

Participants in the Medieval tour explore many aspects of medieval life across cultures, and examine the materials and techniques involved in the production of medieval-era art. Use the suggestions below either before or after your museum visit to encourage further inquiry in the classroom.

ACTIVITIES:

- Use the attached worksheets to introduce students to a sampling of objects from the medieval world. These worksheets are meant to introduce everyone to the variety of professions and art forms that were prevalent in the medieval era. After they have studied the objects and their purposes, students will write a journal entry or letter from the point of view of a medieval person. Using our collection and other sources, they should choose a profession and research what the daily life the person would have been like. Have them describe a typical day, and remind them to include specifics: objects they use, how they interact with other members of their community (are they dependent on other guilds or craftspeople in their jobs?), and how they feel about what they do every day in their profession.
- Some art forms were found throughout a variety of medieval cultures, but were adapted according to the values/preferences of the people in each particular area. Compare and contrast the *Tile Icon of St. Nicholas*, *Star Tile with Combat Scene*, and the *Tile with the Great Mosque of Mecca*, all of which can be found on the Walters' website, under the Medieval portion of the Collections section of the site. How are they similar? How are they different? What does each tile tell you about the society in which it was created? Were any questions raised as a result of looking at the tiles? Where can you go to find the answers?
- Using resources and references below, have students research the medieval code of honor. What are the benefits of rules like these? What would life have been like without them? Develop your own code of honor for your classroom or for the school. Will you borrow anything from the medieval one? What's important to us today that might not have been hundreds of years ago?

VOCABULARY:

Cathedral - The main church of a bishop, containing his throne or cathedra.

Chivalry - A medieval system of knighthood based on the noble qualities of courage, honor, aid of the weak, and protection of women.

Feudalism - The economic, political, and social system of medieval Europe in which land, worked by serfs who were bound to it, was held by vassals in exchange for military and other services.

Guild - An association of people working within the same trade.

Icon - An image of likeness, commonly a panel painting, depicting Christ, the Virgin Mary, or a saint in the Orthodox Church.

Illuminated Manuscripts - Handwritten scrolls or books decorated with painted pictures, ornamental letters, or designs, often embellished with gold or silver foil.



VOCABULARY (CONTINUED)

Ka'ba - The most sacred shrine at the center of Mecca (pictured on the tile in our collection).

Knight - A man who, after serving as a page and a squire, was formally raised to honorable military rank and was pledged to chivalrous conduct. Knights served kings or other feudal superiors and, in turn for land holdings, loyally provided them with military support.

Mail - Armor comprised of many individual round lengths of metal hooked together. It was more comfortable but less protective than plate.

Mecca - The birthplace of Mohammad and Islam's most holy city to which Muslims make pilgrimages, and towards which the faithful pray.

Mosque - A Muslim temple or place of worship

Plate - Armor made of thin sheets of metal.

Relic - The body, part of a body, or object associated with a holy person. Many medieval Christians took pilgrimages to sites believed to house the relics of saints.

Serf - Workers bound to a landlord

ADDITIONAL RESOURCES:

Margeurite Makes a Book, Bruce Robertson
Medieval Times (If You Were There), Antony Mason
The World of the Medieval Knight, Christopher Gravett
Knight (Eyewitness Books), Christopher Gravett
Medieval Life (Eyewitness Books), Andrew Langley

<http://www.newyorkcarver.com/>
<http://www.omnibusol.com/medieval.html>
<http://www.georgetown.edu/labyrinth/pedagogical/k12/k12.html> (links)
www.leavesofgold.org
www.medieval-life.net

Borrow the Walters' *Medieval Art* Teacher Resource Kit for more lesson ideas and images of objects!
Email schoolprograms@thewalters.org for more information.

WORKSHEET GUIDE

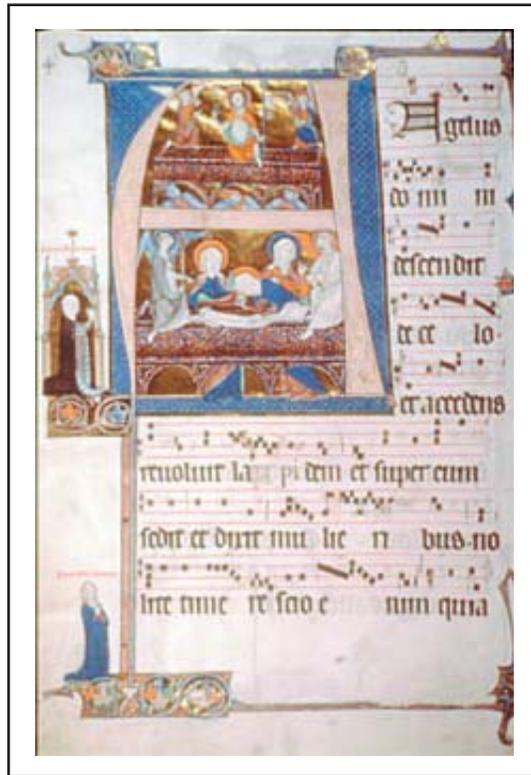
1. The object depicted is a page from an *illuminated manuscript*, and it would have been owned by a wealthy person or a member of the clergy. Many guilds would have been involved in the production of this piece. A parchmenter would prepare the parchment for the scribe, who copied words onto the pages. The scribe was dependent on someone else to make his inks for writing. An artist would paint the pictures and borders on the page, and sometimes a separate illuminator would burnish sections of the pictures with gold leaf for decoration. The manuscript would be brought to a bookbinder for binding, and if the cover was especially elaborate, a separate artist might craft this as well.

2. This stained glass window was hung in a monastery in Paris. Stained glass windows were often found in churches, and in addition to providing light for the building, they told stories of the Bible. As most of the population was illiterate, and mass was held in Latin, medieval churchgoers could learn Bible stories from studying the windows.

3. These two eagles are a pair of fibulae -- fasteners that attach to the shoulders of a cloak to hold it in place. They are made of gold, garnets, amethysts, and colored glass.

Name _____

We can learn more about some objects just by looking closely and asking ourselves questions about what we see. Look at the picture below and answer the questions with your ideas about what this is and what it might have been used for. You probably know more about it than you think!



This object is a _____.

I think it might have been owned by _____.

Some of the workers that were needed to make this were _____

_____.

This object was very important because _____

_____.

Name _____

We can learn more about some objects just by looking closely and asking ourselves questions about what we see. Look at the picture below and answer the questions with your ideas about what this is and what it might have been used for. You probably know more about it than you think!

This is a picture of a _____

_____.

Before it was in the Walters Art Museum, I think it would have been found

in _____

_____.

Some of the different workers who had a part in making this might have

been _____

_____.

This object was used for _____

_____.

This object was very important because _____

_____.



Name _____

We can learn more about some objects just by looking closely and asking ourselves questions about what we see. Look at the picture below and answer the questions with your ideas about what this is and what it might have been used for. You probably know more about it than you think!



These objects are _____.

I think they might have been used for _____.

These might have belonged to _____

_____.

The materials that people needed to make these were _____

_____.

These were important to the person who owned them because _____

_____.