

## Lesson Description: *The Medieval Social Lottery*

*Life in the Medieval Europe could be very different depending upon the family you were born into. What was life like for the people who lived in these groups?*

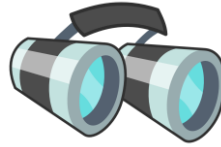
### Outcomes



### Resources



### Procedure



### Assessments



**Grade:** 5

**Subject:** Social Studies

**Unit:** Life in the Middle Ages

**Driving Questions:** *What was it like to live in Europe during the Middle Ages (Why was social structure so important?) What were the major class divisions, and how did people in each of these groups live?*



### Curriculum Outcomes:

#### Social Studies

- 5.3.1** Identify and locate selected medieval societies, and give examples of technological innovations and adaptations among medieval societies.
- 5.3.2** Describe and explain the social structure of the feudal system in as selected medieval society.

#### English Language Arts

- 1.3** Explain and support personal ideas and opinions.
- 2.4** Engage in, respond to and evaluate oral presentations.
- 3.1** Demonstrate an awareness of purpose and audience.
- 2.2** Use word choice and expression appropriate to the speaking occasion.
- 8.1** use a range of strategies in writing and other ways of representing to:
- frame questions and answers to those questions
  - generate topics of personal interest and importance
  - record, develop, and reflect on ideas, attitudes, and opinions
  - record and reflect on experiences and their responses to them

**8.3 make deliberate language choices, appropriate to purpose, audience, and form, to enhance meaning and achieve interesting effects in imaginative writing and other ways of representing.**

**10.3 use technology with increasing proficiency to create, revise, edit, and publish texts**

**1.4 Listen critically to others ideas, opinions and points of view.**

### **Technology Integration**

**BOC 6.1 (relates to 3.1) safely use school media and computer equipment, and software to support their learning, with growing independence.**

**BOC 6.2 (relates to 3.2) use and create information texts in a range of media, using specialized text features of those media to support the communication, with teacher assistance.**

**BOC 6.3 (relates to 3.3) demonstrate effective use of computer keyboards, mice, and other input devices to produce final documents and presentations.**

**BOC 6.4 (relates to 3.4, 3.4) maintain their electronic files and folders on the computer system and network.**

**PTS 6.4 (relates to 3.1, 3.3) conduct simple research, then plan and create a representation of their learning, such as a storyboard, a multimedia presentation, an audio recording, a web page, or a print publication independently and in collaboration with others.**

**PTS 6.5 (relates to 3.4) record and edit still imaged, moving images, and sound to represent their learning to particular audiences, with teacher assistance.**

**Expected Time: 3 – 4 Class Periods**



### **Resources:**

**Flipped Lesson:** The flipped lesson will go over all the steps in the creation of the student's medieval character. Have students watch the linked YouTube videos on each of the different levels of Feudal Society that pertain to their medieval role as well as do the provided readings on each of the medieval roles in society.

**[Medieval Social Roles Presentation Rubric](#)**

**[Medieval Social Roles Outline](#)**

**[Medieval Social Lottery Randomizer](#)**

**[The Church in the Middle Ages](#)**

**[Whipping Boy Video](#)**

[The Medieval Lottery Outcomes Checklist](#)  
[Medieval Feast Letter Home](#)

**Citation for Medieval Serf Video used in flip: Citation (MLA)**  
**Living History: Living in Medieval Europe Ancient Lights, 2000 . Full Video.**  
**Discovery Education. Web. 21 February 2015.**  
**<<http://www.discoveryeducation.ca/>>.**

**Citation (APA)**  
**Ancient Lights, (2000). Living History: Living in Medieval Europe. [Full Video].**  
**Available from <http://www.discoveryeducation.ca/>**



**Lesson Procedure**

**21<sup>st</sup> century skills**

Teacher does (I Do):

Begin with the [Socratic Quiz](#) of “What were the Middle Ages” Share Quiz (SOC #: **16794198**) from the previous lesson.

**I do: ([Tony Robinson’s: Dirty Jobs The Knight](#) would be good to watch to prep for your performance.)**

On the first day of the lesson when the students return from lunch walk into the classroom dressed as a medieval knight wearing my suit of chainmail, sword, shield, surcoat and helmet.

Take on this persona to introduce the lesson talking about the battle you have just come in from, the function of each part of your armour and is it comfortable. What does your home looks like if you own your home and if you don’t not, who does?

Do you have power over anyone else? If so who? Does anyone have power over you? If so who?

What is your most prized possession? Perhaps your sword or armour is your most prized possession as they protect you. Maybe a spouse or family member. Maybe it’s something more abstract like chivalry or your sense of honour or duty.

As a knight what do you usually eat for dinner or do you do for fun? How often do you get to do it?

Do you have children, what do you expect them to do every day? If you don’t have children why don’t you: as a knight perhaps you were away fighting a lot for your Lord and have not had a chance to start a family.

- find, validate
- remember, understand

<p>What tools or implements do you use every day, if any? Sword, shield, jousting pole, horse etc...</p> <p>What is worst thing about your life? Perhaps putting on the heavy armour, or maybe you have an aversion to taking the life of another or leaving home for long periods of time. What is the best thing about your life? (Fighting for you liege lord, being on campaign, perhaps you enjoy the thrill of the fight. What are your hopes for the future? Suggestions: To settle down and start a family on a piece of land with a manor house and some serfs. What do you fear most? Suggestions: Death in battle, the Black Plague, dying with dishonor or in an unchivalrous, maybe you faint at the sight of blood.</p> <p>How do you and your families stay warm in winter? (Wood burning fires in your Lord's manor house.) If your area is invaded by a stronger force that can overtake the current monarchy, will your life change? If so how? (You may die in the fight to preserve your current way of life; if you survive you may be imprisoned as a supporter of the old regime or have to change sides in order to preserve your position which would be dishonorable and unchivalrous because of oaths sworn to the old regime.)</p> <p>How far have you traveled in your life? If you did travel, why did you do so? Crusader knights travelled thousands of kilometres to the Holy Land to fight. English knights travelled hundreds of kilometres and crossed the channel to fight in France during the Hundred Years War. Other knights would not have gone very far at all.</p> <p>Describe a typical day at your job. Practice, jousting tournaments. Battle would not count as a typical daily activity as they only happened once in a while. Training took place on a daily basis.</p> <p>Then using a copy of the <a href="#">Blank Medieval Social Pyramid</a> handed out to the students and the <a href="#">Medieval Social Pyramid Projectable SMART version</a> for the SMART Board show where as a knight that you fit on the pyramid, who is above you and who is below you and label their positions.</p>	
<p><b>Individual student work (You Do):</b></p> <p>Using their student copy of the <a href="#">Blank Medieval Social Pyramid</a> students will briefly research on their tablets the different levels of the medieval social pyramid. Writing down two facts per level on their sheet. At the end of the class period rerun <a href="#">Medieval Social Pyramid Projectable SMART version</a> and have the students share the facts they found/what they have learned about medieval society. Teacher to record student responses on the SMART Board encourage students add interesting facts to their own.</p> <p><b>(Timeframe: 3 Class periods 1.5 hours)</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> find, validate</li> <li><input type="checkbox"/> remember, understand</li> <li><input type="checkbox"/> collaborate, communicate</li> <li><input type="checkbox"/> analyze, synthesize</li> <li><input type="checkbox"/> critical thinking</li> <li><input type="checkbox"/> evaluate, leverage</li> </ul>

<p>Watch the flipped video “<a href="#">My Medieval Life - The Medieval Lottery</a>” for the next class.</p> <p>Run the <a href="#">Medieval Social Lottery Randomizer</a> randomly assigning each student a role and a costume from Medieval England.</p> <p>Over the next three class periods students will research their individual social class using the outline information they will collect. They will then create a three to five minute video using either the class laptops and Pinnacle 17 (Possibility of using chroma keyed backgrounds) or iMovie on their iPad (If they are more comfortable with this) . They can incorporate the information they have gathered into a digital medieval story. The video should thoroughly discuss all aspects of their life as the character they received in as much detail as possible. They will dress in costume during the filming of their production in order to get into character. (Costumes are available for each of the medieval characters from the school costume room or they can bring something appropriate to your character from home.) They may also use props they have created or can bring from home as they help relate the digital story of their lives in Medieval Europe. They may also choose to use either medieval videos (Discovery Education Account) or Medieval music to enhance and support their presentation. They will each have to create a story board for their digital story in their StoryBoard that account. Each of the completed videos should be saved into their class dropbox folders so they can be easily accessed. Medieval Digital Story presentations will begin on Monday, February 23<sup>rd</sup> and proceed until finished.</p> <p><b>(Timeframe: 3 Class periods 1.5 hours)</b></p>	
<p><b>Group work (We Do):</b></p> <p>Students will assist each other with assistance from the teacher with peer editing of scripts and storyboards, filming, lighting and production work on the digital story. The final stage of the activity will include a Medieval Feast where students will be videoed in character interacting with one another within the context of their social roles.</p> <p><b>(Timeframe: 3 Class periods 1.5 hours)</b></p>	<input type="checkbox"/> evaluate, leverage <input type="checkbox"/> <b>create</b> , publish
<p><b>Class share (We Share):</b></p> <p>Students will share the digital stories of their Medieval characters with the class. The Medieval Feast also offers the students the opportunity to share what they learned about their characters in a medieval setting.</p> <p><b>(Timeframe: 2 Class periods 1 hours)</b></p>	<input type="checkbox"/> collaborate, communicate <input type="checkbox"/> analyze, synthesize <input type="checkbox"/> critical thinking <input type="checkbox"/> evaluate, leverage <input type="checkbox"/> citizenship

### **Lesson Wrap Up:**

The lesson wrap-up is the Medieval Feast. I can share a video upon request of last year's Medieval Feast complete with food, entertainment and background. It went very well. It is a rather large file and that is why I haven't stuck it up on the website.

### **Differentiation/Modification/Enrichment:**

#### **Adaptations:**

I have had one student "Brother Herman of Munster" who was in a bad car accident last year. I reduced the expectations for him and gave him extra time to complete the activity as well as pairing him with another student; the bishop who had to research the role of the church in the middle ages. This worked quite well.

#### **Enrichment:**

Enrichment for this activity consisted of students having the opportunity to use chroma-key backgrounds to their digital stories as well as developing artifacts to accompany their narrative.



#### **Assessment:**

Assessment is in the form of the [Medieval Social Roles Presentation Rubric](#) which gets filled out at the time the students present their digital stories to the class. An outcomes checklist is also used during the activity by the teacher to make sure students are meeting key outcomes of the activity. [The Medieval Lottery Outcomes Checklist](#) .

### **Teacher Reflection:**