

Medieval Times Level 3, Sample 1

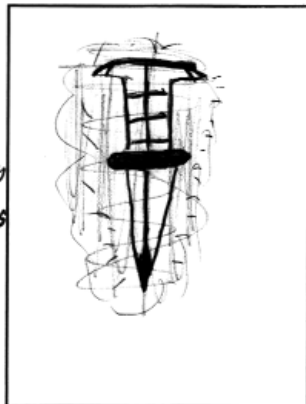
A

Medieval Artifact Research Sheet

Kind of artifact: Ballock Dagger

Description:

The Ballock Dagger looks almost identical to a knife. It is used in fights. Knights would stab their enemies with the pointy tip of the dagger. The Ballock Dagger was only for the richer people (knights, kings). Medieval blacksmiths made the Ballock dagger and any other daggers. The blacksmiths brought all metal objects to the medieval.



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

It tells me that knights used many fighting tools. I think that they designed the Ballock dagger. It must of been new to them. I think it cost 9100-9250. Only people in the higher class afford it.

Sources of information: World Book Encyclopedia, The Canadian Encyclopedia, www.daggers.com, Osborne World History, Medieval Life,

B

Comparison between Medieval Society and Present-Day Society

Medieval Artifact: Ballock Dagger

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

The medieval artifact is similar to a knife. They almost have the same shape. They are also both very pointy.

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

The similarities are that they both are very pointy and good really hurt someone if they get cut. The differences are that we would not kill someone with a knife and we wouldn't fight with a knife.

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

If they had never made the dagger or any other dagger we would not have the knife. Without the knife we could not cut, spread or carve. You could not spread butter, cut wood or even carve sculptures. Thanks to blacksmiths we have KNIVES!

Teacher's Notes

Understanding of Concepts

- The student demonstrates considerable understanding of the roles of people in medieval society, with reference to use of the dagger, explaining on the research sheet what knights and the blacksmith did (e.g., “Knights would stab their enemies... Medieval Blacksmiths made the Ballock dagger and any other daggers”).

Inquiry/Research Skills and Map and Globe Skills

- The student locates and records considerable relevant information about the dagger (e.g., by describing the dagger on the research sheet, its source, and its use: “It tells me that Knights used many fighting tools”) from several sources (e.g., *World Book Encyclopedia*, *The Canadian Encyclopedia*, the Internet).
- The student demonstrates considerable ability to analyse and interpret information about daggers by explaining on the research sheet who used them (e.g., “Knights would stab their enemies with the pointy tip of the dagger” and “Only people in the higher class afford it”).

Communication of Required Knowledge

- The student communicates considerably detailed information and ideas about medieval and present-day society with considerable accuracy and clarity, using written notes, descriptions, and a drawing (e.g., when making comparisons and explaining the importance of the dagger: “The similarities are ... The differences are ...”).

Application of Concepts and Skills

- The student demonstrates considerable understanding when comparing one aspect of a medieval community with a similar aspect in his or her own community (e.g., by explaining the connection between daggers in the past and knives in the present: “If they had never made the dagger or any other dagger we would not have the knife”).

Comments/Next Steps

- The student should provide a more detailed physical description of the dagger.
- The student should expand on his or her research to provide more relevant and accurate facts to explain and support the comparisons.
- The student should record references accurately using the conventional format.
- The student should proofread the final product.

Medieval Times Level 3, Sample 2

A

Medieval Artifact Research Sheet

Kind of artifact: Portcullis

Description:

A Portcullis is a big iron gate that comes down to keep unwanted enemies out of their castle. The portcullis was as big as the door was.



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

The people who used the portcullis were the noble people like the king and queen or a baron the design was to keep enemies out. The blacksmith had to know how to work with iron to make the portcullis

Sources of information: I used a picture card, one book called Medieval Life and my memory.

B

Comparison between Medieval Society and Present-Day Society

Medieval Artifact: Portcullis

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

The portcullis is like a garage door. It slides up and down and keeps enemies out.

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

The garage door changed because, now there is no opening's and it is made of metal not iron.

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

Maybe if the portcullis wasn't there there would be no garage door. The medieval times helped us because the portcullis kept going until somebody thought of building one out of wood and then metal so medieval times helped us in lots of different ways.

Teacher's Notes

Understanding of Concepts

- The student demonstrates considerable understanding of the roles of people in medieval society, by explaining the relationship between several individuals and the portcullis (e.g., “The people who used the portcullis were the noble people like the king and queen or a baron ... TheBlacksmith”).

Inquiry/Research Skills and Map and Globe Skills

- The student locates and record considerable relevant information about a portcullis (e.g., he or she describes the item, its use, and how it works: “A Portcullis is a big iron gate that comes down to keep unwanted enemies out of thier castle”) from a few sources (e.g., “a picture card, one book called Medieval Life, and my memory”).
- The student demonstrates considerable ability to analyse and interpret information about the portcullis when explaining the relationship between its design and its function (e.g., “the design was to keep enemies out”).

Communication of Required Knowledge

- The student communicates considerably detailed information and ideas about medieval and present-day society with considerable accuracy and clarity, using written notes, descriptions, and a drawing (e.g., when comparing the portcullis with a modern-day garage door: “The portcullis is like a garage door. It slides up and down and keeps enemies out”).

Application of Concepts and Skills

- The student demonstrates considerable understanding when comparing one aspect of a medieval community with a similar aspect in his or her own community (e.g., “Maybe if the portcullis wasn't there there would be no garage door”).

Comments/Next Steps

- The student should provide more in-depth information on how the technology involved in lifting and lowering the door has changed since medieval times.
- The student should use additional research sources.
- Proofreading and correcting minor errors would enhance the final product.