ASSESSMENT TASK

SUBJECT: History
YEAR GROUP: 8
TASK TITLE: Assessment Task 1

Name of Unit: Medieval Europe
Type of Task: Research
Due Date: Term: 1 Week: 6
Weight: 50%

OUTCOMES ASSESSED
HT4-3 describes and assesses the motives and actions of past individuals and groups in the context of past societies
HT4-8 locates, selects and organises information from sources to develop an historical inquiry
HT4-9 uses a range of historical terms and concepts when communicating an understanding of the past

DESCRIPTION OF ACTIVITIES

It is the year 1216 and Prince Louis of France has ordered you to lead 160 knights and 300 men at arms in an attack on one of England's most important castles, Dover. Before you begin however, the Prince insists on reading your plan of attack. Use the information provided, and your own research, to complete your plan.

Parts A and B involve attack of the castle, Part C involves defence of the castle.

Part A
Using the castle outline provided, show where four of your most important siege weapons or tactics would be located in the attack plan. Fill in the details of each of your weapons and their purpose in your response booklet.

Part B
Write a ONE day plan/outline for the final attack on Dover Castle. It should detail the tactics and siege weapons you would use (including those from Part A, plus more) and a step by step account of all the actions needed to defeat the castle defenders. Remember that a siege often lasted many days or months and that you may have already had to construct some of the siege weapons. You could mention how you achieved this in your plan. Your plan of attack should use verbs at the beginning of each instruction. For example: move, attack, surround, dig, construct, climb, destroy, etc.

Part C
Using the primary sources provided to get ideas, write a series of three journal entries from the point of view of a defender of the castle. You should consider day to day life (such as what you are eating), as well as how you are managing to stop any attacks. It should be written in first person (‘I’ and ‘we’).
MARKING RUBRIC

PART A

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outstanding description of the weapon and its purpose in siege warfare.</td>
<td>A</td>
</tr>
<tr>
<td>Effective description of the weapon and its purpose in siege warfare.</td>
<td>B</td>
</tr>
<tr>
<td>Sound description of the weapon and its purpose in siege warfare.</td>
<td>C</td>
</tr>
<tr>
<td>Some effort demonstrated in the description of the weapon and its purpose in siege warfare.</td>
<td>D</td>
</tr>
<tr>
<td>Little or no effort demonstrated in the description of the weapon and its purpose in siege warfare.</td>
<td>E</td>
</tr>
</tbody>
</table>

PART B

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outstanding attention to detail, with written instructions that explain clearly the purpose of many weapons and tactics of a siege and reflect wide research into siege warfare.</td>
<td>A</td>
</tr>
<tr>
<td>Effective attention to detail. Clearly written instructions that explain the purpose of some weapons and tactics of a siege and reflect some research into siege warfare.</td>
<td>B</td>
</tr>
<tr>
<td>Sound attempt, with evidence of effort. Identifies some weapons and tactics of siege warfare, although instructions may be unclear at times.</td>
<td>C</td>
</tr>
<tr>
<td>Some evidence of effort, although lacking in detail. Instructions identify few aspects of siege warfare and may discuss them without clear understanding of their purpose.</td>
<td>D</td>
</tr>
<tr>
<td>Poorly constructed with little or no effort.</td>
<td>E</td>
</tr>
</tbody>
</table>

PART C

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outstanding response that imaginatively portrays the experience of defenders in a siege. Reflects extensively on the possible tactics and reactions of defenders using language appropriate to a journal entry.</td>
<td>A</td>
</tr>
<tr>
<td>Effective response that imaginatively portrays the experience of defenders in a siege. Reflects adequately in the possible tactics and reactions of defenders, usually in language appropriate to a journal entry.</td>
<td>B</td>
</tr>
<tr>
<td>Sound response that portrays the experience of defenders of a siege. Some tactics and reactions discussed.</td>
<td>C</td>
</tr>
<tr>
<td>Some evidence of effort. Language used may not clearly convey the experience of defenders of a siege. Some mention of tactics and experiences of defenders.</td>
<td>D</td>
</tr>
<tr>
<td>Poorly constructed with little or no effort.</td>
<td>E</td>
</tr>
</tbody>
</table>

METHOD OF SUBMISSION

Students will submit the task in class to the teacher.
Late submissions lose 25% the first day, 50% the second day and on the third day no grade is given.
Work that is plagiarised will not receive a grade and will need to be resubmitted.
Sources that have been used in your assignment need to be acknowledged in a reference list.
Computer / printer malfunctions are not considered a valid excuse for submitting an assignment late.
Extensions must be applied to the TLC well before the due date.
<table>
<thead>
<tr>
<th>STRENGTHS</th>
<th>AREAS FOR DEVELOPMENT</th>
</tr>
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</table>

**OVERALL GRADE:**

Teacher’s Signature: …………………………………………

Students Reflection (identify the areas you feel you could have improved)

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Student’s signature………………………………………………..  Date:........../....../.........
Part A: Castle Outline
Show where four of your most important siege weapons or tactics would be located in the attack plan.
Part A: Weapon 1

Name of siege weapon: ________________________________________________________________

Where would you use it?
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

What is the purpose of this weapon and why is it effective against castle defences?
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

Picture of the weapon (you may draw the weapon or find a picture).
Part A: Weapon 2

Name of siege weapon: ________________________________________________________________

Where would you use it?
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

What is the purpose of this weapon and why is it effective against castle defences?
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

Picture of the weapon (you may draw the weapon or find a picture).
Part A: Weapon 3

Name of siege weapon: ________________________________________

Where would you use it?
_____________________________________________________________________________________
_____________________________________________________________________________________

What is the purpose of this weapon and why is it effective against castle defences?
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Picture of the weapon (you may draw the weapon or find a picture).
Part A: Weapon 4

Name of siege weapon: _________________________________________________________________

Where would you use it?
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

What is the purpose of this weapon and why is it effective against castle defences?
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Picture of the weapon (you may draw the weapon or find a picture).
Part B: Plan of Attack
Your plan of attack should use verbs at the beginning of each instruction. For example: move, attack, surround, dig, construct, etc.

Day One
Part C: Defence of the Castle

Using the primary sources provided to get ideas, write a series of three journal entries from the point of view of a defender of the castle. You should consider day-to-day life (such as what you are eating), as well as how you are managing to stop any attacks. It should be written in first person (‘I’ and ‘we’).

Sources:

Source A: Contemporary drawing of castle defenders.

Source B: Bodiam Castle England (built c.1834).

Hungry
They ate the dogs, they ate the cats,
They ate the mice, horses and rats,
For a horse’s quarter, lean or fat,
A hundred shillings it was at.
A horse’s head for half a pound:
A dog for the same money round:
For thirty pence went a rat.
For two nobles went a cat.
For sixpence went a mouse;
They left few in any house.

Source C: A poem about conditions during a siege.
**The siege of 1216**

"Louis went up the hill with all the army, and besieged the castle. He made one part of his forces remain in the town, so as to surround those within from all sides, and sent his ships back to sea, and so the men in the castle were shut in on all sides. Then Louis had his perriers (stone-throwing machine) and mangonels set up to bombard the gate and the wall, and he had a very high siege tower made of hurdles, and a covered gallery to lead up to the wall. He made his miners enter the ditch, and they mined the stone and the earth under the palisades. Then he made the knights from the army attack, and the barbican was soon taken. A horse soldier named Huart Paon, who bore the banner of the Lord of Bethune, was the first to enter. Pierre de Creon, who had the duty of guarding the barbican, had such a wound by it that he was never afterward healed, and died soon after.

Then Louis set his miners to work on the gate, and they mined so that one of the towers fell, of which there were two. Then a large part of Louis forces got into the castle, but the people inside drove them out with great vigour, and then closed up the place where their walls had fallen, with great timbers, and crossbeams and palisades of oak trunks."

Source D. Written by a Flemish monk who was at the siege in 1216.

**Hint:** Note the important words used in this description. Try to use similar words in your writing.
Part C: Defence of the Castle
Write your THREE journal entries here. You may add more pages if you need to.