

# Europeana Learning Scenario

## Title

Cities and Culture of Medieval Society

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## Abstract

The Middle Ages gave birth to the major and leading European countries that left a deep mark on European culture. It is necessary to make us aware of what everyday medieval life looked like in order to better understand the past and the importance and influence of the Middle Ages on today's society.

The aim of this scenario is to introduce students to the topic of life in the Middle Ages, with the above considerations. The proposed scenario types of tasks follow the "Learning by Design" knowledge processes organized in four stages, namely experiencing, conceptualizing, analysing and applying. In this context, after activating student schemas and defining terminology, she focuses on critical analysis of the topic through personal stories and short interviews and creative application in multimodal language production.

## Keywords

Medieval society; workforce; stories; presentation; learning by design

## Table of summary

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<b>Subject</b>	History, Geography, Religion, Art, Social studies
<b>Topic</b>	Studying medieval cities, studying art and buildings from that era.
<b>Age of students</b>	12-13 years old
<b>Preparation time</b>	Depending on how familiar our students are with PBL methodology, the web tools suggested and the Europeana portal, one or two teaching hours are needed to get accustomed to these resources. The scenario spans over 2 teaching hours for which a few minutes are needed to prepare the materials and the web pages used.
<b>Teaching time</b>	2 teaching hours



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<p><b>Online teaching material</b></p>	<p><b>Online tools</b></p> <ul style="list-style-type: none"> <li>• Video and web stories: <a href="https://spark.adobe.com/">https://spark.adobe.com/</a></li> <li>• Quiz: <a href="https://kahoot.com/">https://kahoot.com/</a></li> <li>• Graphic organizer: <a href="https://padlet.com/">https://padlet.com/</a></li> </ul> <p><b>Supporting Documents</b></p> <ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=DEeAN471boQ&amp;list=RDDEeAN471boQ&amp;start_radio=1&amp;t=21">https://www.youtube.com/watch?v=DEeAN471boQ&amp;list=RDDEeAN471boQ&amp;start_radio=1&amp;t=21</a></li> <li>• <a href="https://www.youtube.com/watch?v=VuvLGtZRDb&amp;t=115s">https://www.youtube.com/watch?v=VuvLGtZRDb&amp;t=115s</a></li> <li>• <a href="https://www.youtube.com/watch?v=6EAMqKUimr8">https://www.youtube.com/watch?v=6EAMqKUimr8</a></li> </ul> <p><b>The Knowledge Processes</b></p> <ul style="list-style-type: none"> <li>• <a href="https://newlearningonline.com/learning-by-design/the-knowledge-processes">https://newlearningonline.com/learning-by-design/the-knowledge-processes</a></li> </ul> <p>Based on: Cope, Bill and Mary Kalantzis (eds). 2015. <i>A Pedagogy of Multiliteracies: Learning By Design</i>. Palgrave: London</p> <p><b>Other links:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">A plan of medieval Leicester</a></li> <li>• <a href="#">Medieval Europe</a></li> <li>• <a href="#">Oxford University</a></li> <li>• <a href="#">Medieval buildings in Bologna</a></li> <li>• <a href="#">Breviary</a></li> <li>• <a href="#">Medieval stained glass church in Bad Doberan church in Germany</a></li> <li>• <a href="#">Medieval Marburg in Germany today</a></li> </ul>
<p><b>Offline teaching material</b></p>	<ul style="list-style-type: none"> <li>• Sticky notes</li> <li>• Pen and paper</li> </ul>
<p><b>Europeana resources used</b></p>	<p>"Maps"</p> <ul style="list-style-type: none"> <li>• <a href="#">"Empire and Papacy in the Middle Ages"</a></li> </ul> <p>"Histogram"</p> <ul style="list-style-type: none"> <li>• <a href="#">The gates of Reims Cathedral</a></li> <li>• <a href="#">Museum of Cristianity in Slovenia</a></li> </ul> <p>"First Aid"</p> <ul style="list-style-type: none"> <li>• <a href="#">Leper house in Port-Royal in France</a></li> <li>• <a href="#">Hospital care in Leper house</a></li> </ul> <p>"Book"</p> <ul style="list-style-type: none"> <li>• <a href="#">Detail of a miniature of Dante and Virgile</a></li> <li>• <a href="#">Manuscript of a medieval German epic</a></li> </ul>

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	"Cities and population" <ul style="list-style-type: none"><li>• <a href="#">Women in Norman dress</a></li><li>• <a href="#">Patrician dance at Augsburg dance hall</a></li><li>• <a href="#">Medieval clothing for man</a></li></ul>
	"Church Life" <ul style="list-style-type: none"><li>• <a href="#">Dominican church in Sopron in Hungary</a></li></ul>

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## Integration into the curriculum

The purpose of history teaching is to stimulate students' interest in studying the past, to provide an understanding of the present and to acquire the knowledge and skills necessary for the informed and active participation of students in society as citizens of Croatia, Europe and the world. Throughout the work, the study of the past is based on evidence gathered from historical sources, judgments about their importance and significance, and the formulation of representations that consistently use arguments and evidence. This approach to teaching history is based on the principles of active learning. In most cases, student research on the past involves discovering what has already been discovered, not original research work.

## Aim of the lesson

Students will learn about and understand the phenomena and changes in the daily life of the middle-aged population. In doing so, new terms will be used to describe life at that time. It will use the concepts of time and space and apply the investigated material to the time lane (photo lane) and the historical map. They will research and analyse new material, and then draw conclusions, linking causes and consequences, and adopted material about the Middle Ages.

## Outcome of the lesson

The end product of this scenario will be a recorded video featuring all groups and explanations of terms.





## Trends


- ✓ Project-Based Learning
- ✓ Collaborative Learning
- ✓ Research learning

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

- ✓ Communication (1.2; 2.1)
- ✓ Collaboration (1.2; 2.1)
- ✓ Critical thinking (Phase 1-2)

✓ Creativity (Phase 2)

Activities			
Name of activity	of	Procedure	Time
<b>Phase 1: Experiencing the Known - 1<sup>st</sup> teaching hour</b>			
			
<b>1.1 Brief introduction</b>		The teacher briefly introduces the subject “Cities and Culture of the Middle Ages”. The Europeana Gallery and the Europeana Blog are used to view the topic.	15 min
<b>1.2 Think-Pair-Share</b>		This activity’s aim is to raise already existing knowledge on the topic by <ul style="list-style-type: none"> <li>a) silent thinking</li> <li>b) comparing and negotiating with peers</li> <li>c) sharing the outcome with the rest of the class.               <ul style="list-style-type: none"> <li>• <i>Think</i>: The students, individually, take a few minutes to think silently about the topic “Cities and Culture of the Middle Ages”. They record on a Padlet their initial thoughts.</li> <li>• <i>Pair</i>: They discuss with a partner, exchanging ideas and comparing notes. Which of these ideas are the most relevant and interesting? They keep on taking notes.</li> <li>• <i>Share 1</i>: They form small groups (4 students) and present the best ideas of the pairs. They choose the final ideas to be presented in class.</li> <li>• <i>Share 2</i>: Each Group shares their final notes with the entire class.</li> </ul> </li> </ul>	30 min
			
<b>Phase 2: Analysing Critically; Creativity- 2<sup>nd</sup> teaching hour</b>			
			
<b>2.1. Vocabulary Concept Map</b>		Working groups were formed during the first class, and their members came together and delivered their first result. It is time to enhance cooperation. Our goal now is to understand the concepts and ideas associated with the theme of the Middle Ages. Each group is assigned a different theme <ol style="list-style-type: none"> <li>1. "Map"</li> <li>2. "Histogram"</li> <li>3. "First Aid"</li> <li>4. "Book"</li> </ol>	45 min
			

Name of activity	Procedure	Time
<p><b>2.2. Group tasks</b></p>	<p>5. "Cities and population"            6. "Church Life"            7. "Style"</p> <p>Each group will be given instructions and material for creating the assignment. Medieval music will play in the background.</p> <p>Tasks for students:</p> <ul style="list-style-type: none"> <li>-The student applies knowledge of the division of the Middle Ages and the phenomena that influenced the changes of the beginning of the 12th century, compares the cities of the Middle Ages with the present, establishes the connection of the period of peace with the development of cities and society. Shows on the map the position of cities and states.</li> <li>-The student explains the changes in the formation of cities from feudal authorities to independent municipalities, the influence of the Church on education and the emergence of heresy and inquisition, the emergence of many literary works and the establishment of the first universities, the emergence of begging church ranks and care for the poor, abandoned and sick, changes in construction. sculpture and painting with the way of everyday life of society.</li> <li>-The student explains what has remained the same in the developed Middle Ages and what has changed since the early Middle Ages.</li> <li>-The student uses additional material for researching data (historical map, city blueprints, photo tape, mock-up, handicrafts).</li> <li>-The students explain the work of their groups and highlight the conclusions they have reached in their research.</li> </ul> <p>After collecting various photos and other data from Europeana, they create a 2-minute a photo novella/web story using <a href="https://spark.adobe.com/">https://spark.adobe.com/</a> for their tasks, with mid-century music. The following is a presentation of the papers. Students from all groups participate in the presentation.</p> <p>Others listen, relate, reflect, ask questions.</p>	
<p><b>2.3. Evaluation</b></p> 	<p>They think critically about the subject, exploring and understanding the social circumstances and impact that the Middle Ages have on today's world.</p> <p>Because of this, students want to examine the views of the characters they found in Europeana exhibits. They present the main details of the selected assignment, and each group prepares a set of quiz questions that other students will need to solve after the presentation.</p> <p>The quiz is made using <a href="#">Kahoot</a> and handled by students from other groups.</p>	
	<p>Alternatively, they can study this material and produce written essays, comparing and contrasting the information to the era they explored.</p>	

Name of activity	Procedure	Time
<a href="https://teambluemiddleages.weebly.com/">https://teambluemiddleages.weebly.com/</a>		

### Assessment

The reflection phase is described above (Phase 2). The entire scenario is project-based, therefore the students are engaged in self-assessment, peer assessment, and teacher-directed assessment through a 'circle-time' activity.

### Student feedback

The whole scenario was based on exploratory, project-based learning, so students conducted self-evaluation, peer evaluation, teamwork evaluation, and thus got an even better picture of their knowledge and success.

### Teacher's remarks

According to the views of the participating students, the originality of the topic and the authenticity of the materials selected were an advantage of this scenario. The instructions for the activities were clear and comprehensible and important for their age and language ability. All stages can be refined and linked to some of the items. Phase 2, which is about creativity and deliberation, can be extended depending on the enthusiasm and maturity of each class.

### About the Europeana DSI-4 project

[Europeana](#) is Europe's digital platform for cultural heritage, providing free online access to over 53 million digitised items drawn from Europe's museums, archives, libraries and galleries. The Europeana DSI-4 project continues the work of the previous three Europeana Digital Service Infrastructures (DSIs). It is the fourth iteration with a proven record of accomplishment in creating access, interoperability, visibility and use of European cultural heritage in the five target markets outlined: European Citizens, Education, Research, Creative Industries and Cultural Heritage Institutions.

[European Schoolnet](#) (EUN) is the network of 34 European Ministries of Education, based in Brussels. As a not-for-profit organisation, EUN aims to bring innovation in teaching and learning to its key stakeholders: Ministries of Education, schools, teachers, researchers, and industry partners. European Schoolnet's task in the Europeana DSI-4 project is to continue and expand the Europeana Education Community.