

Teacher Notes



The Rise and Fall of Medieval Society

Activity 1: Feudalism in Medieval Society

Activity at a Glance

- ◆ **Subject:** Social Studies
- ◆ **Subject Area:** World History
- ◆ **Category:** Middle Ages
- ◆ **Topic:** Medieval Society
- ◆ **Grade Level:** 9 – 12
- ◆ **Prerequisites:** None
- ◆ **Total Teaching Time:** 50 minutes

Materials

- ◆ TI-84 Plus/TI-83 Plus
- ◆ TI External Keyboard
- ◆ TI Connectivity Cable
- ◆ StudyCards™ software
- ◆ StudyCards™ AppVar
CONTRACT.8xv
- ◆ NoteFolio™ application
- ◆ NoteFolio™ AppVar
CONTRACT2.8xv

Activity Overview

This activity allows students to examine the feudal system and how feudalism shaped medieval society. Using the StudyCards™ software and NoteFolio™ application, students will examine feudalism and feudal contracts. Students will then analyze the feudal contract using David Hicks' SCIM method to summarize, contextualize, infer, and monitor their initial assumptions regarding the primary source document.

Directions

Before the Activity Begins

1. Develop a coding system for student assignments. The code might be the student number and name of the activity, or the first initial and four letters of the student's last name, in addition to the activity. This coding will allow ease of grading throughout the lesson.
2. Students should be familiar with navigating within the StudyCards™ software and NoteFolio™ application.

3. Download the StudyCards™ stack, **CONTRACT.8xv**, and the NoteFolio™ file, **CONTRACT2.8xv**, to each of the graphing calculators using either the TI Connectivity Cable or the TI-Navigator™ classroom network.
 - a. Connect the TI Connectivity Cable to the graphing calculator and to the USB port of the PC.
 - b. From the TI Connect™ home screen, click **TI DeviceExplorer**. TI DeviceExplorer displays the contents of the connected device.
 - c. Start Windows® Explorer by clicking **Tools > Windows Explorer** or clicking the Windows Explorer icon on the toolbar. In Windows® xp, click the **My Computer** icon on the desktop.
 - d. In the Windows Explorer or My Computer screen, locate and highlight the file(s) you want to transfer to the connected device.
 - e. Click **File > Send To > Connected TI Device**.
 - f. Select RAM or Archive.
4. Students will use the StudyCards™ stack to answer questions in the NoteFolio™ file, **CONTRACT2.8xv**.
5. Students rename and save their NoteFolio™ answers following the coding, or naming convention, provided by the teacher. The commands for doing this are **File > Save As > Type New Name > OK**.
6. Place students in pairs. One student opens the StudyCards™ software and stack. The other student opens the NoteFolio™ application and file.
7. Have students define the following vocabulary words within the NoteFolio™ file, **CONTRACT2.8xv**.

Feudalism

Vassal

Manor

Knight

Fief

Chivalry

Lord

Serf

During the Activity

Procedure

1. Ask student teams to open both the StudyCards™ stack, **CONTRACT.8xv**, and the NoteFolio™ file, **CONTRACT2.8xv**, on separate graphing calculators.
2. Students open the StudyCards™ software and stack.
 - a. Press **[APPS]**, scroll to see **StudyCrd**, and then press **[ENTER]**. The StudyCards™ software opens.
 - b. Press any key to continue.

- c. Scroll to **CHOOSE NEW STACK**, and then press \downarrow .

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MAIN MENU
1: USE LAST STACK
2: CHOOSE NEW STACK
3: SETTINGS
4: QUIT

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- d. Scroll to **Feudalism**, and then press \downarrow .

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CHOOSE NEW STACK
1: Canterbury Tales
2: Feudalism
3: TI Information
4: TI Sample Stack

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- e. Press any key to continue. The first side of the first card is displayed after the StudyCards™ software identification screen clears.

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Feudalism in the Middle Ages
This StudyCard stack will
contain three parts.
Part I: Vocabulary
Part II: Feudalism Question
Part III: Feudal Contract
(Press the blue down arrow
MENU YES NO FLIP STATK

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- f. Scroll using \downarrow to read the entire card. Press \rightarrow to flip the card. Scroll using \downarrow , as necessary.

3. Students open the NoteFolio™ application and file.

- a. Press \square (APPS), scroll until you see **NoteFlio**, and then press \downarrow . The NoteFolio™ application opens.
- b. Press any key to continue.

- c. Press **FILE** (s key), select **Open**, and then press | . Scroll to **CONTRCT2**, and then press | .



4. Ask students to review the StudyCards™ stack, **Feudalism**, and enter answers into the NoteFolio™ file, **CONTRCT2**.
5. Ask students to define the vocabulary words within the NoteFolio™ file, **CONTRCT2**.
6. Ask students to read John of Cayworth's feudal contract in the NoteFolio™ file, **CONTRCT2**.
7. Ask students to follow the instructions within the NoteFolio™ file, **CONTRCT2**, to analyze the feudal contract.

Analysis instructions are based on David Hicks' SCIM method of analyzing a primary source document:

Stage 1 Summarizing begins with having students quickly examine the documentary aspects of the text, by asking the question, "What does the source definitely tell us?"

Summarize: What does the source definitely tell students?

What are the facts found within this document?

Stage 2 Contextualizing begins the process of having students spend more time with the source in order to explore the work-like aspect of the text in terms of beginning the process of trying to locate the source within time and space.

Contextualize: Students explore where and when this primary source document was written and used. What was happening in the world during the time of this document? Do regional and world events affect their views of this document? How and why?

Stage 3 Inferencing provides students with the opportunity to revisit initial facts gleaned from the source, begin to read subtexts and make inferences based upon their developing understanding of the context and continued examination of the source.

Infer: Students revisit their initial summaries from Stage 1. What subtexts and inferences can they make based on continued examination of this source? What is not explicitly stated in the source that they know, based on their inferences?

Stage 4 Monitoring is a key stage in examining individual sources. Students question and reflect upon their initial assumptions, exploring both the documentary and work-like aspects of the text in the context of the historical question being studied.

Monitor: How have students' initial assumptions about this document changed in light of further study? Students look at their initial answers to the feudal contract questions in Part II. How do their answers change after extended analysis?

8. Ask students to, individually, save and rename their NoteFolio™ files to turn in at the end of class. To rename the file, they press **File > Save As > Type New Name > OK**.

Summary

Collect the student NoteFolio™ files using the TI Connectivity Cable or TI-Navigator™ classroom network. Using the NoteFolio™ Plug-in for Microsoft® Word, you may store, edit, print, e-mail, or re-send students' NoteFolio™ files.

After the Activity

Extension Ideas

1. Have students imagine that they are serfs living on medieval manors. Students should write a diary entry detailing a day in the life of a serf. Start at 4 a.m. and record events throughout the day until bedtime.
2. Ask for student volunteers to share their serf diaries. Lead a class discussion about the differences and similarities among the lives of the serfs and student lives today. Have students record a summary of these differences and similarities in a new NoteFolio™ file.