

Title:	Medieval Life Narrative Performance Task
Grade:	6
Claim(s):	<p>Claim 2: Students can produce effective writing for a range of purposes and audiences.</p> <p>Claim 4: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.</p>
Assessment Target(s):	<p>Claim 2: 2. COMPOSE FULL TEXTS: Write longer narrative texts demonstrating narrative strategies, structures, and transitional strategies for coherence, closure, and authors' craft—all appropriate to purpose (writing a speech; style or point of view in a short story).</p> <p>Claim 4: 2. INTERPRET/INTEGRATE INFORMATION: Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.). 3. EVALUATE INFORMATION/SOURCES: Use reasoning, evaluation, and evidence to assess the credibility and accuracy of each source in order to gather and select information to support analysis, reflection, and research. 4. USE EVIDENCE: Cite evidence to support analyses, arguments, or critiques.</p>
Standard(s):	<p>Part 1: C4T2: RI-1, RI-6, RI-9, W-8, W-9; C4T3: W-8; C4T4: RI-9, W-8, W-9 Part 2: C2T2: W-3a, W-3b, W-3c, W-3d, W-3e, W-4, W-5, W-8, W-9</p>
Bloom's Taxonomy Level:	<p>Part 1: Understand, Analyze, Apply Part 2: Analyze, Evaluate, Create</p>
DOK Level:	<p>Part 1: 3, 4 Part 2: 4</p>
Score Points:	15 points possible
Difficulty:	Hard

Resources:	<p>(2015). Medieval daily life. Retrieved from http://www.historyforkids.net/medieval-daily-life.html.</p> <p>Donn, D. (2015). Middle Ages for kids: Daily life. Retrieved from http://medievaleurope.mrdonn.org/dailylife.html.</p> <p>(2015). Middle Ages for kids: feudal system and feudalism. <i>Ducksters</i>. Retrieved from http://www.ducksters.com/history/middle_ages_feudal_system.php.</p> <p>(2015). Feudalism develops in Europe. Retrieved from http://www.kidspast.com/world-history/0207-feudalism.php.</p> <p>(2014). Peasant's Revolt. Retrieved from http://www.historylearningsite.co.uk/peasants_revolt.htm.</p> <p>Newman, S. (2015). The Peasants' Revolt. <i>The Finer Times</i>. Retrieved from http://www.thefinertimes.com/Middle-Ages/the-peasants-revolt.html.</p>
Notes:	N/A
Task Overview:	<p>Task should take approximately 120 minutes in total.</p> <p>Part 1: (Approximately 50 minutes) Students will examine and take notes on the texts provided to them. Students will answer the research questions which ask students to evaluate the sources provided to them.</p> <p>Part 2: (Approximately 70 minutes) Students will refer to their answers from the research questions in part 1. Students will compose a full-length narrative based on the given prompt. Students are allowed to access the texts that they read and their answers to the research questions within part 1 but cannot modify their responses.</p>
Teacher Preparation/Resource Requirements:	The teacher should assure that sufficient blank paper and writing utensils are available for student note taking.
Time Requirements:	Task should take approximately 120 minutes.

Instruction:	<p>Your Assignment:</p> <p>A national creative writing magazine is sponsoring a short story contest. The topic is a story about a day in the life of a person who lived in the past. Your teacher has assigned your class the task of entering this contest. Three winners will have their entries published and read by a national audience.</p> <p>To prepare yourself to write this story, you must do research about what life was like in the Middle Ages. The research will act as a foundation to make your story more believable.</p> <p>As part of your initial research, you have found three sources, which are all historical articles about different aspects of the Middle Ages.</p> <p>After you have reviewed these sources, you will answer some questions about them. Briefly scan the sources and the three questions that follow. Then, go back and read the sources carefully so you will have the information to answer the questions and finalize your research. You may take notes on the information you find in the sources as you read.</p> <p>In part 2, you will write a short story on a topic related to the sources.</p> <p>Directions for Beginning:</p> <p>You may now look at the sources. You can look back to these sources as much as you would like. Be sure to take notes when reading. You may want to use them while you are writing your story.</p> <p>Research Questions:</p> <p>After examining the research sources, use the rest of the time in part 1 to answer three questions about them. Your answers to these questions will be scored. Also, your answers will help you think about the information you have read, which should help you write your story in part 2.</p> <p>You may refer back to your scratch paper to review your notes when you think it would be helpful. Answer the questions in the spaces below the items.</p> <p>Your written notes on scratch paper will be available to you in part 1 and part 2 of the performance task.</p>
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Source 1

This article, written by historian Marvin LeBlanc, was published on October 25, 2008, in the journal *Past and Present*. It explains what life was like in the Middle Ages.

Medieval Life, Day by Day

By: Marvin LeBlanc

About 1500 years ago, the Roman Empire crumbled. For centuries, this empire had included most of Europe and parts of Africa and Asia as well. It was built around a network of cities connected by roads all leading to the empire's capital, Rome. However, after an uncountable number of invasions from outside, the mighty empire was replaced by thousands of small states. Each of these states had its own government, with a local lord in charge.

The people of Rome always had everything they needed. Often it was their own tax money that paid for the healthcare, police, and other services that the government provided. But the same was not true for the people who lived after the Roman Empire fell. This period in history was called the Middle Ages, or the Medieval Era, and it lasted about one thousand years.

The daily life of a person during the Middle Ages largely depended on their social class. Some Medieval people were very rich. Most others were far from being rich. All Europeans fit into one of three groups. The first group was the clergy. This group included priests, bishops, monks, nuns, and their leader, the Pope. Members of the clergy worked for the Catholic Church, which was very powerful in the Middle Ages. The second group was the nobility. The kings themselves were nobility, as were their nobles and the knights who served them. The last group was the commoners. Commoners, including peasants and serfs, were usually very poor and worked for the nobility. Most people in the Middle Ages were commoners.

In the early Middle Ages, most people lived in the countryside. They lived on big estates called manors. The main building on a manor was the manor house, a huge castle where the nobles lived. There would also be a village, which included smaller houses where the serfs made their homes. Surrounding the village were farmlands. The serfs worked on the farms for the noble lord. The lord, who lived in the manor house, pledged to protect the serfs who worked for him from any outside invasions or attacks.

As the Middle Ages progressed, towns began to develop. These were the centers of commerce in Europe, where craftsmen made their goods and merchants came from far and wide to trade them. A typical town had a wall protecting it, many winding stone streets, and lines of shops along them. People who owned and worked in the shops usually lived in apartments above them. The more successful shopkeepers had employees who worked for them in exchange for food and shelter. People who did not have their own businesses or jobs working for those who did often had to become beggars.

**Passage/
Stimulus:**

Life in the Middle Ages was not always easy. Manor life was hard for serfs, who often worked long hours in the fields. However, they did have the benefits of fresh air and access to fresh food, even if it was what they grew themselves. Townspeople faced different problems. Early towns did not have any way to dispose of garbage, which was usually just left in the streets to rot. These conditions made the streets smell very bad, and they also made many townspeople very sick. Another problem involved the wooden buildings and their thatch roofs, which caught on fire often. The towns of Europe simply were not safe places to live during the Middle Ages.

However, people continued to move from the manors to the towns, and by the end of the Middle Ages, most Europeans lived in towns. Small Medieval towns that grew into major cities included London and Paris, which still stand today. Over time, it became easier to get an education, which was nearly impossible for all but the wealthiest Europeans before. In the towns, a peasant boy could become an apprentice to a skilled craftsman, such as a blacksmith or a carpenter. After many years of hard work, the apprentice would master that skill. Then, he could open his own business and possibly become wealthy.

The last years of the Middle Ages were the most exciting—and the most deadly—for those who lived in the cities. Adventurers such as Marco Polo, from the Italian city of Venice, satisfied their curiosity of the world by traveling to lands not explored by Europeans, like China and India. In these places, the travelers met important people and were introduced to goods never before seen by Europeans, like coffee, pepper, and porcelain. The presence of goods like these made city life even more appealing to those who still lived in manors. But the travelers who brought exotic spices and textiles to the cities also brought something less desirable. Rats that entered Europe on ships returning from Asia carried the Black Plague. This terrible disease spread quickly throughout the crowded cities. Over the course of only a few years, the plague killed approximately one out of every three Europeans, most of them townspeople.

LeBlanc, M. (2008). Medieval life, day by day. *Past and Present*. Retrieved from <http://pastandpresent.org/medievallifedaybyday>

Source 2

This historical article, written by a history professor, was published on January 22, 2010, in the journal *Types of Government*. This article explains what feudalism was and how it became so important in the Middle Ages.

Lords, Knights, and Serfs

By: Dr. Sarah H. Aspinall

Imagine that you live in a rural area, where you have very few neighbors. Your life may be dull, but you have a roof over your head and enough land to farm the food you need. Suddenly, as you are having dinner with your family one evening after a long day in the fields, you hear loud noises outside. The sound of horses' hooves thrashing the ground is blended with screams. You run outside and find that a group of Vikings are attacking your home! Before you even know what is happening, the invaders have set fire to your cottage. By the time you make sure your family is safe, those invaders have vanished, in search of another village to plunder.

Attacks such as these happened often in the early Middle Ages. There was no organized government or army in Europe to protect the people. Trade routes were also threatened, and the economies suffered. For this reason, a system known as feudalism developed. This system first began in France around 900 C.E. Within two centuries, all of Europe had feudal societies.

What Was Feudalism?

Feudalism can be best described as a pyramid. A pyramid has a small top and a large bottom and so did feudal society. At the top of the feudal pyramid was the king. Below him were his lords and below them were their lords, which were called vassals. At the pyramid's base were the peasants, who made up over 90 percent of the feudal system.

Feudal Lords

The king owned all of the land. To help protect the kingdom from Vikings and other outsiders, he gave control of his territories to noblemen called lords. The lords were allowed to do what they liked with the land, as well as the peasants who lived upon it. However, this power came with a price. A lord swore an oath of loyalty to the king and promised to protect his land. This involved helping to raise a royal army by providing the king with knights.

The Lords' Vassals and Knights

Vassals were lesser lords. Just as the greater lords pledged their loyalty to the king in exchange for lands, vassals would pledge theirs to the greater lords in exchange for being able to control smaller plots of the lord's land.

Many vassals became knights, fighting with the royal armies. A noble boy would begin his training for knighthood at the age of seven. If the boy showed promise as a knight, he would be apprenticed to a knight. These apprentices were called squires. A squire would follow the knight around and help him with his duties, learning about knighthood along the way. Squires who proved their worth in battle would be given an elaborate ceremony, in which they would become full knights.

Being a knight was no small duty. In addition to fighting for his king and lord, a knight had to follow a strict code called chivalry. The rules of chivalry dictated how a knight was to behave on and off the battlefield. It included being honest, helping others, and treating women with great respect.

Serfs

The majority of the people who made their homes on a feudal manor were peasants, or serfs. A manor usually had a village where the serfs lived. The serfs were responsible for providing the labor that helped the lords become wealthy. Farming the land was the serfs' job. If the lord's castle needed repairs, or if roads and bridges needed to be built, the serfs would provide their labor there as well.

Of course, the serfs were not forced to work for free. The lord provided the serfs with shelter and the food they would need to survive. Most importantly, if the manor was attacked, the serfs could rest assured that they and their families would not be in danger; the lord and his knights would come to their aid.

Manor Life

Lords and vassals lived in huge, heavily fortified castles. These castles were built to last (many of them still stand) and to be safe for the people inside. They were not built for comfort, however, and the nobles who lived in them faced cold and damp conditions within.

Life was much worse for the peasants of the time, however. While Medieval castles usually had fireplaces and chimneys, the one-room huts where most peasants lived did not. They also had little or no furniture, not even beds, leaving the peasants to sleep on the floor even in the dead of winter. Meat was a rare treat for serfs, whose diets were mostly composed of grain and occasionally fresh vegetables. Both disease and malnutrition were common in the peasant villages, with the average serf never reaching the age of forty.

Aspinall, S.H. (2010). Lords, knights, and serfs. *Types of Government*. Retrieved from <http://typesofgovernment.com/lordsknightsandserfs>

Source 3

A college student who is a history major wrote this historical article. It was published on August 31, 2013, on the website of San Pedro University's history department. It discusses one of the most important events of the late Middle Ages.

The Peasants' Revolt of 1381

By: Susannah Ingles

In 1381, an army marched on London, England's capital city. This army included sixty thousand people. Some of these people were angry and violent. Along the way, they destroyed tax registers and burned buildings that housed government records. However, others peacefully clung to the purpose of their march—to ask King Richard II to put an end to new taxes that England's peasants had been forced to pay.

In the fourteenth century, things were beginning to change in Europe. The Middle Ages were in their last years, and the feudal system was on its last leg. England had been at war with France for forty years. The armies needed weapons and supplies, and these were largely paid for with taxes paid by peasants. More and more people were moving from the manors to towns and cities, where the possibilities of higher wages were attractive. This led lords to enforce stricter rules to keep peasants from leaving the manor without permission.

The Black Death continued to ravage England in the early 1350s. For the peasants who survived this disease, it had an unexpected result. They felt their survival was for a purpose. It emboldened them to demand better treatment. Combined with the fact that much of the workforce had perished, leaving fewer peasants to work the fields, many lords agreed to pay the peasants higher wages. They also allowed them to leave their manors in order to work elsewhere.

Thirty years after the plague, these freedoms and privileges seemed no longer necessary. The lords tried to take them away. In addition, the war with France was at its peak. To pay for the war, Richard II introduced the poll tax. While not an extremely large tax, asking the peasants to pay any additional taxes placed an even greater burden upon them. An even greater burden came from the Catholic Church, which required many peasants to work on their land two days a week for no pay, reducing the amount of time the peasants were able to work for wages and farm their own food.

In response, some peasants refused to pay the poll tax. These included some peasants from the English village of Fobbing. The government sent a tax collector to Fobbing to collect these taxes. The peasants responded to his arrival by kicking him out of town. Soldiers later arrived with the same purpose; by this time peasants from other villages had joined those from Fobbing, and the soldiers left without collecting the taxes that were owed.

	<p>Their success increased the peasants' confidence, and they decided to march upon the city of London. Upon their arrival, they met even greater success when they captured the Tower of London, a feat that had never before been done. Richard II, then only fourteen years old, agreed to meet the peasants and discuss the matter of the poll tax with them. In the meantime, many of the marchers looted and pillaged London, even though their leaders had urged them to remain peaceable.</p> <p>In the end, the Peasants' Revolt of 1381 showed how much power that people in large groups could wield. Richard II agreed to meet their demands, repealing the poll tax. The revolt ended, and the peasants returned home. However, the king did not keep his promise in the end. He claimed that he had only made it under threats. But as the Black Death took more lives, the peasants learned that they could demand higher wages and greater freedoms. The feudal system eventually crumbled under pressure, and the Middle Ages came to an end.</p> <p>Ingles, S. (2013). The peasants' revolt. Retrieved from http://historydept.sanpedro.edu/thepeasants'revolt</p>
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Prework:	None
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Part 1	<p>Using the information you have just read from the articles, answer the questions below.</p> <ol style="list-style-type: none"> 1. While the purpose of each source is to inform you about something different, some of the sources make similar claims. Explain <i>two</i> claims that are shared by the sources. For each piece of information, cite evidence and identify the source title or number. 2. Which source <i>most likely</i> contains the most relevant information that accurately supports information in Source 1? Be sure to explain your answer by using <i>two</i> pieces of evidence from the sources and to identify the source of the information by title or number.
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3. Select the boxes to match each source with the idea or ideas that it supports. Some ideas may have more than one source selected.

	Source 1: Medieval Life, Day by Day	Source 2: Lords, Knights, and Serfs	Source 3: The Peasants' Revolt of 1381
There were more peasants than any other social class in the Middle Ages.			
Life in the city presented a different set of challenges than country life.			
As the Middle Ages went on, life changed for the peasants and serfs.			

End of Part 1

Part 2	<p>Directions:</p> <p>You will now review your notes and sources and plan, draft, edit, and revise your writing. You may use your notes and refer to the sources. Now read your assignment and the information about how your writing will be scored, then begin your work.</p> <p>Your Assignment:</p> <p>After completing your research, you share your findings with your teacher. The teacher suggests that you write your story using the sources you have located to make your short story's setting more realistic and factual.</p> <p>Today, to prepare for the contest, you will write a multi-paragraph story about a person your age that lives during the Middle Ages.</p> <p>After you have brainstormed for your story, begin writing your story. Your story should be several paragraphs long.</p> <p>Narrative Scoring: Your story will be scored using the following:</p> <ol style="list-style-type: none"> 1. Organization/purpose: How effective was your plot, and does it have a sequence of events from beginning to end that makes sense? How well did you establish and develop a setting, plot, and characters? How well did you use a variety of transitions? How effective was your opening and closing for your audience and purpose? 2. Evidence/elaboration: How well did you develop your story using description, details, and dialogue? How well did you use relevant details or information from the sources in your story? 3. Conventions: How well did you follow the rules of grammar usage, punctuation, capitalization and spelling? <p>Now begin writing your story. Manage your time carefully so that you can:</p> <ul style="list-style-type: none"> • plan your multi-paragraph story • write your multi-paragraph story • revise and edit your final draft of your multi-paragraph story <p>For part 2, you are being asked to write a multi-paragraph story, so be as thorough as possible.</p> <p>Remember to check your notes and your prewriting/planning as you write and then revise and edit your story.</p>
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End of Part 2

Scoring Rubric for Part 1:

Scoring Rubric 1: Analyze/Integrate Information (Claim 4, Target 2)	
2 Points:	The response gives sufficient evidence of the ability to analyze and integrate information from data or print and non-print text sources for a given purpose.
1 Point:	The response gives limited evidence of the ability to analyze and integrate information from data or print and non-print text sources for a given purpose.
0 Points:	A response gets no credit if it gives no evidence of the ability to analyze and integrate information from data or print and non-print text sources for a given purpose.

Scoring Rubric 2: Evaluate Information/Sources (Claim 4, Target 3)	
2 Points:	The response gives sufficient evidence of the ability to distinguish relevant from irrelevant information.
1 Point:	The response gives limited evidence of the ability to distinguish relevant from irrelevant information.
0 Points:	A response gets no credit if it gives no evidence of the ability to distinguish relevant from irrelevant information.

Correct Response 3: Use Evidence (Claim 4, Target 4)

	Source 1: Medieval Life, Day by Day	Source 2: Lords, Knights, and Serfs	Source 3: The Peasants' Revolt of 1381
There were more peasants than any other social class in the Middle Ages.	X	X	
Life in the city presented a different set of challenges than country life.	X		
As the Middle Ages went on, life changed for the peasants and serfs.	X		X

Scoring Rubric for Part 2:

Scoring Rubric Narrative Writing for Statement Purpose/Focus and Organization:	
4 Points:	<p>The response:</p> <ul style="list-style-type: none"> • Has an organization that is fully sustained • Has a focus that is clear and maintained throughout • Has an effective plot that helps to create a sense of unity and completeness • Effectively establishes a setting, narrator, and/or characters • Has consistent use of a variety of transitional strategies to clarify the relationships between and among ideas • Has a strong connection between and among ideas • Has a natural, logical sequence of events from beginning to end • Has an effective opening and closing for audience and purpose
3 Points:	<p>The response:</p> <ul style="list-style-type: none"> • Has an organization that is adequately sustained • Has a focus that is adequate and generally maintained • Has an evident plot that helps to create a sense of unity and completeness, though there may be minor flaws and ideas may be loosely connected • Adequately establishes a setting, narrator, and/or characters • Has adequate use of a variety of transitional strategies to clarify the relationships between and among ideas • Has an adequate connection between and among ideas • Has an adequate sequence of events from beginning to end • Has an adequate opening and closing for audience and purpose
2 Points:	<p>The response:</p> <ul style="list-style-type: none"> • Has an organization that is somewhat sustained • Has a focus that may be uneven • May have an inconsistent plot, and/or flaws may be evident • May unevenly or minimally establish a setting, narrator, and/or characters • May have uneven use of appropriate transitional strategies and/or little variety • Has a weak or uneven connection between and among ideas • Has a weak or uneven sequence of events from beginning to end • Has a weak or uneven opening and closing for audience and purpose

1 Point:	<p>The response:</p> <ul style="list-style-type: none"> • May have little or no discernible plot, or there may be just a series of events • May be brief or have little to no attempt to establish a setting, narrator, and/or characters • May have few or no appropriate transitional strategies • May have little or no organization of an event sequence • Has frequent extraneous ideas and/or a major drift • May have an opening or closing that may be missing or unsatisfactory
0 Points:	<p>The response gets no credit if it provides no evidence of the ability to write full narratives about topics or sources, attending to purpose and audience. The response gets no credit if it is in a language other than English, is illegible, off-topic, or off-purpose.</p>

Scoring Rubric Narrative Writing for Evidence and Elaboration of Evidence:	
4 Points:	<p>The response:</p> <ul style="list-style-type: none"> • Provides thorough, effective elaboration using relevant details, dialogue, and/or description • Clearly develops experiences, characters, setting, and/or events • Enhances the narrative with connections to source materials • Effectively uses a variety of narrative techniques that advance the story or illustrate the experience • Effectively uses sensory, concrete, and figurative language that clearly advances the purpose • Has effective, appropriate style that enhances the narration
3 Points:	<p>The response:</p> <ul style="list-style-type: none"> • Provides adequate elaboration using relevant details, dialogue, and/or description • Adequately develops experiences, characters, setting, and/or events • May contribute to the narrative with connections to source materials • Adequately uses a variety of narrative techniques that advance the story or illustrate the experience • Adequately uses sensory, concrete, and figurative language that generally advances the purpose • Generally has appropriate style

2 Points:	<p>The response:</p> <ul style="list-style-type: none"> • Provides uneven, cursory elaboration using partial and uneven details, dialogue, and/or description • Unevenly develops experiences, characters, setting, and/or events • May have connections to the narrative that are vague or ineffective • Unevenly uses narrative techniques • Weakly uses sensory, concrete, and figurative language that does not advance the purpose • Has weak or inconsistent style
1 Point:	<p>The response:</p> <ul style="list-style-type: none"> • Provides minimal elaboration using few or no details, dialogue, and/or description • Has experiences, characters, setting, and/or events that lack clarity or are confusing • May or may not have connections to the narrative that detract from the narrative • May or may not use narrative techniques, minimally, incorrectly, or irrelevantly • Uses language that does not advance and may interfere with the purpose • Has little or no evidence of appropriate style
0 Points:	<p>The response gets no credit if it provides no evidence of the ability to write full narratives about topics or sources, attending to evidence and elaboration. The response gets no credit if it is in a language other than English, is illegible, off-topic, or off-purpose.</p>

Scoring Rubric Narrative Writing Rubric for Conventions:	
2 Points:	<p>The response:</p> <ul style="list-style-type: none"> • Has adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling
1 Point:	<p>The response:</p> <ul style="list-style-type: none"> • Has limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling
0 Points:	<p>The response gets no credit if it demonstrates little or no command of conventions, has infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling. The response gets no credit if it is in a language other than English, is illegible, off-topic, or off-purpose.</p>