

Resources for *Joan of Arc French Soldier and Saint* by Philip Wolny

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Teaching the Middle Ages (TMA) Educational Resources was created by Dr. Teresa Russo as a service project for the course *Reading the Middle Ages: The Heroic and the Chivalric* (MARS/ENGL2P95) taught at the Centre for Medieval and Renaissance Studies (MARS) at Brock University. The service project was launched in 2021 and received the Government of Canada’s Co-operative Education and Work Integrated Learning (CEWIL) grant and Brock University’s an [Experiential Education Teaching & Learning Innovation Grant](#) in its first year. We would like to thank our industry partners in the education sector for supporting the students in this project.

VOLUME 1, ISSUE 4  
*Joan of Arc*

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Resources for Teachers  
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## INTRODUCTION

(J. Miele and K. LeBlanc) To teach the story of Joan of Arc—a female knight in the French army—to fourth graders, we chose the edition, entitled *Joan of Arc French Soldier and Saint* by Philip Wolny. We begin the materials with Chasnie DiPaola’s exercise on plot development. She created an exercise where students identify plot structures, such as the introduction, rising action, climax, falling action, and the resolution. In this exercise, students also consider how the characters are affected by the series of events in the story of



A Portrait of Joan of Arc from an illuminated manuscript dated from the 15th century, the same century of her death, by an anonymous artist/illuminator. The manuscript is located at the Archives Nationales de Paris (the National Archives of Paris, France) (Inv. AE112490. Photo Bulloz); **Photo Credit:** © RMN-Grand Palais / Art Resource, NY; **Image Reference:** ART173632; *JSTOR*, <https://jstor.org/stable/community.15669188>. Accessed 1 April 2021.

Joan of Arc. Students, thus, can work on “Who are the Characters” Worksheet located at the end of the packets before working on “Plot Development of *Joan of Arc French Soldier and Saint*.” Likewise, Holly Hiscock created a language arts lesson that asks students to fill in the blanks in a timeline of Joan of Arc’s life and consider how events in Joan’s life lead to the progression of others. Next, Julia Miele’s lesson asks students to

Summaries include About *Joan of Arc French Soldier and Saint*; About the Author and creator; About the Medieval Author; Time and Setting; Language in *Joan of Arc French Soldier and Saint*; and How this book relates to the Middle Ages.

Further Reading

Includes a list of resources of articles on the topic of Joan of Arc for teachers.

Lessons –

- 7 Lessons for Language Arts
- 4 Activities for Ancient Civilization Curriculum
- 1 Activity for Visual Arts

Plot Development of *Joan of Arc French Soldier and Saint* by Chasnie DiPaola Activity

Lesson Intent: English/Language Arts  
 Learning Goal: Reading for Meaning/Reflection/Demonstrating Understanding 1.4 and Making Inferences/Interpreting Texts 1.5

Joan of Arc’s Timeline by Holly Hiscock Activity and Answer Key

Lesson Intent: Elementary English/Language Arts  
 Learning Goals: Understanding story progression and form/Demonstrating Understanding 1.4

Point of View in Joan of Arc by Julia Miele Activity

Lesson Intent: Elementary English/Language Arts  
 Learning Goal: Understanding different point of view and rhetoric of the text/Analyzing Texts 1.7

Women’s Tasks: The Middle Ages, Joan of Arc, and Indigenous Communities by Kiara LeBlanc and Sloane Empke Activity and Answer Key

consider the point of view within the story and how the story would change if it were told from Joan’s perspective.

Following the language arts lessons, teachers can use lessons 4-6 to flow between subjects. Kiara LeBlanc and Sloane Empke’s lesson asks students to use a chart to compare the daily tasks of women. Kiara and Sloane’s activity will ask students to complete a chart in which they document what was typical for women in the Middle Ages, how Wolny presents Joan in his text, and to use the provided website to learn about the day life of women in the Indigenous community in Canada. After completing the chart, this activity will then ask students to reflect and think critically about the similarities and differences. Furthermore, Alisabeth Reynolds’ lesson combines the focus of Ancient Civilizations with Language Arts by considering geography and connecting it back to language through short novel study questions. Alisabeth’s lesson will focus on time and setting in *Joan of Arc French Soldier and Saint* with the inclusion of a map. Finally, Emerson Hathaway’s lesson focuses on reading familiar and unfamiliar words and understanding daily life with a crossword puzzle activity.

The lessons should be taught in the order that they appear as this order allows students to build towards critical thinking and creative expression. Beginning with Chasine’s lesson, the activities allow teachers to ensure that students have a basic understanding of the plot within the text. Understanding the plot will aid students as they move forward to Holly’s lesson where students will be asked to engage in a closer reading, to expand the basic plot, and to place in sequence the important events in Joan’s life. Furthermore, Holly’s lesson should follow Chasine’s activity as the lesson invites students to think critically about why the events occur in this order. Julia’s lesson should be taught next as it pushes the idea of critical thinking and teaches students about point of view and narration. Students are then asked to think critically and creatively as they use the characterization in Wolny’s text to imagine how Joan might characterize

Lesson Intent: Elementary Ancient Civilizations  
 Learning Goal: Understanding Daily Life tasks for Women in the Middle Ages / A1.2 Compare aspects of daily lives

*Joan of Arc: French Soldier and Saint: Time and Setting* by Alisabeth Reynolds  
 Lesson and Activity

Lesson Intent: Social Studies/Language Arts  
 Learning Goal: Understanding Historical Context and Comprehension Questions 1.3

*Joan’s Crossword Puzzle* by Emerson Hathaway

Lesson, Activity, and Answer Key  
 Lesson Intent: Elementary English/Ancient Civilizations  
 Learning Goal: Reading Familiar and Unfamiliar Words 3.1 & 3.2 and Understanding Daily life and Customs A1.2

“Who Are the Characters?” – Activity sheets and Answer Sheet  
 Lesson Intent: Language Arts/Ancient Civilizations – 4<sup>th</sup> grade  
 Learning Goal: Reading for Meaning – 1.7 Analyzing the text for characters and Ways of Life – A.2 Types of Work

Drawing the Characters Activity and Example  
 By Julia Schultz  
 Lesson Intent: Visual Arts  
 Learning Goal: Demonstrating an understanding of character descriptions

Vocabulary Sheets – Activity and Answer Key  
 Lesson Intent: Language Arts – 4<sup>th</sup> grade  
 Learning Goal: Reading with Fluency – 3.1 Familiar Words and 3.2 Unfamiliar Words

herself and tell her own story. Teaching these language arts lessons in this way allows teachers to ensure that students understand the text and can think critically and imaginatively about what they have read.

Following the language arts lessons, Kiara and Sloane’s lesson on ancient civilizations should be taught next as it continues to build on thinking analytically while enhancing research skills. In completing the chart, students will practice reading compression and data collection; students also will work on writing skills with the comparative paragraph exercise. Alisabeth’s lesson, “*Joan of Arc: French Soldier and Saint: Time and Setting,*” follows “Women’s Tasks: The Middle Ages, Joan of Arc, and Indigenous Communities” as while it moves away from critical thinking, it offers an opportunity for class discussion about the important events and locations in the text. By combining a discussion of the novel study questions and geography, this lesson allows students to recognize the way texts like *Joan of Arc* can offer intersections between subjects. Finally, Emerson’s lesson should be taught last as it offers a good overview and wrap up. This lesson gives students a fun activity which pairs nicely with the vocabulary and character sheets; the latter of which can be used as a wrap up where students can draw and colour a character of their choosing from *Joan of Arc*.

## MUSEUM SPOTLIGHT

“The Azeghio Tapestry: The Arrival of Joan of Arc at Chinon”

By Teresa Russo



A German Tapestry called Tapestry d'Azeghio or Azeghio Tapestry, depicting the Arrival of Joan of Arc (1410-1431) at Chinon. Located at the Musee Historique et Archeologique, Orleans, France, 15<sup>th</sup> century.

A tapestry is a type of textile art hung on the wall; it sometimes appears to a viewer as a rug with images that tell a story and attached on the wall like a painting without a frame. It is traditionally woven on a loom by hand as described in Homer's *Odyssey* when Penelope weaves on her loom during the day waiting for her husband Odysseus to return from war. The medieval tapestry is known as a weft-faced textile made of silk threads in which a weaver passes “weft” threads through the “warp” threads on a loom. The warps are the stationary threads, usually placed on the loom horizontally and then a person weaves other threads in diverse colors called wefts through the stationary thread. The weft threads create an image as the weaver selects various colors to depict their story. Thomas P. Campbell of the Metropolitan Museum describes the creation of a weft-faced textile, stating: “By passing the weft back and forth through the two sheds, the weaver inserts weft over one warp and under the next in one direction and then back in the opposite direction over and under the alternate warps” ([metmuseum.org/toah/hd/tapm/hd\\_tapm.htm](http://metmuseum.org/toah/hd/tapm/hd_tapm.htm)). Some of the best-known tapestries were produced in the 1400s in France, Germany, Italy, and the Netherlands. The silk was produced in Italy and Spain.

The tapestry above is a German tapestry with the story of Joan of Arc when she arrived at Chinon, France. Joan of Arc set out for the Château de Chinon, a castle on the bank of the Vienne river in the city Chinon on 13 February 1429, leaving

Vaucouleurs with a small military escort. She arrived at the Dauphin castle on March 6, 1429 by horse. She wore men's clothing to disguise herself as she rode through the English-controlled routes in France. During this trip, Joan stated that she heard heavenly voices to go to Charles, the Dauphin leader, and that he would grant her an army and supplies to join the soldiers at Orléans. This meeting became the turning point of the Hundred Years' War (Jeanne-darc.info). According to legend, Joan of Arc, who never met Charles previously, walked into the castle two days after arriving in Chinon and came before Charles, who was hiding in the castle in disguise for protection. She then pledged to defeat the English for him and ensure his coronation at Reims.

The tapestry, created in the late Middle Ages by a German artist, highlights the arrival of Joan of Arc at the castle with a small escort before King Charles. Joan of Arc is dressed in military armor sitting on a horse. The artist places Charles outside, standing in front of the castle with military guard behind him, to demonstrate both the arrival and pledge of Joan of Arc in one frame. The king is wearing a red cloak to signify royalty even though he was not coronated thus far and in hiding during his time in Chinon. In addition to royal red for Charles and his guards, one sees that Joan of Arc's escorts have royal red as decoration on the horses' bridles and the people with Joan of Arc also wear the same red clothing as Charles's people. Further, there is the use of gold thread on this tapestry; gold gilding was used in oil painting for halos or crowns for angels and saints in religious medieval paintings. Just as gold is used for "A Portrait of Joan of Arc" from the 15<sup>th</sup> c. illuminated manuscript seen above on the first page, gold was used in this tapestry for this image of Joan of Arc to indicate in both images her sainthood.

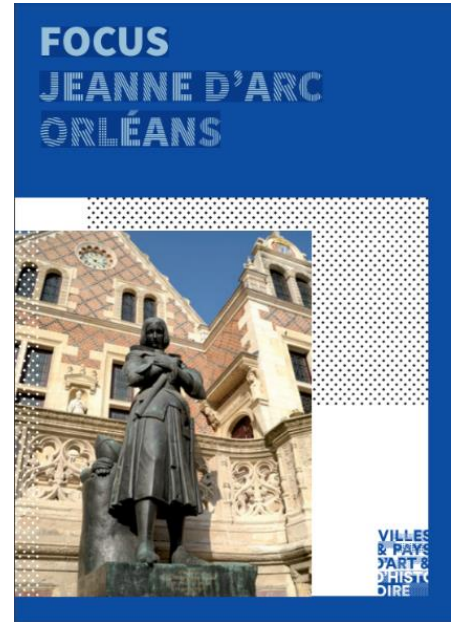
Two significant banners are depicted in the tapestry. In the squared blue flag, three people are depicted: Jesus is flanked by two angels; they are representative of the people that Joan said was speaking to her during her trip to Chinon. The blue banner or military flag with letters is like the banner in the register of the Paris Parliament seen on page 12 below. The letter "ihs" is a contraction for a Greek word that means Jesus, used on the flag as a symbol or monogram to indicate her belief in the Christian religion. This symbol later is misunderstood in the Latin language as signifying "Iesus Hominum Salvator" which means Jesus, Savior of Men. It is reported that Joan of Arc used this flag as her military flag when bringing French soldiers to fight the English soldiers. What other details do you see in the tapestry that reflect the story you read about Joan of Arc? Can you identify the flowers in the tapestry and the decoration on the flags? Do you see how the artist's idea of water in the painting?

Visit the website of Musee Historique et Archeologique of Orleans, France to learn more about their Medieval collection and the other art they have about Joan of Arc.



Detail of the flags on the Azeghio Tapestry

For students of French and French Immersion, here is a pamphlet about Jeanne d'Arc in French from the Musée Historique et Archéologique: [FOCUS JEANNE D'ARC ORLÉANS](#)



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THE FOLLOWING RESOURCES WERE CREATED WITHIN THE LANGUAGE ARTS AND ANCIENT CIVILIZATIONS CURRICULUMS IN MIND FROM THE MINISTRY OF EDUCATION OF ONTARIO. THE FOLLOWING CATEGORIES WERE CONSIDERED AS THESE RESOURCES WERE CREATED FOR FOURTH GRADERS. THE LANGUAGE ARTS CURRICULUM WAS LAST REVISED IN 2006 (**LANGUAGE ARTS**) AND THE ANCIENT CIVILIZATIONS CURRICULUM OTHERWISE KNOWN AS HERITAGE AND IDENTITY: EARLY SOCIETIES TO 1500 CE WAS LAST REVISED IN 2018 (**ANCIENT CIVILIZATIONS**). See THE MINISTRY OF EDUCATION: <http://www.edu.gov.on.ca/eng/curriculum/elementary/language.html>

## LANGUAGE ARTS

### READING FOR MEANING – GRADE 4

**Comprehension Strategies 1.3** identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts (e.g., activate prior knowledge through brainstorming; ask questions to focus or clarify reading; use visualization to clarify details about such things as the sights, sounds, and smells in a medieval castle; make and confirm predictions based on evidence from the text; synthesize ideas during reading to generate a new understanding of a text); **Demonstrating Understanding 1.4** demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details. **Making Inferences/Interpreting Texts 1.5** make inferences about texts using stated and implied ideas from the texts as evidence. **Extending Understanding 1.6** extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them. **Analyzing Texts 1.7** analyze texts and explain how specific elements in them contribute to meaning (e.g., narrative: characters, setting, main idea, problem/challenge and resolution, plot development; review: statement of opinion, reasons for opinion, concluding statement). **Responding to and Evaluating Texts 1.8** express opinions about the ideas and information in texts and cite evidence from the text to support their opinions. **Point of View 1.9** identify the point of view presented in a text, citing supporting evidence from the text, and suggest some possible alternative perspectives (e.g., identify words or phrases that reveal the point of view presented; write a letter or use role play to present the perspective of a character whose voice is not heard in the text)

### UNDERSTANDING FORM AND STYLE – GRADE 4

**Text Forms 2.1** explain how the particular characteristics of various text forms help communicate meaning, with a focus on literary texts such as a diary or journal (e.g., first-person record of events, thoughts, and feelings, usually in prose, gives a personal perspective on events; dated daily or weekly entries provide context), graphic texts such as a brochure (e.g., headings, subheadings, text boxes, photographs, lists, and maps clarify and highlight important material), and informational texts such as an encyclopedia (e.g., table of contents, glossary, index, headings, and subheadings help the reader use key words to locate information); **Text Patterns 2.2** recognize a variety of organizational patterns in texts of different types and explain how the patterns help readers understand the texts (e.g., comparison in an advertisement; cause and effect in a magazine or newspaper article); **Text Features 2.3** identify a variety of text features and explain how they help readers understand texts (e.g., the back cover copy for a book helps readers decide whether the book will interest them; titles, subtitles, captions, labels, a menu allow the reader to skim a text to get a general idea of what it is about); **Elements of Style 2.4** identify various elements of style – including alliteration, descriptive adjectives and adverbs, and sentences of different types, lengths, and structures – and explain how they help communicate meaning (e.g., alliteration and rhythm can emphasize ideas or help convey a mood or sensory impression).

### READING WITH FLUENCY – GRADE 4

**VOCABULARY and WORDS: Reading Familiar Words 3.1** automatically read and understand high-frequency words, most regularly used words, and words of personal interest or significance in a variety of reading contexts (e.g., words from grade level texts; terminology used regularly in discussions and posted on anchor charts; words from shared-, guided, and independent-reading texts and some regularly used resource materials in the curriculum subject areas); **Reading Unfamiliar Words 3.2** predict the meaning of and rapidly solve unfamiliar words using different types of cues, including: semantic (meaning) cues (e.g., prefixes, suffixes, base words, phrases, sentences, and visuals that activate existing knowledge of oral and written language); syntactic (language structure) cues (e.g., word order; language patterns such as those for regular and irregular plurals, possessives, and contractions; punctuation); graphophonic (phonological and graphic) cues (e.g., familiar words within larger words: highlight, enlighten; recognizable sequences of letters within long words: spacious, conscious, delicious).

## ANCIENT CIVILIZATION

In this category consideration was placed on subcategories of **Social and Political Practices (heads of states); Agriculture Practices; Daily Life (women and children in society; leisure life; work life; sports and games); Relations between People and Land; Religious and Spiritual Practices/Beliefs; Maps (physical categories; lowland, plains, mountains; important cities)** so that teachers can then make comparisons of **Medieval Life to Canadian lifestyle and comparison to the lifestyle of First Nation, Inuit, Huron, Cree, Algonquin, Haudenosaunee**. Parts of the language in the curriculum concerning the Middle Ages are as follows:

### HERITAGE AND IDENTITY: EARLY SOCIETIES TO 1500 CE

#### A1. APPLICATION: PAST AND PRESENT SOCIETIES; FOCUS ON: Continuity and Change; Perspective

**A1.1 compare social organization** (e.g., social classes, general political structure, inherited privilege, the status of women) in a few early societies, including at least one First Nation and one Inuit society (e.g., a slave-owning and a feudal society; a matrilineal First Nation and a society in medieval Asia); **A1.2 compare aspects of the daily lives** of different groups within a few early societies, including at least one First Nation and one Inuit society (e.g., the work, family life, education, food, dress, and/or housing of a slave and a senator in ancient Rome; women of different castes in medieval India; a serf and lord in feudal England; a man and a woman in medieval China or in early Mohawk society; a merchant and noble in Renaissance Italy), and explain how differences were related to the social organization of that society; **A1.3 describe some of the ways in which their daily life differs** from the lives of young people from different backgrounds (e.g., wealthy, poor, slave, urban, rural) in a few early societies, including at least one First Nation and one Inuit society (e.g., with reference to family life, education, leisure time and recreation, responsibilities, work); **A1.4 compare a few early societies**, including at least one First Nation and one Inuit society, in terms of their relationship with the environment (e.g., with reference to seasonal rhythms, use of land and resources, differences between urban and rural communities, religious and spiritual practices/beliefs with respect to the environment), and describe some key similarities and differences in environmental practices between these societies and present-day Canada.

**HERITAGE AND IDENTITY: EARLY SOCIETIES TO 1500 CE (continues with A.2 and A.3 information)****A2. WAYS OF LIFE AND RELATIONS WITH THE ENVIRONMENT; FOCUS ON: Interrelationships**

**A2.1 formulate questions to guide investigations into ways of life and relationships with the environment in a few early societies**, (e.g., connections between the local environment and settlement, art, medicine, religion, spirituality, types of work; the impact on the environment of agriculture or the development of towns, cities, settlements, communities, and/or villages); **A2.2 gather and organize information on ways of life and relationships with the environment in a few early societies**, using a variety of primary and secondary sources in both print and electronic formats (e.g., images depicting the daily life of different social classes; religious or spiritual stories that provide evidence of a society's view of the environment; agricultural artefacts; traditional stories, creation stories, legends, and/or oral history shared by Elders, community members, and/or knowledge keepers; virtual field trips to museums and to First Nations cultural centres to view artefacts and images); **A2.3 analyse and construct print and/or digital maps**, including thematic maps, as part of their investigations into interrelationships between the environment and life in a few early societies, (e.g., analyse thematic and/or physical maps showing rivers, vegetation, volcanoes, soil types; create a thematic map showing traditional trade routes of the Cree, Algonquin, or Haudenosaunee; analyse a climate map to determine the climatic challenges facing early settlements; construct soil and vegetation maps to determine the connection between soil type and agricultural activity; analyse maps to determine the proximity of early settlements to water; construct a map showing the location of some traditional First Nations and/or Inuit territories; use a decolonial map or atlas to determine the Indigenous names of the places they are investigating); **A2.4 interpret and analyse information relevant to their investigations, using a variety of tools** (e.g., use a graphic organizer to help them determine the relationship between soil type, availability of water, and agricultural activity; analyse the content of paintings on the internet or at a local gallery for information on a society's religious practices; analyse artefacts found in a museum or on a website for information on a society's daily life and relationship with the environment; use a Venn diagram or a T-chart to help them compare historic hunting customs, including giving thanks to animals, between an early First Nation and an early Inuit society; analyse petroglyphs and rock formations for information on sacred sites and their location); **A2.5 evaluate evidence and draw conclusions about ways of life and relationships with the environment in a few early societies**, including at least one First Nation and one Inuit society, with an emphasis on aspects of the interrelationship between the environment and life in those societies; **A2.6 communicate the results of their inquiries, using appropriate vocabulary** (e.g., peasant, serf, merchant, noble, Elder, clan mother, faith keeper, knowledge keeper, Inuk shaman, medicine man, healer, healer's helper, feudalism, god/goddess, privilege, hierarchy, culture, civilization, rural, urban, resources/ gifts) and formats (e.g., an annotated map showing how a society situated on a flood plain was affected by and responded to its environment; an interactive map that highlights traditional territories of some early Indigenous societies in what would become North America, along with key natural features of the environment; an oral presentation on the impact of medieval cities on the environment; a stop-animation video on the lives of children in a society that followed seasonal migration routes or lived in different locations during different seasons; a chart and presentation comparing farming techniques of different societies)

**A3. UNDERSTANDING CONTEXT: CHARACTERISTICS OF EARLY SOCIETIES; FOCUS ON: Significance**

**A3.1 identify the location of some early societies**, including at least one First Nation and one Inuit society, on a globe or on print, digital, and/or interactive maps, and demonstrate the ability to extract information on early societies' relationship with the environment from thematic maps (e.g., climate, physical, topographical, vegetation maps); **A3.2 demonstrate the ability to extract information on daily life in a few early societies**, from visual evidence (e.g., art works such as paintings, sculptures, carvings, masks, mosaics, hide paintings, beadwork, quillwork, soapstone carvings; clothing; ceremonial dress; regalia; petroglyphs; monuments; rock/earth mounds; artefacts such as tools, household utensils, pottery, religious articles, weapons); **A3.3 describe significant aspects of daily life in a few early societies**, (e.g., with reference to food, housing, clothing, education, recreation, spiritual/religious life, family life, transportation, ceremonies, ways of giving thanks and acknowledgement); **A3.4 describe significant physical features and natural processes and events in a few early societies**, (e.g., physical features: rivers, flood plains, mountains, volcanoes, barren lands, tundra, ocean shore, fertile soil; natural processes: seasonal changes in climate, animal migration, erosion; natural events: earthquakes, floods, volcanic eruptions) and how they affected these societies, with a focus on the societies' sustainability and food production (e.g., how flooding of rivers in ancient Egypt, India, and China enriched agricultural land, making it possible to sustain large populations; how the thin topsoil of Central America, Mesopotamia, and Easter Island limited population growth; how volcanoes threatened the survival of communities in ancient Greece and parts of the Roman Empire; how fluctuations in temperature led early Inuit societies to develop techniques like igunaq [meat fermentation] to prevent food spoilage, Cree societies to develop sphagnum moss bags to prolong meat freshness, or Anishinaabe societies to develop techniques to smoke fish); **A3.5 describe the importance of the environment for a few early societies**, with a particular focus on how the local environment affected the ways in which people met their physical needs (e.g., food, housing, clothing); **A3.6 identify and describe some of the major scientific and technological developments in the ancient and medieval world**, including some from at least one First Nation and one Inuit society (e.g., calendars; the printing press; developments in agriculture, architecture, medicine, transportation, weaponry, navigation); **A3.7 describe how a few early societies, including at least one First Nation and one Inuit society, were governed** (e.g., early democracy in Greece or Haudenosaunee society; city states on the Swahili Coast; emperors in China; the roles of nobles, priests, and the military in Aztec society, of kings, nobles, and knights in medieval France, or of chiefs in the Haida nation); **A3.8 describe the social organization of a few different types of early societies**, (e.g., a slave-owning society, a feudal society, an agrarian society), and the role and status of some significant social and work-related groups in these societies (e.g., women, men, children, slaves, peasants, nobles, monarchs, warriors, knights, priests/priestesses, druids, shamans, imams, monks, nuns, merchants, artisans, apprentices, scribes, midwives, healers); **A3.9 describe some key reasons why and when there were cooperation and conflicts** (e.g., to explore; to expand territory; to make decisions, govern, and administer; to promote trade; to wage war or make peace; to acquire wealth, power, and control; to rebel; to spread religious beliefs and/or enforce the power of particular religious institutions; to protect spiritual beliefs, ceremonies and other cultural practices, and traditional lands); **A3.10 describe some attempts within a few early societies to deal with conflict and to establish greater cooperation** (e.g., democratic developments in ancient Greece; establishment of religious rights in medieval Islam; matrilineal structures among some First Nations; the Magna Carta; guilds; intermarriage between royal houses; treaties and alliances; the Great Law of Peace; the resolution of conflict with drumming, dancing, poetry, and/or humour among Inuit; the role of lacrosse games; the use of marriage and the ceremonial sharing of food and skins to symbolize alliances and the building of relationships in Inuit societies)



**About the Book** (E. Hathaway) -

Joan of Arc was born around the year 1412, and under typical circumstances for girls in the Middle Ages, she would have grown up to live a quiet and regular life. Joan and her four siblings were well off enough, and as such, Joan would likely have been married to another middle-class farmer in the area. Women, who were famous or influential in the 15<sup>th</sup> century, were mainly royalty or married into power. Joan, on the other hand, broke through the barriers set before her to become one of the most influential women in French history.

Joan lived in the tiny village of Domrémy and remained there until she began to have visions. These visions revealed that she was destined to do more with her life. She realized that she needed to come to the aid of the King of France, Charles VII, even though he was not crowned yet, because the coronation site of the city of Reims was still in enemy hands, who were losing a war against the English. The King was known as the Dauphin, which is French for the heir apparent; it is a title given to the oldest son who is next in line to be the King of France following tradition from 1350 (and lasts to about 1830).

Shortly after Joan reached the age of sixteen, her parents tried to arrange a marriage for her with a neighboring boy; however, Joan stood firm and refused to be married. The English sparked Joan's motivation for aiding the king in July 1428, when the Burgundians, allies of the English, pillaged Domrémy. She secretly left home and visited Vaucouleurs in January 1429 to again try and see the king. Dressed in man's clothing, and with her hair cut short, Joan left with a group of soldiers to meet the king. Joan finally received her audience with the king and was welcomed to help the kingdom. The French royalists held possession of only a few major territories, and they had nearly run out of money to fight the war. Furthermore, the siege of Orléans had made things seem grimmer than ever. Desperate, they accepted Joan as an advisor.

Joan's plan was to beat back the English and the Burgundians and to clear the way to the Reims for the king's coronation. Historians are mostly in agreement that Joan never personally killed or injured anyone but put herself in harm's way to rally her troops to succeed in battle. Within nine days of her arrival at Orléans, the

large, increased a sizeable amount. Joan had earned the name: Maid of Orléans. Legends surrounding Joan and her victories spread across the country. The fighting continued, using Joan's battle strategies to outsmart their opponent. The English won many of the battles using the longbow, which Joan quickly countered with superior battle strategies. In Alexandre Carette's journal, she mentions how Joan "changed military history" (Carette 180) by defeating an opponent who was far more superior to her forces. The French fought until they reached the Reims, where the king could be crowned officially with Joan by his side.



Domrémy-la-Pucelle: St. Joan of Arc's birthplace in France  
(see *Encyclopædia Britannica*)

**About the Modern Author and Creator**

(C. DiPaola) –

The author of *Joan of Arc French Soldier and Saint* is Philip Wolny. Not much is known about Wolny's personal life, but in his professional life, he is a non-fiction writer with Rosen Publishing. He focuses mainly on writing informative texts for children and adolescents, outlining educational topics, usually with multiple short pieces within a topic-centric series. These series can include topics such as Examining Political Systems, Activision in Action, and the series this text comes from, Women who Changed History. He also writes biographies for topics that are less education-based learning but rather recreational learning. This type of text tends to be more interesting for young people, such as his popular series on Top Youtube Stars, outlining the lives of content creators like Markiplier, Liza Koshy, and

French broke the English siege of the city. The morale, or fighting spirit of the troops, and the French people at Ryan Higa.

Wolny works with Rosen Publishing, which was created in 1950. Rosen Publishing prints independently for schools and library spaces. Their goal is to educate youths by providing information and solutions without censorship, believing that no topic is taboo if discussed in a professional setting with helpful guidance. On the “About Us” page on their website, their mission statement ends with, “Whether our titles are read in paperback or a library-bound edition, whether accessed on a tablet or a smart phone, if the information provided can help one young man or woman effectively negotiate an issue in their life, then we at Rosen will have done our job to fulfill in the 21st century one of our mandates established in the 20th” (“About Us”). Rosen dedicates themselves to impartial education, centering around topics like social justice and other real-world issues. Other popular publishers that operate under Rosen Publishing are the New York Time’s education sector, Britannica, and Power Kids. All the publishers are dedicated to the education of young people and want to help their formation into adults to create a better future for the world.

**About the Medieval Author** (H. Hiscock) –

The first official written records of Joan of Arc’s life are the manuscripts from her trial in 1431. It is due to this trial that Joan’s life is so well-documented, especially considering her status as a peasant girl rather than a noble. A large part of her trial is recorded because of Joan’s appellate trial after her death—a trial that her mother campaigned to take place for a review and reversal of the guilty decision from the first trial. During the second (appellate) trial, 115 witnesses came forward with detailed stories from her life, which were all written down in the manuscripts. While the state of the manuscripts from her appellate trial is unknown, the transcripts from her first trial have survived. In W.P. Barrett’s English translation of the surviving manuscript, he describes the painstaking history of the notes and how they are so well-documented and preserved.

Each day during the long trial, the notaries Taquel, Boisguillaume, and Manchon would record everything

in the courtroom carefully. Then after lunch, the three of them would work together, putting it all in order. This was quite difficult, as Joan was rather clever and prudent. Whenever she was asked a question towards a point that had already been touched upon, instead of giving a new answer, she would have the notaries go back and read the answer she already gave. This meant that the notaries had to rewrite the same answers to similar questions and make sure they did so in the right order.

After the trial Guillaume Manchon as well as one of her judges, Thomas de Courcelles, worked together to translate the court notes from French into Latin, creating five copies. Courcelles created two, while Manchon made three and distributed them; one copy each to the Inquisitor, the King of England, and Pierre Cauchon. It is noted that there are some differences in the two copies, but no substantial ones, as Barrett assures us that they “betray chiefly the individual habits of the scribes who transcribed them, and [the variants] are therefore insignificant” (Barrett, ix). The original French manuscript for the trial has since been lost, with its last known appearance being Manchon producing them, as evidence at Joan’s rehabilitation trial more than twenty years later. A small excerpt of the original French exists at the beginning of the French section in the Latin transcripts, but nothing else of the original notes from the trial of Joan of Arc exists. However, it is assured that the Latin transcripts available are as accurate as possible, as they were notarized by the other notaries on the trial and were confirmed accurate by others involved. This way, the story of Joan of Arc can remain as true and historically accurate as possible from a modern standpoint in history.



The manuscript from the second court case advocated by Joan of Arc’s mother to rehabilitate her daughter’s reputation. The manuscript is called “Procès de réhabilitation de Jeanne d’Arc Orléans” located at British Museum (# MS. 1673) from ca.1520.

**This book relates to the Middle Ages or is based on the Middle Ages: “Joan of Arc, a female Knight: her life told by Christine de Pizan and Mark Twain”**

(T. Russo) – The life of Joan of Arc (Jeanne d’Arc) takes place in the Middle Ages during the 1400s during a culture of knighthood and a debate of kingship in England. She was also born fifty-nine years after the black plague in Europe. The details about her life in history are the only one known through a form of biography from court documents or from her own words given under oath in a medieval English court which was biased against her for her military accomplishments (that benefited her country of France and hurt the efforts of the English). These documents are outlined above by Holly Hiscock. Mark Twain, known famously for his novel *The Adventures of Huckleberry Finn*, studied these medieval documents located in the European libraries and translated the work of Sieur Louis de Conte’s recollections of Joan of Arc by Jean François Alden from France’s national archives. The book in English is called *Personal Recollections of Joan of Arc*.

Joan of Arc’s story was also written as a biography in the Middle Ages by a female writer, Christine de Pizan as *The Tale of Joan of Arc*, completed July 31, 1429. This version of Joan of Arc’s life is known as the only biography written about Joan of Arc while she was still living. It is also written as a poem with 61 stanzas. Christine de Pizan wrote it at the end of her life at the Monastery of Poissy. She has a Christian worldview, believing that all people are equal because men and women are created by God. Her Christian worldview is projected in the tale when she states that Joan of Arc is a gift from God to France and that the maid has Grace from God to lead the soldiers to victory.

Christine de Pizan, who as a woman in the Middle Ages lived under the same cultural standards as Joan of Arc, uniquely had a father, who wanted his daughter to be educated. Her father immigrated from Italy to France to work at the court of the French king, and he valued education. Christine de Pizan studied the seven liberal arts and studied languages, such as Latin and French. She then became the first female writer employed professionally at the court of King Charles VI of France. Christine de Pizan was one of the first woman to argue for the equality of women in society through her writings, such as *The Book of the City of Ladies*.



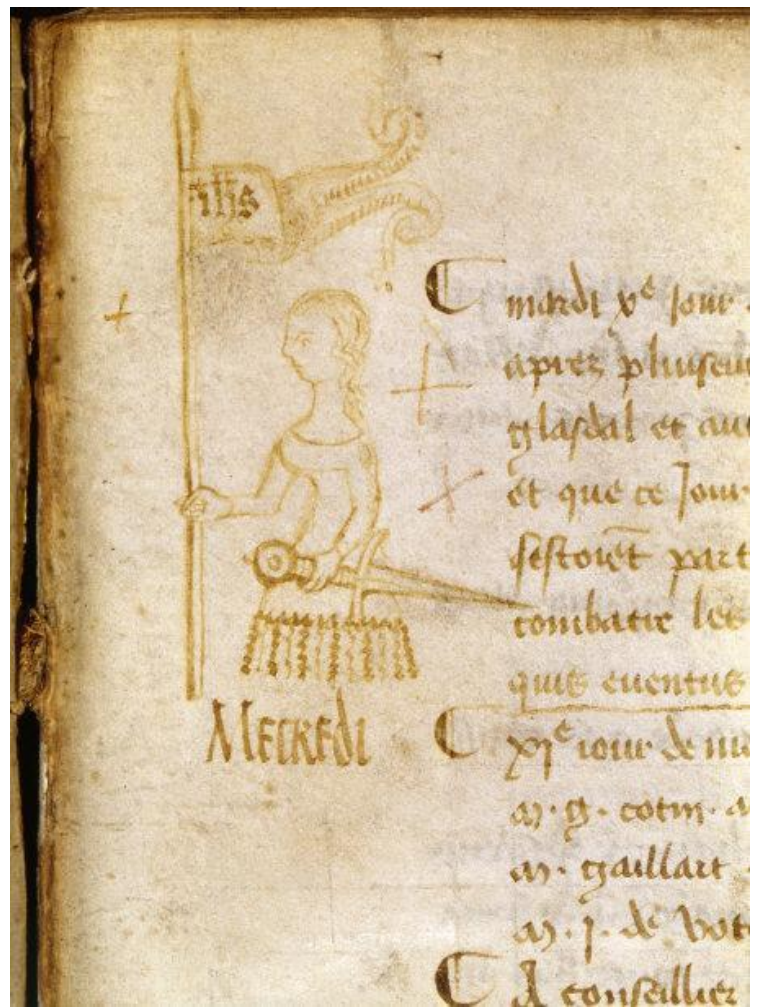
Christine de Pizan in her study (detail image in the manuscript for *The Queen's Manuscript*, on folio 4r; dated 1410–1414. Manuscript located at the British Library; shelf mark: Harley Manuscript 4431.

Her book about Joan of Arc was written before Joan of Arc lost battle and became a prisoner of the English king and before the trial. The tale was also written right before the death of Christine de Pizan. Thus, the book was written as history was unfolding in France, and it is quite a wonderful source to have the life of Joan of Arc told by a woman of the Middle Ages who understood the limitations that women had in society. Christine de Pizan understood the barriers and great accomplishments of Joan of Arc. Unfortunately, this text has not yet been adapted for elementary readers, but maybe in the future young readers will go back to read the life of Joan of Arc through the perspective of Christine de Pizan, a woman of the Middle Ages and contemporary to Joan of Arc.

Joan of Arc’s life is also one of the most famous told; as a Hungarian statesman puts it, “Since the writing of human history began, Joan of Arc is the only person, of either sex, who has ever held supreme command of the military forces of a nation *at the age of seventeen*” (Louis Kossuth, 1802–1894; see *Personal Recollections of Joan of Arc*). Additionally, while in supreme control of the military she accomplished her goal of crowning a king at Reims for France and asking for no reward after her accomplishment except to return home to tend her sheep and feel the embrace of her mother.

Mark Twain places her life in further perspective by comparing her to Caesar and Napoleon, stating that Caesar carried a campaign far from Rome but had veteran soldiers and was a trained soldier himself while Napoleon was also a trained soldier with young skilled followers burning with ideas of Liberty. In contrast, Twain argues, Joan of Arc was a poor and uneducated village girl, who had no influence and was unknown to her country and the leadership of France. In addition, her country was under foreign control with no hope; the country was bankrupt with no money to continue fighting; its citizens felt helpless with no spirit left to fight; and Joan had tired soldiers to lead. Twain makes an argument, highlighting her military accomplishment like none other known so far in history.

In the end it is concluded that Joan of Arc was condemned to death because she dressed like a man by wearing the clothes of a knight, because she was assisted with her armor by squires (who were men) like any knight would be, and because she stated under oath that God spoke to her. She listened to God’s calling by wearing the knight’s armor and leading soldiers into battle. She will most likely remain one of the foremost female soldiers in history.



Above drawing of Joan of Arc in the margin of the register of the Paris Parliament (Registre du parlement de Paris), dated 1429 (folio 24 at the Nationales, Paris, France).

Below: Princesse Marie-Christine d’ Orleans (French, 1813–1839) (artist). *St. Joan of Arc*. bronze, 1836. The Cleveland Museum of Art; Cleveland, Ohio, USA; Collection: Mod Euro - Sculpture 1800-1960; Department: Modern European Painting and Sculpture; Provenance: description: Noah L. Butkin, Cleveland; footnotes: None; date: None; Bequest of Noah L. Butkin, *JSTOR*, <https://jstor.org/stable/community.24616151>. Accessed 1 April 2021.

The image above is the only known contemporary portrait of Joan of Arc by Clément de Fauquembergue, the secretary of the Parliament of Paris. The artist had never seen Joan of Arc, but he drew her as a small strongminded woman carrying her army’s sacred banner (with the Greek initials signifying Jesus) and a sword in another hand. The drawing is in the margin of the Orleans city record manuscripts on the same date that Joan of Arc freed the countryside around Orleans from the English on May 10, 1429.



Painting by Gilbert Anthony Pownall, 1914.

### Time and Setting

(A. Reynolds) – *Joan of Arc French Soldier and Saint*, written by Philip Wolny and edited by Heather Moore Niver, is a story about the national heroine of France, Joan of Arc, who was a peasant in the period, which Petrarch (an Italian poet) dubbed as the dark ages. Joan claimed to receive numerous visions from God, and overall, helped lead the French army to

victory against the English at Orléans when she was 18 years old. The story reflects upon the many aspects of Joan’s life, such as her life as a young woman, her destiny, her experiences going off to war, her numerous accomplishments and achievements (including her role as the heroine of France), her death, and finally her Sainthood. The story details Joan of Arc’s life and the many places that she impacted throughout her life, making her the important historical figure that she is today.

Joan of Arc was born circa 1412 in Domrémy, Bar, France, and died May 30<sup>th</sup>, 1431, at the age of 19 in Rouen, France, and was later Canonized May 16<sup>th</sup>, 1920. The story takes place in what is now referred to as the Middle Ages and is set in France during the Hundred Years’ War. The Hundred Years’ War was fought between France and England over the succession to the French throne that lasted from 1337-1453 CE. During this war, around the period of the Lancastrian War (1415-1453 CE), Joan of Arc stepped in, creating a major turning point for the French within the war. During this time, she eventually led France to victory at Orléans in 1429 over England. When Joan was a young girl at around the age of twelve, she began having visions from God and saw Michael the Archangel. In her visions, she was told that she was destined to lead the French battle against England and take the king to be crowned. Once Joan finally turned 16, she chose to listen to her visions from God and began her journey.

Later in Joan’s life, she met King Charles VII of France and asked him for an army to fight with, in which he eventually entrusted her and let Joan lead an army of soldiers to war. Eventually, Joan escorted the king to Rheims to be crowned King of France before she heard about a small city called Compiegne that was under attack. Joan went to defend this city and ended up being captured and sold to the English, where she was held prisoner and eventually sentenced to death by being burned alive at the stake. Overall, throughout Joan of Arc’s life, she created a great deal of significant history, as she played an essential part in medieval society.

### Language in Medieval France

(T. Russo and J. Miele) – Joan of Arc is a heroic, brave, and strong-willed woman who will forever be a hero to France. According to the book *Joan of Arc French Soldier and Saint*, by Philip Wolny and edited by Heather Moore Niver, Joan was born in Domremy, France, around 1412 (9). Joan was an average young girl in France during the Middle Ages when she was called to fight for France in the “Hundred Year’s War” (6). The language during her time in her country was Latin and French. Language in the Middle Ages was predominantly Latin and then romance languages evolved from a vulgate Latin (a Latin spoken by the common people). One of those Romance languages was French, and in the Northern part Old French was spoken from the 8<sup>th</sup> century to the 14<sup>th</sup> century while in the Southern part of France people spoke a dialect of French called Provençal or Occitan. Many other dialects form, but the dialect of Paris became the national language.

French was already a common language during Joan of Arc’s time, but Joan of Arc was illiterate and did not read languages. The English, Joan’s enemy in the war, also used French in the Middle Ages for commerce before 1088, but then French became an official language in England with the conquest of the Normans in 1066. For 400 years English Kings spoke and wrote French while Latin continued as the language of the Church and the language in the courts. This is why the court documents surrounding Joan of Arc’s case are located in the archives written in Latin and French.



Two ceremonial swords used by Joan of Arc in 1429, in Rheims, where Charles VII was solemnly crowned.

See [Sword | Joan of Arc | Jeanne-darc.info](#) for more information on swords used by the French army and Joan of Arc. These swords are from 1429 and used as ceremonial swords in Rheims, France during the same time period in the Middle Ages when Charles VII was crowned.

## Further Reading

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# LESSON ONE

## *Discussions & Lessons*

### Plot Development of *Joan of Arc French Soldier and Saint*

By Chasnie DiPaola

Lesson Intent: English/Language Arts

Learning Goal: Reading for Meaning/Reflection/ Demonstrating Understanding 1.4 and Making Inferences/Interpreting Texts 1.5

Using your knowledge of plot/story structure, examine the story of *Joan of Arc French Soldier and Saint*, and try to find points of her story presented by this author that drive the plot. How do these events effect the characters of the story? On the chart below, you will list the event(s) that made the story move forward under “Development of Plot/Story.” Then list under “Development of Character” how these events influenced Joan or any of the secondary characters in the text.

See also the “Who are the Characters” worksheets at the end of the packet which can be completed before this activity so that students consider the characters in the tale independently from plot development. (Then revisit the character work sheets when working on the visual arts project, “Drawing the Characters,” an activity introduced by LeBlanc and Schultz.)



### Joan's Development

Name \_\_\_\_\_

Date \_\_\_\_\_

Elements of Plot Features	Development of Story	Development of Character
Introduction: Exposition		
Introduction: Conflict		
Rising Action		
Climax		
Falling Action		
Resolution		

# LESSON TWO

## *Discussions & Activities*

### Joan of Arc's Timeline

*By Holly Hiscock*

Lesson Intent: Elementary English/Language Arts

Learning Goals: Understanding story progression and form/Demonstrating Understanding 1.4

In this lesson, students will learn about Joan of Arc and place the events of her life in a timeline, to understand story progression and form.

#### **Background:**

Joan of Arc was an important figure in French history as she helped end the Hundred Years' War between France and England. Joan of Arc is very interesting in that she was a young woman in a time when people like her were not taken very seriously, but she often impressed people with her manners and cleverness. She also claimed to be a messenger of God with visions of Saints and angels of the Catholic Church for years. Further, Joan claimed that her mission was to help Charles VII be crowned the King of France and to lead France to victory against the English.

After a short but very successful campaign where Joan led French troops into battles against the English, she was captured and put on a very long and complicated trial where she was accused of breaking religious laws, such as heresy, cross-dressing, and witchcraft. She was eventually found guilty and sentenced to be burned at the stake, but her mother pushed to have a retrial after her death with a less biased jury. It turned out that the first one had been filled with people loyal to the English, who were not happy Joan of Arc was making them lose in their conflict with the French. In the second trial, Joan was found not guilty and had her name cleared. Five hundred years later, she was officially canonized as a saint by Pope Benedict XV, and now she is heralded as the Patron Saint of France.

#### **Exercise:**

The students will be given a copy of the timeline with blanks. Fill in the missing events on the timeline, using the answer bank down below. Students will need to use their critical thinking and reading comprehension skills in order to determine which event takes place at what time.

## Joan of Arc's Timeline

Name \_\_\_\_\_

Date \_\_\_\_\_

**Using the word bank below, fill in the blanks in the timeline.**

1. The Hundred Years' War Begins 1337.
2. Joan of Arc is born in 1412.
- 3.
4. At the age of 13, Joan of Arc sees the Archangel Michael in her garden.
- 5.
- 6.
- 7.
8. Joan is sent back home.
- 9.
10. The enemy pillages Domrémy.

11. Joan returns to Vancoulers and convinces the Captain to take her to see Charles VII in Chinon.
12. Joan dresses up in boys' clothes to protect herself on the journey.
- 13.
- 14.
15. Charles VII hid himself amongst his courtiers to test Joan.
- 16.
17. Joan went to the town of Poitiers to be questioned by Charles's church authorities.
- 18.
19. While staying in the castle at Chinon, Joan sent defiant letters to the English.
20. Joan of Arc leads the attack against the English and is injured by an arrow but quickly rejoins the fight.
- 21.
22. Joan earns the name "Maid of Orléans".
23. Joan meets Charles who can officially be crowned the king of France, but he hesitates.

24.

25.

26. Charles is crowned King in Reims.

27. Joan is wounded while trying to take Paris.

28.

29. Joan attempts to escape several times once by jumping from the top of a tower.

30.

31. Joan is put on trial for breaking religious laws and dressing as a boy.

32.

33. Joan is found guilty and sentenced to death; but, when she recants, her new punishment is life in prison.

34.

35. The Hundred Years' War ended.

36.

37. Joan is found innocent, and her name is cleared.

38.

39.

**Word bank – key phrases for Joan of Arc’s Timeline:**

- She immediately recognized Charles VII and addressed him, claiming to be sent on a mission by God to help him and France.
- Joan recovers; is brought to the town of Arras; and sold to the English by John of Luxembourg.
- Lancastrian war: English soldiers invade Normandy.
- The English, unsatisfied with Joan’s punishment, accuse her of relapsing and on May 30<sup>th</sup> 1431 the English have her burned to death.
- Joan’s return inspires the troops to keep fighting until the English surrender and retreat on May 8<sup>th</sup>.
- At age 16 Joan’s parents try to arrange a marriage for her; but, she refuses and wins against the boy’s family in court.
- Outside of Chinon, Joan sent a letter to her parents telling them she was okay.
- Saints tell Joan to go to the town of Vancoulers.
- With the help of the King, Joan’s mother pushes for a retrial after her daughter’s death.
- The French are forced to retreat and Joan is injured, then captured.
- Joan tells the Churchman that she will give proof of her mission at Orléans.
- The English hear of the French victory and send an army from Paris.
- Joan is summoned by voices to aid the Dauphin (AKA. King Charles VII).
- Joan’s parents send her two brothers Pierre and Jean to look after her.
- Joan is victorious at the Battle of Patay, which was the last battle of the Loire Campaign.
- Joan sees St. Catherine and St. Margaret.
- The trial lasts many months and Charles does not try to save Joan.
- Joan of Arc was officially made a saint by Pope Benedict XV in 1920.
- You are writing this timeline.

### Answer Key for Teachers:

Answers that students had to fill in are highlighted in yellow

1. The Hundred Years' War Begins 1337 (Wolny 6).
2. Joan of Arc is born in 1412 (Wolny 6).
3. 1415 Lancastrian war, English soldiers invade Normandy (Wolny 6).
4. At the age of 13, Joan of Arc sees the Archangel Michael in her garden (Wolny 12).
5. Joan sees St. Catherine and St. Margaret (Wolny 12).
6. Joan is summoned by voices to aid the Dauphin (AKA. King Charles VII) (Wolny 15).
7. In 1428 the Saints tell Joan to go to the town of Vancoulers (Wolny 16).
8. Joan is sent back home (Wolny 16).
9. At age 16 Joan's parents try to arrange a marriage for her; but, she refuses and wins against the boy's family in court (Wolny 16).
10. 1429, the enemy pillages Domrémy (Wolny 18).
11. Joan returns to Vancoulers and convinces the Captain to take her to see Charles VII in Chinon (Wolny 18).
12. Joan dresses up in boys' clothes to protect herself on the journey (Wolny 18-20).
13. Outside of Chinon, Joan sent a letter to her parents telling them she was okay (Wolny 21).
14. Joan's parents send her two brothers Pierre and Jean to look after her (Wolny 21).
15. Charles VII hid himself amongst his courtiers to test Joan (Wolny 23).
16. She immediately recognized Charles VII and addressed him, claiming to be sent on a mission by God to help him and France (Wolny 23).
17. Joan went to the town of Poitiers to be questioned by Charles's church authorities (Wolny 24).
18. Joan tells the Churchman that she will give proof of her mission at Orléans (Wolny 24).
19. While staying in the castle at Chinon, Joan sent defiant letters to the English (Wolny 26).
20. Joan of Arc leads the attack against the English and is injured by an arrow but quickly rejoins the fight (Wolny 30).
21. Joan's return inspires the troops to keep fighting until the English surrender and retreat on May 8<sup>th</sup> (Wolny 30).
22. Joan earns the name "Maid of Orléans" (Wolny 31).
23. Joan meets Charles who can officially be crowned the king of France, but he is hesitates (Wolny 32).
24. The English hear of the French victory and send an army from Paris (Wolny 33).

25. Joan is victorious at the Battle of Patay, which was the last battle of the Loire Campaign (Wolny 35).
26. Charles is crowned King in Reims (Wolny 37).
27. Joan is wounded while trying to take Paris (Wolny 38).
28. The French are forced to retreat, and Joan is injured, then captured (Wolny 39).
29. Joan attempts to escape several times once by jumping from the top of a tower (Wolny 39).
30. Joan recovers; is brought to the town of Arras; and sold to the English by John of Luxembourg (Wolny 39).
31. Joan is put on trial for breaking religious laws and dressing as a boy (Wolny 40).
32. The trial lasts many months and Charles does not try to save Joan (Wolny 40).
33. Joan is found guilty and sentenced to death; but, when she recants, her new punishment is life in prison (Wolny 40).
34. The English, unsatisfied with Joan's punishment, accuse her of relapsing and on May 30<sup>th</sup> 1431 the English have her burned to death (Wolny 40).
35. The Hundred Years' War ended (Wolny 40).
36. With the help of the King, Joan's mother pushes for a retrial after her daughter's death (Wolny 42).
37. Joan is found innocent, and her name is cleared (Wolny 42).
38. Joan of Arc was officially made a saint by Pope Benedict XV in 1920 (Wolny 43).
39. You are writing this timeline.

### Information from Wolny:

### GROUP DISCUSSION

- Why do you think these events happened in this order?
- If the order was changed a little, how would that change the story?



# LESSON THREE

## *Discussions & Activities*

### Language in *Joan of Arc French Soldier and Saint* by Philip Wolny

*By Julia Miele*

Throughout the book, the author’s use of language can be analyzed in different ways. Students can look at wording to examine in what point of view the text is written. Cues, such as the author using Joan’s first name, shows that the book is written in the third person. As well, students can also analyze the different words that the author uses to describe Joan’s characterization and how this impacts the events in the story. The descriptive adjectives used for Joan, such as “leader”, “warrior”, and “prophet” (8) at the beginning of the story, show who she will become later in the story. Language is very important to understanding a story in-depth, and it is very important to analyze every part of the text to get a good understanding of the book. There are parts of the text where students may not recognize or be unfamiliar with certain words. Students can also use their literacy and language skills to look at the words around the unknown word to connect what it may mean. Students should focus on the language while reading to make sure they do not miss any important points in the text by skipping over something they do not understand.

### Point of View in Joan of Arc

*By Julia Miele*

Lesson Intent: Elementary English/Language Arts

Learning Goal: Understanding different point of view and rhetoric of the text/Analyzing Texts 1.7

Throughout the book, third-person narration is used, which means that someone else is telling the story. Joan is characterized by someone in the third person using descriptive adjectives.

**Activity:** Students should first look through the text and find textual examples of how the text is written in third person. For example, students can see that Joan is referred to by her name, and the narrator does not say “me” or “I”. Then students should find different descriptive adjectives and words that the author uses to describe Joan and who she is as a person. Words such as “responsible” (12) are important descriptive words

that the author uses to inform the reader who Joan is and who she will become as the story unfolds. Students should then begin to brainstorm how the text would look different from Joan’s point of view. **Teachers should ask students to consider how Joan might use descriptive adjectives to characterize herself?**

After brainstorming, students should choose one event in the book and talk about the scene from Joan’s point of view. **Students should consider how Joan would describe herself in this scene and what words would she use to describe who she is?**

Scholarly articles such as “Joan of Arc: Her Story” by Regine Pernoud and Narue Veronique Clin may be a helpful resource when teaching this lesson to the class. This article is based on concise notes from people who knew Joan personally, facts from the Joan of Arc museum, and quotes from Joan herself. In chapter two of the story, Pernoud and Clin quote Joan by stating, “When I arrived in the town of Sainte-Catherine-de-Ferbois, I sent [a letter] to my king; then I went to the town of Chinon, where my king was; I arrived there about the hour of noon and found lodging at a hostelry” (Pernoud & Clin 15). This real-life quote tells a lot about Joan and her personality. She was clearly a self-reliant and hard-working woman. Quotes such as these may help to steer the students’ thinking about the events of her life and her sense of duty as a Knight to the king.

Another resource that may be more accessible for the class is Britannica. Britannica is a great source to find lots of information on Joan’s personality and characterization. The online encyclopedia breaks down Joan’s character by stating, “Joan was endowed with remarkable mental and physical courage, as well as a robust common sense...” (Lanhers). The students can use this website to further research Joan’s life and see her temperament, personality, sense of duty, and her role in medieval French history. Finally, another great resource to share with the class while doing this activity could be [Activityvillage.co.uk](http://Activityvillage.co.uk), which highlights a short bibliography of Joan, and provides other quotes from her letters or trial. The page highlights quotes such as, “I am not afraid... I was born to do this” (“Joan of Arc”). Students can use these quotes to look at Joan of Arc from a new point of view when answering these questions.

# LESSON FOUR

## *Discussions & Activities*

### Women’s Tasks: The Middle Ages, Joan of Arc, and Indigenous Communities

*By Kiara LeBlanc, Sloane Empke, Teresa Russo*

Lesson Intent: Elementary Ancient Civilizations

Learning goal: Understanding daily life tasks for Women in the Middle Ages / A1.2 Compare aspects of daily lives

#### **Activity: Part 1**

Draw students’ attention to the quote from *Joan of Arc French Soldier and Saint* by Philip Wolny, which states, “Under normal circumstances, Joan would probably have grown up to live a quiet, regular life. (...) perhaps Joan would have been married to another middle-class farmer in the area. Most women-and even men, for that matter, unless they were bound for jobs in the clerical or legal fields, or for university studies – did not learn to read or write” (8).

Ask students to consider what is meant by the idea of “normal circumstances” to describe daily life of women in the Middle Ages; how might Joan’s life have looked under these circumstances? In other words, ask students to brainstorm ideas about what was typical behaviour of women living in the middle ages? Students may use their own knowledge of the subject, they may consult online resources such as “Women in Medieval Societies” from the British Library by Alixe Bovey (<https://www.bl.uk/the-middle-ages/articles/women-in-medieval-society#>), and they are encouraged to use Wolny’s text to aid them in this activity.

### Possible Answers to the questions in Activity 1:

Using the website “**Women in Medieval Society**,” (<https://www.bl.uk/the-middle-ages/articles/women-in-medieval-society#>) students might conclude that under “normal circumstances,” women would:

- Take care of housework (which included cleaning, laundry, cooking, and food preparation).
- They would care for children, which would also include making clothing using the distaff (also a spinning tool).
- Feed and tend to any livestock.
- In harvest seasons, women might also help men tend the crops.
- Women in towns might be expected to help their husbands (which may include making textiles or other goods), and they might also run shops or inns.
- Women and often men were placed in arranged marriages orchestrated by their families, and if women did not marry, they were expected to devote their lives to religion and become nuns who live in monasteries.

Using **Wolny**, students may draw conclusions of what is typically expected of women from page 16, which states that, “when Joan reached the age of sixteen, her parents tried to arrange a marriage for her with a boy, a common arrangement then. But Joan stood firm and refused to be married” (16).

Using **Wolny**, students might also note the restrictions placed on women’s mobility in the Middle Ages as the text states that, “Joan, dressed in men’s clothes, left for the trip about February 13, accompanied by six men-at-arms. Her attire served a couple of purposes. It was for comfort, but it also helped conceal the fact that she was a woman from potential enemies, including bandits” (18-20).

[**Note to Teachers:** There are other examples in the Middle Ages of women cross-dressing in order to conceal their identity in public. For instance, women were not allowed to enter the prisons to see family members or bring food to the poor and sick in prison. Christine de Pizan, a female writer in the Middle Ages mentioned above, includes these stories in her book *The Book of City of Ladies*. This book is not adapted for a fourth-grade reader, but these stories of female saints can be found in Butler’s *Lives of the Saints*, (written initially for an adult audience and adapted for young readers.)

**Part 2/ Women’s Tasks: The Middle Ages, Joan of Arc, and Indigenous Communities**

Name \_\_\_\_\_

Date \_\_\_\_\_

After completing the activity above, ask students to fill out the table below about Joan of Arc and consider the difference between what is typically expected of women and how this compares to Joan’s behaviour and profession. Then consider and discuss in class the roles and freedoms of women today in Canada and women from Indigenous communities in Canada. To complete this chart, students should use their knowledge of women in the Middle Ages, their knowledge of Joan’s life and should research Indigenous communities in Canada. Students might begin their research on Indigenous communities and the role of women by consulting The Canadian Encyclopedia website “History of Gender Roles in Canada” by Andrea Eidingen (<https://www.thecanadianencyclopedia.ca/en/article/history-of-gender-roles-in-canada>).

<i>What does the text and your research suggest is typical behaviour or expectations for women in the Middle Ages?</i>	<i>Using textual evidence, document how Wolny portrays Joan?</i>	<i>Doing some research about Indigenous communities, what have you learned about typical behaviour or expectations for women? (If specified in your research, please indicate which Indigenous community or tradition your research is from)</i>

**Part 3/ Women’s Tasks: The Middle Ages, Joan of Arc, and Indigenous Communities**

Name \_\_\_\_\_

Date\_\_\_\_\_

After completing the chart, in your own words, write about the similarities and differences between the three categories (women in the Middle Ages, Joan as described in Wolny’s text, and the Indigenous community that you researched).

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**Possible Answers for the chart:**

<p><i>What does the text and your research suggest is typical behaviour or expectations for women in the Middle Ages?</i></p>	<p><i>Using textual evidence, document how Wolny portrays Joan?</i></p>	<p><i>Doing some research about Indigenous communities, what have you learned about typical behaviour or expectations for women? (If specified in your research, please indicate which Indigenous community or tradition your research is from)</i></p>
<p>From the website “<b>Women in Medieval Society</b>,” Bovey notes that women typically cooked, cleaned, and made clothing, and cared for children.</p>	<p>From Wolny’s text, “Joan learned to spin, sew, and cook” (11).</p>	<p>From the website “<b>History of Gender Roles in Canada</b>”, Eidinger notes that most Indigenous cultures believed that the roles of men and women were equally important and complemented each other. In the Oneida traditional culture, women would clean the house and care for the children, and they would gather food in preparation for cooking.</p>
<p>Women were typically married off at young ages to someone of their parents’ choosing, and if they were not, they devoted their lives to God and lived in a monastery.</p>	<p>From Wolny’s text, Joan was expected to marry a boy of her family’s choosing; however, she wanted to devote her life to God. Joan “stood firm and refused to marry. She even won in local court when the family of the boy protested that Joan and her family had broken their arrangement” (16-18).</p>	<p>From Eidnger, students might note that marriage practices were influenced by European settlers who believed that once married women were less than their husbands. Students might also note that in the Oneida tradition this privileging of one gender over another was not present.</p>
<p>Usually, women (even those who were of a higher social class) were unable to dictate or have control over their lives or their decisions.</p>	<p>Wolny notes that unlike typical women in the Middle Ages, Joan was able to have some liberty with her decisions and her life. Wolny notes that “just outside Chinon, Joan dictated a letter to her parents revealing her whereabouts and mission” (21).</p>	<p>Women in traditional cultures such as the Oneida were clan mothers and chiefs and as clan mothers, they “were responsible for selecting chiefs, and ensuring the welfare of their communities” (Eidnger).</p>

# LESSON FIVE

## *Discussion & Activities*

### *Joan of Arc: French Soldier and Saint: Time and Setting*

*By Alisabeth Reynolds*

Lesson Intent: Social Studies/ Language Arts

Learning Goal: Understanding Historical Context and comprehension questions 1.3  
for *Joan of Arc French Soldier and Saint*

#### **Learning Goals**

- Students will learn important dates and places that Joan of Arc impacted during her time-fighting in the war.
- Students will be able to understand the importance of what Joan of Arc did for France and how her actions had major impacts on the history of France.
- Students will understand the important role that Joan of Arc played in Medieval society and how she laid a foundation for women's rights.
- Students will be able to point out on a map significant places throughout Joan of Arc's life and areas of France mentioned in the story.

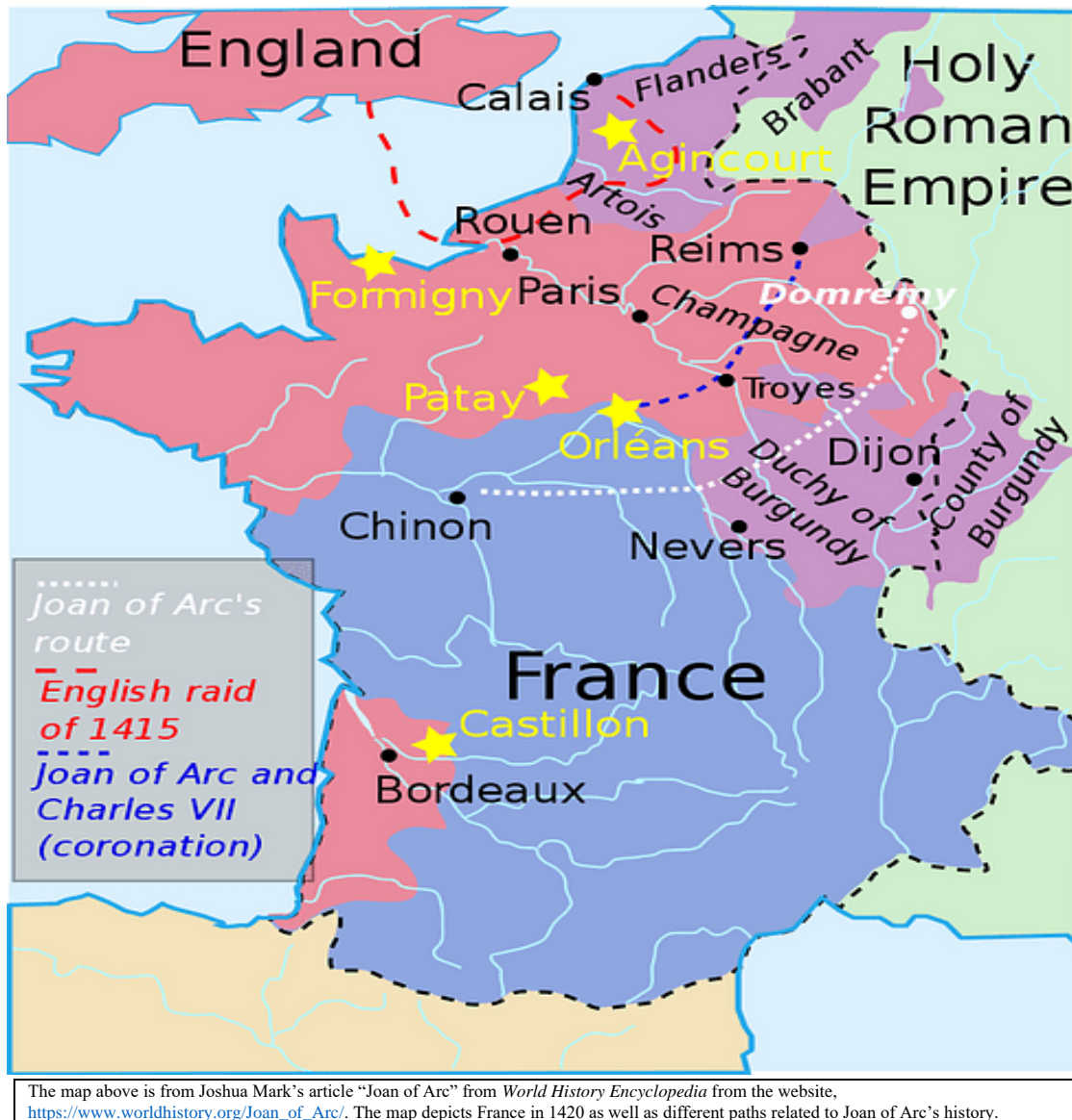
#### **Discussion Points**

- The story *Joan of Arc French Soldier and Saint*, written by Philip Wolny, is a story about the life of a woman, who changed history, known as Joan of Arc.



- Joan of Arc was born c. 1412 in Domrémy, Bar, France, and died May 30<sup>th</sup>, 1431, at the age of 19 in Rouen, France, and was later Canonized May 16<sup>th</sup>, 1920. She grew up in a small town in France as a peasant farm girl and was very religious from a young age.
- Joan of Arc spent her life leading France to victory in The Hundred Years' War and King Charles VII to being crowned King of France, after receiving visions from God telling her to do so.
- After Joan of Arc fought in the battle for France and took Charles VII to Rheims, where his coronation took place, she went to help defend a small town called Compiègne that was under attack, and she was captured by England. After she was captured, Joan was held prisoner and eventually sentenced to death by being burned alive at the stake.
- Throughout Joan of Arc's life, she created a great deal of significant history, as she played an essential part of medieval society by helping France win the battle, rather than England, which shaped numerous other events in years to come.
- Joan of Arc played such a significant role in history not only because of the impacts she had on France when she led them to victory in the war against England but also because she laid foundations for women in history to start taking a stand. As Joan leads an entire army to France's victory, she shapes a path for women's rights and demonstrates how women could also fight in wars and lead armies, which was not a common occurrence in her time period.
- The overall time and setting of Joan of Arc's life is so important in history as it shaped so many future events and allowed for Joan of Arc to become the significant historical figure that she was during a time when women could not participate in the military as women do today. Joan's history eventually led to her canonization as a saint in 1920; for her inspiring story of listening to her visions from God and leading France in battles against England.

Map / Time and Setting



Questions for novel study

1. Where did Joan of Arc grow up?
2. What year was Joan of Arc born in?
3. What country and for whom did Joan of Arc lead the army?
4. In what war did Joan of Arc fight?
5. In what City was Joan of Arc captured?
6. What year did Joan of Arc die?
7. In what year was Joan of Arc canonized?

### For Teachers and Answers for novel study questions

*Tell students while they look over at a copy of the map:* The map provided here represents the lands of France circa 1420 and is an overview of the route that Joan of Arc took during The Hundred Years' War (1337-1453 CE). Joan's path is demonstrated by the white dotted line; the English raid of 1415 is demonstrated by the red dotted line; and Joan of Arc and Charles VII's travels to Rheims where Charles VII's coronation took place is demonstrated by the blue dotted line. Further outlined on the map is Rouen, where Joan of Arc died in 1431.

### Answers for novel study questions

1. Answer: France
2. Answer: circa 1412
3. Answer: France and King Charles VII
4. Answer: The Hundred Years' War
5. Answer: Compiegne
6. Answer: 1431
7. Answer: 1920

Have students expand their answers to these questions by also considering how she lived in question one and what other events occurred in France, Europe and even in the East in 1412, 1431, and 1920 (during these significant years in Joan of Arc's life and her story after her death). How was life in Canada in 1920 when Joan of Arc received sainthood, and how did Catholics in Canada (including French-Canadian Catholics) celebrate this event?

# LESSON SIX

## *Discussion & Activities*

### Joan's Crossword Puzzle

*By Emerson Hathaway*

Lesson Intent: Elementary English/Ancient Civilizations

Learning Goal: Reading Familiar and Unfamiliar Words 3.1 & 3.2 and Understanding Daily life and Customs A1.2

This lesson can be integrated with "Vocabulary" (Activity Sheet located below), and the crossword puzzle completed after students have looked up unfamiliar terms while reading the text.

### **Notes/Talking Points for Teacher:**

Before completing the activity, teachers should aid students in defining the words mentioned below and ensure that students have a firm grasp of daily life in 1400s France. The students will come to realize that the conditions of the 1400s in France were very poor. From the beginning of the 1400s, France was barely considered a nation as they were without a common language, and with its boundaries shifting and poor state, the only common thing among the French people was that they shared a king. The surrounding cities would elect nobles to rule over the city and would often shut out the rude soldiers of both king and lord, ultimately separating the nation (Lowell 17-8). The birth of almost every child occurred within their own home, where they would typically spend the remainder of their life. Most of the middle class and the lower class could not read or write in the Middle Ages; thus, it was common for workers to take a more hands-on practical job.

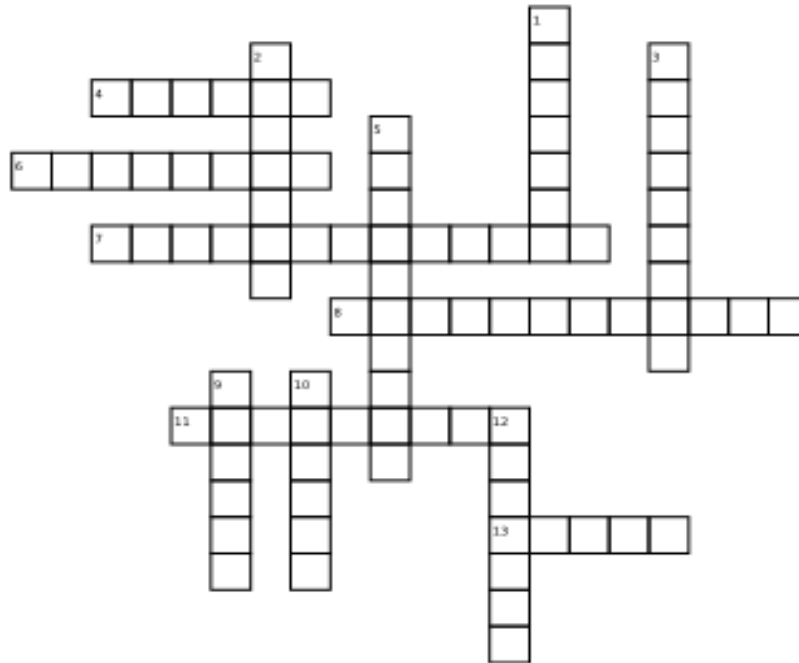
Gender roles would ensue as boys would presumably work as a farmer or for a family business, and women would take care of the home, cleaning, meals, and clothing. Meals would consist mostly of bread and drink, perhaps meat and fruits on occasion. Upon reaching close to the age of 16, an arranged marriage would occur, and the woman would go on to live with her new husband and eventually have kids of their own (Wolny 16). Men, who wished to join the military, would have to learn to use the cannons that were so often used in Joan's battle strategies to counter the English dominant longbow (Lowell 128).

## Crossword Puzzle for Joan of Arc

By Kiara LeBlanc

Name \_\_\_\_\_

Date \_\_\_\_\_



**Down:**

1. Another name for Charles VII before he was crowned King of France
2. The weapon the English used to overpower the French
3. She broke through the gender/class expectations of her time period
5. Who was crowned the King of France?
9. This job was most common in 1410 France
10. Who were elected to rule over cities outside the king's city?
12. Where was Joan born?

**Across:**

4. The French, especially Joan of Arc, were known for using this weapon
6. Parents arranged this for young women usually when they turned 16
7. What name did Joan become know by?
8. To have this ability was rare in 1410 France
11. Another way to say that Joan was declared a saint
13. Where was the king of France crowned?

## Crossword Puzzle for Joan of Arc Answer Key for Teachers

By Kiara LeBlanc and Emerson Hathaway



**Down:**

1. Another name for Charles VII before he was crowned King of France
2. The weapon the English used to overpower the French
3. She broke through the gender/class expectations of her time period
5. Who was crowned the King of France?
9. This job was most common in 1410 France
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**Across:**

4. The French, especially Joan of Arc, were known for using this weapon
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7. What name did Joan become know by?
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11. Another way to say that Joan was declared a saint
13. Where was the king of France crowned?

1. Dauphin
2. Longbow
3. Joan of Arc
4. Cannon
5. Charles VII
6. Marriage
7. Maid of Orléans
8. Read and Write
9. Farmer
10. Nobles
11. Canonized
12. Domrémy
13. Reims

# *Who Are the Characters?*

## *Activity Information*

### *Joan of Arc French Soldier and Saint*

#### *The Characters of Joan of Arc French Soldier and Saint*

*By Dr. Teresa Russo*

Lesson Intent: Language Arts/Ancient Civilizations – 4<sup>th</sup> grade

Lesson Goal: Reading for Meaning – 1.7 Analyzing the text for characters and Ways of Life – A.2 Types of Work

“Who Are the Characters?” fulfills two areas of the fourth-grade curriculum. The lesson allows students to first pay attention to the story and locate the characters in the story (both the main characters and secondary characters), while also paying attention to some topics in the ancient civilization curriculum by asking students to consider the personality of the characters, their occupation, the role they have in their community, and where they are located geographically in their community and within the setting of the story. Teachers can decide to provide the activity sheets below when the students initiate their reading of *Joan of Arc French Soldier and Saint*.

Joan of Arc is the focus of the text as the author highlights important events in her life and her great contributions in France during the Middle Ages. Joan of Arc broke barriers as the first woman successful in a military campaign as well as the youngest of either a male or female soldier to do so. She then is made a saint in the Catholic religion. Other characters highlighted in this story of St. Joan of Arc, in addition to the French and English Kings and soldiers, are St. Joan of Arc’s family members and the saints who were important to Joan.

The English and French leaders and soldiers are also important in St. Joan of Arc’s biography. Charles VII was King of France during her lifetime. His political position in France, in addition to his military campaigns, improved under the spiritual leadership of St. Joan of Arc. He reigned from October 21, 1422 (until his death on July 22, 1461) after the death of Charles VI. Louis XI was his successor after July 1461. Under the reign of Charles VII, the English was expelled from France and the French monarchy was reestablished after the Hundred Years’ War (1337–1453). In England, Henry VI was ruling the lands and ruling over France when his maternal grandfather, Charles VI, died in France. Charles VII, thus, was his uncle who he fought during the Hundred Years’ War. Henry became King at 9 months old when his father died. He was also the only ruler of England to hold Kingship in France at the same time as he was King in England. Several English diplomats were ruling for Henry and made decisions while Henry was a child. Henry was declared fit to rule and began making decisions on his own in 1437, 6 years after St. Joan of Arc’s death. As discussed in Joan’s story, many marriages were arranged in the Middle Ages. Henry was arranged to marry Charles VII’s niece, Margaret of Anjou in 1445 to create peace between the two countries. The marriage was unable to maintain peace between the countries and the war continued until 1453. The second court case that exonerated St. Joan of Arc’s name took place 20 years after her death and about eight years after the war ended.

# Who Are the Characters?

## Joan of Arc French Soldier and Saint

Name \_\_\_\_\_

Date \_\_\_\_\_

*Have the students list the characters of the book and discuss their traits and attributes as well as consider **who** they are, **what** they do, **where** they are located or **where** do they live, and **why** they are an important person in the story, their role in the story, and their relationship to each other in the story. Students can even include dates, answering **when** a person lived or held a certain title, role, or occupation.*

Characters	Relations	Personality, Occupation, Location, Role



# *Who Are the Characters?*

## *Joan of Arc French Soldier and Saint*

Characters	Relations	Personality, Occupation, Location, Role

# *Who Are the Characters?*

## *Joan of Arc French Soldier and Saint*

Characters	Relations	Personality, Occupation, Location, Role

# *Who Are the Characters?*

## *Answer Key*

### *Joan of Arc French Soldier and Saint*

Answer Key: Who are the Characters in *Joan of French Soldier and Saint*

By Kiara LeBlanc

<b>Characters</b>	<b>Relations</b>	<b>Personality, Occupation, Location, Role</b>
Joan	<ul style="list-style-type: none"> <li>• Main character</li> <li>• Military leader</li> <li>• Canonized Saint</li> </ul>	<ul style="list-style-type: none"> <li>• “was a responsible young woman who helped her family with farming and livestock” (12)</li> <li>• Military leader during the Hundred Year’s War</li> <li>• Strong religious beliefs; “Joan was known for being particularly devout, and prayed in church much of the time” (11)</li> <li>• Taken captive in battle and sold to the English (39)</li> <li>• Tried for heresy and witchcraft (40)</li> <li>• Eventually put to death and burned at the stake (40)</li> <li>• Had her name cleared by Charles and her mother in 1456 (42)</li> <li>• Was canonized by Pope Benedict XV in 1920 (43)</li> </ul>
Charles VII	<ul style="list-style-type: none"> <li>• Dauphin, the King of France</li> <li>• Joan’s King who she wanted to help</li> </ul>	<ul style="list-style-type: none"> <li>• Leader and heir to the French throne</li> <li>• When the English learn of the French victory Charles VIII hesitates despite the fact that he could be crowned King (32)</li> <li>• Crowned King of France July 17 1429</li> <li>• Allowed Joan to fight (38)</li> <li>• Settled the Hundred Year’s War in France’s favour (42)</li> </ul>

		<ul style="list-style-type: none"> <li>• Did not try to save Joan from her English captures (40)</li> <li>• Helped Joan’s mother to clear her name 25 years after Joan’s death (42)</li> </ul>
St. Michael	<ul style="list-style-type: none"> <li>• Saint</li> <li>• See in a vision by Joan</li> </ul>	<ul style="list-style-type: none"> <li>• Came to Joan in a vision when she was about 13 years old in her father’s garden</li> <li>• Joan’s first vision</li> <li>• “St. Michael, considered one of the most powerful archangels (high-ranking angels in God’s service” (12)</li> </ul>
St. Margaret	<ul style="list-style-type: none"> <li>• Saint Margaret of Antioch</li> <li>• Another Saint who visited Joan</li> </ul>	<ul style="list-style-type: none"> <li>• “St. Margaret was particularly beloved in Joan’s region” (12)</li> <li>• “the patroness of people who were falsely accused of crimes or wrongdoing” (12)</li> </ul>
St. Catherine	<ul style="list-style-type: none"> <li>• Saint who visited Joan</li> <li>• Symbol of Christian heroism (12)</li> </ul>	<ul style="list-style-type: none"> <li>• “The patron of young women and girls” (12)</li> </ul>
Pierre & Jean	<ul style="list-style-type: none"> <li>• Joan’s brothers</li> </ul>	<ul style="list-style-type: none"> <li>• Sent by Joan’s parents to help protect Joan (21)</li> <li>• Arrive soon after Joan’s army is at Tours and they would “seldom be far from her side” (26)</li> <li>• Loyal to Joan and obedient to parents</li> </ul>
La Hire	<ul style="list-style-type: none"> <li>• French commander</li> <li>• Joan’s close friend (33)</li> </ul>	<ul style="list-style-type: none"> <li>• Leader</li> <li>• Accompanied Joan on April 28<sup>th</sup> to strike at Orléans (28)</li> <li>• On May 6<sup>th</sup> La Hire advanced and took another English fort with Joan (29)</li> </ul>
John of Luxembourg	<ul style="list-style-type: none"> <li>• Joan’s captor</li> </ul>	<ul style="list-style-type: none"> <li>• A French ally of the English and of the Burgundians (39)</li> <li>• Would not let Joan’s father visit her when she was imprisoned in the castle (39)</li> <li>• Was under pressure from the English and eventually sold Joan to the English in exchange for a small fortune (39)</li> </ul>

<p>Alençon</p>	<ul style="list-style-type: none"> <li>• Senior French commander</li> </ul>	<ul style="list-style-type: none"> <li>• Testified that “everyone was astonished that [Joan] acted with such prudence and clear-sightedness in military matters, as cleverly as some great captain with twenty or thirty years’ experience; and especially in the placing of artillery, for in that she acquitted herself magnificently” (35)</li> <li>• Led forces against Paris with Joan on September 8<sup>th</sup> (38)</li> </ul>
<p>Pope Benedict XV</p>	<ul style="list-style-type: none"> <li>• Pope/head of the Catholic Church from 1914 until he died in 1922</li> </ul>	<ul style="list-style-type: none"> <li>• Canonized Joan of Arc in 1920 at St. Peter’s Basilica in Vatican City. Rome, Italy (43)</li> </ul>

# *Drawing the Characters*

## *Visual Art Activity*

### *Joan of Arc French Soldier and Saint*

Drawing the Characters of *Joan of Arc French Soldier and Saint*

By *Julia Schultz and Kiara LeBlanc*

Lesson Intent: Visual Arts

Learning Goal: Demonstrating an understanding of character descriptions

Drawing the Characters offers students an opportunity to work on Visual Arts skills in connection with the text *Joan of Arc French Soldier and Saint* which they have read in class. With this activity students are to select a character from the story, and they are to draw their own image based on the details used in the text to describe that character. This activity can be used in connection with the lesson “Who Are the Characters?” Students can use this template or use other materials to create their character. An example of an image of Joan of Arc from the text can be found below. Don’t forget to sign and date your artwork like artists do!



## Example for “Drawing the Characters” Activity

*Joan of Arc*

By Julia Schultz



# Vocabulary

## Activity Information

### Joan of Arc French Soldier and Saint

Terms from *Joan of Arc French Soldier and Saint*  
 By Dr. Teresa Russo

Lesson Intent: Language Arts – 4<sup>th</sup> grade

Lesson Goal: Reading with Fluency – 3.1 Familiar Words and 3.2 Unfamiliar Words

Vocabulary sheets emphasizes the students process of pausing to write down a word unfamiliar to them in the text, while teachers can also stress in discussion of the text familiar words to students in fourth grade. Schools with French language can make comparisons to the words in English and French.

French Immersion schools in which the Ancient Civilization curriculum is taught in French, the teacher can discuss the terms in French after students read the book with their English teacher for Language Arts or English Narrative lesson.

These activity sheets reinforce *Reading with Fluency*, but at the same time some of the new words may point to the way women lived in the Middle Ages and to topics of royalty and military campaigns; thus, the students and teachers may be having conversations that fulfills topics in Ancient Civilizations.

## Vocabulary

### Joan of Arc French Soldier and Saint

Name \_\_\_\_\_ Date \_\_\_\_\_

*Have students log new words, discover their meaning, and share the words in class. Make a list on the Word Board and your weekly quiz can be made up of these words.*

New Words (include page number where the word is located in the book)	Meaning	How is it used in the story



# Vocabulary

## *Joan of Arc French Soldier and Saint*

Name \_\_\_\_\_

Date \_\_\_\_\_

*Have students log new words, discover their meaning, and share the words in class. Make a list on the Word Board and your weekly quiz can be made up of these words.*

New Words (include page number where the word is located in the book)	Meaning	How is it used in the story

# Vocabulary

## Joan of Arc French Soldier and Saint

New Words (include page number where the word is located in the book)	Meaning	How is it used in the story

# Vocabulary

## Joan of Arc French Soldier and Saint

Page 3

New Words (include page number where the word is located in the book)	Meaning	How is it used in the story

# Vocabulary Answer Key *Joan of Arc French Soldier and Saint*

Answer Key: Terms from *Joan of Arc French Soldier and Saint*

By Kiara LeBlanc

## VOCABULARE

New Words	Meaning	How is it used in the story?
Coronation (7)	An event for crowning someone.	“This 1845 painting by Jean-Auguste Dominique Ingres, entitled <i>Joan of Arc at the Coronation of Charles VII in Reims Cathedral</i> , depicts the heroine at the moment of one of her greatest triumphs” (7)
Cathedral (7)	A church that is the official seat of a diocesan bishop.	“This 1845 painting by Jean-Auguste Dominique Ingres, entitled <i>Joan of Arc at the Coronation of Charles VII in Reims Cathedral</i> , depicts the heroine at the moment of one of her greatest triumphs” (7)
Reputed (8)	(n) Widely known; someone who is “well thought of” (high reputation in this sentence)	“But she would also be a <b>reputed</b> prophet and holy messenger who would become famous for her heroism, devotion, and ultimate sacrifice for her faith and nation” (8).
Unremarkable (10)	Unworthy or unlikely to be noticed, common, or ordinary.	“Joan’s simple and <b>unremarkable</b> origin as a farm girl who tended sheep is shown in this sixteenth-century illustration” (10).

Monarch (11)	As sovereign ruler, king or queen who reigns over a kingdom or empire.	“When France’s <b>monarch</b> died in 1328, England’s King Edward III, who also controlled parts of southwestern France under the title of duke, sought to become the French king too” (11).
Heroism (12)	To act and display the qualities of a hero, to act with a high purpose or to attain a noble end.	“St. Catherine was a symbol of Christian <b>heroism</b> , and the patron of young women and girls” (12)
Dauphin (15)	The oldest son of a king of France.	“Thus, he was known as the <b>Dauphin</b> , French for “heir apparent”” (15).
Pillaged (18)	To take something, looting or plundering especially during war.	“The enemy fueled Joan’s resolve in July 1428, when the Burgundians <b>pillaged</b> Domrémy and neighboring villages” (18).
Besieged (18)	A military term meaning to surround something or someone with armed forces.	“News arrived that October that Orléans, the last major city still loyal to the French, had been <b>besieged</b> by English forces” (18).
Persistence (18)	The quality or state of being persistent, meaning to continue without a change in function or in structure, to be determined.	“Along with her faith, another quality of Joan’s that others respected was her <b>persistence</b> ” (18).
Apprentice (20)	Someone who is learning a trade or skill by practical experience under someone who is trained in that field.	“With her hair cut short, Joan resembled a young page – in other words, a young knight’s <b>apprentice</b> and helper” (20)
Dictated (21)	To speak something that is to be transcribed.	“Just outside Chinon, Joan <b>dictated</b> a letter to her parents revealing her whereabouts and mission” (21).
Courtiers (23)	Someone in attendance at a royal court and usually educated in music, literature and poetry, politics, and has the ability of speaking in public.	“As a test, the Dauphin hid himself among his <b>courtiers</b> ” (23).

Siege (24)	A military blockade of a city or fortified place to compel it to surrender.	“While no transcripts of these examinations have survived, it is known that Joan told the churchmen that it was not at Poitiers that she would give proof of her mission, but rather at Orléans, which had been under English <b>siege</b> for months” (24).
Transcripts (24)	A written, printed or typed copy of something, usually a record of something that was dictated.	“While no <b>transcripts</b> of these examinations have survived, it is known that Joan told the churchmen that it was not at Poitiers that she would give proof of her mission, but rather at Orléans, which had been under English siege for months” (24).
Unanimous (29)	To agree or consent.	“Historians are mostly <b>unanimous</b> that Joan never personally killed or even injured anyone” (29).
Prudence (35)	The ability to govern and discipline oneself through reason.	“In fact, Alençon, one of the senior French commanders, testified that everyone was astonished that [Joan] acted with such <b>prudence</b> and clear-sightedness in military matters, as cleverly as some great captain with twenty or thirty years’ experience; and especially in the placing of artillery, for in that she acquitted herself magnificently” (35)
Canonized (43)	To declare someone an officially recognized saint.	“She was canonized (declared a saint by Pope Benedict XV in 1920 at St. Peter’s Basilica in Vatican City, the palp enclave in Rome, Italy” (43).

## *Credits for this Teaching Resource*

### *Joan of Arc French Soldier and Saint*

Chasnie DiPaola was a third-year student in the Department of English Language & Literature at Brock University, with an interest in creative writing, particularly fantasy and sci-fi in 2021.

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**How to Cite this resource:**

Russo, Teresa and Chasnie DiPaola, Sloane Empke, Emerson Hathaway, Holly Hiscock, Kiara LeBlanc, Julia Miele, Alisabeth Reynolds. “*Joan of Arc French Soldier and Saint* by Philip Wolny.” Vol. 1.4 of *Teaching the Middle Ages* (TMA), Educational Resources of RMA. Supvr. Teresa Russo and edited by Kiara LeBlanc and Teresa Russo. Niagara: Brock University, June 2021.

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**This volume was partly funded by the Government of Canada’s Co-operative Education and Work Integrated Learning (CEWIL) grant and with a Brock University Experiential Education Teaching & Learning Innovation Grant**

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