

ACTIVITY3.1

Analyse the Bayeux Tapestry

AUSTRALIAN CURRICULUM
HISTORICAL SKILLS

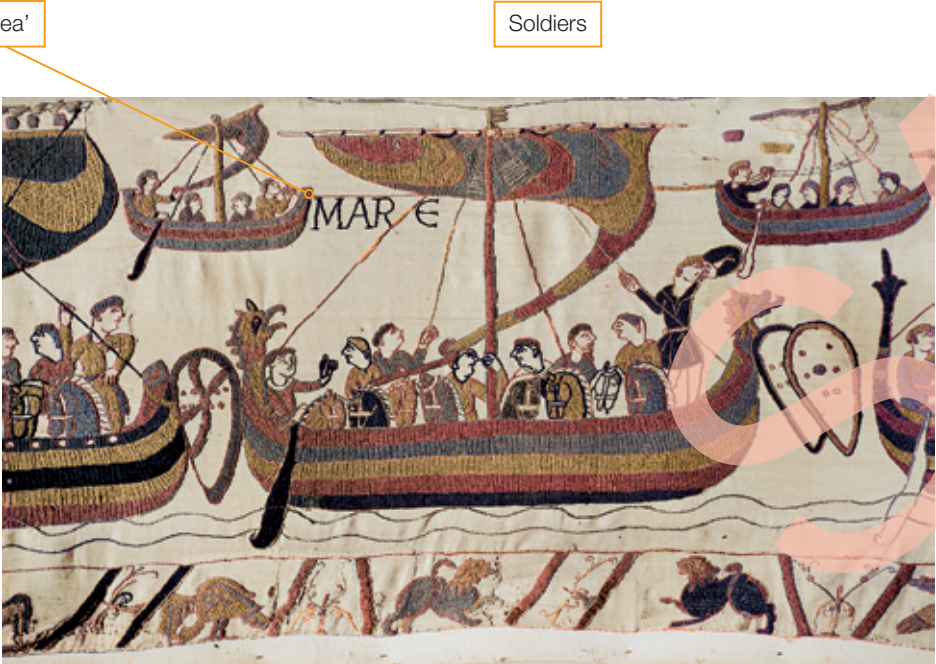
> Identify and describe points of view, attitudes and values in primary and secondary sources

The Battle of Hastings was an important battle in English history. It took place during the Norman Invasion of 1066, when the forces of William, Duke of Normandy, and Harold Godwinson, King of England, clashed at Hastings, in the south of England. William was a descendant of Vikings who had settled in France. One of his near ancestors was Cnut the Great, who ruled Denmark, England and Norway (and parts of Sweden). William thus felt he had a right to claim the throne of England for himself. King Harold’s defeat led to William being crowned King William I of England—William the Conqueror!

The Bayeux Tapestry is one of the best sources of information that we have about the Norman Invasion. The origin of the tapestry (which is actually embroidery rather than a tapestry) is disputed but it was probably created within a decade after the battle. The 70-metre-long tapestry recounts the events leading up to the invasion and its eventual conclusion. In this worksheet, you will learn how to use a source such as the Bayeux Tapestry to find out about the past and also to describe how the makers of this evidence felt about the events depicted.

In this small section of the tapestry the army of William is shown crossing the English Channel.

- 1
- Written around this panel are a number of labels. Draw lines from each label to the correct part of the panel. The first is done as an example.



- 2
- What evidence is there that the embroiderers believed that the men were experienced sailors?

- 3
- What evidence is there that the embroiderers believed that the men were brave soldiers?

- 4
- What evidence is there that these men were descendants of the Vikings?

In his contemporary account of the events leading up to the Battle of Hastings, William of Poitiers wrote that the Duke of Normandy ‘hastily built a fleet of three thousand ships. At length he brought this fleet to anchor at St Valery in Ponthieu [in France] where he filled it with mighty horses and most valiant [brave] men, with hauberks [armour] and helmets. Then when a favourable wind began to blow, he set sail, and crossing the sea he landed at Pevensey [in England] where he immediately built a castle with strong rampart [embankment].’

- 5
- What evidence is there in this source that William of Poitiers was a supporter of the Duke of Normandy and his men?

Source 1 A small section of the Bayeux Tapestry

- 6

Why do you think William of Poitiers supported the Duke of Normandy?
- 7

The section of Bayeaux Tapestry shown on page 24 and the description by William of Poitiers on page 25 both describe the same event. Do these two accounts agree or conflict with each other?
- 8

What is the overall impression of William’s army that you have after analysing the tapestry and reading this account?
- 9

Do you think that these sources are biased? Give some reasons for your answer.



Source 2 A section of the Bayeaux Tapestry showing soldiers on horseback

ACTIVITY3.2

Medieval church windows

AUSTRALIAN CURRICULUM
HISTORICAL SKILLS

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Use historical terms and concepts

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Identify and describe points of view, attitudes and values in primary and secondary sources

The Christian Church played a key role in daily life in medieval Europe and England. Almost everyone was a Christian and lived according to the teachings of the Church.

Until the 15th century, however, when Gutenberg invented the printing press, monks were usually the only people who could read and write, and who had access to books. Ordinary people relied on what they were told by village priests, on what they heard and saw in religious plays, and on what they saw in the stained-glass windows of churches. Scenes, such as the one below, helped to form and reinforce their beliefs. These windows played a part in educating and ordering society.



Source 1 This stained-glass window from a church in Europe is one of a series depicting the life of John the Baptist.

Think about what helps to influence and control what you believe. For each of the factors listed below, give it a rating from 1 to 5 (with 5 being highest rating) to indicate how much it influences your thinking.

	Your ranking (1–5)
What your parents tell you	
What you see in television news and documentaries	
What is contained in religious texts	
What your mates at school say	
What you read in the newspapers	
What you see in television 'soap' series	
What your teacher tells you	
What Australia's laws and regulations say	
What you see in movies	
What your best friend says	
What you read in popular teen magazines	
What your school rules say	
What you read about on Facebook	
What you see or hear in advertisements	
What you believe to be right for you	
What your pop and movie heroes do and say	
What you see and hear in places of worship	
What you hear on the radio	
What you see and hear on TV reality shows	
What the house rules of your family are	

Now analyse the table above. Look at all those points you have rated as 4 or 5. Think about what these say about you. Look at all those you have rated as 1 or 2 and do the same.

Use this self-knowledge to write a brief paragraph below about what you believe helps to influence and order your thinking, and make you the unique person you are.

ACTIVITY3.3

Castle construction

AUSTRALIAN CURRICULUM
HISTORICAL SKILLS

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Identify and locate relevant sources, using ICT and other methods

>

Use a range of communication forms (oral, graphic, written) and digital technologies

You are a medieval architect who has designed many manor houses and castles for English aristocrats, similar to the one shown below. You are excited to learn the English king has commissioned you and your work partner to design and build his new castle. You have been given the brief detailed on the next page.

As you read the brief, jot down notes against each of the points that will help your planning and design. Discuss your response to each point with your partner, giving reasons for your choice.



Source 1 Bodiam Castle in East Sussex, England

Brief for the king’s new castle

1 Location

- a The castle will be sited so that it is difficult for an enemy to attack it. The architect can choose the site he/she thinks is most suitable from anywhere in the king’s domain.
- b The castle will be close to transport routes. Again, the architect can chose a suitable site from anywhere in the king’s domain.

2 Materials

The castle will be made from materials that are strong, resistant to fire and to external damage from enemy attack.

3 Defence

- a The castle walls and turrets will have a number of design features that provide protection for the king’s soldiers in the event of an attack while allowing them to actively engage the enemy.
- b The castle gate will have a number of features that greatly reduce the risk of unwanted entry by an enemy, while allowing the king’s soldiers to easily attack the enemy.
- c The design of the castle wall will be one that minimises the risk of collapse should its foundations be attacked by enemy sappers [engineers].
- d The perimeter of the castle will be further protected from enemy attack by making it as difficult as possible for siege engines and enemy soldiers to reach and scale its walls.

4 Internal features

- a The castle will contain quarters for the king and his family that are both secure and suited to his rank.
- b The castle will contain accommodation and facilities for the king’s soldiers.
- c The castle will contain an area that can be used by the king for both entertainment and administration of his royal duties.
- d The castle will contain a range of features that would enable castle occupants to be self-sufficient for a length of time in the event of an enemy siege.
- e The castle grounds will include facilities that cater for the king’s interests in hunting, and which provide for the full range of needs of his soldiers.

Work with your partner to create a plan or ‘blueprint’ for your castle, which you will hand over to the builders. You may use paper or a computer program to create your drawings. Remember to include notes in margins, indicating the main areas of the castle, defensive features and building materials.

ACTIVITY 3.4 Medieval recipes

AUSTRALIAN CURRICULUM
HISTORICAL SKILLS

- › Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged
- › Use a range of communication forms (oral, graphic, written) and digital technologies

There was a great difference in medieval times between the diet of the poor and the diet of the rich. The rich ate a lot of meat (from animals such as sheep, chickens, and geese as well as from game animals such as rabbits, deer and wild pigs). They also had the wealth to buy exotic spices such as cloves and saffron. The poor ate a simple but good diet by modern health standards—rough-ground grain, lots of vegetables, herbs, and fish (if they lived near streams or the sea).

Below is a modern adaptation of a medieval recipe that a wealthy family might enjoy as a sweet dish. (Unlike today, all ingredients would be prepared from scratch. For example, to make the pastry, the medieval cook would first have to grind the flour, and so on.) You might like to try this recipe in Food Technology or at home.

Sweet cheese delights



Ingredients

- 2 slices of prepared frozen pastry
- 250g cottage cheese (in medieval times, it was called curd cheese)
- 2 tablespoons of diced sweet ginger
- 2 tablespoons of diced walnuts
- 2 tablespoons of currants
- 2 teaspoons of lemon juice
- spray of oil

Method

- 1 Cut each pastry sheet into 6 rectangles of the same size.
- 2 Place pastry rectangles on a sheet of baking paper or tray lightly sprayed with cooking oil.

Source 1 Ingredients for sweet cheese delights

ACTIVITY 3.5

AUSTRALIAN CURRICULUM HISTORICAL SKILLS

- > Use historical terms and concepts
- > Locate, compare, select and use information from a range of sources as evidence

Compare significant medieval women

Medieval European societies were dominated by men: the Pope and bishops controlled the Catholic Church and the king and his nobles governed secular [non-religious] matters. The man was the head of the household, just as the king was the head of the kingdom. Both noble and peasant women were expected to work in their family home until they were married, when they would run their husband’s household and raise their own children. Typically, they received very little education and had few rights: a woman was expected to obey her father or husband in all matters and was not able to make decisions for herself.

Despite these restrictions, some women became very influential indeed. Read about the three women below and analyse how they were able to become significant historical individuals.



Source 1 An artist’s impression of Christine de Pizan

Eleanor of Aquitaine

During her lifetime, Eleanor of Aquitaine was Queen of France and England, and also ruled England as regent. She was an intelligent, creative and sensitive woman. Eleanor was born in France in 1122. She was the daughter of the Duke of Aquitaine and heir to his land. When her father died, however, the land became the property of Louis VI, the French king. When she was 15, she married the king’s son and later became Queen of France. She took part in the Second Crusade alongside her husband, taking 300 women to fight and help care for the wounded. She was not happy with Louis VII and the marriage was annulled [declared non-existent] in 1152. In 1154 she married the Duke of Normandy, who later became Henry II, the king of England. Eleanor supported her sons when they revolted against Henry in 1173, and was imprisoned for 16 years. When Henry II died she was released, and helped rule England with and for her eldest son, Richard the Lionheart.

Joan of Arc

Joan of Arc was born in 1412 in a small French village called Domrémy. As the daughter of a peasant farmer, she received no education apart from the lessons of the Church. When she was 13, she believed she began to see visions and hear the voices of saints. They told her that she would help the French defeat the English, whom they were fighting in the 100 Years’ War. She would take the French Dauphin [Crown Prince], Charles VII, to be crowned as king at Rheims.

When she was 18 she travelled in men’s clothing to see the Dauphin. She had to convince many sceptical people, including Charles VII, that she was on a mission from God. Her conviction and faith inspired many nobles and common people. She helped lead the French to victory and in 1429 Charles was crowned.

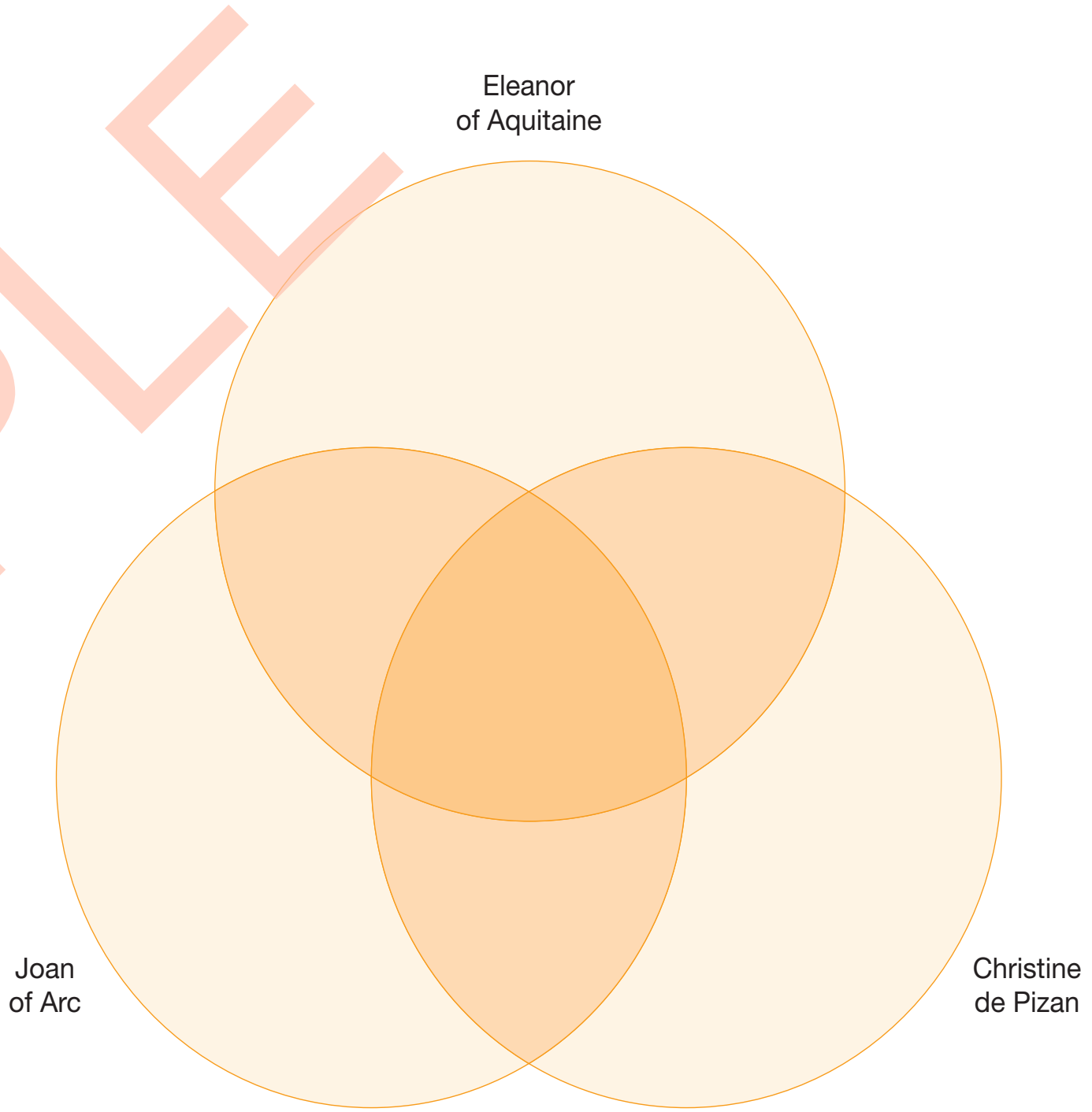
Less than a year later, Joan was captured by the English. Wanting to discredit the new French king, they accused her of witchcraft. She was imprisoned for eight months and, because she refused to confess that she didn’t hear the voices of saints, was burnt at the stake in 1431.

Christine de Pizan

Christine de Pizan was born in Venice around 1364. Her father was Tomasso de Pizzano, a respected physician. She grew up at the court of the king of France, Charles V, where her father made sure she received a good education. At 14, Christine married Etienne du Castel, a court secretary, and they had three children. In 1389, however, her husband died. Her father and the king were also now dead, and she decided to support her family by writing.

Over the next fifty years, Christine wrote many poems, essays and books. As well as entertaining stories and love poems, she wrote serious works about the place of women in society, defending them against those who dismissed them as ignorant and worthless.

- 1 Using the Venn diagram below, arrange facts about the significant women to show what they had in common and what was different about them. Consider the following topics when selecting your information:
- Family connections
 - Education
 - Type and extent of influence.



- 2 People say that 'knowledge is power'. Was that true for these influential women?

- 3 What did these women risk by voicing their opinions and taking action?

- 4 Write a paragraph explaining the most important factors or circumstances that allowed these women to exercise independence and power.



Source 2 A portrait of Eleanor of Aquitaine



Source 3 A portrait of Joan of Arc



Source 4 Medieval illustration of Christine de Pizan at work