduct a keyword search first and look at the subject heading(s) of a relevant item.

For example, if you are looking for items on ocean birds and do not know the appropriate subject heading to use, do the following:

1. Conduct a keyword search using the term "ocean birds."

You searched for the WORD: ocean birds

673.L73 1984b

Author: Lofgren, Lars

Title Ocean birds: their breeding, biology & behavior / Lars Lofgren

Publisher Beckenham, Kent: Croom Helm, c1984

Description 240 p. : ill. (some col.) ; 29 cm

Bibliography Bibliography: p.236

Subject Sea birds

2. Once you have a relevant item, check the subject heading.

3. Now conduct a subject search using the correct subject heading, sea birds.

You searched for the SUBJECT: sea birds.

23 SUBJECTS found with 37 ENTRIES

Sea Birds---3 related Subjects

Sea Birds- (11 entries)

Sea Birds--Behavior

Sea Bird-Ecology

By selecting #2, you will get a list of all the items on the topic of ocean birds (indexed in the database as "sea birds"). Note also that the list of subject headings allows you to locate items on more specific topics as well as related topics.

Searching by Author

When you have the name of an author, and wish to obtain a list of items written by that particular author, select the Author point of access.

To do an author search, type in the author's LAST NAME, then a comma, then the author's FIRST NAME.

Next, click the Author button.

Now you will see a list of authors. If your author is not highlighted, press the up or down arrow key to choose the one you want.

If the author has written more than one book, there will be a number to the left of the name. Double-click on one of these authors, or click SELECT.

Now you should see the list of books that your author wrote. You can choose one of these books to look at just like in the title search.

Searching by Title

If you know the title of an item, you can search for it by using the Title point of access. (Remember that if the first word of the title is A, An, or The, you will search under the second word of the title instead.)

Click the Title Button.

Click OK.

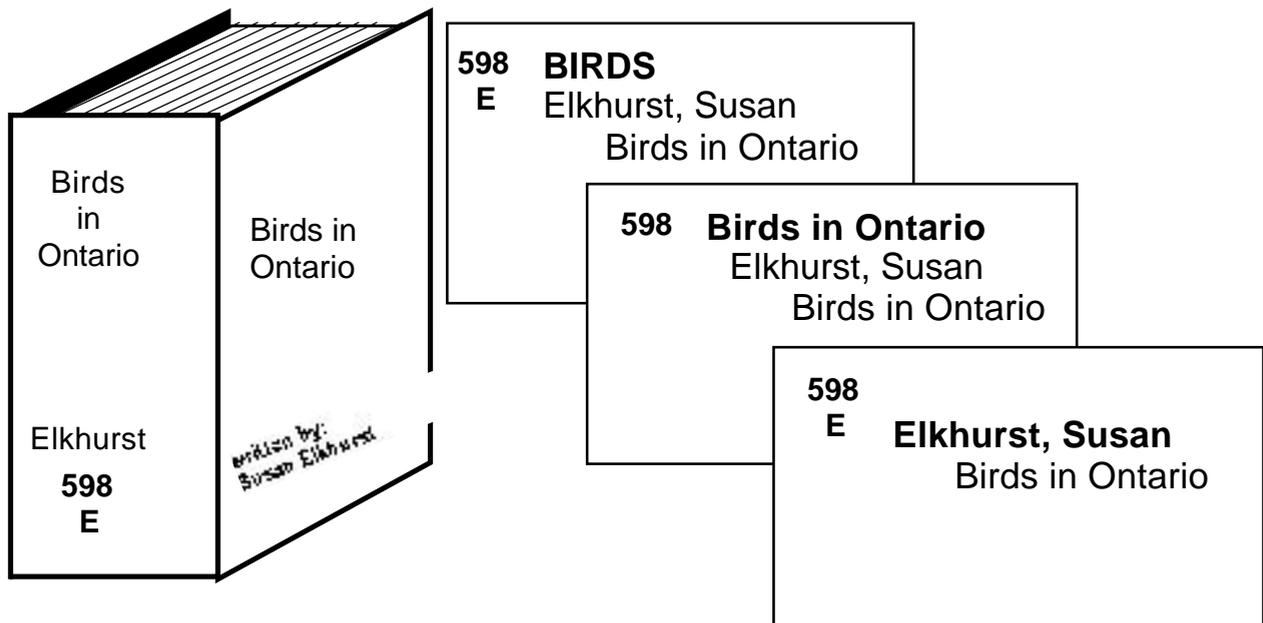
You will see a list of titles.

If your title is not highlighted, press the up or down arrow key and press ENTER or double-click to choose one of the books.

Now you should see the whole catalogue record for your title. You should see the TITLE, then the AUTHOR, then the CALL NUMBER, and finally some indication whether the book is in the library or not. You can usually read more about the book.

THE CARD CATALOGUE

SUBJECT		AUTHOR		TITLE	
A - B	M - O	A - B	M - O	A - B	M - O
C - D	P - R	C - D	P - R	C - D	P - R
E - G	S - T	E - G	S - T	E - G	S - T
H - J	U - W	H - J	U - W	H - J	U - W
K - L	X - Z	K - L	X - Z	K - L	X - Z



USING A TABLE OF CONTENTS AND INDEX

In some print resources, information is generally accessed from the table of contents (found at the front of the book) or from an index (found at the back of the book).

The table of contents provides you with a broad outline of what's covered in the book.
e.g.

Table of Contents

Forward		v
Preface		vi
Chapter 1	The Early Middle Ages (500 - 1000 AD)	1
Chapter 2	The High Middle Ages (1000 - 1250 AD)	27
Chapter 3	The Later Middle Ages (1250 - 1550 AD)	43
Chapter 4	Political Structure	59
Chapter 5	Society and Economy	68
Chapter 6	Church and Learning	75

Questions

1. What chapters and pages might you find information on the "Black Death" which took place in the 14th century?
2. Where might you find information on feudalism?
3. Where would you find information on the capture of the Holy Land by the Crusaders which took place in 1091?
4. Where would you look to find information on the courts of the middle ages?
5. You are to compare the lives of children who lived in the middle ages to your own. What chapters might help you with this assignment?
6. You are doing a research report on Trade, Industry, and Towns in the Middle Ages. Where do you think you might find that information?

Using an Index

In addition to the table of contents, you may also find an index. The index provides more detailed access to the book's content. The index is an alphabetical listing by keyword and will help you to access the specific information you require more quickly. It is usually found at the back of the book. For question five above, list five keywords you might look up in the index.

USING AN ENCYCLOPEDIA

Most encyclopedias and other reference books have *guide words* at the top of most pages. Guide words help you find quickly the information you are looking for. By looking at the guide words in an encyclopedia you can tell whether the article or information you want is on the pages you turned to.

For encyclopedias, the best place to look first is the **INDEX**. Even though you will find information about Middle Ages in the M volume, you may find out even more if you look in the index first.

The index lists subjects in alphabetical order. There are bold, black guide words at the top of each page which tell you the first subject on each page. That keeps you from having to look at the little words on the pages. When you get to the guide word that is very close in the alphabet to your subject, stop and start looking on that page.

Encyclopedias also help you by listing other subjects to look up at the end of the article about your subject. Sometimes they list other books you can get to read more about your subject.

There are also some electronic encyclopedias. Ask the librarian about them.

Using Guide Words

You want to find out about castles in the Middle Ages. Circle the appropriate volume of the encyclopedia that you will select:

Volume 3 : Ba-Bo

Volume 4: Bo-Ca

Volume 5: Ce-Da

Volume 11: L-Ma

Volume 12: Ma-Me

Volume 13: Mi-Na

Volume 14: Ne-No

Which volume do you think will give you more specific information? Why?

Here are some pages in the M volume of the encyclopedia. For each sample state whether you should look before or after those pages for information on castles in the middle ages.

microwaves _____ Midas _____

Midland _____ midway _____

Maple sugar _____ maps _____

Using an Index in an Encyclopedia

You will usually find the encyclopedia index in a separate volume. But sometimes the index is at the end of each encyclopedia volume. An index lists topics in a reference book. Topics often have subheadings. These are also usually in alphabetical order. The subheadings can guide you to specific information you might need.

Look in the introduction of the index for an explanation of the symbols and abbreviations used.

When you find your subject, the index lists the volume and the page like this:

In World Book -- C:182 (this means volume C, page 182)

In the Science Encyclopedias -- 20:1285 (this means volume 20, page 1285)

Sometimes the index will indicate whether there is an illustration by italicizing or bolding the page number. C:**183** or C:*183* - 185

Use the sample index to find the encyclopedia volumes and pages where you could look up this information. In the blanks, write the volumes and pages.

Middle Ages: 12:341-345

agriculture, history of 1:176	1. a picture of a castle	_____
army 2:138	2. soldiers in battle	_____
art	3. crops grown	_____
bronzes 3:326	4. monasteries	_____
drawing 6:233- 234,	5. picture of a knight	_____
interior design 10:183	6. schools	_____
mosaic 13:92	7. the crusades	_____
portraiture 15:139	8. picture of a medieval	
bridge (engineering) 3:304	costume	_____
calligraphy 4:39		
castle 4:173 - 175, 4:174		
church and learning 13:285 - 287		
city 4:411, 4:413		
costume 5: 286-287		
shoe 17:55		
drama see MEDIEVAL DRAMA		

REFERENCE SOURCES

Reference Sources serve a variety of purposes. They can provide:

- background or introductory information on a topic;
- ways of finding materials on a topic;
- statistical or tabular data as well as technical instruction.

They are good starting points for any research project or problem.

Be aware that the information in these reference sources may overlap, or the titles may be misleading. E.g., dictionaries may be called encyclopedias and vice versa.

Reference sources are not usually read from cover to cover. They are meant to be consulted quickly. Most reference sources provide useful indexes and/or tables of contents to look up specific information.

Ways to Find Reference Sources

There are a number of ways to find reference sources on your topic:

- Go to the reference desk in the library and ask a librarian for suggestions.
- Look for library handouts which list reference sources for your topic.
- Search the online or card catalogue for reference sources.

Types of Reference Sources

Almanac

Almanacs are books full of all kinds of interesting information. There could be weather, population, facts about countries and cities. They will sometimes have an index, and sometimes not, which makes information in them a little harder to find. There is usually a table of contents which is helpful. The Internet has several very interesting ones.

Atlas

An atlas is a reference book for geography. In an atlas you will find a lot of maps, tables of information, legends, and keys. Places are usually indexed in the back, and may include a page number, a reference number on the page like H-8, or a longitude or latitude location.

Maps may tell you different things. Some are road maps, and include the roads, railways, and rivers. Others are topographical maps, and show mountains, rivers, and other land features. Some physical maps will have pictures that show you what each country manufactures, or what the temperature is, or other information. To read these you look at the bottom of the page for a KEY or LEGEND. Find the picture and it will tell you what it means.

Dictionary

A dictionary tells you the meanings of words. You can find a word because they are placed in alphabetical order. A dictionary also tells you what part of speech the word is, how to pronounce it, and sometimes has tables of other information in the front and back (such as weights and measures, etc.)

You can find dictionaries in many languages, and dictionaries that include the other language with English. In this kind of dictionary, you can look up a word and see what it is in another language.

There are also many specialized dictionaries. These emphasize a certain subject, like birds or art

Encyclopedia

An encyclopedia is a book or set of books with information about important peoples, places, and things.

Most libraries have several sets of encyclopedias. They are divided into two types: general and subject. General encyclopedias include the whole body of knowledge (e.g., World Book Encyclopedia), while subject encyclopedias focus on one area only (e.g., The Illustrated Encyclopedia of the Animal Kingdom). You may find specialized encyclopedias in science, geography, and history. Some encyclopedias are written specifically for children. Encyclopedias are usually arranged in alphabetical order. Most of these sets have a whole volume just for the index and it is usually the last volume.

Periodicals

"Periodical" is a general term that can be applied to any publication that is issued periodically, e.g. weekly, monthly, quarterly, annually. Articles in periodicals can be good sources of up-to-date information which may not yet be available in books or reference sources. They include a variety of writers and opinions. Periodicals include newspapers and popular magazines, scholarly journals, and trade publications.

Newspapers and Magazines - e.g., Toronto Star, National Geographic

- Popular in nature
- Written for a general audience
- Usually no footnotes, bibliography

Journals - Scholarly or professional in focus

- Written by experts in the field
- Include footnotes and bibliographies

Trade Publications-e.g. Automotive Engineering, Textile World

- Written by and for people within a particular field or industry
- Include industry information and statistics

Indexes and abstracts are used to find periodical articles on your topic. They do not contain the articles themselves but give you all the information you need to find the articles. They provide citations (author, title, magazine or journal title, volume, date, and pages). Abstracts also provide summaries of the articles.

Thesaurus

A thesaurus is an alphabetical list of words, very much like a dictionary. But this reference source will list other words that can be used in place of the word you look up. These are synonyms. For example, you can look up "scared", and the thesaurus will give you "frightened," "alarmed," "panicky," "terrified," and several others. Roget's Thesaurus is one of the most popular. It is found in Reference section, 423.

LIBRARY SCAVENGER HUNT

Team members: _____

Question to be answered:

What kind of reference material did you explore?

Title: _____

Author: _____ Call Number: _____

Publication Date: _____

What section of the library was this found? _____

Does this reference material have a:

Table of contents _____ Index _____ Other _____

Kinds of information found in this reference material:

Would you recommend this kind of reference material? Why or why not?

GETTING THE MAIN IDEA

Skimming for the Main Idea

When we read a non-fiction text we often need to read for the gist of the meaning. This means we do not need to be able to repeat every word of what we read. Instead we need to read so that we can give a brief summary of what we have read. For example: If a friend asks us about a movie we have seen, we give them a short version of the main ideas that were contained in the movie.

To practise “giving the gist” of a story, choose a fairy tale or other story that you remember from the past. Write down the “gist” of the story below.

Getting the Gist
The fairy tale I chose:
The gist of the story is....

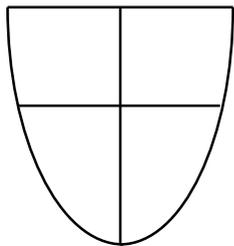
Heraldry and the Coats of Arms

In medieval times, heraldry was used to identify knights in full armour. A variety of symbols were painted on a shield to signify different things. After the Crusades, the symbols were also used to create a family coat of arms.

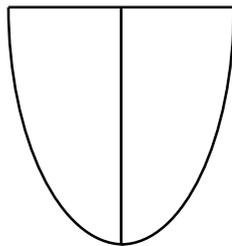
The coat of arms was used on flags or banners to display on the castle, on rings, and on other personal objects.

Heraldry Shields:

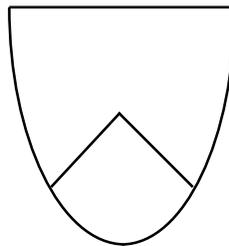
Some of the designs of the first division are:



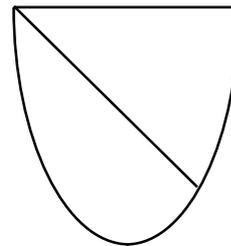
Quarterly



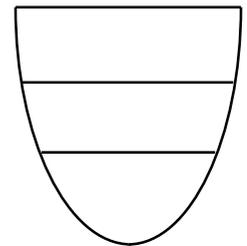
Per Pale



Per Chevron



Per Bend



Per Fesse

There were also designs of the second, and third divisions.

Colours:

The colours were known by their French names: argent (white, silver, or gold), azure (blue), gules (red), sable (black), vert (green), purple (purple).

Symbols:

Animals (land and sea): lions (English), eagles, dragons, fish, birds, unicorns

Nature: trees, flowers, fleur-de-lis (French)

Inanimate objects: castles, musical instruments, tools, keys

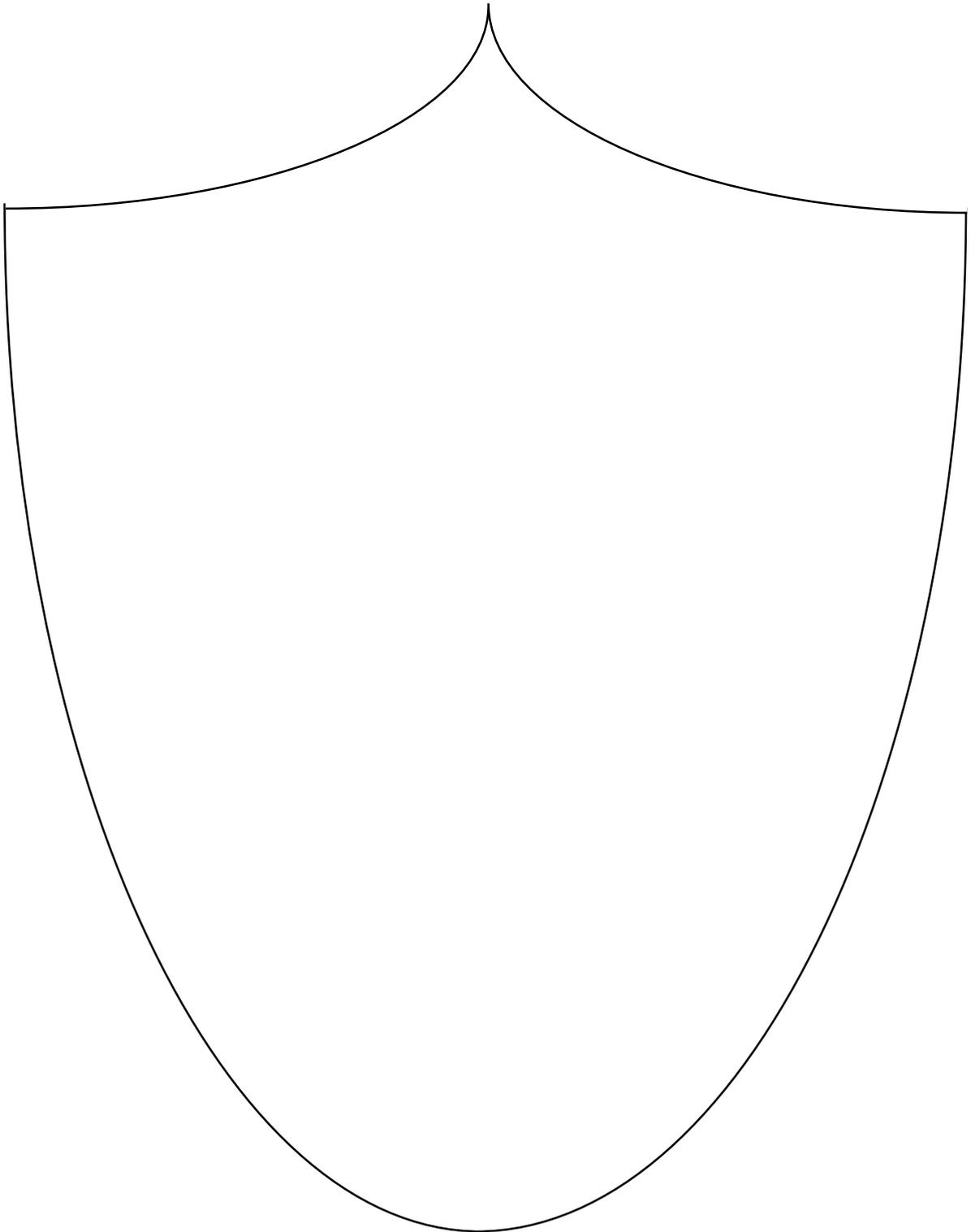
Mythological Creatures:

Basilisk: A cross between a snake and a rooster with wings

Dragon:

The most famous of the imaginary creatures breathes fire out of its huge mouth. It is like a snake but with Griffin: This imaginary animal has the body of a lion and the head of an eagle. It is said that they guard gold and jewels.

Create a Shield and Coat of Arms



Prayer Celebration: Calling Each by Name

Introductory Prayer:

In the name of the Father the Son, and the Holy Spirit. Amen.

God, you are close to our hearts,
You have called each of us by name
You love us
And you are always with us.

Fist Reading: (Isaiah)

You shall be called by a new name that the mouth of the Lord will give.
You shall be a crown of beauty in the hand of the Lord
You shall no more be termed Forsaken...
but you shall be called 'My Delight Is in Her'.

Reflections:

Response: O most holy God we praise you, for you have called us by name.

Jesus called the disciples by their names and sent them on their mission.
In the name of God and in the name of Jesus
they healed the sick and forgave sins.
When Jesus rose from the dead, he met Mary Magdalene outside the tomb and called her by
name: 'Mary.'
Such is the way that we are called and loved.

Response.

You reach out to each of us by name and as we are.
As a Real Friend you call us deep in our hearts.
As a close friend you eat with us.
As Breath of Life you live within us.

Response.

Prayers:

As we begin this new unit of study of medieval times, Response: Fill us with the energy of your love
As we work together as a group and help each other, Response...
As we learn about the story of people and their struggles, Response...
As we grow each day closer to you, Response.

Sharing: Each person brings a shield and places it on display in the room.

Concluding Prayer: (said together)

That the Lord may bless us in our work and help us support and encourage each other, we pray,
Our Father..... in the name of the Father, the Son, and the Holy Spirit. Amen.

ASKING THE RIGHT QUESTIONS and READING FOR INFORMATION

In each of the activities, you will be asked to do some research on your own. The quality of your work will depend on the questions that you ask.

Catch the Meaning:

When you play catch, you don't just stand there and catch the ball only if it comes to you. You run after the ball, calculate where it will land, and try to catch it. When you read, you don't just let the words go by, you need to CATCH THE MEANING. Read on to find out how to do this better.

Questions, Notes, Review:

When reading during the research activities, it is a good idea **to list some questions before** you read, **make notes** as you read, then **review** what you learned.

Clues to the Meaning:

There are many clues that you will find in the resources.

- read the headings;
- read the first paragraph;
- read any summaries;
- study the illustrations and the captions; and
- look for words that are italic or bold.

As your teacher introduces each activity, write down two questions that come to your mind on which you will work with your group. Use: **when/ where? how? what? why? is it so? and what if?**

ACTIVITY:

QUESTIONS:

MEDIEVAL SOCIAL STRUCTURE

RELIGIOUS INFLUENCES

STORIES AND LEGENDS

DESIGN AND CONSTRUCTION

LIFESTYLE/FAMILY AND ENTERTAINMENT

(Use these headings as a guide but write on your own paper to give you more room.)

Name _____

Tracking Sheet for Activities

As you finish each worksheet, check in the box beside its title.

Activity	Worksheet #
<input type="checkbox"/>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Medieval Social Structure</p> </div> <div style="width: 50%;"> <p><input type="checkbox"/> Subtask 6 BLM 6.1a Question Sheet</p> <p><input type="checkbox"/> Subtask 6 BLM 6.1b Checklist for Group</p> </div> </div>
<input type="checkbox"/>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Religious Influences</p> </div> <div style="width: 50%;"> <p><input type="checkbox"/> Subtask 7 BLM 7.1 The Crusades</p> <p><input type="checkbox"/> Subtask 7 BLM 7.2a To...Greater Glory</p> <p><input type="checkbox"/> Subtask 7 BLM 7.2b Islamic Culture</p> </div> </div>
<input type="checkbox"/>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Stories and Legends</p> </div> <div style="width: 50%;"> <p><input type="checkbox"/> Subtask 8 BLM 8.2a Planning My Story</p> <p><input type="checkbox"/> Subtask 8 BLM 8.2c Revising / Editing</p> <p><input type="checkbox"/> Subtask 8 BLM 8.2d Self-Assessment</p> </div> </div>
<input type="checkbox"/>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Design and Construction</p> </div> <div style="width: 50%;"> <p><input type="checkbox"/> Subtask 9 BLM 9.1 Scale</p> <p><input type="checkbox"/> Subtask 9 BLM 9.2 a, b, c, d or e Medieval Village Construction</p> </div> </div>
<input type="checkbox"/>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Lifestyle / Family / Entertainment</p> </div> <div style="width: 50%;"> <p><input type="checkbox"/> Subtask 10 BLM 10.1a Questions</p> <p><input type="checkbox"/> Subtask 10 BLM 10.2 Making Comparisons</p> </div> </div>

Notes

MEDIEVAL GROUPS AND ROLES

(You will be in these groups for the remainder of the unit.)

THE SERF CLASS - THE GROUND WORKERS:

Names

Merchant	_____
Blacksmith	_____
Shepherd	_____
Troubadour	_____
Minstrel	_____
Yeoman (Farmer)	_____
Pedlar	_____

THE CLERGY - THE CHURCH AND MONASTERY:

Bishop	_____
Friar/Monk	_____
Baron	_____
Nun	_____
Gardener	_____
Carpenter	_____
Silversmith	_____

THE ROYAL CLASS - THE CASTLE BUILDERS:

Queen	_____
King	_____
Prince	_____
Princess	_____
Lord	_____
Lady	_____

THE SERFS AND LAW KEEPERS - THE VILLAGE SQUARE AND ARENA:

Knight	_____
Knight	_____
Squire	_____
Sheriff	_____
Deputy	_____
Page	_____
Town Crier	_____

THE SERFS - THE COTTAGES

Cook	_____
Maid	_____
Pastry Chef	_____
Pedlar	_____
Storekeeper	_____
Tailor	_____
Butcher	_____



SAFETY CHECKLIST

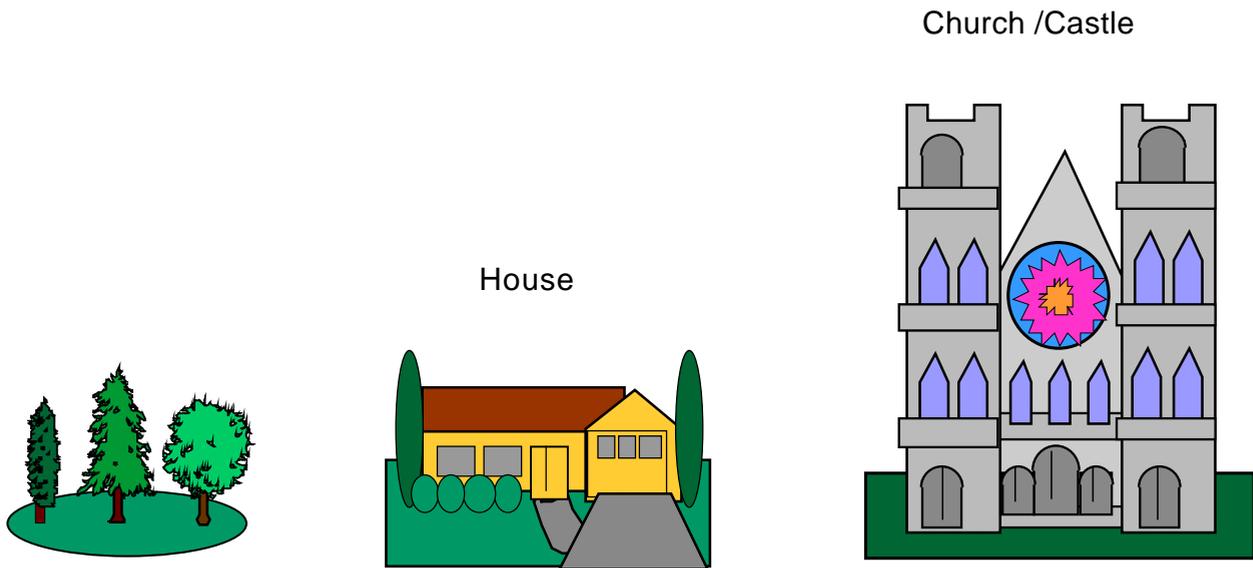
Student: _____

Your safety is the most important aspect of the design and building activity. You are instructed in the use of the equipment at this activity and you will earn a check. The actual building permit and licence will be given when you are working at the activity once you have your design.

At this time you will have the opportunity to demonstrate your skill in using the tools in the activity and your respect for safety considerations.

Tool	Date of Observation	Safety Check
Scissors	_____	_____
Sharp Cutting	_____	_____
Glue Gun	_____	_____
Hammer	_____	_____
Saw	_____	_____
Drill	_____	_____
Uses Safety Glasses	_____	_____

Scale and Graphing Reference



All about scale:

The design of buildings considers the people who will use it. Therefore, the whole design takes into consideration how tall the people are, how tall the doorways need to be, how tall a one storey, two storey, etc.

When you design your village, start with modelling clay people who are 10 cm high. Then follow the guideline on scale.

Actual Measurement	Scale
Church Steeple - 9 m high	50 cm
Three Storey - 7.29 m	40 cm
Two Storey - 4.86 m	28 cm
One Storey - 2.43 m	14 cm
Doorway - 2.13 m	12 cm
Person - 1.83 m	10 cm

The Scale has been rounded to the nearest whole number.

Medieval Social Structure

Research the following:

1. Magna Carta

What was the Magna Carta?

What events led to the creation and implementation of the Magna Carta?

In what year, and under the rule of which king, did the Magna Carta become law?

How did the Magna Carta change the way people lived?

2. Charter of Rights and Freedoms

Our rights are protected by the Charter of Rights and Freedoms.

List at least 3 rights and freedoms that the Charter protects.

How does the charter help you in your everyday life?

3. Roles

Describe the roles of the following members of medieval society:

King

Clergy and/or other members of religious orders

Peasants

Lords

Dames/Ladies

Knights

4. Manor System

Briefly describe the medieval manor system.

What was the relationship between serfs and the lord of the manor?

5. Feudal System

Briefly describe the feudal system.

Was this system just for all people?

Who did it benefit? Is there anything today that reminds you of this system?

Checklist for Group Work

Student Name: _____

Date: _____

Activity: _____

Criteria	Details	Met	Not Yet Met
Collaborate	-enjoyed working as a team		
Share ideas	-everyone had a chance to contribute		
Listen to others	-all group members felt listened to		
Complete the job	-completed all work in time (and thoroughly)		
Use voice level that does not bother others	-consistently used a quiet voice		

Next time I'll

THE CRUSADES - RESEARCH ACTIVITY

Research the following:

1. What were the Crusades and who was involved in them?
2. If you lived during the time of the Crusades, would you have joined one?
3. If you were the King, how would you have dealt with someone who did not want to fight?
4. Describe the Muslims.
5. Who was Mohammed?
6. Why did the Christians fight the Muslims?
7. Make a list of the four Crusades, what year they happened, and what was the outcome.
8. Describe what happened in the most devastating Crusade.
9. If you had been a crusader, what accomplishments would you be proud of?
10. Use an atlas to show the route to Jerusalem. Trace the route on a map.

THE CRUSADES

The Crusades were a series of battles and wars that lasted about 200 years from the 11th to the 13th century. Byzantine Empire had been captured by the Seljuk Turks. For 400 years, the Seljuk Turks had made it difficult for pilgrims to visit the Holy Land. The Crusades were called in order to recapture the Holy Land from the Turks. The battles occurred between the Christian warriors equipped with armour and weapons and the Muslims.

The Muslims were a nomadic people who lived in the hot desert. They began as followers of the prophet Mohammed. They believed that Mohammed was visited by an angel who came in the name of Allah. Mohammed believed that Allah was the God of all people. The Muslims (followers of Mohammed) believed that fighting with Christians would please Allah.

There were many Crusades. The first one set out in 1096 and consisted of 5,000 knights and 150,000 women and children. The Holy Land was captured in 1099 by this most successful crusade. The Christians fought outside the walls of Jerusalem and destroyed the Muslim population of the city. It was believed that there were 40,000 to 70,000 Muslims in Jerusalem who died in the Crusade.

There was a second Crusade in 1147. A third in 1189 was led by King Richard the Lion-Hearted.

A fourth Crusade took place in 1202 but it did not reach the Holy Land. The armies were very destructive, often burning and destroying entire villages.

TO THE GREATER GLORY OF GOD

PART A: List three important points in each of these areas:

CHRISTIANITY AND THE CHURCH

- 1.
- 2.
- 3.

THE CHURCH OF EAST AND WEST

- 1.
- 2.
- 3.

MONKS AND NUNS

- 1.
- 2.
- 3.

PILGRIMS

- 1.
- 2.
- 3.

EDUCATION

- 1.
- 2.
- 3.

HOUSES OF GOD - ROMANESQUE ARCHITECTURE

- 1.
- 2.
- 3.

Part B:

Choose **one** of the following topics and find at least two sources to answer the following question.

How does the influence of Christianity in medieval times still impact on our lives today?

Topics: Music
Liturgical Calendar
The Saints

Include in your report information about medieval times and why you think this period is still important today.

TO THE GREATER GLORY OF GOD

CHRISTIANITY AND THE CHURCH

In medieval times, Christianity had spread throughout Europe. The church was a powerful institution which had a great deal of influence on people's lives. People paid taxes to the church just as today we pay taxes to the government. People were concerned with the salvation of their souls and it was this that motivated their lives.

THE CHURCH OF EAST AND WEST

The Pope, as the head of the church in Rome, and the eastern patriarch of the Byzantine church began quarreling about religious rituals and the texts. Starting from the 9th century, there were 300 years of conflict. In the year 1054, the East and West church separated. The West church, headed by the Pope in Rome, called itself 'catholic' which means 'universal.' The Eastern church called itself 'orthodox.'

MONKS AND NUNS

Since the church has such a tremendous influence in the way people lived, many were inspired to live for God and give up all earthly luxuries and goods. Medieval times were marked by violence and this also contributed to the fact that many men embraced a life of prayer and meditation to save their souls. These men retreated from ordinary lives and lived in monasteries with a community of other men. St. Benedict of Nursia founded the Monastery of Monte Cassino in Italy in the year 529. He is remembered for the Rule of St. Benedict which monks follow to this day.

In medieval times, women did not have the same status in society. But there were many women who were spiritual and they founded orders exclusively for women. There were also women who were 'mystics.' Eventually, convents were built for the women and the orders flourished.

PILGRIMS

People went on pilgrimages as a way to do penance and so purify themselves to earn their salvation. The tomb of a saint would become a shrine and the pilgrims would come and burn lamps or bring gifts to offer. Those who were sick or weak were often carried.

EDUCATION

The monks were educated and were known for preserving writings and manuscripts. Everything was written by hand by the monks in rooms called 'scriptoria.' These books were considered very precious.

HOUSE OF GOD - ROMANESQUE ARCHITECTURE

Among the many contributions of Christianity in medieval times were the shrines that were built for 'the glory of God.' The architecture of the church with a special arch came to be known as Romanesque.

The churches, particularly if they were cathedrals, were magnificent buildings. Some people resented that the Church was so wealthy and the priests and bishops lived so well.

MUSIC

During the reign of Pope Gregory I, who presided over the Roman Catholic Church from 590 to 604, the beautiful singing of the monks was made part of liturgical music. The monks sang hymns of praise to the Lord in Latin. Pope Gregory knew that music is a way to express the blessings and grace.

THE CHRISTIAN CALENDAR

The Church had influence in every aspect of a person's life. The days, weeks, and years were centred around Christian festivals which replaced pagan practices. Christmas was set at the time of the former sun festival which was the pagan feast. This feast celebrated the winter solstice (the day after which the nights would be shorter). So the birth of Christ was significant at this time because it symbolized the victory of light (Christ) over darkness (sin). The other feasts and events took place according to the liturgical calendar.

SAINTS

The lives of the saints were an inspiration for so many people. Saints like St. Francis of Assisi, St. Anthony of Padua, St. Clare of Assisi were people believed to be favoured by God. When saints died, churches kept parts of the bodies, objects associated with them, like clothing. These objects were called relics.

JERUSALEM

Jerusalem, known as the Holy Land where Jesus was born and died, was the most important place of pilgrimage for a Christian. In the 11th century when Jerusalem was captured by the Turks, the Christians were kept out of the Holy Land. The Crusades, which were "Holy Wars" were then begun to try and regain this important place of pilgrimage.

ISLAMIC CULTURE

Part A: Questions and Answers

1. Who are the Islamic people?
2. Who is Mohammed and how was he revealed to the people?
3. Read information on what the Muslim people believe. What is their view of the world and of people? Explain your answer.

Part B: Research

The Islamic nation made many advances in the areas of economics, science, mathematics, and others.

Choose one topic and do some research to find out more. Some suggestions are the following:

- Architecture
- Literature
- Medicine
- Mathematics
- Astronomy

In your research, be sure to include a bibliography.

(Keep all rough drafts)

ISLAMIC CULTURE

The Muslim People

A believer in Islam is known as a Muslim. The Muslims were a desert people who lived as nomads (travelled from place to place) in the desert. Their story began in the seventh century with a self-educated Arab orphan named Mohammed. When Mohammed met some Jews and Christians, he was impressed by their beliefs in God. He then decided to learn more about God. Mohammed believed that the angel Gabriel spoke to him in the name of Allah, who Mohammed believed was the God of all people. He was convinced that he was the chosen one to unite the people of the desert. The Muslims worshipped one God and they believed in the promised paradise.

The Islamic Contributions

The people of the Muslim Empire slowly gained much power and enjoyed wealth and security. They traded with Africa, Russia, Asia, and Europe.

Here are some of their many contributions to the world:

- They made Spain one of the most civilized of European countries.
- In architecture, the Muslims improved the dome and the arches.
- In literature, they gave the western world the *Tales of the Arabian Nights*, with its stories of *Sinbad the Sailor*, *Ali Baba and the Forty Thieves*, and *Aladdin and His Magic Lamp*.
- Muslim scholars translated many learned works into Arabic from Greek and Persian.
- The English language has adopted many words from the Islamic culture, such as alkali, algebra, zenith, muslin, and damask.
- Exquisite Muslim metalworks and ceramics influenced Italian crafts, especially some Venetian glassworkers.
- Europeans imported Persian rugs and beautiful carpets from Turkey.
- In medicine, the Muslims wrote over 200 books and skillfully performed many surgeries.
- Muslim mathematicians developed algebra by the use of the Arabic numerals.
- Muslim mathematicians used the concept of zero two centuries before it appeared in 12th century Europe.
- Muslim astronomers named many of the stars.

The Middle Ages

National Geographic Society: The Story of Man, Volume 3
ISBN 0-87044-075-6

Planning My Story

Setting

Where is the story going to take place?

When is the story going to take place?

Medieval Features

What parts of medieval society will I describe in my story?

Characters

Who are the main characters in the story?

Who are the minor characters in the story?

Problem / Special Events

Describe the main problem in the story.

If the story does not have a problem, it should describe an interesting and significant event or series of events.

Conclusion

How was the problem solved? / What did the event/s lead to?

Planning My Story

Setting

Where and when is the story going to take place?

Characters

Who is going to be in my story?

Medieval Features

What parts of medieval society will I describe in my story?

Problem and/or Special Events

What will make the reader want to find out how the story ends?

What problem or series of events will the characters encounter?

Conclusion

How was the problem solved? What did the events lead to? Consider an unexpected turn of events that leads to a surprising ending.

Revise and Edit with a Partner

My name _____ My partner's name _____

Revising

Read your story to a partner and have your partner answer these questions. Circle Yes or No, and comment if necessary.

1. Is the story easy to understand? Yes No
 If the story is not easy to understand, write down some suggestions as to how it can be improved.

2. Does the story take place in medieval times? Yes No

3. What parts of medieval society does the story describe?

4. Is the story interesting? Yes No
 If not, give suggestions as to how to make the story more interesting.

Editing

Your partner can help you edit your story.

1. I checked for spelling errors.
 Underline any words that you believe you misspelled and look them up in a dictionary.
2. I put capital letters where they belong.
 At the beginning of each sentence, names of people, cities, titles,.....
4. My story has paragraphs. Each paragraph starts with a main idea sentence.
5. Quotation marks are used properly.
6. My illustrations will help tell the story.

Self-Assessment Stories and Legends

Circle Yes or No, and comment where necessary.

1. Did I read at least two stories that take place in medieval times?
Yes No
2. Did I make a plan for my story?
Yes No
3. Did I write a rough draft?
Yes No
4. Does my story describe features of medieval society?
Yes No
5. Did I ask a classmate to help me revise and edit my story?
Yes No
6. Was I asked to revise and edit a classmate's story?
Yes No
7. Was I considerate of my classmates' feelings and respectful towards
their work?
Yes No
8. Did I cooperate with others in my group?
Yes No
9. Did I use class time and class resources wisely?
Yes No
10. Did I enjoy writing this story?
Yes No

Explain

GRAPHING EXERCISE

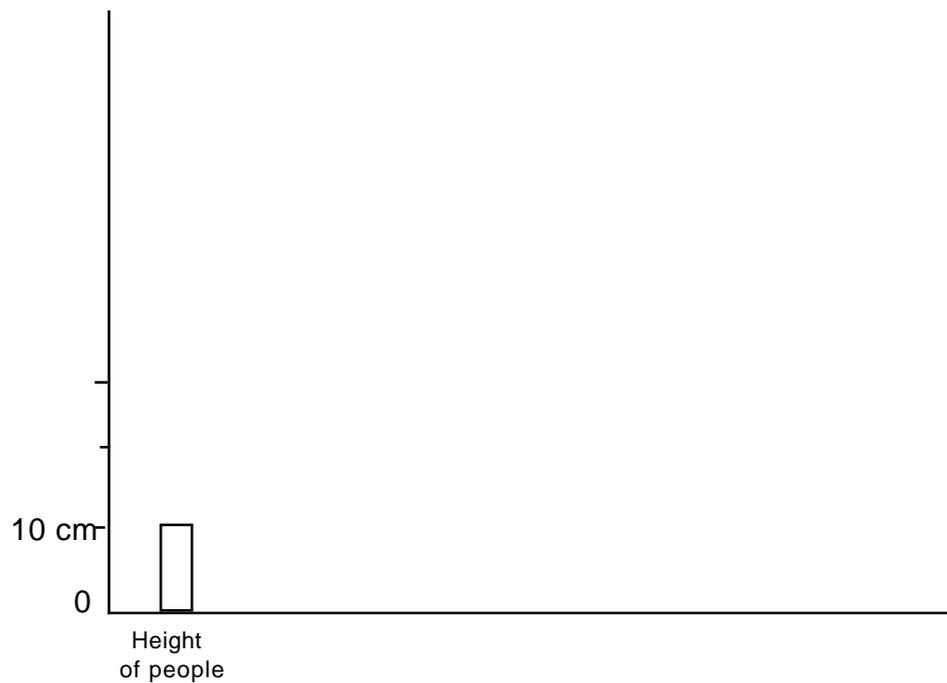
Name: _____

Task:

You are to graph the height of all the people, buildings, and other objects in your medieval village.

1. Look at your specific role with your group.
2. Make a list of all the people, structures, and objects you will include.
3. Use the Scale Reference to decide on the size.
4. Complete the bar graph on this page. Be sure to include the title and label both the horizontal axis and the vertical axis. (There is an example for you.)

Title: _____



MEDIEVAL VILLAGE CONSTRUCTION

THE SERFS - GROUNDWORKERS

Name: _____ Role: _____

Task: Responding to the Mayor's request to design and build a medieval village.

Stage One: Ideas Stage

Look at books of medieval villages and brainstorm with your group about the landscaping (topography). You may choose to have hills, rivers, moat, caves, walls.

Stage Two: Design

Use the grid paper to design your landscape. Complete the BLM 9.2 on graphing information.

Stage Three:

Decide on your materials: foam board, papier mache, cardboard, wire, tape.

Use the tools with teacher supervision to obtain a safety certificate. Some of the tools may be a glue gun, hammers, a work bench, a mitre box.

Complete your design and obtain a building permit.

Stage Four:

Decide on a schedule for your work. You have two weeks at this centre. Also with your group decide on the sequence of your work. Use materials to create the desired effect.

Build a strong base to cover the surface so that the building will be supported.

Stage Five:

Write a reflection in your folder about your experience of building.

Conference with your teacher and inspect the work.

MEDIEVAL VILLAGE CONSTRUCTION THE CLERGY - THE CHURCH AND MONASTERY

Name: _____ Role: _____

Task:

Responding to the Mayor's request to design and build a medieval village.

Stage One: Ideas Stage

Look at books of medieval villages and brainstorm with your group about the churches, monasteries, and mosques.

Stage Two: Design

Use the grid paper to design your church and monastery. Complete the BLM 9.2 on graphing information.

Stage Three:

Decide on your materials: foam board, papier mache, cardboard, wire, tape.

Use the tools with teacher supervision to obtain a safety certificate. Some of the tools may be a glue gun, hammers, a work bench, a mitre box.

Complete your design and obtain a building permit.

Stage Four:

Decide on a schedule for your work. You have two weeks at this centre. Also with your group decide on the sequence of your work. Use materials to create the desired effect.

Build a strong base to cover the surface so that the building will be supported.

Stage Five:

Write a reflection in your folder about your experience of building.

Conference with your teacher and inspect the work.

MEDIEVAL VILLAGE CONSTRUCTION THE ROYAL CLASS - CASTLE BUILDERS

Name: _____ Role: _____

Task:

Responding to the Mayor's request to design and build a medieval village.

Stage One: Ideas Stage

Look at books of medieval villages and brainstorm with your group about the castles. Look at the pointed arches, the concentric castle walls, ideas brought back by the Crusades. Look at the parts of the castle.

Stage Two: Design Stage

Use the grid paper to design your church and monastery. Complete the BLM 9.2 on graphing information.

Stage Three: Materials and Building Permit

Decide on your materials: foam board, papier mache, cardboard, wire, tape.

Use the tools with teacher supervision to obtain a safety certificate. Some of the tools may be a glue gun, hammers, a work bench, a mitre box.

Complete your design and obtain a building permit.

Stage Four:

Decide on a schedule for your work. You have two weeks at this centre. Also with your group decide on the sequence of your work. Use materials to create the desired effect.

Build a strong base to cover the surface so that the building will be supported.

Stage Five:

Write a reflection in your folder about your experience of building.

Conference with your teacher and inspect the work.

MEDIEVAL VILLAGE CONSTRUCTION

THE SERFS AND KNIGHTS - THE VILLAGE SQUARE AND ARENA

Name: _____ Role: _____

Task:

Responding to the Mayor's request to design and build a medieval village.

Stage One: Ideas Stage

Look at books of medieval villages. Decide on what materials and where you will locate the village square and arena.

Stage Two: Design Stage

Use the grid paper to design your village square and arena. Complete the BLM 9.2 on graphing information.

Stage Three: Materials and Building Permit

Decide on your materials: foam board, papier mache, cardboard, wire, tape.

Use the tools with teacher supervision to obtain a safety certificate. Some of the tools may be a glue gun, hammers, a work bench, a mitre box.

Complete your design and obtain a building permit.

Stage Four:

Decide on a schedule for your work. You have two weeks at this centre. Also with your group decide on the sequence of your work. Use materials to create the desired effect.

Stage Five:

Write a reflection in your folder about your experience of building.

Conference with your teacher and inspect the work.

MEDIEVAL VILLAGE CONSTRUCTION

THE SERF CLASS - THE MANOR AND THE COTTAGES

Name: _____ Role: _____

Task:

Responding to the Mayor's request to design and build a medieval village.

Stage One: Ideas Stage

Look at books of medieval manors and cottages. Decide on what materials you will use and how many buildings you would like to build.

Stage Two: Design Stage

Use the grid paper to design your manor and cottages. Complete the BLM 9.2 on graphing information.

Stage Three: Materials and Building Permit

Decide on your materials: foam board, papier mache, cardboard, wire, tape.

Use the tools with teacher supervision to obtain a safety certificate. Some of the tools may be a glue gun, hammers, a work bench, a mitre box.

Complete your design and obtain a building permit.

Stage Four:

Decide on a schedule for your work. You have two weeks at this centre. Also with your group decide on the sequence of your work. Use materials to create the desired effect.

Stage Five:

Write a reflection in your folder about your experience of building.

Conference with your teacher and inspect the work.

Building Permit and Inspection

Building Permit (To be completed by teacher)

1. Design Component:
2. Materials Used:
3. Safety Certificate (Subtask 5)
4. Plans for All Group Members:

Inspection:

1. Complete Work:
2. Neatness:
3. Student Evaluation on Group Work:
4. Attention to detail:
5. Medieval design:

Student Signature: _____ Teacher Signature: _____

INSPECTION CHECKLIST

Near the end of your work at the Design and Building Centre, have your teacher inspect your work.

Fill out the first part before going to your teacher and bring your Learning Log BLM 9.4.

1. I feel that I have worked cooperatively with others.
2. My best work is.....
3. The difficulty I had was....
4. If I could do it again, I would.....
5. Three important things I learned at this centre are:

For Teacher Use

1. Following all safety rules and routines.
2. Put all tools, materials, and equipment away.
3. Construction is solid and work is neatly done.
4. Demonstrated problem-solving skills.
5. Structure bears authentic resemblance to medieval times.
6. Demonstrates best effort.

Teacher Signature: _____

Lifestyle/Family/Entertainment

Research the following information. Draw pictures to help describe the topics.

1. Homes

- Describe the peasant's home.
- Describe the lord's manor.
- Describe the king's castle.

2. Recreation / Entertainment

- Describe a medieval tournament.
- What type of sports did they enjoy?
- How did minstrels entertain?

3. Food

- What did the peasants eat?
- What did the noblemen eat?
- How was food preserved?
- Describe a medieval feast.

4. Roles of People

- Briefly describe the feudal system and the role of each member.

5. Dress

- What did the king wear?
- What did the knight wear?
- What did the lady wear?
- What did the peasant wear?
- Find any other information on clothing of medieval times.

6. Causes of Pollution

- How did the members of medieval society dispose of garbage?
- Did homes have running water and plumbing?
- What were some of the causes of disease and infestations?

Lifestyle/Family/Entertainment

The Medieval Times, also known as Middle Ages, lasted approximately one thousand years from 500 CE to 1500 CE. It began as the Dark Ages, during which the great Roman Empire fell apart. The Roman Empire had spread law, order, and language to the civilized Western world, however, by 500 CE, it could no longer defend, control, and maintain its territories.

Food

People ate what they could hunt and grow. Rich noblemen and noblewomen and merchants could afford to eat a wider range of food, including beef, venison, fish, bread, and vegetables. The peasants seldom ate meat. Instead they ate black bread, eggs, poultry, fish, and vegetables such as cabbages and turnips. Everyone including the children drank ale because the water was often unfit to drink. Milk was scarce and used to make butter and cheese. Food was preserved by salting it or drying it.

Buildings

Castles were usually built of stone. Villages and towns developed around them. They were usually built on the top of a steep hill for defence purposes. Heavy walls were built around the castles. A moat or ditch filled with water surrounded it, and a drawbridge which could be raised or lowered allowed people to enter it and helped keep the enemies out of the castle. Castles had many other architectural characteristics that helped those inside protect themselves and attack enemies.

Monasteries and convents were places where monks and nuns lived and dedicated themselves to their religion. They were cut off from society and governed by their own special rules. Monasteries were very large and were designed so that everything the monks needed was contained within its walls. The main and largest building was the church. Monasteries had a "cloister," a covered walkway surrounding an open square which was sheltered from the wind. The monks might stroll, sit, or read in this area. It was the centre of community life for them. The "chapter" was another section of the monastery that was also a meeting place to discuss important matters.

The home of the lord is called the manor house. The manor house was built of stone and around the house were gardens, orchards, and farm buildings.

The peasant's cottage was a small log or clay building. Most had only one room, but some larger cottages had up to three rooms. The one room in small cottages served as a kitchen and bedroom for the entire family. An open fireplace served as a cooking place and heated the cottage. The roof was made of straw and the house had a dirt floor. The walls were made of woven sticks (wattle) covered with a layer of mud mixed with straw and cow dung.

Entertainment

People enjoyed many different types of sports. They played games similar to football, hockey, tennis, archery, and wrestling. Their games did not often have rules and they were often very violent. Tournaments were contests held to test the skill of a knight. The tournaments were colourful shows. Music was enjoyed. Minstrels travelled from place to place singing ballads that told stories of knights and their brave deeds. "Greensleeves," "The Twelve Days of Christmas," and "Frere Jacques" are medieval songs that are still played today.

Sacred art such as stained glass, paintings, and sculptures reflected religious themes and it used to teach people who could not read or write about religion.

Causes of Pollution

Medieval towns were very crowded and very dirty. The streets were made of cobblestone or dirt. They were filled with waste and garbage. At that time, there were no storm sewers or sanitation facilities. People dumped their garbage in the streets and animals ran around the town. The large amount of garbage and filth caused disease and illness which spread through the town quickly.

Making Comparisons

Compare a medieval community to your own community. Include drawings on the back to complete your descriptions.

Medieval Homes

Homes in My Community

Common Features of Medieval Homes and Homes in My Community

Medieval Causes of Pollution

Present-Day Causes of Pollution

Common Causes of Pollution

Medieval Government

Present-Day Government in Ontario

Common Features of Medieval Government and Present-Day Government

*Choose your own topic to compare. Consider the following:

- dress
- recreation / entertainment
- land use
- food
- roles of people

In Medieval Times

In Present Time

Common Features

Name _____

Medieval Times - Unit Test**A. True or False** (5 marks)

Circle True or False after each statement.

- | | | |
|--|------|-------|
| 1. The home of the lord is called the manor house. | True | False |
| 2. The peasant's cottage was a small log or clay building. | True | False |
| 3. The knight was the ruler of the land. | True | False |
| 4. The Crusades were battles led by the Muslims. | True | False |
| 5. Medieval towns were always very clean and orderly. | True | False |

B. Fill in the Blanks (12 marks)

Complete the following sentences using the word bank below. You will have words left over that do not belong in any of the blanks.

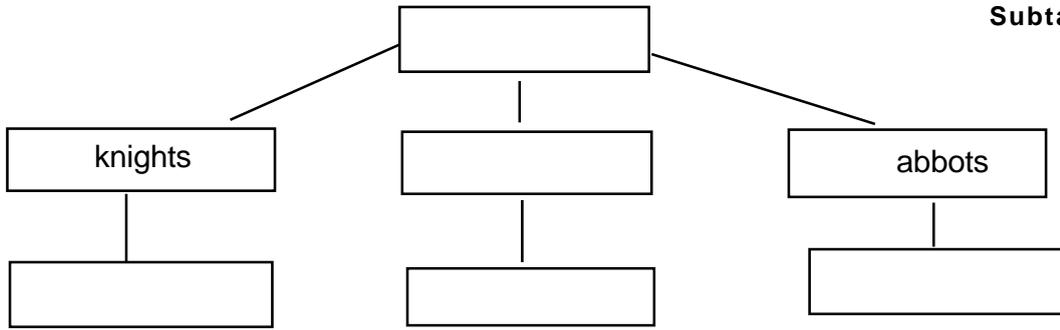
- Medieval times, also known as middle ages, lasted approximately one thousand years from _____ to _____. The medieval times began after the Roman Empire fell apart.
- In England, the land was divided into areas called "shires." The shires were divided into _____, which consisted of the lord's house, a church, and the surrounding farmland and peasants' homes. The lord of the manor was responsible for _____ the community and he appointed _____ who made sure that the villages carried out their duties. These duties included _____ the land and paying _____ in the form of produce. The lord was also like a judge, and he had the power to fine people who broke the _____.
- The Crusades were a series of _____ that lasted about 200 years from the 11th to the 13th century. They were battles led by _____ countries of Europe to conquer the Holy Land from the _____. The Crusaders were _____ whose job it was to take over lands from other countries in the name of God and to spread Christianity.

C. Complete the Following Chart (5 marks)The Feudal System

kings	500 CE	500 BCE	1000 CE
1500 CE	farming	officials	farmers
manors	rent	Christian	Islamic
Muslims	knight	knight	battles
governing	law	colonies	fighting

C. The feudal system was like a government. It provided justice and protection for the people. The feudal system was like a pyramid.

Complete this pyramid:



D. Short-Answer Questions

Answer the following questions in full sentences.

1. Why was the knight an important member of medieval society? (2 marks)

2. The Islamic culture made many contributions to the world. State three of them. (3 marks)

3. What was the Magna Carta?
Why was King John forced to sign it? (2 marks)

4. Why was Christianity important to most members of medieval society? (2 marks)

5. Identify two stories or legends from medieval times that are still popular today. (2 marks)

E. The Medieval Village / Present Day Community

1. Compare medieval homes to the homes in our community. (4 marks)

2. Compare a medieval community to our own community with respect to recreation/entertainment. (3 marks)

F. Reflection - Living During Medieval Times (10 marks)

If you were forced to travel back in time to medieval times, who would you choose to be? Why? Who would you not like to be? Why? What would your everyday life be like? Would you be happy? Write a reflection on what everyday life would be like during medieval times. Use a separate lined sheet of paper for your reflection.

Planning the Opening Day - Teacher Use

The following list may assist you in planning opening-day activities for your medieval village. (See Role Sign-up)

Group	Role	Student Name	Checked
1.			
2.			
3.			
4.			
5.			

Music / Props / Costumes / Script

Assist students in choosing appropriate music, props, and costumes.
Assist students in writing a script to depict the role they are playing.

Advertising

Some students may be responsible for advertising (making a pamphlet, making posters, writing a newspaper advertisement, making a commercial) to attract tourists to their medieval village.

Invitations

Some students may be responsible for designing and delivering invitations for the opening day to specific members of the community (Mayor, Principal, etc....)

Student Planning Sheet for the Opening Day

On opening day I will be playing the part of _____.

My costume will consist of _____.

I will need to get the following items to complete my costume:

I have written a script.

I will need the following props.

I will need the following music.

I will practise performing my role so that I will be ready for the opening day.

Opening day of our medieval village will be on _____.

Writing a Script for a Presentation

A script is needed when a story is acted out in front of an audience. You will be presenting the role of a member of medieval society in a “play” format to make it more enjoyable for the tourists.

Plays are fun to write because you get to tell the characters what to do and say. This is what a script can look like.

The Princess Wedding

Characters: Queen, King, Princess

Scene 1

Place: *It is the year 1415. The Queen and Princess are in the great hall having a discussion.*

Queen: *(In an excited voice)* Soon it will be your twelfth birthday. We must start to plan your wedding.

Princess: *(In a frustrated voice)* But mother, I've told you before, I do not want to marry Prince John. I haven't even met him yet!

The King walks in from stage left.

King: You must never question what your mother and I have planned for you. It is in the best interest of our kingdom for you to marry Prince John. You were betrothed at birth.

The Princess runs off stage, sobbing.

Note that the words in italics are not spoken by the actors. They are directions for the actors.

Follow these steps when writing your script.

1. List the main ideas you wish to communicate to the audience.
2. Write down the setting, which tell where and when the action takes place.
3. Write the dialogue. The dialogue is the conversation between the characters that will tell the story and give your information to the audience.
4. Add stage directions to describe the characters' actions.
5. Revise and edit your writing using the checklist on BLM 12.2b Revising and Editing My Script.

Revise and Edit My Script With a Partner

My name _____ My partner's name _____

Revising

Read your script to a partner and have your partner answer these questions. Circle Yes or No, and comment if necessary.

1. Does the script give information on medieval people? Yes No

If the script is not easy to understand, write down some suggestions as to how it can be improved.

3. Which medieval roles does the script describe?

4. Does the script state the setting and stage directions? Yes No

Editing

Your partner can help you edit your script.

1. I checked for spelling errors.
Underline any words that you believe you misspelled and look them up in a dictionary.
2. I put capital letters where they belong.
At the beginning of each sentence, names of people, cities, titles,.....
4. I have stated the setting and included stage directions.
5. I am using props, costumes, and music to enhance my presentation.

Student Planning Sheet for the Opening Day

My name _____

My role is: _____

With my group, I built _____.

My other group members are:

I will need to get the following items to complete my costume:

I will get or make the following props:

I will need the following music:

I / We have written a script and handed it in to the teacher.

I will work cooperatively with my group and practise my role so that I will be ready on the opening day.

Opening day of our medieval village will be on _____.

Hear Ye! Hear Ye!

*is hereby honoured
to the highest possible degree
by virtue of the power
vested in me
as Mayor of -----*

Congratulations!

*Given this on the ___ day of -----
In the year two thousand and ----.
His /Her majesty -----*

Writing a Medieval Story Rubric

for use with Subtask 8 : Stories and Legends Activities
from the Grade 4 Unit: Medieval Times

Student Name: _____

Date: _____

Expectations for this Subtask to Assess with this Rubric:

- 4e3** • organize and develop ideas using paragraphs (e.g., to tell a story);
- 4e4** • use simple and compound sentences and vary their sentence structure;
- 4z1** • identify the distinguishing features of medieval society;

Category/Criteria	Level 1	Level 2	Level 3	Level 4
Reasoning The story identifies distinguishing features of medieval society	– with assistance – using a few simple ideas – inconsistently and with limited understanding – uses very few supporting details related to features of medieval society	– with limited assistance – using a variety of simple and related ideas – consistently and with limited understanding – uses some supporting details related to features of medieval society	– independently – using ideas of some complexity – consistently and with general understanding – uses sufficient supporting details to clarify the point of the story which relate to features of medieval society	– independently – using complex ideas – consistently and with thorough understanding – uses imaginative details that develop the story line and relate to features of medieval society
Communication	– with assistance – unclearly – for a limited range of simple purposes – with a limited range of simple forms	– independently – with some clarity and some precision – for a variety of simple purposes – with several different forms	– independently – clearly and precisely – for specific purposes – with a variety of forms	– independently – clearly, precisely, and confidently – for a wide variety of purposes and in a wide variety of contexts – with a wide range of complex forms
Organization of ideas Overall structure shows a beginning, middle, and end using paragraphs	– with assistance – incompletely – for a limited range of simple purposes	– independently – in a mechanical and sequential way – for a variety of simple purposes	– independently – appropriately and logically – for specific purposes	– independently – appropriately and in complex and logical ways – for a wide variety of purposes and in a wide variety of contexts
Application of language conventions and visual presentation	– with assistance – using a few of the conventions studied – with several major errors and/or omissions – produces a visual presentation that is not clear	– with limited assistance – using at least half of the conventions studied – with several minor errors and/or omissions – produces a visual presentation that is basically clear	– independently – using most of the conventions studied – with a few minor errors and/or omissions – produces a clear visual presentation	– independently – using all the conventions studied, in a wide variety of contexts – with practically no minor errors and/or omissions – produces a clear and effective visual presentation that enhances the story

Medieval Social Structure - Rubric

for use with Subtask 6 : Medieval Social Structure Activity
from the Grade 4 Unit: **Medieval Times**

Student Name: _____

Date: _____

Expectations for this Subtask to Assess with this Rubric:

- 4z4** – identify some of the significant events that occurred during medieval times (e.g., the Crusades, adoption of the Magna Carta);
- 4z5** – describe the various roles of people in medieval society (e.g., royalty, courtiers, clergy and members of religious orders, peasants);
- 4z6** – describe the manor system (e.g., laws, courts, taxation) and identify the hierarchy (lord, to dame, to knight, squire);
- 4z11** – use appropriate vocabulary (e.g., medieval, Magna Carta, dame, lord, knight, squire, page, serf, Crusades, chivalry) to describe their inquiries and observations;
- 4z17** – compare a medieval community to their own community (e.g., with respect to housing, social structure, recreation, land use, geography, climate, food, dress, government);

Category/Criteria	Level 1	Level 2	Level 3	Level 4
Understanding of concepts -Crusades -Magna Carta -Manor System	– shows understanding of few of the concepts – rarely gives complete explanations	– shows understanding of some of the concepts – sometimes gives complete explanations	– shows understanding of most of the concepts – usually gives complete or nearly complete explanations	– shows understanding of all (or almost all) of the concepts – consistently gives complete explanations
Inquiry/research skills and map and globe skills Preparing for research Accessing resources Processing information Transferring learning	– applies few of the required skills and strategies, and applies these skills and strategies correctly only with assistance	– applies some of the required skills and strategies, and applies these skills and strategies correctly with frequent assistance	– applies most of the required skills and strategies, and applies these skills and strategies correctly with only occasional assistance	– applies all (or almost all) of the required skills and strategies, and applies these skills and strategies correctly with little or no assistance
Communication of required knowledge	– rarely communicates with clarity and precision – rarely uses appropriate terminology, vocabulary, and symbols	– sometimes communicates with clarity and precision – sometimes uses appropriate terminology, vocabulary, and symbols	– usually communicates with clarity and precision – usually uses appropriate terminology, vocabulary, and symbols	– consistently communicates with clarity and precision – consistently uses appropriate terminology, vocabulary, and symbols

Research: Lifestyle/Family/Entertainment
for use with Subtask 10 : Lifestyle/Family/Entertainment Activities
 from the Grade 4 Unit: **Medieval Times**

Student Name: _____
 Date: _____

Expectations for this Subtask to Assess with this Rubric:

- 4z13** – locate relevant information from a variety of sources (e.g., field trips, maps, illustrations, print materials, videos, CD-ROMs);
- 4z14** – analyse, clarify, and interpret information about the social, political, and economic structure of medieval society;
- 4z16** – communicate information (e.g., about the roles of women and children in medieval society), using media works, oral presentations, written notes and descriptions, and drawings.
- 4z17** – compare a medieval community to their own community (e.g., with respect to housing, social structure, recreation, land use, geography, climate, food, dress, government);
- 4z18** – compare environmental causes of pollution in medieval times and today;

Category/Criteria	Level 1	Level 2	Level 3	Level 4
Understanding of concepts about medieval - family homes - recreation - food - dress - causes of pollution	– shows understanding of few of the concepts – rarely gives complete explanations	– shows understanding of some of the concepts – sometimes gives complete explanations	– shows understanding of most of the concepts – usually gives complete or nearly complete explanations	– shows understanding of all (or almost all) of the concepts – consistently gives complete explanations
Inquiry/research skills and map and globe skills Preparing for research Accessing resources Processing information Transferring learning	– applies few of the required skills and strategies, and applies these skills and strategies correctly only with assistance	– applies some of the required skills and strategies, and applies these skills and strategies correctly with frequent assistance	– applies most of the required skills and strategies, and applies these skills and strategies correctly with only occasional assistance	– applies all (or almost all) of the required skills and strategies, and applies these skills and strategies correctly with little or no assistance
Communication of required knowledge	– communicates with little clarity and precision – makes limited use of appropriate terminology, vocabulary, and symbols	– communicates with some clarity and precision – uses some appropriate terminology, vocabulary, and symbols	– communicates with clarity and precision – uses appropriate terminology, vocabulary, and symbols	– communicates very clearly and precisely – uses very appropriate terminology, vocabulary, and symbols

Medieval Times

Heritage and Citizenship An Integrated Unit for Grade 4

Selected **Assessed**

English Language---Writing

<input type="checkbox"/> 4e2	• begin to write for more complex purposes (e.g., to present and discuss their opinions and viewpoints, to pose questions, to record information);	1
<input type="checkbox"/> 4e3	• organize and develop ideas using paragraphs (e.g., to tell a story);	1
<input type="checkbox"/> 4e4	• use simple and compound sentences and vary their sentence structure;	1
<input type="checkbox"/> 4e7	• revise and edit their work, using feedback from the teacher and their peers;	1
<input type="checkbox"/> 4e8	• proofread and correct their final drafts, focusing on grammar, punctuation, and spelling;	1
<input type="checkbox"/> 4e9	• use and spell correctly the vocabulary appropriate for this grade level;	1

English Language---Reading

<input type="checkbox"/> 4e27	• read a variety of fiction and non-fiction materials (e.g., short novels, myths, biographies, short articles) for different purposes;	1
<input type="checkbox"/> 4e29	• read independently, using a variety of reading strategies;	1
<input type="checkbox"/> 4e30	• state their own interpretation of a written work, using evidence from the work and from their own knowledge and experience;	1
<input type="checkbox"/> 4e34	– identify the main idea in a piece of writing, and provide supporting details;	1
<input type="checkbox"/> 4e36	– make inferences while reading;	1
<input type="checkbox"/> 4e37	– make judgements about what they read on the basis of evidence;	1
<input type="checkbox"/> 4e40	– develop their opinions by reading a variety of materials;	1
<input type="checkbox"/> 4e41	– begin to develop research skills (e.g., formulate questions, locate information, clarify their understanding of information through discussion);	1

English Language---Oral and Visual Communication

<input type="checkbox"/> 4e52	• communicate various types of messages, explain some ideas and procedures, and follow the teacher's instructions;	1
<input type="checkbox"/> 4e53	• ask questions on a variety of topics and respond appropriately to the questions of others;	2
<input type="checkbox"/> 4e54	• communicate a main idea about a topic and describe a short sequence of events;	1
<input type="checkbox"/> 4e55	• express and respond to ideas and opinions concisely and clearly;	1
<input type="checkbox"/> 4e56	• contribute and work constructively in groups;	1 1

Mathematics---Number Sense and Numeration

<input type="checkbox"/> 4m11	– count by 3's, 4's, 6's, 7's, 8's, 9's, and 10's to 100;	1 1
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Mathematics---Measurement

<input type="checkbox"/> 4m36	• solve problems related to their day-to-day environment using measurement and estimation;	1 1
<input type="checkbox"/> 4m40	– draw items given specific lengths (e.g., a pencil 5 cm long);	1
<input type="checkbox"/> 4m44	– relate years to decades, decades to centuries, centuries to millenniums;	1
<input type="checkbox"/> 4m50	– use linear dimensions and perimeter and area measures with precision to measure length, perimeter, and area;	1
<input type="checkbox"/> 4m51	– estimate the area of regular polygons and measure the area in square centimetres using grid paper;	1
<input type="checkbox"/> 4m57	– model three-dimensional figures of specific volumes using blocks;	1

Mathematics---Geometry and Spatial Sense

<input type="checkbox"/> 4m61	• solve problems using geometric models;	1
<input type="checkbox"/> 4m62	• investigate the attributes of three-dimensional figures and two-dimensional shapes using concrete materials and drawings;	1
<input type="checkbox"/> 4m63	• draw and build three-dimensional objects and models;	1

Mathematics---Patterning and Algebra

<input type="checkbox"/> 4m87	• identify, extend, and create linear and non-linear geometric patterns, number and measurement patterns, and patterns in their environment;	1
<input type="checkbox"/> 4m88	• recognize and discuss patterning rules;	1
<input type="checkbox"/> 4m89	• apply patterning strategies to problem-solving situations.	1 1

Mathematics---Data Management and Probability

<input type="checkbox"/> 4m101	• collect and organize data and identify their use;	3
<input type="checkbox"/> 4m115	– read and interpret data presented on tables, charts, and graphs (e.g., circle graphs) and discuss the important features;	1

Science and Technology---Structures and Mechanisms

<input type="checkbox"/> 4s77	• demonstrate an understanding of the characteristics of pulleys and gears;	1
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Medieval Times

Heritage and Citizenship An Integrated Unit for Grade 4

		Selected	Assessed	
<input type="checkbox"/>	4s78	• design and make pulley systems and gear systems, and investigate how motion is transferred from one system to another;	1	
The Arts---Music				
<input type="checkbox"/>	4a5	• identify and perform music from various cultures and historical periods;	1	
<input type="checkbox"/>	4a6	• communicate their response to music in ways appropriate for this grade (e.g., through visual arts, drama, creative movement, language).	1	
The Arts---Visual Arts				
<input type="checkbox"/>	4a31	• produce two- and three-dimensional works of art that communicate ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences;	2	
<input type="checkbox"/>	4a40	– describe their knowledge of the strengths and limitations of a variety of familiar art tools, materials, and techniques, which they gained through experiences in drawing, painting, sculpting, and printmaking (e.g., “found” materials can provide a rich assortment of textures for mask making, but may be difficult to fasten to the surface of the mask);	1	
<input type="checkbox"/>	4a41	– demonstrate understanding of the proper and controlled use of art tools, materials, and techniques singly and in combination (e.g., outline shapes, create shading, or colour a surface using both the point and the side of pencil crayons; create texture using cross-hatching).	1	
The Arts---Drama & Dance				
<input type="checkbox"/>	4a49	• demonstrate understanding of some of the principles involved in the structure of works in drama and dance (e.g., variety, unity);	1	
<input type="checkbox"/>	4a50	• interpret and communicate the meaning of stories, poems, plays, and other material drawn from a variety of sources and cultures, using a variety of drama and dance techniques (e.g., techniques used in the activity of “inner and outer circle”);	1	
<input type="checkbox"/>	4a52	• identify and apply solutions to problems presented through drama and dance, and make appropriate decisions in large and small groups;	1	
Social Studies---HC: Medieval Times				
<input type="checkbox"/>	4z1	• identify the distinguishing features of medieval society;	1	1
<input type="checkbox"/>	4z2	• describe the impact of Christianity, the Crusades, Islamic culture, and the Magna Carta on medieval society;		1
<input type="checkbox"/>	4z3	• describe the ways in which medieval society has influenced modern Western society.	1	1
<input type="checkbox"/>	4z4	– identify some of the significant events that occurred during medieval times (e.g., the Crusades, adoption of the Magna Carta);		1
<input type="checkbox"/>	4z5	– describe the various roles of people in medieval society (e.g., royalty, courtiers, clergy and members of religious orders, peasants);		1
<input type="checkbox"/>	4z6	– describe the manor system (e.g., laws, courts, taxation) and identify the hierarchy (lord, to dame, to knight, squire);		1
<input type="checkbox"/>	4z7	– identify the reasons for the Crusades and describe their impact on medieval society;		1
<input type="checkbox"/>	4z8	– describe the influences of Christianity on medieval society;		1
<input type="checkbox"/>	4z9	– explain the impact of Islamic culture on medieval society (e.g., with respect to religion, technology);		1
<input type="checkbox"/>	4z10	– describe some design and construction methods of medieval buildings (e.g., castles, mosques, monasteries, manors).		1
<input type="checkbox"/>	4z11	– use appropriate vocabulary (e.g., medieval, Magna Carta, dame, lord, knight, squire, page, serf, Crusades, chivalry) to describe their inquiries and observations;		2
<input type="checkbox"/>	4z12	– ask pertinent questions to gain information (e.g., questions concerning the reasons for the Crusades);	1	1
<input type="checkbox"/>	4z13	– locate relevant information from a variety of sources (e.g., field trips, maps, illustrations, print materials, videos, CD-ROMs);	1	1
<input type="checkbox"/>	4z14	– analyse, clarify, and interpret information about the social, political, and economic structure of medieval society;		2
<input type="checkbox"/>	4z15	– construct and read a variety of graphs, charts, diagrams, maps, and models for specific purposes (e.g., to determine and demonstrate methods of construction of castles, mosques, palaces);		2
<input type="checkbox"/>	4z16	– communicate information (e.g., about the roles of women and children in medieval society), using media works, oral presentations, written notes and descriptions, and drawings.	1	1
<input type="checkbox"/>	4z17	– compare a medieval community to their own community (e.g., with respect to housing, social structure, recreation, land use, geography, climate, food, dress, government);	1	2
<input type="checkbox"/>	4z18	– compare environmental causes of pollution in medieval times and today;	1	2
<input type="checkbox"/>	4z19	– use medieval symbols and mythological creatures to create a shield or family coat of arms;		1
<input type="checkbox"/>	4z20	– identify stories and legends from medieval times that are still popular today;		1
<input type="checkbox"/>	4z21	– compare the impact of Christianity and of Islamic culture on medieval society.		2

Expectation Summary

Selected **Assessed**

Medieval Times

Heritage and Citizenship An Integrated Unit for Grade 4

English Language

4e1	4e2	1	4e3	1	4e4	1	4e5	4e6	4e7	1	4e8	1	4e9	1	4e10	
4e11	4e12		4e13		4e14		4e15	4e16	4e17		4e18		4e19		4e20	
4e21	4e22		4e23		4e24		4e25	4e26	4e27	1	4e28		4e29	1	4e30	1
4e31	4e32		4e33		4e34	1	4e35	4e36	1	4e37	1	4e38	4e39		4e40	1
4e41	1	4e42	4e43		4e44		4e45	4e46	4e47		4e48		4e49		4e50	
4e51	4e52	1	4e53	2	4e54	1	4e55	1	1	4e56	1	4e57	4e58	4e59	4e60	
4e61	4e62		4e63		4e64		4e65	4e66		4e67		4e68	4e69		4e70	

French as a Second Language

4f1	4f2	4f3	4f4	4f5	4f6	4f7	4f8	4f9	4f10
4f11	4f12	4f13	4f14	4f15	4f16	4f17	4f18	4f19	4f20

Mathematics

4m1	4m2		4m3	4m4	4m5	4m6	4m7	4m8	4m9	4m10						
4m11	1	1	4m12	4m13	4m14	4m15	4m16	4m17	4m18	4m19	4m20					
4m21			4m22	4m23	4m24	4m25	4m26	4m27	4m28	4m29	4m30					
4m31			4m32	4m33	4m34	4m35	4m36	1	1	4m37	4m38	4m39	4m40		4m41	1
4m41			4m42	4m43	4m44	1	4m45	4m46	4m47	4m48	4m49	4m50	4m51		4m52	1
4m51		1	4m52	4m53	4m54	4m55	4m56	4m57	1	4m58	4m59	4m60	4m61		4m62	
4m61		1	4m62	1	4m63	1	4m64	4m65	4m66	4m67	4m68	4m69	4m70		4m71	
4m71			4m72	4m73	4m74	4m75	4m76	4m77	4m78	4m79	4m80	4m81	4m82		4m83	
4m81			4m82	4m83	4m84	4m85	4m86	4m87	1	4m88	1	4m89	1	1	4m90	
4m91			4m92	4m93	4m94	4m95	4m96	4m97	4m98	4m99	4m100	4m101	4m102		4m103	
4m101	3	4m102	4m103	4m104	4m105	4m106	4m107	4m108	4m109	4m110	4m111	4m112	4m113		4m114	
4m111		4m112	4m113	4m114	4m115	1	4m116	4m117	4m118	4m119	4m120	4m121	4m122		4m123	

Science and Technology

4s1	4s2	4s3	4s4	4s5	4s6	4s7	4s8	4s9	4s10		
4s11	4s12	4s13	4s14	4s15	4s16	4s17	4s18	4s19	4s20		
4s21	4s22	4s23	4s24	4s25	4s26	4s27	4s28	4s29	4s30		
4s31	4s32	4s33	4s34	4s35	4s36	4s37	4s38	4s39	4s40		
4s41	4s42	4s43	4s44	4s45	4s46	4s47	4s48	4s49	4s50		
4s51	4s52	4s53	4s54	4s55	4s56	4s57	4s58	4s59	4s60		
4s61	4s62	4s63	4s64	4s65	4s66	4s67	4s68	4s69	4s70		
4s71	4s72	4s73	4s74	4s75	4s76	4s77	1	4s78	1	4s79	4s80
4s81	4s82	4s83	4s84	4s85	4s86	4s87	4s88	4s89	4s90		
4s91	4s92	4s93	4s94	4s95	4s96	4s97	4s98	4s99	4s100		
4s101	4s102	4s103	4s104	4s105	4s106	4s107	4s108	4s109	4s110		
4s111	4s112	4s113	4s114	4s115	4s116	4s117	4s118	4s119	4s120		
4s121	4s122	4s123	4s124	4s125	4s126	4s127	4s128	4s129	4s130		

Social Studies

4z1	1	1	4z2	1	1	4z3	1	1	4z4	1	4z5	1	4z6	1	4z7	1	4z8	1	4z9	1	4z10	1			
4z11		2	4z12	1	1	4z13	1	1	4z14	2	4z15	2	4z16	1	1	4z17	1	2	4z18	1	2	4z19	1	4z20	1
4z21		2	4z22			4z23			4z24		4z25		4z26			4z27			4z28			4z29		4z30	
4z31			4z32			4z33			4z34		4z35		4z36			4z37			4z38			4z39		4z40	
4z41			4z42			4z43			4z44		4z45		4z46			4z47			4z48			4z49		4z50	
4z51			4z52			4z53			4z54		4z55		4z56			4z57			4z58			4z59		4z60	
4z61			4z62																						

Health & Physical Education

4p1	4p2	4p3	4p4	4p5	4p6	4p7	4p8	4p9	4p10
4p11	4p12	4p13	4p14	4p15	4p16	4p17	4p18	4p19	4p20
4p21	4p22	4p23	4p24	4p25	4p26	4p27	4p28	4p29	4p30
4p31	4p32	4p33	4p34	4p35	4p36				

The Arts

4a1	4a2	4a3	4a4	4a5	1	4a6	1	4a7	4a8	4a9	4a10	
4a11	4a12	4a13	4a14	4a15		4a16		4a17	4a18	4a19	4a20	
4a21	4a22	4a23	4a24	4a25		4a26		4a27	4a28	4a29	4a30	
4a31	2	4a32	4a33	4a34	4a35	4a36	4a37	4a38	4a39	4a40	1	
4a41	1	4a42	4a43	4a44	4a45	4a46	4a47	4a48	4a49	1	4a50	1
4a51		4a52	1	4a53	4a54	4a55	4a56	4a57	4a58	4a59	4a60	
4a61	4a62	4a63		4a64	4a65	4a66	4a67	4a68	4a69		4a70	

Medieval Times**Heritage and Citizenship An Integrated Unit for Grade 4**

Analysis Of Unit Components

- 13 Subtasks
- 86 Expectations
- 88 Resources
- 114 Strategies & Groupings
- Unique Expectations --
- 19 Language Expectations
- 15 Mathematics Expectations
- 2 Science And Tech Expectations
- 8 Arts Expectations
- 21 Social Studies Expectations

Resource Types

- 3 Rubrics
 - 57 Blackline Masters
 - 0 Licensed Software
 - 27 Print Resources
 - 1 Media Resources
 - 0 Websites
 - 0 Material Resources
 - 0 Equipment / Manipulatives
 - 0 Sample Graphics
 - 0 Other Resources
 - 0 Parent / Community
 - 0 Companion Bookmarks
-

Groupings

- 7 Students Working As A Whole Class
- 3 Students Working In Pairs (copied)
- 7 Students Working In Small Groups
- 6 Students Working Individually (copied)

Assessment Recording Devices

- 8 Anecdotal Record (copied)
- 7 Checklist
- 3 Rating Scale (copied)
- 6 Rubric (copied)

Teaching / Learning Strategies

- 2 Advance Organizer
- 2 Brainstorming
- 1 Buddy System
- 1 Classifying
- 5 Collaborative/cooperative Learning
- 1 Conferencing
- 1 Decision-making Models (copied)
- 2 Direct Teaching
- 3 Discussion
- 4 Inquiry
- 1 Interview
- 5 Learning Centres
- 1 Mini-lesson
- 1 Prompts
- 1 Read Aloud
- 1 Reading Response
- 2 Role Playing (copied)
- 1 Story Mapping
- 1 Writing To Learn

Assessment Strategies

- 1 Classroom Presentation
- 2 Conference
- 3 Exhibition/demonstration (copied)
- 1 Interview
- 1 Introduction
- 1 Learning Log
- 9 Observation (copied)
- 1 Performance Task
- 5 Questions And Answers (oral) (copied)
- 1 Quizzes, Tests, Examinations
- 2 Response Journal
- 1 Select Response
- 3 Self Assessment