

1. Title "Women not queens in the Middle Ages"

2. Knowledge and didactic objectives

Knowledge

- Social inequality: the role of women in the Middle Ages.
- Relevant women of the Middle Ages.
- Sustainable development goals.

Didactic objectives

- Extract information from an iconographic source.
- Ask questions based on information from a source.
- Reflect on the role of women today.
- To learn about the Sustainable Development Goals related to gender inequality.
- Work collaboratively.
- Search for and analyse information through digital media.
- To write a report on the results of the research.
- Respecting the right to speak.
- Express oneself correctly in the language in oral and written form.

3. Timing

55 minutes.

4. Grouping of students

Individual, small group and large group.

5. Historical thinking skills

- Source analysis (iconographic resources).
- Identification of causes and consequences.
- Analysis of change and permanence.

6. Development or sequence of the activity

Development phase

The aim of this activity is for students to learn about the lives of women who lived on the European continent during the Middle Ages and who were not queens, which is what is traditionally taught. Some were important women in the fields of science, the arts and religion and others were women of middle

and low social status who carried out everyday tasks in the home and in the family business and who are marginalised in the historical narrative of great historical events and characters.

Task 1: Social Inequality: Women's daily life in the Middle Ages

The teacher explains to the large group:

“During the Middle Ages, women carried out a wide range of jobs and occupations, both within and outside the family. Water supply, the management and administration of public baths, washing clothes, etc., were highly feminised activities.

Women's work practices were remunerated when they were carried out outside the family sphere, but not when they took place in the domestic sphere. Similarly, in artisan and mercantile workshops, women carried out the same professional activity as their male relatives, although without receiving any remuneration for it.”

(Text translated from MAN. Museo Arqueológico Nacional of Madrid (Spain). In <https://bit.ly/3DusqMQ>).

Then, the teacher shows the image in Annex I to the students (large group) and answer the following questions (15 min):

1.-What kind of tasks are women doing in this medieval guild house?

In the picture there are no female masters, journeymen, or apprentices, why do you think this was the case?

2.-Can women today do the same jobs as men? When we talk about the pay gap today, what does it mean?

3.-What sustainable development goals are related to ending this social and economic inequality?

Task 2: Research relevant European women who were not queens in the Middle Ages.

Students in groups of three or four students will conduct research on one of the women from the following list. The results of the research will be written up in a report. This report will be presented orally to the rest of the students (40 min):

- Cristina de Pizán: author of what is considered to be the first feminist book in history.
- Hildegard of Bingen: a nun who excelled in music, medicine and philosophy.
- Trotula of Ruggiero: excelled in the field of medicine.
- Lubna of Córdoba: excelled in grammar and poetry.
- Sabine von Steinbach: was outstanding as a master sculptor.
- Herrada Landsberg: was an outstanding writer.

7. Assessment techniques and instruments

-Evaluation during the activity: using the technique of observation of the student's analytical work in the classroom and their participation in the oral presentation. Evaluation instrument: teacher's diary or registration form.

-Evaluation at the end of the activity: using the assessment of written activities. Assessment instrument: student's notebook.

Assessment criteria:

- Extract information from an iconographic source.
- Ask questions based on information from a source.
- Reflect on the role of women in today's society.
- Knows the Sustainable Development Goals related to gender inequality.
- Work collaboratively.
- Search and analyse information through digital media.
- Write a report on the results of the research.
- Respects the right to speak.
- Expresses him/herself correctly in the language orally and in writing.

The rating items are qualitative. There are three levels: insufficient, adequate and very good.

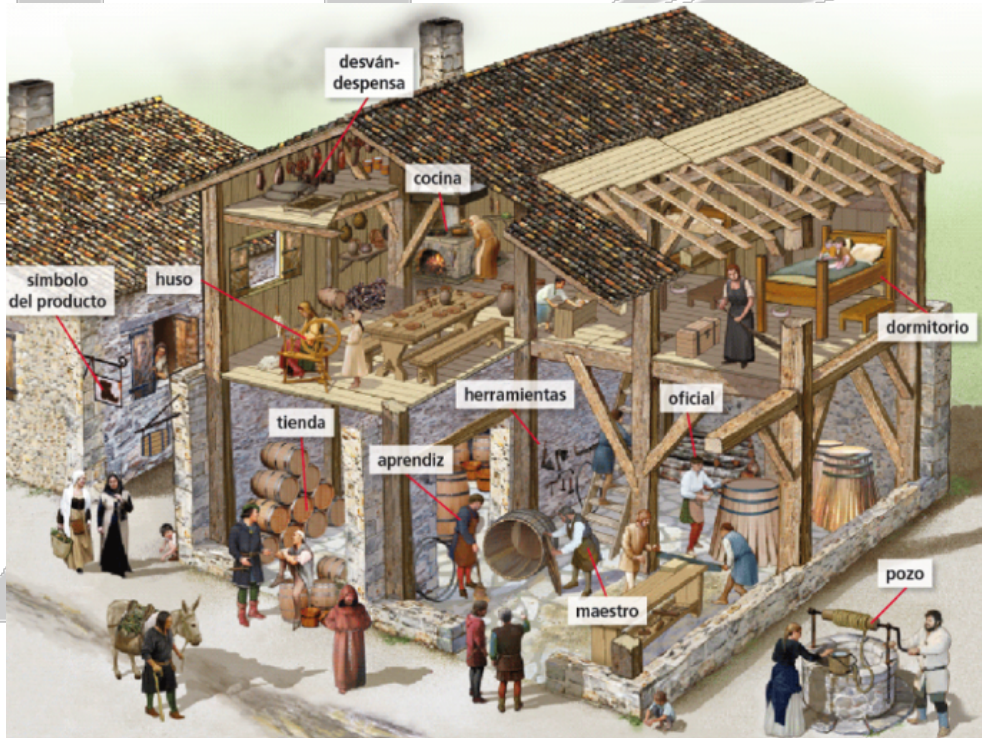
8. Complementary resources

-Article Mark, J. (19 March 2019). Available in English, [Italian](#), [French](#), [Spanish](#). Audio version also available. Retrieved from <https://bit.ly/3dv9YsS>

-Video “Women in Medieval Times” by NBC News Learn (4’26”). Retrieved from <https://bit.ly/3xxYWtH>

9. Annexes

Annex I. Everyday life in a guild house in the Middle Ages



Source: Image retrieved from <https://bit.ly/2CqrHfI>



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