



# The Value of Labour

## LESSON 1—GRADE 8

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### PRESCRIBED LEARNING OUTCOMES

- identify and clarify a problem, an issue, or an inquiry.
- describe how societies preserve identity, transmit culture, and adapt to change.
- compare the changing nature of labour in rural and urban environments.

### LESSON TITLE

The Value of Labour

### TIME

One hour 15 minutes

### OBJECTIVES

Students will be able to:

- use chart format to compare and contrast different jobs in the middle ages.
- create criteria that allow comparisons and contrasts of different jobs.
- evaluate the importance of different jobs to the development and maintenance of society.

### INTRODUCTION/OVERVIEW

This lesson will broaden the perspective of students on the importance of work life. Students will look at a number of jobs done by people in the middle ages and, through use of a common set of criteria, evaluate the worth of different jobs to the society of the time. As well, students will be introduced to the concepts in Maslow's hierarchy of needs.

### BACKGROUND INFORMATION

Abraham Maslow published a "how to" book on management in 1965 (*Eupsychian Management*) based on his now-famous list of hierarchy of needs. Share the following information with the students, explaining that, according to Maslow's hierarchy, the first order needs must be met before people can move on to meeting the higher order of needs. You might note that the needs also correspond to the life cycle of a human, from infancy to middle age.

1. Physiological needs (food, water, shelter)
2. Security needs (personal safety)
3. Social needs (sense of belonging)
4. Ego needs (self-esteem and the esteem of others)
5. Self-actualization needs (self-fulfilment, doing something that is personally satisfying)

## MATERIALS NEEDED

Textbook. (If using *Pathways*, use pp. 44–52, pp.141–143, and pp.149–155.) If using another text, reference the appropriate pages that describe the different roles and duties the various classes and groupings had in Medieval Europe.)

Chart paper, lined paper.

## ACTIVITIES

1. Have students read the relevant sections of their texts if they haven't already done so for homework before the lesson.
2. Have students, working individually or in pairs, list all the different types of occupations that they know existed in the Middle Ages (peasant, bailiff, miller, silver smith, page, king, etc.). Have students share their lists with the class, and choose 10 that present a fair and reasonable cross-section of Medieval life.
3. Have students then create a number of statements that evaluate the results of Medieval occupations. For example, one statement might be, "provides food for people to eat." Another might be, "provides protection in times of attack." Another may be, "provides lovely things to wear."
4. Have students discuss Maslow's hierarchy of needs. Explain the concept behind the hierarchy. Discuss the statements the students came up with, and have them number each statement 1, 2, 3, 4, or 5 according to how they correspond to Maslow's hierarchy of needs.
5. Have students design a chart or a matrix in their notes that looks like the following (or give them a copy of the following to put into their notebooks) and, using the 10 occupations they have chosen, rank order them according to Maslow's hierarchy.
6. Once that part of the chart has been completed, have the students analyze their work and in groups of two or three, discuss which are the more important occupations in Medieval society, keeping in mind Maslow's hierarchy, with respect to such issues as the sustenance of life, maintenance of peace and order, and the development of culture and tradition. Share the small-group ideas with the whole class, and have students add notes to the matrix.
7. Extension activity: have students create a different set of criteria to evaluate the relative importance of jobs.

Occupation	Maslow's number	Importance to: a) sustaining life b) maintaining peace and order c) developing culture and traditions within Medieval society
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

## EVALUATION

Have students create a "Hyde Park"\* one-minute speech outlining which occupation they think is most important to the maintenance of order. Criteria for evaluation: Clarity of speaking (2), organization of ideas (2), use of information generated from the chart (4), use of voice, body language as persuasive tools (2).

*\*Hyde Park in London, England, is where "Speaker's Corner" exists. Anyone who has something to say about anything can stand up on a box (often a wooden soap box, ergo the expression "Get off your soap box") and address the people within hearing distance. The best speakers often draw great audiences. The speeches are never scheduled. People show up, step up on the box, and begin to speak.*