



Medieval Life Program Glencairn Museum

Pre- and Post- Program Materials

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Mission and Impact



Mission Statement

The mission of Glencairn Museum is to engage a diverse audience with the common human endeavor to find higher meaning and purpose in our lives. This is achieved by recognizing universal spiritual concepts expressed in religious beliefs and practices around the world— past and present—through the interpretation of art, artifacts, and other cultural expressions of faith. A special focus of the museum is to preserve and interpret art and artifacts that illustrate New Church beliefs and practices.

Impact Statement

Rooted in the notion that religion is not only believed but lived, Glencairn seeks to stimulate reflection, build understanding, and foster empathy, contributing to the betterment of society by looking to the goodness in others and living a life of kindness.

Goals of the Program

Medieval Life Program Overarching Theme

How do the art and objects of the global Middle Ages represent and inform us about the daily lives, and religious beliefs and practices of the people who lived during that time period?

Medieval Life Program Goals

Students will engage with interpretation of the medieval world through objects in the Glencairn medieval collection that demonstrate global connections. Students will learn about the daily practices and work of people in the Middle Ages, and their connection to religious beliefs. Students will engage in auditory, visual, and tactile experiences with objects. Students will be guided to think about continuity and change including reflective thinking opportunities.

Pre- and Post-Program Resource Goals

The materials provided in this resource document encourage multisensory learning that supplements the time spent participating in a program from Glencairn. They can be used both before and after an in-person visit, or in conjunction with a traveling Medieval Life program if a visit is not possible.

Museum Manners

Glencairn is a very special building – it might remind you of a medieval castle. It was built by Raymond and Mildred Pitcairn and many, many craftspeople that they hired. It used to be the home of Raymond and Mildred, and their nine children! It is now a museum which you can experience through a traveling or digital program.

Some of the objects that travel on the road with us are copies of ancient and medieval objects, but some are real. To keep the objects and you safe we have some important reminders to share with you. These reminders will also help us to have a great program experience even if we're meeting digitally. Here we go!

Touching Objects

Please wait to be invited to touch any objects that we bring to a program with you and remember to be gentle with them. This keeps our objects safe so that many people can enjoy them.

Participation

Please participate by raising your hand or waiting to be called on if you have a question, comment, or answer. This means we get to hear everyone's thoughts, and no one gets interrupted.

Pictures

You are welcome to take pictures. Please don't use flash around museum objects and wait until your educator lets you know that it's a good time to do so.

Grownups

Please allow students to participate fully by saving any questions you may have until the educator is no longer teaching and refraining from private conversations until after the program has ended. Your active attention during the program models great behavior for students!

If you're not sure what to do, please check with your museum educator. Students, you can also use your role models to remind you – the grownups that are with you are a great example of how to have good museum manners if you forget!

Find these Museum Manners online [here on Glencairn Museum's website!](#)

Pre-Program Materials



Maps and Geography

Before participating in the Medieval Life program, students will benefit from an understanding of the physical situation and shape of Europe at the time of the Middle Ages. The activities suggested in this section all require maps. All the maps provided in this packet are [Robinson projections](#).



Using Artifacts

Using the map on page 16 and the images of objects on page 19, have students cut and paste the objects onto the map in the area they come from. A key is provided on page 20. Students may do additional research on their objects or research objects of their own. This activity pairs nicely with the Coloring Maps activity below. Additionally, students could arrange the objects where they **think** they're from, then discuss, research, learn, and then rearrange according to the key before pasting.

Coloring Maps

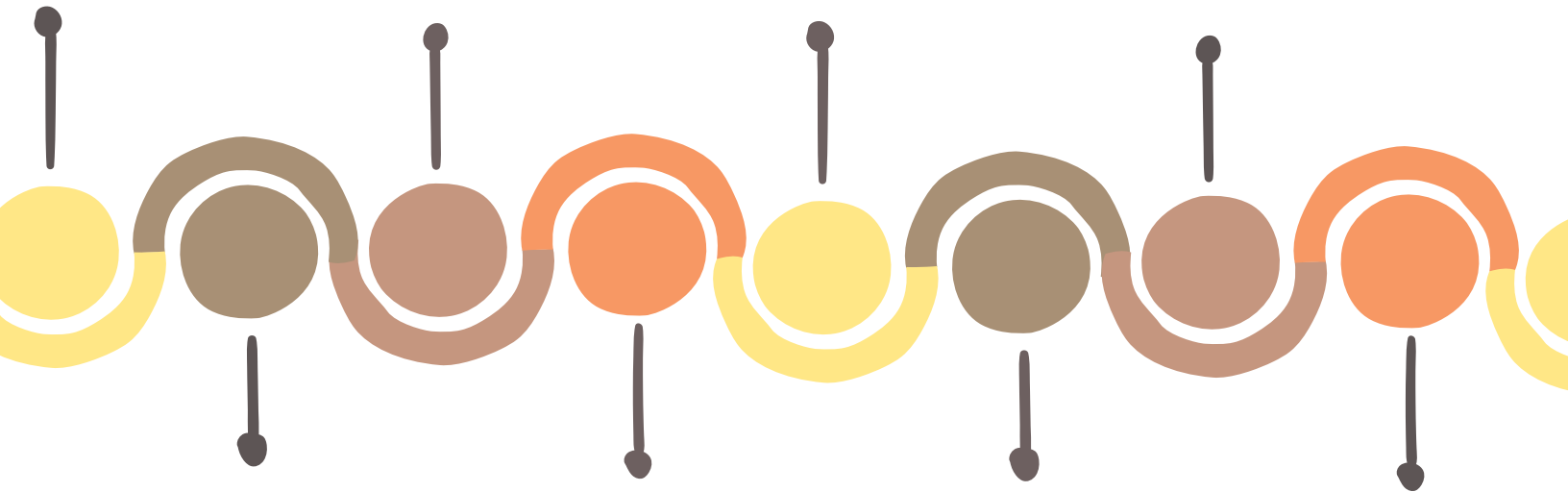
Using the map on page 17 and the reference map provided on page 18, have students color in the kingdoms of medieval Europe. This activity can also be a chance for students to conduct their own research on where the European empires were, how long they lasted, etc., as well as to research medieval empires outside of the continent of Europe.

Creating a Map

Collaborate with the class to rearrange the classroom to create a “map” that represents the different kingdoms and groups of people. You can use the reference map on pages 18 as a place to begin.

Timelines

The Medieval Life Program covers a lot of material very quickly, often just scratching the surface of everything there is to learn. Prior to participating in the program, students may benefit from activities that identify when the Middle Ages were and what they were in the middle of (the Roman empire and the Renaissance).





Illustrated Timeline

Using the list of events on pages 21 and 22, have students create a timeline with illustrations for each event. Students can supplement the list of events by researching their own events to add to the timeline. The timeline can be created from pieces of paper taped together, string with events taped to it, or on a large whiteboard or wall space.

Chronological Sorting

Using the artifacts on page 19 and the list of events on pages 21-22, have students sort the artifacts and events into chronological order. A key with the dates of creation of the artifacts is provided on page 20. Older students may enjoy the opportunity to research events and artifacts of their own.

The Global Middle Ages

It's essential to impress upon students that the European Middle Ages were just that - European. The rest of the world looked very different at the time. Encourage students to research what was happening during this time period globally - in the Middle East, Asia, Africa, and the Americas, and in any other place they can think of. Students can then give short presentations to their classmates so that the knowledge may be communal.

Illustrating

Each student can choose a word and create a work of art based on that vocabulary term. Encourage students to go above and beyond stick figures, to really think creatively. Create a class gallery of vocabulary prior to the museum visit or program. Students may want to draw inspiration for their pieces from medieval art and objects.

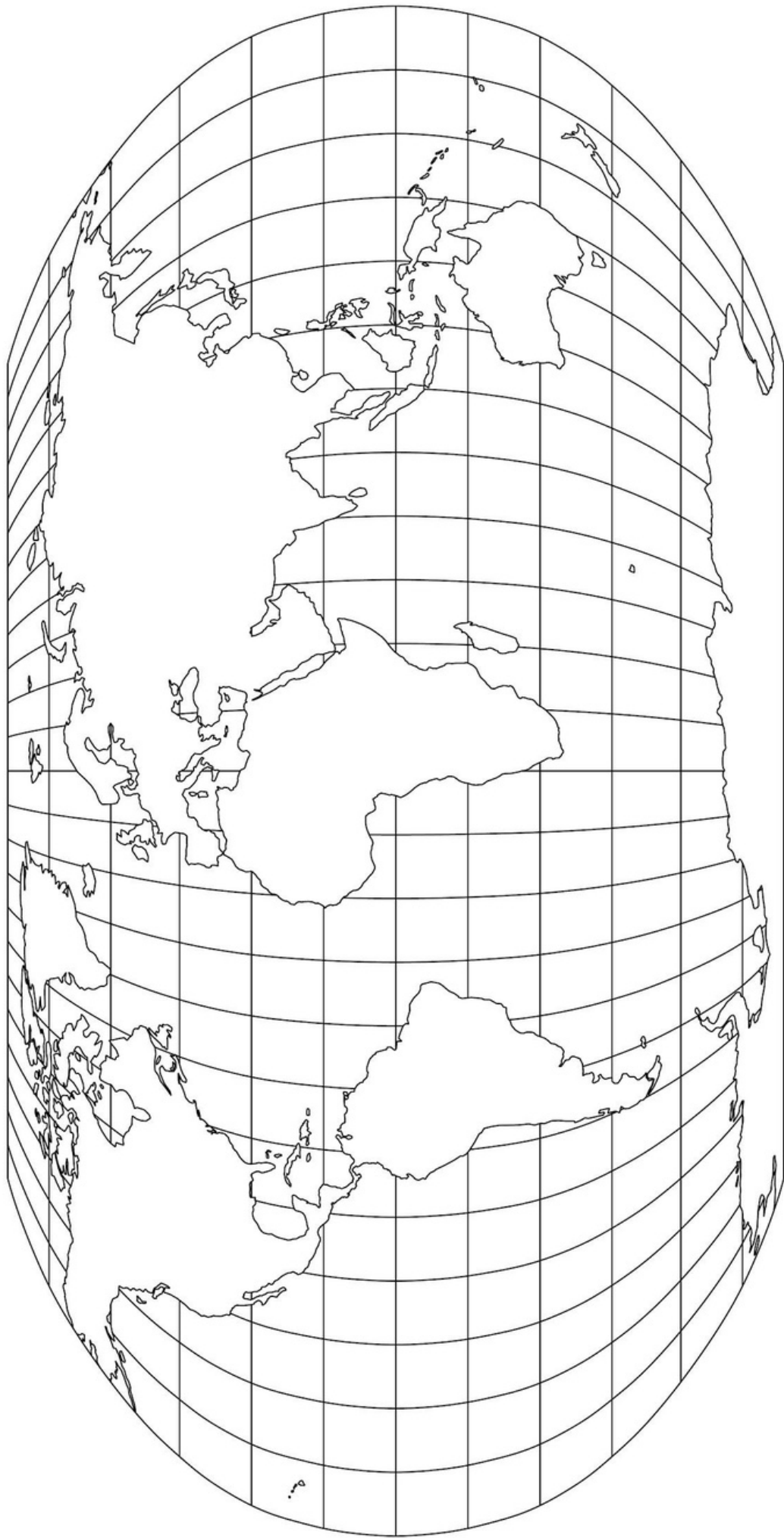
Acting

Small groups of students choose a word and create a short scene that exemplifies the word. These scenes can be abstract and creative, they can take place in the time period, or they can use the word directly. Students may also enjoy playing charades with the words.

Discovering Terms in Art

Using the works of art on pages 25 (medieval art), and 26 (modern art), encourage students to analyze representations of the keywords in art. Students can also research works of art that demonstrate these terms on their own. This activity pairs nicely with the Illustrating activity at the top of this page.









Source: [Map of Medieval Europe](#)



Book of Hours
Northeast France
Early 15th century



Star and cross tiles
Persia or Syria
13th century



Chant book
Spain
16th century



Buddhist votive stela
Northern China
552 CE



Reliquary box
Limoges, France
1225 CE



Choir stall
Spain
15th century



Ivory casket
Spain
10th or 11th century



Helmet replica
South Germany
16th century



List of Events

500 CE: The Mayans begin to gain power, forming their first major city

581 CE: The Sui Dynasty begins in China, uniting the country for the first time in about 400 years

632 CE: Muhammad, the last of the Islamic prophets, dies

726 CE: The iconoclast movement, which means the destruction of statues of religious figures, begins in the Byzantine Empire

750 CE: The Abbasid Caliphate, a huge Muslim empire, begins

800 CE: Gunpowder is invented in China

866 CE: The Viking Great Army begins to conquer England, until Alfred the Great unites England against the Vikings

868 CE: The Diamond Sutra is printed in China using carved wooden blocks, but the type is not movable

985 CE: Erik the Red begins the colonization of Greenland

1000 CE: Movable type is invented in China using clay letters and iron frames

1021 CE: The first novel, *The Tale of Genji*, is written by Murasaki Shikibu, a Japanese woman

1099 CE: The Crusades, a series of wars between Muslims and Christians, begin

1206 CE: The Mongol Empire begins

1297 CE: Wang Chen, a Chinese magistrate, streamlines the process of printing

1299 CE: The Ottoman Empire begins

1347 CE: The Black Death begins in Europe

1450 CE: Johannes Gutenberg perfects his press and begins to mass produce texts

1492: Christopher Columbus reaches the Americas

Key Words

Chivalry: the ideal qualities of a knight, things like manners, skill in battle, and religious devotion

Guild: an association of merchants or craftsmen

Mail: armor made of metal links or sometimes plates

Manuscript: a handwritten book

Noble: someone born into a very important and powerful family

Page: a young assistant to anyone of nobility, but especially a young assistant training to be a knight

Peasant or Serf: someone who worked as a laborer, often a farmer, for a noble person

Pilgrim: someone who travels to a shrine or holy place as a worshipper

Reliquary: a container made to hold holy relics like a piece of a saint's body or clothing

Scribe: someone who copied manuscripts and knew how to write

Squire: a shield or armor bearer for a knight

Key Words

Stela: an upright stone slab usually carved or inscribed to commemorate someone, often used as a gravemarker

Vigil: staying awake in prayer or thoughtfulness, often the night before a big festival or holiday or to honor a memory

Virtue: a good and moral action or ideal

Votive: an object offered in dedication or request for the fulfillment of a vow, wish, or desire

Peasant or Serf

[This work of art](#) from a medieval calendar shows peasants or serfs working in the fields harvesting hay. In the distance, you can see the castle where the noble lives. The peasants all work for the noble and live on the land the noble owns.



Chivalry and Virtue

[This painting is of Saint Maurice](#), a soldier who lived before the Middle Ages, but who people loved during the Middle Ages because he was a chivalrous and virtuous soldier who stood up for what he believed was good and right. You can tell which person is Saint Maurice in this painting because he is wearing armor.

Pilgrim and Noble

[This is just part of a painting](#) of a group of nobles who made a long, long journey as pilgrims. We can tell that these people are nobles because of their fancy clothes and their crowns.



The Secret of Kells

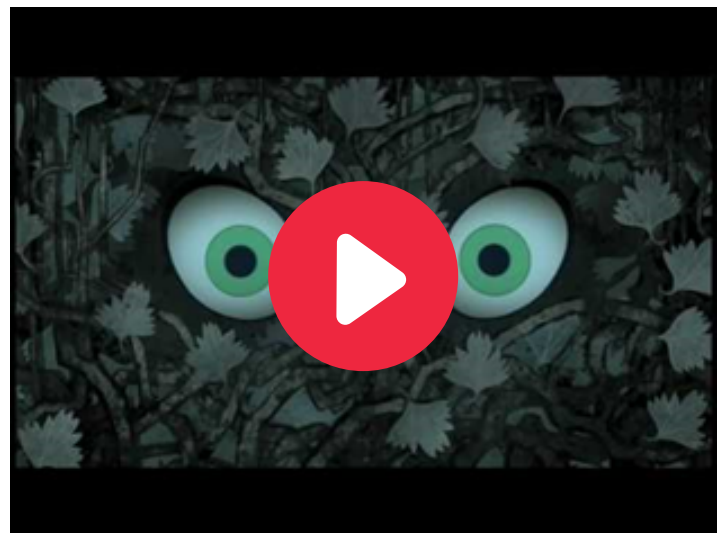
Directed by Tomm Moore
Animated movie
2009

The Secret of Kells is a movie about a manuscript and a boy named Brendan's quest to finish it. The way the movie is animated makes it look almost like the manuscript came to life.



An illuminated manuscript is a manuscript that has illustrations and beautiful designs in it. Often, the illustrations were in the first letter of a new page or section, like with this illumination here. It's inside the letter H.

You can watch a trailer for *The Secret of Kells* here.



Post-Program Materials



The People

The Medieval Life Program aims to use the medieval art and objects in the Glencairn collection to build the world in which those objects once existed. A big part of this is discussing who in the Middle Ages would have interacted with each object in its creation and use, and what that object might have meant to different people. The activities in this section offer ways to engage with the lives of individuals in the Middle Ages, and to build understanding of how societal roles affected people.



Guess Who

Using the images on page 20 and 25 to spark ideas for people who lived in the Middle Ages, students can make a Guess Who game to practice describing the characteristics they learned about on their tour. A quick Google search revealed an abundance of [DIY Guess Who directions](#), all at varying levels of crafting expertise.

Categories and Connections

One of the ways that medievalists have historically discussed the Middle Ages is in terms of three categories of people - those who work, pray, and fight. (To read more on how this came about, [check out this article](#)). Have students sort the images on page 20 into groups of praying, working, and fighting. Students can also research their own images to add to the groups, as well as looking at the vocabulary words on page 23 to better understand the roles that might fit each category. Once they have created categories, see if students can identify any people who may fit into more than one category. For example, serfs worked on farms, but were often also called to fight. Invite students to devise their own system for showing how each person is multifaceted.

Storytelling

Using the categories of work, fight, pray, encourage students to think about why each group was integral to society in the Middle Ages. The class can brainstorm a list all together. Then, in small groups or as individuals, have the class write short stories exemplifying these qualities, which can be presented as written stories, comic strips, performances, or in any other way imaginable.

Daily Life

One of the great takeaways for students should be that although life was different in many ways in the medieval world, it was often essentially similar between cultures and compared to our lives today. Everyone still had wants and needs, families loved each other, people had friends, children played games, so on and so forth.



Compare and Contrast

Thinking of the medieval world generally, students can brainstorm a comparison chart of activities, contrasting medieval life with modern life. This chart can go on to provide a great starting place for either of the following activities.

Commercials

Students can create commercials or infomercials for medieval services or objects used in daily life and present them to the class. These commercials can reinforce vocabulary and understanding of the specific ideas covered in the tour.

Venn Diagram

The class can create a giant Venn Diagram that compares how cultures that existed during the Middle Ages were similar and different from each other, as well as how they compare to life today. Small groups can cover individual cultures and then come together to construct the full diagram.



Medieval Objects

The following activities suggest ways for students to review the key objects that they learned about on their visit to Glencairn. A list including some of these objects is available on page 34, but students and teachers alike are encouraged to expand upon this list.



Building and Creating

Using the list on page 34, students can create a reproduction of a medieval object out of whatever is available in the classroom - clay, cardboard, paper, Lego, etc. Students should be encouraged to discuss and demonstrate how the objects were used in practice. This activity leads right into Show and Tell as described below, or the two activities can be done separately.

20 Questions

Each student can choose a medieval object, research it, and then the class can take turns playing 20 Questions. To play the game, one person goes first and thinks of their object while the rest of the class has 20 chances to ask yes or no questions, to discover what the object is. The list on page 34 can be used for inspiration or students can start from scratch and choose medieval objects of their own.

I-Spy

Using the art on page 35 as a starting place, students can find medieval objects in modern works of art or draw comparisons between how a medieval artwork compares to a modern artwork. Encourage students to look into their favorite artists and see if they can find any medieval objects or archetypes within the more modern art.



Key Objects

Cathedral

Helmet

Sword

Prayer beads

Illuminated manuscripts

Book of Hours

Mail and plate armor

Gunpowder

Astrolabes

Compasses

Schools and Universities

Choir stall

Reliquary

Quill

Chant book

Vellum

Chisel

Woodblock print

Moveable type



This mural in Philadelphia called [Common Threads by Meg Saligman](#) reminded us of the intricate paintings with lots and lots of religious figures that artists made during the Medieval era.

Both the colors and the medium in this work called [Flood of Yellow Weight by artist Faig Ahmed from Azerbaijan](#) remind us of the Medieval era. We think of lots of gold and red when we think of medieval art and we know that weaving was a big part of medieval life. This work of art is a carpet!



Media Recommendations

Use these links to learn more about people of color in the Medieval Age:

- [Taking A Magnifying Glass To The Brown Faces In Medieval Art](#)
- [People of Color in European Art History](#)
- [Race, Racism and the Middle Ages: Table of Contents](#)
- [8 Stunning Images of Black People In Medieval Europe](#)
- [The Virgin Mary: Beautiful and Black?](#)
- [Medievalists of Color](#)

Use these links to learn more about women in the Medieval Age:

- [Wives and Wenches, Sinners and Saints: Women in Medieval Europe](#)
- [Tracing the Lives of Women in Medieval Manuscript Illustrations](#)
- [Teaching Women's History: Medieval Women](#)
- [Women of the Middle Ages Project](#)
- [Medievalists.net](#)
- [Gender, Sexism, and the Middle Ages](#)
- [Premodern Women Artists and Patrons](#)

Use these links to learn more about the global Middle Ages:

- [The Global Middle Ages Projects](#)
- [A Global Middle Ages through the Pages of Decorated Books](#)
- [Resources for Teaching a Global Middle Ages](#)

Use these links to learn more about general medieval art and history:

- [Digital Resources for Teaching Medieval Art History](#)
- [Medieval Europe and Byzantium](#)

Contact Information



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Credits

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