The Role of the Church in Medieval Europe

Overview
In this lesson, students learn about the Roman Catholic Church’s influence on life in medieval Europe. In a Writing for Understanding activity, they “visit” six medieval sites, such as the Chartres Cathedral in France and the University of Bologna in Italy, to learn about the church’s influence. Students then create “illuminated poems” describing what they have learned.

Objectives
Students will
• describe the structure and role of the Roman Catholic Church in medieval Europe and the influence of the church on art, architecture, and education.
• summarize the conflict between Pope Gregory VII and Emperor Henry IV.
• compare and contrast the role of monks and friars in medieval society.
• research and organize ideas for an illuminated poem that expresses their ideas clearly, demonstrating an understanding of grammar, structure, and the forms and genres of writing.

Materials
• History Alive! The Medieval World and Beyond
• Interactive Student Notebooks
• Transparencies 3A and 3B
• Placards 3A–3I (2 copies of 3G–3I)
• Station Setup 3A–3F (2 copies)
• Station Directions 3A–3F (2 copies)
• Station Materials 3A (2 copies)
• Station Materials 3B (2 copies)
• Station Materials 3C (2 copies of Role Cards, 10 of Design for a New Cathedral, 12 of Stained Glass Window Outline)
• Station Materials 3D (1 per student of the arguments, 6 of the dictionary)
• Station Materials 3E (2 copies of each instrument, 6 of the lyrics)
• Station Materials 3F (6 copies)
• Student Handout 3 (1 per student)
• CD Tracks 1 and 2
• 10 one-inch cubes of clay or sculpting material and 4 craft sticks
• 2 oatmeal boxes, 2 yardsticks and rulers, 10 straws, and 2 tennis rackets (or other items to represent drums, fiddles and bows, flutes, and vihuelas)
• colored pencils, glue, and scissors; construction paper (blue and purple); 12 one-gallon plastic bags (optional); 2 rulers; masking tape
Preview
Have students complete Preview 3 in their Interactive Student Notebooks. Briefly discuss the reasons for their varying opinions. Then explain that the most prominent building in a medieval European town was usually the church, which reflects its importance in people’s daily lives during the Middle Ages.

Graphic Organizer
1 Introduce Chapter 3 in History Alive! The Medieval World and Beyond. Tell students that in this chapter they will learn about the Roman Catholic Church and its influence on life in medieval Europe. Have them read Section 3.1. Make sure they understand the meanings of the boldfaced key terms, which are defined in the Glossary. When they have finished, ask, How important was the Roman Catholic Church in the lives of people in medieval Europe? (Note: You may want to have students use the Prereading Handout in this Lesson Guide to conduct a prereading of the chapter.)

2 Introduce the graphic organizer. Ask students to examine the illustration on page 31. Ask, What do you see? What is unique about the large letter on the paper? Why do you think the page is drawn this way? Explain that this is an example of an illuminated manuscript. In medieval Europe, some church officials copied manuscripts such as the Bible, books of prayers and hymns, and writings of the ancient Greeks and Romans and decorated the pages with colorful drawings. The first letter on a page was often large and ornate. Tell students they will use “illuminated manuscripts” to record information about the Roman Catholic Church and its influence on life in medieval Europe.

Writing for Understanding
Phase 1: Taking a Walking Tour of Medieval Europe
1 Prepare materials. Before class, make copies of Station Setup 3A–3F, Station Directions 3A–3F, and Station Materials 3A–3F as noted in the materials list. (Note: The quantities listed will allow you to create two of each station in order to accommodate six students at a time. If you have a small class, reduce the number of materials as necessary. To help keep the pages in order, the station letter, name, and number appear in the lower right corner of each page.)

2 Arrange your classroom. Set up the stations as shown in the diagram, adjusting as necessary to accommodate the number of students in your class. These stations simulate the sites that students will visit. Set the projector and Transparency 3B: Reliquary Casket of Thomas Becket next to Station B. (Note: As part of the setup, each Station B will have five chairs leading to the projector; leave space between the

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desks and the projector for these chairs.) Place the CD player, cued to CD Track 1, “Dum Pater Familias,” at Station E. (Note: At Station E, students will “play along” with the recording using mock instruments, allowing them to interact with the music. If you feel this is inappropriate for your students, have them skip this part and eliminate the corresponding materials.)

3 Set up the stations. Choose one of these two options:
Option 1: Set up the stations yourself, following the directions on the Station Setup pages.
Option 2: Have students set up the stations.
- Have masking tape available for students to use.
- At each station, place one set of the Station Setup, Station Directions, and the appropriate number of Station Materials along with other materials needed in a one-gallon plastic bag. Place the Station Setup page on top so students can read the directions through the bag as you explain them.
- Have pairs of students set up each station. Explain that Step 2 on the Station Setup describes how to prepare the station; the diagram shows how the station will look.
(Note: If the stations must be dismantled at the end of a class, have students return all materials to the bag, throwing away any tape, so that the stations can be quickly reconstructed the next day.)

4 Introduce the activity. Have students sit on the floor at the center of the room. Explain that they will learn about the Roman Catholic Church’s influence on life in the Middle Ages by taking a “walking tour” of six sites in medieval Europe. At each site, they will be directed to read a section in History Alive! The Medieval World and Beyond, record notes on Reading Notes 3, and complete a task.

5 Have students read Section 3.2. Explain that this section describes the organization and responsibilities of the Roman Catholic Church in medieval times. Have students complete the Reading Notes for this section in their Interactive Student Notebooks.

6 Project Transparency 3A: Key Medieval European Cities Influenced by the Church and have students analyze the image. Ask, What do you see here? What do the names on the map represent? In what regions are the cities located? What does this say about the influence of the Roman Catholic Church in the Middle Ages? Explain to students that they will tour these sites to learn about the church’s influence on life in medieval Europe.
Give directions for the walking tour. Explain that students will follow Station Directions 3A–3F to discover what to do at each station. Quickly review the procedures at each station to give them a general idea of what to do. (Note: You might find it helpful to have a few adult aides help monitor this activity.)

Put students in mixed-ability groups of three and have them begin their tour. Have groups go to different stations. When a group finishes at a station, have them raise their hands to indicate that they are ready for you to check their work. Use Guide to Reading Notes 3 to check their answers. If their answers are satisfactory, award them points (optional). Continue until most groups have visited all of the stations.

Phase 2: Creating Illuminated Poems About the Catholic Church

Have students move the desks into their usual configuration.

Distribute Student Handout 3: Creating an Illuminated Poem to each student. Tell students they will use their Reading Notes and mementos (assignments from the walking tour) to create an illuminated poem about the Roman Catholic Church in medieval Europe. Review the guidelines for creating illuminated poems. (Note: You may also want to project a transparency of Student Handout 3.)

Review students’ work and have them write their final drafts.

Processing
The illuminated poems function as the Processing assignment for this lesson.

Assessment
Masters for assessment follow the next page.


9. baptism: entry into the church; confirmation: formal declaration of belief in God; Eucharist: consecration of bread and wine; extreme unction: blessing given to someone in danger of dying; holy orders: a man becomes a priest; matrimony: a formal union blessed by the church; penance: confession of sins

10. The bulleted points can provide a rubric for this item.
Online Resources
Further resources for Lesson 3: The Role of the Church in Medieval Europe can be found at Online Resources for History Alive! The Medieval World and Beyond at www.teachcvi.com/historyalive/.
- Investigating Literature: The Canterbury Tales by Geoffrey Chaucer
- Unit 1 Internet Connections: Europe During Medieval Times
- Unit 1 Internet Project: Europe During Medieval Times

Options for Students with Diverse Needs
See page 434 for tips on adapting this lesson to meet the needs of
- English language learners.
- learners reading and writing below grade level.
- learners with special education needs.
- advanced learners.
1. Which of the following happened first?
   - A. Saint Benedict founded a monastery in Italy.
   - B. Christianity became the official religion of the Roman Empire.
   - C. The Crusades led many Christians to fight in the Holy Land.
   - D. The Roman Empire fell, losing its power and unity.

2. Which of these is not true of the Roman Catholic Church in the Middle Ages?
   - A. Church leaders helped govern western Europe.
   - B. Each parish had its own pope.
   - C. The church owned valuable land and property.
   - D. Daily life in villages revolved around the church.

3. What group of clergy members belongs in the blank row?
   - A. archbishops
   - B. monks
   - C. parishes
   - D. diocese

4. Which of these did medieval holidays not honor?
   - A. events in the life of Jesus
   - B. Christian saints
   - C. important lords and ladies
   - D. important religious concepts

5. These actions are examples of what process?
   - A. developing a hierarchy of church officials
   - B. improving the efficiency of the government
   - C. strengthening the power of the church
   - D. protecting the wealth of the monarchs

6. Medieval paintings often told the story of Christ’s life. What does this suggest about people at that time?
   - A. Most did not believe in God.
   - B. Most could not read.
   - C. Few went to cathedrals.
   - D. Few were able to paint.

7. Whose ideas does this diagram describe?

8. Who would have been most likely to make the following statement?
   *I am traveling to Jerusalem to show God how sorry I am for having sinned. I hope we have a safe journey.*
   - A. a crusader
   - B. a monk
   - C. a priest
   - D. a pilgrim
Use your knowledge of social studies to complete the item below.

9. The chart lists the seven sacraments of the Roman Catholic Church. On the right are definitions of these sacraments in scrambled order. Draw lines to match each sacrament with its definition.

<table>
<thead>
<tr>
<th>Sacraments</th>
<th>Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baptism</td>
<td>formal declaration of belief in God</td>
</tr>
<tr>
<td>Confirmation</td>
<td>blessing given to someone in danger of dying</td>
</tr>
<tr>
<td>Eucharist</td>
<td>entry into the church</td>
</tr>
<tr>
<td>Extreme unction</td>
<td>consecration of bread and wine</td>
</tr>
<tr>
<td>Holy orders</td>
<td>a man becomes a priest</td>
</tr>
<tr>
<td>Matrimony</td>
<td>confession of sins</td>
</tr>
<tr>
<td>Penance</td>
<td>a formal union blessed by the church</td>
</tr>
</tbody>
</table>
Follow the directions to complete the item below.

10. During the Middle Ages, the Roman Catholic Church played a central role in the lives of people in western Europe. Create a diagram that shows the influence of the Roman Catholic Church on the areas of life you read about. Follow these steps to create your diagram:

- For each area of life listed below, include two influences that have survived to modern times.
- Use words and pictures in your diagram.

| art and architecture | education | holidays | religious orders |
Station Setup 3A

Follow these steps to set up Station A.

**Step 1: Gather the materials.**
- Placard 3A
- Station Directions 3A (1 copy)
- Station Materials 3A, Description Cards (1 copy)
- Station Materials 3A, Object Cards (1 copy)
- scissors

**Step 2: Set up the station.**
- Tape Placard 3A to the wall and Station Directions 3A to the desk.
- Cut out the Description Cards and the Object Cards.
- Shuffle all the cards together, and spread them out face down on the desk.

The station should look like this:
The Site: You are at St. Pantaleon, a church in Cologne, Germany. (During the Middle Ages, Cologne was part of the Holy Roman Empire.)

1. Examine Placard 3A. Discuss the question on it.

2. Read Section 3.3 in History Alive! The Medieval World and Beyond. Complete Reading Notes 3 for this section.

3. Read this paragraph to learn why you are at St. Pantaleon:

   You have been learning about sacraments and salvation. Pretend that you have a friend who lives near St. Pantaleon. He has devised an activity to help you remember the seven sacraments that the church administered. Your friend says, “By matching descriptions of the sacraments with objects used to administer them, you will better understand why the church is an important part of our lives.”

4. With your group, participate in the activity created by your friend at St. Pantaleon. Follow these steps:
   • One person begins the activity by turning over two cards. If one card describes a sacrament and the other shows an object used to administer that sacrament, the person keeps the two cards and takes another turn.
   • If the person turns over two cards that do not match, he or she returns the cards to their facedown positions, and it becomes another person’s turn.
   • Continue until all the cards have been collected.

5. Return the station to the condition in which you found it.

6. Have the teacher check your work.
### Description Cards

<table>
<thead>
<tr>
<th>Station</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Baptism</strong></td>
<td>Catholics believe that an important purpose of baptism is to mark a child as a Christian. During the ceremony, the child is held over a baptismal font while the priest pours blessed water on his or her head.</td>
</tr>
<tr>
<td><strong>Eucharist</strong></td>
<td>Catholics believe that the sacrament of Eucharist, also called communion, is the most important part of mass. During the Eucharist, a chalice, or cup, is used to hold wine, which Catholics believe has been transformed into the blood of Christ.</td>
</tr>
<tr>
<td><strong>Penance</strong></td>
<td>There are several methods for Catholics to confess their sins to a priest during the sacrament of penance. Some prefer to speak privately with the priest face to face, while others confess their sins from behind a screen in a confessional box, or a small enclosed booth.</td>
</tr>
<tr>
<td><strong>Matrimony (Marriage)</strong></td>
<td>Catholics believe that the sacrament of matrimony represents the church's recognition of a union that God has blessed. A key part of the sacrament is when the couple exchange rings that have been blessed by a priest.</td>
</tr>
<tr>
<td><strong>Matrimony (Marriage)</strong></td>
<td>During a marriage ceremony, the couple must individually proclaim, before those gathered, that they have come freely to be joined by God as husband and wife. Often after these proclamations, the bride and groom light a unity candle as a symbol that their way through life will be “lighted” by the teachings of the church.</td>
</tr>
<tr>
<td><strong>Extreme Unction (Anointing of the Sick)</strong></td>
<td>During the anointing of the sick, Catholics believe that an individual receives a special grace that in some cases can make the person better. The priest anoints, or touches, the hands and forehead of the sick person with holy oil and offers prayers on his or her behalf.</td>
</tr>
</tbody>
</table>
Station A: St. Pantaleon, Germany

Object Cards

Station Materials

A4
St. Pantaleon, Germany
Follow these steps to set up Station B.

**Step 1: Gather the materials.**
- *Placard 3B*
- *Station Directions 3B* (1 copy)
- *Station Materials 3B* (1 copy of each page)

**Step 2: Set up the station.**
- Tape *Placard 3B* to the wall and *Station Directions 3B* to the desk.
- For *Station Materials 3B*, tape *Physician* over *Physician’s Response* so that the top page can be lifted to reveal the page underneath. Then tape the pair of handouts to the back of a chair.
- Repeat the process with the two pages for the prioress, summoner, miller, and parson.
- Arrange the five chairs with the handouts to form a path leading to the projector. Make sure the chairs are arranged with the characters in this order: physician, prioress, summoner, miller, parson. The “parson” chair should be closest to the projector.

The station should look like this:
The Site: You are at Canterbury Cathedral in England. This cathedral is a major destination for many religious pilgrims.

1. Examine Placard 3B. Discuss the question on it.

2. Read Section 3.4 in History Alive! The Medieval World and Beyond. Complete Reading Notes 3 for this section.

3. Read this paragraph to learn why you are at Canterbury Cathedral:

   You have been learning about pilgrimages in medieval Europe. Canterbury Cathedral was a major destination of pilgrims during the Middle Ages. In 1170, Thomas Becket, the Archbishop of Canterbury, died in Canterbury Cathedral. Becket was buried in a crypt, and a simple stone altar was erected at the cathedral. Today only a candle marks the site where the altar stood. You are here to learn from some of those pilgrims about the unique circumstances surrounding Becket's death. You also hope to find a reliquary casket, which contains relics (mementos) of Becket and illustrates how he died.

4. Find the physician and “listen” to what he has to say about Thomas Becket. Continue “interviewing” pilgrims until you meet the parson, who will show you the reliquary casket.

5. Return the station to the condition in which you found it. Be sure to turn off the projector.

6. Have the teacher check your work.
Lift the page to read the physician’s response.

Hello!
So, you want to hear about the early life of Thomas Becket?
Well, Thomas Becket was born in London to a wealthy family. He was very smart and soon became chancellor of England. In this job, he was responsible for writing important documents for the king. Eventually he became the close friend and adviser of King Henry II. They became such good friends that Henry made Becket the archbishop of Canterbury, which is a very prestigious job. Unfortunately, that’s when the trouble started. To find out about that, you will have to find the prioress.
Hello! I am the prioress. I am in charge of a community of nuns. So, you are curious about how Thomas Becket got into trouble after being appointed archbishop of Canterbury?
Oh my dears, when King Henry appointed Becket archbishop, he expected him to support all of his policies. Becket, though, began to disagree with the king. Henry wanted more control over the church, but Becket thought this was a bad idea. The king became angry, and Becket left the country. Then Henry did something that upset Becket so much that he returned to England.

To find out about that, you will have to find the summoner.
Greetings! I am the summoner, the person responsible for telling people they must appear in court. What’s that? You want to know why Becket returned to England to confront King Henry?
Summoner’s Response

Well, Becket came back when he learned that some other men had crowned Henry’s son as heir to the throne. Becket said that only the archbishop of Canterbury could perform such a ceremony. He then excommunicated all of the men who helped crown the prince! Henry got so mad that he ended up saying something he regretted his whole life. To find out exactly what Henry said, you will need to talk to the miller.
What’s that? You want to know what King Henry said after Becket excommunicated those people?
Many say that King Henry shouted to his knights something like, "Who will rid me of this meddlesome priest?"

Of course, when he said "priest" he meant Becket. Nobody knows whether he meant this as a death threat. What we do know is that four knights rode to Canterbury Cathedral to confront Becket. Rather than my telling you what the knights did, you should probably talk to the parson and view the reliquary casket for yourself.
Ah, so you have come to view the reliquary casket of Thomas Becket. Well, it is right here. (Turn on the projector to view the reliquary casket of Thomas Becket.) Do you see Becket’s image on the casket? Do you see the three knights? How can you tell they are in a church? I imagine that now you are ready to hear about how Becket died, eh?
The four knights arrived at Canterbury during the afternoon of December 29, 1170, and immediately searched for Becket. In response, he fled to the cathedral, where a service was in progress. The knights found Becket at the altar, drew their swords, and began hacking at him until they finally split his skull. Gruesome, isn’t it?

Well, the death of Becket greatly upset Henry. The knights who murdered him were disgraced. It is said that soon after Becket was buried at Canterbury, several miracles occurred at his tomb. The church quickly made him a saint. Four years later, in an act of penance, Henry walked barefoot through the streets of Canterbury while 80 monks flogged him with branches.
Follow these steps to set up Station C.

**Step 1: Gather the materials.**
- *Placard 3C* and *Placards 3G–3I*
- *Station Directions 3C* (1 copy)
- *Station Materials 3C, Role Cards* (1 copy)
- *Station Materials 3C, Design for a New Cathedral* (5 copies)
- *Station Materials 3C, Stained Glass Window Outline* (6 copies)
- colored markers or pencils, blue and purple construction paper, scissors, and a ruler
- 5 one-inch cubes of clay
- 2 craft sticks

**Step 2: Set up the station.**
- Tape *Placard 3C* to the wall and *Station Directions 3C* to the desk.
- Put *Placards 3G–3I* on the desk.
- Cut out the *Role Cards* and place them face down on the desk.
- Cut out the five shaded pieces from one *Stained Glass Window Outline* and place them on the desk.
- Place the copies of *Cathedral Design* and *Stained Glass Window Outline* on the desk.
- Arrange the colored pencils, clay, construction paper, craft sticks, and scissors as shown below.

The station should look like this:
Station C: Chartres Cathedral, France

The Site: You are at Chartres Cathedral, about 50 miles southwest of Paris. It is one of the most famous cathedrals in France and is widely praised for its sculpture and stained glass windows.

1. Examine Placard 3C. Discuss the question on it.

2. Read Section 3.5 in History Alive! The Medieval World and Beyond. Complete Reading Notes 3 for this section.

3. Read this paragraph to learn why you are at Chartres Cathedral:

   You have been learning about how the Roman Catholic Church influenced art and architecture during the Middle Ages. Pretend you are a medieval artist who has come to Chartres to study its art and architecture.

4. Have each student take a role card and follow the directions on it.

5. Return the station to the condition in which you found it.

6. Have the teacher check your work.
**Role Cards**

**Role Card 1**
You are an architect. After examining the magnificent architecture of Chartres Cathedral, you are inspired to design a new cathedral for the people of your own town. Finish your design by doing the following:
- Examine *Placard 3G*, which shows the cathedral you wish to design.
- Take one *Design for a New Cathedral*.
- Use a ruler and a blue pencil to carefully draw lines to connect the dots on the cathedral design. When you have finished, you will have formed the outline of your cathedral.
- Neatly draw a bell tower in the area designated by the dashed line.

**Role Card 2**
You are a sculptor. After examining some of the beautiful art in Chartres Cathedral, you are inspired to sculpt a gargoyle for a cathedral in your town. Create your sculpture by doing the following:
- Examine *Placard 3H*, which shows the gargoyle you wish to create.
- Take one cube of modeling clay and an ice-cream stick.
- Use the clay and stick to carefully sculpt the gargoyle’s ear.

**Role Card 3**
You are a glazier (a craftsperson who cuts and fits window glass). After examining some of the beautiful stained glass windows at Chartres Cathedral, you are inspired to fashion a window for a cathedral in your town. Create part of your window by doing the following:
- Examine *Placard 3I*, which shows part of the stained glass window you wish to create.
- Five pieces for the window are on the desk. Trace them onto blue and purple construction paper.
- Cut out the pieces you traced.
- Take a *Station Glass Window Outline*. Glue the five pieces to it in the appropriate places.
- Color in the remaining parts of the outline to match the image on *Placard 3I*.

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**C3**
Chartres Cathedral
Design for a New Cathedral

Use this to design a new cathedral for the people of your town.
Stained Glass Window Outline

Station C: Chartres Cathedral, France

Chartres Cathedral
Follow these steps to set up Station D.

**Step 1: Gather the materials.**
- Placard 3D
- Station Directions 3D (1 copy)
- Station Materials 3D, Arguments of Thomas Aquinas (15 copies)
- Station Materials 3D, Latin Dictionary (3 copies)

**Step 2: Set up the station.**
- Tape Placard 3D to the wall and Station Directions 3D to the desk.
- Place Arguments of Thomas Aquinas and Latin Dictionary on the desk.

The station should look like this:
The Site: You are at a library in the University of Bologna in Italy. The library is filled with works by ancient and medieval writers.

1. Examine Placard 3D. Discuss the question on it.

2. Read Section 3.6 in History Alive! The Medieval World and Beyond. Complete Reading Notes 3 for this section.

3. Read this paragraph to learn why you are at the University of Bologna:

   You have been learning about how the Roman Catholic Church influenced education during the Middle Ages. Pretend you are a scholar who has come to Bologna to study some of Thomas Aquinas’s arguments about the existence of God.

4. Have each student take a copy of Arguments of Thomas Aquinas. Use the Latin Dictionary to finish the translation of Aquinas’s arguments from Latin to English. Then answer the two questions about his arguments.

5. Return the station to the condition in which you found it.

6. Have the teacher check your work.
Arguments of Thomas Aquinas

**Argument 1**

Nihil (_____________) can move sui ipsius (_____________).

If every res (_____________) in motu (_____________) had a causa (_____________), then the prima (_____________) res (_____________) in motu (_____________) needed a causa (______________). This prima (_____________) causa (_____________) is the Unmoved Causa (_____________), called Deus (_____________).

**Argument 2**

There sunt (_____________) res (_____________) that are caused (created) by other rebus (______________). Nihil (_____________) can be the cause of sui ipsius (_____________) (nothing can create itself). There cannot be an endless string of rerum (_____________) causing other res (_____________) to esse (_____________).

Therefore, there must be an uncaused prima (_____________) cause, called Deus (_____________).

1. Do you think Thomas Aquinas believed in God? Explain.

2. The ancient Greeks believed they could use reason to better understand the world around them. How do Thomas Aquinas’s arguments show that he was influenced by the writings of the Greeks?
Latin Dictionary

motu: motion
causa: mover
Deus: God
esse: exist
nihil: nothing
prima: first
rebus: things
rerum: things
res: thing or things
sui ipsius: itself
sunt: exist
Follow these steps to set up Station E.

**Step 1: Gather the materials.**
- Placard 3E
- Station Directions 3E (1 copy)
- Station Materials 3E (1 copy each of Medieval Drum, Medieval Fiddle, Medieval Flute, and Vihuela)
- Station Materials 3E, Lyrics to “Dum Pater Familias” (3 copies)
- oatmeal box
- yardstick and ruler
- 5 straws
- tennis racket

**Step 2: Set up the station.**
- Tape Placard 3E to the wall and Station Directions 3E to the desk.
- Place Medieval Drum and oatmeal box together on the desk.
- Place Medieval Fiddle, yardstick, and ruler together on the desk.
- Place Medieval Flute and straws together on the desk.
- Place Vihuela and tennis racket together on the desk.
- Place Lyrics to “Dum Pater Familias” near the CD player.

The station should look like this:
The Site: You are on a street in a neighborhood near Santiago de Compostela, Spain. Those attending religious festivals in the city often use houses like these for lodging.

1. Examine Placard 3E. Discuss the question on it.

2. Read Section 3.7 in History Alive! The Medieval World and Beyond. Complete Reading Notes 3 for this section.

3. Read this information to learn why you are in a neighborhood near Santiago de Compostela: You have been learning about how holy days and religious festivals were influenced by the church during the Middle Ages. Pretend that after arriving in this neighborhood, you met a group of musicians. You wish to learn about the different types of music that are performed on holidays and at religious festivals.

4. Play CD Track 1, “Dum Pater Familias,” a religious song that praises St. James, the patron saint of Spain. The song is sung in Latin. Read the English translation on Lyrics to “Dum Pater Familias” as the song plays. Then discuss these questions in your group: Is the tempo of this piece fast, medium, or slow? How would you describe the mood created by this piece? Why do you think this piece would have been performed at church on a holiday?

5. Play CD Track 2, “Con Amores,” which might have been played during a holiday feast along with other street entertainment. The song is an estampie, or stamping dance, in which one section is repeated many times. The melody is played in turn by different instruments. Each player adds his own interpretation: first is a recorder (end-blown flute), then a viol (early violin or fiddle), and last a vihuela (early guitar). The drum keeps a steady beat. Then discuss these questions in your group: Is the tempo of this piece fast, medium, or slow? How would you describe the mood created by this piece? Why do you think such a piece would have been performed outside of a church during a religious festival?

6. Examine the Medieval Drum, Medieval Fiddle, Medieval Flute, and Vihuela. Have each group member take one of the “instruments”: oatmeal box (drum), yardstick and ruler (fiddle and bow), straw (flute), or tennis racket (vihuela). Play “Con Amores” again, and pretend to play along.

7. Dispose of the straw you used, and return the station to the condition in which you found it.

8. Have your teacher check your work.
Station E: A Neighborhood Near Santiago de Compostela, Spain

Medieval Drum

E3
Santiago de Compostela
Medieval Fiddle
Station E: A Neighborhood Near Santiago de Compostela, Spain

Medieval Flute

E5
Santiago de Compostela
Vihuela

Station E: A Neighborhood Near Santiago de Compostela, Spain

E6
Santiago de Compostela
Lyrics to “Dum Pater Familias”

Latin

Dum pater familias rex universorum
donaret provincias jus apostolorum
Jacobus Yspanias lux illustrat morum.

Primus ex apostolis, martyr Jherosolimis;
Jacobus egregio, sacer est martyrio.

Jacobi Gallecia opem rogat piam
glebe cuius gloria dat insignem viam
ut precum frequentia cantet melodiam:
   Herru Sanctiago, got Sanctiago
   Eutreya, esuseya: Deus aia nos.

Jacobo dat parium omnis mundus gratis
ob cuius remedium miles pietatis
conctorum presidium est ad vota satis.

Jacobum miraculis, que fiunt per illum
arctis in periculis acclamet ad illum
quisquis solvi vinculis sperat propter illum.

O beate Jacobe, virtus nostra vere,
nobis hostes remove tuos ac tuere
ac devotos adhibe nos tibi placere.

Jacobo propicio veniam speremus
et quas ex obsequio merito debermus
patri tam eximio dignas laudes demus.

English

While the Father, the Ruler of all
Bestows the law of the apostles on the provinces,
James, the light of morals, illumines Spain.

First from among the apostles, martyr in Jerusalem,
James is holy through his famous martyrdom.

James’ Gallicia asks for pious assistance
— the glory of her soil provides a famous way—
So that an abundance of prayers may chant the song:
   “Herru, Sanctiagu, got Sanctiagu
   Eultreja, esuseja; Deus aia nos.”

To James the whole world freely gives of what is fitting
On account of his help he, the soldier of piety,
Is the protection of all, sufficient for our prayers.

To James, because of his miracles, which come about through him
In severe dangers, to that famous James let everyone cry out
Whoever hopes to be freed from chains on James’ account.

O blessed James, you truly are our strength
For us take away our enemies, watch over your own,
And use us, your faithful followers, to please you.

From James, the gracious, let us hope for favor
And to the Father so glorious let us give worthy praises
Which out of a fitting obedience we owe Him.
Follow these steps to set up Station F.

**Step 1: Gather the materials.**
- Placard 3F
- Station Directions 3F (1 copy)
- Station Materials 3F, How to Make an Illuminated Letter (3 copies)
- colored markers or pencils
- scrap paper

**Step 2: Set up the station.**
- Tape Placard 3F to the wall and Station Directions 3F to the desk.
- Tape How to Make an Illuminated Letter to the desk.
- Put the colored pencils and scrap paper on the desk.

The station should look like this:
Station F: Iona Abbey, Scotland

The Site: You are at Iona Abbey, a monastery in Scotland. Iona was founded in 563 by a group of monks who wanted to bring Christianity to Scotland.

1. Examine Placard 3F. Discuss the question on it.

2. Read Section 3.8 in History Alive! The Medieval World and Beyond. Complete Reading Notes 3 for this section.

3. Read this paragraph to learn why you are at Iona Abbey:

You have been learning about monasticism and religious orders in medieval Europe. Pretend that, after arriving at Iona, one of the monks has escorted you to the scriptorium, where monks create manuscripts. The monk has offered to allow you to work on part of a manuscript by making the illuminated letter. An illuminated letter is the first letter on the page of a manuscript, and it is usually drawn especially large and with decorative details.

4. In respect for the other monks in the scriptorium, maintain complete silence while working at this station. On a piece of scrap paper, illuminate the first letter of the Latin proverb, “Moderatio in omnibus rebus” (“Moderation in all things”). Use the sample illuminated letter on How to Make an Illuminated Letter as a guide. You may copy the sample directly or create your own design for the letter M.

5. Have the teacher check your work.
How to Make an Illuminated Letter

Follow this example to make an illuminated letter.
Creating an Illuminated Poem

Pretend you are a scholar who has just traveled across medieval Europe. You want to create an illuminated manuscript of a poem describing the structure of the Roman Catholic Church and its influence on daily life in medieval Europe.

Use *History Alive! The Medieval World and Beyond*, Reading Notes 3, and any assignments you completed at the stations to complete the poem. Your illuminated manuscript must meet these requirements:

- The poem must have nine short stanzas. Stanzas may vary in length; some may be only one line, while others may be longer.
- The first letter of the poem’s stanzas must spell out the words *THE CHURCH*. Therefore, the first word of Stanza 1 must begin with the letter *T*, the first word of Stanza 2 with the letter *H*, and so on.
- The first letter of your poem, a *T*, must be illuminated. This means you will decorate the letter with designs, pictures, or symbols that represent medieval society.
- The poem must include at least four pictures. These can be placed in the margins, in the background, or within the poem itself. The pictures should relate to your poem and help illustrate your ideas.
- The poem must contain nine words or phrases from the Word Bank.
- The poem must use correct spelling and grammar.

Prepare a rough draft of your poem, and have your teacher review it. Type or write your final draft neatly in ink.

<table>
<thead>
<tr>
<th>Word Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>cathedral</td>
</tr>
<tr>
<td>monasticism</td>
</tr>
<tr>
<td>sacraments</td>
</tr>
</tbody>
</table>
Read Section 3.2 and answer the questions below. Then, for Sections 3.3 to 3.8, do the following:

1. Fill in the section title, with the illuminated letter as the first letter.
2. Create a simple drawing below the illuminated letter to represent an important aspect of that topic.
3. Answer the questions for the section.

3.2 The Christian Church Takes Shape
How was the Roman Catholic Church organized during the Middle Ages?
Each local parish was led by a priest. Parishes were grouped together into dioceses, which were led by bishops. Archbishops oversaw groups of dioceses called archdioceses. The pope, or bishop of Rome, was the leader over all.

What role did the church play in government in medieval Europe?
Church officials kept records and acted as advisors to monarchs. The church was the largest landholder and added to its power by collecting taxes.

What was the subject of the conflict between Pope Gregory VII and the Holy Roman emperor, Henry IV?
Gregory banned the practice of kings making appointments to church positions.
### Sacraments and Salvation

<table>
<thead>
<tr>
<th>Drawings will vary.</th>
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| During the Middle Ages, what was the purpose of sacraments, according to the teachings of the church?  
The church taught that Christians had to receive sacraments in order to achieve salvation. |
| What seven sacraments were administered by the church?  
The seven sacraments were baptism, confirmation, Eucharist, matrimony, holy orders, penance, and extreme unction. |

### Pilgrimages and Crusades

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| Why did people undertake pilgrimages during the Middle Ages?  
What were some of the popular destinations of pilgrims?  
People went on pilgrimages to show devotion to God, as an act of penance, or to find a cure for an illness. Popular destinations included Jerusalem, Rome, and Canterbury. |
| What were the Crusades?  
The Crusades were military expeditions to the land where Jesus had lived. Their purpose was to attempt to take back that land from Muslim control. |
### Art and Architecture

**Drawings will vary.**

In what ways did the art of medieval Europe reflect the influence of the Roman Catholic Church?

Since most people could not read, art helped them understand Biblical stories.

What were cathedrals? What were some of their key architectural features?

Cathedrals were large churches and the seat of a bishop. Some key features included the nave, transepts, flying buttresses, gargoyles, pillars, and stained glass windows.

### Education

**Drawings will vary.**

What role did the Roman Catholic Church play in education during the Middle Ages?

Most schooling took place in monasteries, convents, and cathedrals. Much time was spent memorizing prayers and passages from the Bible in Latin.

Who was Thomas Aquinas? What did he try to do with theology and ancient philosophy?

Aquinas was an Italian scholar of philosophy and theology. He tried to bring together ancient philosophical ideas about reason and medieval theological beliefs about faith.
### Holidays

**What events did medieval holidays honor?**

Medieval holidays honored important events in the life of Jesus, such as his birth and Resurrection. Holidays also honored Christian saints and important religious concepts.

**What were some of the ways in which people celebrated holidays?**

People celebrated holidays by attending church and with feasts, music, dancing, games, and other forms of entertainment.

### Monks, Nuns, and Mendicants

**What was the monastic life like?**

Monks and nuns took vows of poverty, chastity, and obedience. They spent their lives in work, study, and prayer, living in separate communities called monasteries and convents.

**How were the lives of mendicant friars different from monks?**

Friars did not shut themselves off from the rest of the world. They traveled among ordinary people to preach.