

The **Total Eclipse** project showcases the use of a high profile event or phenomenon to model the process of developing quality assessment across year levels and learning areas.



# Medieval eclipse

## Teacher guidelines

**Year 8**

**Australian Curriculum  
History**

**Students investigate a medieval individual's way of life and their response to an eclipse.**

### Context for assessment

This assessment package was created for the Total Eclipse Showcase but can also be used as part of an assessment program for the Medieval Europe (c.590–c.1500) depth study.

Using researched information to substantiate a medieval individual's perspective allows students to gain an understanding of what life would have been like at the time and how different values and beliefs influenced those societies. Learning to target the research process to locate relevant information and acknowledge sources is a fundamental historical skill. Students use social media as a 21st century equivalent of the medieval marketplace, allowing students to communicate with appropriate peers in the manner of a medieval individual.
























This assessment can be used with the QSA Australian Curriculum resource titled Year 8 unit overview – History exemplar (Depth study: *The Western and Islamic World: Medieval Europe*) available at: [www.qsa.qld.edu.au/13649.html#overview](http://www.qsa.qld.edu.au/13649.html#overview).
















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## Identify curriculum

What learning will be assessed?

<b>Link to Make judgments</b>		<b>Australian Curriculum History</b>	<b>Year 8</b>
Understanding	Historical Knowledge and Understanding	<p><b>The Western and Islamic World</b></p> <p><b>Medieval Europe (c.590–c.1500)</b></p> <p>The way of life in Medieval Europe (social, cultural, economic and political features) and the roles and relationships of different groups in society. (<a href="#">ACDSEH008</a>)</p>	
Skills	Historical Skills	<p><b>Historical Skills</b></p> <p><b>Historical questions and research</b></p> <p>Identify and locate relevant sources, using ICT and other methods. (<a href="#">ACHHS151</a>)</p> <p><b>Analysis and use of sources</b></p> <p>Locate, compare, select and use information from a range of sources as evidence. (<a href="#">ACHHS153</a>)</p>	
Skills	Historical Skills	<p><b>Historical Skills</b></p> <p><b>Explanation and communication</b></p> <p>Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged. (<a href="#">ACHHS156</a>)</p> <p>Use a range of communication forms (oral, graphic, written) and digital technologies. (<a href="#">ACHHS157</a>)</p>	
		<p><b>Achievement standard, with assessed areas highlighted</b></p> <p>By the end of Year 8, students recognise and explain patterns of change and continuity over time. They explain the causes and effects of events and developments. They identify the motives and actions of people at the time. Students explain the significance of individuals and groups and how they were influenced by the beliefs and values of their society. They describe different interpretations of the past.</p> <p>Students sequence events and developments within a chronological framework with reference to periods of time. When researching, students develop questions to frame an historical inquiry. They analyse, select and organise information from primary and secondary sources and use it as evidence to answer inquiry questions. Students identify and explain different points of view in sources. When interpreting sources, they identify their origin and purpose, and distinguish between fact and opinion. Students develop texts, particularly descriptions and explanations, incorporating analysis. In developing these texts, and organising and presenting their findings, they use historical terms and concepts, evidence identified in sources, and acknowledge their sources of information.</p>	
		Source: ACARA, <i>The Australian Curriculum</i> v3.0, <a href="http://www.australiancurriculum.edu.au">www.australiancurriculum.edu.au</a>	

<b>Suggested learning experiences</b>	<b>Curriculum links</b>
<b>Exploring the context of the eclipse</b>	
Investigate solar and lunar eclipses including how they occur and historical examples.	
<b>Exploring the context of Medieval Europe</b>	
Explore the medieval period with a focus on: <ul style="list-style-type: none"> <li>• geographic contexts</li> <li>• a timeline showing key events, kingdoms, individuals</li> <li>• familial and social structures</li> <li>• typical occupations</li> <li>• hobbies and leisure activities</li> <li>• food, clothing, celebrations</li> <li>• religion, superstitions, cultural values</li> <li>• architecture (across social classes)</li> </ul> by using primary and secondary sources, written, verbal and visual texts or artifacts.	  
Discuss why medieval people of different social classes may have vastly different experiences, beliefs and knowledge.	  
Discuss the difference between predicting (saying what you think will happen) and hypothesising (saying what you think will happen based on a reason or evidence). Hypothesise a medieval person's likely response to a disease epidemic based on your understanding of religion, medical knowledge, superstition and daily life at the time.	  
<b>Developing research skills</b>	
Use library catalogues or internet search engines to locate relevant information on a specific topic from a range of sources.	 
Research topics in a library or on computers using plans (see Appendix A).	 
Practise making notes from research.	
Familiarise yourself with the purpose of and conventions surrounding the recording of bibliographic information.	
<b>Communicating understanding</b>	
Practise finding evidence in a text to support statements of understanding.	 
Familiarise yourself with presentation software, such as PowerPoint.	
Explain in writing and verbally how you have developed an explanation or hypothesis based on evidence from a source or research.	
Use in-text referencing, or the method preferred by your school, to reference the evidence from your research that supports your explanations.	  

Suggested learning experiences	Curriculum links
View the accompanying presentation (Assessment-related resource: EXAMPLE Medieval crime and punishment page) as a class and respond to the discussion questions in Appendix B. The questions help students understand how to communicate understanding of the medieval period through a “fakebook” profile and encourage deliberate thought behind choices such as friends, status updates and photos (an important step in preparing to complete the assessment).	    
General capabilities	 Literacy  Numeracy  ICT capability  Critical and creative thinking  Ethical behaviour  Personal and social capability  Intercultural understanding
Cross-curriculum priorities	 Aboriginal and Torres Strait Islander histories and cultures  Asia and Australia’s engagement with Asia  Sustainability

## Resources

- Aboriginal and Torres Strait Islander perspectives <sup>i</sup>
- Diversity of learners <sup>ii</sup>

## Web links

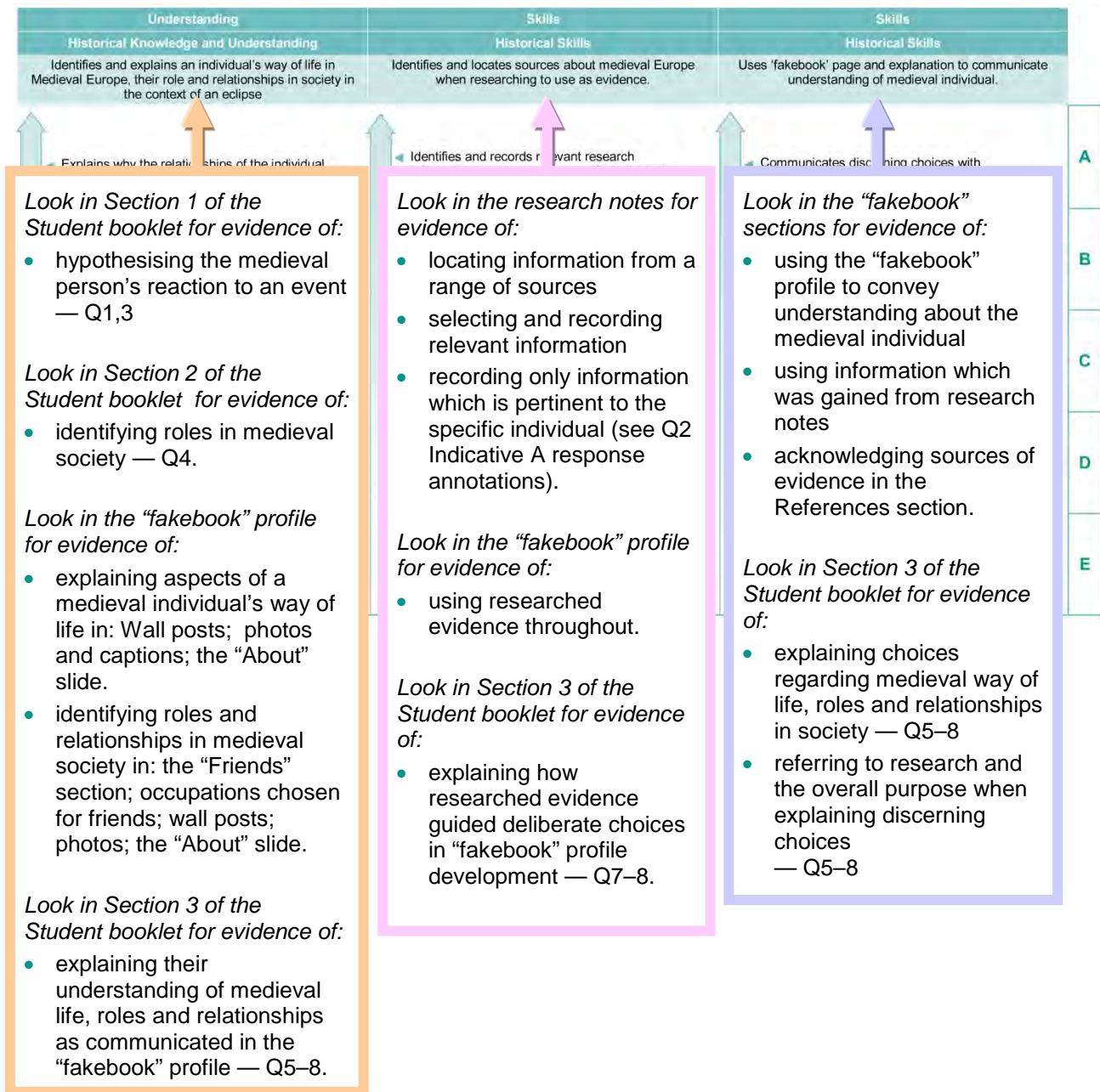
- Historical Map of Medieval Europe in the 13th Century. *History for the Relaxed Historian*, New Mexico. Medieval Europe 13th century, [www.emersonkent.com/map\\_archive/europe\\_13th\\_century.htm](http://www.emersonkent.com/map_archive/europe_13th_century.htm)
- Medieval occupations. Medieval Life and Times, USA. *Medieval Jobs*, [www.medieval-life-and-times.info/medieval-england/medieval-jobs.htm](http://www.medieval-life-and-times.info/medieval-england/medieval-jobs.htm)
- Links to information about life in the medieval period. MichelleSinclair.com, Georgia, USA. *Medieval life*, [www.michelesinclair.com/medieval\\_life.shtml](http://www.michelesinclair.com/medieval_life.shtml)
- Aspects of life in the medieval period. Medieval-Castles.org, Spain. *Everything about the Dark Ages*, [http://medieval-castles.org/index.php/medieval\\_life\\_reading](http://medieval-castles.org/index.php/medieval_life_reading)
- Aspects of life in medieval Europe. Medieval-life.net, Wyoming, USA. *Medieval European History*, [www.medieval-life.net/history\\_main.htm](http://www.medieval-life.net/history_main.htm)
- Aspects of life in medieval Europe (designed for students). Mr Donn.org, USA. *The Middle Ages for Kids*, <http://medievaleurope.mrdonn.org/>
- Primary sources on aspects of medieval life. Eyewitness to History, Ibis Communications, New York. *The Middle Ages and Renaissance*, [www.eyewitnesstohistory.com/mefrm.htm](http://www.eyewitnesstohistory.com/mefrm.htm)
- Primary sources from a range of historical periods. Internet History Sourcebooks Project, Fordham University, New York. *Internet Medieval Sourcebook*, [www.fordham.edu/Halsall/sbook.asp](http://www.fordham.edu/Halsall/sbook.asp)
- Links to a range of history sites. Hyper History, Australian Government, Australia. *The National Centre for History Education*, [www.hyperhistory.org/index.php?option=displaypage&Itemid=226&op=page](http://www.hyperhistory.org/index.php?option=displaypage&Itemid=226&op=page)
- History through art. Bridgeman Art Library, England. *Art, culture & history images*, [www.bridgemanart.com/browse/category/History/1260](http://www.bridgemanart.com/browse/category/History/1260)

## Implementing

<i>Time</i>	<i>Student role</i>	<i>Teacher role</i>
<b>Setting the scene: Eclipses in medieval times</b>		
20 mins	Read the information as a class and complete Q1–3 in the <i>Student booklet</i> . Discuss your responses as a class.	Ensure all students can engage with the text within the <i>Student booklet</i> . Reading comprehension is not being assessed so all text within the booklet can be read to or with students.
<b>Section 1. Research a medieval individual</b>		
100–120 mins or at teacher discretion (consider homework time)	Review the companion PowerPoint presentation (assessment-related resource: <i>EXAMPLE Medieval crime and punishment page</i> ). Use library and internet resources to research the topics identified in the <i>Student booklet</i> .	View the companion presentation (assessment-related resource: <i>EXAMPLE Medieval crime and punishment page</i> ). <b>Ensure students see this presentation.</b> Note: Wall post entries are listed latest to earliest (reverse chronological order). Discuss the questions in Appendix B so students understand the type and amount of information required of them during the research phase as well as how to demonstrate their understanding. Facilitate access to library and internet. Determine tool to be used by students when researching (see Appendix A — provide students with an A3 version or draw it up across 2 pages of an A4 workbook. Note that the last row can be done after researching). Possible extensions to this section could require students to use primary and secondary evidence or to evaluate their research sources for usefulness.

<b>Time</b>	<b>Student role</b>	<b>Teacher role</b>
<b>Section 2. Construct a social media profile</b>		
Teacher discretion	Use your research to complete the “fakebook” PowerPoint presentation.	<p>Determine conditions under which students will work (for example, open conditions includes working both in class and at home).</p> <p>Ensure all students have had sufficient opportunity to research information.</p> <p>Facilitate access to computers and an electronic copy of the PowerPoint template.</p> <p>Provide students with hard copies of the template where needed.</p>
<b>Section 3. Explain your fakebook choices</b>		
25 mins	Complete Q5–8.	<p>Determine conditions under which students will work (for example, open conditions includes working both in class and at home).</p> <p>Ensure students understand the purpose of outlining their reasoning and decision making in regards to the PowerPoint presentation.</p> <p>Consider adjustments such as verbal discussions for individual students who struggle with literacy demands or those students who may not be able to complete the assessment using a computer.</p>

**Finding the evidence<sup>iii</sup>**



Evaluate the information gathered from the assessment to inform teaching and learning strategies.<sup>iv</sup>

- Use student responses to “Setting the scene” to determine whether they have had sufficient learning experiences to understand how medieval responses to an event would differ between social classes and to current responses before moving on to Section 1.
- Specific feedback to progress research skills could direct students to:
  - become aware of the wide range of sources that can be used in research (including websites, virtual and real museums, oral histories, books, posters, documentaries, artifacts, illustrations and artwork, dramatic plays, poetry and music)
  - determine and locate sources which are reputable and authoritative on a topic
  - use search terms which are focused and narrow in order to return more relevant results
  - skim information for relevant headings or key words and use contents pages, site maps and indices to locate relevant information in a timely manner
  - learn how to both take and make note form summaries of relevant information
  - become familiar with an appropriate manner of referencing and acknowledging information.



Appendix A: Research table for medieval eclipse

What it means in relation to your individual:	Dot point summaries of research:	Source details:	
			Family, place in feudal structure
			Occupation, daily duties
			Education, money
			Religious beliefs, values, superstitions
			Home life: clothes, food, leisure activities

## ***Medieval crime and punishment fakebook profile***

### **Discussion questions**

#### **Slide 1: Home page and friends**

- What do you know about the person from her profile pic and background pic?
- What can you tell about her from who her friends were?
- What part of society did she belong to?
- What might her life be like if she is part of a particular level of society?

#### **Slide 2–3: Wall posts**

- What is the event that they are talking about?
- Why might this event be happening?
- What can you deduce/infer about the types of punishments used in the medieval period?
- Can you guess the type of behaviour that females were meant to display?

#### **Slide 4: Photos**

- What information do the photos give you about daily life?
- What information does it give you about relationships between the social classes?

#### **Slide 5: About**

- How was life different for males and females?
- What role did the Church and religion play in society?

#### **Using “fakebook” to show understanding about the medieval period**

- If you had to show your understanding about food in the medieval period, how would you show it in:
  - the Wall posts page?
  - the photos?
  - the “About” page?
- How can you tell what class Ursel is from just by looking at her fakebook friends?
- If you had to show your understanding about the feudal system in a “fakebook” profile, how would you do it?

## Sample list of individuals for students

Individual	Student name
Lord/Lady of the Manor	
Maid/Squire	
Priest	
Nun/Monk	
Scribe	
Swineherd	
Shepherd	
Weaver/Dyer	
Cook/Housekeeper	
Tax collector	
Peasant	
Minstrel/Bard	
A travelling Moor	
Apothecary	
Wise woman	
Teacher	
Knight	
Merchant	

### Note to teachers:

- *individual roles can be allocated multiple times*
- *the roles listed are based on individuals likely to live in or around Wendover in the 13th century. Accordingly, the Lord and Lady are the highest ranks. However, should you see fit, the King or a princess might be travelling through the area that day!*
- *some roles, such as a travelling Moor will be harder to research due to the amount of available information and should be allocated accordingly.*

## Notes

i

### Aboriginal and Torres Strait Islander perspectives

Teachers are encouraged to use Aboriginal and Torres Strait Islander knowledge, histories and cultures in planning all aspects of their curriculum. Both QSA and ACARA provide useful resources:

- QSA — Indigenous perspectives support materials: [www.qsa.qld.edu.au/3035.html](http://www.qsa.qld.edu.au/3035.html)
- ACARA — Aboriginal and Torres Strait Islander histories and cultures: [www.australiancurriculum.edu.au/CrossCurriculumPriorities/Aboriginal-and-Torres-Strait-Islander-histories-and-cultures](http://www.australiancurriculum.edu.au/CrossCurriculumPriorities/Aboriginal-and-Torres-Strait-Islander-histories-and-cultures)

ii

### Diversity of learners

Students in Australian classrooms may have diverse needs that are shaped by individual learning histories and abilities as well as cultural language backgrounds and socioeconomic factors. Both QSA and ACARA provide useful resources:

- QSA — Special educational needs: [www.qsa.qld.edu.au/691.html](http://www.qsa.qld.edu.au/691.html)
- ACARA — Diversity of learners: [www.australiancurriculum.edu.au/Science/Diversity-of-learners](http://www.australiancurriculum.edu.au/Science/Diversity-of-learners)

iii

### Matching evidence to a descriptor

This assessment uses a continua-style *GTMJ* where descriptors are placed along a continuum within each column and teachers make an A to E judgment around student responses.

For each column in the *GTMJ*:

- begin at the bottom of the continuum
- consider all descriptors on the continuum
- make an on-balance judgment for that column by choosing the position on the continuum that best matches the evidence.

Make an on-balance judgment to arrive at an overall grade by considering the judgments recorded for each column and the relative significance of each column to the stated purpose of assessment.

iv

Evaluate the information gathered from the assessment to inform teaching and learning strategies.

Involve students in the feedback process. Give students opportunities to ask follow up questions and share their learning observations or experiences.

Focus feedback on the student's personal progress. Emphasise continuous progress relative to their previous achievement and to the learning expectations — avoid comparing a student with their classmates.

For guidance on providing feedback, see the professional development packages titled *Seeking and providing feedback* in the Resources section of the Assessment Bank: <https://qcar.qsa.qld.edu.au/assessmentbank>

# Medieval eclipse

Student booklet

Name: \_\_\_\_\_



**Australian  
Curriculum  
History**

Year 8

Investigate a medieval individual's way of life and their response to an eclipse.

You will:

- research a medieval individual
- create an online social media profile for your medieval individual
- explain your profile entries.

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## Setting the scene: Eclipses in medieval times

Eclipses and other natural phenomena perplexed people in medieval times. People found them unexplainable, mysterious and often terrifying. There were many different thoughts about what they meant. They were seen as signals of God's anger, or as bad omens. Some thought that the sun or moon had gone forever, some feared the world was ending.

A person's response to an eclipse provides a unique window into their thoughts and actions. It would be influenced by how much they knew about science and astronomy, by how well they could read and write, by how much they had travelled, by how religious or superstitious they were.

Consider these examples.

Emperor Louis, head of the Frankish Empire of Western Europe, is said to have been so awestruck by the total solar eclipse of 5 May 840, that he died shortly afterwards. <sup>1</sup>

Medieval historian Roger of Wendover reported on the total eclipse of 14 May 1230, which occurred early in the morning over Western Europe:

"... it became so dark that the labourers, who had commenced their morning's work, were obliged to leave it, and returned again to their beds to sleep; but in about an hour's time, to the astonishment of many, the Sun regained its usual brightness." <sup>2</sup>

Christopher Columbus, stranded off the Jamaican shore, used an eclipse to trick the native inhabitants into providing supplies for his ship.

Columbus knew that the astronomer Regiomontanus had predicted a total lunar eclipse on 29 February 1504.

The day before, he warned the natives that God would show his anger towards them by taking the moon away. When the eclipse occurred, he offered to intervene with God on behalf of the terrified natives, but only if they supplied food and water to his ship. <sup>3</sup>

Archbishop Bradwardine of England told a story of a witch who tried to use an eclipse to fool "the simple people of the time".

When an eclipse occurred on 30 June 1349, the witch claimed that unless she was "made good amends" by the people, she would also make the sun disappear.

The Archbishop, who had studied with Arabian astronomers, called her bluff, saying that he could predict exactly when the next eclipse would occur and that it had nothing to do with her witchcraft. <sup>4</sup>

References 1: CSIRO 2012, *History of solar eclipses*, [www.csiro.au/en/Outcomes/Understanding-the-Universe/Tracking-spacecraft/History-of-total-solar-eclipses.aspx](http://www.csiro.au/en/Outcomes/Understanding-the-Universe/Tracking-spacecraft/History-of-total-solar-eclipses.aspx); 2: Earth View Inc 1998, *Eclipses in History and Literature*, [www.earthview.com/ages/history.htm](http://www.earthview.com/ages/history.htm); 3: Science News 2006, *The eclipse that saved Columbus*, [www.sciencenews.org/view/generic/id/7809/title/The\\_Eclipse\\_That\\_Saved\\_Columbus](http://www.sciencenews.org/view/generic/id/7809/title/The_Eclipse_That_Saved_Columbus); 4: [www.ebooksread.com/authors-eng/samuel-jenkins-johnson/eclipses-past-and-future--with-general-hints-for-observing-the-heavens-hci/page-4-eclipses-past-and-future--with-general-hints-for-observing-the-heavens-hci.shtml](http://www.ebooksread.com/authors-eng/samuel-jenkins-johnson/eclipses-past-and-future--with-general-hints-for-observing-the-heavens-hci/page-4-eclipses-past-and-future--with-general-hints-for-observing-the-heavens-hci.shtml).

Discuss these points as a class.

- Describe the different thoughts and reactions that the peasants might have had to their mystifying morning of 14 May 1230.
- Why might an Archbishop know about eclipses but the poor people might not?
- How did a medieval person's religious or superstitious beliefs influence them?
- Explain why medieval people might sometimes be described as "ignorant".
- What bearing did social status have on a person's level of education and beliefs?

# Section 1. Research a medieval individual

Your teacher will allocate a medieval individual for you to research.

I will research a medieval .....

Remember that in medieval times, the lives of people from different levels of society were very different.

1. Form a hypothesis about how the medieval person you are investigating might respond to an eclipse. Explain your reasoning.

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2. Research your medieval individual as directed by your teacher.  
Locate relevant information on the following topics, using a range of sources:

- family, place in feudal structure
- occupation, daily duties
- education, money
- religious beliefs, values and superstitions
- home life: clothes, food, leisure activities

Ensure you record your sources as you go and submit a copy of your research to your teacher when requested.

3. Reflect on the hypothesis you made in Question 1.  
To what extent was your hypothesis accurate? Refer to your research in your response.

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## Section 2. Construct a social media profile

In the medieval world, the marketplace was where many people would gather to exchange information and gossip. Today, many people use social media sites such as Facebook and Google+ in a similar way. Through these sites, people exchange information and chat about themselves, others and daily life.

4. Use the PowerPoint template provided to construct a profile for the individual you have researched on the imaginary social media site, “fakebook”.

The fakebook profile you create should:

- show how your individual (and their fakebook friends) reacted to the total solar eclipse that occurred over Europe at 9:42 am on 14 May 1230
- demonstrate an understanding of the way of life in medieval Europe
- show the roles and relationships of different individuals in feudal society
- contain information based on your research
- acknowledge your research sources.

This table gives some guidance on what should appear on each slide.  
Add additional slides where you need them.

Slide	What to include
1	<b>Home page</b> For each friend, provide their occupation or position in society (to show your understanding about roles and relationships in a medieval society).
2–3	<b>Wall posts</b> Include: <ul style="list-style-type: none"><li>• some status updates and posts leading up to the eclipse that show what your individual’s daily life was like</li><li>• at least one status update showing how your individual thought/felt/reacted when the eclipse happened</li><li>• posts and wall conversations between your individual and friends about the eclipse.</li></ul>
4	<b>Photos</b> Make sure your choice of images and your captions show your understanding about a range of aspects of the medieval way of life. Try to use your researched information in both the images and the captions.
5	<b>About</b> Make sure you use evidence from your research. Give descriptive or explanatory responses here, not just dot point or short answers.
6	<b>Sources</b> Go back through each slide and look for historical proof from your research notes, and note their sources. You should be able to identify different bits of information from a slide and then show where you got the information from.



## Section 3. Explain your fakebook choices

Complete this section using examples from your fakebook profile.

- For three of the friends you created, explain why you selected them as friends with your individual and how you chose their role in society.

Friend	Reasoning



7. Using examples from your fakebook profile, explain how reactions to the eclipse were based on evidence from your research. An example has been given as a model.

Example from fakebook profile	Explanation
<p>James the squire:            "I'm going to prepare my master's armour — this omen surely means we're off to war!"</p>	<p>Many people in medieval times would not have access to scientific knowledge about eclipses. Instead, they would fall back on explanations based on superstitions or turn to the Church for answers. Many astronomical phenomena such as eclipses or comets were seen as evil portents or harbingers of doom, such as war (Blewitt, J. 1997), hence James's expectation of going to war.</p>



**Purpose of assessment:** To investigate a medieval individual's way of life and their response to an eclipse.

Understanding	Skills		
Historical Knowledge and Understanding	Historical Skills	Historical Skills	
Identifies and explains an individual's way of life in Medieval Europe and their role and relationships in society in the context of an eclipse	Identifies and locates sources about Medieval Europe when researching to use as evidence	Uses "fakebook" profile and explanation to communicate understanding of a medieval individual	
<div style="display: flex; align-items: center;"> <div style="margin-right: 10px;">↑</div> <ul style="list-style-type: none"> <li>◀ Explains why the relationships of the individual exist with reference to position within the feudal system, their values and beliefs.</li> <li>◀ Identifies values and beliefs and explains valid aspects of their individual's life (such as a weaver) as determined by role or occupation in society.</li> <li>◀ Explains the way of life and relationships of an individual (such as a knight) in Medieval Europe using the context of an eclipse.</li> <li>◀ Identifies aspects of life in Medieval Europe.</li> </ul> </div>	<div style="display: flex; align-items: center;"> <div style="margin-right: 10px;">↑</div> <ul style="list-style-type: none"> <li>◀ Identifies and records relevant research information pertinent to the specific individual. Uses researched evidence to guide deliberate choices in a "fakebook" profile.</li> <li>◀ Locates information from a range of relevant sources independently, and uses evidence in research notes and in a "fakebook" profile.</li> <li>◀ Follows guided instructions or uses teacher-suggested search terms to locate information.</li> <li>◀ Restates information from a narrow range of sources such as popular media on a "fakebook" profile.</li> </ul> </div>	<div style="display: flex; align-items: center;"> <div style="margin-right: 10px;">↑</div> <ul style="list-style-type: none"> <li>◀ Communicates discerning choices with references to supporting research evidence and a clear purpose of showing understanding about a medieval individual in medieval society.</li> <li>◀ Uses a manner consistent with the given format to clearly express information on the medieval individual's "fakebook" profile.</li> <li>◀ Uses evidence and digital technology in a "fakebook" profile to communicate understanding of a medieval individual. Explains choices with reference to examples. Acknowledges sources of evidence.</li> <li>◀ Constructs aspects of a "fakebook" profile for a medieval individual using ideas or information from popular media.</li> </ul> </div>	<div style="display: flex; flex-direction: column; justify-content: space-around; align-items: center;"> <span>A</span> <span>B</span> <span>C</span> <span>D</span> <span>E</span> </div>

Feedback .....



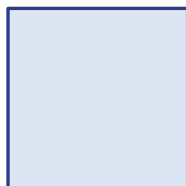
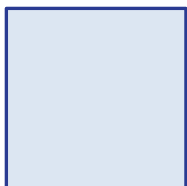
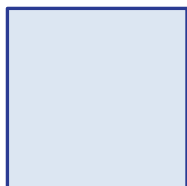
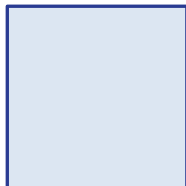
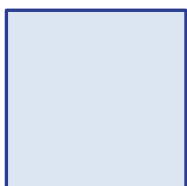
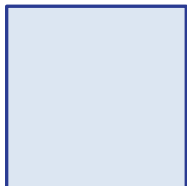
**Name and role:** Insert

**Born:** Insert

**Lives in:** Insert location of home (e.g. barn, Manor basement, above bakery) **in the town of Wendover**

**Place of work:** Insert

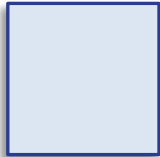
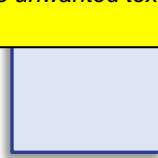
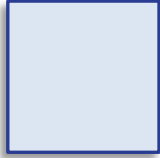
**Friends**



## Wall posts



*Use this page to place extended wall conversations . Insert more pages as needed, delete unwanted text boxes. (delete this text box).*



## Wall posts

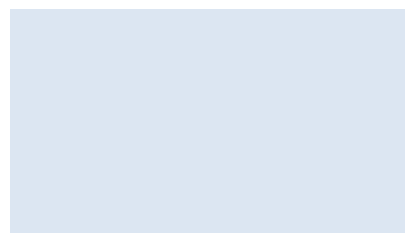
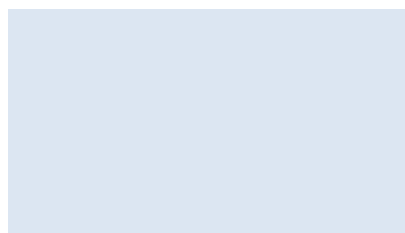
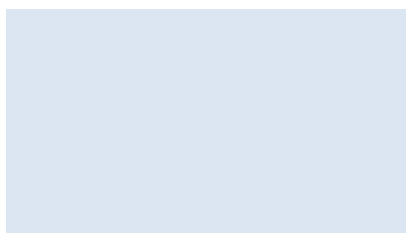
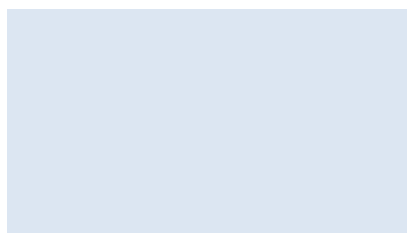
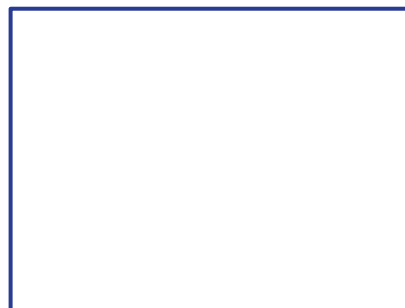
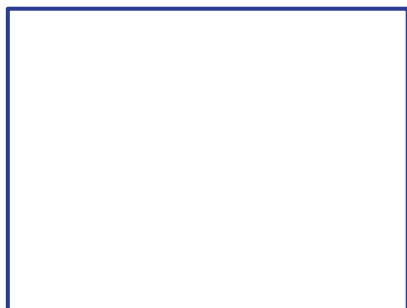
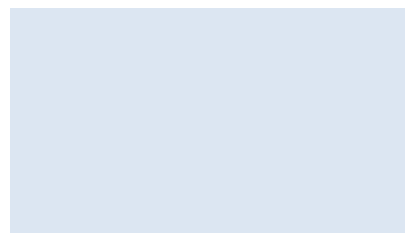
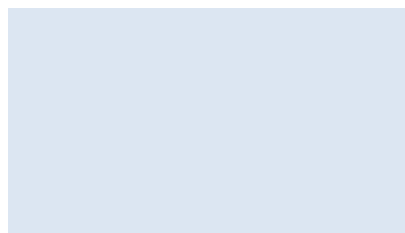
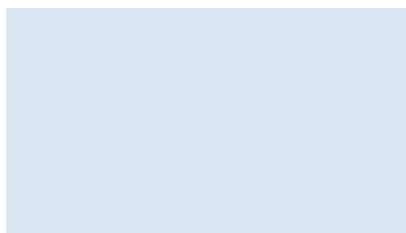
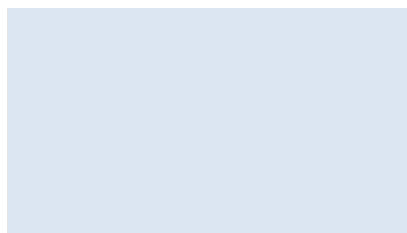
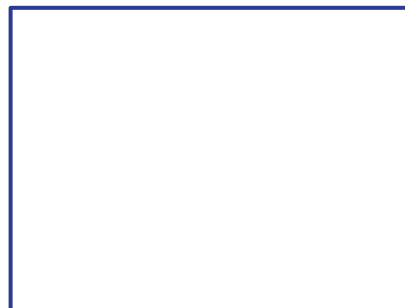
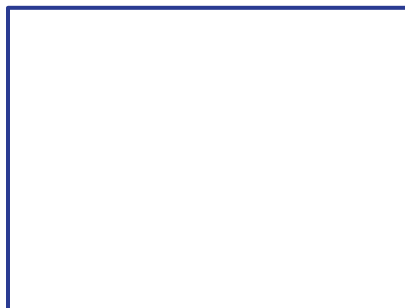
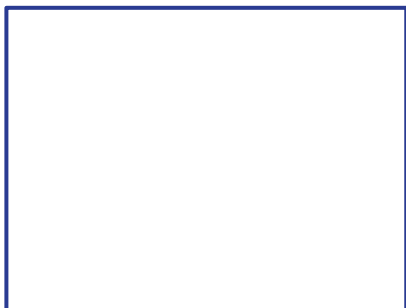
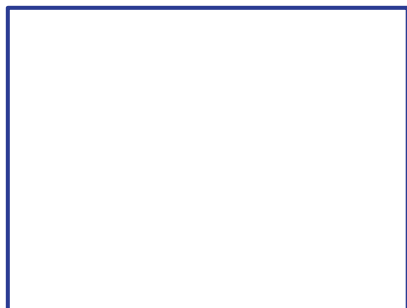


*Use this page to place single status updates. Insert more pages as needed, delete unwanted text boxes. Use the following template page for extended wall conversations (delete this text box).*





Your photos



About:

Education:

Occupation:

Family:



About me:

Beliefs and values:

Sources

Slide 1 (references for researched information used in the slide)

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Slide 1 (references for researched information used in the slide)

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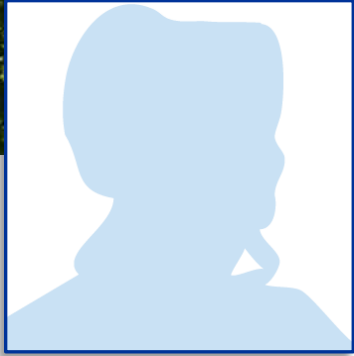
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You can use these images as fakebook profile images



Your photos

Additional blank slide if required.



**Name and role:** Ursel, the dyer

**Born:** Winter of 1521

**Lives in:** the back of the dyeing shed in the town of Wendover

**Place of work:** Rowley's Cloths

## Friends



Will,  
smith  
apprentice



Rose,  
weaver's  
daughter



Tobias,  
the carter



Glytha,  
a seamstress  
for the Manor



Mary,  
kitchen maid  
at the Manor



Geoff,  
stableboy at  
the manor



Ellen,  
maid at the  
King's Head  
Inn



Sarah,  
cleaner for  
Father  
Osbert

## Wall posts



Glytha, seamstress for the manor  
1:38 pm April 2 1530

That was very kind of you Ursel to look after Mrs Prington's child but mind you don't spend too much time around Mrs Prington. You don't want to be tarred with the same brush.



Ursel, the dyer  
7:07 pm May 14 1530

Good night everyone – be sure to pray for Mrs Prington's salvation tonight everyone.



Rose, the weaver's daughter  
9:54 am May 14 1530

We better make sure we are there to show that we support Father Osbert and Lord Fienne in punishing sinners.



Ursel, the dyer  
9:43 am May 14 1530

I'm going to see what happens at lunchtime, is anyone else coming?

## Wall posts



Rose, the weaver's daughter  
12:21 pm May 13 1530

That's what you get for sinning – Widow Roberts should have been a good Christian instead of stealing the flour.



Ursel, the dyer  
12:17 pm May 13 1530

I wonder if they are going to do it in the marketplace? Last time when they put Widow Roberts in the stocks there everyone threw food and rocks at her.



Geoff, stableboy at the manor  
11:34 am May 13 1530

Everyone knows she's an old witch anyway – this will teach her!



Mary, kitchen maid at the manor  
11:29 am May 13 1530

Father Osbert was here today to see Lord Fienne about it – she has been gossiping and screaming at her husband so they are going to put her in a scold's bridle for two days.



Rose, the weaver's daughter  
11:21 am May 13 1530

Why? What happened?



Ursel, the dyer  
11:17 am May 13 1530

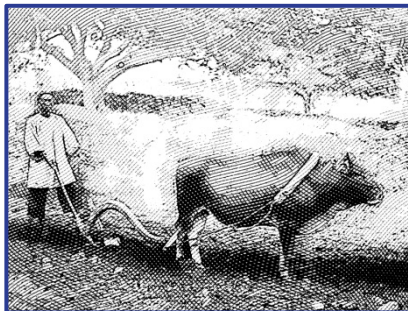
Is it true that they are going to punish old Mrs Prington tomorrow?



## Your photos



A drawing of the town, that's my brother Will with the wheelbarrow at the front taking the Manor kitchen's big cauldron to the smith for repairs.



My Uncle Mark, a peasant farmer ploughing Lord Fienne fields. He lives in a shack on the edge of the field with a bit of space for his own crop.

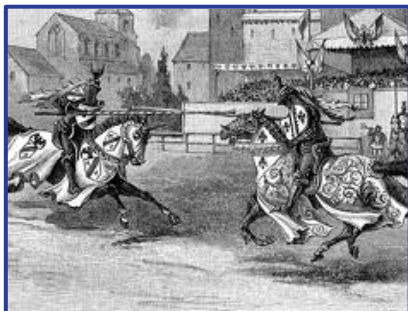
Ploughing, Thomas Finner Rare Book Library, www.flickr.com/photos/thomasfinnerlibrary/6254729539



A travelling artist fell ill so my father gave him food and shelter as part of his Christian duty; before he left the artist drew this for him as payment. No one else in our family has a portrait. It's very special.



A sketch of a scold's bridle like the one Mrs Prington had to wear for two days. How terrible it must be!



Sir Lawrence jousting with that cur from Cornwall at the tournament for Lord Fienne wedding. All us townfolk were able to watch from the edges. The nobles got to sit in stands.



Sir Lawrence of Monmouth: the best knight! He won the tournament that Lord Fienne hosted. I wish I was a Lady and could meet him.



After the tournament the Manor kitchens put food out for all of us townfolk to enjoy while the nobles had their feast in the big hall — wish I could have peeked in there!



Little Alfie fell in and ruined his best clothes right before the wedding feast! He was meant to be helping with the chores.

Washing, Unions, tracznifiek, www.flickr.com/photos/tracznifiek/6832696364

**About:** Ursel, the dyer

**Education:** I stayed home with Aunt Meg till I was 8 and she taught me to cook and clean and how to grow some plants. When I became an apprentice for Mrs Rowley she taught me some numbers so I would know how to dye the yarn and cloth all the different shades.

**Occupation:** I work at Rowley's Cloths and have just finished my apprenticeship after 4 years. The dyeing sheds are on the edge of town near the tannery because the dye vats can stink, just like the tannery does. Mrs Rowley has a shop in the town for all our work, sometimes I get to take it there. I'm not presentable enough to work in the shop though. I grind up the powders and collect the urine and other stuff to make up the dyes, then make sure the yarn and cloth is evenly coloured before hanging it to dry. When I deliver to the Manor I have to put on my best clothes and go round to the kitchen to see the housekeeper. One day I'd love to see Lady Fienne up close in person.

### Family:



Ralph, my father, Ostler for Lord Fiennes



Will, my big brother who is apprenticed to the smith



Alf, my little brother



Aunt Meg, who looked after us after ma died.

### About me:

My mother died in childbirth with Alf so that's when Aunt Meg moved in, her husband had died and she had no children. Pa says we're moving up in society because we aren't working on the farms and are all learning trades, because I'm going to be a proper dyer and Will is learning to be a smith. Alfie wants to be a knight but that's never going to happen, maybe he can be a soldier for Lord Fienne if there is a war.

I sleep at the back of the dyeing sheds but Mrs Rowley lets me go home to see everyone in the evenings sometimes. I love going to the market on Thursdays to do the shopping and to see all my friends. One day I would like to see Arundel Castle. It's meant to be the most beautiful place in all of Sussex. Perhaps if I invent a beautiful new colour or way of dyeing the cloth so it doesn't fade as much, I will be known across the land and nobles will pay well for my work.

I think I'll get married in a few years. Mrs Rowley's nephew is 2 years older than me so if I marry him I will definitely be better off, we could inherit the business! Then maybe my daughter could go to school, marry well and not have to work.

### Beliefs and values:

I go to church every week because otherwise I will be a sinner and will go to hell. Father Osbert doesn't like me because he caught Rose and I sneaking out on Midsummer's Eve to meet Tobias and his friends. He said that God can see everything we do and the wicked shall be punished.

I'm always careful not to get bad luck by walking around black cats and make the sign to ward off the evil eye when old Mrs Prington goes past.