



Lesson plan structure

Name of the lesson: Mikuláš I. Opavský and his sons, medieval society, medieval crafts

Prerequisites	<ul style="list-style-type: none">- Open-ended comics (annex 1)- Scissors- Computer- Photo of students (whole figure)- Printer- Glue- Coloured pencils- Coloured paper
Aims	To introduce the personality who had to face challenges at a young age, to acquaint with the classes of society in the Middle Ages. Students will gain insight into the life of medieval society, language competences (ability to complete the story, language variants of concepts), comparison of craft and art.
Students' age	13+
Steps	<ul style="list-style-type: none">- Work with open-ended comics (25 minutes)- Medieval craft items (20 minutes)- Make your portrait inspired by Master Theodorik's portrait (45 minutes)
Time	80 minutes



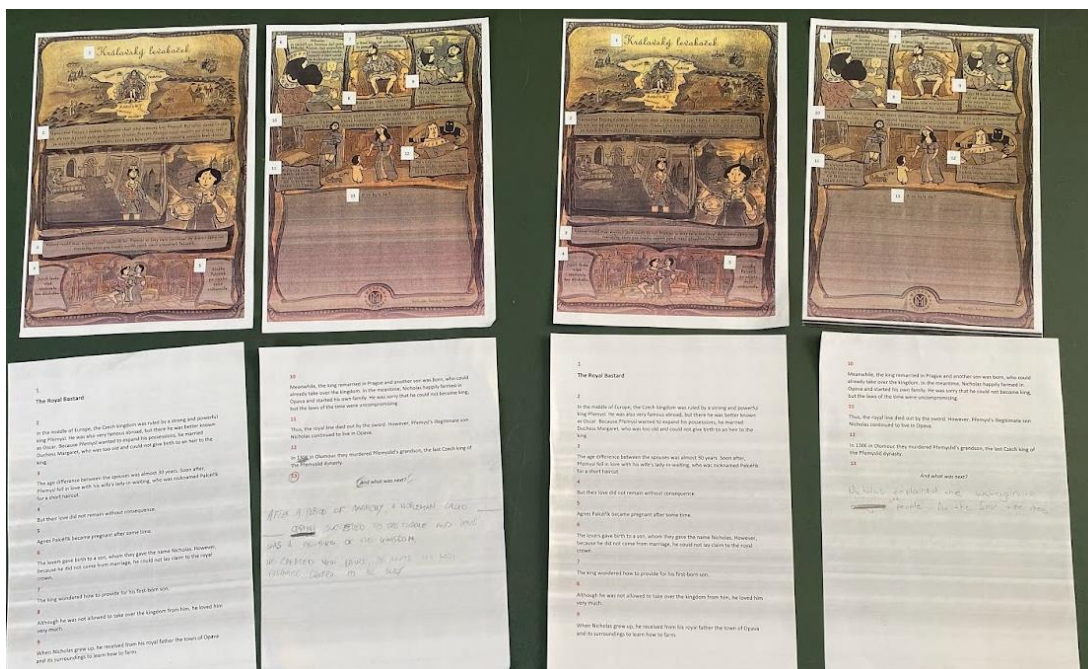
BACKGROUND INFORMATION

Mikuláš I of Opava, probably born in 1255, inherited from his father King Přemysl Otakar II in 1269, an important ruler of Central Europe, due to his illegitimate origin only the territory of Opava. After his father's death in 1278 and his return from captivity, he had to fight for territory with his stepmother, the king's widow, Kunhuta. In the town of Opava, his strengthens his position by inviting the Dominican Order (following on from the previous day, the founding of the Dominican monastery encouraged the later position of the adjacent St. Wenceslas Church) as a counterpoint to the Minorites, the Order in favour of Queen Kunhuta also resided. Because the townspeople were not allowed to build a seat in Opava. He later resigned from the possession of the Opava region, he regains his son Nicholas II. (mother of Adelheid of Habsburg, a niece of Rudolf of Habsburg), a prominent diplomat of the Czech Kingdom. In 1318, in his thirties, he received the Principality of Opava as a hereditary estate (the title of Duke-Prince of Opava Dux Opaviae), he and his descendants are most buried in the church of St. Duch. His son Přemek Opavský built a castle in Opava, later rebuilt into a chateau, destroyed in 1892, and the Swedish Chapel, he minted gold coins.

Nicholas I of Opava became the founder of the side line of the Přemyslid dynasty (the Opava family), which lasted until 1521 and whose last representative was the Prince of Ratibor of Valentin Hrbatý.

WORK WITH OPEN-ENDED COMICS

Students are divided into the groups or into the pairs according to the size of the class and an amount of time a teacher wants to spend on this topic. Groups or pair are given open-ended comics which they read through and try to create how the story will finish. They write the story ending to the comics. After they finishes, all the groups/pair present their stories. At the end of students' presentation teacher should say whose story was closest to the historical interpretation of the situation.



TO GET TO KNOW TRADITIONAL CRAFTS WORK IN THOSE HISTORICAL TIMES

Students are given pictures of craftsmen and cards with the name of crafts and name of the products produced by these crafts. Students have to add right names of products and crafts to the right picture of craftsman.

List of crafts and items (artefacts):

Craft's name	Picture	Product
POTTER		JUG
DICE MAKER		DICE
TINSMITH		PILGRIMAGE BADGE

<p>BLACKSMITH</p>		<p>NAIL, RING ARMOUR, SWORD</p>
<p>TANNER</p>		<p>LEATHER POUCH, BAG MAKER</p>
<p>WEAVER</p>		<p>LINEN CAP + TAILOR</p>

<p>COINER</p>		<p>COINS</p>
<p>LUMBERJACK, CARVER</p>		<p>WOODEN BOWL, SPOON</p>

If there are some example of products as on the picture below, it is an advantage. If not, it is enough to place the picture of craft together with its name. Possible extension of the activity is to use different language for the crafts and its products names.

This is an example of a result of multilingual use of the activity:



COMPILATION OF HISTORICAL CLOTHING, WHO WORE IT, POSITION IN SOCIETY, A PHOTO

Students search (through internet) for the information and pictures about historical clothes which used to be worn at 13., 14. century. Students also look for the information what clothes was used by different social layers.

Students work on computers with the historical clothes they found on internet. They copy and paste to editable document the pictures of clothes and people wearing the historical clothes which they like. They adapt the size of clothes pictures to the size of their own photo (whole figure). After adapting it to the same size, they print out their own photo and the pictures of historical clothes or people in historical clothes. By using the scissors, they cut the clothes to adapt it to the own figure photo. They glue own photo and chosen clothes on coloured paper and decorate it. After they finish they can repaint it according to the model which they have prepared.



Lesson can be finished with discussion about the portraits and historical consequences which students got interested in.