

# The Middle Ages: A Time of Movement – People, Goods, and Ideas

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**Grade Level** 6  
**Duration** 4 class periods

## National Standards

### GEOGRAPHY

#### Element 1: The World in Spatial Terms

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.

#### Element 2: Places and Regions

5. That people create regions to interpret Earth's complexity.

#### Element 3: Human Systems

12. That people create regions to interpret Earth's complexity.

#### Element 5: Uses of Geography

17. How to apply geography to interpret the past.

## AZ Standards

### ELA

#### Reading

#### Integration of Knowledge and Ideas

6.RI.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

#### Writing

#### Production and Distribution of Writing

6.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

## Arizona Social Science Standards

### GEOGRAPHY

#### The use of geographic representations and tools helps individuals understand their world.

6.G1.1 Use and construct maps, graphs, and other representations to explain relationships between locations of places and regions.

#### Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.

6.G3.1 Analyze how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

6.G3.2 Analyze the influence of location, use of natural resources, catastrophic environmental events, and technological developments on human settlement and migration.

### HISTORY

#### The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.

6.H1.1 Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods.

6.H1.2 Explain the causes and effects of interactions between cultures and civilizations.

## Overview

The time period between the ancient and modern times is referred to as the Middle Ages. This time period from about 500 CE to 1500 CE was a time of great change. Much of this change was the result of mobility of people, the trade of goods, and the spread of ideas.

In this lesson students will learn to create maps for teaching and learning geographical aspects of history. They will also gain awareness of how the geographic theme of movement helps explain changes over time to people and places in the world. Students will conduct simple research on an aspect of history involving movement.

## Purpose

## Materials

- Historical Atlas of World History
- Poster board, cardstock, or empty cereal boxes
- Jigsaw Puzzle Pattern(s)
- Outline Maps of Europe, the Eastern Hemisphere and/or Mediterranean region
- Access to Internet and/or other reference materials.
- Carbon Paper (if tracing outline map)
- Colored Pencils, crayons, and/or markers
- Envelopes 5"x 8" or sandwich bags
- Scissors
- Thinking Geographically
- The Middle Ages: A Time of Movement – People, Products and Ideas--Student Directions
- Potential Customer Survey
- The Middle Ages: A Time of Movement – People Products and Ideas Assessment Scoring Guide

## Objectives

The student will be able to:

1. Create a map showing a movement of people, products, or ideas which influenced history.
2. Research an example of movement during the Middle Ages.
3. Generate three questions to be answered by examining the map.
4. Express information in correct paragraph form explaining who, what, when, where, how/why of their example of movement.

## Procedures

### SESSION ONE

*Prior to Session One, create and post a list of topics relating to the study of the Middle Ages. Topics might include: The Crusades, The Silk Road, The Black Death, Viking Exploration, etc.*

1. Introduce the lesson by reminding students of the difference between primary and secondary sources. Explain that today, we will be using secondary sources to show geographical representations of historical information.
2. Tell students, "They have been selected by a toy company that specializes in educational puzzles to create a prototype of puzzle. The puzzle will part of a line of puzzles about the Middle Ages to help teach people to think geographically."
3. Explain to students what it means to think geographically. Project the "Thinking Geographically" document. After this discussion, explain to students that movement during the Middle Ages had a great influence on

the development of the world as we know it today.

4. Distribute The Middle Ages: A Time of Movement – People, Products and Ideas Student Directions and the Scoring Guide and explain the project and how it will be graded to students.
5. Provide blank outline maps of Europe, the Mediterranean region, etc. for students to use and carbon paper for tracing the outline of the geographic area of their topic.  
<https://geoalliance.asu.edu/maps/>
6. Allow students time to select a topic and decide on the appropriate map to create.
7. If time runs out, student may continue working on drawing their maps, writing their questions, researching the event, and crafting the paragraph as homework.

## SESSIONS TWO AND THREE

8. Once students have completed all parts of the assignment, including their self-assessment, they should bring the puzzle to the teacher for his/her scoring using the Scoring Guide.
9. Once the puzzle has been graded, it can then be glued to the cereal box or cardboard and carefully cut apart.

## SESSION FOUR

10. After the puzzles are cut and "packaged" in the envelope or baggie, they are ready for consumer testing. Collect all of the envelopes/baggies of puzzles.
11. Distribute Potential Customer Survey and explain how to complete the task.
12. Distribute the envelopes/baggies of puzzles. Have students evaluate the puzzles.
13. Return the Potential Customer Survey to the producer of the puzzle to review the feedback.
14. As closure, return to the "Thinking Geographically" document. It is time for the students to think about what difference all the changes have made. Ask students to make a list of the examples of movement in the puzzles and what effect this movement had on the Middle Ages and today.

## Assessment

### ELA and Geography

The Middle Ages: A Time of Movement – People, Products, and Ideas Scoring Guide can assess the social science content and the writing skills. Mastery will be considered 80 80% or higher.

## Extensions

See Arizona Geographic Alliance lesson called From Sea to Shining Sea: Solving the Puzzle for using this concept of making a puzzle for American history.  
<http://geoalliance.asu.edu/azga/>