

Goal: To introduce two profound primary sources depicting major military events from the two Feudal societies. We will explore these historical art pieces as historical record, and evaluate the accuracy and propaganda use of such pieces.

Strategy: Web quest

Time: One to two class periods depending on implementation method and student ability

Key Concept/Synopsis: The main requirement in 7th grade social studies with regard to Japan is to compare and contrast the feudal societies of Western Europe and Japan. This lesson will explore the Bayeux Tapestry created to commemorate William I (The Conqueror's) conquest of England, and the Mongol Scrolls (Moko shurai ekotoba) commissioned by a defender of Japan against the Mongol horde. William's invasion brings feudalism to England, and the Mongols failure to capture Japan leads to another 500 years of feudal rule.

Learning Outcome: Student will be able to work with two or more websites dealing with Bayeux Tapestry and Mongol Scrolls to determine their importance as pieces of information about the feudal societies of Japan and England.

Resources Needed:

- Web based version of the tapestry and scrolls found on bibliography websites
 - Thomas Conlan, "The Bayeux Tapestry: A Guide." Used as primary resources
- Web quest – handout guide for students to follow and complete
- Map of Japan
- Map of Northern France and England
- Images of Samurai, Anglo-Saxon (huscarl), Norman Knight

ODE Standards:

Grade	Strand	Topic	Content Statement
6	History	Early Civilizations	Early civilizations (India, Egypt, China and Mesopotamia) with unique governments, economic systems, social structures, religions technologies and agricultural practices and products flourished as a result of favorable geographic characteristics. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.
7	History	Historical Thinking and Skills	Historians and archaeologists describe historical events and issues from the perspectives of people living at the time in order to avoid evaluating the past in terms of today's norms and values.
7	History	Feudalism and Transitions	Mongol influence led to unified states in China and Korea, but the Mongol failure to conquer Japan allowed a feudal system to persist.
7	Geography	Human Systems	Geographic factors promote or impede the movement of people, products and ideas.

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BACKGROUND:

The two great regions of feudalism share some peculiar similarities from both having warrior classes that followed codes of conduct to significant invasions that changed the course history. Additionally, both cultures have works of art commissioned by those present to commemorate the events that shaped history. This lesson will compare and contrast these works of art and their significance to Japan and England.

The more famous of the two is the Bayeux Tapestry. The tapestry is believed to be commissioned by Bishop Odo of Bayeux who happened to be the half-brother of William I of Normandy (also known as William the Conqueror). William invaded and conquered England beginning with the Battle of Hastings. He was crowned King of England in Westminster Abbey on December 25th 1066. William kept his promises to his Norman lords by giving them Saxon

lands and continued his support of the Catholic Church. Some believe that the tapestry was stitched for the Bayeux cathedral by Anglo-Saxon women (whose needlework was regionally famous). The tapestry is a piece of propaganda that highlights the Normans in a positive and the Anglo-Saxons in a negative light. The original measure of 230 feet long and 20 inches high and includes:

- 626 humans, 190 horses, 35 dogs, 506 birds and other animals
- 37 ships, 37 trees
- 57 Latin inscriptions
- 1 Comet (Haley's Comet)

On the tapestry one can distinguish the Normans by the shaved back of their heads and the Anglo Saxons by their mustaches – this is needed because heraldry (coats of arms) was not developed at this time.

The original tapestry was rediscovered in the late 1600's and was almost used as an ammunition cover during the French Revolution in the 1790's. During WWII it was kept in the Louvre, and today is kept in a dark room in Bayeux museum. Copies of the tapestry exist in Reading, England and more recently in Denmark where a group is recreating the tapestry using replica 1066 standards and techniques.

The Mongol Invasion Painting Scrolls (Moko shurai ekotoba) are not nearly as well known in the world and especially in the 'west'. However, their rediscovery in the 18th century provided primary source material chronicling the amazing defeat of the Mongols by the Japanese. The Mongols planned a large full scale attack on Japan at Hakata Bay (modern day Fukuoka, Kyushu). The Mongols had superior weapons and numbers but were at a disadvantage on the terrain. Additionally the Japanese were able to keep the Mongols and their allies bottled up on the beachhead which neutralized the cavalry of the Mongols. Without proper deployment and a fierce defense of the island, the Mongols were forced to retreat. The freak Kamikaze = divine wind - rose up and destroyed much of the invasion force. When this happened again 7 years later the Japanese feudal system which promoted order, structure, and military was validated. Unluckily for the Kamakura Shogunate their Pyrrhic victory cost them longevity.

The scrolls came about because a low ranking samurai by the name of Takezaki Suenaga commissioned them. His role in the defense of Kyushu was rewarded with feudal lands in Kumamoto (city on Kyushu Island). The unique nature of these scrolls was that Suenaga-san helped direct the content of the scrolls – therefore making it a primary source of the battle. The scrolls, too, are a propaganda piece because they show the Japanese side in positive light and especially Suenaga-san. The scrolls display amazing visuals of armor and weaponry from the period.

Students

TELL: I will briefly outline the two pieces of art history and how they can be used as primary sources to help explain the important invasions of Japan and England. Because we will do this lesson after discussing the Battle of Hastings, students will have a little background knowledge on that conflict.

SHOW: In class, pull up the two websites that will be used for this web quest. {If the lesson is put up on Moodle, show students how to navigate through the connections.} Since this is a computer based activity – one needs to reserve lab time and, then provide students with copy of web quest question guide to answer.

GUIDE: Upon arriving in the computer lab, move around room to ensure that all students can access both websites needed in order to answer questions. Teacher must be available for students to ask questions and clarify any confusing points on websites or web quest document.

TRANSITION:

After the initial period of getting set up, the students will work independently analyzing the two pieces and the information found on the websites. All students will work on completing the sheet provided. Anything not finished in class – Option 1: assign as homework, Option 2: review with class in next session. Option 3: Assign some questions as homework and some questions as in class work.

DIFFERENTIATION:

- Extension for advanced students – Assign members of advanced group different sections of a scroll or tapestry to design. This design will be negotiated between students and teacher for appropriateness and student interest.
- Special Education considerations - always work with special education teacher to determine appropriateness of work load, feasibility of completion, and needs of student. From the conversation with the intervention specialist modifications will be incorporated.

ASSESSMENT: Determination on the type of assessment and/or value of handout needs to be decided by teacher and situation. The overall assessment comes with the unit test and end of course assessment.

NOTE: On Web Quest handout – Answers to the Web Quest are underlined – erase those sections to create student copy.

Comparing Invasion Artwork as a means to understand History

In this web quest you will view both The Mongol scrolls and the Bayeux Tapestry. Each of these *primary* resources recount the tale of conquest by an invader into an island kingdom. The Mongol scrolls were commissioned by the victorious defenders of Japan and rediscovered in (1800's). However the major problem was that the scrolls were out of order and most likely spent time in water. The Bayeux Tapestry commissioned by the successful Norman invaders also went through periods of misuse. Both pieces of history are now protected and provide us a glimpse into how people of yesteryear commemorated battle. BUT is it *propaganda* or *accurate history*!!



What are the advantages of learning history from a primary source scroll or tapestry?	
What are the dangers of learning history from a primary source?	
After viewing both primary sources, what differences exist that you could find?	<ol style="list-style-type: none">1. <u>Bayeux tapestry is translated and Mongol scrolls are not</u>2. <u>Bayeux tapestry is in order and complete while the scrolls are still being reordered</u>3. <u>The Mongol scrolls have multiple versions in existence from different periods while the Bayeux tapestry is one piece</u>4.
After viewing both primary sources what similarities exist that you could find?	<ol style="list-style-type: none">1. <u>Both pieces have the language of the time (Japanese and Latin) on the primary source</u>2. <u>Both were designed by the winning side in the conflict</u>3. <u>Both were lost for a period of time that damaged the piece</u>4. <u>Both are from feudalistic times</u>



**Takezaki Suenaga's Scrolls of the
Mongol Invasions of Japan –**
<http://www.bowdoin.edu/mongol-scrolls/>



One of the interesting dynamics of the website is its ability to allow people to view two versions of the scroll at one time. Take a look at the 13th and 19th century versions at the same time. In your answer provide two differences between the two versions.

Students should immediately see the difference in color and they should recognize that additional scenes have been added to the 19th century version.

Click on the Guided View tab

Tab 2 – Look at the missing scene rediscovered in 1823

- What interesting facts about horses and saddle blankets exist?
- How is trade with China proven by this image?

The warrior shown has a saddle and blanket of tiger stripes, but since the tiger is not native to Japan this proves that the two societies had vibrant trade.

Tab 4 – What is wrong with the warrior in this scene? Do you believe the restoration effort is accurate, and why?

Someone redrew a missing leg and changed him from running to standing. The restoration looks more realistic and uniform with the following image of a running man.

Tab 7 – What is teppo? How can historians be sure that teppo was used in this battle?

An exploding projectile – maybe like a grenade. Historians know for a fact that Mongols had firearms from wreckage found at Tsushima island, but are convinced that this was a later addition to the scroll.

<p>Tab 6-10 – What two major problems had to be overcome when restoring the Mongol scrolls? How were each of these accomplished.</p>	<p><u>Missing pages and added pictures were a major problem that had to be corrected. Luckily inferior ink and glue were clues to the mistakes. Workers then erased added on images, and then reordered pictures in more correct manner.</u></p>
<p>Click on the Glossary Tab</p>	
<p>What are the <i>Koshitate</i> with a family crest?</p>	<p><u>Shields made from wood used by foot soldiers</u></p>
<p>What is a <i>Buntori</i>?</p>	<p><u>Practice of bringing back enemy heads as proof of a kill in battle</u></p>
<p>Who was <i>Hakozaki</i> shrine built for?</p>	<p><u>Hachiman – god of war</u></p>
<p>What is a <i>Naginata</i>?</p>	<p><u>Long curved blade attached to wood staff - weapon</u></p>

<p>Bayeux Tapestry - http://www.bayeux-tapestry.org.uk/</p>	
<p style="text-align: center;">The Oath: Scene I Hic Willelm Dedit Haroldo Arma Here William Has Given Arms to Harold</p> <p style="text-align: center;">The Oath: Scene II Ubi Harold Sacramentum Fecit Willelmo Duci Where Harold Took the Oath to Duke William</p>	<p>Why are these two events on the tapestry significant to Williams claim to the English throne?</p> <p><u>The giving and receiving of weapons and armor is symbolic act of swearing allegiance.</u></p> <p><u>Harold also makes oath while placing hands on holy relics which is perceived as support for William’s claim to the English throne.</u></p>
<p style="text-align: center;">Long Live the King: Scene I Hic Dederunt Haroldo Corona Regis They Have Given Harold The Royal Crown</p>	<p>Who are the Witena Gemot and why is this significant to Harold’s claim to the English throne?</p> <p><u>These were the wise and powerful men of England and part of succession tradition.</u></p>

<p>Long Live the King: Scene I Isti Mirant Stella These Men Wonder at the Star</p>	<p>What is wrong with Halley's Comet in April 1066? <u>The comet was visible for a week and seen as a bad omen.</u></p>
<p>Planning the Invasion: Scene I Hic Navis Anglica Venit In Terram Willelmi Ducis An English Ship Has Come Into Duke William's Land</p>	<p>What major player in the conquest for control of England in 1066 is missing from the tapestry? Why do you think this is so? <u>Harold Hardrada, King of Norway – He is probably missing because the Normans did not face Harold in battle as he was defeated and killed by Harold's forces a month earlier.</u></p>
<p>Beachhead: Scene III Odo Eps Rotbert Willelm Bishop Odo, Robert, William</p>	<p>The scene shows William with his two half-brothers. Why is Bishop Odo important to the whole tapestry? <u>Odo is the Bishop of Bayeux and believed to be the person responsible for having the tapestry made.</u></p>
<p>The Battle of Hastings: Hic Willelm Dux Alloquitur Suis Militibus Ut Preparent Se Viriliter Et Sapienter Ad Prelium Contra Anglorum Exercitum Here Duke William Exhorts His Soldiers to Prepare Themselves Bravely and Wisely for Battle Against the English Army <i>In viewing the last seven scenes answer the following questions.</i></p>	<p>What types of warriors did the Normans have at the battle? <u>Normans have archers and are on horseback with spears</u> How are the English depicted in the battle? <u>As an army of shields being attacked on all sides</u> Who are the first people that the tapestry names as being killed? <u>King Harold's brothers – Leofwine and Gyrth</u> How does the tapestry end? <u>The English turn and run after Harold is killed in battle.</u></p>