

## Did the Lights Really Go Out? Europe in the Medieval Period Course Culminating Assignment



The Four Horsemen, from The  
Apocalypse - Albrecht Dürer (1498)

The Medieval Period in Europe has been dubbed and long been considered the ‘Dark Ages’. The term - first coined by Petrarch to describe the dearth of good literature in Europe during the period and then generally applied to the time between the fall of the Roman Empire (when Rome’s light went out) and the High Middle Ages. It has come to evoke ideas of decline and creative malaise during which nothing of lasting note was created and contrasted against the achievement of the Classical Period.

So ... is this imagery of barbarian hordes, unsophisticated and uncultured, tearing down all that Rome created accurate? Was Europe plunged into a period of unmitigated decline? Were plague and pestilence, disorder and disease the only constants in medieval life? Did the lights really go out for several centuries?

The culminating assignment for this course requires that you call upon all you have learned this year and requires you to contrast that learning with the results of an inquiry into the Medieval Period in Europe. You will search for clues to the legacy of Egypt, Greece and Rome in the darkness that enveloped Europe. Your research will prepare you to defend or debunk the premise that the Dark Ages were indeed dark.

In order to illustrate the learning you have cultivated through your inquiry you will both write a short paper supporting a thesis that responds to the inquiry question you have been given and create a facsimile of an artefact – an examination of your artefact should clearly illustrate the position you have taken in your paper. The artefact will be accompanied by a plaque (the type you would find in a museum or gallery) explaining the item and its importance.

### Important Dates

Informal Progress Check (not marked)  
 Essay (15% of final mark)  
 Artefact Facsimile and Plaque (15% of final mark)

May 9<sup>th</sup> 2016  
 May 23<sup>rd</sup> 2016  
 May 31<sup>st</sup> 2016

## Course-Culminating Assignment: 1000 Word Essay

This rubric must be printed and submitted with your artefact and plaque.

Categories	Level 4 80-100%	Level 3 70-79%	Level 2 60-69%	Level 1 50-59%
<p><b>Knowledge &amp; Understanding</b> The essay reflects thorough knowledge of the Medieval Period examined.</p> <p>The essay reflects thorough understanding of the relationship between the Classical Age and Medieval Period.</p>	<p>-demonstrates thorough knowledge of content</p> <p>-demonstrates thorough understanding of content</p> <p style="text-align: center;">9.6 9.2 8.8 8.5 8.2</p>	<p>-demonstrates considerable knowledge of content</p> <p>-demonstrates considerable understanding of content</p> <p style="text-align: center;">7.8 7.5 7.2</p>	<p>-demonstrates some knowledge of content</p> <p>-demonstrates some understanding of content</p> <p style="text-align: center;">6.8 6.5 6.2</p>	<p>-demonstrates limited knowledge of content</p> <p>-demonstrates limited understanding of content</p> <p style="text-align: center;">5.8 5.5 5.2</p>
<p><b>Thinking</b> The final product is the result of careful planning and revision.</p> <p>Appropriate evidence is effectively selected to support the argument.</p>	<p>-uses planning skills with a high degree of effectiveness</p> <p>-uses critical thinking processes with a high degree of effectiveness</p> <p style="text-align: center;">9.6 9.2 8.8 8.5 8.2</p>	<p>-uses planning skills with considerable effectiveness</p> <p>-uses critical thinking processes with considerable effectiveness</p> <p style="text-align: center;">7.8 7.5 7.2</p>	<p>-uses planning skills with some effectiveness</p> <p>-uses critical thinking processes with some effectiveness</p> <p style="text-align: center;">6.8 6.5 6.2</p>	<p>-uses planning skills with limited effectiveness</p> <p>-uses critical thinking processes with limited effectiveness</p> <p style="text-align: center;">5.8 5.5 5.2</p>
<p><b>Communication</b> The student's ideas are effectively organized and the argument is convincingly supported using the point/proof/discuss method.</p> <p>All of the conventions of formal academic style and of the discipline are adhered to.</p>	<p>-expresses and organizes ideas and information with a high degree of effectiveness</p> <p>-uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness</p> <p style="text-align: center;">9.6 9.2 8.8 8.5 8.2</p>	<p>-expresses and organizes ideas and information with considerable effectiveness</p> <p>-uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness</p> <p style="text-align: center;">7.8 7.5 7.2</p>	<p>-expresses and organizes ideas and information with some effectiveness</p> <p>-uses conventions, vocabulary, and terminology of the discipline with some effectiveness</p> <p style="text-align: center;">6.8 6.5 6.2</p>	<p>-expresses and organizes ideas and information with limited effectiveness</p> <p>-uses conventions, vocabulary, and terminology of the discipline with limited effectiveness</p> <p style="text-align: center;">5.8 5.5 5.2</p>
<p><b>Application</b> The student's argument reflects an accurate analysis of Medieval European history and is a clear response to the inquiry question provided and (where appropriate) includes an examination of opposing perspectives (an antithesis).</p>	<p>-applies knowledge and skills in familiar contexts with a high degree of effectiveness</p> <p>-transfers knowledge and skills in familiar contexts with a high degree of effectiveness</p> <p style="text-align: center;">9.6 9.2 8.8 8.5 8.2</p>	<p>-applies knowledge and skills in familiar contexts with considerable effectiveness</p> <p>-transfers knowledge and skills in familiar contexts with considerable effectiveness</p> <p style="text-align: center;">7.8 7.5 7.2</p>	<p>-applies knowledge and skills in familiar contexts with some effectiveness</p> <p>-transfers knowledge and skills in familiar contexts with some effectiveness</p> <p style="text-align: center;">6.8 6.5 6.2</p>	<p>-applies knowledge and skills in familiar contexts with limited effectiveness</p> <p>-transfers knowledge and skills in familiar contexts with limited effectiveness</p> <p style="text-align: center;">5.8 5.5 5.2</p>

A student whose achievement is below Level 1 has failed to meet the expectations for this assignment.

Comments:

### Course Culminating Assignment: Artefact and Plaque

This rubric must be printed and submitted with your artefact and plaque.

Criteria	Level 4 (80-100%)	Level 3 (70-79%)	Level 2 (60-69%)	Level 1 (50-59%)
<p><b>Knowledge &amp; Understanding</b>  <i>The artefact represents knowledge of the item and period it represents and its importance to a more complete understanding of Medieval history.</i></p>	<p>-demonstrates <i>thorough</i> knowledge of content</p> <p>-demonstrates <i>thorough</i> understanding of content</p> <p>9.6 9.2 8.8 8.5 8.2</p>	<p>-demonstrates <i>considerable</i> knowledge of content</p> <p>-demonstrates <i>considerable</i> understanding of content</p> <p>7.8 7.5 7.2</p>	<p>-demonstrates <i>some</i> knowledge of content</p> <p>-demonstrates <i>some</i> understanding of content</p> <p>6.8 6.5 6.2</p>	<p>-demonstrates <i>limited</i> knowledge of content</p> <p>-demonstrates <i>limited</i> understanding of content</p> <p>5.8 5.5 5.2</p>
<p><b>Thinking</b>  <i>The artefact is thoughtfully replicated/created to illustrate the student's insight into the Medieval Period and clearly illustrates the position taken in the essay.</i></p>	<p>- uses critical/creative thinking processes with a <i>high degree</i> of effectiveness</p> <p>9.6 9.2 8.8 8.5 8.2</p>	<p>- uses critical/creative thinking processes with <i>considerable</i> effectiveness</p> <p>7.8 7.5 7.2</p>	<p>- uses critical/creative thinking processes with <i>some</i> effectiveness</p> <p>6.8 6.5 6.2</p>	<p>- uses critical/creative thinking processes with <i>limited</i> effectiveness</p> <p>5.8 5.5 5.2</p>
<p><b>Communication</b>  <i>Conventions of writing and of the discipline are accurately employed.</i></p>	<p>- uses conventions, vocabulary, and terminology of the discipline with a <i>high degree</i> of effectiveness</p> <p>9.6 9.2 8.8 8.5 8.2</p>	<p>- uses conventions, vocabulary, and terminology of the discipline with <i>considerable</i> effectiveness</p> <p>7.8 7.5 7.2</p>	<p>- uses conventions, vocabulary, and terminology of the discipline with <i>some</i> effectiveness</p> <p>6.8 6.5 6.2</p>	<p>- uses conventions, vocabulary, and terminology of the discipline with <i>limited</i> effectiveness</p> <p>5.8 5.5 5.2</p>
<p><b>Application</b>  <i>The artefact plaque is clear and concise in explaining the significance of the artefact in better understanding the Medieval Period.</i></p>	<p>- makes connections within and between various contexts with a <i>high degree</i> of effectiveness</p> <p>9.6 9.2 8.8 8.5 8.2</p>	<p>- makes connections within and between various contexts with <i>considerable</i> effectiveness</p> <p>7.8 7.5 7.2</p>	<p>- makes connections within and between various contexts with <i>some</i> effectiveness</p> <p>6.8 6.5 6.2</p>	<p>- makes connections within and between various contexts with <i>limited</i> effectiveness</p> <p>5.8 5.5 5.2</p>

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