TALES AND LEGENDS. REAL AND FICTION CHARACTERS

LEARNING UNIT

ERASMUS+ KA2 PROJECT
,,GREAT ROUTES IN THE MIDDLE AGES AND THEIR SYMBOLOGY"
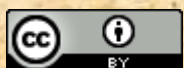
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Introduction

During the Middle Ages, minstrels used to travel from town to town enjoying people with their tales and legends. These tales were transmitted orally, word of mouth, and dealt about such different topics as battles, miracles, fantastic beings, love, ...

We have different tales and legends from the different countries, but some of them travelled through the Medieval Routes and with differences due to this word of mouth transmission, were famous in different regions. So, we have the legend of Saint George, the song of the Nibelungs, the legend of Beowulf and the legend of the Wawel's dragon, which mainly treat the same topic: a hero kills a fantastic creature causing problems in a region. Have all of them a common origin? Is there any relationship between legends and Medieval Routes?

But tales and legends also give us information further than connections through the Medieval Routes. It gives us information

about real and fiction characters, about their history, about what they did during their life, and about their importance at their times. And they also inform us about real facts occurring in the past, about the way of living, and about uses during these times.

Some of the characters appearing in these legends and tales were real and some of them were fiction characters, sometimes based on one or several real characters.

During this learning unit we will try to study four different topics, allowing us to learn about different subjects:

1. Legends
2. Poster Making

With the proposed activities we will improve our knowledge about the Middle Ages.

This Learning Unit was created during the Erasmus+ KA2 Project „Great Routes in the Middle Ages and their Symbology", during the years 2016-2018 by six countries: France, Greece, Italy, Latvia, Poland and Spain. This project was co-funded by the Erasmus+ Programme of the European Union. The Schools taking part in the project were:

- Lycée Les Rimains, Saint-Malo (France)
- 1st General Lyceum of Trikala (Greece)
- ITE Vitale Giordano, Bitonto (Italy)
- Jelvaga 4.Vidusskola (Latvia)
- Zespoł Szkoł nr 5 im. Jana Pawła II, Jastrzębie-Zdrój (Poland)
- IES Emilio Jimeno, Calatayud (Spain)

This unit is the result of the work of all partners in a number of related activities.

It includes materials in different formats. Those in digital format are linked with the printed material by several ways:

- With QR codes, possible to read with any QR reader. We will find two types of QR codes in this Learning Units, as we can see in the following pictures:

The one on the left refers to contents present in the web. The one on the right contains materials present in the web but created during the project.

— With short URL, possible to type if necessary producing less errors than usual URL.

— Augmented reality contents, which are linked to images containing the logo of HP Reveal, the app needed to access to them.

To be able to access to these contents, you have to follow the HP-Reveal account „greatmiddleroutes"
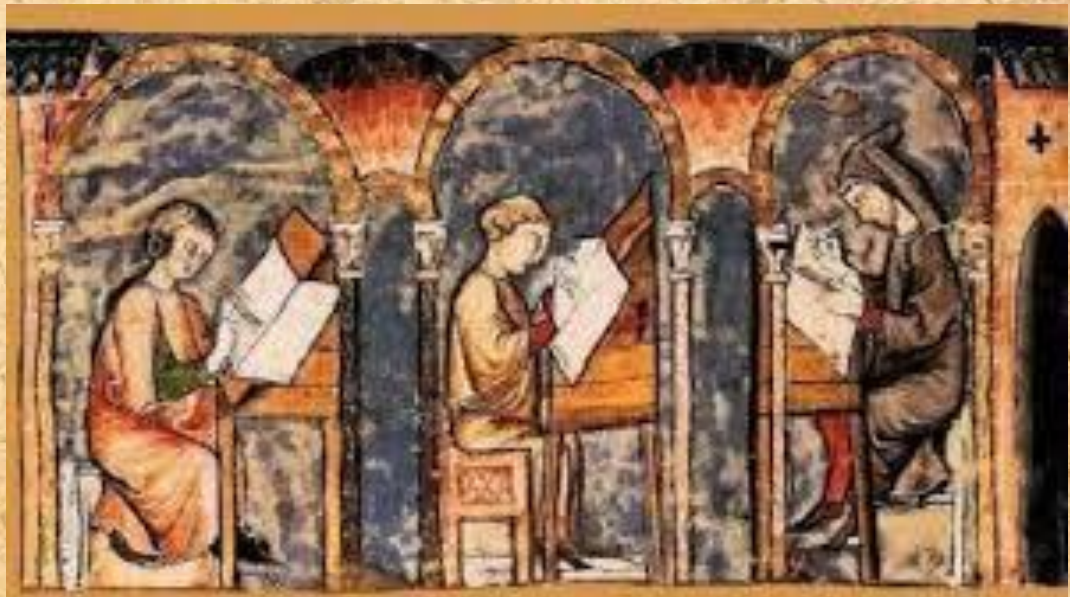
Objectives

1. Learn about the Medieval Legends
2. Learn about the Medieval Characters
3. Find similarities in Medieval Legends through Europe and relate them with the existence of the Medieval Routes
4. Create tourist posters using the presence of a real or fiction character in a town or building to publicize the town or place.
5. Use augmented reality to link a poster with a video created about one of the characters.

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Legends

Legends are narratives that are thought to have taken place in human history. So, legends difference from myths in the fact that they are based on real facts.

Legends are part of each countries' folklore and many times are repeated with variations in different countries.

Legends were transmitted by oral tradition and travelled through the Medieval routes. For example, it is well known that during the Middle Ages, several legends related to miraculous facts taken part through the Way of Saint James had been narrated during the night when pilgrims arrived to the pilgrim's hospital to search for refugee and help.

But also, during these nights, tales about the Holy Grail, the King Arthur, about dragons and princesses, and about the adventures of different heroes probably were exchanged.

In this activity, we are going to know some of the most famous legends in the countries of the original association, compare them and try to connect them with the medieval routes.

Read the following extract of a legend:

,,In Poland, a long time ago, in a den at the foot of Wawel Hill, there lived a terrible dragon. None of the inhabitants of the city Krakow from the poorest beggar to His majesty King Krak didn't know it had come from and how it got there.

Everyone always trembled with fear. Always having the scary thought that the knights guarding the dragon made their hair stand on end when they heard the monster roar. People said there was no weapon and no way that they were going to defeat the dragon.

As the days past the dragon made himself feel more at home living there which scared the villains even more. One day King Krak told a poem to the people of Krakow:

He who once and for all puts this dragon
Shall receive my sceptre and my royal crown,
So come and defeat this most horrid beast
And win my daughters hand and a wedding feats.

After that many brave and valiant knights made their way from different countries to reach Poland to defeat the dragon.

Swords and arrows shattered on its scaly body as if on a shield. But nobody was able to kill this dragon or even drive it away. Time passed, the dragon laid waste to the grounds of Krakow. Fewer knights came every day. More people came to desert the town, until one day a young man, a shoemaker known to no one, knocked on the gates of the town. He wore no arms and wore no armour. Some twine, a needle, and a sharp mind were his only weapons. The guards wouldn't let him in unless he immediately went to see the king.

King Krak has heard what the boy was saying and decided to put some trust in him so he could have a go. The boy said that he would need: lambskin, some sulphur and mustard seed. The king nodded his acceptance to him. All night long the shoemaker spent hard working on his plan. Local residents would peer through the window staring at his work. He took the lambskin, filled it with sulphur, pitch and mustard seed, and skilfully sewed up the hole of the lamb's belly.

Everyone was now wondering what the morning would bring. At sunrise the shoemaker set off to see the dragon with his bag of his ideal plan. There he laid his bait and quickly hid in the nearby bushes waiting to see what was going to happen.

The dragon awoke. The dragon knew he was hungry so he walked a bit for food. Suddenly the dragon saw a dead lamb (as it looked to him),

looked at it and greedily jumped down to eat it and swallowed it whole with his jaws. The dragon suddenly went ,,BANG!" and exploded. Exactly what the shoemaker had planned.

The villagers went silent. Then the sudden cheer began. All the knights ran to the bottom of the hill. The dragon was dead. But one thing was not. The river Wistula had been gulped up."

According to the legend, the dragon exploded after eating a lamb full of sulphur.

In fact, the sulphur reacts with water in presence of oxygen to produce sulfuric acid.

1. Write the reaction and adjust it.
2. Now, you are the shoemaker and you know the dragon has drunk 3 l of water. How many mols of sulphur do you have to put into the lamb to make react all the water? How many grams are these mols?
3. If the sulphur you are using to place into the lamb has a purity of 10%, calculate the needed mass of sulphur.
4. Which is the quantity of sulfuric acid produce in this process?
5. How many litres measured in normal conditions of pressure and temperature are needed to make the dragon explode according to the previous reaction?
6. If the dragon exploded when the sulphur reacted with water is due to this reaction being exothermic. Calculate the

standard enthalpy variation of the reaction knowing that the standard enthalpy of formation for water and sulfuric acid are -242 and -814 kJ/mol respectively.

7. Which is the total amount of energy that is released after the 3 ℓ of water reacting completely?

8. The dragon was flying when it exploded. His speed was 12 m/s parallel to the floor and at a height of 30 m. After the explosion, it breaks in two pieces, one with double the mass of the other one. If the smallest piece arrived at the floor 12 m away from the explosion point and at the back, where do the biggest piece land?

Another legend which is similar to the one we have already read is the following one:

,,Saint George was a knight who was born in Cappadocia. One time he came to the city of Silene, Libya. Near this city was a pond, wherein there was a dragon which was poisoning all the country. Whenever he approached the city he poisoned the people with his breath, and therefore the people of the city gave to him every day two sheep to eat, so that he would do no harm to the people. When they ran out of sheep, he was given a man and a sheep. Then an ordinance was made that the children and young people of the town should be chosen by lottery to feed the dragon. Whoever the lot fell upon, wealthy or poor, he or she was delivered to the dragon.

One time the lot fell upon the king's daughter, and the sorrowful king said to his people, "For the love of the gods take gold and silver and all that I have but let me have my daughter." They said, "Sir, you have made the law, and our children are now dead, but you would do the contrary. Your daughter shall be given, or else we shall burn you and your house."

Seeing that he could do no more, the king began to weep, and said to his daughter, "Now I shall never see you married." Then he returned to the people and asked for eight days' respite, which they granted to him. When the eight days were passed they came to him and said, "You see that the city is perishing." Then the king had his daughter dressed like a bride, embraced and kissed her, gave her his blessing, then led her to the place where the dragon was.

When she was there Saint George passed by, and seeing the lady, he asked her what she was doing there. She said, "Go your way, fair young man, lest you perish as well."

Then he said, "Tell me why you are weeping." When she saw that he insisted on knowing, she told him how she had been delivered to the dragon. Then Saint George said, "Fair daughter, doubt not, for I shall help you in the name of Jesus Christ." She said, "For God's sake, good knight, go your way, for you cannot save me."

While they were thus talking together the dragon appeared and came running toward them. Saint George, who was on his horse, drew his sword, made the sign of the cross, then rode swiftly toward the dragon. He struck him with his spear, injuring him severely. Then he said to the maid, "Tie your belt around the dragon's neck, and be not afraid."

When she had done so the dragon followed her meekly. She led him into the city, and the people fled in fear. Saint George said to them, "Doubt not. Believe in God and Jesus Christ, and be baptized, and I shall slay the dragon." Then the king and all his people were baptized, whereupon Saint

George killed the dragon and cut off his head. It took four ox-carts to remove his body from the city"

Find similarities and differences between both legends.

Do you know any other legend from your country that has a dragon as a main character? Explain it.

Know, have a look to the following video:

https://goo.gl/jrPUhS

It explains the same story of one of the two previous legends.

1. Which legend appears in the video?
2. Could you explain it on your own words?
3. The version that appears on the video is not the same text that we have reproduced here. Could you explain the main differences?

Try to record a similar video about the other legend included above. Remember you can share all the recorded videos and other materials created using the hashtag #greatmiddlereuse.

Have a look now to the following legend:

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EUROPEAN YEAR
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It's the legend of the foundation of the city of Riga with the money Big Christopher received from Christ after helping him to cross the river.

It was very common in the ancient times to find legends trying to connect the foundation of an important city with a fantastic foundation with gods or saints or fantastic creatures with the power of protecting them. The reason is this way they felt more protected against possible enemies.

Look in the history of your country for similar legends about the foundation of important cities by this short of characters.

Look at the following map of the region of Aragon, in Spain:

Each of the six blue points in the map represent one of the following towns or places. Identify each point with a name:

Cella, Daroca, Layana, Los Bañales, Ibón de Plan and Monte Perdido

Now, watch the following six videos about different legends and link each one to each of the towns and places. To watch them, you will need HP-Reveal app and your mobile phone:

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IN THE MIDDLE AGES

2018
EUROPEAN YEAR
OF CULTURAL
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About many all places, that has been there since the beginning of times (from a human perspective) or which origin remains unknown, there exist legends to try to explain how they appeared there. This is the example of the Legend of the Fountain in Cella, or the Legend of Monte Perdido or the legend of Los Bañales in Layana.

Other legends try to explain the origins or the presence of fastastic creatures, as happened with the Legend of the Enchanted Muslim from Daroca, or the Fairies from the Ibones.

But not only in Spain we can find these legends about fantastic creatures, they appear also in other countries, as you can check in the following links:

https://goo.gl/jPJTZp

https://goo.gl/dpddMs

https://goo.gl/tXweFY

Are these fantastic creatures also present in your country's folklore?

Complete in your notebook a table with the name of fantastic creature present in your local folklore, and magic properties

associated to him/her. Include also the proper name of any of these characters, if possible.

Finally, even when some of them are not proper legends, in the following link you can find different examples of thoughts that exists nowadays about Middle Ages:

https://goo.gl/viGqJK

1. Are these thought also valid in your country?
2. Do you know about other legends of this type?
3. Are uses different in the Middle Ages in Greece than in your country?
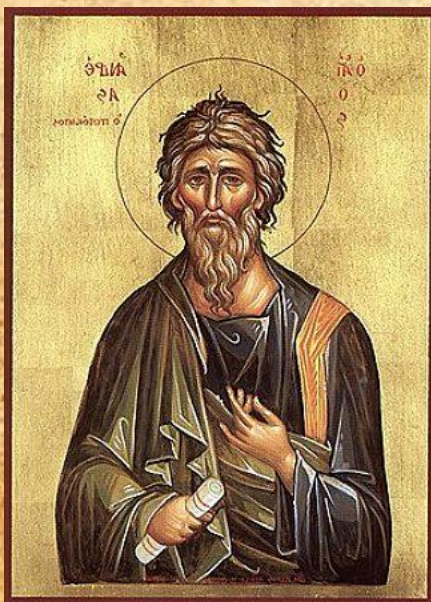
One of the legends included in this document is the Legend of Apostle Saint Andrew. There are a lot of legends about Apostles and holy men in different countries, but one is directly related to the Medieval Routes studied in the original association. Look for information about the Legend of the Apostle Saint James and the beginning of the pilgrimage to the place where it is supposed to be buried.

1. Copy the legend.
2. Represent the main facts in a line of time
3. Look for characters appearing in the legend and find information about them, to check if they existed or not.
4. About the existing characters, find information.
5. Finally, draw a comic about the legend you have already read.
6. Remember you can share these comics and other materials created using the hashtag #greatmiddlereuse.

All the legends collected during this activity are included and can be downloaded from the following link:

https://goo.gl/bnbkYX

Remember you can share all your experiences and other materials created using the hashtag #greatmiddlereuse.

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IN THE MIDDLE AGES

Poster Making

   Middle Ages is a really long period of time, lasting for nearly 10 Centuries. This is such a long period of time that it's not something strange to think a lot of characters, both real and fiction characters lived during these times.

   During these centuries, there were a lot of Kings of different Kingdom, some of them responsible of changing the frontiers of their Kingdoms, tens of Popes, scientists, philosophers, and lots of heroes.

   Some of them, can be located in a certain place, or are linked to any building or any area.

   The aim of this activity is to create Tourist Posters using a character to promote a city, a building, or in general, a place.

   Let use your mobile phone to see some examples:

Dol de Bretagne cathedral

The Mont-Dol was famous for being the home of the devil. While he was at the summit, he saw his worst enemy, Saint-Samson. Saint-Samson was building the cathedral of Dol. Encouraged, the devil took a huge rock to destroy it. But his aim was poor, so the rock he threw only wiped out the North tower of the cathedral. The rock flew on landing in a field a few kilometers further away. Right now, it's known as « the Menhir of the mournful field ».

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Castel Del Monte

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Puer Apuliae

Stupor Mundi

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IN THE MIDDLE AGES

2018
EUROPEAN YEAR
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CALATAYUD
THE LAND OF ALFONSO I

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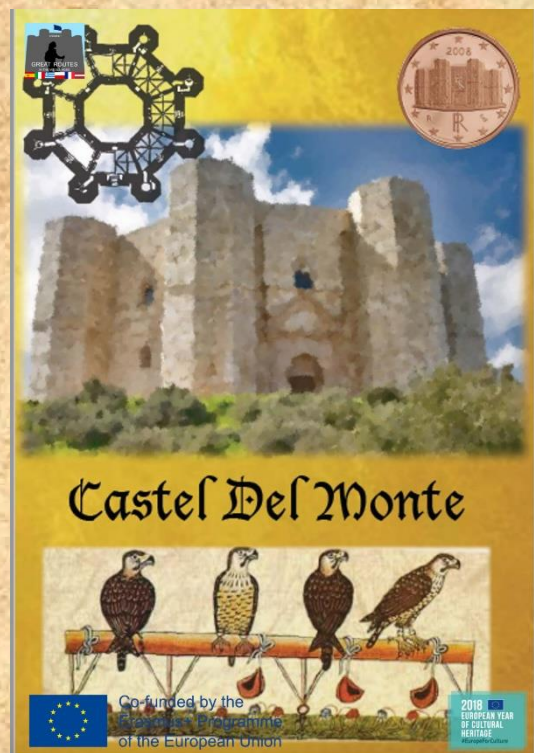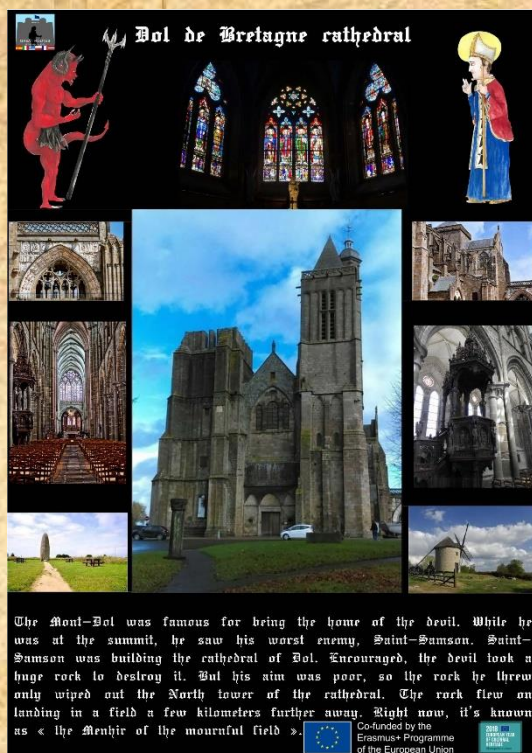of the European Union

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IN THE MIDDLE AGES

2018
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We are going to try to do something similar but with other characters.

1. First step will be to select a Medieval character. Have a look to the following list of characters and classify them in the following table:

Gregory the Great

Francesco d'Assisi

Charlemagne

Avicena

Giovanni Boccaccio

Al-Mutaman

Thomas Aquinas

Maimonides

Alfonso X, The Wise

Jeanne d'Arc

Muhhamad

Averroes

Bernard de Clairvaux

Marco Polo

Geoffrey Chaucer

Dante Alighieri

Christopher Columbus

Nicolas Copernicus

Ramon Llull

William of Ockham

Leonardo de Pisa (Fibonacci)

Niccolo Fontana (Tartaglia)

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IN THE MIDDLE AGES

2018
EUROPEAN YEAR
OF CULTURAL
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King	Pope	Scientist	Philosopher	Writer	Hero	Other

2. Now, choose one of these characters and search for information about him/her.

3. With all the information, write a text in first person as if the character is telling his/her story. As an example, if we choose Al-Mutaman as a character, this could be the text for him:

,,Assalam Aleikum! My name is Abu Amir Yusuf Ben Ahmed Al-Mutaman, son of Abu Yafar Ahmed Ben Sulayman al-Muqtadir Billah, who ordered to build this palace. My Palace.

Because I am the King of the Taifa of Saragossa.

But I'm not as interested in war as my father was. For that, I pay to a Castilian knight, Rodrigo Diaz, from Vivar, who is called The Cid, and who was exiled from his kingdom. He helps me to keep my Kingdom's boundaries controlled.

I prefer study maths, astrology or philosophy.

Since I was very young I could study these subjects, because my father made sure that in his court the wise men were not lacking.

My father was a patron of sciences, philosophy and arts. He was very interested in arts and culture.

This palace, Al-Jafaria, the Palace of Joy, was a centre of culture where intellectuals and artists from all Al-Andalus arrived. Many of them came here as refugees after the Fitna, the Civil War in Cordoba.

With them, I studied Euclides and Arquimedes, Thabit Bin Qurra, Banu Musa and many others.

And I was so interested, I decided to keep all of them in a book. My book. Kitab Al-Istikmal wa Al-Munadir. „The book of perfection and optical appearances".

In it, I collect all that I learnt, but I also include some of my discoveries about geometry.

My book is very long, but there is so much to write about..."

Write something similar for the character you have chosen.
4. Look for a place, a building or a landscape to identify with the character and look for a picture. As an example, for Al-Mutaman, we decide to use the following picture:
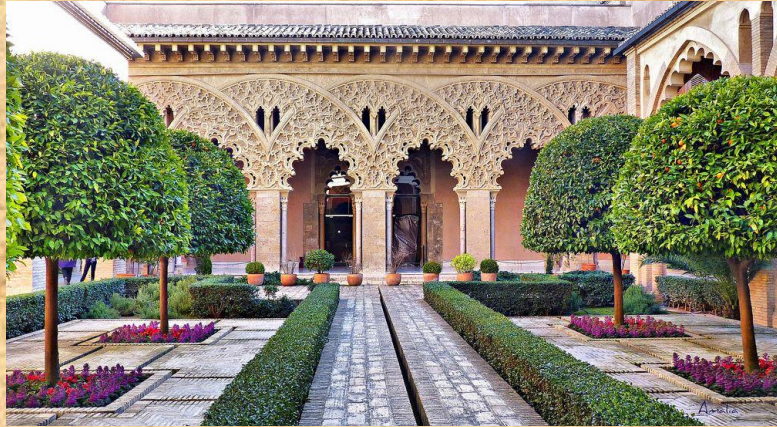
5. Record a video with green screen at the back and a student (if possible, dress as if he were the chosen character) reading the text you have previously written.
6. Change the green background by the selected picture.
7. Use HP-Reveal to connect with Augmented Reality the video and the Picture.
8. Check here the result with the chosen character and picture:

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    Remember you can share all your experiences and other materials created using the hashtag #greatmiddlereuse.

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Webgraphy

- http://mythse2bn.org/mythsandlegends/userstory6306-the-legend-of-the-wawel-dragon-a-polish-traditional-legend.html

- https://www.pitt.edu/~dash/stgeorge1.html

GREAT ROUTES
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Table of Contents

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2018
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ej ies emilio jimeno

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