



# Time, Continuity, and Change

## Experiencing Events

ACCESS THE SOCIAL STUDIES EXEMPLARS ONLINE AT [www.tki.org.nz/r/assessment/exemplars/socialstudies/](http://www.tki.org.nz/r/assessment/exemplars/socialstudies/)

LEVEL 1 2 3 4 5

# Raid on Lindisfarne

## THE LEARNING CONTEXT

The teacher wanted the students to understand that people have reasons for experiencing events in different ways. She introduced this key concept by relating it to a current event that had affected the students strongly.

The class spent time exploring the concept and discussed memorable events. They considered the positive and negative effect events have on individuals and groups and they explored how:

- events can change people's lives and values
- every day comforts and material needs may come under scrutiny
- people's status can change
- beliefs, philosophies, and religions are questioned
- events impacted on the less powerful members of society
- events can bring out the best and the worst in people.

Following initial information gathering, discussion, and reflection, the students selected an event in history to base their role-play on. They chose a Viking raid on Lindisfarne in 8th century England to base their inquiry on, and developed questions to focus their information gathering.

Each student selected one character involved in the event (a trader, woman, child, warrior, or monk) to develop into a character for the role-play. The teacher emphasised the need to provide evidence based on research for the decisions they made while developing their characters.

## Teacher-student conversation

While they were preparing their scripts for the role-play the teacher challenged the ideas of the students that were not based on evidence.

Teacher: You've made some quite sweeping statements here. Can you clarify this one? You say the Vikings 'enjoyed the plundering and slaughtering of the defenceless monks'. How do you know the Vikings felt this way?

CJ: Well, the books and internet sites I used say the Vikings were fierce and violent warriors.

Teacher: Does that mean they really did enjoy fighting then? How could you check that their fierceness and violence meant that they enjoyed it.

CJ: Mmm. Well it's a bit tricky because we can't ask them.

Teacher: So how could you change the script here?

CJ: Well, we could take out the bit about the Vikings enjoying it because we don't really know if that's true. Instead we could just say what they did.

## CURRICULUM LINKS

*Social Studies in the New Zealand Curriculum*

The curriculum links below are those for the whole unit of work and may not all be evident in this particular exemplar.

### Achievement objective

#### Level 4: Time, Continuity, and Change

Students will demonstrate knowledge and understandings of how and why people experience events in different ways.

*Social Studies in the New Zealand Curriculum*, page 42  
[http://www.tki.org.nz/r/socialscience/curriculum/strands\\_time\\_e.php#4](http://www.tki.org.nz/r/socialscience/curriculum/strands_time_e.php#4)

### Processes

Inquiry; values exploration

### Setting

Europe

### Perspective

Multicultural

### Concepts

Experiencing events; perception; diversity

## WHERE TO NEXT?

To move the group towards the next learning step the teacher could help them to:

- 1 investigate sources of information  
 "Who wrote the historic accounts of the raid on Lindisfarne, and how might this affect our view of the ways people in that society experienced events?"
- 2 make a generalisation about the reasons why people experience events in different ways.  
 "How would you sum up what you have learned about why people experience events in different ways?"

## REFERENCE

Ministry of Education (1997). *Social Studies in the New Zealand Curriculum*. Wellington: Learning Media.



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# Raid on Lindisfarne

## WHAT THE WORK SHOWS

A group of students write role-play scripts to describe the reasons for the different ways people experience an event. They choose a Viking raid on Lindisfarne in 8th century England to explore the impact of a momentous event on people's lives.

### The event

**Narrator:** In the year 795 AD a small island off England named Lindisfarne was raided by the Vikings. The Vikings were only male adults so the wives and children of each married man were to remain in the homeland. Raiding the island brought death and devastation. The Vikings robbed the monks of valuables and treasured items and burnt buildings, houses and the monastery to the ground. The monks and villagers fled for their lives and some were sold into slavery or killed. The traders were threatened with their lives, unless they brought wealth to the Vikings.

The raid was a big success for the attacking Vikings but very bad for the monks and villagers who tried to defend their island. All these people experienced the raid differently. Some of them were fighters like the Vikings and some of them were peaceful like the monks. Also some of them were actually in the raid, but the women and children weren't. They just heard stories about it afterwards.

### The students' role-play scripts on the Viking raid on Lindisfarne



**Woman:** I wasn't actually there but my husband told me what happened. I was worried about him even though he was a very strong and violent man. I was left to cope on my own. I had to cook, milk cows, churn butter, make cheese, bake

bread, brew beer, spin, weave, sew and skin animals. I also had to teach my children to swim and use weapons in case we were attacked.

**Child 1:** Our father told us long stories about the raid and fighting. There were immense whirlwinds and flashes of lightning and fairy dragons flying in the air before the Viking raid.

**Child 2:** When my father died we had to dress him in his best gear and put him in one of his long boats. The long boat was set on fire because we believed he would go and be feasting and drinking for the rest of his life. For us, it was hard. We didn't have all the things we used to have. We had to work and ended up on the streets begging.



**Viking warriors:** It was a great victory. It was my first raid. We got a lot of gold and plunder. We got lots of treasure and made good friends on the Viking ships.

We slowly glided up the river at dawn. Then we tipped the boats on their sides and ran ashore. We were anxious and getting ready to attack. Then we took out our swords.

We ran ashore and started to hack into the building, stole the riches. We killed the monks and took some of them away with us as slaves. We enjoyed the plundering and slaughtering of the defenceless monks. We stole many riches and traded them.

We raided Lindisfarne because it was an easy target and we didn't think they'd fight back because they were Christians and it's against their beliefs. They had great riches and gold that were poorly defended, and also we wanted to go to Valhalla.

I got richer and became more influential. My status rose because I'd been on a raid and gained riches. I was respected.



**Monks:** One day we saw these square sails on the horizon and thought, "That's a lot of pilgrims. We'd better get ready for them." But before we could even get started the ships rammed onto the shore and the Vikings jumped

out. We offered them bread and barley but they didn't seem to want any refreshment.

They were big rough men and they had no respect for our 150 year old monastery. They entered our buildings and stole our treasures, set fire to the place and took us all to be sold as slaves. Frankly I'm amazed they didn't kill us all. Perhaps they liked our cooking after all.

I wrote the things that happened in my manuscript. Writing everything will help people remember.

Life changed. I became a slave and couldn't be a monk anymore.



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LEVEL	1	2	3	4	5
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## Raid on Lindisfarne

### WHAT THE WORK SHOWS



**Traders:** We were told about the raid when we were trading with the Vikings. Around the 5th we were told where to meet the Vikings and we traded with them. The Vikings were violent people. I didn't like trading with them because of things they did. They stank, and their singing was 'like a dog's bark, but only twice as beastly!'



I remember it for all the wealth that I got from the Vikings. I made a good profit. We gained treasure and slaves and relics.

We got more wealth and became higher traders because we'd traded with the Vikings and traded gold and slaves. We have large silver mines and mint coins called pennies and danegold which are used as far apart as Baghdad and Byzantium. They are used for trading slaves.



### Considering consequences

CJ: What interests me about this is that people haven't changed much. There are still bullies and there are still victims.

Refer Where to next?

### Progress Indicators

#### Ideas about society

**Understands that people have reasons for experiencing events in different ways**

The students develop a role-play to outline the reasons why people experienced the sacking of Lindisfarne differently, depending on their level of participation and how it impacted on their lives, communities, and status.

Refer Where to next?

#### Participation in society

**Knows how people (students themselves and/or others) experience events differently**

The students describe how different groups experienced the raid.

#### Personal and social significance

**Explains how different experiences of past events have consequences for them and/or others in society**

The students outline the consequences for different groups involved in the raid.



LEVEL 1 2 3 4 5

# Raid on Lindisfarne

## WHAT THE WORK SHOWS

### What the students did to learn

#### Inquiry

##### Collecting information

Once the group of students had selected an event in European history, they began collecting general information about it. They shared their findings with the group.

##### Developing questions

They developed questions to focus their inquiry and values exploration, such as: What happened to this group during and after the event? How did the group's social, economic status change?

##### Collecting information

The students chose one group to collect information so that the other groups could begin to develop role play characters and research their character in order to support their character's statements with evidence.

##### Exemplified here

##### Processing information

The students prepared role-play scripts using their inquiry findings. Each group personalised the information for dramatic effect in preparation for a role-play.

##### Communicating findings

The students selected one member of their group to narrate their presentation and to link the various groups' role-plays through an introduction and questions. They presented their role-play to the class.



##### Values exploration

##### Exemplified here

##### Explaining values positions

The students identified groups who experienced this event as the invaders, victims, participants, and distant families. They began to explore the different values positions and each student selected a particular group to study in more detail.

Refer Where to next? 1

##### Explaining consequences

The students had regular discussions with the wider group and considered the consequences of people holding different values positions.

##### Making generalisations

Following discussion and further reflection, the students wrote conclusions and presented them on a class wall display.

Refer Where to next? 2



##### Resolving differences

They used these conclusions to discuss ways people may or may not resolve differences that stem from different values positions.