

Name: _____ Period: _____ DUE DATE: _____

Middle Ages Unit Project – Perspective Journal

Throughout our Middle Ages unit, we have talked about the importance of understanding perspective in history. In your unit project, you will select the role of someone who lived during the Middle Ages and create journal entries and a sensory figure based on their perspective and experiences of the time period. You are expected to use content information and concepts learned during the unit as well as be creative in your product.

1. **ROLE**. Choose which role you would like to portray in your journal entries. Choose **ONE** role.

Possible role: (circle)

--King/Queen	--Baker	--Nun	--Blacksmith	--Merchant
--Barber	--Farmer	--Squire	--Monk	--Priest
--Doctor	--Carpenter	--Lord/Lady	--Knight	--Butcher

2. **JOURNAL ENTRIES**. Your project must include 3 journal entry prompts from the list below.

Each journal entry must follow these guidelines in order to earn a 5 or 6 (meets expectations):

- ___ 2 paragraphs per entry (8-11 sentences per paragraph) (Criterion C), each entry labeled
- ___ date with year (historically accurate), in chronological order (Criterion A)
- ___ creative & detailed information that addresses all parts of prompt (Criterion A)
- ___ address concepts and key words we have learned in the unit (Criterion A)
- ___ logical, organized sequence to the entry (Criterion C)

Journal Entry Options – *must complete Entry A - then choose 2 other entries to complete

Be sure to LABEL EACH entry in your project with the letter.

*Entry A. **Introduce** yourself:

PART 1: Name, setting, social status, what your social status means in medieval society, family life, job/responsibility, or problems/conflicts you face in your medieval life.

PART 2: Reflect on the **feudal system**. Explain your role in the feudal system, how it impacts your life, what benefits you, explain your relationship with other social classes in your community. Explain how feudalism works within your life – what specifically do you promise and what do you receive?

Entry B. Evaluate the importance of the **manor** and **castle** in your life. Describe what the **manor** is like that you live on. What resources or help is available to you? Describe the features of the **castle** that exists on your manor. What features are important to you or the people who live in the castle? How do these places offer protection, security, and stability in your life?

Entry C. Explain the importance of the **Catholic Church** in your daily life. Describe your part in helping with or supporting the Church. Think about the sacraments, religious beliefs, & education. How does the Church influence your daily life and actions?

Entry D. Reflect on the impact of the **Crusades**. Many people were killed, do you think the Crusades were a worthy cause? Did you or someone in your family fight in the Crusades or support these events? Why? What were they motivated by? How did the Crusades impact your kingdom?

Entry E. The **Bubonic Plague** was a deadly force in Medieval Europe. Imagine that you survived or that your village is currently experiencing the plague. What is happening or happened to the people and community around you? What symptoms do people experience? How was the kingdom, Church, and community changed because of this disease?

3. SENSORY FIGURE.

Create a sensory figure of your medieval identity. A sensory figure is a drawn image of a historical person or identity in the setting of the historical time period of which they are a part. **NO stick figures!**

*A sensory figure has statements that explain what the person hears, feels, sees, smells, and does (*senses*). The information should reflect the role and experiences of **your** medieval person's identity. You must have at least 6 statements that connect with your figure. You need to have a statement for the following senses related to your medieval identity:

- See
- Feel
- 2 Action (does) statements
- Hear
- Smell

Some sentence starters...

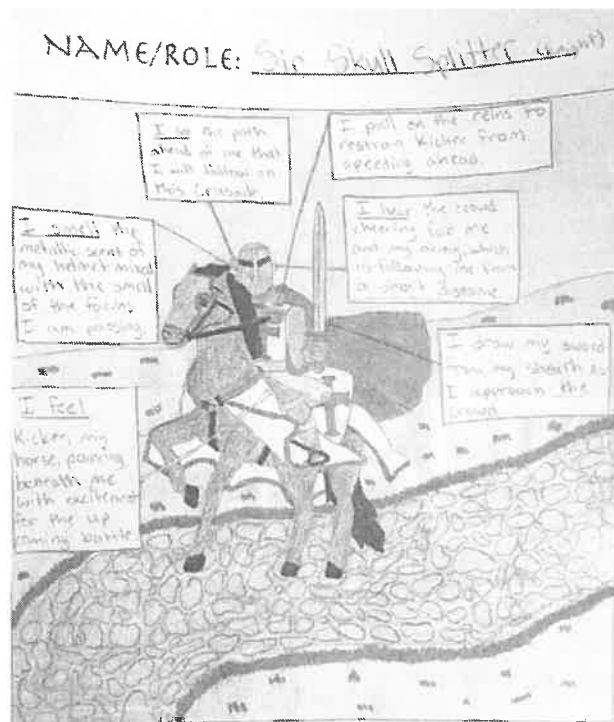
"I hear..." "I see..." "I feel..." , etc.

*These statements should be connected to the part of the body that fits with the senses.

Example: When you explain what your medieval identity **sees**, you should connect the statement near the **eye**.

***Background:** You need to add detail not only to your figure, but also to the **background** and **space around** your figure. Use **COLOR** and **DETAIL!** You can view this as the "title page" or end page to your perspective journal entries.

Here is an example of a **quality** sensory figure:



GRADES: _____

WORK HABITS GRADE: _____

Criterion A: _____

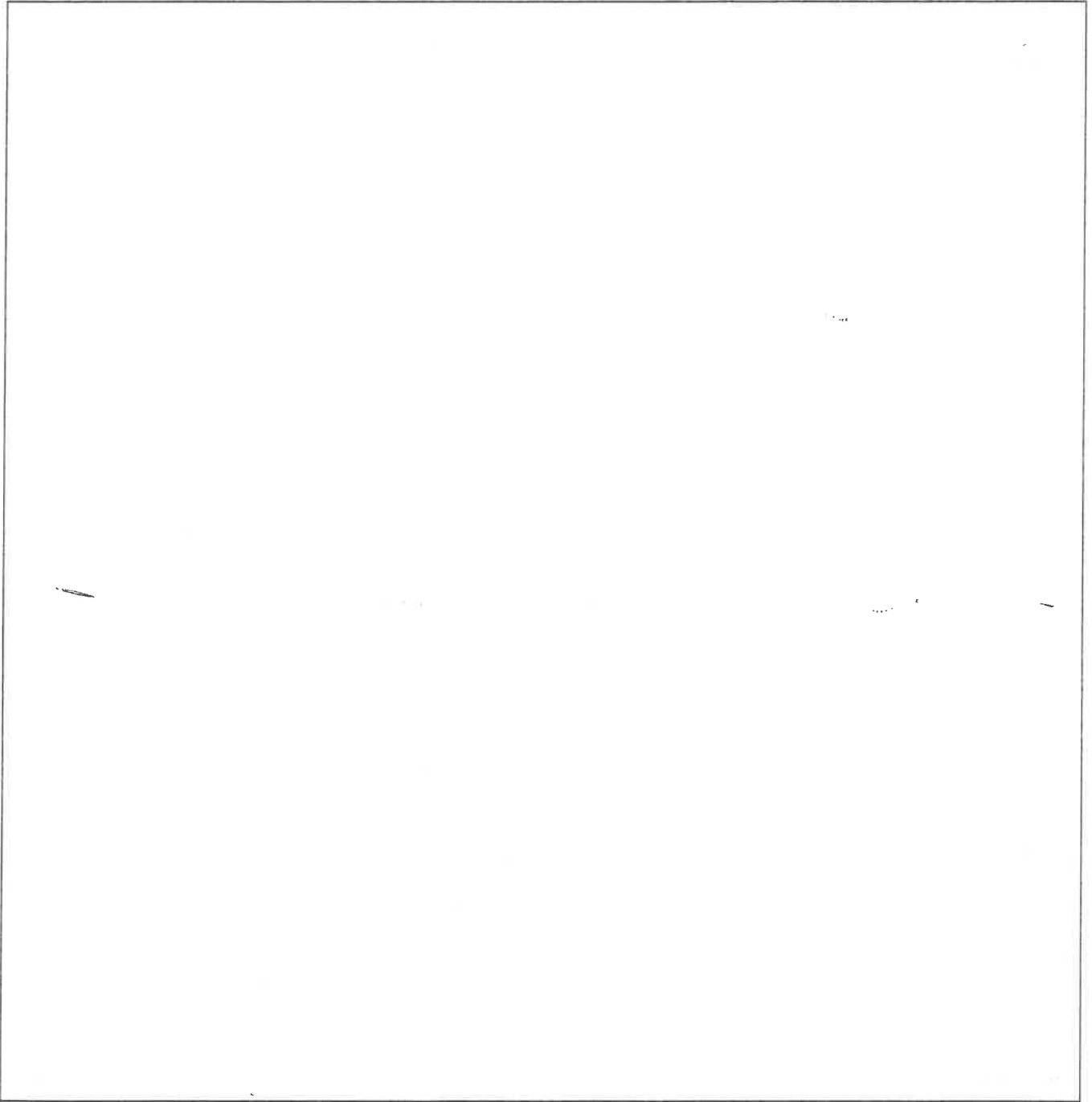
**Based on detail and depth of journal entries & sensory figure, Detailed explanations of concepts and topics about Middle Ages

Criterion C: _____

**Based on clarity of writing, organization of journal entries & sensory figure, how clearly knowledge/learning is shared about Middle Ages concepts & topics

MEDIEVAL SENSORY FIGURE

NAME/ROLE: _____



MIDDLE AGES PROJECT RUBRICS

Criterion A: knowing and understanding

Based on: (1) Detail and depth of journal entries & sensory figure

(2) Detailed explanations of concepts and topics about Middle Ages

Achievement Level	Level Descriptor	This means the student...
0	The student does not reach a standard described by any of the descriptors below.	*Multiple incomplete entries *Multiple parts of sensory figure not complete (or at all)
1-2	i. makes limited use of terminology ii. demonstrates basic knowledge and understanding of content and concepts through limited descriptions and/or examples	*Uses a limited amount of Middle Ages content-related terms and vocabulary throughout journal entries *Writes basic information through selected journal entries/sensory figure – lacking detail or completion of assignment expectations
3-4	i. uses some terminology accurately ii. demonstrates satisfactory knowledge and understanding of content and concepts through simple descriptions and examples	*Accurately uses some Middle Ages content-related terms and vocabulary (2-3 times) throughout journal entries *Writes some clear and accurate information through selected journal entries/sensory figure – may lack detail or provide simple information/descriptions
5-6 **Grade level**	i. uses considerable and relevant terminology accurately ii. demonstrates substantial knowledge and understanding of content and concepts through descriptions and examples	*Accurately uses Middle Ages content-related terms and vocabulary (5-6 times) throughout journal entries *Writes clear and accurate information through selected journal entries/sensory figure – provides clear descriptions that match “role” and medieval experiences
7-8 **Exceeding**	i. consistently uses a range of terminology accurately ii. demonstrates detailed knowledge and understanding of content and concepts through developed and accurate descriptions and examples detailed descriptions in journal entries & sensory figure	*Accurately and thoroughly uses Middle Ages content-related terms and vocabulary (8+ times) throughout journal entries *Journal entries are detailed and thorough with information and experiences described for medieval “role” *Sensory figure is detailed and supports journal entries clearly



Criterion C: Communicating

Based on: (1) Clarity of writing,

(2) Organization of journal entries & sensory figure,

(3) How clearly knowledge/learning is shared about Middle Ages concepts & topics

Achievement Level	Level Descriptor	This means the student...
0	The student does not reach a standard described by any of the descriptors below.	*Has no organization to journal entries or sensory figure *Journal entries or sensory figure are missing several expectations and are difficult to read/follow
1-2	i. communicates information and ideas in a style that is not always clear ii. organizes information and ideas in a limited way	*Has little to no organization of journal entries, no dates provided that makes sense *Writes incomplete or unclear journal entries *Does not clearly write or convey ideas/information through entries or sensory figure
3-4	i. communicates information and ideas in a way that is somewhat clear ii. somewhat organizes information and ideas	*Has some organization with journal entries, may be missing dates or information to complete the entry *Somewhat clearly writes and organizes info and ideas to support chosen journal entry prompts and sensory figure
5-6 **Grade level**	i. communicates information and ideas in a style that is mostly appropriate to the audience and purpose ii. mostly structures information and ideas according to the task instructions	*Has clear organization with journal entries, has dates and entries are complete *Includes relevant information that matches medieval role to help organize journal entries and sensory figure
7-8 **Exceeding**	i. communicates information and ideas in a style that is completely appropriate to the audience and purpose ii. structures information and ideas completely according to the task instructions	*Provides clear connection between chosen medieval "role" and experiences, descriptions, and writing of the journal entries *Organizes journal entries and sensory figure clearly to meet all expectations

