A Walk Through the Middle Ages

Student worksheet

### Title: “A Walk Through the Middle Ages”

### Unit: A virtual tour around a medieval city

### Level: 2nd year of Secondary School

### Objectives:

1. To carry out an organised and intelligible virtual guided tour in which we learn the history of a medieval city and the vocabulary related to it. We will learn this by using verbal information, images, maps, etc. from different sources.
2. To present the tour by using the appropriate technological means for this purpose.
3. To encourage teamwork and creativity, and to become familiar with the tourism sector.

**INTRODUCTION:**

We are a travel agency mainly dedicated to guided tours around different places. The EU is promoting a project to show the past of medieval cities. Our agency has decided to apply for financial support. We have to prepare a guided tour around the historic centre of a medieval city. We have to try to be original, creative and pedagogical to bring medieval history closer to our visitors.

**ASSESSMENT CRITERIA:**

**We will assess:**

1. The description and explanation of the origins of a medieval city.
2. The description and evaluation of a tour around the historic centre of the city and the development of a more in-depth explanation of the most important medieval buildings, streets, etc.
3. The description of the life, culture and art in the medieval city during the tour and the advantages of the historical traces that can be found in the city.
4. The analysis and description of the social groups, government and economy that emerged from the rise of the cities during the visit.
5. The use of different sources of information and the assessment of their importance (written or architectural sources, etc.).

**But we will also take the following into account:**

* The use of verbal, non-verbal and digital communication to communicate effectively, both during teamwork and in the presentation, adapting the linguistic register, selecting and synthesising information.
* The organisation of the work in such a way that it can be applied to what has been learnt in other areas of life, for example when gathering any kind of information on the Internet.
* Teamwork, recognising the effort and validity of the opinions of all group members.
* Show initiative in the elaboration of the activity, providing ideas and suggestions, and efficiency in solving conflicts and problems that arise in the elaboration of the work.
* The reflection on one's own feelings, thoughts and actions.

### Activity sequence:

**Initial stage:**

We observe and understand the work we are going to do. We think and imagine how and what we are going to do.

Transversal activities: we will work on Google Maps application in Information Technology (IT). The objective is to master the use of the application, as we will have to look for the chosen city. We will also have to locate and record the route we are going to take, measuring and selecting correctly the duration, pauses and visits to buildings.

First step: Watch this video “A virtual tour around Vitoria-Gasteiz” (optional). Distribution of the cities and explanation of the project. Each team will brainstorm some ideas to specify what we are going to do and how we are going to do it:

* What route are we going to do?
* What technical means do we need?
* How are we going to divide up the work?
* What kind of presentation/guided tour are we going to do and what materials do we need?

**Development stage:**

Second and third steps: Search for information about those places on the Internet. That information will make references.

* We search for the information and select it. We draw up a route and adapt it to our project (linguistic register, length, duration, dramatisation, etc.). This first step must be done in agreement:
  + Linguistic register (colloquial, formal, highly educated, etc.).
  + Duration of the visit and of each explanation.
  + Style of the presentation: dramatised, classic visit, questions to the visitors, anecdotes, stories, songs...
* Origin of the city and its grid plan (shape, type of streets, type of buildings, sanitation, materials used, spatial-geographical location -near a river-, location -near a monastery).
* Locate and explain a series of places, streets, buildings, and historical monuments of medieval origin (in other words, belonging to the first 200 years of its foundation) from an artistic point of view but also from a functional point of view.
* Describe what life and society were like in the medieval city, relating it to the historical traces they have left us (street names, types of housing...).
* The economic activity practised in the cities (their organisation, guilds, etc.).
* Political organisation in the Middle Ages: the origin and formation of the "*fueros*" and city councils.
* Culture in the cities: the birth of the universities, their organisation, etc.
* Conclusions and end of the visit.

Fourth step: Elaboration of a city tour and a script of our visit with Google Maps or Google Earth, taking into account the following points:

The duration will be no less than 6 minutes and no more than 10.

The participation of each group member. Each member must present a part of the tour, which will never be less than 1:30 minutes.

The tour and the recording must be synchronised, avoiding moments of silence or without content.

**Implementation and communication stage:**

Fifth step: Presentation of the project. An open space without chairs, such as the assembly hall or audiovisual room, may be used for the presentation to simulate a real guided tour.

**Generalisation and transfer stage:**

Sixth step: Sharing what has been learnt and assessment. Aspects that have arisen during the preparation of the work which need improving.

### **Assessment rubric**

* Students know the subject and present it using clear and adapted language. They do not use fillers and do not develop the topic by heart. They present the subject in an original way.
* The tour is coherent and has a common thread that ties the whole visit together. The information is well related to what we see.
* The whole team knows the route perfectly well. All students are well coordinated and complement each other during the explanation. They all use the same style.
* Students contextualise the information correctly (where, when), explaining the origin of the city, the map or grid and the main elements of that first urban centre (walls, streets, coat of arms, etc.).
* Students mention and explain the different social groups, as well as what the city government and the economy were like, relating them to what we see.
* Students explain what life was like in the city, adding information about art, culture, etc. They also make references to information sources.