**Script “A Walk Through the Middle Ages”**

**Title: A Walk Through the Middle Ages**

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**Total duration: 120’**

**Objectives:**

1. To carry out an organised and intelligible virtual guided tour in which we learn the history of a medieval city and the vocabulary related to it. We will learn this by using verbal information, images, maps, etc. from different sources.
2. To present the tour by using the appropriate technological means for this purpose.
3. To encourage teamwork and creativity, and to become familiar with the tourism sector.

**Introduction:**

We are a travel agency mainly dedicated to guided tours around different places. The EU is promoting a project to show the past of medieval cities. Our agency has decided to apply for financial support. We have to prepare a guided tour around the historic centre of a medieval city. We have to try to be original, creative and pedagogical to bring medieval history closer to our visitors.

**Assessment criteria:**

**We will assess:**

1. The description and explanation of the origins of a medieval city.
2. The description and evaluation of a tour around the historic centre of the city and the development of a more in-depth explanation of the most important medieval buildings, streets, etc.
3. The description of the life, culture and art in the medieval city during the tour and the advantages of the historical traces that can be found in the city.
4. The analysis and description of the social groups, government and economy that emerged from the rise of the cities during the visit.
5. The use of different sources of information and the assessment of their importance (written or architectural sources, etc.).

**But we will also take the following into account:**

* The use of verbal, non-verbal and digital communication to communicate effectively, both during teamwork and in the presentation, adapting the linguistic register, selecting and synthesising information.
* The organisation of the work in such a way that it can be applied to what has been learnt in other areas of life, for example when gathering any kind of information on the Internet.
* Teamwork, recognising the effort and validity of the opinions of all group members.
* Show initiative in the elaboration of the activity, providing ideas and suggestions, and efficiency in solving conflicts and problems that arise in the elaboration of the work.
* The reflection on one's own feelings, thoughts and actions.

**1st teaching period**

***1st Activity:***

Type of activity: Elaboration of a city tour

Class organisation: In teams

Actions/Tasks: Students will elaborate a city tour and a script of their visit with Google Maps or Google Earth, taking into account the following points:

* The duration will be no less than 6 minutes and no more than 10.
* The participation of each group member. Each member must present a part of the tour, which will never be less than 1:30 minutes.
* The tour and the recording must be synchronised, avoiding moments of silence or without content.

***2nd Activity:***

Type of activity: Presentation of the project.

Class organisation: In teams

Actions/Tasks: Students will have to deliver their presentations in front of the class. An open space without chairs, such as the assembly hall or audiovisual room, may be used for the presentation to simulate a real guided tour.

***3rd Activity:***

Type of activity: Sharing ideas and assessment.

Class organisation: Whole class

Actions/Tasks: Students will share what they have learnt. They will also share the aspects that have arisen during the preparation of the work which need improving. The assessment will also take place and it will be done by using the rubric below.

* Students know the subject and present it using clear and adapted language. They do not use fillers and do not develop the topic by heart. They present the subject in an original way.
* The tour is coherent and has a common thread that ties the whole visit together. The information is well related to what we see.
* The whole team knows the route perfectly well. All students are well coordinated and complement each other during the explanation. They all use the same style.
* Students contextualise the information correctly (where, when), explaining the origin of the city, the map or grid and the main elements of that first urban centre (walls, streets, coat of arms, etc.).
* Students mention and explain the different social groups, as well as what the city government and the economy were like, relating them to what we see.
* Students explain what life was like in the city, adding information about art, culture, etc. They also make references to information sources.