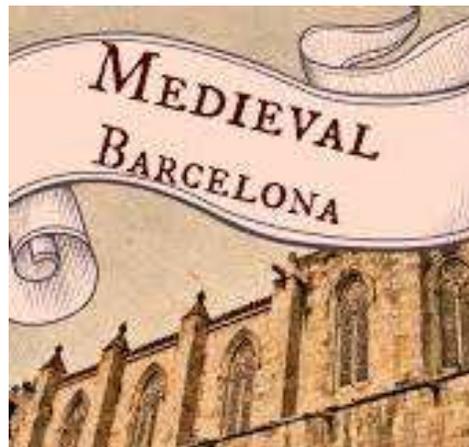


Living in the Middle Ages

GEP2: 2024-2025



Escola Laia

Laura López & Yolanda Belmonte

IDENTIFICATION OF THE GEP PROJECT	
TITLE	How would our lives be if we lived in the Middle Ages?
STUDENTS' CEFR LEVEL (A1, A2...)	A1
GRADE	Year 5
CONTENT AREA(S)	History
NUMBER OF SESSIONS (4, 6 OR 9)	6
TEACHER(S) INVOLVED	Yolanda Belmonte and Laura López
KEYWORDS	Middle ages, society, feudalism, kingdom, market and armour.



OUR PROJECT

INTRODUCTION

Students will go on an excursion that will provide them with an introduction of the main characteristics of Barcelona in the Middle Age. At the end of the excursion, the group of students will receive a sealed envelope that they will need to read at school.

In it, they will find a poem with a message engaging students to learn more about the Medieval Era and take part in a role play so as to answer the driving question of the project 'How would our lives be, if we lived in the Middle Ages?' Thus, students will need to learn different aspects of society, its structure, characters and daily routines and compare them to their lives.

Their mission will be to write and represent a role play showing their audience the main aspects of the Middle Ages' society.

DRIVING QUESTION

How would our lives be if we lived in the Middle Ages?

FINAL PRODUCT

Role play showing how Middle Ages society was organized.



LESSON PLANNING

SDGs

Specify if your project focuses on any of them

SDG 5 & 10

Extret del [nou currículum](#) (en Català)

Developed by the teacher (in English)

ÀREA

Especifica les àrees/matèries que treballa el teu projecte

COMPETÈNCIES ESPECÍFIQUES

Prioritza'n entre 3-5 (extretes del nou currículum) Copia i enganxa del nou currículum. Subratlla la part rellevant de la competència d'acord amb el que treballaràs al projecte.

SABERS

Prioritza entre 3-5 sabers (extrets del nou currículum) Copia i enganxa'ls (del nou currículum.) i subratlla la part rellevant d'acord amb el que treballaràs al projecte.

LEARNING OBJECTIVES

Create 3-5 objectives that integrate both content and language) By the end of the project, students will be able to... (Use these resources to write integrated objectives. See this list of [discursive verbs](#) and these lists of action verbs ([document 1](#) and [document 2](#)).

ASSESSMENT CRITERIA & TOOLS

Write at least 5 assessment criteria. Make sure they are specific, connected to your learning objectives and that they assess both content and language. For each criteria you create, specify the number of the assessment criteria in the curriculum and the assessment tool you will use

Llengua estrangera

Competència específica 2:

Comprendre i interpretar textos orals i multimodals, en la llengua estàndard, recollint el sentit general i la informació més rellevant, la seva forma i el seu contingut, per construir coneixement, formar-se opinió i eixamplar les possibilitats de gaudi i lleure.

Competència específica 3:

Produir textos orals i multimodals amb coherència, claredat i registre adequats, atenent les convencions pròpies dels diferents gèneres discursius, i participar en interaccions orals variades, amb autonomia, per expressar idees,

- **Bloc: Comunicació oral**

- **Saber:**

Ús de la llengua estrangera a l'aula amb autoconfiança progressiva.

- **Saber:**

Ús d'un llenguatge no discriminatori i respectuós amb les diferències en la vida quotidiana.

- **Saber:**

Reproducció de textos orals memoritzats (cançons, poemes, dramatitzacions) en el marc de les propostes didàctiques d'aula.

Students will be able to ...

Describe, compare and reflect on the Medieval Era and the Modern Age in terms of lifestyle, social structure and status and daily routines.

Curriculum criteria:

Llengua estrangera (2.1) and coneixement del medi social (7.1). Explains and analyses the daily routines in the Medieval Era according to each social status using appropriate vocabulary and structures.

Assessment tool: Students notes and teachers and students rubric.

Compare the Middle Ages social structure to our present society using structures appropriately such as: "In the Middle Ages / In the present society is divided into...; In the Middle Ages / In the present people are organized...; In the Middle Ages / In the present there are.



	<p><i>sentiments i conceptes, construir coneixement i establir vincles personals.</i></p> <p>Competència específica 10: <i>Posar al servei de la convivència democràtica, la resolució dialogada dels conflictes i la igualtat de drets de totes les persones, les pròpies pràctiques comunicatives, utilitzant un llenguatge no discriminatori i desterrant els abusos de poder a través de la paraula, per afavorir un es eficaç, ètic i democràtic del llenguatge.</i></p>	<p>- Bloc: Alfabetització informacional - Saber: <i>Utilització de la biblioteca i els recursos digitals de l'aula o del centre, de forma autònoma, per dur a terme treballs d'investigació</i></p> <p>...</p>	<p><i>Explain the main differences between women's roles in the Middle Ages and nowadays.</i></p>	<p>Assessment tool: Padlet, rubric and exit ticket</p> <p><i>Llengua estrangera (10.1) and coneixement del medi social (8.1). Explain the role of the women in the middle ages, including their different roles in the society, their responsibilities and duties.</i> Assessment tool: Rubric and dartboard.</p> <p><i>Llengua estrangera (10.1) and coneixement del medi social (8.1). Show clear comparisons between women's role in the Middle Ages and today focusing on areas such as education, work, and family life and the impo. rtance of gender equality in today's world.</i> Assessment tool: Rubric and dartboard.</p>
<p><i>Coneixement del medi social</i></p>	<p>Competència específica 7: <i>Observar, detectar, comprendre i interpretar canvis i continuïtats del medi natural, social i cultural, analitzant relacions de causalitat, simultaneïtat i successió, per explicar i valorar les relacions entre diferents elements i esdeveniments que permeten entendre el present i imaginar futurs possibles.</i></p> <p>Competència específica 8 : <i>Reconèixer, valorar i defensar la diversitat i la igualtat de gènere reflexionant sobre qüestions ètiques i mostrant empatia i respecte, per tal de construir una societat diversa i equitativa i contribuir al benestar individual i col·lectiu i a la consecució dels valors dels drets humans.</i></p> <p>...</p>	<p>- Bloc: Societats i territoris - Saber: <i>Ubicació i relació de fets i esdeveniments de les grans etapes històriques en eixos cronològics, digitals i analògics, per entendre el temps històric.</i></p> <p>- Saber: <i>Reflexió sobre el paper dels invisibles (dones, infants, pobres...) en la història per entendre els principals moviments en defensa dels seus drets, la situació actual i els reptes de futur.</i></p>		



CONTENT (KNOWLEDGE AND SKILLS)

To complete this project, we will cover the following content

CONTENT-RELATED KNOWLEDGE

- Historical Context of the Middle Ages: The key characteristics of this Era.
- The lifestyle and conditions in the Middle Ages and in the present
- Feudalism: An overview of the feudal system, including its pyramidal structure and the roles of different social classes within it.
- The social structure in the present and in the Middle Ages;
- Information on how women's roles and societal expectations have evolved from the Medieval Era to the present day.

CONTENT-RELATED SKILLS

- Using active participation during collaborative and cooperative tasks.
- Contrasting information in different supports (images, oral and written texts, videos...)
- Explaining the structure of different societies in the Middle Ages.
- Comparing the differences between the Middle Ages society and the present time.
- Reflecting on the role of women in the social structure of the Middle Ages and of the present society.



CONTENT-OBLIGATORY LANGUAGE

See the Foreign Language curriculum of the year you have chosen and select:

1. *Indispensable language items (terminology, academic language)*
2. *Discourse genres (narrative, argumentative, instructional, explanatory, etc.) and text types (a recipe, a news article, an ad, a slogan...)*
3. *Interactive language*

1. *Indispensable language items (terminology, academic language)*

- Medieval Terms: knight, castle, king, queen, noble, peasant, market, merchant, priest, armour, sword, shield, kingdom.
- Actions: bow, serve, fight, trade, farm, rule, protect, celebrate.
- Places: village, kingdom, castle, monastery, field, marketplace.

Structures:

The beginning of the project covers specific and affordable structures in the past, since students need to set the Middle Ages in the timeline of our history. However, as their goal in the project is to create a role play in the class representing the different characters and the structure of society during that period of time, students will also work on structures in present time and as well as certain specific modal verbs.

Find herewith a general overview:

- In Prehistory time... During the Middle Ages... Modern History is the time of... It is/was called...
- Past simple (there was, there were)
- Regular verbs (appeared, discovered, worked, lived)
- Irregular verbs (made, had, told, sold, could, did)
- He/She can/ can't.../
- He/She could / couldn't...
- They have to...
- They had to...



- He/She has to / doesn't have to...
- He/ She had to...
- He/She must/ mustn't...
- Adverbs of frequency (sometimes, always, never).
- Routine sentences starters (in the morning, in the evening, at night).
- The difference between _____ and _____ is...

2. Discourse genres (narrative, argumentative, instructional, explanatory, etc.) and text types (a recipe, a news article, an ad, a slogan...)

- Dialogue text represented through a role play.

3. Interactional language

Structures:

- This image corresponds to/ matches with
- This is the ____'s description/routine.
- This character belongs to/ goes in the....
- The difference between (these women, societies...) is...
- I want to say, write...

Sentences:

- What does ____ mean?
- How do you write ____?
- Do you think ____ corresponds to / matches with ____?
- How do you pronounce this word?
- It's my/our turn...



- I think, in my opinion...
- I agree with you.



REFERENCES

COMMENTS (OPTIONAL)

USEFUL ABBREVIATIONS YOU CAN USE

SKILLS	R: Reading	S: Speaking	L: Listening	W: Writing	I: Interaction	
INTERACTION	T-S: Teacher-Student	S-S: Student-Student	SG: Small Groups	WG: Whole Group	S-E: Student-Expert	S-W: Student-World



ASSESSMENT	PA: Peer Assessment	SA: Self-Assessment	TA: Teacher Assessment	AT: Assessment Tools		
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UNIT OVERVIEW

SESSION	ACTIVITIES 	TIMING 	SKILLS 	INTERACTION 	ICT 	ASSESSMENT 
1	Identification of the Middle Ages. When and what?	15'		S-S	W	
	History Timeline	15'		SG	S-S	Puzzle
	Fostering History timeline comprehension.	15'		T-WG		Stand Up for true & Sit down for false.

SESSION	ACTIVITIES 	TIMING 	SKILLS	INTERACTION 	ICT	ASSESSMENT 
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Plantilla adaptada de Màster CLIL&FLE - LEd (2020)



2	Intro to Middle Ages society structure through different characters.	10'	L,I	WG		TS
	Reading & matching activity. Match the character with its corresponding routine in the middle ages.	20'	S,I,R	SG		PA Green/red cards
	Classify these characters into privileged and non-privileged.	10'	S,R	SG		
	Put in common the groups' classification.	10'	L,I	WG		

3	Introduction to Feudalism and its pyramidal structure of society	10'	L	WG		
	Students classification into the pyramid of the characters they have been presented.	20'	R,I	S-S WG		AT: Thumbs up/down
	Comparing: Middle Ages vs Nowadays	20'	S,W,I	WG S-S	Padlet	AT TA: Padlet



						Venn Diagram
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4	Women in the Middle Ages. Presentation of photographs of several women. Students classify these women in the pyramidal feudal structure.	10'	L, I	WG I T-S		
	Jigsaw reading with information about women.	15'	R, S	SG		
	Compare the role of women: Middle Ages vs Nowadays (written task-worksheet)	15'	W S	SM I S-S		Rubric Students improve their work
	Self evaluation about how confident they are after this lesson	5'	S	S		SA AT: Dartboard

5	Reminder of their learning & short video of curiosities. Write in post-its information about their new knowledge. Provide a model of a dialogue/role play.	10'	L, W	WG S-S T-S		AT: Post-it notes
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	Online organisation of groups randomly & determine each students role in their role plays	5'	L	SG		
	Students' writing of their role play.	35'	L	SG		

6	Representation and recording of the final role plays.	30'	S,I	WG		
	Students peer-assessment through a rubric	5'		T-S		Teachers and students rubric
	Closure and self-assessment of the project and learning.	10'	L	WG		Exit ticket

SESSION PLANNING

SESSION 1: Timeline Middle Ages

OBJECTIVES OF THE SESSION:

Construct a timeline to sequence different periods of our history.

Place the Middle Ages in a timeline. When did it take place?



CONTENT-OBLIGATORY LANGUAGE FOR THE SESSION:

Text type: Puzzle Image

Academic language: Prehistory, Ancient History, Medieval Era, Renaissance, Modern History. BC (Before Christ) AD (After Death).

Discovery of fire, cave paintings, Egypt, Greek and Roman civilizations, feudalism, arts revival, paintings, scientific discoveries and industrialization.

Grammar: Past simple (there was, there were, regular and common irregular verbs) such as (in this period of time first humans appeared, there were new civilizations, there was a different society, humans made new discoveries).

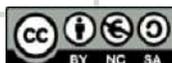
Task management: This period of time corresponds to/ matches with ... Let's put these pieces together. The first image is from the.... The second image is...

Interactive strategies: I think this period is ... In my opinion, this image is from the..... What do you think? Do you think that this photo is from the.....period? I think so, I don't think so. Can we match this piece with this one? Let's put these pieces together. Let me try!

SESSION	<p style="text-align: center;">ACTIVITIES</p> <p><i>Include : Name and description; Links to materials (including language support) and to assessment tools, if any.</i></p>					
1.1	<p>Students will start this project just after having participated in the activities proposed in the excursion ('Tresors de Jaume I') based on the Middle Ages in Barcelona. At the end of the excursion, the group of students will receive an envelope including a poem that will lead them to start their new project.</p> <p>The teacher proposes to the students to open the envelope and shows what is inside.</p> <p>The teacher asks for a volunteer in the class so as to read the poem aloud. The teacher guides the group to understand its meaning and helps students by writing down on the white board specific vocabulary or explaining the meaning of any word.</p>	20'	S, L, I	WG		



	<p>As they will find out that the project will be focused on Medieval time, the teacher asks the students what are the main ideas they remember from the excursion and writes the key words on the board in order to create a simple mind map as a summary of the excursion.</p> <p>Annex O. Envelope_poem linking excursion & project.</p> <p>https://www.canva.com/design/DAGeQPDgJYM/IOWxer_EIMZKK_js4IIFGw/edit?utm_content=DAGeQPDgJYM&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton</p>					
<p>1.2</p>	<p>The teacher, then, asks the students if they know when this historical period took place in the line of time of our history.</p> <p>Later on, the teacher explains or makes sure that students know or remember what a timeline is. Then, the teacher tells them that they are going to learn about the different periods of our history by creating an online puzzle/jigsaw.</p> <p>Thus, the teacher distributes the laptops and tells students they will work in pairs, with the classmate that they are sitting down next to.</p> <p>To help students interact during this activity, the teacher writes or projects the following language support on the white board. The teacher asks the students to read the sentences aloud making sure they understand their meaning and engage students to use these sentences while they make their puzzles.</p> <p><u>Language support on the whiteboard:</u></p> <p>I think this piece goes on the left/ on the right.</p>	<p>20'</p>	<p>R, I</p>	<p>SG</p>	<p>Genially</p>	<p>PA AT: Online final applause for finishing the puzzle.</p>



	<p>Move this piece next to that piece. In this piece I can see/read... Put this piece on/under this one This piece goes on the right/left corner of the puzzle</p> <p>Annex 1. 1.2 Timeline puzzle (Genially) https://app.genially.com/editor/66937ca202cb3632ffa8fc0b</p> <p>Annex 1. 1.2 Timeline language support https://www.canva.com/design/DAGgHEcPBck/60dt2vmjEpY3evAjTtMK1Q/edit</p>					
<p>1.3</p>	<p>The teacher projects a canva presentation showing students the main facts of the timeline puzzle they have built. This canva includes visual support to help students' comprehension. Annex 2. 1.3 Main facts from different periods of time. https://www.canva.com/design/DAGeQV1uFlc/Q9GbtoUz4ILHP27LVwEZDg/edit</p> <p>The teacher tells the students to read aloud the main facts that appear in each period of time and asks the group if there is any word they don't understand. Then, the teacher proposes the group to play the game `Stand up for True & Sit down for False. Then, the teacher explains to the students that they are going to read a specific statement concerning one of the periods of time they can see on the timeline and</p>	<p>10'</p>	<p>L, I</p>	<p>WG</p>		<p>Stand up for True & Sit down for False.</p>



<p>they have to remain sitting down on their chairs if they think the sentence is false or simply stand up if they think it's true.</p> <p>In case students consider the statement wrong, that is that they are sitting down, the teacher will ask for a volunteer so as to correct the wrong statement into a true one.</p> <p>Annex 2. 1.3B. Fostering comprehension.</p> <p>https://www.canva.com/design/DAGgHWBikrE/UZdmeCsZy5ea5SdWxkdqgw/edit?utm_content=DAGgHWBikrE&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton</p> <p>The teacher finishes the class with a short reminder that their task in this project is going to be a role play in this project that is going to be set in the Middle Ages representing the different roles and routines of this period of time.</p>					
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SESSION 2: Society & feudal system (Privileged vs non-privileged)

OBJECTIVES OF THE SESSION:

Recognise the different characters of the Middle ages and their routines at the time.

Classify these characters by saying if they are privileged or non privileged.

CONTENT-OBLIGATORY LANGUAGE FOR THE SESSION:

Text type: Narrative

Academic language: Advisors, church, craftsman, cutting and gathering, crops, dawn, feast, God, hut, Kingdom, large, lord, manage, peaceful, pots, prayers, safe, sell, spend time, sword fighting, tournament, trade, large and village.



Grammar: Present simple tense, routine sentences starters (in the morning, in the evening, at night) and adverbs of frequency.

Task management: Do you think this text/routine is from the ____? Yes, I/we do. No I/we don't. This is the ____'s routine. I agree with you. I don't think so.

Interactive strategies: What do you think? I think this text corresponds to the _____.

SESSION	ACTIVITIES <i>Include : Name and description; Links to materials (including language support) and to assessment tools, if any.</i>					
2.1	<p>The teacher introduces the first activity telling the students that they are going to read about different characters of the Middle Ages as well as learn about their routines at the time.</p> <p>The teacher sticks on the whiteboard nine photographs corresponding to different characters from the Middle Ages.</p> <p>The teacher engages students to think of the names of each one of them. When the students say it properly, the teacher shows and sticks the card name on the white board.</p> <p>In case the students don't know the name of any of the missing images, the teacher writes the names of the missing characters on the white board and tells the students they will need to discover who is who by doing the next activity.</p> <p>Annex 3. 2.1 & 2.2 Images and texts https://www.canva.com/design/DAGgCG-M7tU/n_AdV-Ha1jlabjiODAuLBw/edit</p>	10'	L, I	WG		T-S



<p>2.2</p>	<p>The teacher organises the class in groups, respecting the groups of tables of the class and tells the students that each group of tables is going to have a copy of the images containing the pictures they have just seen together with a little description of their everyday routine during the Middle Ages.</p> <p>The teacher insists on the goal of the activity, that is: students need to match the character with the corresponding routine so as to know different aspects of their lives.</p> <p>The teacher also shows and tells the students that they are going to have a picture dictionary containing the words they might need help with.</p> <p>Annex 3. 2.2. Glossary & picture dictionary as language support https://www.canva.com/design/DAGepRwTUgc/_Drj-5RAri9Dh5VjhNFg6Q/edit?utm_content=DAGepRwTUgc&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton</p>	<p>10'</p>	<p>S, I, R</p>	<p>SG</p>		
<p>2.3</p>	<p>Once the groups have finished matching the characters with their corresponding routine, the teacher proposes each group to tell the rest of the class one of the matches they have done so as to put in common their results.</p> <p>The teacher takes advantage of every match of cards the students make to reinforce the main ideas of the texts and the key vocabulary that appears in each specific text.</p> <p>Annex 3. 3.2. Glossary & picture dictionary as language support</p>	<p>5'</p>	<p>S, I, S</p>	<p>SG</p>		<p>PA Green/red cards Annex 3. 3.3</p>
<p>2.4</p>	<p>In this next activity, students are asked to classify the different characters into 'privileged people' or 'unprivileged' and explain why.</p>	<p>10'</p>	<p>S, R</p>	<p>SG</p>		



	<p>Then, the teacher distributes the worksheets Annex 4. 2.4. Privileged and unprivileged classification where students will proceed with their classification and the corresponding language support to help them justify their answers. https://www.canva.com/design/DAGeUX0qkr4/oRJJ2YBTEOL9rbJ3cY7BgA/edit</p>					
<p>2.5</p>	<p>Once the classification has been made, the teacher tries to make students reflect by asking them if they consider that in the Middle Ages there were more privileged or unprivileged people.</p> <p>The teacher writes on the whiteboard the sentence: <i>'I/We think there were more privileged/unprivileged people during the Middle Ages because...'</i></p> <p>Then, the teacher tells the students to share their opinions in the small table groups. After some minutes, the teacher asks the six different groups in the class what their conclusions are and why.</p> <p>Having concluded that in the Middle Ages there were more unprivileged people, the teacher congratulates the students and tells them that, at that time, the society had a pyramidal structure.</p> <p>The teacher, then, projects a pyramid on the white board Annex 5. 2.5. Empty pyramid feudal system and asks the students to guess which part of the pyramid represents the privileged and unprivileged people.</p> <p>The teacher points out the language support in the slide so that students can practise the language and activate their thinking.</p>	<p>10'</p>	<p>I, L</p>	<p>WG</p>		



	<p>After sharing students' opinions, the teacher projects the second slide of the documents where students can visualize the same pyramid with a symbol of a crown at the peak and a hand with a hammer at the base. Students can also read Feudalism. The teacher concludes the session fostering comprehension by saying that this type of pyramidal structure in society is called Feudalism.</p> <p>https://www.canva.com/design/DAGeUaj5pcY/X7pHOhbXqnW87tKWD1Xn-g/edit</p>					
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SESSION 3: Society & feudal system (Pyramidal Structure)

OBJECTIVES OF THE SESSION:

Recognise the pyramidal social structure in the Medieval Era and its name 'Feudalism'.
 Represent a Middle Ages social pyramidal structure by classifying some characters.

CONTENT-OBLIGATORY LANGUAGE FOR THE SESSION:

Text type: Descriptive

Academic language: Feudalism, warrior, loyal, military support

Grammar: Present simple, adverbs of frequency, can, must.

Task management: I think this character goes here. I have doubts about this character. I don't know if this is the correct layer of the pyramid.

Interactive strategies: I know this character! It is theDo you know if this character is....? Can you help me? What does ____ mean? I'm not sure.



SESSION	ACTIVITIES <i>Include : Name and description; Links to materials (including language support) and to assessment tools, if any.</i>					
3.1	<p>The lesson starts with the following recap activity: The teacher distributes different images of important characters of the middle ages to the groups of tables and tells the students that they are going to read different statements projected on the whiteboard. These statements make reference to just one of the images they have and that is exactly what they need to guess. When students read the sentence that matches their image, they have to raise their hand, read the sentence and show the image to the rest of the class and justify their matching.</p> <p>Annex 5B Session 3.1 https://www.canva.com/design/DAGgSalGOEg/Gu_f3fJAjZcR6lrLONBhFg/edit</p> <p>To reinforce this knowledge, the teacher tells the students that they are going to watch a short video. Annex 6 Happy learning: https://www.youtube.com/watch?v=yHughcfloZM&t=29s After the video, students will answer a quiz using ABC cards provided from the teacher. (Annex 6.1) https://www.canva.com/design/DAGgSBziZ04/FUTq_ua4lcv3gAJugfUNOw/edit?utm_content=DAGgSBziZ04&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton</p>	10'	L	WG		<p>TA AT: ABC Cards</p>



3.2	The teacher starts the second activity by introducing students to six new characters named: Sir William, Brother Martin, Eduard III, Lady Isabella, Jacques Farmer and Hugo.	8'	L	WG		
3.3	<p>The teacher tells the students that, in small groups, we will proceed with the reading of the descriptive cards (Annex 8. 3.3 Classify Medieval Characters) and they will need to cut, stick and place each character in a specific place of the pyramid.</p> <p>Once each group has classified the characters, the teacher engages the group to share their classifications. The teacher explains that, when a group shares the placement of a character, the rest of the groups will need to show their 'thumbs up saying 'I agree with you!! or show their 'thumbs down' and saying 'I don't agree with you'</p> <p>https://www.canva.com/design/DAGeUcK3NIM/2Q-AAmTyN3fYa8TR9xjRcQ/edit?utm_content=DAGeUcK3NIM&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton</p>	12'	R, I	S-S WG		<p>TA</p> <p>AT: Thumbs up or thumbs down & I agree with you / I don't agree with you.</p>
3.4	<p>To finish the session, the teacher explains to the students that, now that they know how feudalism worked in the Middle Ages, it is time to go further and compare the Middle Ages' society to our society nowadays.</p> <p>To do so, the teacher projects to the students the canva document (Annex 9.3.4 Middle Ages versus Nowadays).</p>	20'	S, W, I	WG S-S	Padlet	<p>AT Padlet TA</p> <p>https://padlet.com/ybelmont/middle-ages-vs-nowadays-zfygewzbeqwf</p>



	<p>https://www.canva.com/design/DAGeUqmh7TI/4c05gxWOfEKlav1732CciA/edit?utm_content=DAGeUqmh7TI&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton</p> <p>The teacher, then, explains to the students that they need to find similarities and differences between the two societies using the structures that they can see (in the Middle Ages there was a, wasn't a, there were, weren't any and nowadays, there is a, there isn't a, there are, there aren't any...).</p> <p>To see and share students' reflections on societies, the teacher tells the class group that they are going to write their opinions in the following padlet (Annex 10. padlet 3.4 Middle Ages vs Nowadays)</p> <p>https://padlet.com/ybelmont/middle-ages-vs-nowadays-zfygewzbeqwf</p> <p>Then, students will complete a Venn diagram writing down the similarities and differences between The Middle Ages and nowadays. (Annex 10.1 Venn diagram 3.4 Middle Ages vs Nowadays)</p> <p>https://www.canva.com/design/DAGgSYVvk8Y/xqtJbnLx2HNzk6ZzF06NLw/edit?utm_content=DAGgSYVvk8Y&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton</p>					<p>Venn Diagram</p>
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SESSION 4: Women in the Middle Ages

OBJECTIVES OF THE SESSION:

Analyse and compare the role of women in Medieval times.

CONTENT-OBLIGATORY LANGUAGE FOR THE SESSION:

Text type:

Academic language: feudalism, society, expectations, patriarchy, noblewomen.

Grammar: Past simple, present simple, adverbs of frequency, can.

Task management: During the middle ages, now, this woman, the difference between these women is.

Interactive strategies: I think, In my opinion, these women...

SESSION	ACTIVITIES <i>Include : Name and description; Links to materials (including language support) and to assessment tools, if any.</i>					
4.1	Teacher will display on the whiteboard a variety of images showing different women from the Middle Ages—such as a queen, a nun, a peasant, and a noblewoman—and ask the students to closely observe each picture. Then prompt them with questions like, "What specific details do you notice in this image? What clues from her clothing, surroundings, or expression help you understand her role? Based on these observations, who do you think she is, and why?" (Annex 11) Language support (Annex 11.1)	10'	L, I	WG, I T-S		



	https://www.canva.com/design/DAGepSnijlM/Mqk_9KaUxkz_oPjFERAiUw/edit?utm_content=DAGepSnijlM&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton					
4.2	<p>The teacher places posters around the classroom with information about different women from the Middle Ages. Students (in small groups) have to gather and complete information about three types of women on a worksheet. After this, the groups will switch and each group will share what they learned about the other women. (Annex 12)</p> <p>https://www.canva.com/design/DAGc0wVbpD8/bh1Z9ao7V0ygKBAIppQ5qA/edit?utm_content=DAGc0wVbpD8&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton</p>	15'	R, S	SG		
4.3	<p>Students will complete a written worksheet task where they compare the roles and lives of women in the Middle Ages with those of women today. They will work in groups of 3 or 4. The worksheet will include guiding questions that prompt them to analyze the differences. Then, students will swap groups and they will improve the information, by adding extra details or correcting it.</p> <p>(Annex 13)</p> <p>https://www.canva.com/design/DAGepXHISdA/iEKtfMYRvOjJh1iGxW6glw/edit?utm_content=DAGepXHISdA&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton</p> <p>(Annex 14)</p>	15'	W	SM, I S-S		PA: Partner's checking Students should improve their partner's work.



	<p>https://www.canva.com/design/DAGetp9dGU/PIQS7-2vj_mtSh0z118ZNw/edit?utm_content=DAGetp9dGU&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton</p> <p>Finally, the teacher will check the comparison using a rubric. (Annex 14.1)</p> <p>https://www.canva.com/design/DAGgS_Oebuw/CoSCL7St87mpao8YsLB6ug/edit?utm_content=DAGgS_Oebuw&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton</p>					<p>TA, AT: Rubric</p>
<p>4.4</p>	<p>Students self evaluate their understanding about women in the Middle Ages at the end of the lesson using the dartboard. They need to write a dot in the colour depending on how good their understanding is.</p> <p>Red: If they feel very comfortable, yellow if they understand but they do not feel an expert about the topic and green if they do not understand it. (Annex 15)</p> <p>https://www.canva.com/design/DAGepX5Ucd0/pLf-Jvi2wBfBNEFlcjRMLw/edit?utm_content=DAGepX5Ucd0&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton</p>	<p>5'</p>	<p>S</p>	<p>S</p>		<p>SA AT: Dartboard</p>

SESSION 5: Role Play planning

OBJECTIVES OF THE SESSION:



Write role play exemplifying the Middle ages society.

CONTENT-OBLIGATORY LANGUAGE FOR THE SESSION:

Text type: Dialogue

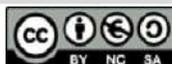
Academic language: Respectful expressions (Your Majesty, Sir...../ Lady....., May I have permission...? Thank you Sir, Madam. Loyalty.

Grammar: Present simple, Must (obligation), Can for ability.

Task management: Who can say ____ with different words or in a different way? I have an idea! We can say that...Let's... I want/don't want to say the____.

Interactive strategies: How do you say ____ in English? / How do you write/spell ____? Do you know how to say/ write...

SESSION	ACTIVITIES <i>Include : Name and description; Links to materials (including language support) and to assessment tools, if any.</i>					
5.1	<p>The teacher introduces the session by reminding the students of everything they have learnt until the moment. To do this, the teacher gives post-it notes to the students, and they need to write down information about what they have been learning and place it in the correct spot. There are posters with different topics around the classroom, such as: the timeline of the Middle Ages, the structure of society, the main characters, and daily life which they have to complete with information written in post-its notes.</p> <p>The teacher also explains to the students that, to learn a bit more as well as to inspire them with their role plays, they are going to watch a video telling them of some other curiosities of this period of time.</p>	10'	L, W	WG S-S T-S		<p>TA AT: Post-it notes with information</p>



	<p>The teacher projects: (Annex 16) 5.1 Curiosities of the Middle Ages. https://www.youtube.com/watch?v=R4PiiAzWuWw</p> <p>After watching the video, they will complement the previous ideas they wrote down on the posters with new information they gather from the video.</p> <p>Finally, we will check their ideas in the big group.</p>					
5.2	<p>The teacher tells the students that, before proceeding with their role plays' writings, it is necessary to take a look at some models, so that they can see what they are expected to do.</p> <p>The teacher projects the canva document (Annex 17) 5.2 Medieval Dialogues showing four different dialogues between different Medieval characters. The teacher invites two students to read each of the dialogues and makes sure that the group understands the meaning of the little conversation or any specific word by asking questions like: Do you know what does ___ mean? Who can say ___ with different words or in a different way?.</p> <p>https://www.canva.com/design/DAGeUjJr_w/rCnO6u5uONbc6Zn57UXWXg/edit?utm_content=DAGeUjJr_w&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton</p>	5'	L	SG		
5.3	<p>The teacher proceeds telling the students that they are ready to start their projects.</p> <p>Students will work in three groups that will be randomly created through the webpage: (Annex 18) 5.3.1 Random.Webpage</p>	35'	S, W, I	SG		



<https://www.online-stopwatch.com/random-group-generators/>

Once the students are in their groups, the teacher tells the students their role in the group will also be decided by a deck of cards. Students just have to shuffle the cards and choose one. That card will show them the role they have to perform. (Annex 19)

5.3.2 Roles.Deck of Cards

https://www.canva.com/design/DAGeUk1x_hw/rf7HBtOm8qcgAouCsb7Bww/edit?utm_content=DAGeUk1x_hw&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

To finish, the teacher encourages the groups to start thinking and creating their role plays and projects the document 'Hands on writing your role plays' (Annex 20) 5.3.3 Hands on Writing Role Play) where the students will find out some writing support including ideas about different scenes they can perform.

The teacher also gives the last two instructions and conditions of their role plays. On the one hand, all the characters have to participate in the role play and, on the other hand, the role play has a limited time, maximum 10 minutes.

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SESSION 6: Role Play recording

OBJECTIVES OF THE SESSION:

Perform a role play in front of the class

CONTENT-OBLIGATORY LANGUAGE FOR THE SESSION:

Text type: Role play (dialogue)

Academic language: Our role play is set in... A long time ago, and the expressions and vocabulary the students decide to include in their scripts.

Grammar: Present simple, Must/Have to (obligation), Can (for ability).

Task management: Put into practice their scripts.

Interactive strategies: It's your turn! A big round of applause for the group! Fantastic! Well done! Good job!

SESSION	ACTIVITIES <i>Include : Name and description; Links to materials (including language support) and to assessment tools, if any.</i>					
6.1	<p>The teacher tells the students that today's session is a showtime session and explains to the students that they are going to enjoy and share with the rest of the class the role plays that they have prepared.</p> <p>The teacher also tells them that after each role play they are going to have a worksheet in which they will have to tick the options they consider that are correct from their classmates' presentation.</p>	30'	S, I	WG		



6.2	<p>The teacher distributes the peer- assessment worksheet (Annex 21) 6.2 ST & T Rubric to the students so that they can complete it once each role play has been represented.</p> <p>https://www.canva.com/design/DAGepTVtIzE/NYQdsm08GPKsis2KNtxggg/edit?utm_content=DAGepTVtIzE&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton</p>	5'		T-S		<p>PA, TA AT: rubric Students rubric Teachers rubric</p>
6.3	<p>To finish, and as a closure of the project, the teacher congratulates the different groups for their work and tells them to do the last task as a self-assessment of the project, and showing how much they liked it and or the things they would improve.</p> <p>Annex 22 6.3 Exit Ticket</p> <p>https://www.canva.com/design/DAGeU7NZpeU/sXe7umKTzULyBW5wC6NKig/edit?utm_content=DAGeU7NZpeU&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton</p> <p>Annex 23 6.4 Language support Exit ticket</p> <p>https://www.canva.com/design/DAGeu2jAw1o/cGY6Hn27mRapwJm9tqbTZQ/edit?utm_content=DAGeu2jAw1o&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton</p>	10'	L	WG		<p>SA AT: Exit ticket</p>



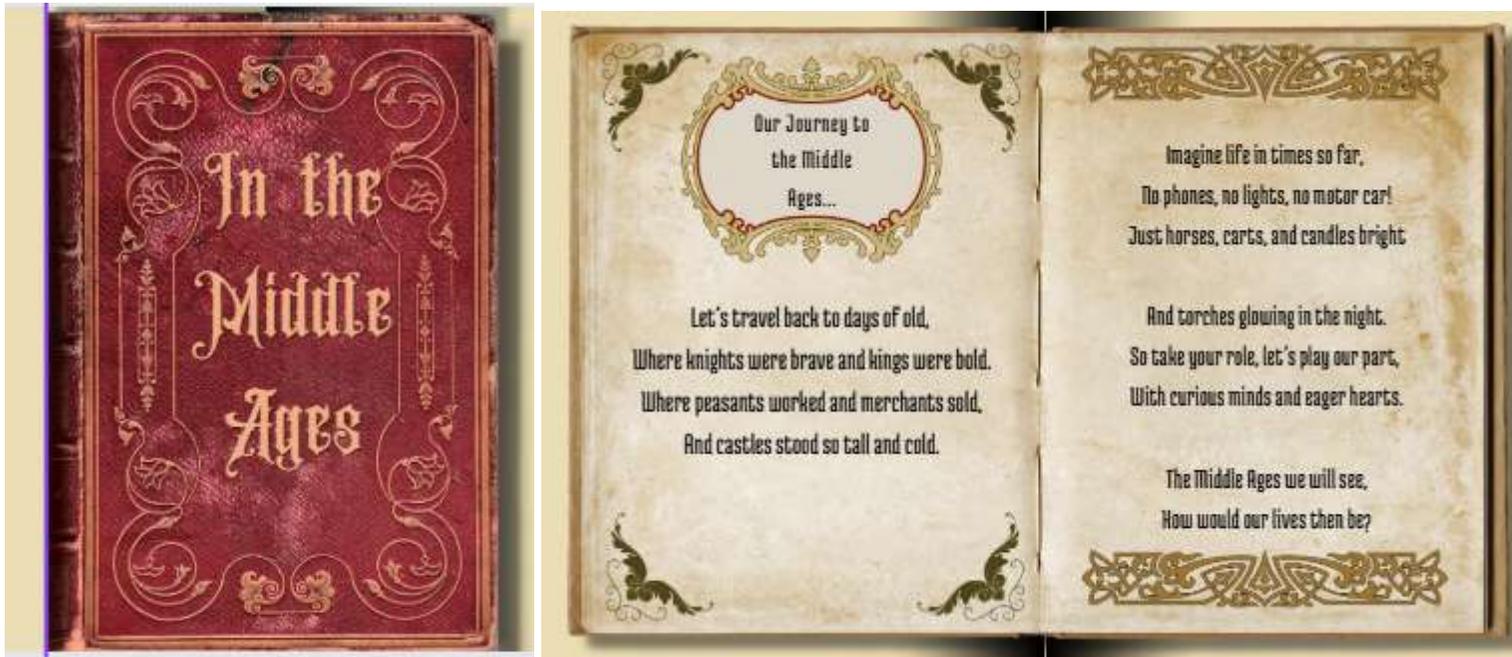


ANNEXES

ANNEX 0

Session 1 Envelope they received in the excursion. Document that links the activity to the beginning of the project.

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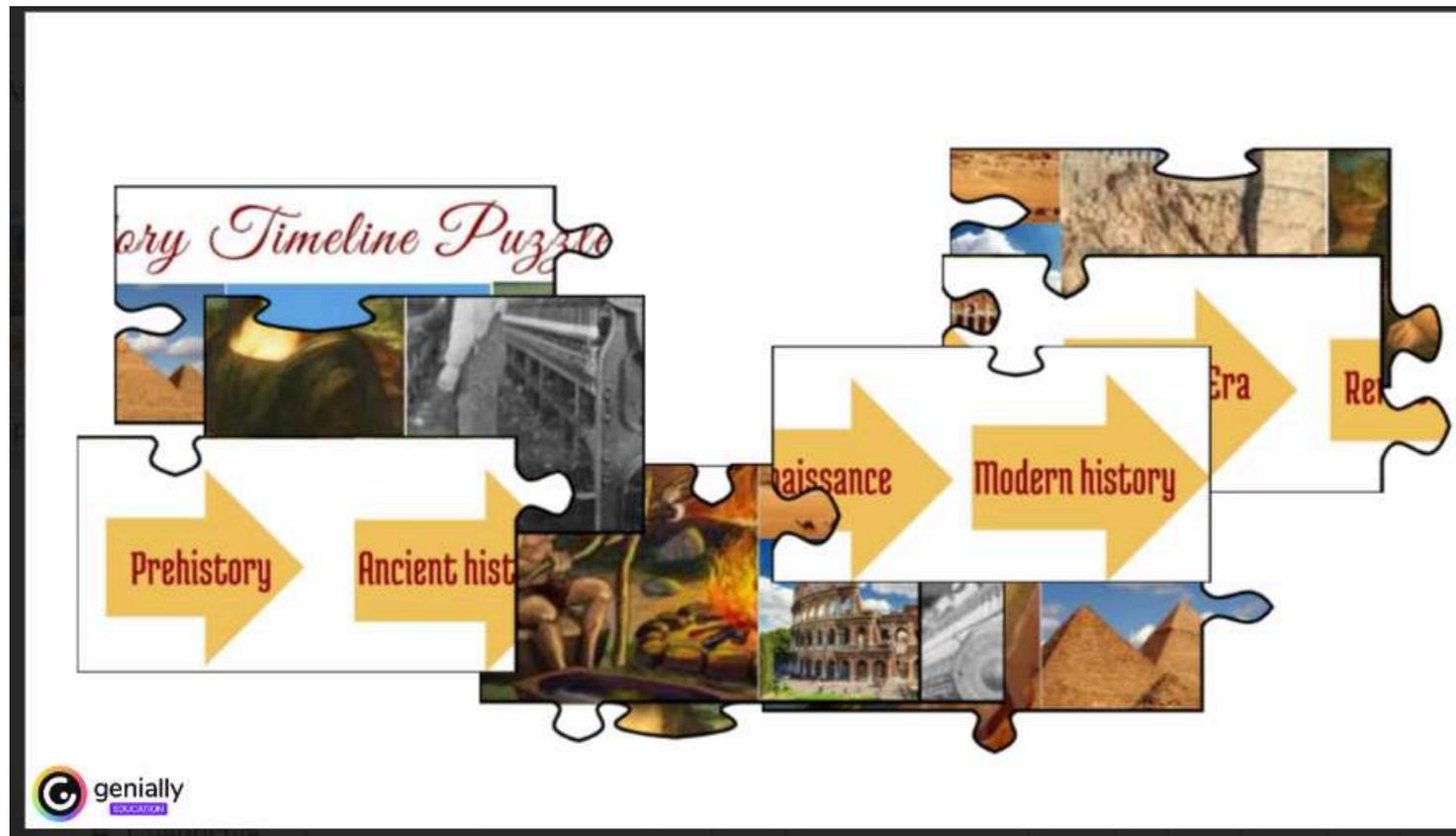


ANNEX 1

Session 1, activity 2

Annex 1.1.2 Timeline puzzle (Genially)

<https://app.genially.com/editor/66937ca202cb3632ffa8fc0b>



Annex 1. 1.2B Timeline Language support

Language support- Puzzle

- I think this piece goes on the left/ on the right.
- Move this piece next to that piece.
- In this piece I can see/read...
- Put this piece on/under this one
- This piece goes on the right/left corner of the puzzle.

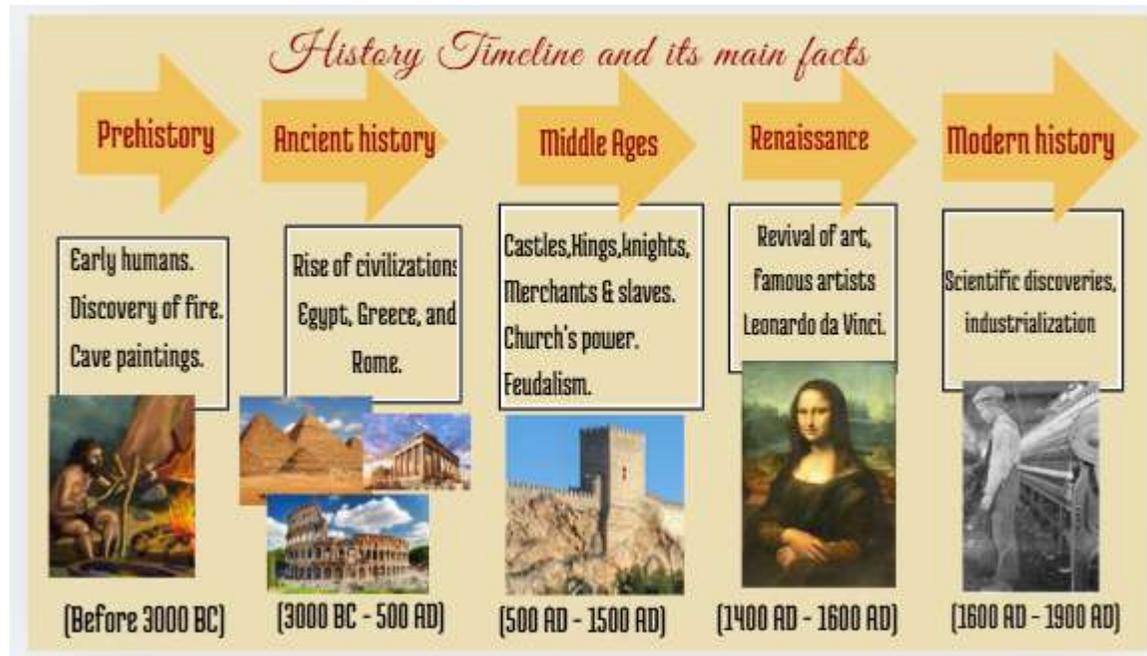


ANNEX 2

Session 1, activity 3

Annex 2. 1.3 Main facts from different periods of time.

<https://www.canva.com/design/DAGeQV1uFlc/Q9GbtUz4ILHP27LVwEzDg/edit>



Annex 2. 1.3B. Fostering comprehension.

https://www.canva.com/design/DAGgHWBikrE/UZdmeCsZy5ea5SdWxkdqgw/edit?utm_content=DAGgHWBikrE&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton



TRUE *Timeline-Comprehension Game* **FALSE**

1. Humans discovered the fire during the Middle Ages.
2. Important scientific discoveries belong to Modern History.
3. Pyramids belong to Prehistory.
4. Cave paintings belong to the Renaissance of art period of time.
5. Middle Ages is the time of Kings, knights, castles and slaves.



ANNEX 3

Session 2, activity 2.1 & 2.2

Annex 3.2.1 & 2.2 Images and texts.

https://www.canva.com/design/DAGgCG-M7tU/n_AdV-Ha1jlabjjODAuLBw/edit



"I am the ____! I wake up in my big castle and have a grand breakfast. I talk to my advisors and make important decisions for my kingdom. Sometimes, I meet other nobles and hold meetings. I might go for a ride or enjoy a feast in the evening. I am responsible for keeping my kingdom safe."



"I'm a _____. I live in a large house or castle. In the morning, I check on my lands and make sure the peasants are working. I usually meet with other nobles or the king. I enjoy hunting and feasts. In the evening, I spend time with my family and enjoy music or stories."





"I am a I wake up early and practice my sword fighting and riding my horse. I protect the people and serve my lord. Sometimes, I go to battle or join a tournament. At night, I rest and prepare for the next day's training or adventures.



"I am a I wake up and say my prayers. I tell people in my village about God and help them with their problems. I also teach children how to read. I am a member of the Church and I have a lot of power in this society."



I am a I wake up early and open my shop. I sell different things like food, cloth, or tools. I meet lots of people and sometimes travel to other towns to trade. If I am a craftsman, I make things like shoes, pots, or clothes. I work hard all day and then have dinner with my family."



I am a I wake up early with the sunlight and go to the fields. I work hard planting or cutting and gathering crops during all day. At midday I have a small meal. At night, I go home to my small house, eat dinner, and go to bed early to rest for the next day."



"I am a I work for the lord every day, I wake up at dawn and start farming or serving my lord at home. I don't have much free time, but I'm happy if I can see my family. I live in a small hut, and I always need to get permission from my lord to leave."



Hello! I am a I wake up early to pray and spend my day working in the garden or making books. We pray several times during the day, and in the evening, we have a simple dinner before going to bed. My life is simple and peaceful, focused on praying and work.



I am a
I live in a castle and start my day by dressing in beautiful clothes. I manage the tasks in my house, I teach my children, and plan celebrations. In the evenings, we enjoy parties with music. My days are busy, but I like staying with my family and organise everything in my house.



Annex 3.2.3. Picture dictionary as language support

Picture dictionary

 manage	 peaceful	 pots
 prayers	 safe	 sell
 spend time	 sword fighting	 tournament
 trade	 large	 village



We think that this text corresponds to the routine of the

Picture dictionary

 advisors	 church	 craftman
 cutting	 gathering	 crops
 dawn	 feast	 God
 hut	 kingdom	 large

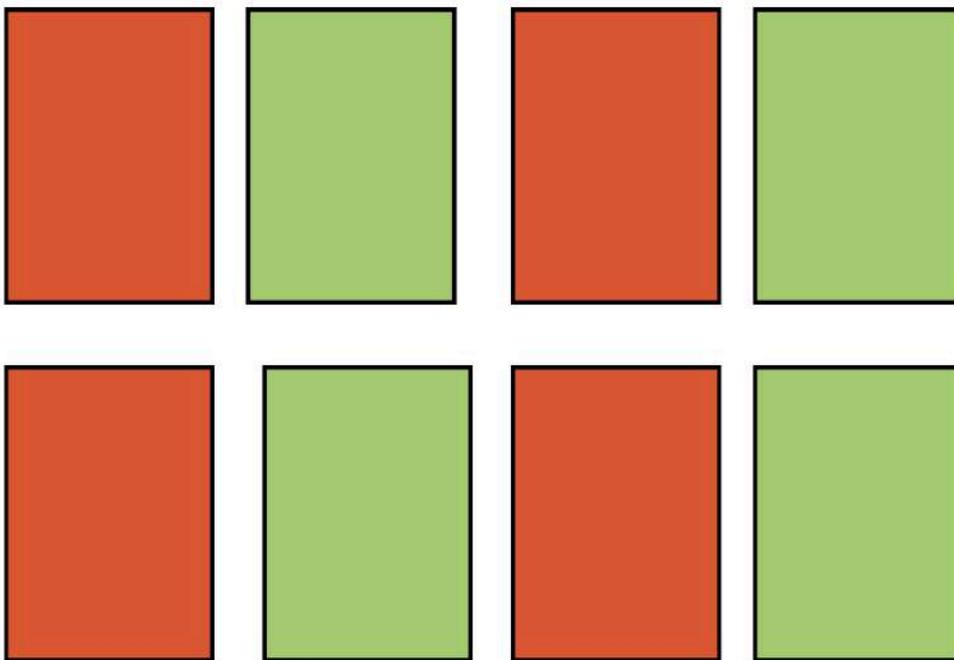


We think that this text corresponds to the routine of the



Annex 3.3. Assessment tool: green/red cards

https://www.canva.com/design/DAGeuyXbdzc/00nGteF510Bu3Eo9L9QmOw/edit?utm_content=DAGeuyXbdzc&utm_campaign=designshare&utm_medium=link2&utm_source=s harebutton



ANNEX 4

Session 2, activity 4

Annex 4. 2.4. Privileged and unprivileged classification.

<https://www.canva.com/design/DAGeUX0qkr4/oRJJ2YBTEOL9rbJ3cY7BgA/edit>

PRIVILEGE

We think that ...
In our opinion ...
We consider that...

The _____ was a privileged person .

Why do we think so? Because...

In his/her routine we can see read that..

- He /She can/ can't...
- He /She has to/ doesn't have to...
- He/she explains that he/she...
- Every day, he/she must...

Write down the name of the characters:

We think that ...
In our opinion ...
We consider that...

The _____ was an unprivileged person .

Why do we think so? Because...

In his/her routine we can see read that..

- He /She can/ can't...
- He /She has to/ doesn't have to...
- He/she explains that he/she...
- Every day, he/she must...

Write down the name of the characters:



ANNEX 5

Session 2, activity 5

Annex 5.2.5. Empty pyramid feudal system

<https://www.canva.com/design/DAGeUaj5pcY/X7pHOhbXqnW87tKWD1Xn-g/edit>

SOCIETY IN THE MIDDLE AGES



I/We think that the **priviledged/unpriviledged** correspond to the **peak/base** of the pyramid because...



SOCIETY IN THE MIDDLE AGES

Power



FEUDALISM



ANNEX 6

Session 3, activity 1

Annex 5B Session 3.1

https://www.canva.com/design/DAGgSalGOEg/Gu_f3fJAjZcR6lrLONBhFg/edit



WHO IS WHO ...Match the description with the medieval character image

- This character got up very early to work on the land. He had a small house to rest for the next day.
- This person worked for the lord at home serving all day long.
- This character's life is peaceful, focusing on praying and work.
- This person lives and organises life in the castle, wearing beautiful clothes.

WHO IS WHO ... Match the description with the medieval character image

- This important character made important decisions for the kingdom.
- This character had a big house and land. Peasants worked for him.
- This character was a great rider and fighter, ready for tournaments or battles.
- This is the person who told people about religion and he was a powerful member of the Church.
- He made, sold or exchanged things in the market.



Annex 6 3.1 Happy learning: <https://www.youtube.com/watch?v=yHughcfloZM&t=29s>



ANNEX 6.1

Annex 6 3.1.1 Annex 6 3.1 Happy learning quiz

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What event marks the beginning of the medieval ages?

A The invention of the light	B The fall of the Western Roman Empire	C The invention of the wheel.
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ANNEX 7

Session 3, activity 2

The Empty pyramid image has been included in the next Annex8 (with the reading cards and the corresponding language support)

ANNEX 8

Session 3, activity 3

Annex 8. 3.3 Classify Medieval characters

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FEUDALISM **SOCIETY IN THE MIDDLE AGES**

Can you sort out the following characters in the corresponding layer of the pyramid?

Sir William is a trained warrior and he fights with a sword and rides a horse. He is loyal to the king and a lord and must protect his castle.

Brother Martin lives in a monastery, where he prays, writes books, and teaches. Sometimes, he has to give advice to nobles about religion.

FEUDALISM **SOCIETY IN THE MIDDLE AGES**

Can you sort out the following characters in the corresponding layer of the pyramid?

Edward III rules over the land and gives parts of this land to nobles in exchange for loyalty and military support

Lady Isabella is the wife of a powerful lord. She lives in a castle and has to take care that people do their tasks every day. She also enjoys organising celebrations.

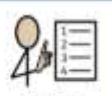
FEUDALISM

Can you sort out the following characters in the corresponding layer of the pyramid?

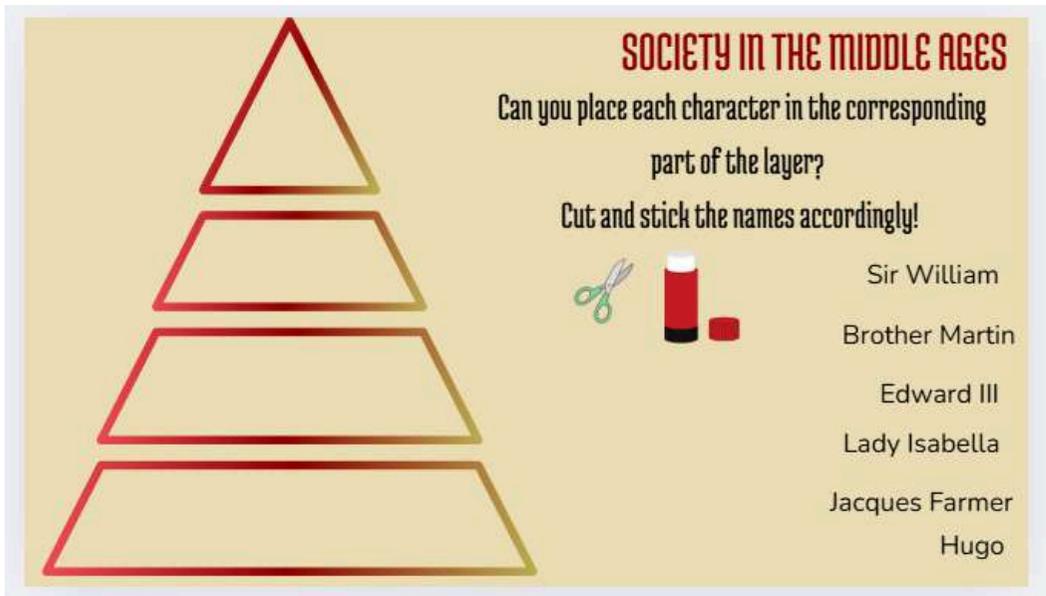
Jacques Farmer works on the land all day long. He must give part of his crops to his lord in exchange for protection.

Hugo cannot leave the land without his lord's permission. He is not free. He must work everyday. In exchange for his work, he gets a small home.

Characters Classification - Language Support

 warrior	 loyal	 sword
 pray	 advice	 rules
 exchange	 wife	 crops
 give part	 take care	 land





SOCIETY IN THE MIDDLE AGES

Can you place each character in the corresponding part of the layer?

Cut and stick the names accordingly!



Sir William

Brother Martin

Edward III

Lady Isabella

Jacques Farmer

Hugo

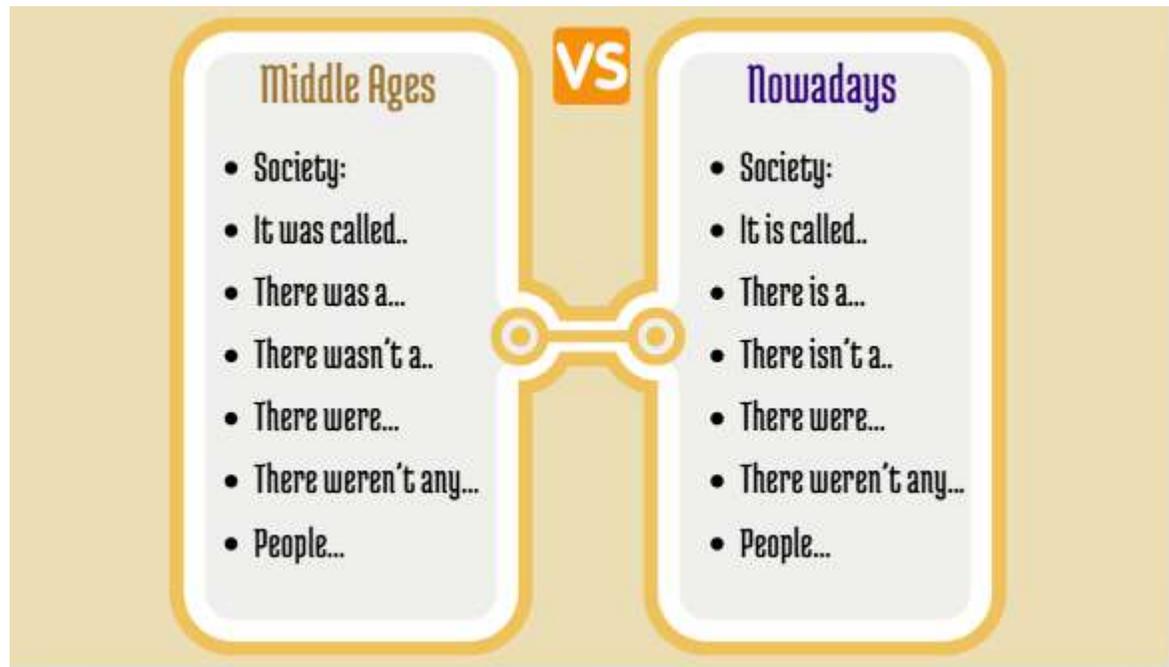


ANNEX 9

Session 3, activity 4

Annex 9.3.4 Middle Ages versus Nowadays(language support).

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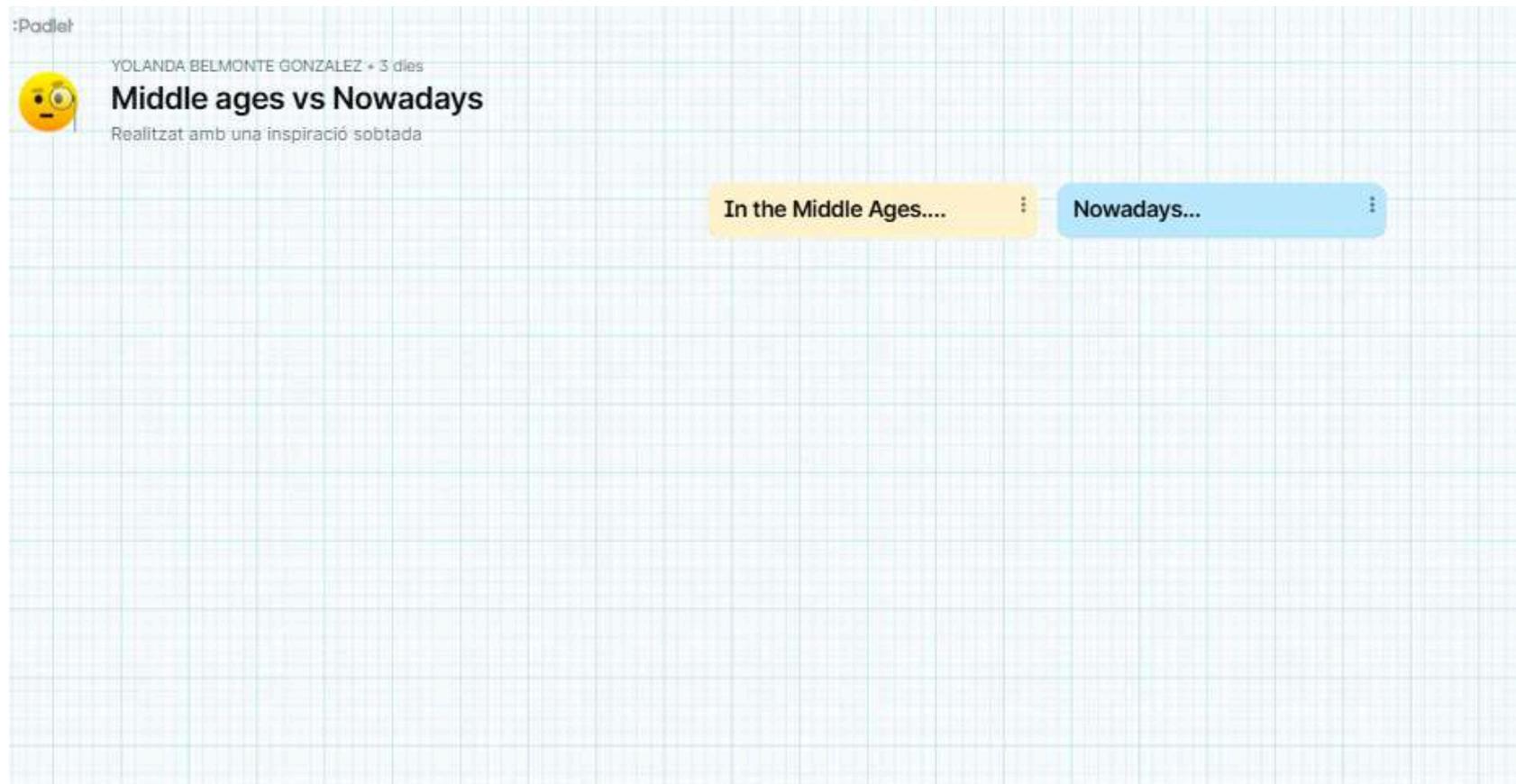


ANNEX 10

Session 3, activity 4

Annex 10. 3.4 Padlet Middle Ages vs Nowadays.

<https://padlet.com/ybelmont/middle-ages-vs-nowadays-zfygewzbeqwf>

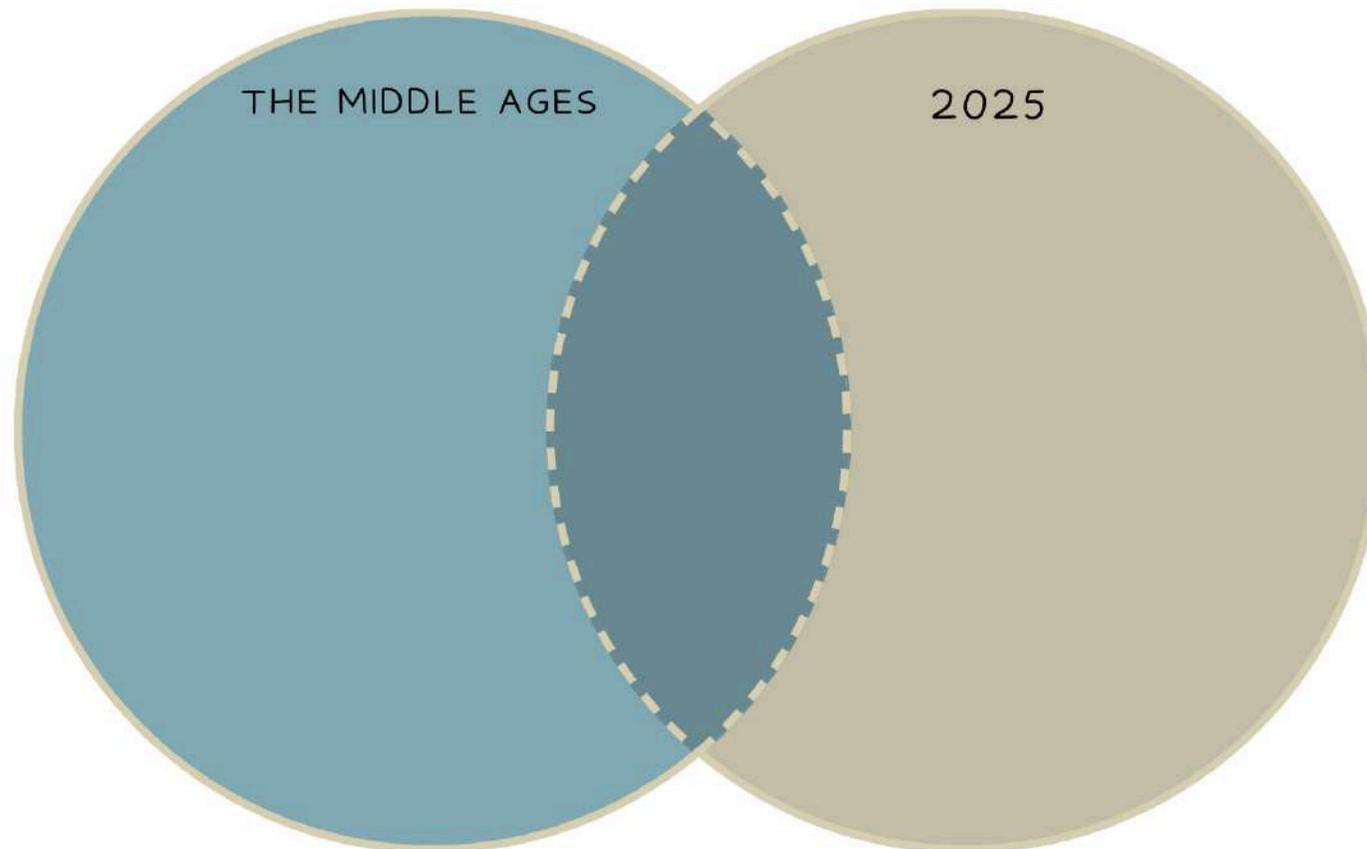


ANNEX 10.1

Session 3, activity 4

Annex 10. 3.4.1 Venn diagram

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ANNEX 11

Session 4, activity 1

Annex 11. 4.1 Pictures of women in the middle ages.

https://www.canva.com/design/DAGepSnijlM/Mqk_9KaUxkz_oPiFERAiUw/edit?utm_content=DAGepSnijlM&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton



ANNEX 11.1

Session 4, activity 1

Annex 11.1 4.1 Language support

LANGUAGE SUPPORT

- I can see _____.
- I can identify _____.
- This seems to be _____.
- I think this woman is a _____ because _____.

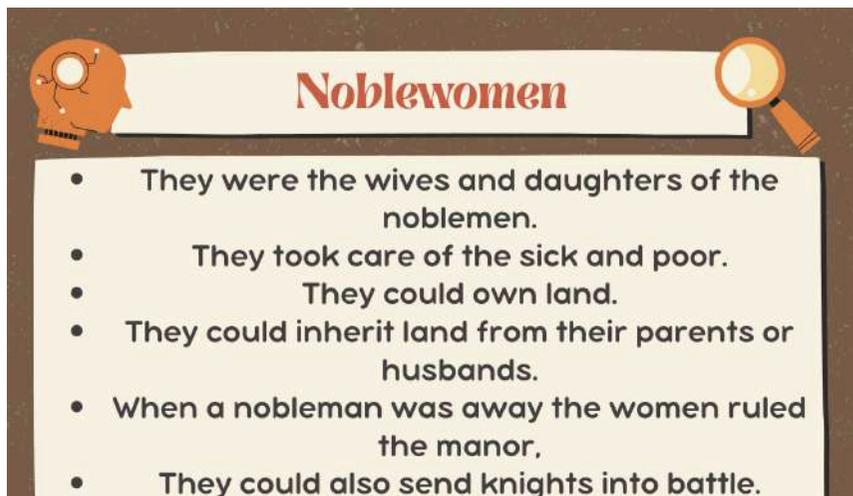


ANNEX 12

Session 4, activity 2

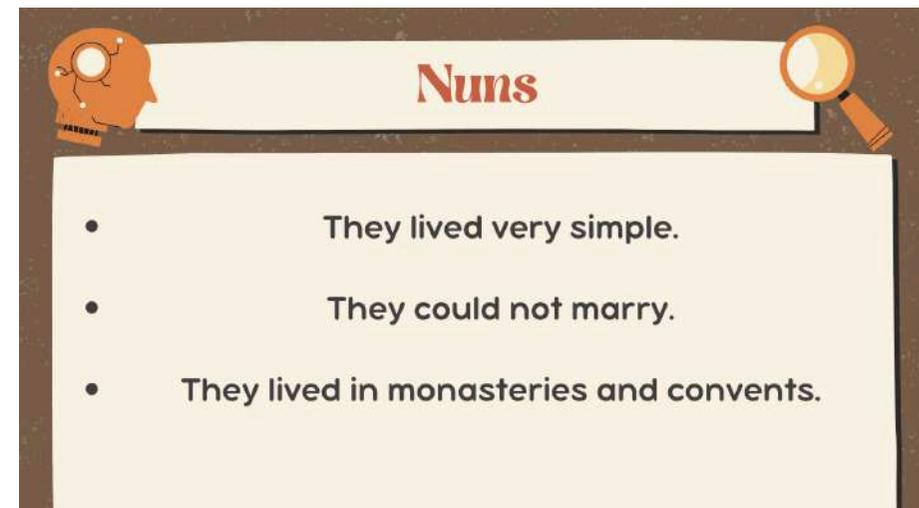
Annex 11. 4.2 Canva presentation of the women in the middle ages

https://www.canva.com/design/DAGc0wVbpD8/bh1Z9ao7V0ygKBAIpgQ5qA/edit?utm_content=DAGc0wVbpD8&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton



Noblewomen

- They were the wives and daughters of the noblemen.
- They took care of the sick and poor.
- They could own land.
- They could inherit land from their parents or husbands.
- When a nobleman was away the women ruled the manor.
- They could also send knights into battle.



Nuns

- They lived very simple.
- They could not marry.
- They lived in monasteries and convents.

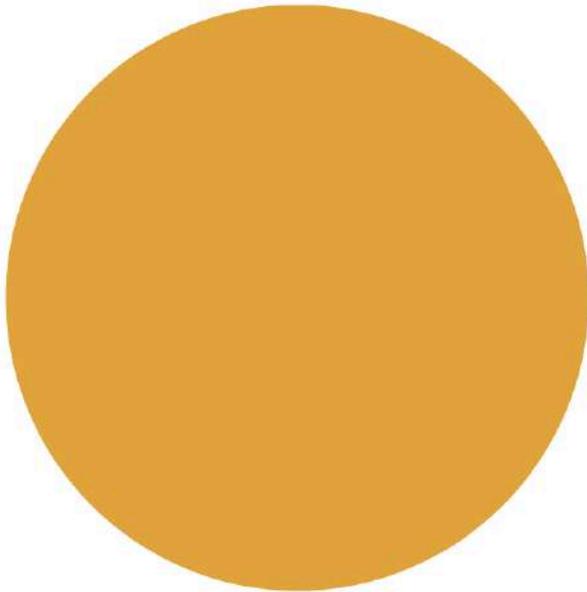


ANNEX 13

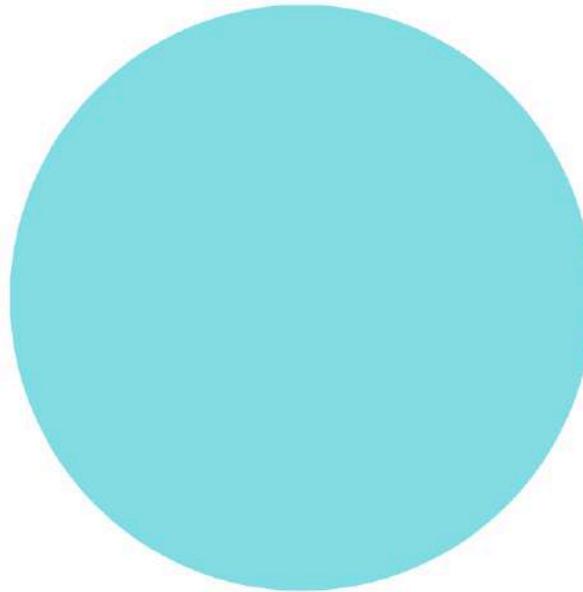
Session 4, activity 3

Annex 13. 4.3 Activity worksheet

THE MIDDLE AGES



NOW



ANNEX 14

Session 4 , activity 3

Annex 14. 4.3 Language support differences between women

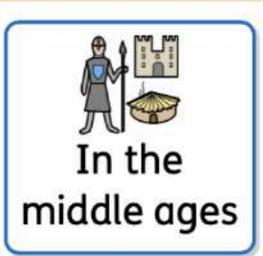
https://www.canva.com/design/DAGetzp9dGU/PIQS7-2vj_mtSh0z118ZNw/edit?utm_content=DAGetzp9dGU&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

LANGUAGE SUPPORT

During the middle ages_____ Now_____

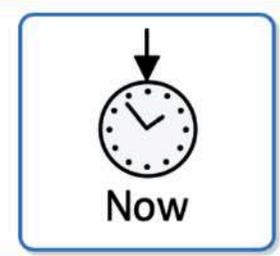
In medieval society_____ In the modern society_____

Back then _____ Nowadays_____



In the middle ages

= equal	 jobs	 rights
 freedom	 work	 minimum salary
 education	 opportunity	 housewives
 husbands	 take care	 children



Now



ANNEX 14

Session 4 , activity 3

Annex 14. 4.3 Rubric differences between women

https://www.canva.com/design/DAGgS_Oebuw/CoSCL7St87mpao8YsLB6ug/edit?utm_content=DAGgS_Oebuw&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Criteria	Excellent	Good	Satisfactory	Needs Improvement
Content Knowledge	Demonstrates a deep understanding of women's roles, rights, and lives in both the Middle Ages and today.	Shows a good understanding of women's roles, rights, and lives.	Demonstrates some understanding.	Shows little understanding of the topic.
Comparison Skills	Makes insightful and detailed comparisons between women in the Middle Ages and today.	Makes clear and relevant comparisons with some detail.	Comparisons are basic or somewhat unclear.	Comparisons are unclear or missing.
Use of English Vocabulary	Uses a wide range of appropriate vocabulary related to the topic.	Uses relevant vocabulary, with some variety.	Uses basic vocabulary with limited variety.	Uses minimal or incorrect vocabulary.
Grammar and Sentence Structure	Uses correct grammar and well-structured sentences consistently.	Uses mostly correct grammar and sentence structure, with minor errors.	Some grammar mistakes that affect clarity.	Frequent grammar mistakes that make it difficult to understand.



ANNEX 15

session 4, activity 3

Annex 15. 4.3 Assessment tool

https://www.canva.com/design/DAGepX5Ucd0/pLf-Jvi2wBfBNEF1cjRMLw/edit?utm_content=DAGepX5Ucd0&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton



I feel really confident.

I feel quite sure.

I feel a bit confused.

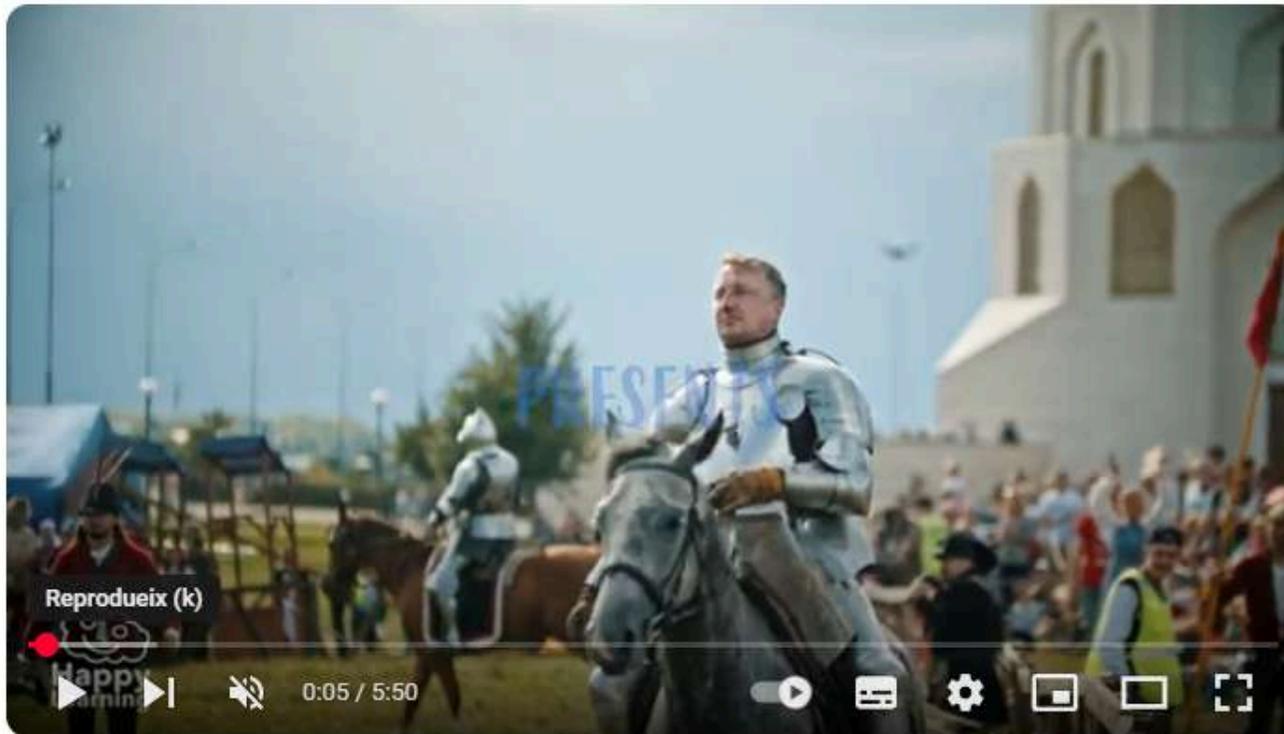
I feel very lost.



ANNEX 16.

Annex 16 5.1.Curiosities of the Middle Ages.

<https://www.youtube.com/watch?v=R4PiiAzWuWw>



CURIOSITIES OF THE MIDDLE AGES | Educational Videos for Kids



Els materials creats en el marc de la formació del programa GEP pertanyen a l'autor/a amb una [licència creative commons CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/): Reconeixement - No Comercial - Compartir Igual.
Plantilla adaptada de Màster CLIL&FLE - LED (2020)

ANNEX 17.

Annex 17 5.2.Medieval Dialogues

https://www.canva.com/design/DAGeUjJr_w/rCnO6u5uONbc6Zn57UXWXg/edit?utm_content=DAGeUjJr_w&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

ANNEX 18.

Annex 18 5.3.1 Random.Webpage

<https://www.online-stopwatch.com/random-group-generators/>



Random Group Generators:

These Animated Group Generators randomly put names into the correct number of groups, then reveal the groups one-by-one. Once each group has been shown, a summary page is displayed showing all the groups at once.



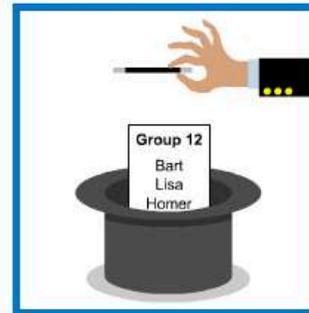
Balloon Group Generator



Curtain Group Generator



Frog Group Generator



Magicians Hat Group Generator



ANNEX 19

Annex 19 5.3.2 Roles.Deck of Cards

https://www.canva.com/design/DAGeUk1x_hw/rf7HBtOm8qcgAouCsb7Bww/edit?utm_content=DAGeUk1x_hw&utm_campaign=designshare&utm_medium=link2&utm_source=s harebutton

ANNEX 20

Annex 20 5.3.3 Hands on Writing Role Play

https://www.canva.com/design/DAGeUks1a6o/wTgQ-IT-RLHyGpbAAvNLw/edit?utm_content=DAGeUks1a6o&utm_campaign=designshare&utm_medium=link2&utm_source=sh arebutton



Hands on creating your role play

Where is the scene set? What is going to happen?

In the castle
In the land
In the market
In Court

A battle
The king informs of some news
A celebration
Solving problem

Hands on creating your role play

Writing support

Narrator

In the past,
A long time ago,
Once upon a time...

vocabulary

King Queen Knight Land
Peasant Lord Serf
Merchant Priest Castle

Hands on creating your role play

Writing support

Daily Life

Village Farm Market
Food Clothes Tools War

Expressions

I must work for my lord.
I have to pray everyday.
I can protect you with my sword.
She has to take care of the house.



ANNEX 21

Annex 21 6.2 Teachers and students rubric

Criteria	Excellent	Good	Satisfactory	Needs improvement
Knowledge of Feudalism	Demonstrates a clear, accurate understanding of feudalism, including how it shaped society.	Demonstrates a general understanding of feudalism, with some minor inaccuracies or missing details.	Shows limited understanding of feudalism, with significant inaccuracies or gaps in knowledge.	Fails to demonstrate an understanding of feudalism.
Understanding of Daily Life and Roles	Accurately describes daily life in the Middle Ages, including the roles of different classes and women, with great detail.	Describes daily life with some accuracy, but lacks depth or contains minor errors.	Provides basic or unclear information about daily life and roles, with notable inaccuracies.	Lacks understanding of daily life and roles in the Middle Ages.
Grammar, Past Tense & Modal Verbs	Consistently uses correct grammar, past tense, and modal verbs with no errors. Demonstrates excellent control of sentence structure.	Uses correct grammar, past tense, and modal verbs most of the time, with only minor errors.	Demonstrates basic control of grammar, past tense, and modal verbs, with frequent errors that may make understanding difficult.	Struggles with grammar, past tense, and modal verbs, leading to frequent errors that make the role play hard to follow.
Fluency and Pronunciation	Speaks clearly and fluidly, with excellent pronunciation. Speech is easy to understand, and there are no major pauses or hesitations.	Speaks clearly with some fluency, though there may be occasional pauses or minor pronunciation issues. Overall, speech is understandable.	Speaks with limited fluency, with noticeable pauses or pronunciation difficulties that may affect understanding.	Struggles with fluency and pronunciation, making it difficult for others to understand the speech.
Teamwork	Everyone participates and works well together.	Most students participate and cooperate.	Few students participate and cooperate.	Participation and teamwork is very weak.



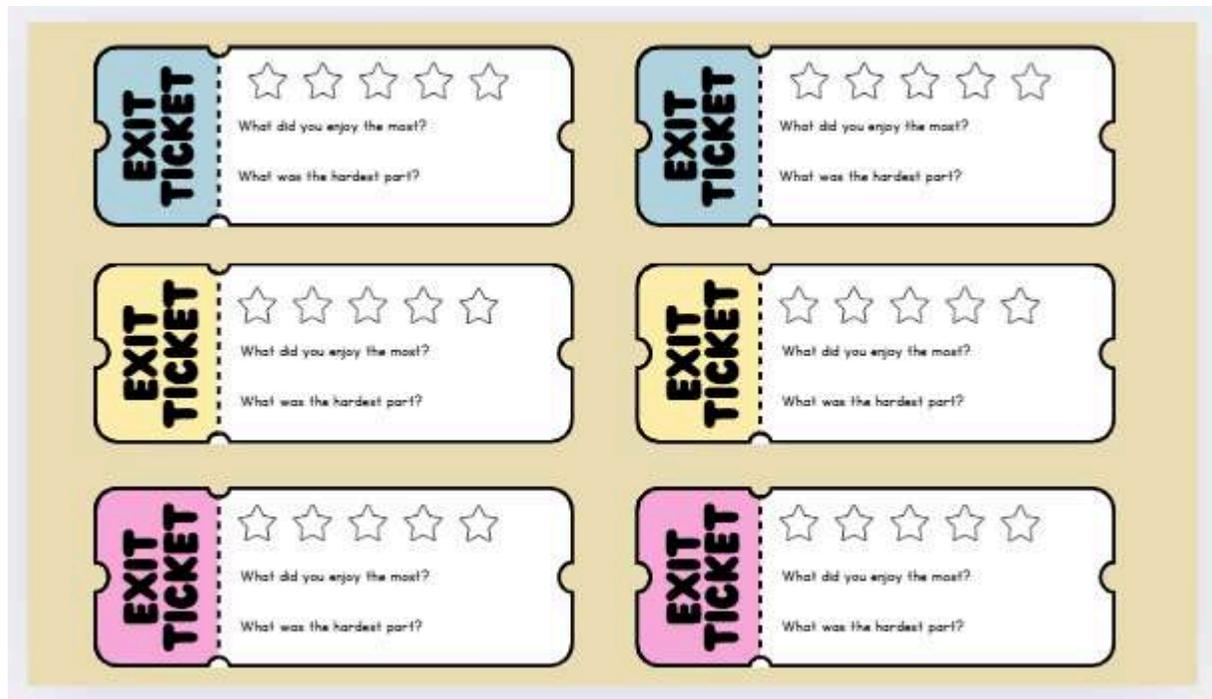
Criteria	Excellent	Good	Not bad	Needs improvement
Historic information		<u>Good</u>	<u>Not bad.</u>	
Daily life and roles		<u>Good</u>	<u>Not bad.</u>	
Grammar		<u>Good</u>	<u>Not bad.</u>	
Fluency/pronunciation		<u>Good</u>	<u>Not bad.</u>	
Teamwork		<u>Good</u>	<u>Not bad.</u>	



ANNEX 22

Annex 22 6.3 Exit Ticket

https://www.canva.com/design/DAGeU7NZpeU/sXe7umKTzULyBW5wC6NKig/edit?utm_content=DAGeU7NZpeU&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton



ANNEX 23

Annex 23 6.3 Language support exit Ticket

https://www.canva.com/design/DAGeu2jAw1o/cGY6Hn27mRapwJm9tqbTZQ/edit?utm_content=DAGeu2jAw1o&utm_campaign=designshare&utm_medium=link2&utm_source=s harebutton



The image shows a template for a 'LANGUAGE SUPPORT' exit ticket. It features a yellow background with a light blue border. On the left, there is an illustration of a notepad with a pencil. To the right of the illustration, the text reads: 'LANGUAGE SUPPORT', 'My favourite part is.....', 'I enjoyed', and 'The hardest part for me is'. Below these lines, there is a bulleted list of activities: '• The lesson about..', '• Role play', '• Timeline', '• Society', '• Differences between...', and '• Comparison between...'.

