

ORAL PRESENTATION RUBRIC

Name _____

Character Portrayed _____

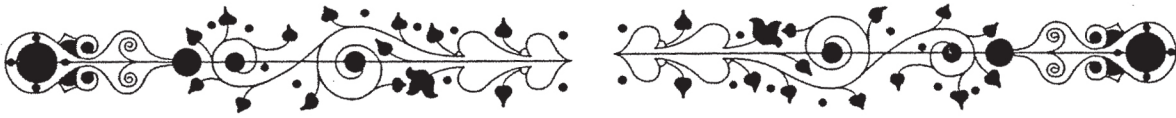
Level 1	Level 2	Level 3	Level 4
- voice not clear	- voice sometimes clear	- clear, expressive voice	- excellent clarity, expression
- could not be heard	- heard some of the time	- heard most of the time	- good volume throughout
- monotone	- some expression	- good expression	- very expressive
- no eye contact with audience	- looked at audience some of the time	- audience eye-contact much of the time	- uses eye contact with entire audience throughout
- included very little required information	- included most of required information	- included all required information	- included all required information and added other interesting facts
- remembered little of the speech	- remembered most of the speech, paused occasionally	- remembered most of the speech and spoke confidently	- well-memorized with a natural flow of story-telling
- little evidence of character in speech	- attempted to act the character presented	- stayed in character throughout	- strong portrayal of character using effective gestures

TOTAL _____

Self-Evaluation

What parts of your speech did you feel were well done? _____

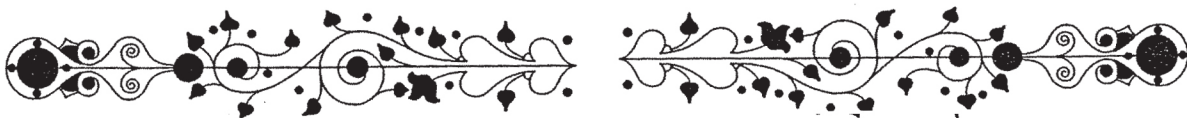
Describe ways you could improve next time: _____



1966). William was, in fact, the great-great-great-grandson of Rollo the Viking.

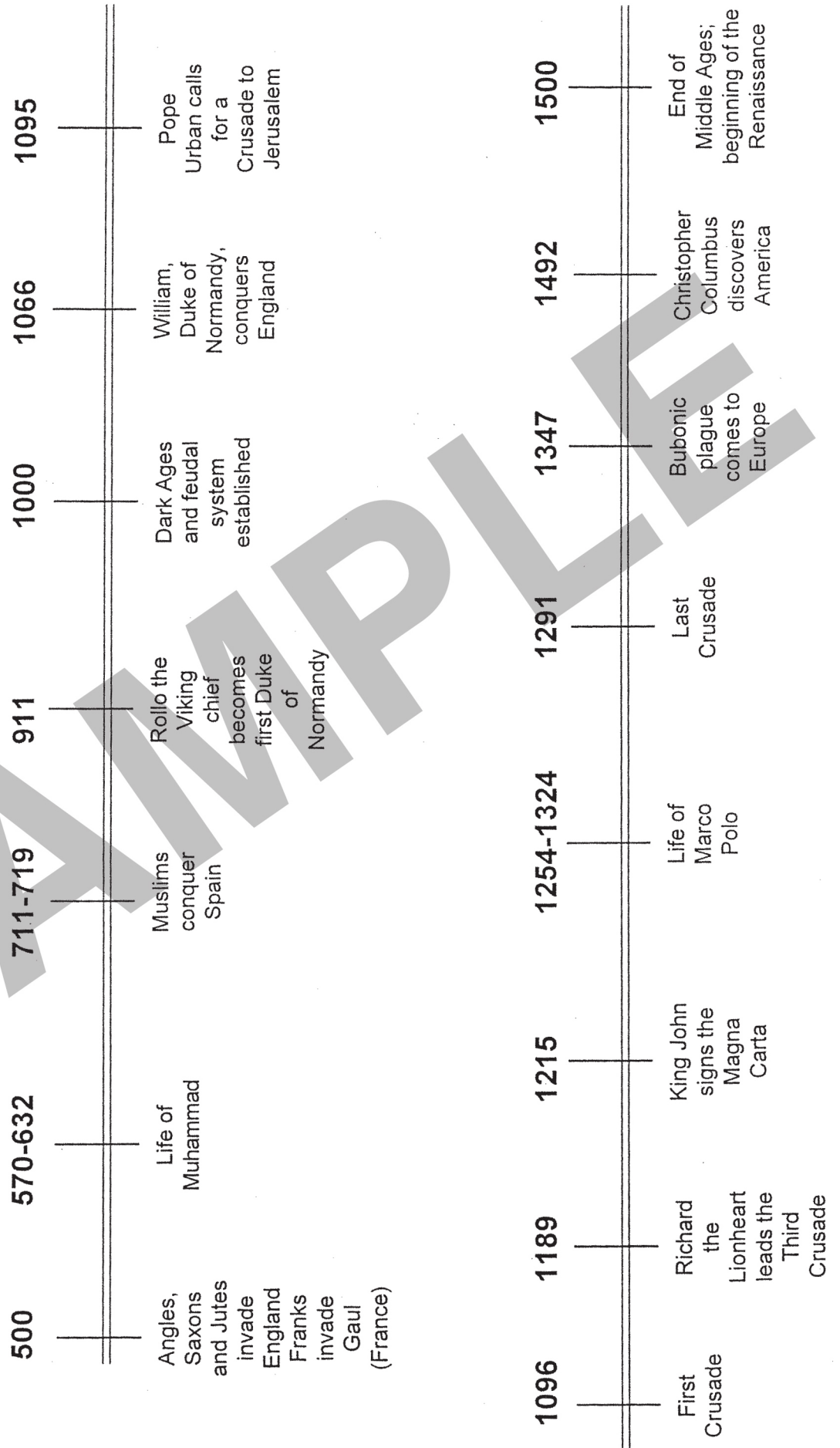
The years from 500 to 1000 are often referred to as the Dark Ages. It was a time of great turmoil, with attackers coming from the east to loot and destroy the established settlements of the west. No one was safe. All were at the mercy of the next band of marauders, and so the feudal system began to develop as a system of mutual support and protection. By the year 1000 a more stable Europe was emerging. Feudal customs varied from time to time and from place to place, but generally speaking it was a system wherein the king, or ruler, held all the land in trust from God. He would grant an estate, or fief, to each of the important nobles of his kingdom. Each of these nobles would then become vassals of the king, and would swear a sacred oath of loyalty to him. In exchange for the land the tenant would promise to provide a designated amount of military support should the king be attacked or go to war. Each noble then divided his estate up in a similar fashion by giving land grants to lesser nobles and knights, and so on down the line. Land was the only real wealth that anyone had, and each vassal required enough to support his household. The hierarchy extended from the king down to the serf, who, in exchange for the right to farm a few strips of land, was required to provide labour, part of his produce, and occasional military service. The entire system rested on the backs of the serfs, who lived short, difficult, and brutish lives.

The curriculum requires that students be aware of “some significant events of the Middle Ages”. We have included the Crusades and the Magna Carta, as suggested, and we have also added the Battle of Hastings in 1066 which marks the last time England was conquered. The feudal system was widespread and firmly established by this time. William brought 200 barons with him and divided among them the lands of approximately 4000 English lords. Another “significant event” that has been included is the arrival of the bubonic plague, which wiped out an estimated one-third of the population of Europe in five years.



Timeline of the Middle Ages (500-1500 AD) *Some dates are approximate*

Develop a timeline through history highlighting the Middle Ages. Include events in history previously studied (e.g. Early Civilizations, Greek/Egyptian ... pioneer settlements... etc.) ending with current events of the recent past and present. Display timeline above board, around the room, in hallway. Students can add dates as they discover new events throughout the year.



Comparison of a Medieval Community to Our Community

Name _____

Use the information you have learned in our study of Medieval Life, and what you know about your own life in _____ to compare the two societies. On the other side of this sheet, or on a separate piece of paper, draw and label several pictures to illustrate your information.

Subject	Medieval Times: Life in Europe in the Year 1300	Our Lives in _____ in the Year _____
1. Housing <ul style="list-style-type: none"> • kinds • materials 		
2. Social Structure <ul style="list-style-type: none"> • classes, equality, leaders • opportunities as you grow up 		
3. Recreation <ul style="list-style-type: none"> • free time • entertainment, sports 		
4. Land Use <ul style="list-style-type: none"> • urban (city) • rural (country) 		