

Digital Learning with *Middle Ages for Educators*

Co-Founders

Merle Eisenberg (Late Antiquity)

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Law & Gender)

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Studies)

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middleagesforeducators.com



Outline for Today's Talk

- Goal of the Site
- Short Walkthrough of the Site (Merle)
 - Teaching Resources
 - Tool Talks
 - Translated Primary Sources
 - Online Resource Portal
- Digital Pedagogical Interaction (Laura)
 - 4 Levels of Instruction
 - Digital Projects
- Adaptation to User Needs Moving Forward (Merle)
 - What you need
 - What we can and cannot do

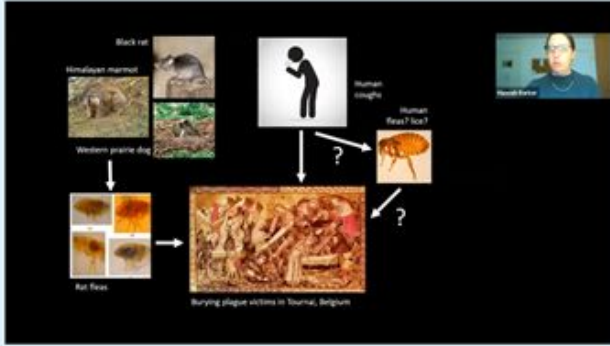


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What is the Point of *MAFE*?



Hannah Barker, Arizona State University

Discussion Questions

1. In this petition, the inhabitants of Caffa ask for money, soldiers, and a bishop. Why do they need each of those things? Why do they turn to the doge of Genoa for help?
2. At the time when this petition was written, had anyone in Caffa shown symptoms of plague? If so, which symptoms? If not, why did the petition mention “an endless plague of death”?
3. Compare what this source says about the early transmission of the Black Death with the account of Gabriele de’ Mussis. Based on what you know about modern medical research on plague transmission, which version makes more sense? Based on what you know about medieval ideas about disease and contagion, which version would make more sense to medieval readers?
4. Compare what this source says about the early transmission of the Black Death with another source from the list of Further Reading – Primary Sources. How are the two accounts similar? How are they different? What do you think the differences imply?

Barker, Hannah. “[Laying the Corpses to Rest: Grain Embargoes and the Early Transmission of the Black Death in the Black Sea, 1346-1347.](#)” *Speculum* (forthcoming 2021). [Preprint on BodoArXiv, May 2, 2020.](#)

Dols, Michael. *The Black Death in the Middle East*. Princeton: Princeton University Press, 1979.

Green, Monica, ed. *Pandemic Disease in the Medieval World: Rethinking the Black Death*. In *The Medieval Globe* 1, no. 1 (2014). Accessed May 7, 2020.

Schamiloğlu, Uli. “[The Impact of the Black Death on the Golden Horde: Politics, Economy, Society, Civilization.](#)” *Golden Horde Review* 5, no. 2 (2017): 325-343.

Spyrou, Maria, Marcel Keller, Rezeda Tukhbatova, et al. “[Phylogeography of the Second Plague Pandemic Revealed through](#)

Primary Sources

[Petition from the Residents of Caffa, 1347](#)

Mussis, Gabriele de’. “[The Arrival of the Plague.](#)” In *The Black Death*, ed. Rosemary Horrox, 14-26. Manchester and New York: Manchester University Press, 1994.

Further Reading: Primary Sources

Bartsocas, Christos. “[Two Fourteenth Century Greek Descriptions of the ‘Black Death.’](#)” *Journal of the History of Medicine and Allied Sciences* 21 (1966): 394-400.

Heyligen, Louis. “[The Plague in Avignon.](#)” In *The Black Death*, ed. Rosemary Horrox, 41-45. Manchester and New York: Manchester University Press, 1994.

Background on the Plague

You can find some great background about the biology and history of the plague on the [Infectious Historians](#) podcast episode entitled “[Plagues in Human History](#),” which can also be found on most major podcasting networks. If your students want to know more about the two major outbreaks, the Justinianic Plague and the Black Death, there are additional episodes on each of them as well. This podcast is co-hosted by Merle Eisenberg and the website has links to additional readings, some of which are open-access.

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Teaching Resources



The screenshot shows a website header with a navigation menu. The menu items are: Home, Teaching Resources (with a dropdown arrow), Online Resource Portal, Resource Exchange (with a dropdown arrow), Tool Talks (with a dropdown arrow), Events, Medievalists at the Ready, Medieval Silliness, and About (with a dropdown arrow). A search icon is visible on the right. The dropdown menu under 'Teaching Resources' is open, showing: Short Video Lectures (with a dropdown arrow), Translated Primary Sources, Linked Resources – Teaching, and Resources for anti-stigma interventions in a time of pandemic. The main content area features the text 'Middle Ages for Educators' in a large, bold, black font.

Middle Ages for Educators

The following resources are designed to support medievalists with online teaching. They include:

- [Short Video Lectures](#) has short videos and introductions to medieval primary sources provided by some of the world's specialists on various medieval topics for students and teachers to use. Posts are listed in the order in which they were published, and are tagged and searchable by subject and contributor.
- [Linked resources – teaching](#), includes podcasts, links to full lectures, and tips for medieval online teaching.
- [Request Additional Help – Teaching](#), an ongoing list of requests addressed to the medievalist community related to teaching medieval studies online, whether subject-specific or general.

Teaching Resources



[Dr. Hope Williard, University of Lincoln](#)

Open Source Link

[Gregory of Tours \(539-594\): History of the Franks: Books I-X](#)

Discussion Questions

- What to Gregory's own statements about his writing tell us about his choices as a writer?
- Why does Gregory tell us the things that he does?
- What characterises Gregory's portraits of Merovingian queens?

Readings and Resources: Freely Available Online

- Gregory of Tours, *History of the Franks*, trans. Ernest Brehaut (New York: Columbia University Press, 1916).
- Ian N. Wood, 'The Secret Histories of Gregory of Tours', *Revue belge de Philologie et d'Histoire* 71:2 (1993), pp. 253-270

Other Readings (available to purchase as e-books or online via library subscriptions)

- Gregory of Tours, *The History of the Franks*, trans. Lewis Thorpe

Tool Talks



[Elizabeth Lastra](#)

The University of Ho

Tools and Repositories

Tools and Repositories

[Artsteps](#)

Sources Used for this Demo

[Slides](#)

[Artsteps Guide](#)

[Islamic Chinoiserie by Stephanie Yang](#)

To cite this page

Lastra, Elizabeth. "Digital Exhibitions on Artsteps." *Middle Ages for Educators*, July 16, 2020. Accessed [date]. <http://middleagesforeducators.com/uncategorized/digital-exhibitions-on-artsteps-by-elizabeth-lastra/>



[Nicholas Paul](#)

Fordham University

Sources Referenced in this Video

Introduction

[Edison/Infinite Dial Data about Podcasting and the US Public](#)

K-12 Education

[WNYC Podcast competition](#)

[Khe Foon Hew, "Use of Audio Podcasting in K-12 and Higher Education: A Review of Research Topics and Methodologies," *Education Technology Research and Development* 57:3 \(2009\): 333-357.](#)

Access

[Podcast Accessibility](#)

[Hearing Loss Accessibility and Your Podcast](#)

Translated Primary Sources

Our colleagues tell us what is most needed for digital teaching are ready-to-assign primary sources translated into English. If you have translated primary sources to contribute, please fill out [this form](#).

- The [Internet Medieval Sourcebook](#) at Fordham University has a huge number of primary sources in English translation.
- Stanford's [Global Medieval Sourcebook](#) has various primary sources from across the Middle Ages.
- [Open Iberia/América](#) is an online Open Access collection of short pedagogical editions and translations of premodern Iberian and Latin American texts.
- [The Crusades in France and Occitania Project](#) features excerpts of eight crusades texts in translation.
- [The Haskins Society](#) has a collection of translated primary source documents and open source articles.
- [Epistolae](#) offers a collection of letters to and from women in the Middle Ages in Latin with English translations and with some context as well

- [Online Medieval Sources Bibliography](#) (OMSB), an annotated bibliography of printed and online primary sources for the Middle Ages
- The [Gascon Rolls Project](#) features summaries of English government records from 1317-1468
- Dave Jenkins at Princeton University has compiled a list of [Modern Language Translations of Byzantine Sources](#) with links to their location
- [Translated Texts for Historians](#) (TTH) from Liverpool University Press is offering a 50% discount on the one-off purchase until June 30, 2020, with online access in perpetuity. It offers English translations of primary sources from c. 300-800 C.E.
- [Jessica Goldberg](#) at UCLA has provided us with her own translation and commentary of the famous [1348 Ordinances of Pistoia](#). The Ordinances were issued upon the arrival of the plague early in the Spring of 1348 (March or April) and are the city's response about a month later.

Online Resources Portal

- [The Medieval Academy of America \(MAA\)](#)'s MDR provides a list of digital resources available online
- [Online Medieval Sources Bibliography](#) (OMSB), An annotated bibliography of printed and online primary sources for the Middle Ages
- [TORCH](#) humanities center at Oxford has a list of online resources for medievalists, including podcasts, videos, and websites, compiled by Karl Kinsella.
- [Students' Guide to Late Antique and Medieval Historical Narratives](#) features a listing of narratives by year, many with links to online sources
- [Medieval Index Website](#), edited by Nick Smith.
- [Bodleian History Faculty Library](#), lists over 190 searchable, tagged websites
- [The MEMS researcher Open Access Cheat Sheet](#), by David Hitchcock.
- [Incunabula Short Title Catalogue](#), of an estimated 28,000 surviving editions of 15th century printed books, there are more than 12,000 links to digitized editions on this site.
- [La corónica Commons](#), Medieval Iberian Languages, Literatures, and Cultures with general advice for teaching online.
- [Legal History Miscellany](#) is a blog with several medieval entries, by Sara Butler and Krista Kesselring.
- Lectures on Medieval Studies and the current political environment from the [RaceB4Race Appropriations](#) Conference.
- Dave Jenkins, the Classics and Byzantine Studies Librarian at Princeton University, has a fantastic [Library Guide for Byzantine Studies](#)
- [Oxford Google Books Project](#), over 150 million pages from out of copyright books available from the Bodleian Libraries.

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Digital Learning in Pre-modern Studies

- Medievalists have used the digital medium to examine their sources for decades.
- We now live in a knowledge economy based largely on digital dissemination.
- Using digital tools to study the pre-modern means you are both learning the material *and* using the most up-to-date methodologies in the field to do so.



This is both a challenge and an opportunity.
We hope *MAFE* can help with this.

How to use *MAFE*: 4 levels of Engagement



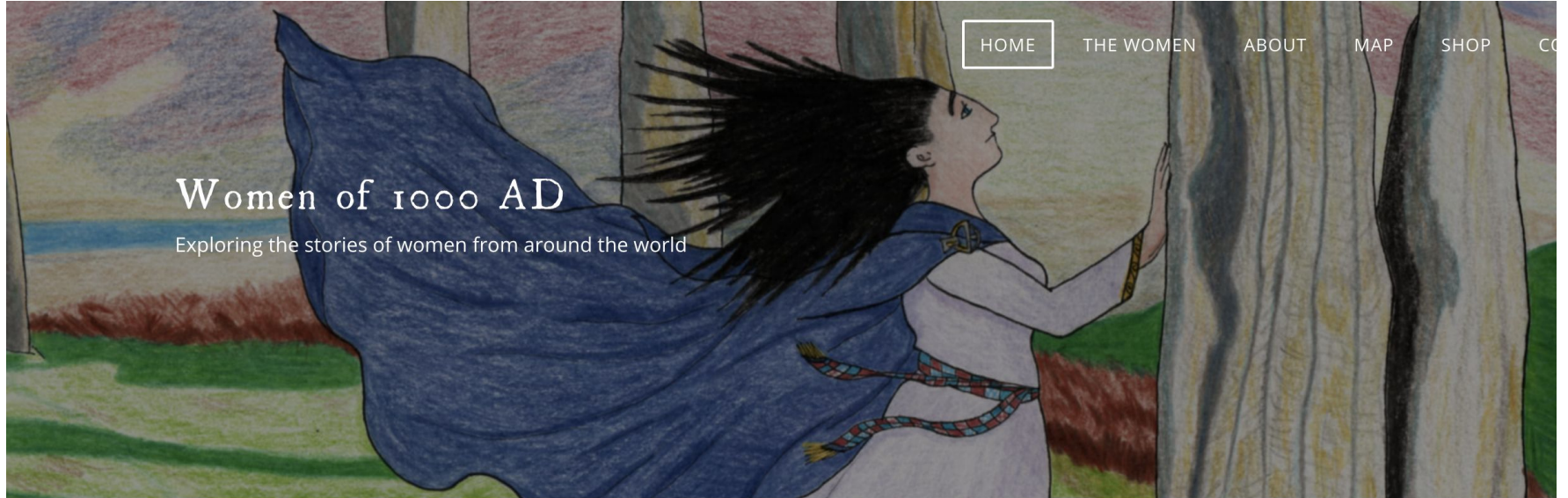
Level 1: Find information about pre-modern history ([Online Resource Portal](#)).

Level 2: Deliver Content; eg. teach students something about the 100 years war or the plague (Tag: Meet a Medieval Source, [Short Video Lectures](#))

Level 3: Interact with other medieval digital projects ([Short Video Lectures](#), Virtual Project Tours)

Level 4: Learn about tools for students to express themselves digitally ([Tool Talks](#))

Digital Projects 1: *Website, Women of 1000 AD*



Digital Projects 2: *Website, People of 1381*

The People of 1381

[Home](#) » People and places

People and Places

[The First Eyewitness Account of the Revolt?](#)

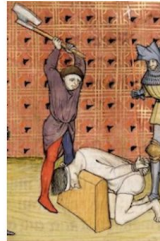
Posted 2020-07-13 16:59:47 by Herbert Eiden



- Letter to Teutonic Knights describing revolt

[Westminster and St Mary Pew](#)

Posted 2020-06-14 17:21:06 by Andrew Prescott



[Goditha de Stathum \[Statham\] and her sons](#)

Posted 2020-05-01 11:17:31 by Helen Lacey




- Central role of a matriarch in the story of a rebellious gentry family
- Rebellion in Derbyshire, anti-Lancastrian protest
- New evidence of rebels and their military service records

Digital Projects 3: *Online Interface, Digital Grave*

The screenshot displays the 'Digital Grave' web application interface. On the left is a navigation menu with the following items: Introduction, For Teachers and Students, Bodley 343 folio 170 (with a thumbnail), Semi-diplomatic Transcription, Edition, Translation, and Notes & Glossary. The main content area is divided into three panels. The top-left panel, titled 'Edition', shows a list of text lines with line numbers 15 and 20. Line 15 is highlighted in yellow. The top-right panel, titled 'Translation', displays the heading 'The Grave: Translation' and a note: 'Note: each line has an active, transparent highlight. Roll over it to see links to this line in the edition and the digital manuscript image.' Below the note is a list of English translations for line 1. The bottom panel, titled 'Bodley 343 folio 170', shows a digital image of the manuscript page with a ruler on the right side. A small video window in the bottom-left corner shows a woman speaking.

☰ Digital Grave

Search project... 🔍 2 x 2 ⌵ ⋮

- > Introduction
- > For Teachers and Students
-  Bodley 343 folio 170
- Tr Semi-diplomatic Transcription
- Tr Edition
- Tr Translation
- > Notes & Glossary

Edition ✕

15 Ladlic is þæt eorð-hus 7 grim inne to wunien.
Der þu scealt wunien 7 wurmes þe todeleð.
Ðus ðu bist ilegd 7 ladæst þine fronden.
Nefst ðu nenne freond þe þe wylle faren to.
Ðæt efre wule lokien hu þe þæt hus þe likie.

20 Ðæt æfre undon ðe wule ða dure
[.....] 7 þe æfter lihten.
For some þu bist ladlic 7 lad to iseonne.

*For some bið þin hæfet faxes birewed,
al bið ðes faxes feirnes forworden;
25 næle hit nan mit fingres feire stracien.*

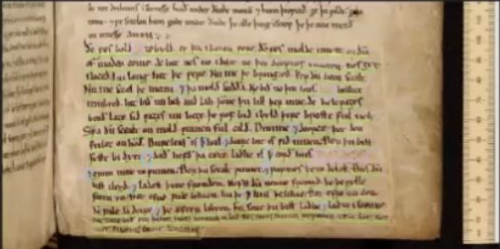
Translation ✕


The Grave: Translation

Note: each line has an active, transparent highlight. Roll over it to see links to this line in the edition and the digital manuscript image.

1 For you a dwelling was built before you were born.
For you dust was determined before you

Bodley 343 folio 170 🗨 ✕





Digital Projects 4: *Mapping, Primary Sources*

Independent Crusaders Project

INDEPENDENT CRUSADERS PROJECT

[Interpreting the Project](#) [Crusaders](#) [Sources](#) [Departure Map](#) [Expeditions Timeline](#) [Teaching Modules](#) [Contributors](#) [Contact Us](#)

[Home](#) > [Departure Map](#)

Departure Map

[Full Screen](#)

Departure Time Map

Departure Time Map

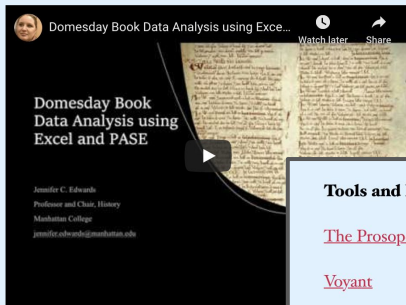
- THIERRY OF FLANDERS
- HENRY THE LIBERAL
- BERLAY OF MONTREUIL-BELLAY
- PHILIP OF FLANDERS
- 1119 CHALO THE RED
- ANSCULF OF SENOTS
- BALDWIN VERN OF ANJOU
- CONRAD III
- ENGILERRAN II

— + 🔍 © [CARTO](#)

Tool Talks

Domesday Book Data Analysis using Excel and PASE, by Jennifer Edwards

By admin July 13, 2020



Tools and Repositories

[The Prosopography of Anglo-Saxon England](#)

[Voyant](#)

[slack](#)

[Excel](#)

Sources Used for this Demo

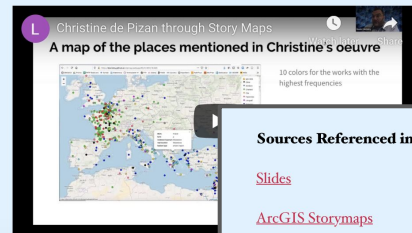
[Manhattan College. \(2020\). Assignment: Domesday Book Analysis. History 337: Britain to 1688. New York, New York: Jennifer C. Edwards.](#)

[Domesday Book at the Internet History Sourcebook:](#)

Further Reading:

Christine de Pizan Through Storymaps, by David Joseph Wrisley

By admin July 15, 2020



Sources Referenced in this Video

[Slides](#)

[ArcGIS Storymaps](#)

[Storymap.js](#)

[Dataset of places mentioned in Christine de Pizan](#)

[Interactive map](#)

Selected storymaps for medievalists

[The Road to Agincourt \(Chatzis, Edinburgh\)](#) (military history)

[Sul camino del Rinascimento \(EIPACA di Manosque\)](#) (art production)

[London's lost river: the Tyburn \(MOLA\)](#) (geo-archeology)

[The Garden of Earthly Delights – Hieronymus Bosch](#) (art history)

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We Asked You

1. What barriers do you encounter in teaching pre-modern topics and sources?
2. How might MAFE add features that help overcome these problems?
3. What specific materials on MAFE would be helpful to you for teaching Late Antiquity and the Middle Ages?
4. Are there other features you would like us to add to MAFE?



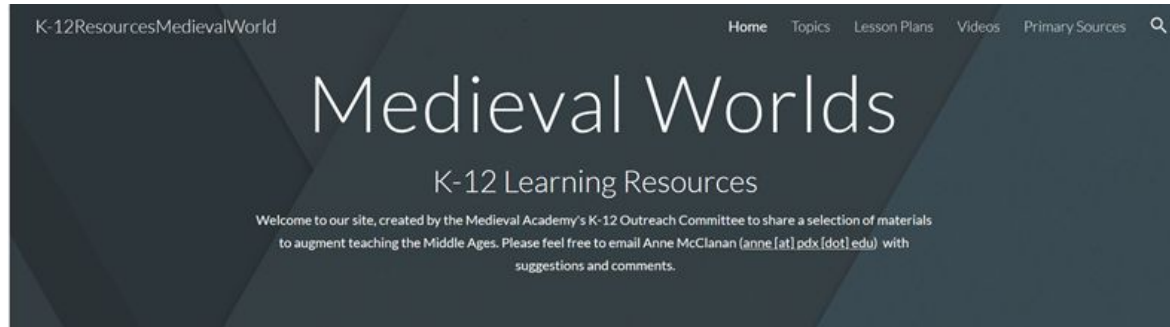
What You Need from MAFE

- Students' (and some non-specialist teachers) lack of knowledge about the Middle Ages
- Language Skills: some need only English, some need Spanish (for Sp. [Open Iberia/América](#)) *but all can transcribe!
- Pre-Modern materials can be difficult for students
- Overwhelming number of materials or not enough
- Myths about the Middle Ages
- Specific topics - art & architecture, gender, global, literary
- K-12 friendly recommendations

What We Cannot Do

We wish we had K-12 expertise. Sites run by people who can help

- [K-12 Resources Medieval World \(via the Medieval Academy of America\)](#)
- [Sites of Encounter in the Medieval World](#)
- [Exploring and Teaching Medieval History in Schools UK](#)
- [Asia For Educators from Columbia University](#)



Myths about the Middle Ages

- Good point. We're on it...

In the meantime...

there's lots out there:



[Gabriele & Rambaran-Olm on Misuse of the Middle Ages](#)

[Race Racism and Teaching the Middle Ages](#)

History Extra: [Skoda on medieval myths](#)

What We Have Done (and Please Ask for More)

1. Art and Architecture:

- Tool talks: ([Digital Exhibitions on Artsteps, by Elizabeth Lastra](#))
- Medieval Academy Webinar presentation by Pamela Patton and Elina Gertsman "Curating in the Art History Classroom: Objects, Images, and Innovation from Afar" (Forthcoming)
- [Resources for Online Teaching of Medieval Art](#) Int'l Center of Medieval Art
- [Medieval Art Online Resources from the University of Kent](#)
- [Church Crawls and more -Courtauld Institute](#)

What We Have Done

2. Global:

- Medieval Academy & National Humanities collaborative mythbusting online course: “Medieval Africa and Africans.” (Forthcoming September).
- [Stanford Global Medieval Sourcebook](#)
- [Teaching Medieval Slavery](#)
- Silk Road: [Yale Silk Road](#),
- [International Dunhuang Project](#)
- & [Digital Dunhuang-Buddhist caves](#)



What We Have Done

3. Gender (& Literary)

- [The “Lais” of Marie de France, by Kathy Krause & María de Zayas, Magic, and #MeToo, by Veronica Menaldi](#)
- [The People of 1381 Lacey on Margery Tany](#)
- Epistolae: Medieval Women’s Latin Letters
<https://epistolae.ctl.columbia.edu/>
- Shannon McSheffrey’s [Consistory Court](#) database
- Sara Butler and Krista Kesselring’s [Legal History Miscellany](#)

Questions please!

