



Integrated Project-Based Unit Using Minecraft

# Medieval Minecraft

**Miles MacFarlane & Michelle Dombek**

7 Oaks School Division

Winnipeg, Manitoba, Canada

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I promise on my faith that I will in the future be faithful to the monarch, never cause the monarch harm and will observe my homage to the monarch completely against all persons in good faith and without deceit.





# Flight makes right.

What makes someone powerful? Where does power come from? How do you get power? How is power exercised? Does power have anything to do with truth? Does power have anything to do with justice? Was feudalism the right power structure for the time?

## Introduction

The project reflects elements of cross-curricular integration, gamification, project based learning, active learning, and social constructivism

### Gamification

Ten ingredients of great games (Deterding, Dixon, Khaled, & Nacke, 2011)

- **Self-representation with avatars:** Students have limited choices in the game, but have created identity symbols on paper as part of the project.
- **Three-dimensional environments:** Minecraft, of course, is a virtual 3D space, and we are integrating Math concepts of shape and space to the project.
- **Narrative context:** While this element is rather loose, the concept is that students are new nobility with a grant of land to develop into a productive and thriving fief.
- **Feedback:** The broad goal is broken down into "quests" each with their own set of criteria and assessment process.
- **Reputations, ranks, and levels:** This is a little underdeveloped at the moment, but we considered displaying heraldic shields on the classroom walls as a visual representation of rank and achievement - adding an element for each quest completed successfully.
- **Marketplaces and economies:** Students engage in negotiations and trades and successful completion of a quest allows the vassal/student to request a valued item from the monarch/teacher.
- **Competition under rules that are explicit and enforced:** This is another underdeveloped area as the activities are primarily cooperative though we do have plans to simulate the fear and panic of the plague in hardcore game mode with lots of threatening mobs.
- **Teams:** Students are working in clan groups and, rather than assigning them specific roles, we are letting them experiment and experience their own forms of management; we talk with them about how to manage themselves, their resources, and their time.
- **Parallel communication systems that can be easily configured:** We have restricted use of in-game chat in favour of face-to-face conversation. When students are in each other's virtual spaces but not in the same physical space, they have used signs to communicate.





- **Time pressure:** Students have limited time in the game but more time in their groups to research and plan. Our intention was to have them learn to manage several projects simultaneously by coordinating their team's efforts, breaking down large tasks into smaller chunks, learn goal setting, and time management.

## Project Based Learning

Seven ingredients of Project based learning (Larmer & Mergendoller, 2010; Savery, 2006)

- **A Need to Know** – in this case, a big motivation is the game play though we strive to keep students focused on understanding power relationships and connecting with modern experiences.
- **A Driving Question** – students are exploring the big idea of power: where it comes from, how you get it, how it is used.
- **Student Voice and Choice** – the project offers a variety of quests that specify a learning goal but a variety of means by which the student can respond.
- **21st Century Skills** -
  - **Inquiry and Innovation** -
  - **Feedback and Revision** -
  - **A Publicly Presented Product** -

## Social Constructivism

Four ingredients of Constructivist teaching (Baviskar, Hartle, & Whitney, 2009)

- eliciting prior knowledge -
- creating cognitive dissonance -
- application of new knowledge with feedback, and
- reflection on learning.

## Active learning

resource-based and experiential learning (excerpt from Manitoba Social Studies Curriculum)

- |  |  |                                     |
|--|--|-------------------------------------|
| ▪ on-the-land experiences                      | ▪ using information and communication technologies         | ▪ collective decision making        |
| ▪ field studies                                | ▪ Activities that engage students in democratic processes: | ▪ student government                |
| ▪ guided tours                                 | ▪ consensus building                                       | ▪ class meetings                    |
| ▪ participation in diverse cultural activities |  | ▪ student-generated topics of study |
| ▪ integrating literature and the arts          |  | ▪ classroom/school event planning   |



## Resource-based learning

(excerpt from Manitoba Social Studies Curriculum)

- primary sources
- magazines and journals
- books
- television, radio
- DVDs and CDs
- audio/video tapes
- the Internet
- computer software and databases
- art and artifacts
- simulations and games
- maps
- neighbourhood walks
- museums
- art galleries
- cultural centres
- community sites
- guest speakers
- Elders
- live performances

## Manitoba Social Studies Outcomes

- KH-034 Identify motivations for and consequences of the Crusades. Examples: Peasants', Nobles', Kings', and Children's Crusades...
- KH-035 Describe characteristics of medieval Europe. Examples: feudalism, social and political organization, plagues, medical practices...
- KP-050 Locate on a map and describe the impact of the Viking invasions on Europe from the ninth to twelfth centuries.
- KP-052 Describe the influence of the Catholic Church in medieval Europe. Examples: education, art, political and social stability, suppression of ideas, attitudes to other faiths...
- KE-057 Identify how work and education were organized in medieval Europe. Examples: guilds and apprenticeships, universities, military training, religious training...
- KG-040 Identify major events in Europe, the Middle East, Africa, Asia, and the Americas from the fifth to fifteenth centuries.
- KG-042 Give examples of achievements in art, architecture, literature, and science in diverse societies from the fifth to fifteenth centuries.
- KE-058 Describe the impact of technological developments from the fifth to fifteenth centuries. Examples: wind power, gunpowder, stirrups, catapults, longbows, armour...
- VG-014 Appreciate the enduring qualities of art, architecture, literature, and science of the fifth to fifteenth centuries.
- VG-015 Appreciate the importance of world history in understanding the contemporary world.

## Manitoba Science Curriculum

- 8-1-16 Identify components of the primary and secondary defense systems of the body and describe their roles. Include: primary defense system - skin, tears, ear wax, saliva, gastric juices, cilia hairs; secondary defense system - white blood cells, antibodies
- 8-1-17 Identify medical advances that enhance the human body's defence mechanisms and describe their effects on society. Examples: vaccines, antibiotics
- 8-1-18 Research and describe disorders/diseases that affect body systems, and identify possible preventative measures. Examples: liver disease, diabetes, multiple sclerosis, heart attack, stroke, high/low blood pressure, leukemia, anemia, high cholesterol

## Manitoba Math Curriculum

## Manitoba English Language Arts Curriculum



## Quest X: Project Name (Framework)

**2** Some background and context for the quest. Briefly describe the historical conditions that require this work (how does this project reflect life in a feudal setting?)

Product	Reward
<p><b>3</b> A clear description of the project criteria. Describe the deliverables</p>	<p><b>4</b> The game rewards received for successful project completion Or Students may appeal to the monarch for a specific reward that reflects the quality of their work</p>
<p><b>5</b> Broad description of outcomes reflected in this project from the core content areas</p> <ul style="list-style-type: none"> <li>content area: outcome focus</li> </ul>	

## Quest X Record Sheet (Framework)






Quest	Product		Reward
<b>1</b> Quest name	<b>3</b> Summary of the deliverables		<b>4</b> Specify reward
Group	Achieved	Received Reward	Comments
Group 1	<b>6</b> check, grade, or rubric score for completed quests	<b>7</b> indicate whether the group/individual received the reward	<b>8</b> Record observations to help with summative assessment/reporting.
Group 2			







# Quests Overview

Quest	Description	ELA 	MATH 	SCIENCE 	SOCIAL 	ART 
1: Fief Map	Survey a virtual landscape. Create a 2D map showing geographic features. Plan location of fief village, castle, fields, and other features. Justify placements with understanding of feudal needs, and land use.				X	X
2: Agriculture	Calculate farm space required to feed villagers. Determine expected yields for different crops. Determine time required for a human to perform agricultural work.	X	X			
3: Manor	Design a scale floor plan of a medieval manor home. Calculate surface area and volume of walls, rooms, and structure. Construct the plan in 3D in Minecraft..		X			X
4: Feudalism	On paper, design a decorative stained glass panel that uses images to communicate feudal relationships (monarch, upper nobility, knights, peasants, serfs.)	X			X	X
5: Castle	Design and construct a castle that effectively uses the landscape to provide defense and security. Describe the uses for each part of the castle and the importance of the castle in feudal life.				X	X
6: Village	Create a village for peasants reflecting an appreciation for their living conditions and the amenities available in the community (commons, King's road, mill, water source, small garden plots.)				X	
7: Trades	Convert some peasant homes to peasant trade homes. Reflect an understanding of trades, guilds, apprenticeships. Create on paper a wordless guild sign for a medieval trade.				X	
8: Health	Create an announcement, a wordless poster, and a community health policy about a medieval disease.	X		X		X
9: Medieval People & Events	Research and compare three medieval personalities. Select one and design a monument that reflects their importance and achievements.	X			X	
10: Religion	Recreate a medieval cathedral from floorplans and photographs.		X		X	
11: Knights	Write a code of chivalry and an oath of fealty.	X			X	
12: Military	Research marches made on the crusade and calculate distances, speed, food needed. Make a map that shows routes and speeds.	X	X	X	X	
13: Art & Architecture						
14: Beliefs & Values						
15: Technology & Innovation						
16: Your Choice						





# Medieval Themed Literature

Author	Title	Interest Level	Publisher / Year	Reading Level	Lexile Level	Pages
Avi	<a href="#">Crispin: the cross of lead</a>	{IL 5-8}	Hyperion Books for Children, c2002	RL 5.3	780L	262p
Cushman, Karen	<a href="#">Matilda Bone</a>	{IL 5-8}	Clarion, c2000	RL 6.1	850L	167p
Cushman, Karen	<a href="#">The midwife's apprentice</a>	{IL 6-8}	Clarion Books, c1995	RL 5.2	1240L	122p
Park, Linda Sue	<a href="#">A Single Shard</a>	{IL 10-12}	Houghton Mifflin, c2011	RL 6.8	920L	152p
Flannagan, John	<a href="#">The Ranger's Apprentice series (12 books)</a>	{IL 6-8}	Puffin Books, c2006 - 2013	RL 5.3 – 6.6 (book 1 6.6)	920L	280 – 320p
Pullman, Philip	<a href="#">The Golden Compass</a>	{IL 7-12}	Yearling, c1995	RL 6.7	930L	432p
Alder, Elizabeth	<a href="#">The King's Shadow</a>	{IL YA}	Laurel Lead Books, c1997	RL 6.1	940L	259p
Garden, Nancy	<a href="#">Dove and Sword</a>	{IL 6-8}	Douglas & McIntyre, c1995	RL 6.5	1140L	237p
Neilsen, Jennifer	<a href="#">The False Prince</a>	{IL 5-9}	Scholastic, 2012	RL 4.4	710L	355p
Bradford, Karleen	<a href="#">There Will Be Wolves</a>	{IL 9-12}	Harper Trophy, 1994	RL 7.5	820L	224p
Barrett, Tracy	<a href="#">Anna of Byzantium</a>	{IL 6-9}	Delacorte Press, 1999	RL8.3	910L	209p
Goodman, Joan E.	<a href="#">Peregrine</a>	{IL 6-8}	Houghton Mifflin, 2000	RL 6.7	650L	222p





## Quest 1: Fief Map

As the Monarch's vassal, you are responsible for making productive use of the land. Create a long-term plan for developing your assigned land. Include strategic placement of your fields, village, and castle.



Your loyalty is first and foremost to the Monarch. In exchange for your military and material service, you will receive the protection and good favour of the Monarch.

GROUP Product	Reward
<p>A map of your terrain showing proposed boundaries and location of:</p> <ul style="list-style-type: none"><li>• village</li><li>• fields</li><li>• castle</li><li>• resources like wood, water, minerals</li></ul> <p>Justify your plans explaining why things are placed where they are, and how you intend to use the land to your benefit (production, defense, etc.)</p>	<p>40 fence 1 wooden hoe each 12 torches</p>
<p><i>This quest reflects outcomes in</i></p> <ul style="list-style-type: none"><li>• <i>social studies: working with maps, landforms</i></li><li>• <i>language arts: visual representations, expository writing</i></li></ul>	





## Quest 2: Agriculture

As vassals of the monarch, you have been granted land, but must still approve major changes with the monarch. Feudal agriculture used a three-field system to protect soil quality. Farms and people need access to water, and the fields should be close enough to the village so time is not wasted travelling. To guard against famine, calculate how much, in a 10 acre farm, you can expect to grow of different crops. Also calculate how much a single person could be expected to accomplish working in a field with the tools of the time.



In order to put your plan into effect, you must seek permission to modify the monarch's land by requesting, in writing, a license of assart and purpresture that outlines your development plan.

Include what you plan to grow, how much you will need to feed your residents, and plans for expansion. Include a farming plan for the first three years that demonstrates your ability to make best use of the land.

GROUP Product	Reward
<p>Write a request for a license of <i>assart</i> and <i>purpresture</i></p> <p>Include:</p> <ul style="list-style-type: none"><li>• What you will grow on each field in the first three years</li><li>• How much you will need to feed the 25 people in your village.</li><li>• How long it might take to work the land.</li><li>• Include permission to hunt on the monarchs' land and how much you expect to take each month.</li></ul> <p><a href="http://www.medieval-life-and-times.info/medieval-life/medieval-hunting-history.htm">http://www.medieval-life-and-times.info/medieval-life/medieval-hunting-history.htm</a> <a href="http://minecraft.gamepedia.com/Tutorials/Crop_farming?cookieSetup=true">http://minecraft.gamepedia.com/Tutorials/Crop_farming?cookieSetup=true</a> <a href="http://www.instructables.com/id/Farming-in-Minecraft/">http://www.instructables.com/id/Farming-in-Minecraft/</a></p>	<p>For each member:</p> <ul style="list-style-type: none"><li>1 stone axe</li><li>1 stone pickaxe</li><li>1 stone shovel</li></ul>
<p><i>This quest reflects outcomes in</i></p> <ul style="list-style-type: none"><li>• <i>language arts: visual representations, expository writing</i></li><li>• <i>math: rates, ratios, proportions, area, volume</i></li></ul>	





## Quest 3: Manor

On graph paper, design an appropriately scaled, non-rectangular manor home for the resident lord. Use meter sticks in the classroom to test out room dimensions. Use dimensions in furniture catalogues to ensure you have enough room to accommodate them in your rooms. Model the perimeter with centimeter blocks. This home will evolve over time into your castle.



Product	Reward (per group)
<p>Construct a scale model of your manor home plan. Use signs to describe authentic medieval features of a manor home. When you are finished, show the monarch how your Minecraft model exactly reflects your plans. Calculate the surface area of the floor, walls, and roof. Calculate the volume of your manorial home.</p>	<p>12 iron ingots 64 cobblestone 32 wood</p>
<p><i>This quest reflects outcomes in</i></p> <ul style="list-style-type: none"><li>• <i>language arts:</i></li><li>• <i>math:</i></li></ul>	





## Quest 4: Feudalism

You have spent some time experiencing the feudal system in the Macdom world in Minecraft. You are lords of your fief and have learned about your roles through a variety of activities. Use your experience with this relationship of power to complete this quest.



### INDIVIDUAL QUEST

Product	Reward
Create a “stained glass” panel that represents the ideas, relationships, and obligations of feudalism.	MINECRAFT REWARD LIST
<i>This quest reflects outcomes in</i> <ul style="list-style-type: none"><li>• <i>language arts:</i></li><li>• <i>math:</i></li></ul>	

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## Quest 5: Castle

Utilize your research skills to investigate the characteristics and uses of the medieval castle. Each person must utilize one visual, one written and one choice resource from the quest file to develop your understanding. As a group, you must create a plan for your castle. This plan must be shared with the Macdom royalty and then built in Minecraft.



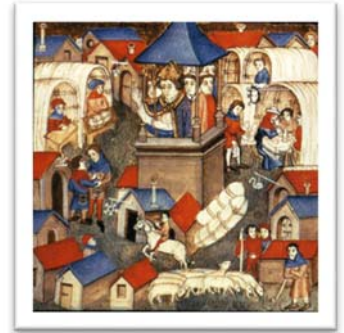
Product	Reward
<p>Create a sketch of your castle. You must include descriptions of the various aspects of defense and the function of each part of the castle. This sketch can be done on your fief map. Discuss your plan with the Macdom Royalty and then work together to build your castle in Minecraft.</p>	<p>MINECRAFT REWARD LIST</p>
<p><i>This quest reflects outcomes in</i></p> <ul style="list-style-type: none"><li>• <i>language arts:</i></li><li>• <i>math:</i></li></ul>	





## Quest 6: Village

The village in medieval times was outside the castle walls and it was home to the peasants and their trades.



Product	Reward
<p><b>Create 6 peasant homes</b> in your fief. (<i>Three of these homes will be converted to house a peasant tradesperson in the next quest.</i>) Each home should have a small personal <b>garden</b> attached. They should be <b>close to the castle</b> for protection and <b>close to the fields</b> for work. Create <b>paths</b> connecting the homes and the castle. Make sure that you have a <b>King's Road</b> that heads to the castle.</p>	MINECRAFT REWARD LIST
<p><i>This quest reflects outcomes in</i></p> <ul style="list-style-type: none"><li>• <i>language arts:</i></li><li>• <i>math:</i></li></ul>	







## Quest 7: Trades

Not all peasants worked the fields. Some were professional tradespeople like the blacksmith, miller and the cooper. Utilize your research skills to investigate the different trades that were essential to a medieval village. Each person in the group must utilize 2 visuals (video or picture), 2 written and one choice resource from the quest file to develop your understanding.



Product	Reward
Transform 3 of your peasant homes into reflect a medieval tradesperson's space. Each person in your group must create a guild sign for a trade. The sign must be created on paper. Share you sign and its meaning with the monarch to receive your reward.	MINECRAFT REWARD LIST
<i>This quest reflects outcomes in</i> <ul style="list-style-type: none"><li>• <i>language arts:</i></li><li>• <i>math:</i></li></ul>	





## Quest 8: Health

**TASK DESCRIPTION.** Your clan is infected with [influenza, cholera, scurvy, typhoid, St. Anthony’s Fire, bubonic plague, small pox, syphilis, malaria, dysentery, leprosy, St. Vitus Dance, measles]. Utilize your research skills to investigate the symptoms, spread, treatment, and prevention of your disease. You must utilize at least one visual, one written and one choice resource from the quest file to develop your understanding; you may also conduct independent research.



Product	Reward
<p>Create a public announcement for the town crier describing symptoms and immediate actions</p> <p>Create a visual poster showing symptoms, treatments, prevention measures</p> <p>Create a public health policy for the nobility to keep citizens safe and healthy</p>	<p>MINECRAFT REWARD LIST</p>
<p><i>This quest reflects outcomes in</i></p> <ul style="list-style-type: none"> <li>• <i>language arts:</i></li> <li>• <i>math:</i></li> </ul>	

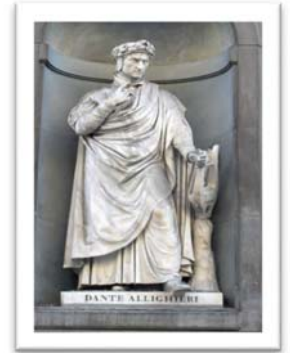
### Criteria

- **Announcement: Written in authentic medieval language**
  - Includes: name of disease, how to identify it, what to do if you think you have it
- **Poster: Wordless – all information presented visually**
  - Includes: how to treat the sick, how to prevent transmission
- **Policy: Written using appropriate modern grade 8 science vocabulary**
  - Describe how the disease affects a person (body, systems, tissues, cells)
  - Describe how the disease is spread and preventative measures
  - Describe treatments and cures if available (include both **medieval** and **modern** treatments)





# Quest 9: Medieval People & Events



There were many great rulers, knights and wars throughout the medieval period. Select 3 people from the list below. Read a brief article about their life and their importance to the medieval times. Create a comparison chart to compare their accomplishments, reputations and exercise of power. Then, select one to memorialize into a monument in Minecraft.

Product	Reward
Create a comparison chart of three medieval personalities. Then, select one to memorialize in Minecraft. Create a plaque to explain this person's importance.	MINECRAFT REWARD LIST
<i>This quest reflects outcomes in</i> <ul style="list-style-type: none"> <li>• language arts:</li> <li>• math:</li> </ul>	

## Some Well-Known Medieval people you may research

Petrarch  
 Regiomontanus  
 Dante  
 Blondel the Minstrel  
 King Louis IX of France  
 Coverdale  
 Venerable Bede  
 Caedmon  
 William Caxton  
 Boccaccio  
 Martin Luther  
 Raphael Holinshed  
 Blondel the Minstrel  
 Blind Harry - Henry the Minstrel

William Longland  
 Jack Cade  
 Lambert Simnel  
 Perkin Warbeck  
 El Cid  
 Tamerlane  
 William Tell  
 Roger Bacon  
 John of Gaunt  
 Geoffrey of Monmouth  
 William Wallace - Braveheart  
 Godfrey of Bouillon  
 Tancred de Hauteville  
 Vlad Dracula

William Tyndale  
 Marco Polo  
 Johann Gutenberg  
 Frederick Barbarossa  
 Robert the Bruce  
 Thomas Becket  
 Kublai Khan  
 Geoffrey Chaucer  
 John Gower  
 Saladin  
 Hereward the Wake  
 Simon de Montfort  
 Robin Hood

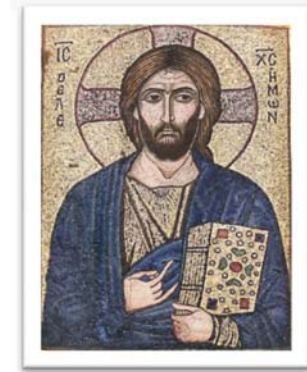
<http://www.medieval-life-and-times.info/famous-medieval-people/>





# Quest 10: Religion

TASK DESCRIPTION.



Product	Reward
<b>PRODUCT AND CRITERIA</b>	<b>MINECRAFT REWARD LIST</b>
<i>This quest reflects outcomes in</i> <ul style="list-style-type: none"><li>• <i>language arts:</i></li><li>• <i>math:</i></li></ul>	

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# Quest 11: Knights

## TASK DESCRIPTION.



Product	Reward
<b>PRODUCT AND CRITERIA</b>	MINECRAFT REWARD LIST
<i>This quest reflects outcomes in</i> <ul style="list-style-type: none"><li>• <i>language arts:</i></li><li>• <i>math:</i></li></ul>	

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# Quest 12: Military

## TASK DESCRIPTION.



Product	Reward
<b>PRODUCT AND CRITERIA</b>	<b>MINECRAFT REWARD LIST</b>
<i>This quest reflects outcomes in</i> <ul style="list-style-type: none"><li>• <i>language arts:</i></li><li>• <i>math:</i></li></ul>	

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# Quest 13: Art & Architecture

## TASK DESCRIPTION.

Product	Reward
<b>PRODUCT AND CRITERIA</b>	MINECRAFT REWARD LIST
<i>This quest reflects outcomes in</i> <ul style="list-style-type: none"><li>• <i>language arts:</i></li><li>• <i>math:</i></li></ul>	

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# Quest 14: Beliefs & Values

## TASK DESCRIPTION.

Product	Reward
<b>PRODUCT AND CRITERIA</b>	MINECRAFT REWARD LIST
<i>This quest reflects outcomes in</i> <ul style="list-style-type: none"><li>• <i>language arts:</i></li><li>• <i>math:</i></li></ul>	

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# Quest 15: Technology & Innovation

## TASK DESCRIPTION.

Product	Reward
<b>PRODUCT AND CRITERIA</b>	MINECRAFT REWARD LIST
<i>This quest reflects outcomes in</i> <ul style="list-style-type: none"><li>• <i>language arts:</i></li><li>• <i>math:</i></li></ul>	

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# Quest 16: Your Choice

## TASK DESCRIPTION.

Product	Reward
<b>PRODUCT AND CRITERIA</b>	MINECRAFT REWARD LIST
<i>This quest reflects outcomes in</i> <ul style="list-style-type: none"><li>• <i>language arts:</i></li><li>• <i>math:</i></li></ul>	

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# Quest Images

Quest 1: Map



Quest 2: Agriculture



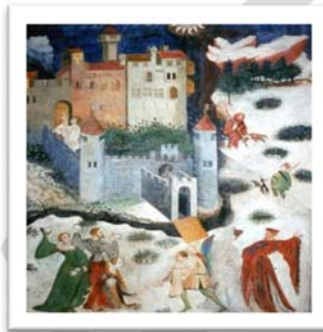
Quest 3: Peasant Homes



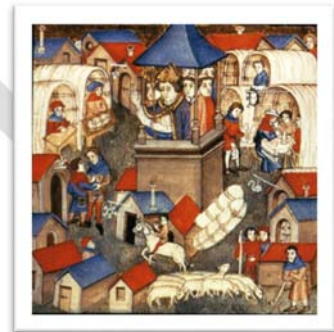
Quest 4: Feudalism



Quest 5: Castle



Quest 6: Village



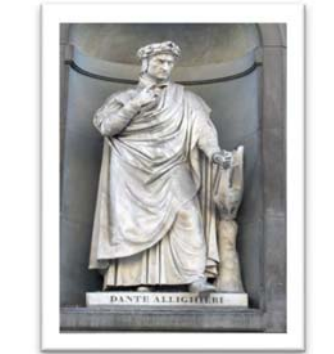
Quest 7: Trades



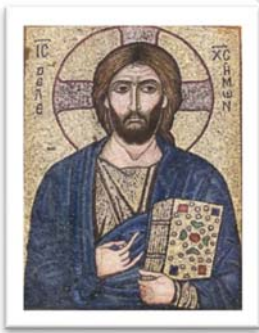
Quest 8: Health



Quest 9: Historical Events & People



Quest 10: Religion



Quest 11: Knights



Quest 12: Military





# APPENDIX A: Quest Record Sheets

Quest		Product		Reward
Group	Quest Achieved	Received Reward	Comments	
Group 1				
Group 2				
Group 3				
Group 4				
Group 5				
Group 6				
Group 7				
Group 8				
Group 9				
Group 10				
Group 11				





# Appendix B: Evaluation and Reflection Sheets

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# What Matters



Name:

Date:

## Topic: Medieval Fief

When your work is completed, reread each of the criteria and circle the number which you believe shows to what extent your work meets the criteria. Use the following scale.

### Assessment Rubric

ND Not Demonstrated	1 Little evidence of criteria	2 Some evidence of criteria	3 Meets criteria	4 Exceeds criteria
------------------------	----------------------------------	--------------------------------	---------------------	-----------------------

### Project Criteria

Required elements are included	ND	1	2	3	4
Location of each required element is justified	ND	1	2	3	4
Each element's role in the fief is explained	ND	1	2	3	4
One serf's home accurately represented both inside and out	ND	1	2	3	4
One skilled craftsman's home accurately represented both inside and out	ND	1	2	3	4
Church accurately represented both inside and out	ND	1	2	3	4
Castle accurately represented both inside and out	ND	1	2	3	4

Student Comment:

Student signature

Teacher Comment

Teacher signature







# What Matters in Social Studies



Name:

Date:

Topic:

When your work is completed, reread each of the criteria and circle the number which you believe shows to what extent your work meets the criteria. Use the following scale.

## Assessment Rubric

ND	1	2	3	4
Does Not Demonstrate the required understanding and application of concepts and skills	Limited understanding and minimal application of concepts and skills; support required to meet learning goals	Basic understanding and some application of concepts and skills	Good understanding and application of concepts and skills	Thorough understanding and in-depth application of concepts and skills

## Curriculum Learning Outcomes

### Knowledge and Understanding

• Described characteristics of medieval Europe (feudalism)	ND	1	2	3	4
• Described characteristics of medieval Europe (socio-political organization)	ND	1	2	3	4
• Appreciate the importance of sustaining the natural environment for future societies.	ND	1	2	3	4
• Identify how work and education were organized in medieval Europe.	ND	1	2	3	4

### Critical and Creative Thinking

• Distinguish fact from opinion and interpretation	ND	1	2	3	4
• Observe and analyze material and visual evidence for research	ND	1	2	3	4

### Inquiry and Communication Skills

• Present information and ideas orally, visually, concretely, or electronically	ND	1	2	3	4
• Articulate beliefs and perspectives on issues	ND	1	2	3	4

### Active Citizenship

• Collaborate with others to establish and carry out group goals and responsibilities	ND	1	2	3	4
• Negotiate constructively with others to build consensus and solve problems	ND	1	2	3	4

Student Comment:

Student signature

Teacher Comment

Teacher signature





## Quest Reflection

1. How did you manage your work time to complete quests? How was your pace in terms of completing quests? (*Did you make lists? Did you delegate tasks? Did you use your agenda?*)
2. How did you keep track of the work you and your group did for completing quests?
3. What was the overall theme or most important thing you learned about Medieval Europe through these quests?
4. What quests were the easiest to complete and why?
5. What quests were the most difficult to complete and why?
6. How did you adjust your plans to complete your quests as you worked on them? (*IE pick a quest, tell us your initial plan and then how it changed as you started working through it.*)

How did the novel(s) you read in your literature circles in ELA connect with your quest work?

What suggestions do you have for us in how the quests work the next time we do this unit with students?

DRAFT







## Group Work Reflection

1. What was your role in your family? (IE were you more often the leader, organizer, conflict manager, etc.)
2. What things did your family do really well together?
3. What struggles did you have as a family? How did you try to work through them? (*give us specific incidents and examples*)
4. What benefits did you experience from working as a family in this process?
5. What drawbacks did you experience from working as a family?
6. What did you learn about yourself working as a family?
7. How would you work differently as a family next time?
8. If someone else saw you working in your family, what would they say about the way you supported your group?
9. For each group member, please write an anonymous evaluation on a separate piece of loose-leaf. Please evaluate their strengths, challenges and suggestions for how they could improve the way they work in a group.

DRAFT





# Journaling Reflection

1. Flip through and read your journal. What initial patterns in your work do you observe?
2. How did you manage and organize your entries? Was it efficient? What would you do differently next time to make it more efficient? (IE how did you use your hashtag system? Did you keep up with it? Did you change it?)
3. What did your entries look like? (IE were there lots of pictures, jot notes, diagrams, etc?) What do you think this says about your strengths?
4. How did your daily reflections evolve over time? (Did you get more detailed? Did you have more clear plans? Did you write less over time? Did your plans become less detailed? Why?)
5. What does your journal show about your research skills (IE selecting resources, non-fiction reading strategies, note-taking strategies)?
6. What does your journal show about what you learned about medieval times? What is the biggest idea from medieval times that you have learned about?
7. If someone else would look at your journal, what would they say about you as a learner?
8. What aspects of this journal writing experience will you use in future note-taking?
9. What suggestions do you have for us to use the journal differently the next time we do this unit with students?

DRAFT





# Process Evaluation

We have completed a variety of quests in our time throughout this unit. At each step you have create a product to show your learning for each quest. We are asking you now to utilize your strengths to show us a complete picture of what you have learned throughout this process. You may choose any method you like to show us how you achieved the learning goals in each subject area below. Depending on how you choose to share your progress, you may present to the class, a small group or just your homeroom teacher.

Some examples of how you can show your knowledge are:

- Written essay reflection
- Poster
- Electronic Presentation (Power-point, Prezi, Minecraft tour, Video...)
- Art Piece
- One-on-one Conversation (notes and evidence required)
- Puzzle
- Timeline
- Map
- Dialogue
- Photo Story
- And any other format!

Select the format that you know you can most easily communicate what you have learned throughout our medieval unit.

Subject	Learning Goals	Possible Evidence of Growth and Achievement (You are not limited to this list)
Math	<ul style="list-style-type: none"><li>• Create and use scale models to represent a medieval manor home</li><li>• Calculate the volume and surface area of 3D objects</li><li>• Utilize mental math skills to estimate space</li><li>• Communicate mathematical process through number sentences, words, diagrams and pictures</li></ul>	Manor Home Floor Plan Journal Mini-Quizzes Daily math work
ELA	<ul style="list-style-type: none"><li>• Connecting to non-fiction (text, self, world history)</li><li>• Inferring plot/theme from story</li><li>• Letter writing</li><li>• Note-Taking (organizing information)</li><li>• Reading non-fiction (using text clues for meaning)</li></ul>	Journal Notes Lit Circle Discussions Quest 2 – Letter of Assart and Perpersture Quest 8 – Poster Quest 4 – Stained glass art
Social Studies	<ul style="list-style-type: none"><li>• Describe characteristics of Medieval Europe</li><li>• Describe the contributions of medieval society to the modern world</li><li>• Identify major events in medieval times</li><li>• Identify how work and education were organized in medieval Europe (trades, guilds, etc.)</li><li>• Identify the consequences of the fall of the Western Empire Feudalism)</li></ul>	Journal Notes Quest Work (all quests) Mine Craft products





	<ul style="list-style-type: none"> <li>• Describe the theme of power as it applies to Medieval Europe</li> <li>• Collaborate with others to achieve group goals and responsibilities (family groups)</li> <li>• Resolve conflicts in the group peacefully and fairly</li> <li>• Select information from a variety of sources (maps, art, songs, artifacts, biographies, videos, photos...)</li> <li>• Select and use appropriate tools and technologies to complete unit goals</li> <li>• Utilize efficient strategies for managing information (hashtags, journals, baskets)</li> </ul>	
Science	<ul style="list-style-type: none"> <li>• Access information (research, evaluating quality sources)</li> <li>• Record information from research</li> <li>• Answer a question using recorded information</li> <li>• Communicate information in a variety of ways (poster, announcement, policy)</li> <li>• Use appropriate vocabulary related to Primary and secondary defense systems</li> <li>• Identify components of the primary and secondary defense systems</li> <li>• Research and describe disorders/diseases that affect body systems and identify possible preventative measures (historical, and modern)</li> </ul>	Quest Work (quest 8) Journal Minecraft products
French	<ul style="list-style-type: none"> <li>• Utilize known phrases to give a tour of your manor</li> </ul>	Manor Tour

The presentation/sharing of your process products will happen the week of June 8-12. Be prepared to present or meet with your homeroom teacher any day that week.

This product is your reflection on the process you took to learn about and complete the quests. The quests were the learning activities and now this is your reflection piece that can be shared in any format. Show us the knowledge you have gained, the connections you have made (across subject areas, and with your previous knowledge) and your changes you have made in terms of time management, resource management and problem solving skills.

Use the learning goals to guide the content of this product. You can present your content in any way.





# Summative Interview Prep

1: Fief Map	Survey a virtual landscape. Create a 2D map showing geographic features. Plan location of fief village, castle, fields, and other features. Justify placements with understanding of feudal needs, and land use.	<b>Review all the questions:</b> <ul style="list-style-type: none"><li>• Prepare responses that demonstrate your learning from that quest.</li><li>• What did you learn from each quest?</li><li>• How does your product demonstrate your understanding?</li><li>• What ELA, Science, Math, Social Studies content do you know now that you didn't know before?</li><li>• If you had more time, what would you do with your product?</li></ul>
2: Agriculture	Calculate farm space required to feed villagers. Determine expected yields for different crops. Determine time required for a human to perform agricultural work.	
3: Manor	Design a scale floor plan of a medieval manor home. Calculate surface area and volume of walls, rooms, and structure. Construct the plan in 3D in Minecraft..	
4: Feudalism	On paper, design a decorative stained glass panel that uses images to communicate feudal relationships (monarch, upper nobility, knights, peasants, serfs.)	
5: Castle	Design and construct a castle that effectively uses the landscape to provide defense and security. Describe the uses for each part of the castle and the importance of the castle in feudal life.	
6: Village	Create a village for peasants reflecting an appreciation for their living conditions and the amenities available in the community (commons, King's road, mill, water source, small garden plots.)	
7: Trades	Convert some peasant homes to peasant trade homes. Reflect an understanding of trades, guilds, apprenticeships. Create on paper a wordless guild sign for a medieval trade.	
8: Health	Create an announcement, a wordless poster, and a community health policy about a medieval disease.	
9: Medieval People & Events	Research and compare three medieval personalities. Select one and design a monument that reflects their importance and achievements.	





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