

CHAPTER ONE

THE BATTLE OF HASTINGS



Students' worksheets pages 1-7

Activities I.1 - I.7

Time: 2 hours

Level: 2nd ESO

This first lesson is an introduction to the main character, Edmund, his time and the historical event of the battle of Hastings.

It is important to help students get an understanding of the place and the time where the Norman Conquest took place as well as the introduction of the Medieval System in England. Remind the students of the purpose of the Unit: Romanesque art.

Procedure

Divide the class into groups. Tell the students to read the text. After that, give a piece of paper to one of the students in each group with the definition or a picture of the underlined words. He/she has to explain to the others the meaning of the word. Check if they have understood the text.

Penniless: without money/ having no money.

Thought: past tense of the verb to think.

Fought: past tense of to fight.

Crowned: put a crown on the head of someone in order to invest him or her as a king or queen. Past tense

Tapestry: a cloth with pictures.

If teacher thinks it necessary, provide less able students with the easy version at the same time (the underlined words are the same).

“**M**y name is Edmund, I was born in the city of Norwich in 1066. Now, years later, I'm old and penniless.

The day I was born a bright light crossed the sky. My parents thought this was something bad. That year people from Normandy invaded my country. There was a great battle near Hastings. William, Duke of Normandy from France fought against his cousin Harold, king of England.

During the battle of Hastings, King Harold was killed. William of Normandy was crowned the new king of England.

Years later I saw a very long, heavy precious tapestry with some of these events in it.”

Activity I.1

Procedure

Tell students about the importance of the Bayeux Tapestry as an impressive example of Romanesque art. Notice the way the action is depicted and what language is used (Latin). It can be compared to a modern film or a comic strip. It could also be compared with “El Tapís de la Creació” in Girona.

Students have to match the sentences with the pictures. Give them a few minutes and decide together on the chronological order.

Key

- a) Harold was crowned king of England
- b) William ordered the Normans to build a fleet of ships.
- c) The Normans attacked on horseback
- d) An arrow hit Harold's eye and he died

Activity I.2

Procedure

In this activity students have to write the sequence of the events in order.

Key

In 1066 King Edward died without any son to follow him. Harold Godwinson, Earl of Essex, was his brother-in-law and a powerful nobleman in England. *Harold was crowned king of England*

William the Bastard, Duke of Normandy wanted to be king of England and claimed the throne as well. *William ordered the Normans to build a fleet of ships.*

In the battle of Hastings, most of king Harold's soldiers fought on foot and carried heavy shields and short swords. *The Normans attacked on horseback*, wore armour and used lances and chain mail.

An arrow hit Harold's eye and he died. After winning the battle, William the Conqueror was crowned king of England in Westminster Abbey, London.

Activity I.3

Procedure

Students will complete the grid using the information given in the previous activity. Have the students notice the differences between both armies.

Key

| HAROLD'S ARMY | WILLIAM'S ARMY |
|-----------------------------------|---------------------------------------|
| SAXONS | NORMANS |
| Soldiers fought <u>on foot</u> | Soldiers fought <u>on horseback</u> |
| They <u>carried</u> heavy shields | They <u>wore</u> armour or chain mail |
| They <u>used</u> short swords | They <u>used</u> lances |

Activity I.4

Procedure

Read the sentences first and make sure the students understand them. Students then write their own text about the consequences of the Norman conquest in the writing frame using the given connectors.

Across:

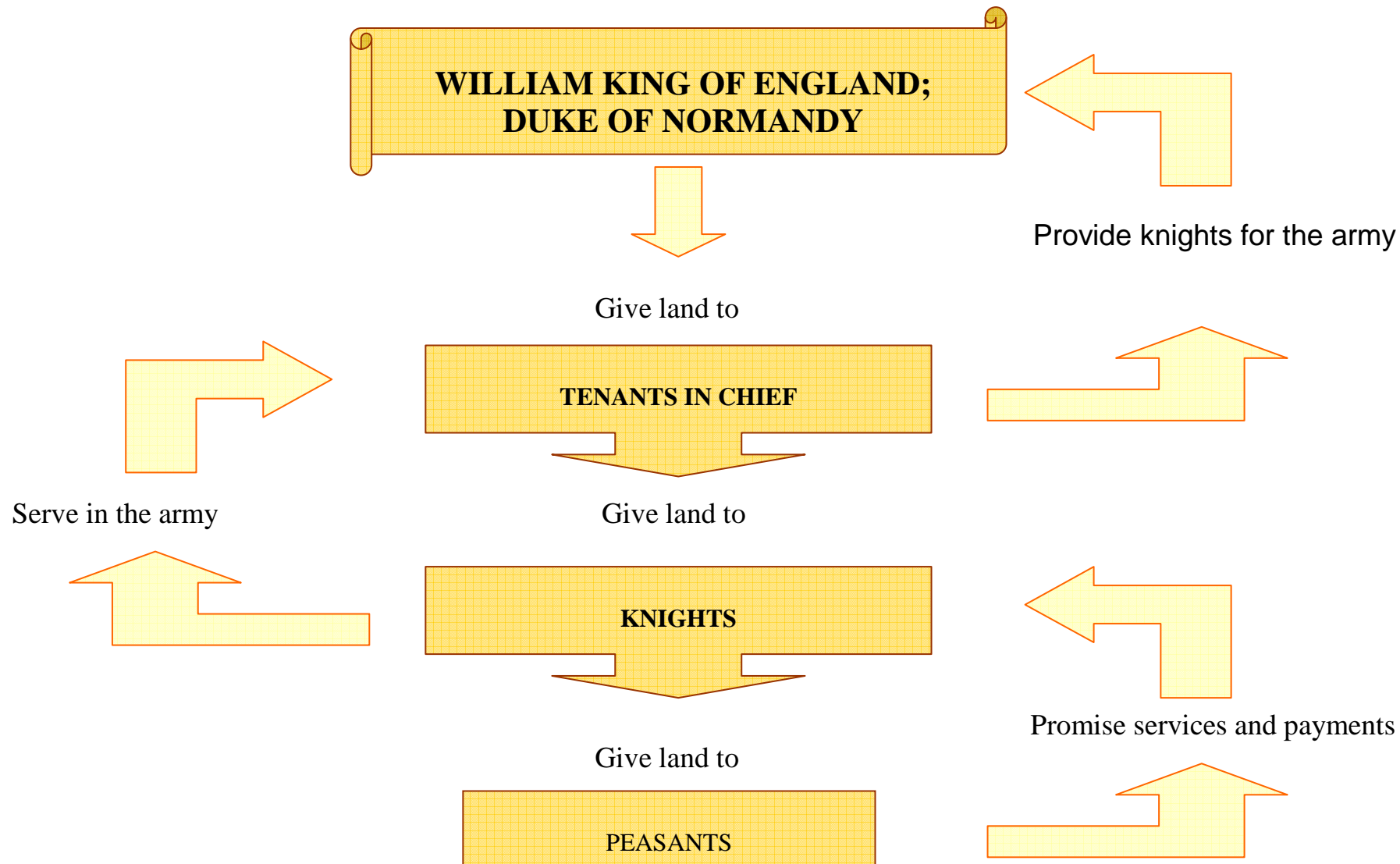
1. King of England before the conquest (Harold)
3. Object that soldiers hold to protect them (shield)
4. The battle where king Harold died (Hastings)
8. Long spear (lance)
6. Building where Christians go to worship God (church)
9. Duke of Normandy (William)

Down:

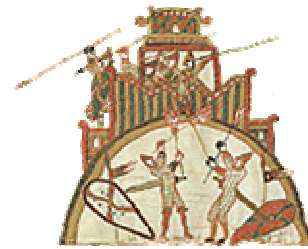
2. Weapon with a metal blade and a handle (sword)
5. Another word for boat (ship)
6. Building with towers and high walls (castle)
7. One of the highest social group during the Middle Ages (nobleman)

Extension

- Students, in a small group, are given the handout on page 6 and they try to explain to the others the meaning of the information given in the diagram.
- www.bbc.co.uk/history/trail/conquest in this site students can test their knowledge about the Norman conquest. Puzzles, games and worksheets are available.
- www.adgame-wonderland.de/type/bayeux.php you can create your own story, comic-strip and send it as an e-card to a friend.



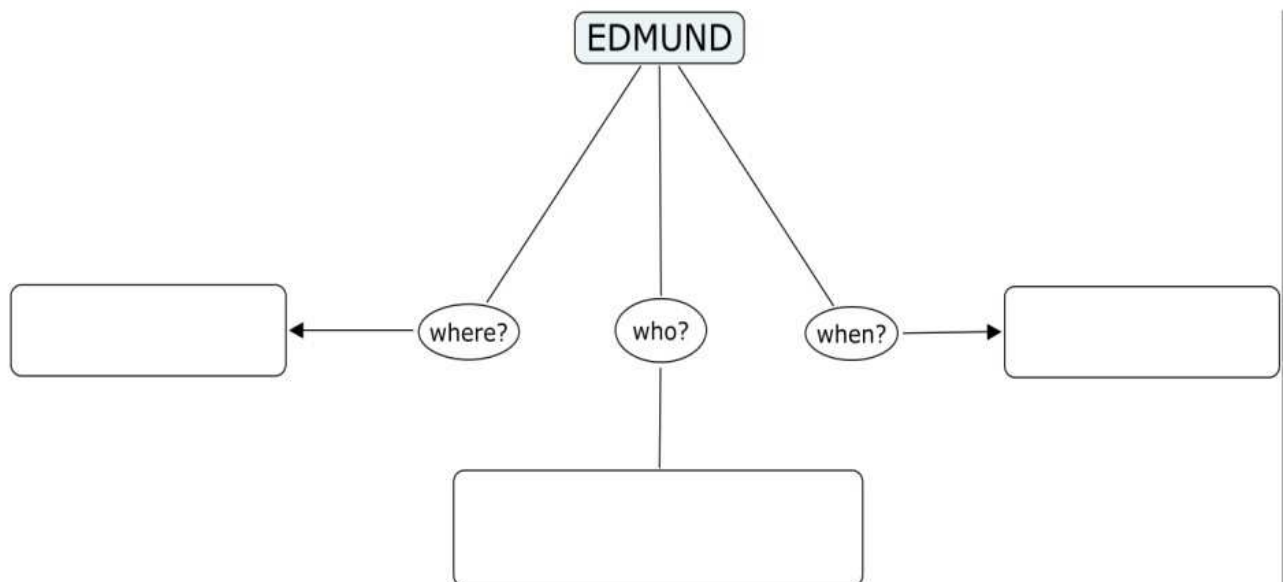
CHAPTER TWO



THE CASTLE

| |
|---------------------------------|
| Students' worksheets pages 7-17 |
| Activities II.1 – II.9 |
| Time: 3 hours |
| Level: 2 nd ESO |

Before starting this unit students can remind the previous chapter using the diagram below.



Activity II.1

Procedure

After reading the text students match the adjectives from the column on the left with their meanings on the right. Castle, monastery, cathedral, city, are words that teacher can explain in order to announce later activities an the content of chapter II. Brainstorming with visuals can be useful.

Key

| | |
|----------------------------|-----------------------------------|
| <i>horrendous battle</i> | unpleasant, shocking, very bad |
| <i>wealthy family</i> | with a lot of money or properties |
| <i>venerable monastery</i> | who needs respect |
| <i>impressive tapestry</i> | very important |
| <i>large city</i> | very big city |
| <i>huge cathedral</i> | extremely big building |
| <i>strong stonecutter</i> | has powerful muscles |
| <i>clever masons</i> | intelligent |
| <i>poor father</i> | with very little money |
| <i>deep desperation</i> | in a very serious way |
| <i>tough men</i> | hard men |

Activity II.2.**Procedure**

Put students into pairs. Ask each pair of students to put in order according with the text starting with the box "after the Battle of Hasting".

Key

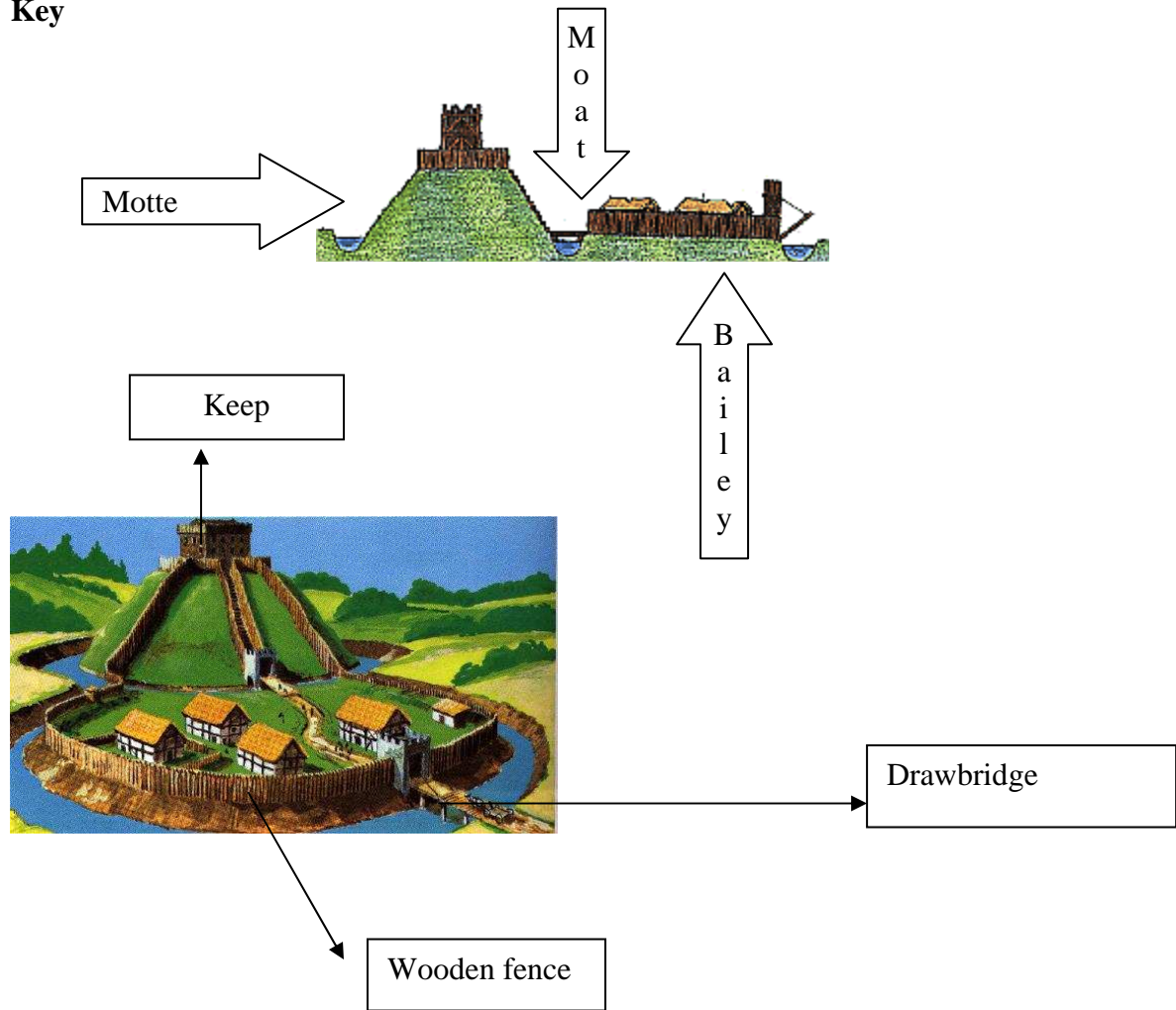
| | | | |
|-------------------------------------|----------------------------|--|--------------------------------|
| After the Battle of Hastings | Edmund's family was ruined | They went to Canterbury looking for help | Edmund saw the Bayeux Tapestry |
| Canterbury was a large city | He came back to Norwich | He worked in the new castle | |

Activity II.3.

Procedure

Using the information, students complete the labels beside the pictures. Remind students the purpose of these buildings and ask them who lived in the different parts.

Key

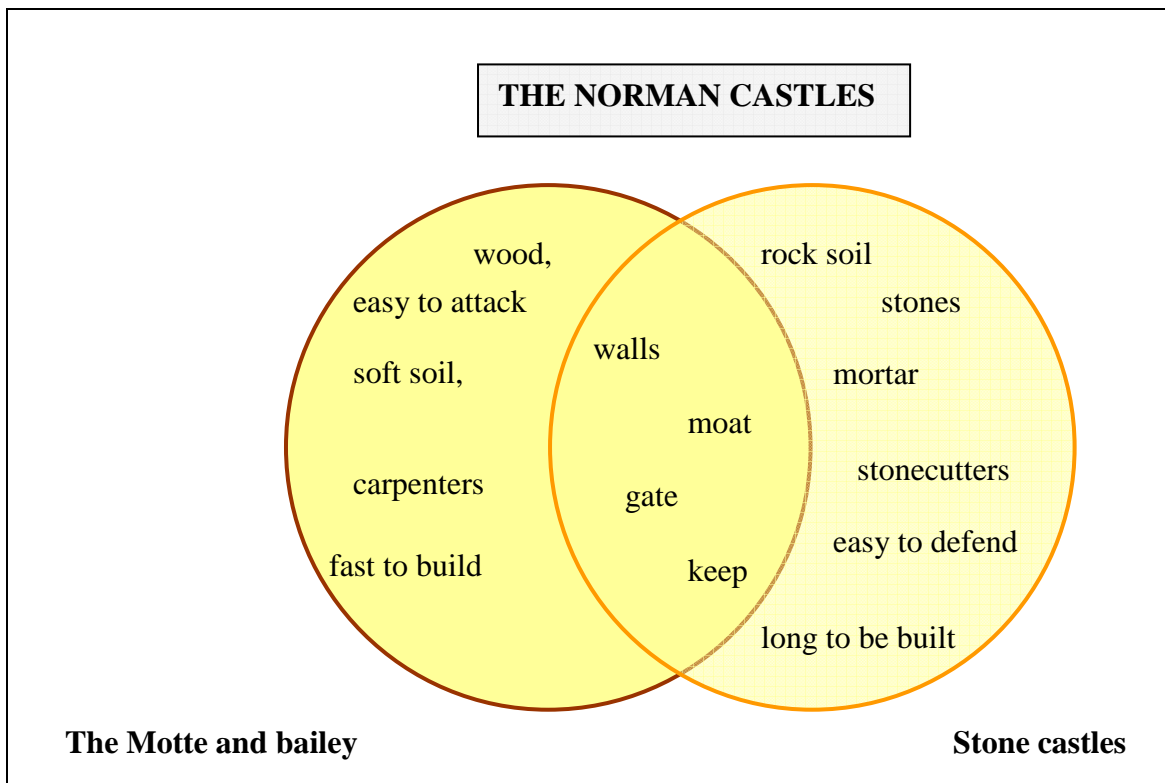


Activity II.4.

Procedure

This Venn diagram shows some differences from a wooden castle and a stone castle. But notice that the stone castles maintain the main parts to wooden castles. During Norman times tougher buildings were needed.

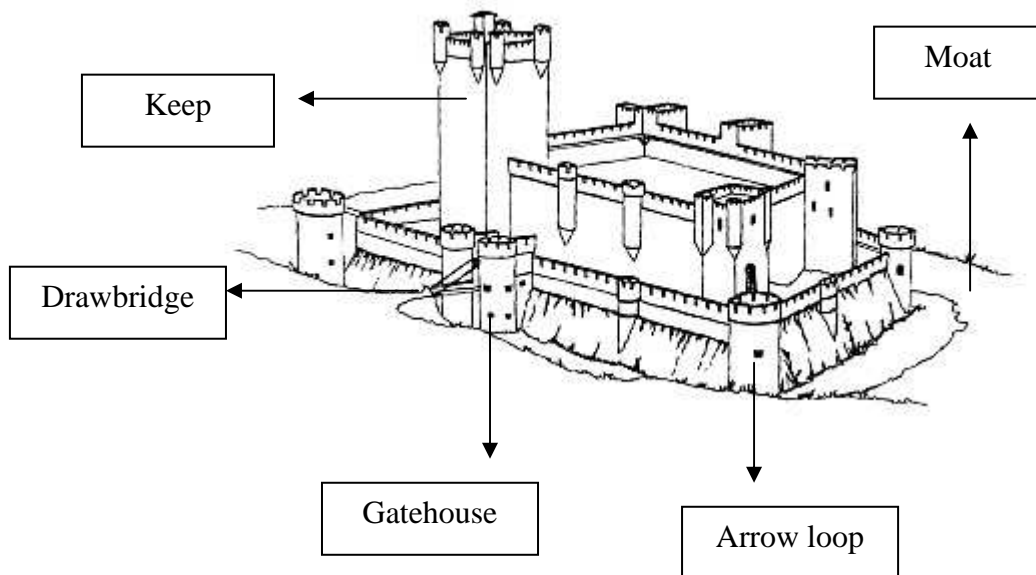
Key



Activity II.5.

Procedure

Label the picture using the vocabulary learned. In this ideal castle all important parts can be seen. The castle is a real fortress.

Key**Activity II.6****Procedure**

Ask students to read the text and look for difficult words in the glossary. To help in comprehension complete the text with the missing words.







Key

After working on in the **castle** made of wood, Edmund worked in the new castle made of **stone**. Then he became gong farmer he collected **human excrement**. In the new castle there was a **latrine** in the upper level. Edmund and his family lived well by exchanging excrement for **food** and **clothes**.

Activity II.7

After completing the table students choose the better latrine according with the comfort. They give reason for their election using “Personally, I think that..., In my opinion..., I consider that..., etc”. Write their opinions on the board.

Key

| | TIME | PLACE | MATERIAL | COMFORT (1-5 stars) |
|---|---|---------------------------------|---------------------------|--------------------------------|
|  | <i>Ancient world (BC),</i> | <i>Middle East?</i> | <i>marble</i> | |
|  | <i>Ancient Rome</i> | <i>Ostia (Rome)</i> | <i>marble</i> | |
|  | <i>The Middle Ages</i> | <i>White Tower (London)</i> | <i>wood and stone</i> | |
|  | <i>XVII-XVIII</i> | <i>Italian Villa</i> | <i>wood</i> | |
|  | <i>20th century AD</i> | <i>Auschwitz</i> | <i>Concrete</i> | |
|  | <i>3rd millennium AD</i> | <i>Western Europe</i> | <i>steel</i> | |

Activity II.8**Procedure**

In groups students say some sentences using the words from each column. They combine words, verbs and expressions and the teacher go around correcting wrong sentences.

Key

Some correct sentences are below:

| 1 | 2 | 3 | 4 |
|----------|------------------------|-------------|------------------------|
| Latrines | during the Middle Ages | were called | privy or necessarium |
| Urine | in historical times | was used | for preparing textiles |
| Toilets | nowadays | are made | of different materials |
| Latrines | | have | a hole in it |
| Toilets | today | are | inside houses |
| Latrines | in some countries | are built | of tree branches |
| Urine | in ancient times | was used | as toothpaste |

Activity II.9.**Procedure**

Divide the class into four groups. Each group has a castle to study and make notes. After the activity members of each four group make smaller groups of four and they exchange information.

Describe which castle you would like to visit and why.



Rare three-seat toilet is listed

A three-seater outside toilet in Kent has been listed as a building of special architectural and historical importance.

The oak bolthole, beside a farmhouse in Benenden, was built in 1775 and was still being used into the 1960s.

The Grade II-listed privy has two full-size seats and a child-size one.

"Having children of my own and knowing what a devil it is to potty train them I thought how wonderful it must have been," said owner Mary Kellett.

"You could take your child along with you and hopefully it would get the message quite quickly."

The contents of the privy were collected in a bucket, which could then be removed via a trap door at the back and used to make fertiliser.

Emily Gee, of English Heritage, said there were several hundred listed toilets - some rural privies and some urban public conveniences.

"There are a few others with three seats - but only a handful - it is quite rare," she said.

Mrs Kellett said she still used the convenience to get away from it all with her cat, Kevin.

"In the evening in the summer, when the sun comes over the roof of the house and I want a nice quiet time to myself..."

"It's nice and warm, the door's open...the setting sun, a glass of wine, a book...it's bliss just to sit there and be nice and peaceful."

Story from BBC NEWS:

http://news.bbc.co.uk/go/pr/fr/-/2/hi/uk_news/england/kent/7251752.stm

Published: 2008/02/18 20:26:07 GMT

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CHAPTER THREE

BUILDING A CATHEDRAL



Students' worksheets pages: 17-25

Activities III.1 - III.8

Time: 4 hours

Level: 2nd ESO

In this unit students have to explore the religious Romanesque architecture. Using drawings images and diagram students can find out some Romanesque features. After acquiring a proper vocabulary they end the unit designing their own building.

Before starting the unit teacher can do a pre reading task. Noticing the title “The cathedral”, with a partner, they have to think of 5-8 words that could be in the text. Teacher also can ask for their own town: *are there some Romanesque buildings in our town? Use for example, such as, like.* Distinguish religious, military and civil buildings. Take notes on the board.

Activity III.1

This activity is a post reading task. After reading the text from “Edmund's life” students answer individually the questions. They can check later their answer with partner.

Key

a)

| | |
|--|---|
| The main material used for building houses was wood | T |
| Mortar is used between stones to keep them together | T |
| Bishop Losinga liked the look of Norman flint churches | F |
| Limestone came from Caen quarries | T |

Bisshop Losigna (1154-1119) was bishop of Thetford and Norwich. He founded Norwich cathedral. Probably he wanted the cathedral to have a different look and he brought limestone from Caen quarries.

b)

- (...) a stone laid at a ceremony to mark the beginning of a building (foundation stone)
- (...) people who have the abilities needed to do a job well (skilled workers)
- (...) give the things they needed (provide)
- (...) was moved to another place, shifted (removed)

c)

Places where people use tools to make things: workshops

People who make wooden objects and put the timbers on the roofs: carpenters

The workers who mix the mortar: mortar makers

Their job is to make things from metal: blacksmiths

They work with stones, builders: masons

Activity III.2

Procedure

A dichotomous key is a guide for classification and identification. Students have to identify the structural elements below by going through a series of choices that lead them to the correct name of the item.

To illustrate the activity choose the first picture and start with number **1** (always start with number **1**)


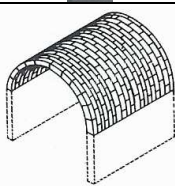
The first picture is an element to support something so go to number **2**.

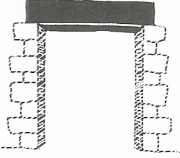

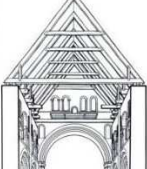


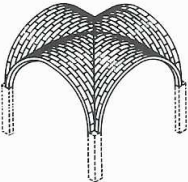

Because it is not cylindrical go to number **5**.

Continue until students reach the name in bold.

In the example given, the answer is **buttress**.

Key

| Structural element | Definition |
|---|---|
|  | an square or rectangular vertical element built against a wall which serves to support the wall |
|  | a curved and arched supported element with semicircular cross section |

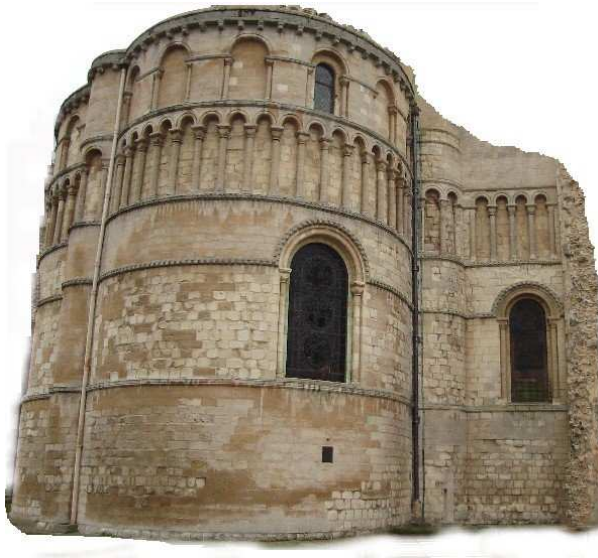
| | |
|---|---|
|  | <p>a horizontal beam located in portals, windows,... It is used as a supported element.</p> |
|  | <p>a vertical square or rectangular element which is used to support something</p> |
|  | <p>a horizontal triangular wooden roof</p> |
|  | <p>a vertical element for supporting in architecture. A column is round in shape (cylindrical).</p> |
|  | <p>a hemispherical supported element in architecture</p> |
|  | <p>vault formed by the meeting at right angles of two barrel vaults</p> |
|  | <p>a vertical structure used to divide or to support another structure</p> |

Activity III.3

Procedure

Give instructions to students. They have to write a description using the vocabulary learned. After doing that you can read the following description. Make sure they have used most of the words in bold.

Key



This is the eastern part of Norwich cathedral, the apse. The **apse** is the first part of a church to be built in order to celebrate ceremonies as soon as possible, even without finishing the whole building. Vaulted roof and **semi-circular** in shape, the apse is the most important part in a church where altar, painting are. The Norwich apse was made of blocks of **limestone**. On the right you can see the rubble filling the thick walls. **Round arched windows** serve to light the interior. At the top of the wall a **blind arcade** gallery decorates the upper part.

Activity III.4

Procedure

Pair speaking: Use the text from activity III.3

Work in pairs. Cut the strips: A and B. One text for each student. Students do not show the text to their partner. Fill in the missing information: ask questions. Each dash represents one missing letter. When students have finished they can check with a partner.

.....

Student A

This is the _____ part of Norwich cathedral, the apse. The apse is the first part of a church to be _____ in order to celebrate ceremonies as soon as possible, even without finishing the whole building. _____ and semi-circular in shape, the apse is the most important part in a church where altar, painting are. The Norwich apse was made of blocks of _____. On the right hand you can see the rubble filling the thick walls. Round _____ windows serve to light the interior. At the top of the wall a blind arcade gallery decorates the upper part

.....

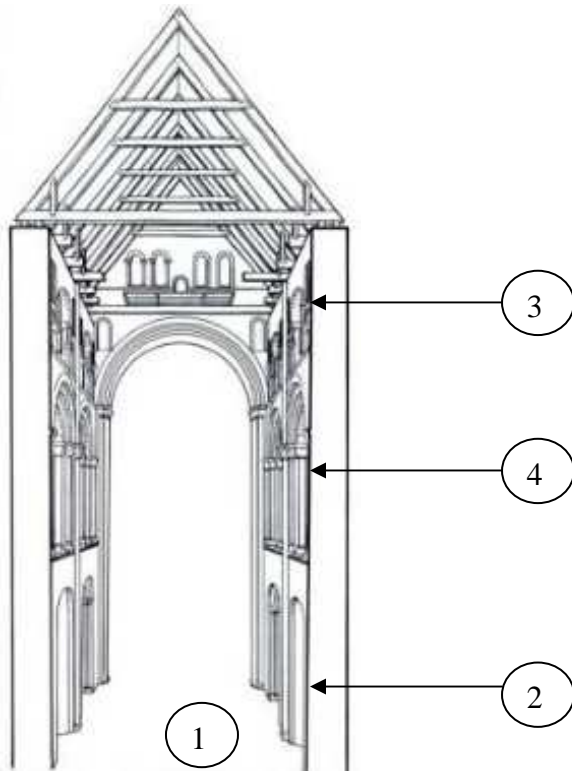
Student B

This is the eastern part of Norwich cathedral, the _____. The apse is the first part of a church to be built in order to celebrate _____ as soon as possible, even without finishing the whole building. Vaulted roof and _____ in shape, the apse is the most important part in a church where altar, painting are. The Norwich apse was made of _____ of limestone. On the right you can see the rubble filling the thick walls. Round arched windows serve to light the interior. At the top of the wall a _____ arcade gallery decorate the upper part

.....

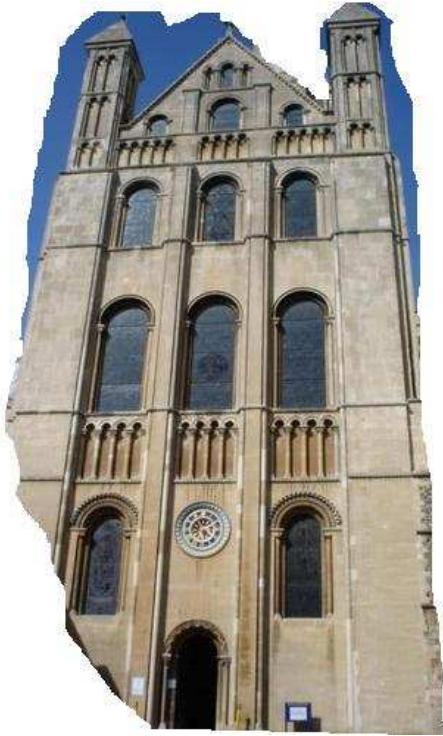
Activity III.5

Key



internal elevation of Norwich cathedral

The interior in Romanesque churches has a storey system, with different levels. The typical church has a **nave** (1) with a single aisle on either side. The nave and aisles are separated by an **arcade** (2) carried on piers or on columns. Above the aisle roof there are windows know as the **clerestory** (3), which give light to the nave. Sometimes there is a **gallery** (4) or triforium between the arcade and the clerestory.

Key

façade of the south portal

The **façades** are usually **symmetrical**. They have large central portals. Norwich cathedral south façade is divided into **three** vertical units. It is decorated with **arcades**. It is flanked by two **buttresses**. Looking at the façade you can guess how the internal elevation is designed.

Activity III.7

Procedure

In pairs student choose one preposition and make sentences using the specific vocabulary. Use all prepositions.

Activity III.8

| <i>English</i> | <i>Catalan</i> | <i>Spanish</i> |
|-----------------|--------------------|---------------------|
| <i>Aisle</i> | <i>nau lateral</i> | <i>nave lateral</i> |
| <i>Apse</i> | <i>absis</i> | <i>ábside</i> |
| <i>Buttress</i> | <i>contrafort</i> | <i>contrafuerte</i> |
| <i>Crossing</i> | <i>creuer</i> | <i>crucero</i> |
| <i>Flint</i> | <i>sílex</i> | <i>sílex</i> |
| <i>Lintel</i> | <i>llinda</i> | <i>dintel</i> |
| <i>Mortar</i> | <i>morter</i> | <i>mortero</i> |
| <i>Nave</i> | <i>nau</i> | <i>nave</i> |
| <i>Vault</i> | <i>volta</i> | <i>bóveda</i> |

Activity III.9

Work group: making your own cathedral.

Procedure


Grouping: Teachers write four medieval jobs in a strip of paper and on an other strip some tools related with them. Give/deliver one strip to each students. Repeat tools if is a large class. Each student have either a job or a tool. Tell students to walk round the class to find who fits with others. Tools can be combined with pictures to make the task easier.

Jobs: Master mason, mortar maker, carpenters and roofers, blacksmiths


Tools or materials: hammer, pincers, chisel, saw, squares, limestone, templates, axe, mortar, forge, rubble, spade to dig, scaffoldings, iron.

Students now are grouped in fours. They have to work as a team. They are given handouts in order to make their own job in a cathedral. They have to describe the process (procedure) of construction, the materials used and some features. All students take notes. Give a time limit (15-20 minutes). They form new groups with different members of the previous groups. Each member explains to the others the notes they have written. Each group designs a hypothetical 11th century cathedral.

.....

| | |
|--|--|
| <p>Mortar maker</p> <p>Tools and materials needed:</p> <p>Depth and length of foundation</p> <p>Ground plan</p> <p>Description:</p> |  |
|--|--|

.....

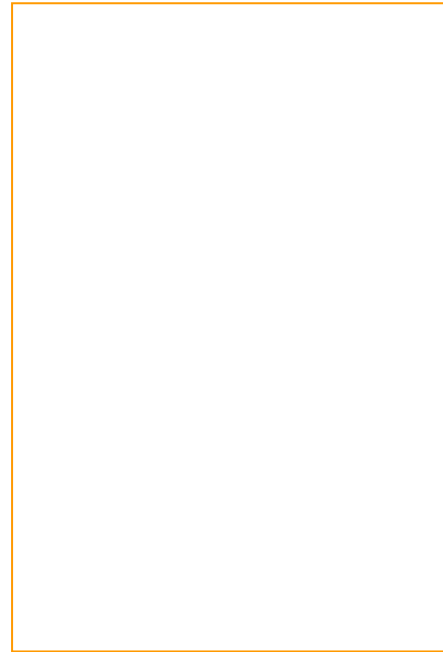
| | |
|---|--|
| <p>Master mason:</p> <p>Tools and materials:</p> <p>Decoration:</p> <p>Levels:</p> <p>Description:</p> |  |
|---|--|

.....

Carpenters and roofers:

Materials and tools:

Nave:



Blacksmiths

Materials and tools



CHAPTER FOUR**“IT’S GOD’S WILL”**

Students' worksheets pages: 26 - 31

Activities IV.1 – IV.6

Time: 2 hours

Level: 2nd ESO

In this unit students will know about the Crusades, the Byzantine Art and how was important their influence in Romanesque Art.

The teacher can write on the board, before starting the unit, the words “It’s God’s will” and ask students to predict what is going to happen in Edmund’s life. The map on the next page can be used as a support and questions from activity IV.1 might help students to predict.

Activity IV.1**Key**

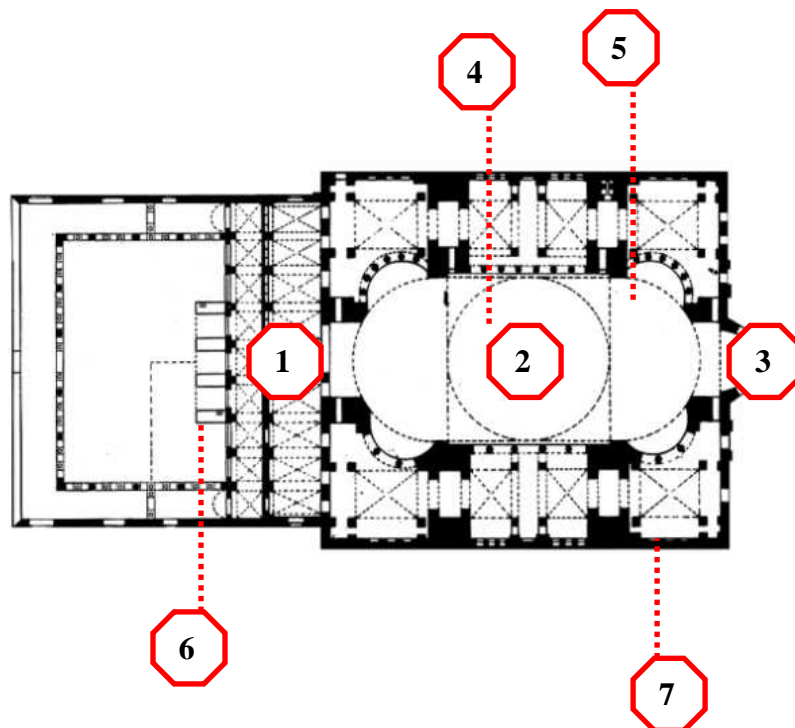
The world is represented as a circle at the very centre of which is the sacred city of Jerusalem. Maps of the world had religious purposes. The world is divided into three continents. There are no named places.

Activity IV.2**Procedure**

Before doing this activity, read the text and notice the use of comparatives and superlatives. The new words dome, semi-dome, hemicycles are easy to understand. Most buildings mentioned are from Roman times (palaces, hippodromes, columns...). Tell students the origin of the word “Romanesque” and show a plan of Constantinople where this remains can be seen.

Activity IV.3**Procedure**

Offer the ground plan of Hagia Sophia. This was the main church in Constantinople and the most important monument of Byzantine architecture. Students have to know about the time when it was rebuilt by Justinian from 531 to 537 AD, that is, five centuries before Edmund's time but still a building to learn about?. Notice the correspondence between the elevation (activity IV.2) and the ground plan in this activity.

Key

1. narthex,
2. nave,
3. apse,

4. dome,
5. semi-dome
6. buttress

7. walls

Activity IV.4**Key**

1. - What was the name of the Peninsula where Constantinople was located?

Golden Horn, a natural harbour where Istanbul (Constantinople) is.

2. - Which were the main materials used to build Hagia Sophia?

The interior is decorated with golden mosaics and coloured marbles. The walls were made of mortar and brick.

3. – What is the Hagia Sophia ground plan known as?

Hagia Sophia has a central ground plan

4. – Where would you find the bronze sculptures mentioned in the text today?

In a museum in Venice after having been removed from the loggia in the façade of saint Marco.

5. - What is the building with a huge dome in the city of Rome?

The pantheon of Agrippa

6. – What is the name of the sea next to Constantinople?

The Black sea and the Sea of Marmara

7. - Which is the name of Constantinople today?

Istanbul (historically called Byzantium and later Constantinople)

Activity IV.5

Procedure

This activity is the replica of those in unit 3 which were about how to describe the interior of western medieval churches. Now, using the interior of Hagia Sophia, students get a view of how those eastern churches were. Remind them of the luxury mosaics and materials.

Key

1. - Which picture is nearly identical to the one Edmund preferred?

The image that has to be chosen is **C**. Between C and D there are some differences, for instance the technique and the letters above the Pantocrator.

2. - Which picture does not fit others?

Letter **B**, the Virgin with the Child. The others show Christ “All powerful”

3. – The technique used in letter **D** is called **fresco** (the one in Lleida)

4. – The technique used in letter **C** is called **mosaic** (Edmund's choice)
5. – The technique used in letter **A** is called **textile** (Christ without beard)
6. – The technique used in letter **B** is called **tempera** on wood (different from others)

Activity IV.6

Open activity for introducing a female character and also food and clothes in medieval times. There are some interesting web sites where students can find some information:

For women names:

<http://www.middle-ages.org.uk/medieval-queens.htm>

<http://www.lowchensaustralia.com/names/medievalnames.htm>

For medieval food:

http://www.historylearningsite.co.uk/food_and_drink_in_medieval_engla.htm

For medieval clothes:

<http://www.historyforkids.org/learn/medieval/clothing/index.htm>

CHAPTER V

BACK TO WEST

Students' worksheets: pages 31-39

Activities V.1 – V.5

Time: 2 hours

Level: 2nd ESO

During the 11th and 12th century there was a religious fervour all over Europe. Cathedral and monastery sites were built or renovated. The pilgrimages and Crusades contributed to the expansion of the formal vocabulary. In this unit Edmund travels through Europe from East to West. During his journey he makes contact with Muslim culture and Christian imagery (sculpture mainly).

Activity V.1

Procedure

a) After locating the places on the modern map, students can compare with a medieval one. Are the boundaries the same? What happens in the Iberian Peninsula?

Key

| City | Modern country |
|----------------|----------------|
| Norwich | England |
| Caen | France |
| Constantinople | Turkey |
| Jerusalem | Israel |
| Genoa | Italy |

Activity V.2**Key**

Obviously the impossible cure is B. Potatoes were brought from America (16th century). The important thing is to realise how superstition and not healthy habits were common during the Middle Ages. Beliefs in supernatural causes and cures for illness were as the Church taught. They said that God sent misfortunes to punish sinners. Medicine in those days was lead by Muslims more than Christians.

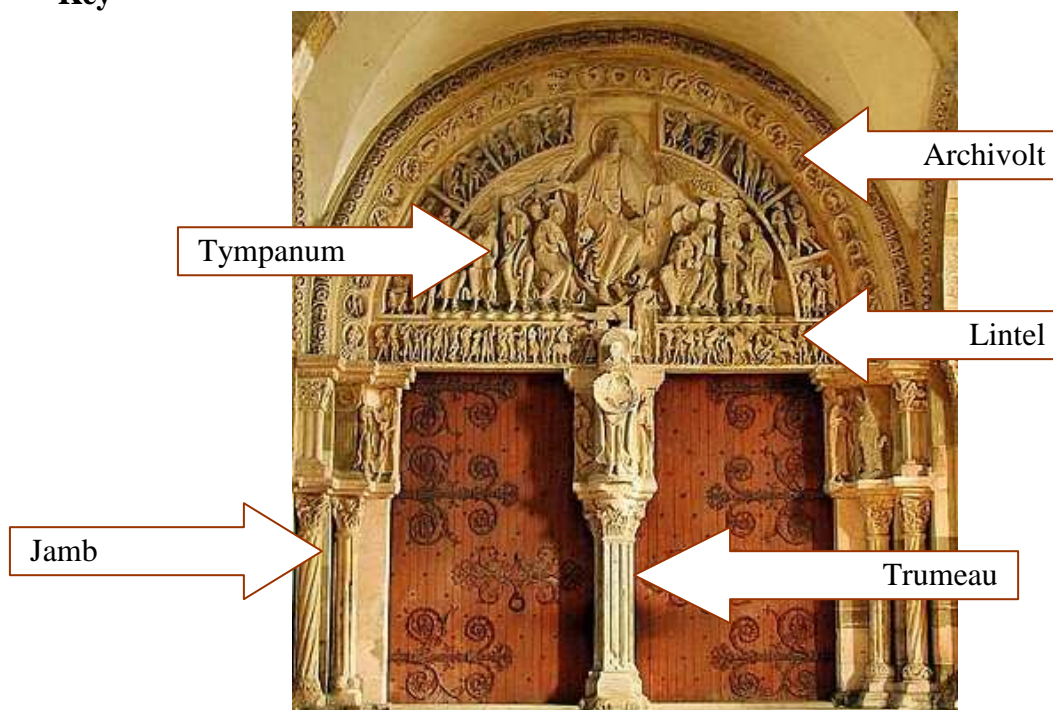
Activity V.3

Romanesque sculpture is firmly associated with architecture and mainly appeared in the form of a relief.

The church and hill of Vezelay is one of the Unesco World Heritage Sites and the portal of the narthex of the Vezelay Abbey is one of the outstanding masterpieces of Romanesque sculpture.

Procedure

Before reading the description students can guess who all these characters are in the tympanum (Christ, apostles). They have to draw the lower part to complete the diagram. After doing that, the teacher can show other figures and symbols (the signs of the Zodiac and Labours of the months, the mandorla, the nimbus, (halo), the Holy Spirit, Saint John the Baptist with a plate, and people from non Christian countries...

Key

Activity V.4

One of the artistic centres of Western Mediterranean Romanesque sculpture was Toulouse (Languedoc).

Saint Sernin and the cathedral of Saint-Etienne have masterpieces from the best sculptors of the time. The twelfth century Toulosain sculptors influenced the sculptors of Ripoll, san Pere de Rodes and Solsona. One of the best Romanesque sculptors, Gilabertus, was active in this area.

Procedure

Using the correct answers, students can write a text describing the relief from Saint Sernin. The teacher can show how to link these sentences together using connectors.

Key

It is a Romanesque relief.

He is Christ in Majesty (Pantocrator).

He is seated in a throne. He has a beard

The image is enclosed with an oval

Around his head there is a halo with the sign of the Cross

He is blessing with his right hand

He is holding a book with his left hand

There are animals around the oval (Evangelists)

It has a symmetrical composition

Activity V.5**Procedure**

Students are divided into pairs, student A and Student B, and then each given the relevant worksheet, either A or B.

Tell them they each have part of a text and that they must complete the text without looking at each other's worksheet.

Tell them they do this by taking it in turns to read part of their text. As one reads, the other partner fills in the gaps in the text, and then they change until the activity is

completed. If they don't understand their partner, they should ask for help saying '*Could you repeat that, please?*' or '*How do you spell " _____ "?*'

They must then answer the question; "Where we can find relief carvings in Romanesque sculpture?"

At the end you can ask the students to compare their two halves of the text and they can correct any mistakes.

Student A

The first important monuments of **Romanesque** sculpture were created in the last decade of the 11th century and the first decades of the **12th** century.

Sculptors did big _____ for the decoration of church _____ and capitals for _____.

Religious images were combined with zoomorphic, **vegetal**, and **abstract** motifs.

In France themes on _____ of churches as Moissac, Vézelay, and Autun showed the majesty of Christ as ruler and judge of the universe.

Student B

The first important monuments of _____ sculpture were created in the last decade of the 11th century and the first decades of the _____ century.

Sculptors did big **relief carvings** for the decoration of church **portals** and **capitals** for **cloisters**.

Religious images were combined with zoomorphic, _____, and _____ motifs.

In France themes on **tympanums** of churches as Moissac, Vézelay, and Autun showed the majesty of Christ as ruler and judge of the universe.

CHAPTER VI



THE FINAL JOURNEY

Students' worksheets: pages 40-47

Activities VI.1 – VI.5

Time: 3 hours

Level: 2nd ESO

In “The final journey” Edmund visits and settles in the Catalan Vall de Boí. To start with, if possible, show a map with the villages of the Vall de Boí on it. Historical maps of this part of the Northern Iberian Peninsula can help students to understand the political situation (Catalan counties and the proximity of Muslims).

(Map)

Activity VI.1

Procedure

To make pairs of words, cut strips from the left column and strips from the right. Cut off as many pairs of strips as pairs of students. You can repeat some pairs if necessary.

Visit the website www.vallboi.com where all these churches appear. Students have to find their partners and locate the places on a map of the Vall de Boí.

After locating the places on the map, students can compare with a medieval one. Are the boundaries the same? What happens in the Iberian Peninsula?

Key

Coll

Cardet

Barruera

Durro

Saraís

Erill la Vall

Boí

Taüll

l'Assumpció

sant Climent

sant Feliu

la Nativitat

santa Maria

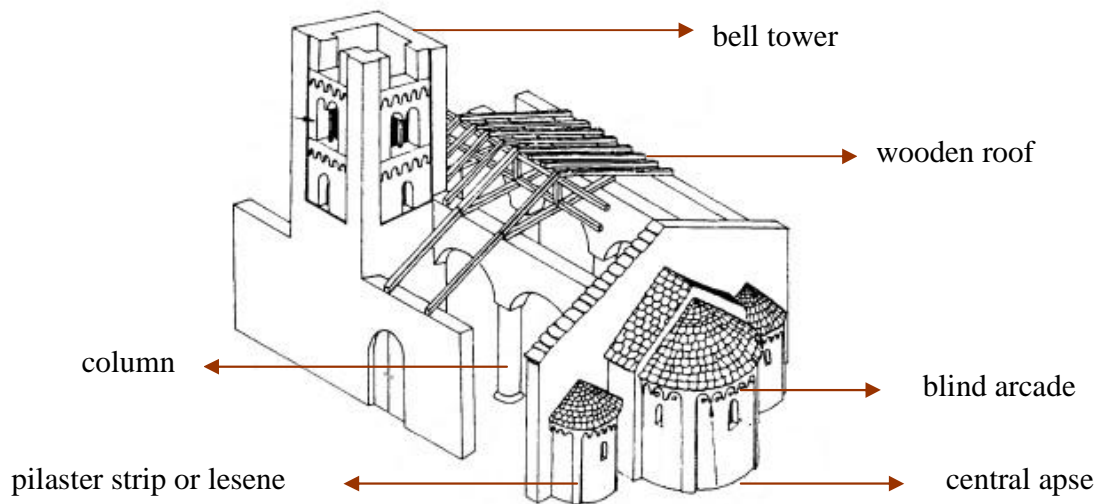
santa Eulàlia

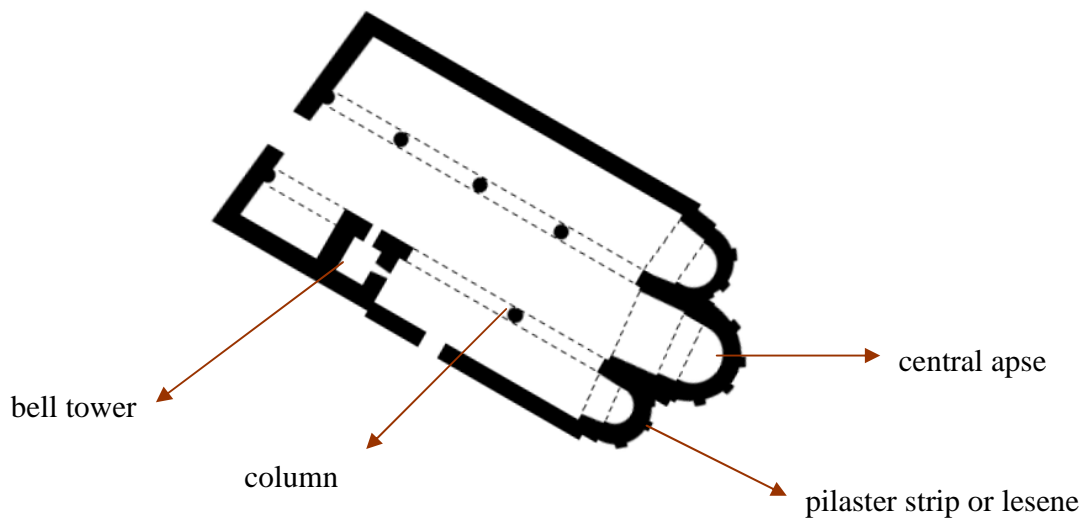
sant Joan

santa Maria

Activity VI.2

Key





Activity VI.3

Procedure

Teacher shows a picture from the apse of santa Maria de Taull with the Madonna enthroned between the three adoring Magi.

Key

The Three Magi were three kings or three wise men (Caspar, Melchior and Balthasar)
They came from the East following a star
They gave Jesus three symbolic gifts gold, frankincense (incense) and myrrh (oil)

Activity VI.4

In the same village of Taüll there is another little church, sant Climent. Inside, on the wall of the main apse, one of the most impressive works of Romanesque art was painted. It is now in the Museu Nacional d'Art de Catalunya (Barcelona). In one column of the nave the painting of the act of consecration still remains. This consecrational inscription, in Latin, allows us to date these frescoes quite precisely.

Procedure

Give students time to guess the solution. It's not a difficult task because the missing Catalan words are close to those in Latin. After checking the answer, some questions can be added such as, When did the act of consecration take place? Who was there? Which relics were laid down in the altar? In which part of the church is the inscription?

Key

**L'any de l'Encarnació
del Senyor de 1123 el 10 de desembre
va venir Ramon, bisbe de Barbastre
i va consagrar aquesta església en honor
de sant Climent màrtir i va posar les relíquies
a l'altar de sant Corneli bisbe i màrtir.**

Activity VI.5

This is a complex activity and extra help is required. After explaining the diagram and the sequence of reading the paintings from the apses, students work in groups. Each group chooses one painting to work with. They use the support notes on page 4 and the word bank to help them describe the paintings.

Key**Santa Maria de Taull**

a) General information: this is a fresco from Santa Maria of Taull in the Vall de Boi (Catalunya). The original paintings were removed and transferred to MNAC where the most important collection of Romanesque paintings is.

b) Conch apse: in the centre of the conch is the Virgin Mary seated on an ivory throne. She is, at the same time the throne of her child. She is surrounded by an aureole, the Heaven's Door, the gateway to heaven. The Child is seated on the mother's lap and he is not depicted as an infant, He is presented in his full glory as "King of Kings". He is holding a scroll in his left hand and he is blessing with his right hand.

The three adoring Magi are depicted in the conch, as well. The Three Wise men give presents to the Child. Above their heads are two white stars on a black background.

c) Semi-cylinder: the only window is in this zone and this is the place for the apostles. As in Sant Climent, an arcade serves as a simulated frame for all of them. Above this level, near the ground some beasts and vegetal ornamentation are depicted. Fantastic animals are well known in the books called Bestiaries. These paintings were less important than the others above.

d) Meaning: the general meaning of this Epiphany is related to the role of the Church as a leader of the society. The ivory throne is the symbol of purity and wisdom. She is representing the Church, the institution. The Virgin has the role of mediator. Through Mary, God descended to the Earth and became flesh.

The three Magi (the black Magi is a later "incorporation") are those to whom the newborn baby in Bethlehem, the king of Heaven and Son of Man was revealed.

This is a reminder for all of us. Kings had to pay tribute to the Child, so we have obligations to the Church or to our lord. All the walls of these churches were painted with pictures that could be used in a didactic way and to instruct people in Biblical history.

Sant Climent de Taull.

a) General information: this is a mural painting by "master of sant Climent de Taull". We don't know who this painter or painters were. It is located in the eastern apse of the church and now is conserved at the MNAC (Museu Nacional d'Art de Catalunya). The technique used is fresco and it can be dated around 1123 AD because we know the precise date of the church's consecration

b) Conch apse: the central theme of the conch of the apse of sant Climent de Taull is a Theophany, or vision of God, at the end of time. In the middle there is a monumental

Christ in Majesty (Pantocrator) inscribed in a rainbow aureole (mandorla), seated on the arc of Heaven and with the Earth at his feet. He blesses with his right hand while his left hand holds a book with the inscription EGO SUM LUX MUNDI ('I am the Light of the World'). On either side are the Alpha (Λ) and the Omega (ω). Christ is surrounded by the four symbols of the Evangelists (Tetramorf), angels and cherubim.

The style combines the geometrical forms and the general symmetry of the composition with decorative patterns in the details and ornamental elements. Symmetry, frontality, monumentality, hieratic nature and the representation of God derived from Byzantine art, possibly via Italy. The bands of colour in the backgrounds are present in many Catalan Romanesque paintings and books. The colours blue and red are symbolic and they came from mineral rocks (aerinite, haematite...).

c) Semi-cylinder: depicted in the painted arcade zone below the Majesty, there are some apostles: St. Thomas, St. Bartholomew, St. John, St. James and Philip (?), accompanied by the Virgin Mary, the Mother of God, occupying the semi-cylinder. In her veiled left hand she raises a bowl filled with the mysterious red blood (the Catalan "sang reial") of Christ, the Holy Grail.

e) Meaning: The Alpha (Λ) and the Omega (ω) symbolise that God is the beginning and the end of all things.

The mural painting served not only to decorate the wall's church but to instruct the people in religious matters as well. In this case maybe the painting had the task of educating its viewers about the Christian salvation.