Researchers in Schools

Putting the Devil Centre Stage: Medieval Theatre and Religion

Key Stage 4 Programme

Pupil Name

Coursebook Designed by **Dr J Burg**

Timetable and Assignment Submission

Timetable – Tutorials

Tutorial	Date	Time	Location
1	2 December 2019		Senate House, London
2			
3			
4			
5			
6 (Feedback)			
7 (Feedback)			

Timetable – Homework Assignments

Homework Assignment	Description	Due Date
Tutorial 1	Baseline Assignment: What Were the Middle Ages?	Beginning of Tutorial 2
Tutorial 2	The Religious Background of the Plays	Beginning of Tutorial 3
Tutorial 3	Making a Medieval Prop List	Beginning of Tutorial 4
Tutorial 4	The Guilds	Beginning of Tutorial 5
Tutorial 5	Putting on a Play in Medieval England	Beginning of Tutorial 6

Assignment Submission – Lateness and Plagiarism

Lateness	
Submission after midnight on due date	10 marks deducted
Plagiarism	
Some plagiarism	10 marks deducted
Moderate plagiarism	20 marks deducted
Extreme plagiarism	Automatic fail

Contents

Course Rationale **4**

Mark Scheme **5**

Glossary of Keywords **9**

Tutorial 1 – Introduction to the Middle Ages **10**

Activity 1 **11**

Activity 2 **12**

Activity 3 **13**

Tutorial 2 – The Religious Background of the Plays **15**

Activity 1 **16**

Activity 2 **17**

Activity 3 **18**

Tutorial 3 – The Plays and Their Language **19**

Activity 1 **21**

Activity 2 **21**

Activity 3 **22**

Tutorial 4 – The Guilds **24**

Activity 1 **25**

Activity 2 **25**

Activity 3 **26**

Tutorial 5 – Putting on a Play in Medieval England **29**

Activity 1 **31**

Activity 2 **32**

Tutorial 6 – Feedback **34**

Reflection on feedback **35**

Tutorial 7 – Final **36**

Reflecting on the course **37**

Appendices **38**

Referencing correctly **38**

'The Fall of Man' from the York Cycle **40**

Course Rationale

'Putting the Devil Centre Stage: Religion and Theatre in Medieval England' is a course designed to introduce students to the study medieval society through religion and theatre. Religion shaped the experiences of everyday life in medieval England, affecting everything from literature to visual arts to politics and even diet. These influences included entertainment, which can be best examined in the numerous plays that have survived from this period. By looking at the religious plays that have survived for over half a millennium we can see how religion was taught, interpreted, and interacted with on a social level. This allows us to see personal experiences with faith and culture that would otherwise be very difficult, if not impossible, to understand.

The course is designed to show students how we can learn about medieval society and religion though a multitude of forms, focusing on the public entertainment of theatre. Students will uncover the origins of theatre in the religious rituals of the Anglo Saxons, see how these evolved under the Plantagenets, and became their own form of entertainment separate from the Church in the century before the Tudors. Along the way students will learn advanced, and valuable skills, usually only taught at university. This includes reading and pronouncing Middle English, deciphering medieval documents for information, and (if time permits and the students wish) learn to read medieval handwriting (a science called palaeography). The writing aspects of the course will teach students how to compose essays at a university level, giving them a head start most students will never get until after their first year at university.

After finishing the course students will have gained valuable skills that they will benefit from should they decide to further their study of history at GCSE, A level, or university. Students can also add the experience to their CVs, personal statements for UCAS, and may even get their work published in The Scholar, a publication of The Brilliant Club.

Uni Pathways Mark Scheme 2019 – Essay-based assignments

	Skills	1st (70-100)	2:1 (60-69)	2:2 (50-59)	3rd (40-49)	Mark /100
Subject knowledge	Knowledge and understanding	o All content included and materials used are relevant to the general topic and to the specific question/title o Good understanding of all the relevant topics. o Technical terms are defined and used accurately throughout o Clear justification of how the material and content included is related to the specific issues that are the focus of the assignment	o Most of the materials used and content included are relevant to the general topic and to the specific question/title o Good understanding of most the relevant topics o Technical terms are mostly defined and used accurately o Adequate justification of how the material used and content included are related to the specific issues that are the focus of the essay	o Some of the materials used and content included are relevant to the general topic and to the specific question/title o Good understanding on some of the relevant topics but occasional confusion on others o Technical terms are sometimes used and defined accurately o Some justification of how the material used and content included are related to the specific issues that are the focus of the essay	o The content included and materials used are not applied to the question/title in a relevant manner o There is confusion in how understanding of the topics is expressed	
Critical thinking	Research and evidence	o Includes rich sources of research findings, data, quotations or other sourced material as evidence for the claims/ideas o Uses evidence/calculations to support claims/assertions/ideas, consistently clearly and convincingly o Evidence of further reading beyond materials provided which were used in an appropriate context o Data is effectively analysed and appropriate assumptions/conclusions are reached	o Includes adequate sources of research findings, data, quotations or other sourced material as evidence for the claims/ideas o Uses evidence/calculations to support claims/assertions/ideas, mostly clearly and convincingly o Evidence of further reading beyond materials provided o Data is analysed and the assumptions/conclusions that are reached are mostly appropriate	o Includes some sources of research findings, data, quotations or other sourced material as evidence for the claims/ ideas o Uses evidence/calculations to support claims/assertions/ideas, at times clearly and convincingly o Limited evidence of further reading beyond materials provided o There is an attempt to analyse data is and draw assumptions/conclusions	o Inclusion sources and materials is very limited and mostly not attributed o Applicable sources are rarely used to support ideas. o Data is not used or few appropriate conclusions are drawn from it.	
	Developing an argument	o A point of view or position in relation to the title or question is consistently clear. The position is developed effectively and consistently throughout the essay o Argument is exceptionally well-developed and well-justified o Makes links effectively between subjects that have not previously been associated o Uses concepts from the tutorials in an unfamiliar context and does so accurately and confidently. o Content is analysed effectively to support the argument	o A point of view or position in relation to the title or question is adequately clear. The position is well-developed in most of the essay o Argument is clear and well-developed, and position is justified o Some evidence of linking subjects that have not previously been associated o Uses some concepts from the tutorials in an unfamiliar context, but not always accurately o Analyses content to support the argument	o A point of view or position in relation to the title or question is somewhat clear. The position is well-developed in parts of the essay o Argument is clear but not well-developed o Limited evidence of linking subjects that have not previously been associated o Limited use of concepts from the tutorials in other contexts o Uses some analysis of content to support the argument	o There is not a clear point of view or position taken and sometimes the argument is not clearly established	
	Critical	o Moves beyond description to an assessment of the value or	o Mostly description but some assessment of the value or	o Describes with minimal assessment of the value or significance of	o The work is descriptive in nature and there is a	

	evaluation	significance of what is described o Evaluative points are consistently explicit/systematic/reasoned/justified o Effectively critiques the reliability of sources provided	significance of what is described o Evaluative points are mostly explicit/systematic/reasoned/justified o Some evidence of critiques on the reliability of sources provided	what is described o Evaluative points are at times explicit/systematic/reasoned/justified o Limited evidence of critiques on the reliability of sources provided	lack of critical engagement in the value of sources	
Written communication	Structure and presentation	o Ideas are presented in paragraphs and arranged in a logical structure that is appropriate for the assignment o The introduction clearly outlines how the essay/report will deal with the issues o The conclusion summarises all the main points clearly and concisely o All calculations, formulas and methods are clearly structured, clear to follow and correct o Tables and graphs are effectively constructed including appropriate headings, units and scales. o All sources are referenced correctly in an agreed format	o Ideas are presented in paragraphs and arranged in a structure that is mostly appropriate for the assignment o The introduction adequately describes how the essay/report will deal with the issues o The conclusion summarises most of the main points clearly o Calculations, formulas and methods are mostly structured, clear to follow and correct o Most tables and graphs are well constructed o Most sources are referenced correctly in an agreed format	o Ideas are presented in paragraphs and arranged in a structure o The introduction mentions how the essay/report will deal with the issues o The conclusion summarises some of the main points clearly o Calculations, formulas and methods are not always structured, clear to follow and correct. o Some tables and graphs are well constructed but contains some errors o Some sources are referenced correctly in the agreed format with occasional errors	o Ideas are presented in paragraphs but there is a lack of structure in how the work is presented o The work lacks an introduction that establishes the scope of the question o The work lacks a conclusion that summarise the main points raised o Work is not referenced accurately	
	Language and style	o No spelling, grammar or punctuation errors o Writing style consistently clear, tone appropriate and easy to follow o Accurate and consistent use of technical language and vocabulary	o Minimal spelling, grammar or punctuation errors o Writing style mostly clear, tone appropriate and easy to follow o Some attempts of using technical language and vocab alary, but not always accurate	o Some spelling, grammar or punctuation errors o Writing style moderately clear, tone appropriate and easy to follow o Use of simple language and vocabulary effectively but struggles to use technical language	o There are a significant number of spelling, grammar and punctuation errors o Use of simple language and vocabulary effectively but a lack of technical language	
Overall Mark (average of the 6 marks from the criteria above)						

Baseline Assignment (essay based): Pupil Feedback Report

Name of Pupil	
Name of School	
Name of RIS teacher	
Title of Assignment	

How your assignment is graded:

Grade	Marks	What this means
1st	70+	Performing to an excellent standard at A-level
2:1	60-69	Performing to a good standard at A-level
2:2	50-59	Performing to an excellent standard at GCSE
3rd	40-49	Performing to a good standard at GCSE
Working towards a pass	0-39	Performing below a good standard at GCSE
Did not submit	DNS	No assignment received by The Brilliant Club

Lateness	
Any lateness	10 marks deducted
Plagiarism	
Some plagiarism	10 marks deducted
Moderate plagiarism	20 marks deducted
Extreme plagiarism	Automatic fail

Marks

OVERALL MARK / 100		FINAL MARK / 100 (including any deductions)	
DEDUCTED MARKS		FINAL GRADE	

If marks have been deducted (e.g. late submission, plagiarism) the teacher should give an explanation in this section:

Mark Breakdown and Feedback

Knowledge and Understanding		Research and Evidence	
	mark		*mark*
Developing an Argument		**Critical Evaluation**	
	mark		*mark*
Structure and Presentation		**Language and Style**	
	mark		*mark*

Final Assignment (essay based): Pupil Feedback Report

Name of Pupil	
Name of School	
Name of RIS teacher	
Title of Assignment	

How your assignment is graded:

Grade	Marks	What this means
1st	70+	Performing to an excellent standard at A-level
2:1	60-69	Performing to a good standard at A-level
2:2	50-59	Performing to an excellent standard at GCSE
3rd	40-49	Performing to a good standard at GCSE
Working towards a pass	0-39	Performing below a good standard at GCSE
Did not submit	DNS	No assignment received by The Brilliant Club

Lateness	
Any lateness	10 marks deducted
Plagiarism	
Some plagiarism	10 marks deducted
Moderate plagiarism	20 marks deducted
Extreme plagiarism	Automatic fail

Marks

OVERALL MARK / 100		FINAL MARK / 100 (including any deductions)	
DEDUCTED MARKS		FINAL GRADE	

If marks have been deducted (e.g. late submission, plagiarism) the teacher should give an explanation in this section:

Mark Breakdown and Feedback

Knowledge and Understanding		Research and Evidence	
	mark		*mark*
Developing an Argument		**Critical Evaluation**	
	mark		*mark*
Structure and Presentation		**Language and Style**	
	mark		*mark*

Subject Vocabulary

Word	Definition	In a sentence
Catholic	A Christian whose church is headed by the Pope.	Catholics wrote the medieval plays of England.
Cycle Plays	A series of plays, each telling a different story from the bible.	The cycle plays of York tell the story of the life of Jesus.
Guild	An organisation of people with the same job, who work together to make sure everyone is treated fairly.	The guilds of York performed the plays in the medieval period.
Mass	A ceremony celebrating the last supper of Jesus, involving blessing and consuming bread and wine.	Every morning the Priest performed mass every morning for the people of his church.
Medieval	A period in history from about 400 AD to 1500 AD. Sometimes called the Middle Ages.	The medieval plays of York were written down in the 1400s.
Middle English (ME)	An old form of the English language spoken in the medieval period. Spelling was changed and words were pronounced similarly to now, but different.	The medieval plays were written in Middle English, which takes some getting used to for modern people.
Pageant wagon	A large wagon used as a movable stage in medieval times.	The pageant wagon was pulled down the street before being stopped by the actors at the corner of the road.
Property/Prop	Something an actor holds when onstage.	The actor needed a prop to carry onstage that looked like a sword.
Protestant	A Christian who does not believe the Pope is the head of their church. For example Anglicans, Baptists, and Methodists.	The Protestants complained that the medieval plays were disrespectful to God.
Visitatio sepulchri	Latin for 'visit to the tomb'. A ceremony telling the story of the three Marys visiting the tomb of Jesus after his death.	The *Visitatio sepulchri* is considered the first recorded play in England after the fall of Rome.

Tutorial 1 – Introduction to the Middle Ages

The social order as expressed in a medieval French manuscript.

By the end of this tutorial I will be able to…

- Identify the three periods of the middle ages and give a basic understanding of what happened in them
- Explain the basics of what life was like during the middle ages
- Understand and explain the stratified society of the medieval period.

Starter

Use the space here to make a mind map of what you think about when you hear the word 'medieval' or 'middle ages'.

Medieval

Activity 1

The European middle ages are commonly divided into three main parts: early, high, and late. On the timeline below fill in some of the key information about each period as I give it to you.

400 AD

Early Middle Ages
410 AD to 1000 AD

High Middle Ages
1000 AD to 1300 AD

Late Middle Ages
1300 AD to 1500 AD

Activity 2

Read the following passages and highlight anything that stands out to you.

The Church

Daily life was centred on the Church in the medieval period. The Church owned 1/3 of the land in England, second only to the crown. Through its monasteries, churches, and cathedrals it provided education, hospitals, entertainment, record keeping, legal action, and welfare to the poor. The king relied on both the influence and spiritual authority of the clergy in the upper ranks of the Church for guidance and power (in fact more than one king suffered for displeasing the Church). Every village had a parish church, with a priest who not only performed the ceremonies for the people, but acted as part of the centre of the society. Each parish was part of a larger diocese, overseen by a cathedral and its bishop, who in turn were headed by the Archbishops of York (in the north), and Canterbury (everywhere else). Churches were filled from floor to ceiling with paintings showing stories from the bible and saints, acting as a picture book for the illiterate. Belief in the spiritual power of the Church kept it at the centre of people's worlds, making it one of the most influential parts of medieval society.

Village Life

Most people in medieval England lived in villages of about 25 households. Houses were made of wattle and daub, and usually were a single room often shared with livestock (why might this be?). Living to 40 would be considered a good age, while most died closer to 30. A lord, who had a manor in or nearby the village, controlled the village. Peasants farmed the lord's land, for which they owed 3 days per week to work the lord's own crops. Peasants also had to pay tithes of 10% of their crops and income to the Church. If the lord did not live in the village he would appoint a reeve, who oversaw his interests.

The Black Death

In 1348 the plague came to England. Within 2 years between 1/3 and 1/2 of the population of England were dead. People became used to the idea and sight of death on a daily basis. From this period images of death become more common and more graphic. People started to question if the Church was able to save them spiritually if they could do nothing to save them physically from the death.

Activity 3

Look at the image at the beginning of this tutorial. It is a representation of the layered society of western Europe in the late medieval period from a 15th century French manuscript. Make a few bullet points about what the image shows. As we discuss the image together take notes below.

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-

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Baseline Assignment

Title: What were the middles ages?

Instructions: Using what we talked about in the lesson, and what you may have known before this lesson, write 500 words explaining what the middle ages were like. Think of this as a summary of the period, making sure to bring up topics such as religion, power/government, daily life, or anything else of interests that is relevant and useful.

Success Criteria:

- The paper should be typed using 12 point font, double spaced, and be written in either Times New Roman, Calibri, or Century Gothic font.
- Show that you understand that the medieval period is commonly divided into three periods (make sure you name them).
- Show that you understand that medieval society was stratified (had a class system).
- Give examples of parts of medieval life (for instance, craft guilds).
- Show an understanding of how we can know about medieval life through the study of medieval theatre.

Due at the beginning of Tutorial 2.

Tutorial 2 – The Religious Background of the Plays

The three Marys approach the tomb of Jesus and are shown by the angel that it is empty.

By the end of this tutorial I will be able to…

- Tell others about the key role of religion in the plays
- Explain how theatre developed from religious ceremonies

Starter

Read the story of the resurrection of Jesus. This provides a background for the rest of the tutorial, so pay attention to things that happen in the story.

> 'On the first day of the week, very early in the morning, the women took the spices they had prepared and went to the tomb.[2] They found the stone rolled away from the tomb,[3] but when they entered, they did not find the body of the Lord Jesus.[4] While they were wondering about this, suddenly two men in clothes that gleamed like lightning stood beside them.[5] In their fright the women bowed down with their faces to the ground, but the men said to them, "Why do you look for the living among the dead?[6] He is not here; he has risen! Remember how he told you, while he was still with you in Galilee:[7] 'The Son of Man must be delivered over to the hands of sinners, be crucified and on the third day be raised again.' "[8] Then they remembered his words.' (Luke 24:1-8, New International Version)

Look at the image at the beginning of this tutorial. Do you see how the passage from the bible is illustrated in that image?

Visitation sepulchri:

Activity 1

Watch the video of The Barking Abbey *Visitatio sepulchri*, a play about the resurrection of Jesus *(www.youtube.com/watch?v=CF4eL-BonO0)*. Pay particular attention from 13:30 onward. Look for any similarities between this religious ceremony and theatre. Make your notes below.

Similarities Between Theatre and the *Visitatio sepulchri*

Activity 2

In a world where most people could not read, there was no TV, no films, and no newspaper, how would you pass on stories from one generation to the next? If the plays were used to teach, what were they teaching? Make a mind map showing what the plays could be used to teach. What do you think the image below is meant to teach?

Doom painting over the chancel arch, St Thomas' Church, Salisbury.

Activity 3

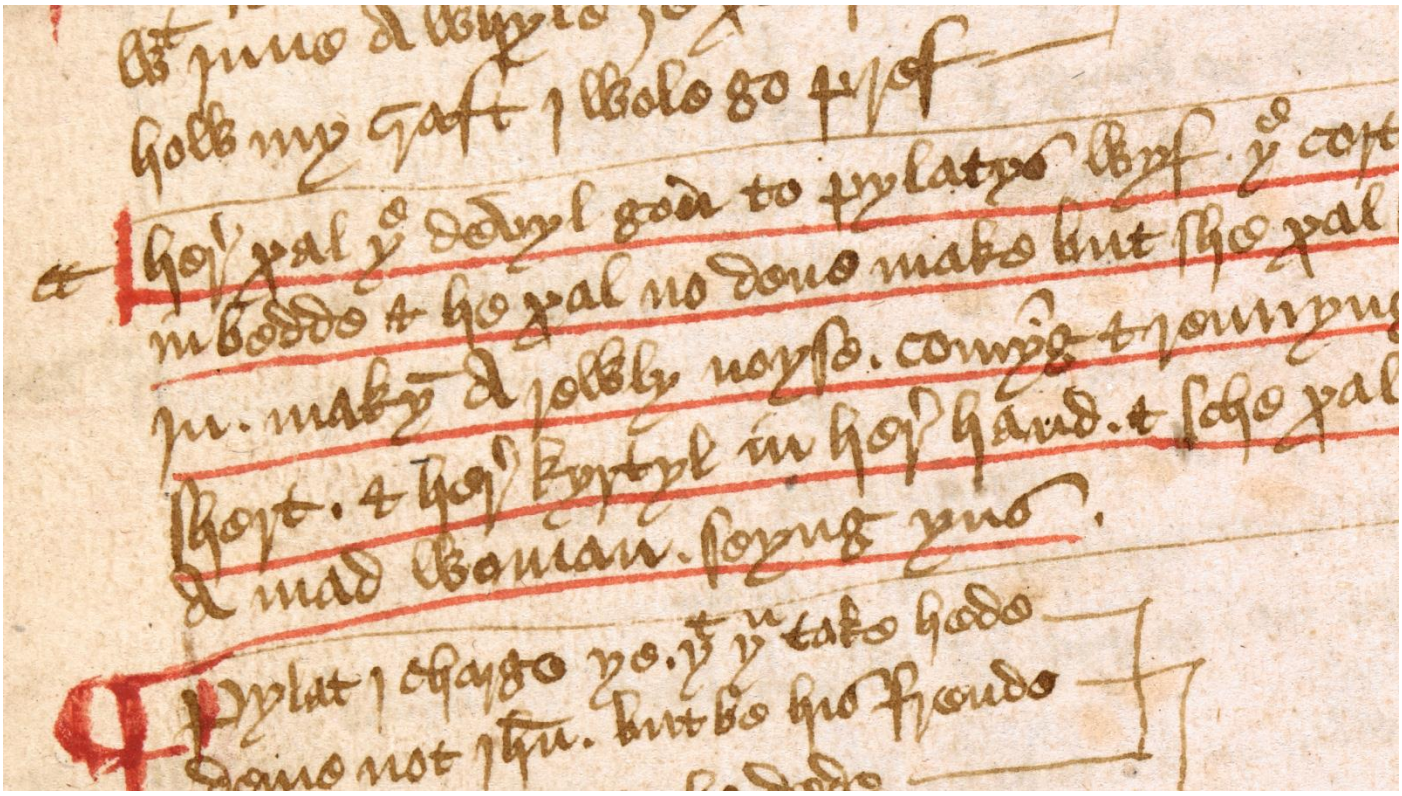
Watch the video clip from The National Theatre's production of *The Mysteries* from 1984 (www.youtube.com/watch?v=lSc5SMa5b8c). This is the same story as in the first video, but written after the plays were no longer performed in churches. What are the biggest differences you see?

Differences

Homework

Write one paragraph of seven sentences describing the differences you noticed between the two video clips. Do not focus on the way the second one is a more modern setting; instead focus on differences in language, location, actors, and music, thinking about the 400 years that passed between each of these plays being written. Use the space provided below. If you need more space use the pages at the back of the book.

Tutorial 3 – The Plays and Their Language



Passage from the Chester Mystery play 'Satan and Pilate's Wife', British Library Manuscript Cotton Vespasian D VIII, second half of the 15th or for quarter of the 16th century.

By the end of this tutorial I will be able to…

- Name at least three play cycles
- Pronounce Middle English correctly
- Understand how to read a modern version of a Middle English script

Starter

Look at the images from the life of Jesus. Put them in order below, writing a brief description of the moment shown in the image.

1)_____

2)_____

3)_____

4)_____

5)_____

6)_____

www.holyspiritspeaks.org

Activity 1

Below is a brief passage from a play in Middle English (ME).

1) Dr Burg will read the passage once out loud. Do not look at the text; instead, either close your eyes or your book and listen to the sound of the language. If you recognise any words try to remember them.
2) Now look at the passage while Dr Burg reads it again. Highlight any words that you know or recognise.
3) Look at the modern translation of the passage. Check if the words you highlighted in the ME passage are in the modern translation. Do they mean what you thought they mean?
4) Practice reading the ME passage with your partner.

Middle English	**Modern Translation**
PRIMUS MARIA Alas, to dede I wolde be dight, So woo in werke was nevere wight, Mi sorowe is all for þat sight Þat I gune see, Howe Criste my Maistir, moste of might, Is dede fro me.	Alas! To death; I would be dight. So woe in work was never wight. My sorrow is all for that sight That I did see, How Christ, my master most of might, Is dead to me.
Alas, þat I schulde se His pyne, Or yit þat I His life schulde tyne, Of ilke a myscheve He is medycine And bote of all, Helpe and halde to ilke a hyne Þat Hym on wolde call.	Alas! That I should see his woes. Or yet that I his life should lose. All mischief there its medicine knows, And meed of all, Help and hold in grief for those To him would call.
SECUNDA MARIA Alas, who schall my balis bete, Whanne I thynke on His woundes wete? Jesu, þat was of love so swete And nevere did ill, Es dede and graven under þe grete, Withouten skill.	Alas! Who may my bales now beat, When I may think on his wounds wet? Jesus, that was of love so sweet, And ill did ne'er, Is dead and graved under the grit; No cause was there.
Walker, Greg (ed). *Medieval Drama: An Anthology* (Oxford: Blackwell's Publishing, 2000), 154.	Purvis, JS. *The York Cycle of Mystery Plays: A Complete Version* (London: SPCK, 1957), 316-8.

Activity 2

As a group, read the above passage trying to use ME pronunciation. PRACTICE MAKES PERFECT!

Activity 3

As a group, translate the following passage into modern English.

Middle English	Our Translation
A, blissid Lorde, Adonay,	
What may þes mervayles signifie,	
Þat her was schewed so oppinly	
Unto oure sight,	
Þis daye, whanne þat þe man gune dye	
Þat Jesus highte?	
Itt is a misty thyng to mene.	
So selcouth a sight was nevere sene.	
Þat oure princes and priestis bedene	
Of þis affray	
I woll go weten, withouten wene,	
What þei can saye	
God save ȝou, sirs, on ilke a side,	
Worschippe and welthe in worldis wide;	
With mekill mirthe myght ȝe abide	
Boght day and nyght.	
(Walker, Greg [ed]. *Medieval Drama: An Anthology* [Oxford: Blackwell's Publishing, 2000], 154.)	

Homework Title: Making a medieval prop list

Read the play of 'The Fall of Man' from the York Cycle. Make any notes about costumes or props that may be needed if you were to put this play on. This includes the prop, and any additional information that the script might give you. For example: The king needs a beard, but the script says he is old so it should be a grey beard.

Tutorial 4 – The Guilds

The London Guildhall, the earliest parts of which date from about 1128.

By the end of this tutorial you will be able to…

- Explain how a guild was set up
- Explain the thematic connections between guilds and the plays they produced
- Understand the importance of guilds in medieval England

Starter

The three columns show the name of a medieval guild from York (in squares), what they did (in triangles), and what play they produced (in rectangles). Draw lines connecting the name to the guild's job. Do not connect the job to the play (in the third column).

The Pinners' Guild	Built Ships	The Crucifixion
The Vintners' Guild	Made Nails	The Last Supper
The Shipwrights' Guild	Made Knives	The Conspiracy
The Cutlers' Guild	Wine Sellers	Noah's Ark

Actvitiy 1

Read the passage from an article about the role of guilds in medieval English cities, highlighting important information that talks about the guilds' power.

Medieval Guilds played an important role in medieval towns as guilds attempted to guarantee standards amongst crafts in Medieval England.

A group of skilled craftsmen in the same trade might form themselves into a guild. A guild would make sure that anything made by a guild member was up to standard and was sold for a fair price. Membership of a guild was an honour as it was a sign that you were a skilled worker who had some respect in society.

Some members of a guild were chosen to check that other members of the guild were working up to standard. Those guild members who were found to be cheating the public would be fined or made to do work again but at their own cost. The worst punishment was to be expelled from your guild as it meant that you could no longer trade in your town. A guild would look after you – as a member of it – if you were sick. It would help the families of dead guild members.

Apprentices to a guild could be as young as twelve years old. They were taught a trade by a guild member. He would expect to be paid for this by the parents of the boy. An apprentice could live with his master for anything up to 14 years. The guild member had made a promise to teach the boy well and this could take time. Apprentices were not expected to get married during their apprenticeship. Going to the inn was usually banned as well.

Once an apprenticeship was over, the young person now became a journeyman. He would be paid a wage and once he had saved enough money, he could start up a business of his own.

Only members of a guild could sell within a town. This was meant to keep up quality. However, on market days anybody could sell their goods in the market whether they were skilled or not. An annual fair would attract people from far and wide…….including those a town or city would not want.

From Trueman, C N. 'Medieval Guilds', from www.historylearningsite.co.uk. The History Learning Site, 5 Mar 2015. Accessed 18 October 2019.

Activity 2

Complete part two of the starter assignment. Connect the description of the guild with the play they produced using clues in the name and job of the guild to connect it to the play's content.

Activity 3

The following is a map of the medieval city of York with the path taken by the pageant wagons highlighted in green and the playing locations labelled with numbers.

Think-Pair-Share: Look at the location of the playing places. Why do you think they those particular places were chosen? Imagine you were watching a play in the 15th century in the streets of York. What do you think it would be like? What would you see and hear?

Homework – Your Guild Play

Pick one of the guilds from the starter assignment. Make an A4 poster advertising that guild's play.

- Use the blank page at the end of this tutorial
- Use colour, not just black and white
- Use images
- Include the name of the guild and the name of the play
- The audience must be able to see the connection between the play's theme/content and the guild's work.

The audience must be able to understand from the poster who is putting on the play, the play's title, and what the play is about. If you would like to read the play ask Dr Burg and he can find an online source to read it from.

Tutorial 5 – Putting on a Play in Medieval England

'The Baptism' from The York Mystery Plays, Performed in the streets of York, 2014.

By the end of this tutorial you will be able to…

- Explain what a pageant wagon is
- Identify props and scenery used in plays by looking at medieval manuscripts
- Identify characters in pictures based on medieval descriptions of their costumes

Starter

Look at the picture and map of playing place location ten. As a group discuss the best way to orientate a pageant wagon on which the play will be performed so the audience can see and hear well, and so the actors have enough space to perform. Make sure to take into account the direction of travel of the wagon into and out of the playing place.

Bootham Bar
PRECENTOR COURT
Monk Bar
Minster
MINSTER YARD
DEAN GATE
DUNCOMBE PL
10
LOW PETERGATE
GOODRAMGATE
STONEGATE
BLAKE ST
9
KINGS SQ
SWINE
ST HELENS SQ
11
8
DAVY GATE

Activity 1

The following passage is from the Guild of Cordwainers from the city of Lincoln in 1527 for their pageant wagon showing the birth of Jesus. Look at the description of the items and translate into modern English as a class. As a group, let's try to determine from the list what the pageant included. Use the space below for notes.

The pageant of Bethelem

Item iiij^{re} lynen clothez stened of damaske warked for bethelem
Item a gret hed gildyd sett with vii Beames & vii glassez for ye same and on long beame for ye mouth of the said hed.
Item iij^{re} gret stars for ye same with iij^{re} glassez And a cord for ye same steris
Item ii Angelles with Sencers for ye same

Item one Cage for to ber Dowes in

(James Stokes [ed], *The Records of Early English Drama: Lincolnshire*, 2 volumes [London: University of Toronto Press, 2009], 1.154).

For your translation:

Activity 2

Based on the discussion of the 'pageant of Bethelem' above, write a seven-sentence paragraph describing what the pageant may have looked like. Extra points if you draw either the pageant or the 'gret hed gildyd sett with vii Beames & vii glassez for ye same and on long beame for ye mouth of the said hed' as well.

FINAL ASSIGNMENT

Title: How did religion affect medieval drama?

Instructions: Using the discussion in class and readings from the workbook describe how medieval drama was influenced by religion. Consider both religious ceremonies such as the mass and people's reliance on story telling to know the stories of the bible. Use complete sentences, correct grammar and spelling, and type the completed piece. Refer to the success criteria for more guidance. 2000 words.

Success Criteria:

The Brilliant Club Mark Scheme Skills	Examples of success criteria to include in the baseline assessment, final assignment and homework guidance
Knowledge and understanding	Include content that is relevant to the topic and the specific assignment/homework title or question. Include key words from the glossary and demonstrate that you understand them by explaining what they mean and how they relate to the topic.
Research and evidence	Include research findings from a wide range of sources. As well as using the sources provided, you should be discovering some sources yourself from the independent work that you do outside tutorials.
Developing an argument	Give reasons and evidence to back up the points that you make. You might find the PEE structure helpful: • Point – make the key point clear • Evidence – explain the evidence for the point • Explanation – explain why your point is relevant and important Make links to topics you have covered during tutorials as well as some topics that you have not discussed during tutorials.
Critical evaluation	Include evaluation of what is being described and provide clear justification and reasoning. Select relevant research evidence to back up your thinking.
Structure and presentation	Organise your ideas in paragraphs with a logical structure Include an introduction that clearly outlines what the assignment will contain. Include a conclusion that summarises all the key points clearly. Make sure that you have referenced everything correctly
Language and style	Make sure your spelling, grammar and punctuation are accurate. Use a formal style of writing that is appropriate for an academic essay.

Tutorial 6 – Feedback tutorial

What is the Purpose of Tutorial 6?

- To receive feedback on your final assignment
- To respond to the feedback from your Uni Pathways teacher
- To write targets for improvement on your final assignment

Final assignment feedback from your Uni Pathways Teacher

(Remember to look at the mark scheme to help you understand what you have done well so far, and how you can do even better in your final assignment)

Here are three things that my Uni Pathways Teacher thought I did well in my draft assignment
•   •   •

Here are three things that my Uni Pathways Teacher thinks that I could do to get a higher mark in my final assignment
•   •   •

Tasks from my Uni Pathways Teacher to do during the feedback tutorial to help me improve
•   •   •
My response:

Actions I will take to improve my final assignment after this tutorial…
•   •   •

Hand in date for my final assignment:	

Tutorial 7 – Final tutorial

What is the Purpose of Tutorial 7?

- To receive feedback and a grade on your final assignment.
- To reflect on the programme including what you enjoyed and what was challenging.
- To ask any questions you may have about university.

Final assignment feedback from my Uni Pathways Teacher

Final mark:	University style grade:
Feedback: Here are three things that my Uni Pathways teacher thought I did well in my final assignment • • •	

Here are three things that my Uni Pathways teacher thinks I should remember for when I am doing this kind of study in the future
• • •

University

What questions do you still have about University after taking part in Uni Pathways?
•   •   •

Reflecting on Uni Pathways

What did you most enjoy about Uni Pathways?
•   •   •

What did you find challenging about the programme?	How did you overcome these challenges?
• • •	• • •

Appendix 1 – Referencing correctly

When you get to university, you will need to include references in the assignments that you write, so we would like you to start getting into the habit of referencing in your Brilliant Club assignment. This is really important, because it will help you to avoid plagiarism. Plagiarism is when you take someone else's work or ideas and pass them off as your own. Whether plagiarism is deliberate or accidental, the consequences can be severe. In order to avoid losing marks in your final assignment, or even failing, you must be careful to reference your sources correctly.

What is a reference?

A reference is just a note in your assignment which says if you have referred to or been influenced by another source such as book, website or article. For example, if you use the internet to research a particular subject, and you want to include a specific piece of information from this website, you will need to reference it.

Why should I reference?

Referencing is important in your work for the following reasons:

- It gives credit to the authors of any sources you have referred to or been influenced by.
- It supports the arguments you make in your assignments.
- It demonstrates the variety of sources you have used.
- It helps to prevent you losing marks, or failing, due to plagiarism.

When should I use a reference?

You should use a reference when you:

- Quote directly from another source.
- Summarise or rephrase another piece of work.
- Include a specific statistic or fact from a source.

How do I reference?

There are a number of different ways of referencing, and these often vary depending on what subject you are studying. The most important to thing is to be consistent. This means that you need to stick to the same system throughout your whole assignment. Here is a basic system of referencing that you can use, which consists of the following two parts:

1. **A marker in your assignment**: After you have used a reference in your assignment (you have read something and included it in your work as a quote, or re-written it your own words) you should mark this is in your text with a number, e.g. [1]. The next time you use a reference you should use the next number, e.g. [2].
2. **Bibliography**: This is just a list of the references you have used in your assignment. In the bibliography, you list your references by the numbers you have used, and include as much information as you have about the reference. The list below gives what should be included for different sources.

    a. **Websites** – Author (if possible), title of the web page, website address, [date you accessed it, in square brackets].

    E.g. Dan Snow, 'How did so many soldiers survive the trenches?', http://www.bbc.co.uk/guides/z3kgjxs#zg2dtfr [11 July 2014].

    b. **Books** – Author, date published, title of book (in italics), pages where the information came from.

    E.g. S. Dubner and S. Levitt, (2006) *Freakonomics*, 7-9.

    c. **Articles** – Author, 'title of the article' (with quotation marks), *where the article comes from* (newspaper, journal etc.), date of the article.

    E.g. Maev Kennedy, 'The lights to go out across the UK to mark First World War's centenary', Guardian, 10 July 2014.

Appendix 2 – 'The Fall of Man' from the York Cycle

SATAN
My wits are awhirl
My fury is smothering my head.

I knew the Godhead well
Knew He'd take on himself
The likeness of a being He'd created.

It offended me he would not
Take on an angel's likeness.
We were beautiful and bright.
I thought that He might
Assume our nature. 10
That's what offended me.

[Eying the playgoers]

The nature of a man, He took on;
That's why I'm angry.

[He eyes Eve]

Now God has made a mate for him!
I'll go quickly to her,
That way, just there, to undermine his plan
And try to snatch that prey from Him.

That would be time well spent
If I could betray Him there. 20

I'll try to, now.

I'll look like a serpent and go up to her
And fake, make up, a monstrous lie.

Eve, Eve.

EVE
Who's there?

SATAN
It's me, a friend.
I've been looking for you
To show you something for your own good.

Why do you eat none
Of the fruit you see hanging in Paradise?

EVE
We may take from any tree 30
Everything we think will be good for us.
Except for one.
This is the one that will harm us if we go too close.

SATAN
And why that tree I'd like to know,
Rather than any other one nearby?

EVE
Because our Lord God forbids it us.
Neither Adam nor I
May go close to its fruit.
And if we did, he said,
We would both die;
Our pleasures here would end. 40

SATAN
I see. Eve, pay attention to me;
Listen carefully and I will tell you
What he meant
When he spoke of this matter.

He forbade you to eat the fruit--
I know for certain this is why--
Because he wanted no one else to know
The special virtues that belong to it.
For you will find
Whoever eats the fruit of good and evil 50
Will know as much as God himself.

EVE
Whey! What type of thing are you
That tells me this?

SATAN
A serpent who knows well how
You yourself may be honoured.

EVE
But what honour would we gain by that?
We have no need to eat from it.
We have the power to be masters
Over everything that lives on earth.

SATAN
Stop it, woman! 60
You can be raised to a higher state
If you only do what I tell you to.

EVE
But we are very loath
To do anything that would displease God.

SATAN
No, don't give it a thought; it isn't dangerous;
You can eat it in complete safety.

There's no risk to you at all if you do that;
Instead, you'll win honour and have tremendous gains:
You will be wise, like God,
Equal to him in everything. 70
Yes, you will be gods
As wise as he, knowing
The difference between good and evil.

EVE
Is this true what you say?

SATAN *[playing offended]*
Yes, why? Don't you believe me?
I would never tell you anything
But the truth; never.

EVE
Then I will trust what you have said
And take this fruit as our food.

Then she must accept the apple.(original SD)

SATAN
Bite on it firmly, don't be shy, 80
And take some to Adam to add to his delight
And increase his joy.

Then Satan will go away.[original Stage Direction]

EVE
Adam, try some of this marvellous food.

ADAM
Oh no! Woman, what made you take this?
Our Lord instructed us both
To watch out for this tree of his.
What you have done will made him angry.
Alas, you have done wrong.

EVE
No, Adam, don't be upset by this.
I'll tell you why. 90
A serpent has let me know

We will be like gods, you and I,
If we eat
Of this tree here; so Adam,
Don't lose the chance to gain that honour.
We will be as wise
And as raised up
As God himself, who is so great.
That's why you ought to eat some of this food.

ADAM
I wouldn't say no
If I was sure that what you say is right.

EVE
Bite on it firmly, for it's true
That we'll be gods and know all there is to know.

ADAM
To gain that name of god, I'll take your advice,
And taste it, then.

And he takes and eats. [Original Stage Direction]

Whatever have I done; I am ashamed!
Wicked advisor. I curse you.
Oh, Eve, you are to blame.
It was you inveigled me into this.
I am ashamed of my body;
I see now I am naked.

EVE
Adam, alas, and so am I.

ADAM
For all our sorrows, we should sink down.
For we have grieved almighty God
Who made me a man-
Wickedly broken his instructions.
Alas that we ever started this.
You are the cause of all this, Eve;
You made this bad bargain.

EVE
No, Adam, you can't blame me.

ADAM
Then who should I blame? You can’t deny it, Eve, my dear.

EVE
The serpent deserves all the blame
Betraying me with terrible untruths.

ADAM
Why did I ever listen to your talk,
Take in that tale you told me?
Now I must pray for mercy
And curse that wicked act,
The dreadful deed I did.
I stagger with grief at our bodies.
What can we hide them with? 130

EVE
Since what has happened's happened
Let's use those fig-leaves.

ADAM
We'll let it be just as you say,
For we are naked, our bodies bare.
Oh if I only knew where
I could hide- myself from my Lord's sight
Where I wouldn't be noticed.

GOD
Adam, Adam!

ADAM
Lord?

GOD
Where are you? Quick.

ADAM
I hear you, Lord, but do not see you.

GOD
Tell me the reason for it. 140
Why did you do this deed?

ADAM
Lord, Eve made me do this wrong.
She made me break your trust.

GOD
Tell me, Eve, why did you cause your mate
To eat the fruit I said should remain hanging on the tree,
Commanding you to take none of it?

EVE
A serpent, Lord, enticed me to do it.
I wish
I'd never done anything so foolish.

GOD

Ah, wicked serpent; woe be to you for ever. 150
Because you made misery for them,
In such a way,
Right here you have my deepest curse
With all the power I can give it.

On your stomach you will slither
Forever hostile
To mankind, no matter where or who.
And earth alone will give you
Your food and drink to live by.
Adam and Eve, you too 160
Will sweat and labour upon earth,
Will work hard to get your food.

ADAM
Alas, how soon before we fall,
We, who had all the good in the world?
This is too loathsome.

GOD
Now, Cherubin, my angel bright,
Quickly drive down these two to Earth.

ANGEL
It will be done, Lord, as is right.
What you wish to be. 170
Adam and Eve, move on you two
You may live here no longer.
Quickly. Get on your way;

(He pushes them offstage into the playgoers' area.)

They are about to lament
You may well sing of sorrow.

ADAM
Alas, grieving and full of sorrow
We have to wring our hands.

From Acadia University, 'Medieval English Mystery (or Guild or Corpus Christi) Episodes, from www.acadiau.ca, accessed 23 October 2019.

Notes

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