

## Middle Ages – Structured Inquiry Project

**Project Overview**

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It's time a dive deep into the Middle Ages and what better way to do this than in an Inquiry Project.

*Inquiry:* the act of asking for information; an official investigation.

In **partners**, choose one of the following questions to investigate and learn more about. Once the question is chosen, no one else can do it. You will share your findings in the form of a **Pecha Kucha** - your second one! How exciting!

**Requirements**

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- You will be required to complete *Note Taking C.R.A.A.P* on a regular basis during your research time, as evidence of your learning. You will have three work blocks.  
**Resources will be provided to you.**
- Work Cited - in MLA format
- Pecha Kucha - 5 minute (max) presentation that sheds light on your investigation.
- Post- project reflection (as usual; online)

| Question #   | Resources   |
|--|---|
| 1. How did feudalism suppress freedom; and how did it allow for exploitation of some individuals?  | See Ms. Shin for PDF Resource   |
| 2. Compare how statistics would have been captured in the middle ages with how we do it today (process and technologies).  | See Ms. Shin for PDF Resource   |
| 3. Why was medieval farming sustainable; how did this contribute to the manor's ability to be self-reliant?  | See Ms. Shin for PDF Resource   |
| 4. List the different tasks that men and women had during the Middle Ages; how do these tasks differ today?  | <ul style="list-style-type: none"> <li>• <a href="http://westernreservepublicmedia.org/middleages/feud_peasants.htm">http://westernreservepublicmedia.org/middleages/feud_peasants.htm</a></li> <li>• <a href="https://www.bl.uk/the-middle-ages/articles/women-in-medieval-society">https://www.bl.uk/the-middle-ages/articles/women-in-medieval-society</a></li> </ul>  |
| 5. Make a chart of responsibilities for 'Serfs' and 'Lords'; compare these with the responsibilities of a Canadian citizen.  | <ul style="list-style-type: none"> <li>• <a href="http://westernreservepublicmedia.org/middleages/feud_peasants.htm">http://westernreservepublicmedia.org/middleages/feud_peasants.htm</a></li> <li>• <a href="https://fee.org/articles/lords-and-serfs-in-medieval-europe/">https://fee.org/articles/lords-and-serfs-in-medieval-europe/</a></li> <li>• <a href="http://www.cic.gc.ca/english/pdf/pub/discover.pdf">http://www.cic.gc.ca/english/pdf/pub/discover.pdf</a></li> </ul>   |
| 6. Education was mainly developed through the church; how did the church gain power with this responsibility? How was education structured? Compare this with the current education in BC. | <ul style="list-style-type: none"> <li>• <a href="https://www.catholicculture.org/culture/library/view.cfm?id=903">https://www.catholicculture.org/culture/library/view.cfm?id=903</a></li> <li>• <a href="https://curriculum.gov.bc.ca/">https://curriculum.gov.bc.ca/</a></li> </ul>  |
| 7. What were trials by ordeal and trials by battle? How did medieval people justify using either of these methods to find someone guilty or innocent? Do you agree with either – explain?  | <ul style="list-style-type: none"> <li>• Pathways Textbook pages: 56-60</li> <li>• <a href="https://www.youtube.com/watch?v=4y7mPbUZybs&amp;disable_polymer=true">https://www.youtube.com/watch?v=4y7mPbUZybs&amp;disable_polymer=true</a></li> <li>• <a href="https://www.historyonthenet.com/medieval-life-crime-and-punishment/">https://www.historyonthenet.com/medieval-life-crime-and-punishment/</a></li> <li>• <a href="https://www.britannica.com/topic/ordeal#ref253094">https://www.britannica.com/topic/ordeal#ref253094</a></li> </ul> |
| 8. Do you think it's fair to criticize an event such as the crusades, even though it took place many hundreds of years ago? Explain.   | <ul style="list-style-type: none"> <li>• <a href="http://www.history.com/topics/middle-ages">http://www.history.com/topics/middle-ages</a></li> <li>• <a href="https://www.britannica.com/event/Crusades">https://www.britannica.com/event/Crusades</a></li> <li>• <a href="http://www.history.com/topics/crusades">http://www.history.com/topics/crusades</a></li> <li>• <a href="https://www.youtube.com/watch?v=XozudTQelzI">https://www.youtube.com/watch?v=XozudTQelzI</a></li> </ul>  |
| 9. Why did so many people participate in the crusades? What were their reasons? Would you join that battle? Why?   |   |

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|---|--|
| 10. Outline the positives and negatives resulting from the crusades from the perspective of both Europe and the Middle East.  | See Ms. Shin for PDF document.   |
| 11. Research Eleanor of Aquitaine and provide 5 concrete reasons for considering her a ‘remarkable’ person.   | See Ms. Shin for PDF document  |
| 12. What was the Magna Carta and what rights did it provide people? Why is it important today?  | <ul style="list-style-type: none"> <li>• <a href="http://www.ushistory.org/documents/magna_carta.htm">http://www.ushistory.org/documents/magna_carta.htm</a></li> <li>• <a href="https://www.bl.uk/magna-carta">https://www.bl.uk/magna-carta</a></li> </ul>   |
| 13. Compare modern Canadian social classes today with those of the Middle Ages. How are the classes distinguished from others?  | <p>Middle Ages</p> <ul style="list-style-type: none"> <li>• <a href="http://www.bbc.co.uk/bitesize/ks3/history/middle_ages/feudal_system_domesday_book/revision/1/">http://www.bbc.co.uk/bitesize/ks3/history/middle_ages/feudal_system_domesday_book/revision/1/</a></li> <li>• <a href="https://www.timemaps.com/encyclopedia/medieval-europe-feudalism/">https://www.timemaps.com/encyclopedia/medieval-europe-feudalism/</a></li> <li>• <a href="http://www.castlesandmanorhouses.com/life_10_feudal.htm">http://www.castlesandmanorhouses.com/life_10_feudal.htm</a></li> </ul> <p>Modern day Canada</p> <ul style="list-style-type: none"> <li>• <a href="https://www.fraserinstitute.org/article/social-mobility-alive-and-well-canada">https://www.fraserinstitute.org/article/social-mobility-alive-and-well-canada</a></li> <li>• <a href="https://www.wattpad.com/25304298-facts-about-canada-social-stratification-and/page/3">https://www.wattpad.com/25304298-facts-about-canada-social-stratification-and/page/3</a></li> </ul> |
| 14. How do the actions of Eleanor of Aquitaine, Thomas Beckett and Richard “the lion-hearted” make them popular with the people? How did their accomplishments reflect the values of the society at the time? | <ul style="list-style-type: none"> <li>• <a href="http://jdbsc.rug.nl/index.php/groniek/article/viewFile/18286/15761">http://jdbsc.rug.nl/index.php/groniek/article/viewFile/18286/15761</a></li> <li>• <a href="https://www.thefamouspeople.com/profiles/thomas-becket-6251.php">https://www.thefamouspeople.com/profiles/thomas-becket-6251.php</a></li> <li>• <a href="http://www.medieval-life-and-times.info/medieval-kings/richard-the-lionheart-biography.htm">http://www.medieval-life-and-times.info/medieval-kings/richard-the-lionheart-biography.htm</a></li> <li>• <a href="https://www.medievaltimes.com/teachers-students/materials/medieval-era/people.html">https://www.medievaltimes.com/teachers-students/materials/medieval-era/people.html</a></li> </ul>   |
| 15. Research a recent (ongoing?) war in the Middle East and reflect on the reasons why there is conflict in the area. Compare these reasons with the crusades; how do they resolve the conflict then and now? | <ul style="list-style-type: none"> <li>• <a href="http://www.globalissues.org/article/119/the-middle-east-conflict-a-brief-background">http://www.globalissues.org/article/119/the-middle-east-conflict-a-brief-background</a></li> <li>• <a href="http://www.economist.com/topics/middle-east-conflict">http://www.economist.com/topics/middle-east-conflict</a></li> <li>• <a href="http://www.history.com/topics/crusades">http://www.history.com/topics/crusades</a></li> <li>• <a href="https://www.britannica.com/event/Crusades/The-results-of-the-Crusades">https://www.britannica.com/event/Crusades/The-results-of-the-Crusades</a></li> </ul>   |

**Rubric**

|                      | Beginning Level  | Developing Level  | Accomplishing Level   | Mastering Level   |
|----------------------|--|---|---|---|
| Content              | Student has not yet demonstrated the ability to include content that is relevant and accurate to the topic.  | Student demonstrates a basic ability to include content that is relevant and accurate to the topic.   | Student demonstrates an acceptable ability to include content that is relevant and accurate to the topic; critical thinking skills now evident                        | Student demonstrates a high level ability to include content that is relevant and accurate to the topic; critical thinking skills proficient throughout                                 |
| Visuals              | The visuals are either missing or are extremely ill-suited to the presentation.  | The visuals are present but are perhaps not the best choice for this presentation.  | The visuals suit the presentation and add to the intended effect on the audience.   | The visuals are highly effective and add power to the presentation.   |
| Oral Language        | Student has not yet demonstrated the ability to express opinions, speaking with expression, staying on topic, taking turns; constant eye contact with audience | Student demonstrates a basic level of ability to express opinions, speaking with expression, staying on topic, taking turns; constant eye contact with audience | Student demonstrates an acceptable level of ability to express opinions, speaking with expression, staying on topic, taking turns; constant eye contact with audience | Student demonstrates the ability to express opinions, speaking with expression, staying on topic, taking turns all with a high level of proficiency; constant eye contact with audience |
| Language & Structure | Much of the writing includes a number of errors.   | There may be 3-4 grammatical or mechanical errors, but they do not distract.  | There may be one or two grammatical or mechanical errors, but they do not distract.   | The presentation is completely error-free in terms of usage, grammar, and mechanics.  |