

Topic: The Middle Ages, a feudal society.	SUBJECT OWN SKILLS: Pupils will be able... <ul style="list-style-type: none"> to appreciate the Democracy as a social arrangement in which the rights and obligations of individuals are significantly understood and respected, by the comparison with the Feudalism. 		
Subject: Coneixement del Medi Natural, Social i Cultural	TRANSFERABLE SKILLS: Communicative skills: Pupils will be able... <ul style="list-style-type: none"> to obtain information from diagrams. to organise information about the society in the Middle Ages to communicate by speaking information relevant to the topic. Methodological skills: Pupils will be able... <ul style="list-style-type: none"> to develop strategies to understand the contents. Personal skills: Pupils will be able... <ul style="list-style-type: none"> to apply previous knowledge and skills. 		
Level: 5è CS			
Timing: 4 sessions			
AIM: Understand and explain the basics of the lifestyle in the Middle Ages as well as the social structure in this period.			
TEACHING OBJECTIVES	LEARNING OUTCOMES	COMUNICACION	CULTURE/CITIZENSHIP
A.CONTENT	A.CONTENT	■ Language of learning - Key vocabulary: - king / nobleman / lord, soldier / knight / bishop / monk / nun / servant / peasant . - to fight / to pray / to work / to rule / to own / to supply / to give / to protect / to give / to defend / to obey - the Middle Ages / feudal - manor / castle / village / farmland - war / heaven / hell ■ Language for learning - Language to talk about routines: use of present and past simple: <i>He rules the manor, they work very hard, they fought for his Lord...</i> ■ Language through learning - Sentences and words that come across throughout the lessons	Pupils will be able to... - realise the unfairness of the society in the Middle Ages. - enjoy studying History - appreciate better English as a learning language - realise the need of being observant in class
To introduce... - feudal relationships during the Middle Ages. - how ownership of land affected nearly every aspect of the people's life. - the importance of religion in the Middle Ages.	Pupils will be able to... - memorise key vocabulary - understand feudal relationships. - say the advantages or disadvantages to belonging to a specific status. - learn about the relationships in a Manor		
B.COGNITION	B.COGNITION		
To offer opportunities for pupils to... - apply newly understood concepts - synthesize knowledge (by explaining relationships in a feudal society) - analyse the feudal society.	Pupils will be able to... - apply memorised key vocabulary in different contexts. - classify people according to their duty or status in the feudal society. - interpret life in the Middle Ages through proposing different ways to represent a feudal society - judge whether the feudal society was a fair one (by comparing it with a democratic society)		
ASSESSMENT CRITERIA: Pupils should be able to <ul style="list-style-type: none"> to identify and describe the main features of people's life in the Middle Ages according to their role in the society. to compare the basics of the feudal society with the basics of a democratic society. 			

THE MIDDLE AGES***a feudal society*****Session 1: The feudalism (1)**

Teaching notes: The pupils are supposed to have learnt about the location of the Middle Ages in the classroom timeline as well as what happened in those times in the Iberian Peninsula (*fall of the Roman Empire, the invasion by the Visigoths, the eventual invasion by the Muslim and the gradual reconquest, beginning in the North and fighting little by little towards the South*). The pupils have to know that “*The Middle Ages were a period of wars*”. In this session the pupils are going to learn the division of people in the medieval society into people who fought, people who prayed and people who worked.

Material

- 1 set of flashcards representing *the people who fought, the people who prayed, the people who worked (activity 1)*
- 6 sets of flashcards representing *the people who fought, the people who prayed, the people who worked (activity 2)*
- a computer and a projector for the power point presentation
- coloured cartridges and blutack

Grouping: Whole class (1) , groups of four (2)

Activities

1- The teacher presents the division of the society in the Middle Ages. (PWP page 2). Then he asks the pupils what kind of people would there have been in each group. (PWP pages 3,4,5). PWP page 3 shows a title, “*people who fought*”. The teacher has to show all the people in the set of flashcards, and the pupils have to decide which of them belong to this description. The teacher checks the answers showing the images in the PWP. He does the same for the PWP pages 4 and 5. Finally these flashcards (and the labels with the names) are stuck up on a wall where a “The Middle Ages” corner has been set up previously. This vocabulary underpins the study of this unit, so its comprehension has to be assured. – learning activity (*listening and speaking, by predicting the possible answers*)

2- The teacher divides the whole class in groups of four pupils and provides each group with a coloured cartridge and a set of flashcards. Then he asks them to arrange the pictures, deciding previously which criteria they are going to use. The teacher can give them some tips: the pictures can be grouped not only according to the occupation of each person, but also their possible wealth or poverty, power or powerlessness... Finally the pupils stick the pictures onto the cardboard with blutack, and each group explains to the rest of the class their display and the criteria they have used to do the arrangement. - learning activity (*by categorising the people into different ways, choosing one of them and explaining the choice*)

THE MIDDLE AGES*a feudal society***Session 2: The feudalism (2)**

- Teaching notes: In this session the pupils are going to learn about the feudal relationships and the ownership of land in the Middle Ages. Pupils need to understand these concepts before going any further with the unit. In the last session they will be asked to judge the fairness of the feudal society, so it's crucial that they understand the people's subordination to the person higher up in the feudal pyramid.

Material

- 6 sets of arrows and labels with the words *protection, land, fought for, worked for*
- a computer and a projector for the power point presentation

Grouping: Whole class (1, 2, 3) , groups of four (4, 5)

Activities

1- The teacher presents a feudal tree or pyramid system. The pupils have to recall and say who is in each level. (PWP page 6) In the last session the pupils were asked to arrange the people according to specific criteria. If any group was able to put the people according to their wealth and power in society in vertical order, the teacher can take advantage of this, and explain that this is the agreed way of representing the society in the Middle Ages. Finally the teacher has to explain the feudal tree, talking about the basic features of the people in each level of command. (PWP pages 7, 8) – *learning activity (listening and speaking, by recalling the key vocabulary learnt in the last session)*

2- The teacher helps the pupils to analyse a feudal tree, talking about who is in each level and what he has to provide to the person higher up and what he gets from him. (PWP page 9, 10, 11, 12, 13,14). - *learning activity (listening and speaking, by suggesting possible answers to the formulated questions).*

3- It would be helpful to explain the meaning of the words “*Lord*” and “*Manor*”, since they are related to the ownership and government of the grant of land the king gives to a nobleman. This grant of land was not only farmland or woods, but also used to include a castle and a little village. In the Middle Ages, especially in the Early Middle Ages, people would live in a Manor controlled by a Lord, so the pupils have to learn these two words in order to understand the feudal relationships. (PWP page 15, 16). *learning activity (listening and speaking, by suggesting possible answers to the formulated questions).*

4- The teacher gives each group the diagrams that they completed in the last session, as well as a set of labels and arrows. Each group has to stick on the labels and the arrows in a coherent way, so maybe they will have to change the arrangement of the pictures. Possibly they don't know what to do with the “people who prayed”. They can be rich or poor (*bishop – monk/nun*), but what was their power, if they had it? The teacher tells the pupils that they are going to learn this in the following session – *learning activity (by making a sort of mind-map based on a feudal tree).*

5-. *Finally this work is displayed on the walls of the classroom.*

THE MIDDLE AGES*a feudal society***Session 3: The feudalism (3)**

- **Teaching notes:** In this session the pupils are going to learn the basics about the power of the Catholic Church in the Middle Ages, understanding its role in the Feudal Society. They are also going to complete an assessment activity, in order to check if they have understood all that has been taught so far.

Material

- a computer and a projector for the power point presentation
- Worksheet 1

Grouping: Whole class (1, 2), individual activity (3)

Activities

1- The teacher explains the strong people's belief in Heaven and Hell, and the role of the Church in this matter. (PWP pages 17,18,19) – *(listening, by understanding the explanation with the help of the PWP)*

2- The teacher explains the dependence as a way to guarantee comfort and safety in the Middle Ages (PWP Page 20) - *learning activity (listening and speaking, by suggesting the possible answers)*

3- Worksheet 1– *assessment activity (writing, by making a feudal pyramid, classifying people and explaining his main task, reading and writing, by understanding the vocabulary related to this unit and the feudal relationships.*

THE MIDDLE AGES*a feudal society***Session 4: The feudal society. A fair one? (1)**

- Teaching notes: In this session and the pupils are going to learn about the basics of each status in the feudal society: wealth and poverty, ownership, duties and rights, and how being born into a specific status confined the people's life.

Material

- a computer and a projector for the power point presentation
- copies of the 5 different language frames (*King, Lord, knight, servant, peasant*)

Grouping: Groups of four (1)

Activities

1- The teacher shows some pictures (*King, Lord, knight, servant, peasant*) and asks the pupils to remember in which place in the feudal pyramid they were. Then a question is formulated: "Who do you want to be?" (PWP page 21). The pupils, divided into fours, have to choose one of them and say why, with the help of their specific language frame in which there are only the advantages of being a specific character. It's possible that most of the groups choose to be a king, a lord or a knight, and no one chooses to be a peasant or a servant. The teacher will ask why. The pupils may answer "*because they were poor*". -*learning activity (listening and speaking, by telling the reasons of their choice)*

THE MIDDLE AGES*a feudal society***Session 5: The feudal society. A fair one? (2)**

- **Teaching notes:** In the last session the pupils talked about the advantages of belonging to a specific status. In this session they are going to learn about the disadvantages and will judge whether the feudal society was a fair one, comparing it with a democratic one.

Material • a computer and a projector for the power point presentation

Grouping: Whole class (1, 2, 3) , groups of four (4)

Activities

1- The teacher recalls the activity the pupils did last session. He shows every character and asks the pupils to tell the advantages of being each character and suggest the disadvantages (PWP 23, 24, 25, 26). Obviously, the number of disadvantages increases in the case of the peasants or the servants. – (*listening and speaking, by remembering the advantages and suggesting the disadvantages*)

2- The teacher has to focus the pupils' attention on the fact that birth confined people's lives, and the different characters' possibilities to become owners of land, and ask the pupils "What happens nowadays?, using as an example the main features of the peasant's life and comparing them with the main features of a farmer's life nowadays. (PWP 27) *learning activity (listening and speaking, by anticipating the features)*

3- Finally PWP page 28 shows some rights we have in a democratic society (property, education, vote). *learning activity (listening and speaking, by anticipating the sentences that go with the pictures)*, and PWP page 29 formulates the question: "Was the feudal society a fair one?". The pupils are supposed to know all the vocabulary and structures to answer this question properly, since all the words have appeared in this session. (*assessment activity, by participating in class and telling the reasons for the unfairness of the feudal society*)