

The Middle Ages (MIDA) CTY Course Syllabus

Course Schedule

Monday, Day 1

- Name Game
- Sign Honor Code/Computer Policy
- Class Rules
- Pre-assessment
- Primary and Secondary Sources
 - Brief lecture followed by an activity.
 - Students identify primary and secondary sources.
 - Class discusses each source and the importance of source diversity.
- Introduction to note taking
- Dates for the Middle Ages
- The Fall of the Roman Empire
 - Watch Discovery DVD, *Civilizations: The Fall of an Empire*.
 - Writing Assignment
 - Students write advice to Roman citizens and/or Emperors about how to keep their Empire from falling.
- Barbaric invasion map
 - Students color and trace the routes of each “Barbarian” tribe.
- Introduction to Old English
 - DVD of Benjamin Bagby performing *Beowulf*.
- Comparing Old, Middle, and Early Modern English
 - Class read Old, Middle, and Early Modern English versions of the “Our Father” and discuss new letters, inflections, recognizable words, punctuation, and the categories of words that changed or stayed the same.
- Language Activity
 - Each student gets a part of a story or poem written in Old, Middle, or Early Modern English and must decide which it is.

Tuesday, Day 2

- Introduce *Beowulf*
 - Lecture with notes on manuscript, historical context, and poetic conventions.
- Class reads and discusses *Beowulf* aloud, pgs 3-41
 - As we read, students discuss: Is this Christian or Pagan? What kinds of things does this culture value? What is the point of the story? What kind of hero is Beowulf?

- Kennings
 - Students create their own Kennings for: dorm rooms, parents, cafeteria, television, and items of their own choosing. Students share and guess one another's kennings.
- Byzantine Empire
 - Class reads "The Byzantine Empire" Milliken handout. Lecture and Power Point on Byzantine architecture and art. Discussion of saints and iconography.
- Iconography Memory Game
 - In groups of 3, students play "memory" with 20 cards, matching the description of the Eastern Orthodox saint to the saint's picture.
- Vikings
 - Lecture and discussion on exploration and warfare.
- Runes/Viking Cursing Poles
 - Students practice writing their names in Runic. Introduction of the Viking cursing pole.
- Read Beowulf pgs 41-55
- Timeline

Wednesday, Day 3

- Read Beowulf pgs 55-89
 - Class revisits key passages about women and monsters in Beowulf and discuss what their roles were.
- Beowulf Characterization Exercise
 - Discussion: What does Beowulf look like? There's no physical description in Anglo-Saxon lit. Why? Students draw pictures of one character, using 2 or more adjectives to describe him/her and support these adjectives with at least two quotes from the text.
- Introduction to Islam
 - Class reads pages 6-11 of *Eyewitness Islam* together, taking notes.
- Golden Age of Islam
 - Students watch a 10 minute video, *1001 Inventions and the Library of Secrets*.
- Pinhole Cameras
 - After a Power Point on Medieval Islamic Optician, Alhazen, students construct their own pinhole cameras, similar to the one he made. We discuss how they work and go outside to test them out.
- Islam Group Projects
 - Each group is given a section of the book explaining a different concept:
 1. The Five Pillars
 2. The Mosque
 3. The caliphate and first conquests
 4. Scholars and teachers and the Spread of Learning
 - Each create an outline of the most important notes to present to the class and an illustrated poster board.

Thursday, Day 4

- Read Beowulf pgs 94-111
 - Class revisits key passages about women and monsters in Beowulf and discusses what their roles were.
- Outsiders in Heroic Culture
 - Journal: Tell the story from the point of view of any female character or monster in Beowulf.
- Monasticism
 - Lecture on the function of monasteries. Students read excerpts of the Benedictine Rule.
- Illuminated Manuscript
 - As a class, students discuss a Gothic Illumination from the Vidal Mayor, 1290–1310. Students take notes on the illuminations' elements.
- Introduction to Sufi Spiritualism
 - Short lecture and discussion.
- Monastic Vows of Silence and Illuminated Manuscripts
 - Students write their favorite Rumi poem in calligraphy and illuminate a historiated initial while taking a 40-minute vow of silence.
- Read Beowulf pgs 111-143
- Monastic Journal
 - Students write journals from a monk's perspective, answering these questions: When and why did I become a monk? Do I enjoy monastic life? What are my favorite and least favorite activities at the monastery?

Friday, Day 5

- Read Beowulf pgs. 143-171
- Activity on Arts/Drama/Music
- Timeline
 - Students identify significant dates studied so far, and as a class, vote on which ones should go on our timeline. Each student creates a page for our class timeline.
- Folder Time
 - Students finish projects in their folders.

Sunday

- Finish *Beowulf*
 - Class reads about and discusses Beowulf's death.

Monday, Day 6

- The Battle of Hastings
 - Students reenact the events of 1066. Students each play a role in the simulation.
- The Bayeux Tapestry
 - Class reads Corbishly 30-31. Discussion of non-literate history. Class decides, based on the reading and our reenactment, what 13 pictures could go on our tapestry, recounting the Battle of Hastings. Class sketches our own Bayeux Tapestry.
- Changes After the Norman Conquest
 - Students each get an information card and decide what areas of life changed or stayed the same after the conquest. Students discuss trends in the changes and continuity and discuss in class.
- Presentation Outline
 - Using notes from the previous activity, the class discusses how we would formulate a 3-point presentation the Norman Conquest. Each student creates an outline for a presentation, and shares the various results.
- Read *A Proud Taste for Scarlet and Miniver*

Tuesday, Day 7

- The Feudal System
 - Class reads “Developing the Feudal Order” Milliken handout.
- Read *A Proud Taste for Scarlet and Miniver*
- Crusades Film
 - Class watches clips on the People’s Crusade from Terry Jones’ *Crusade*, stopping to discuss key questions in groups.
- Fencing Like a Crusader
 - Students practice fencing forms outside with foam sabers.
- Crusades Film
 - Class watches clips on the Jihad and Second Crusade from Terry Jones’ *Crusades*.
- Reading on Saladin
 - Class reads and discusses *Medieval Warriors and Knights 23-25*, discussing Saladin and the Battle of Hatin.
- *Beowulf* Tableaux
 - Students practice for Sunday’s all-sight meeting.
- Read *A Proud Taste For Scarlet and Miniver*

Wednesday, Day 8

- Students read Castle Pop-Up Books individually
 - Together students recap what they learned.
- Students do Offense or Defense Worksheets handout from *The Medieval Realms* pgs. 46-48.
 - Students work in pairs.
- Norman Castle Designs
 - Students design their own castles in pairs with one defense specialist and one daily living specialist.
- Castle Journals
 - Students “attack” and “visit” each other’s castles in journals and leave positive feedback.
- Castle Revision
 - Students read the attacks and visits to their castles and use them to “rebuild” and “remodel” their castles. Students discuss the value of constructive criticism.
- Students read *A Proud Taste for Scarlet and Miniver*
- Coats of Arms
 - Lecture on heraldry.
 - Students use various patterns to design their own coats of arms.

Thursday, Day 9

- Read *A Proud Taste For Scarlet and Miniver*
- Introduction to citation.
 - Lecture and discussion on parenthetical and bibliography citation.
- Read excerpts from Book III of Andreas Capellanus’ *The Art of Courtly Love*
 - Discussion of medieval misogyny.
- Written response to Andreas
 - Students write a response to Andreas, agreeing and/or disagreeing using at least one piece of evidence from *A Proud Taste for Scarlet and Miniver*.
- Internet research time for final papers
- Class reads *A Proud Taste for Scarlet and Miniver*

Friday, Day 10

- Class reads *A Proud Taste for Scarlet and Miniver*
 - Read and discuss the fall of the feudal system
- Introduction to *King Arthur*
 - Class reads *King Arthur* pg 6. Power point lecture on Geoffrey of Monmouth, Chrétien de Troyes, Marie de France, and Hartmann Von Aue. Discussion of Pre-Raphaelite art and Arthur’s appeal.
- Read *King Arthur*
 - Pages 7-16
- Students look over the website <http://www.bbc.co.uk/wales/celts/> and work on their presentations when finished

- Students take notes on at least 5 detailed things that they learned that they did not know about the Ancient Celts.
- Class reads *King Arthur*
 - Pages 17-25
- Students write Arthurian adventures. Students individually read 28-43 when finished.
 - Using characters explained on pgs. 26-27 of *King Arthur*, students write Arthurian adventures (set in any time period or place) which involved 1. “Adventure” 2. Magic 3. Trials.
- Practice Beowulf Tableaux
 - Students practice for their Sunday performance.

Sunday

- Work on Arthurian Romances
 - When finished, students read *King Arthur* silently.
- Watch scenes from *Monty Python and the Holy Grail*

Monday, Day 11

- Finish *A Proud Taste for Scarlet and Miniver*
- Finish earlier folder work
 - Students finish Arthurian Legends, Letters to Andreas, and Coats of Arms
- Creating an Outline
 - Students research their presentation topics in books and create a 3-bulleted outline for their presentations.
- Work on Presentations
 - Students begin designing their Power Point presentations.
- Black Death Board Game
 - Students play a Black Death version of Candy Land, which teaches them the origins, symptoms, treatments, and effects of the Black Death.
- Black Death Simulation
 - Students receive medieval identities and students represent the outlooks of serfs, freeman, and lords in 1347, before the plague. The students discuss how the pros and cons of how each the social status of each group had shifted after the Black Death, and what each of the fictitious characters could do to improve their situations. Students then take notes on the Peasant’s Rebellion of 1380.

Tuesday, Day 12

- Plato’s “Allegory of the Cave.”
 - Students read and discuss the various meanings of Plato’s allegory in order to later understand gothic architecture and the Italian Renaissance.
- Petrarch, Dante, Boccaccio and the Italian Renaissance (OR ELIZABETH ITALIAN RENAISSANCE ACTIVITY)
 - Power Point lecture and readings from a Petrarchan Sonnet and a tale from *The Decameron*

- Students Research in Library
 - Students each find at least two books from which to research in the library.
- Lecture, Slides and Discussion of Gothic Architecture

Wednesday, Day 13

- Finish Power Point Presentations
 - Class has access to library books and internet.
- *The Canterbury Tales* General Prologue
 - Notes on the Three Estates. After the students read the Prologue they write a journal from the perspective of one of the pilgrims, focusing on themes of social class.
 - Class visits the medieval collections of the on-campus Art Museum and discuss iconography and symbolism. Students compare Renaissance pictures to Medieval ones in order to understand techniques of perspective that later developed.
 - Class walks to another part of the campus and performed (in pairs) different tales from *The Canterbury Tales*.
 - Class walks to the chapel and write a journal in original character about how it felt to arrive in Canterbury.

Thursday, Day 14

- Medieval Jeopardy
 - The class reviews all of the different components of the course.
- Take Post-Assessment
- Research papers
- Course Evaluations
- Students give final presentations

Friday, Day 15

- Students watch other clips of *Monty Python and the Holy Grail* while finishing unfinished folder assignments.