

Peasants' Revolt



What would you have done in 1381?

Multiple choice quiz to discover how revolting you are.

6. Friends call on you to sign a petition about the law which stops the lords from paying you more wages. What do you do?

- a) sign but think it will do no good.
- b) refuse to sign because you might lose your job.
- c) sign and offer to go to London too.
- d) refuse to sign, but go along to London to see what happens.

Peasants' Revolt

What would you have done in 1381? Developed by Susan Hart and Stuart Scott in 1981 at Thomas Tallis School in Greenwich to celebrate four hundred years of making life difficult for the rich and the powerful. This activity is similar to the quizzes still found in glossy magazines.

The webaddress for this activity is:

<http://www.collaborativelearning.org/peasantsrevolt.pdf>

This activity was last updated 15th July 2015

Many thanks to Mclachan and Private Eye for this cartoon re youthful apathy despite numerous citizenship lessons. It inspired us to pull this activity out of the archive, either to spice up medieval realms or compare to similar events nowadays.



Youthful apathy strikes the Peasants' Revolt

COLLABORATIVE LEARNING PROJECT

Project Director: Stuart Scott

Supporting a cooperative network of teaching professionals throughout the European Union to develop and disseminate accessible teaching materials in all subject areas and for all ages.

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BRIEF SUMMARY OF BASIC PRINCIPLES BEHIND OUR TEACHING ACTIVITIES:

The project is a teacher network, and a non-profit making educational trust. Our main aim is to develop and disseminate classroom tested examples of effective group strategies across all phases and subjects. We hope they will inspire you to develop and use similar strategies in other topics and curriculum areas. We run teacher workshops, swapshops and conferences throughout the European Union. The project publishes a catalogue of activities plus lists in selected subject areas, and a newsletter available on the internet: "PAPERCLIP".

*These activities were influenced by current thinking about the role of language in learning. They are designed to help children learn through talk and active learning in small groups. They work best in mixed classes where children in need of language or learning support are integrated. They are well suited for the development of speaking and listening. They provide teachers opportunities for assessment of speaking and listening and other formative assessment.

*They support differentiation by placing a high value on what children can offer to each other on a particular topic, and also give children the chance to respect each other's views and formulate shared opinions which they can disseminate to peers. By helping them to take ideas and abstract concepts, discuss, paraphrase and move them about physically, they help to develop thinking skills.

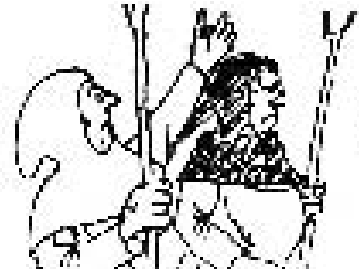
*They give children the opportunity to participate in their own words and language in their own time without pressure. Many activities can be tried out in mother tongue and afterwards in English. A growing number of activities are available in more than one language, not translated, but mixed, so that you may need more than one language to complete the activity.

*They encourage study skills in context, and should therefore be used with a range of appropriate information books which are preferably within reach in the classroom.

*They are generally adaptable over a wide age range because children can bring their own knowledge to an activity and refer to books at an appropriate level. The activities work like catalysts.

*All project activities were planned and developed by teachers working together, and the main reason they are disseminated is to encourage teachers to work effectively with each other inside and outside the classroom. They have made it possible for mainstream and language and learning support teachers to share an equal role in curriculum delivery. They should be adapted to local conditions. In order to help us keep pace with curriculum changes, please send any new or revised activities back to the project, so that we can add them to our lists of materials.

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What would you have done in 1381?

1. You have paid all your taxes, but now the king's commissioner wants you to pay poll tax on top. You haven't any money and your family is starving. What do you do?

- a) run away to the forest and become an outlaw.
- b) borrow money and pay up to avoid going to prison.
- c) refuse to pay.
- d) get together with your friends and all refuse to pay.

2. Wages have stayed still but prices have doubled. You do not have so much to eat as you had before. You are getting up at 4am to start work. What do you do?

- a) persuade your lord to give you more money for your work. It's illegal.
- b) struggle on trying to work harder to get more money.
- c) get together with others and send a message to the king about how difficult life is for you.
- d) try to cheat the lord and keep back some of the taxes.

3. The priest is a wicked man. He is never in the village, and there is never any food in the dole chest. A passing poor priest, a lollard, tells you that you should not pay tithe to the wicked. What do you do?

- a) pay your tithe anyway to avoid trouble.
- b) try to cheat by paying less than a tenth of what you produce.
- c) refuse to pay tithe.
- d) persuade everyone in the village not to pay.

4. You are a craftsman. Your raw materials are getting more expensive and fewer people can afford to buy what you make. You still have to pay the same amount in taxes and now there is poll tax to pay too. What do you do?

- a) refuse to pay the tax
- b) try to avoid paying the full tax.
- c) put up with it and have less to eat.
- d) get your guild to send a petition to the king to explain the trouble.

5. You are in prison because you refused to pay poll tax. Some villeins break down the doors and let you out. They want you to go with them to London to king. What do you do?

- a) join them and go.
- b) thank them for letting you out, but refuse to go with them.
- c) go for a lark just to see what you can get out of it.
- d) join them and try to persuade all your friends to go too.

6. Friends call on you to sign a petition about the law which stops the lords from paying you more wages. What do you do?

- a) sign but think it will do no good.
- b) refuse to sign because you might lose your job.
- c) sign and offer to go to London too.
- d) refuse to sign, but go along to London to see what happens.

7. On the way to London everyone stops at a lawyer's house and drags him out. What do you do?

- a) say that he should be killed because he writes agreements and collects the king's taxes.
- b) say he should be killed because he pockets the king's taxes.
- c) say spare him but burn all his books, papers and agreements.
- d) try to stop others harming him or his property.

8. You meet the king in London and tell him all your troubles. He promises to help and tells you to go home. What do you do?

- a) believe what he says and agree to go.
- b) doubt if he will keep his word but go home all the same.
- c) stay to get written promises that the king will keep his word.
- d) refuse to go because you are having a good time.

9. The king gives you a charter promising to make life easier. What do you do?

- a) go home satisfied.
- b) attack some more lawyers, plunder some more houses and then go home.
- c) stay to get more promises that the king will keep his word.
- d) go home but with doubts still in your mind.

10. The king has broken his promises and slaughtered many of the men who went to London. What do you think?

- a) that life will never improve for the commoners now.
- b) that the king and the nobles were frightened by the revolt, and will be more careful about unjust laws and taxes now.
- c) that there will be another revolt soon that may be more successful.
- d) that it was worth it because it made a change from daily work.



Tyler kills William Walworth,
lord mayor of London, in
front of King Richard

Peasants' Revolt

How to Score

Choose someone to write in answers for each person in your group.

	Name		Name		Name		Name	
	a,b,c,d	Score	a,b,c,d	Score	a,b,c,d	Score	a,b,c,d	Score
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
	Total		Total		Total		Total	

Now check the score card to find out your scores and what part you would have played in the peasants revolt.

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Scores

Write each person's score next to the letters on the score card

- | | |
|--------------------|---------------------|
| 1. A:2 B:1 C:3 D:4 | 6. A:3 B:1 C:4 D:2 |
| 2. A:3 B:1 C:4 D:2 | 7. A:4 B:2 C:3 D:1 |
| 3. A:1 B:2 C:3 D:4 | 8. A:1 B:3 C:4 D:2 |
| 4. A:3 B:2 C:1 D:4 | 9. A:2 B:1 C:4 D:3 |
| 5. A:3 B:1 C:2 D:4 | 10. A:1 B:3 C:4 D:2 |

Now add up each person's total

10-15 points

You were a very cautious peasant. You were worried that if you refused to pay taxes and took part in the revolt, you would get into trouble. You were very easily taken in by the king's promises.

16-25 points

You thought mainly of yourself and joined in the Peasants' revolt, more because it was a chance to have a good time and steal without getting caught, than because you thought the cause was just.

26-35 points

You would have gone to London to support the peasants' leaders because you believed in the Charter. But you weren't sure it would be successful. When the king took back the Charter you were proved right.

36-40 points

You would have been one of the leaders of the Peasants' Revolt. You were convinced that people must join together in the fight for freedom. But you risked your life. Many were killed. Not everyone felt as strongly as you and so the revolt failed.