

# Medieval Inventions

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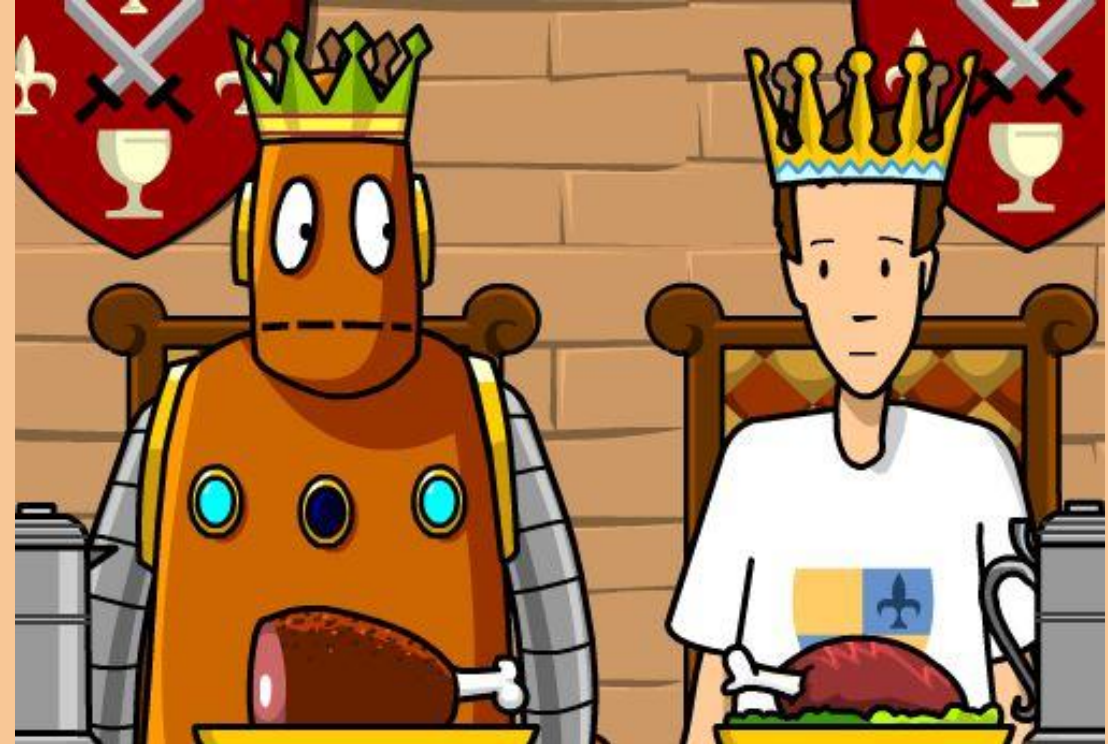
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## 1. Question & Research Task

Hear ye! Hear ye! Harken back to the time of the Middle Ages. Over 1,000 years ago in Europe, the Middle Ages (also known as the medieval times) was a period of history from 500 AD to 1500 AD. It was a time of nobility and peasants, cathedrals and crusades, war and plague.

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



Click on the image for a video overview of the Middle Ages with Tim and Moby.

Image Source: BrainPop

**How did inventions during the Middle Ages impact medieval life and world history?**

## 2. Information Sources

Despite being known also as the Dark Ages, many inventions and innovations arose from this historical era. Choose from this [list of medieval inventions](#), or another invention from the resources below, to research and complete the Student Activity on Slide 3. You can search for more information about a medieval invention using Digital Content in the [Apps Portal](#).

General Sites about the Middle Ages	Sites about Specific Topics
<ul style="list-style-type: none"><li>Go to <a href="#">Middle Ages</a> in World Book Student</li><li><a href="#">Life in a medieval castle</a></li><li><a href="#">Medieval Inventions that Changed the World</a></li><li><a href="#">7 Ingenious Inventions</a></li><li><a href="#">The Amazing Middle Ages</a></li></ul>	<ul style="list-style-type: none"><li>Armor: <a href="#">Medieval Leather Armor</a></li><li>Artesian Wells: <a href="#">Wonders of World Engineering</a></li><li>Arched Bridge: <a href="#">The Old London Bridge</a></li><li>Chess: <a href="#">A History of Chess</a></li><li>Clocks: <a href="#">A Revolution in Timekeeping</a></li><li>Gunpowder: <a href="#">The Deadly Irony of Gunpowder</a></li><li>Paper: <a href="#">A History of Paper</a></li><li>Silk: <a href="#">The Impact of Silk</a></li><li>Spinning Wheel: <a href="#">A History</a></li><li>Trebuchet: <a href="#">Catapult Machine</a></li><li>Windmills: <a href="#">Windmills</a></li></ul>



A medieval castle in Cahors, France

Image Source: pics4learning

### 3. Student Activity

As you view the information sources on Slide 2, use [this organizer](#) to gather your new knowledge about a medieval invention in order to complete the Assessment Activity on Slide 4.

#### Focus Questions:

- Who is credited with the invention?
- When was it invented?
- What was the purpose of this invention? What was used for that purpose before this was invented?
- How did the invention impact medieval life?
- How did the invention impact world history?
- What modifications (innovations) have improved upon this invention since the Middle Ages?



A trebuchet in France

Image Source: pics4learning



## 5. Enrichment Activities

To learn more about other inventions throughout history, check out these museums.

[National Inventors  
Hall of Fame](#)



[Museum of Innovation  
and Science \(New York\)](#)

Look for books about the Middle Ages in your school library or public library, such as:

Morley, Jacqueline, et al. *You Wouldn't Want to Live in a Medieval Castle! : a Home You'd Rather Not Inhabit*. New York, Franklin Watts, 2009.

Smith, Bonnie G., and Donald R. Kelley. *The Medieval & Early Modern World: Primary Sources and Reference Volume*. Oxford ;

Stiefel, Chana. *Sweaty Suits of Armor : Could You Survive Being a Knight?* Berkeley Heights, NJ, Enslow Publishers, 2012.

**Or find books about inventions, like:**

National Geographic Society (U.S.). *125 Cool Inventions*. Washington, D.C., National Geographic Society, 2015.

Sachs, Jessica S. *The Encyclopedia of Inventions*. New York, Franklin Watts, 2001. Oxford University Press, 2005.

Turner, Tracey, et al. *100 Inventions That Made History : Brilliant Breakthroughs That Shaped Our World*. London, DK Pub., 2014.

## 4. Assessment Activity

The Baltimore Museum of Industry is creating a new digital exhibit on Inventions and Innovations of the Middle Ages.

**Use the research you have compiled on your note-taking organizer to create a digital exhibit that could be posted to the museum's digital collections or shown at the museum.**

Consider using to Google Slides to create your digital exhibit. Refer to success criteria on the [Digital Exhibit Rubric](#).



Carolingian Gate, Lorsch, Germany

Image Source: pics4learning

# 6. Teacher Resources

## College, Career, and Civic Life (C3) Framework for Social Studies:

**D2.His.3.6-8.** Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.

**D2.His.13.** Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience, purpose and content.

**D2.His.4.** Analyze multiple factors that influenced the perspectives of people during different historical eras.

**D4.2.** Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.

## 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: 21<sup>st</sup> 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, Medieval Europe

**Objective:** Students will be conducting brief, focused research in order to describe technological advances of the Middle Ages and how technology impacted life in Medieval Europe.

**Time Frame:** 3 50-minute 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:

- Look over the resources on Slide 2. You may choose which sources you would like the students to use.
- Slide 4 provides some presentation options, but feel free to change them to meet the needs of your class.

Last updated: July 2023 Use this form to [Report Broken Links](#)

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