

Medieval Times Level 2, Sample 1

A

Medieval Artifact Research Sheet

Kind of artifact: battering ram

Description:

The carpenter made the battering rams. The knights used the battering rams in wars to smash down castles. The battering ram was heavy beam of wood.



The battering ram looked like a house with wheels and a log in side.

Observing this artifact tells me the following things about medieval life (e.g., the roles of people, design/technology, economics, other aspects):

They built things to meet their needs. They used materials could find. There was alot of fighting at battle.

Sources of information: I used the book all about knight by Michael Gibson and class notes.

B

Comparison between Medieval Society and Present-Day Society

Medieval Artifact: battering ram
 How is the Medieval artifact similar to one used in your community?
recking ball

In Medieval times they used a battering ram in are community we use a recking ball. They are similar because they both reck down buildings.

Describe how this artifact has changed over time? (similarities and differences)

it is similar because they both reck thing. it is differences because a battering ram has no steel and a recking ball has now.

Based on your research of this artifact and your knowledge of the present day artifact, explain how Medieval society has influenced modern Western society.

Medieval society has influenced modern western society by teaching us to knock down walls.

Teacher's Notes

Understanding of Concepts

- The student demonstrates some understanding of the roles of people in medieval society, describing various people and their relationship to the battering ram (e.g., “The carpenter made the battering rams. The Knights used the battering ram in wars to smash down castles”).

Inquiry/Research Skills and Map and Globe Skills

- The student locates and records some relevant information about the battering ram (e.g., by describing its function and the materials used to make it: “the battering ram was heavy beam of wood”) from some sources (e.g., “Knight by Michael Gibson and class notes”).
- The student demonstrates some ability to analyse and interpret information about the battering ram when describing it (e.g., “The battering ram looked like a house with 6 wheels and a log in side”).

Communication of Required Knowledge

- The student communicates some information and ideas about medieval and present-day society with some accuracy and clarity, using written notes, descriptions, and a drawing to compare the battering ram to a wrecking ball (e.g., in his or her comparison, “it is similar because ... it is different because ...”).

Application of Concepts and Skills

- The student demonstrates some understanding when comparing one aspect of a medieval community with a similar aspect in his or her own community (e.g., by making a direct link between the two: “Medieval society has influenced modern Western society by teaching us to knock down walls”).

Comments/Next Steps

- The student should provide more details on the research sheet and in his or her comparisons by providing a description of the necessary materials (e.g., beyond “They used materials could find”) and of what needs were met by the battering ram.
- The student should use additional resources to research this artifact.
- The student should edit his or her work to correct punctuation, sentence structure, and spelling.

Medieval Times Level 2, Sample 2

A

Medieval Artifact Research Sheet

Kind of artifact: helmets

Description: it's made of bronze

iron and steel it is

the only one that

covers the neck and chin.



It's called the English helmet it's from England

Observing this artifact tells me the following things about medieval life (e.g., the roles of people, design/technology, economics, other aspects):

Foot soldiers had simple helmets
they used them for protection
because they have more battles.
royalty had diamonds and jewels on
there helmets. Helmets got more powerful
because the weapons got
more powerful.

Sources of information: Ancient weapons
Lorenz Books pg 26-27.

B

Comparison between Medieval Society and Present-Day Society

Medieval Artifact: Helmets

How is the Medieval artifact similar to one used in your community?

The ones we use today
are made of plastic and
hard styro foam

Describe how this artifact has changed over time? (similarities and differences)

There is no face mask,
they only have a top today
the ones we use today
are made of hard styro foam.

Based on your research of this artifact and your knowledge of the present day artifact, explain how Medieval society has influenced modern Western society.

There would be a lot
of deaths if they
hadn't invented the
helmet we use them
for sports know like
hockey and lacrosse
and bike helmets

Teacher's Notes

Understanding of Concepts

- The student demonstrates some understanding of the roles of people in medieval society, with reference to use of the helmet (e.g., when describing how helmets differed according to the role of the person wearing them: “Foot soldiers had Simple helmets.... royality had diamonds and jewels on their helmets”).

Inquiry/Research Skills and Map and Globe Skills

- The student locates and records some relevant information about the helmet on the research sheet (e.g., when labelling the drawing of a helmet: “It’s called the English helmet it’s from England”) from one source (e.g., “Ancient weapons Lorenz Books pg 26–27”).
- The student demonstrates some ability to analyse and interpret information about helmets, making reference to a cause-and-effect relationship: “... they used them for protection because they have more battles.”

Communication of Required Knowledge

- The student communicates some information and ideas about medieval and present-day society with some accuracy and clarity, using written notes, descriptions, and a drawing to compare the materials, form, and function of helmets on the research and comparison sheets (e.g., in his or her description, “it’s made of bronze Iron, and steel”; and in his or her comparison, “The ones we use today are made of plastic and hard styro foam”).

Application of Concepts and Skills

- The student demonstrates some understanding when comparing one aspect of a medieval community with a similar aspect in his or her own community (e.g., by stating the consequences of not having helmets: “There would be a lot of deaths if they hadn’t invented the helmet”).

Comments/Next Steps

- The student should provide more clarity and details with respect to how helmets have changed over time (referring to similarities and differences).
- The student should use more than one source of information.
- The student should edit his or her work, focusing on sentence structure, spelling, and use of capital letters.