The Middle Ages

Question: What was the worldview during the Middle Ages? (The Middle Ages are also sometimes called the Medieval period)

Objectives:
I CAN demonstrate my knowledge of the worldview of the Middle Ages so that I may later see how the Renaissance was different.
I CAN plan and conduct a search, using a wide variety of sources.
I CAN draw conclusions based on research and evidence.

Instructions:
1. Fill out a Worldview chart about the Middle Ages (600 – 1400s). Use "Our Worldviews" (pg 16-24) and "Many Voices" (Chapter 1 pg 18-23) to help you.
2. Find a partner (or you may work independently). Choose **one** aspect of the Middle Ages from the following list that interests you, and research it using the internet, non-fiction books, and your textbook :

- Art / Music
- Architecture
- Family/Daily life
- Community
- Social Structure (feudal system)
- Christianity
- Leisure
- The Black Plague
- Towns/Villages
- Royalty
- Women
- Clergy
- Nobility/Land owners
- Knights
- Serfs/Peasants
- Literature (ex. Chaucer's *Canterbury Tales*, *Don Quixote*, *Beowulf*, etc.)
- Trade/Commerce
- Exploration (Knowledge of geography)
- Food
- Technology
- The Crusades
- Something else – run it by your teacher

Research Process

1. Do some preliminary research. See what's out there related to your main idea. If you can't find much information, you might need to change your aspect.
2. Write down as many questions as you can think of that you want to answer in relation to your main idea. ***Don't worry about answering them – just write down the questions***.
3. Decide on **three** main topics for your research. ***Topics must be linked to Worldview – you will be connecting your topic to how it influenced Medieval Worldview. How did _____ (your topic) influence or reflect geography, time, beliefs, society, values, economy, knowledge during the Middle Ages?*** Topics should be a subcategory or segment of your main idea. Topics should be phrased as questions. (Ex: Main idea: Architecture; Topic 1: How did religious architecture reflect the beliefs and values during the Middle Ages?, Topic 2: How did castles and manor houses reflect the social structure during the middle ages? Topic 3: How did buildings in villages and towns reflect the economy of the middle ages?). How do you decide what your topics will be? Ask yourself: "what are the most important aspects of my idea? What questions do I want answered?"
4. Research. Use Word or some other means to keep track of your notes. ***Notes must be in your own words – no copy-paste.***
5. Assess your research. Are you missing anything? Have you included anything that's not really necessary?
6. Print your notes. You will hand them in when you present your project.
7. Print a bibliography in APA format. Go to www.citationmachine.net or www.stylewizard.com to do this. This will be handed in when you present, too.

Presentation

8. Decide your presentation format. You may choose:
   a. A PowerPoint type presentation
   b. An oral presentation supplemented with the use of visuals (pictures, costumes, models/dioramas, etc.)
   c. A video (you will not have access to the school cameras for this assignment)
   d. Something else (must include an oral and a visual element) – run it by your teacher.

Prepare your presentation and *practice, practice, practice*!

Due Date: _____

As others present, fill in the information you learn in your Middle Ages Worldview Chart.

Middle Ages Presentation

	Exemplary	Proficient	Satisfactory	Limited	Experiencing Difficulty
Connection to Worldview *(Very Important)*	Student has consistently explained how the topic relates to the Medieval worldview. The connection is completely clear and demonstrates exceptional understanding	Student has explained how the topic relates to the Medieval worldview. The connection is mostly clear, but a few aspects may be confusing.	Student has explained how the topic relates to the Medieval worldview. The connection is sometimes clear, but some aspects may be confusing.	Student has struggled to explain how the topic relates to the Medieval worldview. The connection is not clear, and some aspects are confusing.	Student has not made connections to the Medieval worldview OR the connections are too confusing to understand.
Preparedness	Student is completely prepared and has obviously rehearsed.	Student is prepared but might have needed a couple more rehearsals.	The student seems prepared, but it is clear that rehearsal was lacking.	The student is somewhat prepared, and it is clear that the student did not rehearse.	Student is not prepared to present.
Speaks Clearly	Speaks clearly, at a good pace, and distinctly all of the time.	Speaks clearly, at a good pace, and distinctly most of the time.	Speaks clearly, and distinctly some of the time, and pace may be too slow or too fast.	Often does not speak clearly, and pace is too slow or too fast.	Mumbles or can not be understood, pace is too slow or too fast.
Props/Visuals	Student uses several props/visuals (could include costume) that show considerable work/creativity and makes the presentation better. The props/visuals make the topic easier to understand.	Student uses 1 prop or visual that shows considerable work/creativity and makes the presentation better. The prop/visual corresponds well to the topic but may not make it easier to understand.	Student uses 1 prop or visual which makes the presentation better. The prop/visual is related to the topic, but does not help the audience understand it better.	Student uses 1 prop or visual but it does not improve the presentation. The prop/visual is loosely related to the topic, and does not help the audience understand it better.	The student uses no props/visuals OR the props/visuals chosen take away from the presentation.
Research Notes *(Important)*	Notes are handed in, and are all written in the students' own words, in the requested format. Notes are thorough and cover all aspects of the topic.	Notes are handed in, and are written in the students' own words, in the requested format. Notes are complete and cover most aspects of the topic.	Notes are handed in, and are mostly written in the students' own words, in the requested format. Notes are complete and cover most aspects of the topic.	Notes are handed in, and may not be written in the students' own words, and not in the requested format. Notes are partly complete and cover some aspects of the topic.	Notes are incomplete and students are missing major chunks of information OR notes are not handed in.
Bibliography	Bibliography is in APA format and includes all essential information (i.e. URL, date accessed, date created, year published, author [if available], etc.).	Bibliography is in APA format and includes most of the essential information (i.e. URL, date accessed, date created, year published, author [if available], etc.).	Bibliography is in APA format and includes some essential information (i.e. URL, date accessed, date created, year published, author [if available], etc.).	An attempt is made to do bibliography in APA format and includes some essential information (i.e. URL, date accessed, date created, year published, author [if available], etc.).	Bibliography is not formatted in APA style, is missing, or is incomplete.

Works Cited and Referencing 101

By creating a works cited page and by using proper referencing you will be creating work at a much higher and more scholastic level.

Where to start: You should begin by recording as much information as you can about each source that you use.

For print sources (magazine, textbooks, novels, encyclopaedias, books, newspapers, etc) gather the following information: book / magazine title, article title, author, publisher / publishing company, date of publication, city of publisher / publishing company, volume / issue / edition number, and page numbers.

For electronic sources (websites, online journals, databases, encyclopaedias) gather the following information: author, date of publication / last update, title of article, title of website, volume / issue / edition number, date information retrieved, full url (http://)

Referencing: When using APA format, follow the author-date method of in-text citation. This means that the **author's last name and the year of publication for the source should appear in the text, E.g., (Jones, 1998),** and a complete reference should appear in the reference list at the end of the paper. If you are referring to an idea from another work but **NOT** directly quoting the material, or making reference to an entire book, article or other work, you only have to make reference to the author and year of publication in your in-text reference.

In-Text Citation Capitalization, Quotes, and Italics/Underlining
- Always capitalize proper nouns, including author names and initials: D. Jones.
- If you refer to the title of a source within your paper, capitalize all words that are four letters long or greater within the title of a source: *Permanence and Change*.
- Capitalize the first word after a dash or colon: "Defining Film Rhetoric: The Case of Hitchcock's *Vertigo*."
- Italicize or underline the titles of longer works such as books, edited collections, movies, television series, documentaries, or albums: *The Closing of the American Mind*; *The Wizard of Oz*; *Friends*.
- Put quotation marks around the titles of shorter works such as journal articles, articles from edited collections, television series episodes, and song titles: "Multimedia Narration: Constructing Possible Worlds"; "The One Where Chandler Can't Cry."

Short Quotations
If you are directly quoting from a work, you will need to include the author, year of publication, and the page number for the reference (preceded by "p."). Introduce the quotation with a signal phrase that includes the author's last name followed by the date of publication in parentheses.
> *According to Jones (1998), "Students often had difficulty using APA style, especially when it was their first time" (p. 199).*
> *Jones (1998) found "students often had difficulty using APA style" (p. 199); what implications does this have for teachers?*

If the author is not named in a signal phrase, place the author's last name, the year of publication, and the page number in parentheses after the quotation.
> *She stated, "Students often had difficulty using APA style," (Jones, 1998, p. 199), but she did not offer an explanation as to why.*

Long Quotations
Place direct quotations longer than 40 words in a free-standing block of typewritten lines, and omit quotation marks. Start the quotation on a new line, indented five spaces (tab) from the left margin. Type the entire quotation on the new margin, and indent the first line of any subsequent paragraph within the quotation five spaces from the new margin. Maintain double-spacing throughout. The parenthetical citation should come after closing punctuation mark.

> *Jones's (1998) study found the following:*
> > *Students often had difficulty using APA style, especially when it was their first time citing sources. This difficulty could be attributed to the fact that many students failed to purchase a style manual or to ask their teacher for help. (p. 199)*

Summary or Paraphrase

If you are paraphrasing an idea from another work, you only have to make reference to the author and year of publication in your in-text reference, but APA guidelines encourage you to also provide the page number (although it is not required.)

According to Jones (1998), APA style is a difficult citation format for first-time learners.

APA style is a difficult citation format for first-time learners (Jones, 1998, p. 199).

Works Cited: Your works cited list should appear at the end of your paper. It provides the information necessary for a reader to locate and retrieve any source you cite in the body of the paper. Each source you cite in the paper must appear in your reference list; likewise, each entry in the reference list must be cited in your text. Take a look at the websites listed below:

    a. Your Works Cited page should begin on a new page separate from the text of the essay; label this page Works Cited or References (with no quotation marks, underlining, etc.), centered at the top of the page. It should be double-spaced just like the rest of your essay. **http://citationmachine.net/** (Click on **APA** on the left hand side)

    b. **http://owl.english.purdue.edu/** (Click on **APA Style Guide** on the right hand side. Go to the bottom of the page to navigate)

Basic Rules

- All lines after the first line of each entry in your reference list should be indented one-half inch from the left margin. This is called hanging indentation. **To do this put the cursor on the left side of your first line of text. Hold down "CTRL" and hit "t". You will notice the hanging indent triangle tab moving along the ruler at the top of the page**
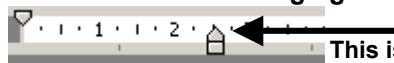
 This is the hanging indent triangle tab

- Authors' names are inverted (last name first); give the last name and initials for all authors of a particular work unless the work has more than six authors. If the work has more than six authors, list the first six authors and then use et al. after the sixth author's name to indicate the rest of the authors.
- Reference list entries should be alphabetized by the last name of the first author of each work.
- Capitalize all major words in journal titles.
- Italicize titles of longer works such as books and journals.
- Do not italicize, underline, or put quotes around the titles of shorter works such as journal articles or essays in edited collections.

Authors

One or Two Authors

Last name first, followed by author initials. Use the "&" instead of "and."

Wegener, D. T., & Petty, R. E. (1994). Mood management across affective states: The hedonic contingency

hypothesis. *Journal of Personality & Social Psychology, 66*, 1034-1048.

Three to Six Authors

List by last names and initials; commas separate author names, while the last author name is preceded again by "&"

Kernis, M. H., Cornell, D. P., Sun, C. R., Berry, A., & Harlow, T. (1993). There's more to self-esteem than whether it is

high or low: The importance of stability of self-esteem. *Journal of Personality and Social Psychology, 65*, 1190-

1204.

More Than Six Authors

If there are more than six authors, list the first six as above and then "et al.," which stands for "and others." Remember not to place a period after "et" in "et al."

Harris, M., Karper, E., Stacks, G., Hoffman, D., DeNiro, R., Cruz, P., et al. (2001). Writing labs and the Hollywood

connection. *Journal of Film and Writing, 44*(3), 213-245.

Basic Format for Books

Author, A. A. (Year of publication). *Title of work: Capital letter also for subtitle*. Location: Publisher.

NOTE: For "Location," you should always list the city, but you should also include the state if the city is unfamiliar or if the city could be confused with one in another state.

Calfee, R. C., & Valencia, R. R. (1991). *APA guide to preparing manuscripts for journal publication*. Washington, DC:

American Psychological Association.

Basic Format for Periodicals

Author, A. A., Author, B. B., & Author, C. C. (Year). Title of article. *Title of Periodical, volume number*(issue number),

pages.

Article in Journal

Harlow, H. F. (1983). Fundamentals for preparing psychology journal articles. *Journal of Comparative and*

Physiological Psychology, 55, 893-896.

Article in a Magazine

Henry, W. A., III. (1990, April 9). Making the grade in today's schools. *Time, 135*, 28-31.

Article in a Newspaper

Schultz, S. (2005, December 28). Calls made to strengthen state energy policies. *The Country Today*, pp. 1A, 2A.

Basic Format for Electronic Resources

Author, A. A., & Author, B. B. (Date of publication). Title of article. *Title of Online Periodical, volume number*(issue

number if available). Retrieved month day, year, from http://www.someaddress.com/full/url/

Bernstein, M. (2002). 10 tips on writing the living Web. *A List Apart: For People Who Make Websites, 149*. Retrieved

May 2, 2006, from http://www.alistapart.com/articles/writeliving

Works Cited / Reference Page Example

Bergmann, P. G. (1993). Relativity. In *The new encyclopedia britannica* (Vol. 26, pp. 501-508). Chicago: Encyclopedia

Britannica.

Calfee, R. C., & Valencia, R. R. (1991). *APA guide to preparing manuscripts for journal publication.* Washington, DC:

American Psychological Association.

Harlow, H. F. (1983). Fundamentals for preparing psychology journal articles. *Journal of Comparative and*

Physiological Psychology, 55, 893-896.

Henry, W. A., III. (1990, April 9). Making the grade in today's schools. *Time, 135,* 28-31.

Kenneth, I. A. (2000). A Buddhist response to the nature of human rights. *Journal of Buddhist Ethics, 8*(4).Retrieved

February 20, 2001, from http://www.cac.psu.edu/jbe/twocont.html

Kernis, M. H., Cornell, D. P., Sun, C. R., Berry, A., & Harlow, T. (1993). There's more to self-esteem than whether it is

high or low: The importance of stability of self-esteem. *Journal of Personality and Social Psychology, 65,*

1190-1204.

Merriam-Webster's collegiate dictionary (10th ed.).(1993). Springfield, MA: Merriam-Webster.

Smyth, A. M., Parker, A. L.,& Pease, D. L. (2002). A study of enjoyment of peas. *Journal of Abnormal Eating, 8*(3).

Retrieved February 20, 2003, from PsycARTICLES database.

Works Cited and Referencing handout compiled from:
The Owl At Purdue, (2007). APA formatting and style guide. Retrieved April 9, 2007, from The Owl at Purdue Web site:
    http://owl.english.purdue.edu/owl/resource/560/01/