

**The Middle Ages**  
Course Syllabus

WHEN	WHAT	HOW
<p><b>Monday, Day 1</b></p>	<p>Name Game</p> <p>Class Rules Sign Honor Code/Computer Policy (Hannah Leads)</p> <p>Pre-assessment</p> <p>Primary and Secondary Sources</p> <p>Introduction to note taking/Dates for the Middle Ages.</p> <p>The Fall of the Roman Empire (Hannah reviews students' notes)</p>	<p>Each student said his or her name with a specific action. The whole class repeated each student's name and action in order. At the end of the game, students tried to remember all of the names on their own.</p> <p>The class brainstormed a list of rules, and the final choices went on a poster board.</p> <p>Brief lecture followed by an activity. Students each got a source and placed it into the right stack, "Primary" or "Secondary." Class discussed each source and the importance of source diversity.</p> <p>Students took notes from the board about the beginning and ending of the Middle Ages and shared what they already knew.</p> <p>Watched Discovery DVD, Civilizations: The Fall of an Empire. Students took individual notes on details and shared them on the board. We took class</p>

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	<p data-bbox="591 489 927 558">Fall of the Roman Empire Writing Assignment</p> <p data-bbox="591 856 881 890">Barbaric invasion map</p> <p data-bbox="591 1003 943 1037">Introduction to Old English</p> <p data-bbox="591 1262 963 1331">Comparing Old, Middle, and Early Modern English</p> <p data-bbox="591 1661 829 1694">Language Activity</p>	<p data-bbox="1053 239 1373 485">notes and engaged in discussion about reasons for the fall, the role of Christianity in helping and harming the empire, and the decisions of various emperors</p> <p data-bbox="1053 527 1385 884">Students wrote advice to Roman citizens and/or Emperors about how to keep their Empire from falling. Before turning in final drafts, students showed them to Instructor or TA and shared them with the class.</p> <p data-bbox="1053 932 1369 1031">Students colored and traced the routes of each “Barbarian” tribe.</p> <p data-bbox="1053 1079 1385 1213">DVD of Benjamin Bagby performing <i>Beowulf</i>. (Hannah introduces and discusses)</p> <p data-bbox="1053 1226 1360 1289">Lecture on the origin of written Old English.</p> <p data-bbox="1053 1337 1369 1694">Class read Old, Middle, and Early Modern English versions of the “Our Father” and discussed new letters, inflections, recognizable words, punctuation, and the categories of words that changed or stayed the same.</p> <p data-bbox="1053 1736 1385 1873">Each student got a part of a story or poem written in Old, Middle, or Early Modern English. He/She</p>

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		decided what it was and placed it under the right sign.
<b>Tuesday, Day 2</b>	<p>Two Truths and a Lie</p> <p>Introduce Beowulf</p> <p>Class reads and discusses Beowulf aloud, pgs 3-41</p> <p>Kennings</p> <p>Byzantine Empire</p> <p>Iconography Memory Game</p> <p>Vikings</p>	<p>Class bonding.</p> <p>Lecture with notes on manuscript, historical context, and poetic conventions.</p> <p>As we read, students discussed: 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?</p> <p>Students created their own Kennings for: dorm rooms, parents, cafeteria, television, and items of their own choosing. Students shared and guessed one another's kennings.</p> <p>Class read "The Byzantine Empire" Milliken handout. Lecture and power point on Byzantine architecture and art. Discussion of saints and iconography.</p> <p>In groups of 3, students play "memory" with 20 cards, matching the description of the Eastern Orthodox saint to the saint's picture.</p> <p>Lecture and discussion</p>

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	<p>Runes/Viking Cursing Poles</p> <p>Read Beowulf pgs 41-69</p> <p>Timeline</p>	<p>on exploration and warfare.</p> <p>Students practiced writing their names in Runic. Introduction of the Viking cursing pole (a pole with a horse's head aimed at the enemy, whose name is carved in runic on the pole. Students made their own cursing pole with a runic name card for someone else in the class. Students were cursed to keep their fingers on their noses until they found their cursing pole (through memorizing the runes) and reversed the curse.</p> <p>Students found significant dates studied so far, and as a class, we voted on which ones should go on our timeline. Each student created a page for our class timeline.</p>
<p><b>Wednesday, Day 3</b></p>	<p>Hannah Activity</p> <p>Read Beowulf</p> <p>Beowulf Characterization Exercise</p>	<p>Team-building</p> <p>Discussion: What does Beowulf look like? There's no physical description in Anglo-Saxon lit. Why? Students drew pictures of one character, used 2 or more adjectives to</p>



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	<p>Monastery Journal</p> <p>Read Beowulf pgs 94-111</p> <p>Medieval Garden Intro</p> <p>Computer Research</p> <p>Visit Garden</p> <p>Garden design</p> <p>Read Beowulf pgs 111-143</p>	<p>Students wrote 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?</p> <p>Power point on the importance of gardens in monasteries and literature</p> <p>Students viewed garden tapestries on website of the Metropolitan Museum of Art and studied herbal symbolism</p> <p>Students meditated and reflected in the campus garden and greenhouses</p> <p>Students designed their own monastic garden or dramatic garden scene through illustration and a written explication of their choices.</p>
<p><b>Friday, Day 5</b></p>	<p>Illuminated Manuscript</p> <p>Introduction to Sufi Spiritualism</p>	<p>As a class, students discussed a Gothic Illumination from the Vidal Mayor, 1290–1310. Students will took notes on the illuminations' elements.</p> <p>Short lecture and</p>

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	<p>Monastic Vows of Silence and Illuminated Manuscripts</p> <p>Medieval Name Game</p> <p>Read Beowulf pgs. 143-171</p>	<p>discussion</p> <p>Students wrote their favorite Rumi poem in calligraphy and illuminated a historiated initial while taking a 40-minute vow of silence</p> <p>Each student gets a name of someone or something we studied taped on his or her back. The students can ask each person in the room two yes or no questions for clues.</p> <p>Class reviews the “identities” from the previous lesson that gave the students the most trouble</p>
<b>Sunday</b>	Finish Beowulf	Class walked around the green as we read and discussed Beowulf’s death
<b>Monday, Day 6</b>	<p>The Battle of Hastings</p> <p>The Bayeux Tapestry</p>	<p>Students did a reenactment of the events of 1066. Students each played a role in the simulation while the TA took notes on the events. We attempted to determine how the events could’ve happened differently and what would’ve happened if they did.</p> <p>Class read Corbishly 30-31. Discussion of non-literate history. Class</p>

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	<p>How to give a successful Power Point presentation</p> <p>Changes After the Norman Conquest</p> <p>Presentation Outline</p> <p><i>Read A Proud Taste for Scarlet and Miniver</i></p>	<p>decided, based on the reading and our reenactment, what 13 pictures could go on our tapestry, recounting the Battle of Hastings. Class sketched our own Bayeux Tapestry.</p> <p>Power Point presentation teaching students the components of a successful Power Point presentation in order to prepare them to make a formal presentation to their classmates in the third week.</p> <p>Students each got one information card and decided what areas of life changed or stayed the same after the conquest. Students discussed trends in the changes and continuity and discussed class.</p> <p>Using our notes from the previous activity, the class discussed how we would formulate a 3-point presentation the Norman Conquest. Each student created an outline for a presentation, and we shared the various results.</p>
<b>Tuesday, Day 7</b>	<p><i>Read A Proud Taste for Scarlet and Miniver</i></p> <p>Crusades Introduction</p>	<p>Class read <i>Medieval</i></p>

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	<p>Crusades Film</p> <p>Fencing Like a Crusader</p> <p>Crusades Film</p> <p>Modern Conflict</p>	<p><i>Knights and Warriors</i> pg 23-25.</p> <p>Class watched clips from Terry Jones' <i>Crusades</i></p> <p>Students practiced fencing forms outside with rolled up newspapers.</p> <p>Class watched clips on the Fourth Crusade from Terry Jones' <i>Crusades</i></p> <p>Students get news clippings of articles on modern conflicts between countries. In pairs, students compare these modern conflicts to the Crusades, highlighting similarities and differences and share them with the class.</p>
<b>Wednesday, Day 8</b>	<p>Students read Castle Pop-Up Books individually</p> <p>Students do Offense or Defense Worksheets handout from <i>The Medieval Realms</i> pgs. 46-48.</p> <p>Norman Castle Designs</p> <p>Castle Journals</p> <p>Castle Revision</p>	<p>Together students recap what they learned</p> <p>Students worked in pairs</p> <p>Students design their own castles in pairs with one defense specialist and one living specialist.</p> <p>Students then "attack" and "visit" each other's castles in journals and leave positive feedback.</p> <p>Students read the attacks and visits to their castles and used them to</p>

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	<p>Students read <i>A Proud Taste for Scarlet and Miniver</i></p> <p>Coats of Arms</p>	<p>“rebuild” and “remodel” their castles. Students discussed the value of constructive criticism.</p> <p>Lecture on heraldry. Students use various patterns to design their own coats of arms.</p>
<p><b>Thursday, Day 9</b></p>	<p>Read <i>A Proud Taste For Scarlet and Miniver</i></p> <p>Introduction to citation.</p> <p>Read excerpts from Book III of Andreas Capellanus’ <i>The Art of Courtly Love</i></p> <p>Written response to Andreas</p> <p>Internet research time for final papers</p> <p>Class reads <i>A Proud Taste for Scarlet and Miniver</i></p>	<p>Lecture and discussion on parenthetical and bibliography citation.</p> <p>Discussion of medieval misogyny</p> <p>Students write a response to Andreas, agreeing and/or disagreeing using at least one piece of evidence from <i>A Proud Taste for Scarlet and Miniver</i>.</p>
<p><b>Friday, Day 10</b></p>	<p>Class reads <i>A Proud Taste for Scarlet and Miniver</i></p> <p>Introduction to King Arthur</p>	<p>Read with discussion of the fall of the feudal system</p> <p>Class read <i>King Arthur</i> pg 6. Power point lecture on Geoffrey of Monmouth, Chrétien de Troyes, Marie de France,</p>

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	<p>Read <i>King Arthur</i></p> <p>Students looked over the website <a href="http://www.bbc.co.uk/wales/celts/">http://www.bbc.co.uk/wales/celts/</a> and worked on their presentations when finished</p> <p>Class reads <i>King Arthur</i></p> <p>Students wrote Arthurian adventures. Students individually read 28-43 when finished.</p>	<p>and Hartmann Von Aue. Discussion of Pre-Raphaelite art and Arthur's appeal.</p> <p>Pg 7-16 Students took notes on at least 5 detailed things that they learned that they did not know about the Ancient Celts.</p> <p>Pgs. 17-25</p> <p>Using characters explained on pgs. 26-27 of <i>King Arthur</i>, students wrote Arthurian adventures (set in any time period or place) which involved 1. "Adventure" 2. Magic 3. Trials.</p>
<b>Sunday</b>	<p>Work on Arthurian Romances</p> <p>Watch scenes from <i>Monty Python and the Holy Grail</i></p>	<p>When finished, students read <i>King Arthur</i> silently</p>
<b>Monday, Day 11</b>	<p>Finish <i>A Proud Taste for Scarlet and Miniver</i></p> <p>Finish earlier folder work</p> <p>Creating an Outline</p> <p>Work on Presentations</p>	<p>Students finished Arthurian Legends, Letters to Andreas, and Coats of Arms</p> <p>Students researched their presentation topics in books and created a 3-bulleted outline for their presentations.</p> <p>Students began designing their Power Point presentations</p>



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		took notes on the Peasant's Rebellion of 1380.
<b>Tuesday, Day 12</b>	<p>Plato's "Allegory of the Cave."</p> <p>Petrarch, Dante, Boccaccio and the Italian Renaissance</p> <p>Students Research in Library</p> <p>Lecture, Slides and Discussion of Gothic Architecture</p>	<p>Students read and discussed the various meanings of Plato's allegory in order to later understand gothic architecture and the Italian Renaissance.</p> <p>Power Point lecture and readings from a Petrarchan Sonnet and a tale from <i>The Decameron</i></p> <p>Students each received at least one book from which to research in the library.</p>
<b>Wednesday, Day 13</b>	<p>Finish Power Point Presentations</p> <p><i>The Canterbury Tales</i> General Prologue</p> <p>Chaucerian Pilgrimage</p>	<p>Class had access to library books and internet</p> <p>Notes on the Three Estates. After the students read the Prologue they wrote a journal from the perspective of one of the pilgrims, focusing on themes of social class.</p> <p>Class walked to another part of campus and reads the Knight's Tale, followed by fencing drills.</p> <p>Class walked to another part of the campus and</p>

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		<p>read the Squire's Tale, followed by writing assignment to finish the tale.</p> <p>Class walked to the chapel and wrote a journal in original character about how it felt to arrive in Canterbury.</p>
<p><b>Thursday, Day 14</b></p>	<p>Jeopardy</p> <p>Take Post-Assessment Research papers</p> <p>Course Evaluations</p> <p>Students give final presentations</p>	<p>The class reviews all of the different components of the course through competition</p>
<p><b>Friday, Day 15</b></p>	<p>Students watch other clips of <i>Monty Python and the Holy Grail</i> while finishing unfinished folder assignments.</p>	