



<b>1. Title: <i>Ire per agros: journeys of faith and culture in the Middle Ages. The pilgrimage</i></b>	
<b>2. Knowledge and didactic objectives</b> <i>Objectives and knowledge that would be developed with this activity.</i>  Enhancement of the paths of faith, art and culture of their territory. Starting from the analysis of pilgrimage sources (diaries), the motivations and itineraries that drove men and women in the Middle Ages to set out to reach a destination (major and minor pilgrimages) will be analyzed. The final goal is the construction of an urban trekking guide, which on the basis of the ancient itineraries, knows how to enhance the places of local cultural and environmental heritage.	<b>3. Timing</b> <i>Duration of activity. Approximate sessions. Estimated time.</i>  <i>I phase: 1h</i> <i>II phase: 3 h</i> <i>III phase: 3/4 h</i> <i>IV phase: 3h</i> <i>V phase: 4h</i> <i>Total: 14-15 ore</i>
<b>4. Grouping of students</b> <i>Individual, couples, small groups, large group.</i>	
<b>5. Historical thinking skills</b> <i>Point out the historical thinking skills that would be developed with the activity.</i> Chronological Reasoning, Comparison and Contextualization, Crafting Historical Arguments from Historical Evidence, Historical Interpretation and Synthesis. The students should be able to compare causes and/or effects; analyze and evaluate the interaction of multiple causes and/or effect; connect patterns of continuity and change over time to larger historical processes or themes; analyze and evaluate competing models of periodization of the global history; explain and evaluate multiple and differing perspectives on a given historical phenomenon. In particular: -Cultural competencies (for the development of fundamental knowledge) by providing the student and the student with the cultural and methodological tools for a thorough understanding of reality, so that he or she may pose, with a	



rational, critical, planning attitude in the face of migratory situations and phenomena.

-Social skills (for citizenship). Knowing how to act autonomously and responsibly: knowing how to actively and consciously participate in social life and assert within it one's own rights and needs while recognizing those of others, common opportunities, limits, rules, responsibilities.

-Problem solving: deal with problem situations by constructing and testing hypotheses, identifying appropriate sources and resources, collecting and evaluating data, proposing solutions using, according to the type of problem, contents and methods of the different disciplines.

-Identifying connections and relationships: identifying and representing, by elaborating coherent arguments, connections and relationships between different phenomena, events and concepts, even belonging to different disciplinary fields, and distant in space and time, grasping their systemic nature, identifying similarities and differences, coherences and inconsistencies, causes and effects and their probabilistic nature.

-Acquiring and interpreting information: acquiring and critically interpreting information received in different fields and through different communication tools, evaluating its reliability and usefulness, distinguishing facts and opinions.

## 6. Development or sequence of the activity

*To explain how the activity is developed, the phases of the teaching-learning process, the steps that students must follow and the role of the teacher in each of the sessions.*

### Phase I: on the meaning of travel and pilgrimage

The topic will be introduced with some terminological clarifications on the phenomenon of pilgrimage in the Middle Ages, identifying the peculiarities of the faith journey, comparing it with the motivations that drove human beings to move and travel in the past.

### Phase II: Analysis of narrative sources: pilgrimage diaries.

Various pilgrimage journals in the Middle Ages will be analyzed and compared, individuating the ancient routes of faith to Santiago de Compostela, Rome and Jerusalem (routes).

### Phase III: local history

The focus will be on local history. After an introduction to the chosen medieval historical period, one will go on to identify the pilgrimage routes in one's own town (vie romee). An interactive map will be constructed, with sources from the medieval period.

### Phase IV: Romans of today

Through group activities, they will go on to identify new routes that know how to enhance the historical and cultural, as well as environmental patrimo of their own city reality.

### Phase V: Presentation of the guide to municipal institutions.



The guide will be presented to municipal institutions and citizens, promoting the routes identified and proposed for the enhancement of historical and cultural heritage. Guided tours on weekends are proposed.

## 7. Assessment techniques and instruments

*How? When? and what to evaluate?*

At the end, the evaluation will take into account the skills of each student.

The level of knowledge, skills, abilities and skills acquired; commitment and perseverance in work; interest in the discipline; active participation in educational dialogue; ability to personal re-elaboration of contents will be evaluated.

8. *Complementary resources (web links, bibliography for students, visits to heritage elements, press news, videos, documentaries, etc..).*

Web links:

Geospatial model of the Roman world that takes all these conditions into account and calculates distances not in hours but in days of walking, just as ancient writers did: under average conditions, one could walk 30 km, or 20 Roman miles, per day. This figure is as valid today as it was two thousand years ago: <https://orbis.stanford.edu>

Bibliography for students:

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Borghi B. (2022). *Come a Gerusalemme*. Carocci.

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Cardini F., Salvarani R., Piccirillo M. (2000). *Verso Gerusalemme. Crociati, pellegrini, santuari*. Velar.

Fasano P. (1999). *Letteratura di viaggio*, Laterza.

Gensini S. (ed., 2000). *Viaggiare nel medioevo*. Pisa University Press.

Nelli R. (2014). *Il pellegrinaggio in trasformazione*, in Salvestrini F. (ed.). *Monaci e pellegrini nell'Europa medievale: viaggi, sperimentazioni, conflitti e forme di mediazione*, Polistampa, pp. 33-56.

Ohler N. (1988). *I viaggi nel Medio Evo*. Jaca Book.

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Palumbo G. (2000). *Viaggi delle donne. Annotazioni per una ricerca di lunga durata sulle insegne di pellegrinaggio*, in *Viaggiare nel Medioevo*, Fondazione Centro di Studi sulla Civiltà del Tardo Medioevo.

Petti Balbi G. (1992). *Mare e pellegrini verso la Terra Santa: il reale e l'immaginario*, in *L'uomo e il mare*, «Atti della Società Ligure di Storia Patria», 106 (1992), pp. 97-122.

Prescott H.F.M. (1954). *Jerusalem journey. Pilgrimage to the Holy Land in the fifteenth century*. Eyre & Spottiswoode.

Richard J. (2002). *Il santo viaggio. Pellegrini e viaggiatori nel Medioevo*. Jouvence.

Rowling M., *Viaggiare nel medioevo*. Laterza.

Stopani R. (2003). *Le vie di pellegrinaggio del Medioevo. Gli itinerari per Roma, Gerusalemme, Compostella*. Le Lettere.

Verdon J. (1998). *Il viaggio nel Medioevo*. Baldini & Castoldi.

Visit to heritage: visits to the City Archives; visits to the heritage of one's city.

## 9. Annexes

*Annexes with complementary information: links to the HistoryLab resources, templates that would be used for the development of the sessions, etc.*

Pilgrimage, Hub scuola: <https://www.youtube.com/watch?v=lxm7CQ5LUB8>;

Routes Francigena: <https://www.viefrancigene.org/it/>

Pilgrim Libraries: books & reading on the medieval routes to Rome & Jerusalem: <http://www7.bbk.ac.uk/pilgrimlibraries/tag/venice/>

Historical maps of cities of the world: <http://historic-cities.huji.ac.il>

## Disclaimer

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