

Medieval Europe

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1. Question & Research Task

The term “Middle Ages” came from European scholars in the 1300's and 1400's to describe the period between their own time and the fall of the Western Roman Empire.

Many later writers and historians accepted this description of the Middle Ages and portrayed its early centuries as a barbaric “dark age” of cultural decline.

Most historians now believe that the medieval period was in truth a time of lively expansion in art, culture, and society, as well as in commerce, language, politics, and religion.

In this Slam Dunk, you will examine cultural influences during the middle ages in order to answer the question:

How did a particular group or institution influence the culture during the Middle Ages?



Select the image above to watch a BrainPOP video about the Middle Ages. Image taken from [BrainPOP](#).

2. Information Sources

Choose several of the information sources linked here to complete the Student Activity on Slide 3. If you think that you need more information, use BCPS Digital Content via the [Apps Portal](#).

Religion & Law	Science & Technology	Entertainment & the Arts	Feudal System & Manorial System	Economics & Trade
<ul style="list-style-type: none">• Watch The High Middle Ages• Catholic Church and Cathedrals• Medieval Religion• Watch Meet a Medieval Monk• Medieval Law and Order• Law & Order: Punishments	<ul style="list-style-type: none">• Watch The Bubonic Plague• Watch What was Medieval Medicine Like?• Ten Medieval Inventions that Changed the World• Weapons	<ul style="list-style-type: none">• Entertainment and Games• Food and Feasts• Medieval Art• Medieval Music• Watch The Madonna in Medieval Art• Watch Medieval Ornamental Garden	<ul style="list-style-type: none">• Watch Feudalism BrainPop• Watch What was Feudalism?• Middle Ages Life• The Manorial System• Medieval Jobs List	<ul style="list-style-type: none">• Trade Fairs: from Mr. Donn• Medieval Trade Fairs and the Commercial Revolution: from Student Resources in Context• Watch Guilds, Wool, and Trade• Medieval Guilds

3. Student Activity

Use the information sources from Slide 2 to gather information about one of these topics:

1. Religion
2. Law
3. Science & Technology
4. Arts & Entertainment
5. The Feudal System
6. The Manorial System
7. Economics & Trade

Download [this Cornell Notes Sheet](#) to gather important information about that topic.

**Ask your teacher if you prefer a paper Cornell Notes Sheet.*



Select the image above to view a Discovery Education video about book making during the middle ages. Image taken from [Discovery Education](#).

4. Assessment Activity

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Scenario: Your school is interested in adding informational web pages to its school website to assist with homework help.

You will create a [Discovery Education Board](#) for your school website about the topic you have been researching. Your Board should contain factual information to answer the question:

How did (your topic) influence life and culture during the Middle Ages?

Your Board will be scored using this rubric: [Medieval Discovery Education Board Rubric](#)



Select the image to the left for a larger view of a sword made in 1400, on view at the Met Museum.

Image taken from the [Met Museum](#).

5. Enrichment Activities

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Select the image above to read about Medieval fashion.

Image taken from [Castles and Manor Houses](#).

Read the article [At Home in the Middle Ages](#).

1. What are the modern conveniences from the article that did not exist in the Middle Ages?
2. Would you have been able to live during the Middle Ages based on what you read in the article? Use complete sentences to explain why or why not.
3. Finally, if you had to live today without one of the modern conveniences from the article which one would you choose? Why?

Choose one of these presentation tools to answer the questions above:

- Google Slideshow
- [VoiceThread](#)

6. Teacher Resources

Learning Standards Alignment

Standard 1.0 Political Science: Students will understand the historical development and current status of the fundamental concepts and processes of authority, power, and influence, with particular emphasis on democratic skills and attitudes necessary to become responsible citizens.

Indicator 2: Analyze the historic events, documents, and practices that are the foundations of political systems around the world.

Indicator 3: Analyze the roles of governments around the world regarding public policy and issues

Standard 2.0 People and Nations of the World: Student will understand the diversity and commonality, human interdependence, and global cooperation of the people of Maryland, the United States, and the World through a multicultural and a historic perspective.

Indicator 1: Analyze characteristics that are used to organize people into cultures

Common Core State Standards for English Language Arts & Literacy

Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Writing: 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

AASL Standards Framework for Learners Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Think: Learners display curiosity and initiative by:

I.A.2 Recalling prior and background knowledge as context for new meaning.

Create: Learners engage with new knowledge by following a process that includes:

I.B.1 Using evidence to investigate questions. I.B.3 Generating products that illustrate learning.

Share: Learners adapt, communicate, and exchange learning products with others in a cycle that includes:

I.C.1 Interacting with content presented by others.

Grow: Learners participate in an ongoing inquiry-based process by:

I.D.2 Engaging in sustained inquiry.

P21 Framework: 21st Century Student Outcomes

3. Information, Media & Technology Skills: Information Literacy: Access information efficiently and effectively; Use information accurately and creatively for the issue or problem at hand.

ICT Literacy: Use technology as a tool to research, organize, evaluate and communicate information.

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Grade 7, Social Studies

Time Frame: 1-2 class periods

Differentiation strategies for this lesson:

- Have students use learning supports provided in any [BCPS-licensed Digital Content](#) included in this lesson. Refer to [Digital Content Links, Usernames, and Passwords](#) for login information as needed.

Notes to the teacher:

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

Last updated: July 2022 Use this form to [Report Broken Links](#)

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