

Women's Lives Before the Modern Era

Women's lives and attitudes toward women varied greatly within and among the world civilizations.



Debating the DOCUMENTS

Interpreting Alternative Viewpoints
in Primary Source Documents

Women's Lives Before the Modern Era

The 2017 World History Course and Exam Description of the College Board Advanced Placement Program* lists five themes that it urges teachers to use in organizing their teaching. Each World History *Debating the Documents* booklet focuses on one or two of these five themes.

The Five Themes

- 1. Interaction between humans and the environment.** (demography and disease; migration; patterns of settlement; technology)
- 2. Development and interaction of cultures.** (religions; belief systems, philosophies, and ideologies; science and technology; the arts and architecture)
- 3. State-building, expansion, and conflict.** (political structures and forms of governance; empires; nations and nationalism; revolts and revolutions; regional, transregional, and global structures and organizations)
- 4. Creation, expansion, and interaction of economic systems.** (agricultural and pastoral production; trade and commerce; labor systems; industrialization; capitalism and socialism)
- 5. Development and transformation of social structures.** (gender roles and relations; family and kinship; racial and ethnic constructions; social and economic classes)

This Booklet's Main Theme:

5 Development and transformation of social structures.

* AP and Advanced Placement Program are registered trademarks of the College Entrance Examination Board, which was not involved in the production of and does not endorse this booklet.

MindSparks®

CULVER CITY, CALIFORNIA



© 2008, 2017 MindSparks, a division of Social Studies School Service
All rights reserved

Printed in the United States of America

MindSparks
10200 Jefferson Boulevard, P.O. Box 802
Culver City, CA 90232-0802
United States of America

(310) 839-2436
(800) 421-4246

<http://mindsparks.com>
access@mindsparks.com

Only those pages intended for student use as handouts may be reproduced by the teacher who has purchased this volume. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means—electronic, mechanical, photocopying, recording—without prior written permission from the publisher.

ISBN: 978-1-57596-259-7
Product Code: HS725 v2.0

Contents

Teacher Introduction	1
Suggestions to the Student	5
Introductory Essay	6
Women's Lives Before the Modern Era Time Line	7
First Group of Documents	8
Study the Documents	10
Comparing the Documents	12
Comparison Essay	13
Second Group of Documents	14
Study the Documents	16
Comparing the Documents	18
Comparison Essay	19
Document-Based Question	20
Worksheet Answers and Guidelines	21
Visual Primary Sources	23

Teacher Introduction

★ Using Primary Sources

Primary sources are called “primary” because they are first-hand records of a past era or historical event. They are the raw materials, or the evidence, on which historians base their “secondary” accounts of the past.

A rapidly growing number of history teachers today are using primary sources. Why? Perhaps it's because primary sources give students a better sense of what history is and what historians do. Such sources also help students see the past from a variety of viewpoints. Moreover, primary sources make history vivid and bring it to life.

However, primary sources are not easy to use. They can be confusing. They can be biased. They rarely all agree. Primary sources must be interpreted and set in context. To do this, students need historical background knowledge. *Debating the Documents* helps students handle such challenges by giving them a useful framework for analyzing sources that conflict with one another.



*“Multiple,
conflicting
perspectives are
among the truths
of history.
No single
objective or
universal account
could ever put an
end to this endless
creative dialogue
within and
between the past
and the present.”*

From the 2011 Statement on Standards
of Professional Conduct of the Council of
the American Historical Association.

★ *The Debating the Documents Series*

Each *Debating the Documents* booklet includes the same sequence of reproducible worksheets. If students use several booklets over time, they will get regular practice at interpreting and comparing conflicting sources. In this way, they can learn the skills and habits needed to get the most out of primary sources.

Each *Debating the Documents* Booklet Includes

- **Suggestions for the Student and an Introductory Essay.** The student gets instructions and a one-page essay providing background on the booklet's topic. A time line on the topic is also included.
- **Two Groups of Contrasting Primary Source Documents.** In most of the booklets, students get one pair of visual sources and one pair of written sources. In some cases, more than two are provided for each. Background is provided on each source. *Within each group, the sources clash in a very clear way.* (The sources are not always exact opposites, but they do always differ in some obvious way.)
- **Three Worksheets for Each Document Group.** Students use the first two worksheets to take notes on the sources. The third worksheet asks which source the student thinks would be most useful to a historian.
- **One DBQ.** On page 20, a document-based question (DBQ) asks students to write an effective essay using all of the booklet's primary sources.

★ *How to Use This Booklet*

1. Have students read “Suggestions for the Student” and the Introductory Essay.

Give them copies of pages 5–7. Ask them to read the instructions and then read the introductory essay on the topic. The time line gives them additional information on that topic. This reading could be done in class or as a homework assignment.

2. Have students do the worksheets.

Make copies of the worksheets and the pages with the sources. Ask students to study the background information on each source and the source itself. Then have them take notes on the sources using the worksheets. If students have access to a computer, have them review the primary sources digitally.

NOTE: If you are using these materials with an AP world history class, an honors class, or some other group of advanced and/or more knowledgeable students, you may want to make more written sources available to them on this topic. Do a basic Internet search for sources that provide additional perspectives and then add to the sources provided here.

3. “Debate the documents” as a class.

Have students use their worksheet notes to debate the primary source documents as a class. Urge students to follow these ground rules:

- Use your worksheets as a guide for the discussion or debate.
- Try to reach agreement about the main ideas and the significance of each primary source document.
- Look for points of agreement as well as disagreement between the primary sources.
- Listen closely to all points of view about each primary source.
- Focus on the usefulness of each source to the historian, not merely on whether you agree or disagree with that source’s point of view.

4. Have students do the final DBQ.

A DBQ is an essay question about a set of primary source documents. To answer the DBQ, students write essays using evidence from the sources and their own background knowledge of the historical era. (See the next page for a DBQ scoring guide to use in evaluating these essays.)

The DBQ assignment on page 20 includes guidelines for writing a DBQ essay. Here are some additional points to make with students about preparing to write this kind of essay.

The DBQ for this Booklet (see page 20):

Compare images and attitudes toward women in China, Europe, and the Islamic civilization in the centuries 600–1500 AD. How similar were these attitudes across these cultures?

- Analyze the question carefully.
- Use your background knowledge to set sources in their historical context.
- Question and interpret sources actively. Do not accept them at face value.
- Use sources meaningfully to support your essay’s thesis.
- Pay attention to the overall organization of your essay.

★ *Complete DBQ Scoring Guide*

Use this guide in evaluating the DBQ for this booklet. Use this scoring guide with students who are already familiar with using primary sources and writing DBQ essays.

Excellent Essay

- Offers a clear answer or thesis explicitly addressing all aspects of the essay question.
- Does a careful job of interpreting many or most of the documents and relating them clearly to the thesis and the DBQ. Deals with conflicting documents effectively.
- Uses details and examples effectively to support the thesis and other main ideas. Explains the significance of those details and examples well.
- Uses background knowledge and the documents in a balanced way.
- Is well written; clear transitions make the essay easy to follow from point to point. Only a few minor writing errors or errors of fact.

Good Essay

- Offers a reasonable thesis addressing the essential points of the essay question.
- Adequately interprets at least some of the documents and relates them to the thesis and the DBQ.
- Usually relates details and examples meaningfully to the thesis or other main ideas.
- Includes some relevant background knowledge.
- May have some writing errors or errors of fact, as long as these do not invalidate the essay's overall argument or point of view.

Fair Essay

- Offers at least a partly developed thesis addressing the essay question.
- Adequately interprets at least a few of the documents.
- Relates only a few of the details and examples to the thesis or other main ideas.
- Includes some background knowledge.
- Has several writing errors or errors of fact that make it harder to understand the essay's overall argument or point of view.

Poor Essay

- Offers no clear thesis or answer addressing the DBQ.
- Uses few documents effectively other than referring to them in “laundry list” style, with no meaningful relationship to a thesis or any main point.
- Uses details and examples unrelated to the thesis or other main ideas. Does not explain the significance of these details and examples.
- Is not clearly written, with some major writing errors or errors of fact.

Suggestions to the Student

★ *Using Primary Sources*

A primary source is any record of evidence from the past. Many things are primary sources: letters, diary entries, official documents, photos, cartoons, wills, maps, charts, etc. They are called “primary” because they are first-hand records of a past event or time period. This *Debating the Documents* lesson is based on two groups of primary source documents. Within each group, the sources conflict with one another. That is, they express different or even opposed points of view. You need to decide which source is more reliable, more useful, or more typical of the time period. This is what historians do all the time. Usually, you will be able to learn something about the past from each source, even when the sources clash with one another in dramatic ways.

★ *How to Use This Booklet*

1. Read the one-page introductory essay.

This gives you background information that will help you analyze the primary source documents and do the exercises for this *Debating the Documents* lesson. The time line gives you additional information you will find helpful.



2. Study the primary source documents for this lesson.

For this lesson, you get two groups of sources. The sources within each group conflict with one another. Some of these sources are visuals, others are written sources. With visual sources, pay attention not only to the image’s “content” (its subject matter) but also to its artistic style, shading, composition, camera angle, symbols, and other features that add to the image’s meaning. With written sources, notice the writing style, bias, even what the source leaves out or does not talk about. Think about each source’s author, that author’s reasons for writing, and the likely audience for the source. These considerations give you clues as to the source’s historical value.

3. Use the worksheets to analyze each group of primary source documents.

For each group of sources, you get three worksheets. Use the “Study the Document” worksheets to take notes on each source. Use the “Comparing the Documents” worksheet to decide which of the sources would be most useful to a historian.

4. As a class, debate the documents.

Use your worksheet notes to help you take part in this debate.

5. Do the final DBQ.

“DBQ” means “document-based question.” A DBQ is a question along with several primary source documents. To answer the DBQ, write an essay using evidence from the documents and your own background history knowledge.

Women's Lives Before the Modern Era

From 600–1450 CE, the experiences of women were closely tied to the nature of the family and its role in society. Much less is known about the lives of women than of men in those centuries. Evidence about women and about family life in general is harder to find and evaluate. This has made it difficult to recover the history of one entire half of the human race.

Women in past cultures faced greater limits on what they could do than men. But was this simply due to harsh and unfair cultural attitudes? Or was it mainly due to the inevitable demands of physical labor and the child-bearing tasks women faced? Historians often ask whether gender is “constructed” or “natural.” That is, are different male and female roles due to the natural, biological differences between men and women, or are they constructed or created by society?

The images of women in various cultures give us some evidence for dealing with this question — images of the daily lives of ordinary women, and of famous or even mythic women who seem to represent admired female qualities. The sources in this lesson are a collection of such images. What they show is variety from one culture to another, but also patterns common to all cultures. In those patterns, disdain for women and limits on them can be found. Yet so also can admiration and avenues for unique self-development. In other words, there is plenty of room for debate about the roles women played, how women were perceived, and why.

For example, in China, Confucian values of order and familial loyalty focused above all on the father as the center of family life. Women were barely mentioned in the Confucian classics. Sons were favored over daughters, and female infanticide was widely practiced. Yet within the family, mothers and mothers-in-law were highly honored and given real power over domestic matters. Moreover, in upper-class Chinese society, there were always gifted women with literary and other

talents who found ways to express themselves and have an impact.

In the Islamic realms, the Qur'an defines women as subordinate to men in many ways. A Muslim man could have more than one wife, but women could not have more than one husband. Women's interactions outside the home were often severely limited. The family exercised rigid control over women, especially regarding their dealings with men. Yet the Qur'an also insisted on equal dignity and respect for both men and women. There is good reason to think it actually gave women greater protection in marriage and in property rights than they had under earlier tribal customs. Muhammad, after all, wanted to weaken tribal ties, which were often based on strict descent through the male heads of families and clans.

In Europe, as in other civilizations, most women lived hard lives, working alongside men in fields and shops. In the Middle Ages, craft and merchant guilds often excluded women. An idealized view of women was a key part of the code of chivalry for knights and other nobles. It defined women as weak and in need of protection. Yet it also insisted they be honored and loved, either from afar or in marriage. Some strong women played roles in the political life of the feudal age—for example, a powerful aristocrat like Eleanor of Aquitaine, a religious figure such as Hildegard of Bingen, or a crusading fighter like Joan of Arc.

As all this suggests, and as these sources show, attitudes toward women were complicated and often divided in these centuries before the modern age.

Women's Lives Before the Modern Era Time Line

530

• • • The likely date when Saint Benedict establishes his rule for the monastery of Monte Cassino. The Benedictine rule becomes standard for monasteries in Western Europe. Saint Benedict's sister Scholastica presides over a community of religious women who probably also adopted a version of the rule.

610

• • • According to Islamic traditions, Khadija, Muhammad's first wife, is first to accept his teachings as the basis for Islam. A strong woman, she becomes an admired model for women in Islamic societies.

900s

• • • Foot binding becomes popular in China for girls of wealthier classes who do not have to work in the fields. In foot binding, a young girl's feet are wrapped tightly in cloth and deformed to produce an unnatural arch. Though extremely painful and unhealthy, it is seen as a mark of great beauty.

1000-1010

• • • Japanese author Murasaki Shikibu, a member of the imperial court of Japan, writes *The Tale of Genji*, one of the first and most famous novels ever written.

1098-1179

• • • The lifetime of Hildegard of Bingen. Hildegard composes music and musical plays and becomes famous for her theological and visionary writings. She is often sought out for advice by bishops, popes, and kings.

1122-1202

• • • The lifetime of Eleanor of Aquitaine. She marries Louis VII of France, later divorces him to marry Henry II, the future King of England, all the while controlling her own lands in Southern France.

1170s

• • • Chrétien de Troyes's poems on the legend of King Arthur include *Lancelot, the Knight of the Cart*. It gives expression to the medieval concept of "courtly love." The lover adores his mistress and seeks to be worthy of her by acting bravely and honorably. Chrétien may have written the poem at the request of his patroness Marie, countess of Champagne, the daughter of Eleanor of Aquitaine.

1360-1436

• • • The lifetime of Dorotea Bocchi. She is an Italian physician who teaches medicine and philosophy at the University of Bologna, where her father previously did the same. Outside of Italy, women in Europe are generally banned from teaching or practicing medicine.

1412-1431

• • • The lifetime of Joan of Arc. She leads the army of Charles VII against the English, ending the English siege of Orleans. She is later captured, ransomed by the English, accused of witchcraft, and burned at the stake. Her legend spreads and helps foster intense French patriotic feelings.

1486

• • • Heinrich Kraemer and Johann Sprenger, two German Dominican monks, publish *Malleus Maleficarum (The Hammer of Witches)*. It becomes the standard book on witchcraft. It promotes the view that most witches are women working for the devil. It fuels two centuries of very intense witchcraft hysteria aimed mainly against women.

Primary Source Documents 1 & 2

Document 1



The Granger Collection, New York

Document 2



The Granger Collection, New York

Information on Documents 1 & 2

Document 1. From *Très Riches Heures* (*The Book of Hours*) of Jean, Duke of Berry, in the fifteenth century. This illumination shows the month of June. In it men and women both are mowing, raking, and stacking hay on the outskirts of Paris. It is true that women worked in the home. However, as this image makes clear, “the home” also often meant the fields where most work in the Middle Ages took place.

Document 2. This detail from a twelfth-century Northern Song (China) scroll painting shows two women beating silk in a trough. For a very long time, China kept its knowledge of how to manufacture silk a secret from the rest of the world. In Song times, women carried out most of the phases of this manufacturing process—in line with an old Chinese saying, “Men till, women weave.”

Primary Source Documents 3 & 4

Document 3



The Granger Collection, New York

Document 4



The Granger Collection, New York

Information on Documents 3 & 4

Document 3. Witches brew up a storm in this 1508 German woodcut. Witchcraft and black magic are practiced and feared in many cultures. Witches draw on magical powers and have generally been seen as powerful and often very dangerous. In the West, witches were often depicted as vindictive old women. This was true in the Middle Ages and especially in the fifteenth and sixteenth centuries. The 1486 *Malleus Maleficarum* became a standard text on witches. It considered most witches to be women in league with the devil.

Document 4. Muslim women also could provoke fear or anxiety of the sort associated with witches. In general, Islam's strict rules limit women's activities outside the home, especially with regard to public displays considered at all sexual. This is a fifteenth-century Turkish illustration of one Muslim legend. In it, the prophet Muhammad, touring the infernal world of shadows, sees a group of shameless women who let strangers view their hair. Now, they are being hung by their hair over flames as punishment.

Study the Documents: Sources 1 & 2

Instructions: Take notes on these questions. Use your notes to discuss the documents and answer the DBQ.

1 Main Idea—Both Docs. _____

Using these two images, write a brief paragraph that starts this way: “Most women in pre-modern world history worked in the home, but...

2 What Else Can You Infer? _____

That is, what is implied by these illustrations? For example, what do the illustrations suggest about the role of physical strength in economic life in these centuries, as compared with our own age?

Also, what do the images suggest, if anything, about the way class differences might have affected the sorts of roles women played? For example, would foot binding have been as widespread among poorer Chinese women as among wealthier women, and why?

Study the Documents: Sources 3 & 4

Instructions: Take notes on these questions. Use your notes to discuss the documents and answer the DBQ.

1 Main Idea—Doc. 3

Using Visual Source Document 3, write a brief paragraph that starts this way:
“What most frightened people about witches was...”

2 Interpreting Meanings

Most illustrations of witches in Europe showed them as women, especially older women. Why do you think that was so?

3 Compare & Contrast

These illustrations from two different cultures are evidence of suspicion or hostility to women. In what ways are they similar? In what ways are they different?

Comparing the Documents

★ *The Sources*

Answer the question by checking one box below. Then complete the statements on the Comparison Essay worksheet. Use all your notes to help you take part in an all-class debate about these documents—and to answer the final DBQ for the lesson.

Which of these primary source documents would be most useful to a historian trying to understand the way women were perceived in several cultures in the centuries before the modern age?



The Granger Collection, New York



The Granger Collection, New York



The Granger Collection, New York



The Granger Collection, New York

Documents 1 & 2 ☐

Documents 3 & 4 ☐

Comparison Essay

I chose Documents _____ because:

*I did **not** choose Documents _____.*

However, a historian still might use the documents in the following way:

Keep this in mind: Some sources are very biased. A biased source is one that shows you only one side of an issue. That is, it takes a clear stand or expresses a very strong opinion about something. A biased source may be one-sided, but it can still help you to understand its time period. For example, a biased editorial cartoon may show how people felt about an issue at the time. The usefulness of a source depends most of all on what questions you ask about that time in the past.

Primary Source Document 5



The Granger Collection, New York

Information on Document 5

Document 5. This fourteenth-century illustration shows European knight Albrecht Marschall von Rapperswil in a tournament, as several women look on. In the late Middle Ages, knights held tournaments to test their abilities. A tournament included various sorts of military exercises conducted not for conquest or out of anger but merely to practice and display one's skills.

The presence of women as spectators was central to the sort of display that was at the heart of the tournament. This gave a knight the chance to demonstrate chivalrous

conduct. The term “chivalry” comes from a word meaning “horse,” and knights were (above all) soldiers on horseback. However, chivalry also came to mean an elaborate code promoting knightly virtues of honor and courtly love. A knight fought in honor of a lady, often one married to someone else of high rank. The Church in general did not approve of tournaments, and jealous husbands undoubtedly did not either. Yet the chivalric code of courtly love did express a strongly held ideal of sorts for this age.

Primary Source Documents 6 & 7

Document 6



The Granger Collection, New York

Document 7



The Granger Collection, New York

Information on Documents 6 & 7

Document 6. In this Persian miniature (1438–39), Persian women disguised as male soldiers defend a fortress. One historian writes of this era, “The national spirit of Persia rose so strongly against Arab and Turkish domination of centuries that many Persian woman disguised themselves as men soldiers and accompanied their husbands into battle, fighting so bravely that Sultan Selim I of the Turks ordered that their corpses should receive an honorable burial.” Even ancient Romans reported capturing Persian women serving as soldiers.

Document 7. This is French national heroine Joan of Arc in a fifteenth-century manuscript illumination. She led the army of France’s Charles VII to end the siege of Orleans during the Hundred Years War. The English later burned her at the stake as a witch. No picture of Joan was ever done during her lifetime, so we cannot be sure what she actually looked like. Probably, many images of her sought to convey an idealized image of how a great female warrior heroine should appear.

Study the Document: Source 5

Instructions: Take notes on these questions. Use your notes to discuss the documents and answer the DBQ.

1 Main Idea or Topic _____

Use your imagination and write a colorful caption summing up this scene and what it meant both to the knight and the ladies watching him.

2 Interpreting Meanings _____

Some say the ideals of chivalry were merely another way to keep women subordinate to men. Others say those ideals show a new, more emotionally sensitive respect for women. What do you think about this debate? Does this illustration help clarify the debate in any way.

3 Compare & Contrast _____

Compare this image of noble ladies watching a knight with Visual Source Document 3. How do you explain the existence of such contrasting images of womanhood in the same society and from around the same time period?

Study the Documents: Sources 6 & 7

Instructions: Take notes on these questions. Use your notes to discuss the documents and answer the DBQ.

1 Bias—Both Docs.

Do these visual sources seem to express any sort of strong opinion or bias about the idea of women in combat? Or are the images neutral about this—that is, neither for nor against it? Explain your answer.

2 Compare & Contrast 1

Notice the similarities and the differences in the way these two illustrations depict female warriors. Do you think each artist would agree with the way the other artist has portrayed its subject? Why or why not?

3 Compare & Contrast 2

From the others images for this lesson, choose one that you think contrasts most with these two. That is, which other image is most clearly at odds with it or the opposite of it? Now choose one other image that best fits with it. Discuss your choices in class and explain why you think these varying images of women exist from this time period in world history.

Comparing the Documents

★ *The Sources*

Answer the question by checking one box below. Then complete the statements on the Comparison Essay worksheet. Use all your notes to help you take part in an all-class debate about these documents—and to answer the final DBQ for the lesson.

Which of these primary source documents would be most useful to a historian trying to understand the way women were perceived in several cultures in the centuries before the modern age?

A fourteenth-century illustration of European knight Albrecht Marschall von Rapperswil in a tournament as several women look on.

Document 5 ☐

A Persian miniature (1438–39) showing Persian women disguised as male soldiers defending a fortress, and Joan of Arc in a fifteenth-century manuscript illumination.

Documents 6 & 7 ☐

Comparison Essay

I chose Documents _____ because:

*I did **not** choose Documents _____.*

However, a historian still might use the documents in the following way:

Keep this in mind: Some sources are very biased. A biased source is one that shows you only one side of an issue. That is, it takes a clear stand or expresses a very strong opinion about something. A biased source may be one-sided, but it can still help you to understand its time period. For example, a biased editorial cartoon may show how people felt about an issue at the time. The usefulness of a source depends most of all on what questions you ask about that time in the past.

Document-Based Question

Your task is to answer a document-based question (DBQ) on women's lives before the modern era. In a DBQ, you use your analysis of primary source documents and your knowledge of history to write a brief essay answering the question. Using all four sets of documents, answer this question. Below are two DBQs. The first is somewhat less demanding than the second. Use whichever DBQ your teacher assigns.

Document-Based Question

1

Compare images and attitudes toward women in China, Europe, and the Islamic civilization in the centuries 600–1500 AD. How similar were these attitudes across these cultures?

OR

2

One historian says, “The subordinate status of women in most pre-modern societies went hand in hand with various idealized or romanticized images of women.” Using these images, explain what this historian means and why you do or do not agree.

Below is a checklist of key suggestions for writing a DBQ essay. Next to each item, jot down a few notes to guide you in writing the DBQ. Use extra sheets to write a four- or five-paragraph essay.

- *Introductory Paragraph*
Does the paragraph clarify the DBQ itself? Does it present a clear thesis, or overall answer, to that DBQ?
- *The Internal Paragraphs—1*
Are these paragraphs organized around main points with details supporting those main ideas? Do all these main ideas support the thesis in the introductory paragraph?
- *The Internal Paragraphs—2*
Are all of your main ideas and key points linked in a logical way? That is, does each idea follow clearly from those that went before? Does it add something new and helpful in clarifying your thesis?
- *Use of Primary Source Documents*
Are they simply mentioned in a “laundry list” fashion? Or are they used thoughtfully to support main ideas and the thesis?
- *Concluding Paragraph*
Does it restate the DBQ and thesis in a way that sums up the main ideas without repeating old information or going into new details?

Worksheet Answers and Guidelines

Some worksheet questions call for specific answers to factual questions. In these cases, correct answers are provided here. Most worksheet questions are open-ended and call on students to offer their own interpretations and personal reactions. In those cases, we offer suggestions based on the purpose of the question and the sort of interpretive activity it calls for.

Worksheet 1

Sources 1 & 2

1. The images touch on the way “household” labor included activities such as working in the fields or various kinds of home-based craft labor that students today normally think of as done “outside the home.”
2. The images focus on the hard manual labor involved in most tasks in these centuries. This is only one sort of inference to be made from illustrations such as these, however: other inferences about economic and family life could be made. The second inference question here asks students to use the images to think about how class differences might affect gender roles within each society.

Worksheet 2

Sources 3 & 4

1. Students should base their statements on what can be observed in the details of this particular source.
2. Students might focus on tensions between men and women generally, psychological mechanisms such as projection, or the precarious social position of single women or older women dependent on others, etc.
3. Students might focus on the differences in social roles (witches, older women, younger women, ordinary women violating male norms, etc.), or they might focus on the different ways the illustrations depict them.

Worksheet 3

Sources 5

1. The aim here is to have students imagine this scene from two very different points of view, both of which should differ from their own and should express the views of people of the times.
2. Some students may focus on the women’s role as passive spectators. Others may focus on the places of honor they hold in the tournament as a ceremony. The best responses will be grounded in what the details of this illustration in particular show.
3. Some may simply see these as two contradictory views of women. Others may find a link between them of some sort. Many interpretations are possible. Give extra credit to those who note that the climax of witchhunting in Europe came somewhat later than the tournaments of the High Middle Ages.

Worksheet 4

Sources 6 & 7

1. The objective here is for students to focus less on what the subject of the image is and more on its formal features: composition, gestures, dress, color, and symbols or objects meant to evoke deeper meanings.
2. One image is (like the women themselves) somewhat disguised and indirect. The other presents Joan boldly as a heroic figure of great power and honor. Of course, with this question students must be allowed to make their own judgments as long as they back them up with specific references to the images.
3. Students are likely to make a wide variety of choices, which will enable the entire class to discuss and review these primary sources.

Visual Primary Sources

First Group—Documents 1 & 2

Document 1



The Granger Collection, New York

Document 2



The Granger Collection, New York

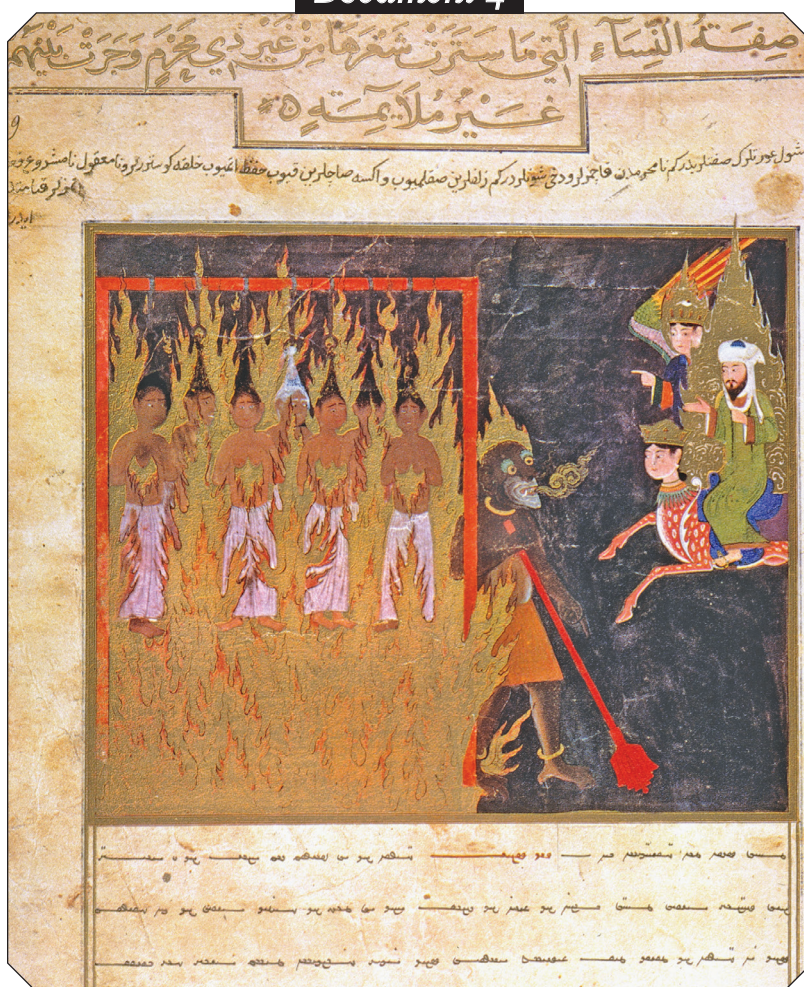
First Group—Documents 3 & 4

Document 3



The Granger Collection, New York

Document 4



The Granger Collection, New York

Second Group—Document 5



The Granger Collection, New York

Second Group—Documents 6 & 7

Document 6



The Granger Collection, New York

Document 7



The Granger Collection, New York