

Joan of Arc – Warrior or Saint? (History)



KS3 (Y7-9)

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EXAMPLE

Using this booklet

The activities in this booklet are designed to be used as either a set of activities as stand-alone activities.

Each activity has been designed for use by all children in the class. Teachers should use appropriate differentiation where necessary to meet the needs of individual learners.

Aims of this booklet of activities

To give pupils the opportunity to explore stereotypical views around the role of women.

To help children understand that these views go far back by using a historical example.

To encourage children to question their initial assumptions based on appearance and stereotypes.

Context: National Curriculum Secondary : History¹

- Pupils should be taught about
 - the development of Church, state and society in Medieval Britain 1066-1509
- Non-statutory example: the Hundred Years War

Managing difficult questions

Children in any class will come from different types of families with different backgrounds.

No child should be challenged on their views or told that they are incorrect.

Any difficult or non-factual challenges can be answered with “That’s a belief, yes” with no discussion of the challenge. This will help the child understand some things are a belief (such as a person can change sex and some are facts, i.e. sex is immutable).

Department for Education Guidelines for PSHE

Relationships Education is compulsory in all primary schools in England.²

Relationships and Sex Education is compulsory in all secondary schools.³

Health Education is compulsory in all state-funded schools.⁴

¹ DfE: History Programmes of Study: Key Stage 3

² (Education, Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, 2019)

³ (Education, Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, 2019)

⁴ (Education, Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, 2019)

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How the body grows from birth to old age (including puberty) is included in the Primary National Curriculum for Science.⁵

DfE Guidelines for PSHE state that sex education should be taught before children reach puberty.

EXAMPLE

⁵ (Education, national-curriculum-in-england-science-programmes-of-study#year-5-programme-of-study, n.d.)

Lesson Title: Warrior or Saint?

Lesson Objectives

- To describe the actions of a soldier in the Hundred Years War
- To explain why Joan of Arc had to pretend to be male
- To evaluate whether Joan of Arc could be described as a 'warrior' or a 'saint'

Previous knowledge

Some understanding of the wider background of the Hundred Years War and the role of Church and State in the medieval era is necessary to be built on during this lesson.

It is important that pupils are not given the name 'Joan of Arc' at the beginning of the lesson to not give away the sex of the soldier at the beginning.

Resources

1. Inference Square (Resource Sheet 1a)
2. Further images (Resource Sheet 1b)
3. Joan of Arc information cards (Resource Sheet 2a)
4. Warrior or Saint table (Resource Sheet 2b)

Key Terminology

Warrior, soldier, heir

Activity 1

Introduction

Distribute the image of Joan of Arc set within an inference square (Resource Sheet 1a). Explain that this is an image from a film about this soldier.



Pupils should work from the inner square outwards considering the questions:

1. What does this picture tell me about the soldier we will be learning about?
2. What can I **infer** about this soldier?
3. What questions do I have about this soldier?

At this point many pupils will assume the soldier is male and the actor portraying them is male, this should not be challenged at this point and open discussion encouraged.

Pupils should be then shown a further 2 images of Joan of Arc from popular culture (Resource Sheet 1b) and answer whether these images surprise them, and whether they can now infer anything else about the soldier.



Discussion

- What were they right about?
- What were they wrong about?
- What surprises them and why?
- Encourage pupils to reflect, where and if appropriate, on **why** they assumed the soldier was male. Hair? Armour?

Explain to pupils that across history, women have often had to try to look like men to achieve certain goals, and this is one example. At this point introduce the name 'Joan of Arc' to pupils.

Activity 2

Introduction

Distribute the timeline cards labelled 'Warrior or Saint' (Resource Sheet 2a) to pupils, along with the table for the information to be sorted into (Resource 2b).

Introduce the terms 'warrior' and 'saint' to pupils and collectively agree definitions to be entered onto Resource Sheet 2. The definitions will be similar to:

Warrior – a brave and experienced soldier

Saint – a person recognised as one of 'God's chosen people' by the Church because they have done something unusually good

Activity

Pupils should read through the timeline and answer the questions to the side of some cards.

Pupils will decide whether each piece of information suggests that Joan of Arc was a 'warrior' or a 'saint' and enter it into their table, either by cutting and sticking or writing.

Discussion

Discuss pupils' responses to the questions at the side of the cards.

- Pupils should infer that Joan was very religious from a very young age.
- Pupils should infer that it was much easier for Joan to join the army if she looked like a man; they may link this back to what she was brought up to do (cooking and cleaning) and more able pupils may discuss Joan breaking from stereotypes.
- It is possible that some pupils may suggest that Joan had a transgender identity. If so, it should be mentioned that there is no evidence for this. It is important not to tell pupils that they are incorrect, and rather to reinforce the role of evidence in history.

Activity 3 – Was Joan of Arc a Warrior or a Saint?

Pupils will be writing an individual response to the question ‘Was Joan of Arc a Warrior or a Saint?’ They should use evidence from both sides to respond to this and at the higher levels reach a balanced conclusion.


Pupils should use the information gathered on Resource Sheet 2b as evidence for each side of the discussion.

A writing frame to support structure can be found on Resource Sheet 3.

Discussion

Pupils should vote on whether they think Joan of Arc was a warrior or a saint and be encouraged to share and debate their responses and reasoning.

Resource Sheet 1a – Inference Square

<p>What questions do I need to ask about this soldier?</p>
<p>What can I <u>infer</u> about this soldier?</p>
<p>What does this picture tell me about the soldier we are learning about?</p> 

Resource Sheet 1b – Additional Images



Did these additional images surprise you? Why / Why not?

Can you now **infer** anything else about this soldier?

Resource Sheet 2a – Information Cards (page 1 of 2)

Joan of Arc was born in 1412 in France during the Hundred Years War against England.

Joan was taught by her mother to cook and clean and she looked after the animals.

When she was 10, she started to have 'visions' of old saints telling her to be a soldier and save France.

Q. What does this tell you about Joan?

In 1428, Joan contacted a local army commander and convinced him to let her travel to join the army.

Joan cut her hair off and wore stereotypically men's clothing for the journey to join the army

Q. Why do you think Joan did this?

The **heir** to the throne of France thought it was very strange that a young girl wanted to fight, but she convinced him to give her a horse and let her join the army.

Joan was seriously injured in battle in 1429 but she returned to the army and encouraged a final attack against the English.

Resource Sheet 2a – Information Cards (page 2 of 2)

When Charles VII was crowned King of France in 1430, Joan was right next to him in the procession.

Joan was taken hostage by the English in 1430 but was released when the French paid 10,000 Francs.

The French King Charles VII didn't trust her anymore and didn't try to help her be released. The Church decided she should go on trial for **heresy, witchcraft, and dressing like a man.**

Q. Heresy is behaving or speaking against the Church. Why do you think they put her on trial for this?

Joan was burned at the stake in 1430. The war continued until 1455, afterwards Charles VII ordered an investigation and Joan was found innocent. She was made a Saint in 1920 and is the Patron Saint of France.

Resource Sheet 2b – Warrior or Saint?

<p>Evidence that Joan was a Warrior: _____</p>	<p>Evidence that Joan was a Saint: _____</p>
<p>Evidence that Joan was a Warrior: _____</p>	

Resource Sheet 3

Was Joan of Arc a Warrior or a Saint?

On one hand, Joan of Arc could be remembered as a warrior.

This is because _____

On other hand Joan of Arc could be remembered as a saint.

This is because _____

Overall, I think Joan of Arc should be remembered as a _____ .

This is because _____



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