Arms and Armor of the Medieval Knight
An Interactive Qualifying Project Proposal

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9/26/2007
Introduction

This group will research the arms and armor of the medieval knight, working to develop a short video-documentary, to be shown at Higgins Armory Museum, which focuses on the weapons, armor, warhorses and the historical context of the knight. The team will also prepare a research document that will represent the information collected.

The video-documentary will highlight and unite the historical context, armor, arms and equestrianism of the medieval knight into a palatable form.

One topic will focus on the history and context of the Middle Ages. This rather broad subject will be divided into four major divisions. The first will focus on the history of the Middle Ages, including the context and happenings in the world during this time period that influenced the goings on in medieval England. Another focus point will be on the history of knights, touching on their social and economic status, and their role in society through the years. Culture of England during the Middle Ages, including chivalry, heraldry, and tournaments, will be described in detail as well. A more specific description of the Knight, including his upbringing and training, will conclude this section.

The medieval knight had many weapons at his disposal, including swords and staff weapons, as well as daggers and wrestling take-downs for close range combat. While the sword is commonly thought of as the knight's primary weapon, it was difficult to use effectively against plate armor. Blunt staff weapons and pole arms, such as the Bec de Corbin were much more effective against a knight's armor. As the armor and technology of the Middle Ages progressed, weapons adapted to these changes. By the end of the Middle Ages, new weapons such as the firearm had obviated the knight.

The armor of the Middle Ages underwent major changes that culminated around 1400C.E. Therefore, this group will address armor before and after this crossroads separately. This group will
explore armor through the eyes of the medieval knight and perform in-depth analysis on traditional manufacturing techniques.

The horse played an important role in the Middle Ages. From the draft horse to the warhorse, the horse has appeared in many forms, and served many purposes. This project will investigate the horse’s equipment, training, breeding and physiology, especially focusing on how these topics affected the medieval knight. The Lance will be covered in depth, as it is the primary weapon of a mounted knight. Barding will also be researched, as a horse’s protection becomes more important as the middle ages passed.
Topics and Subtopics

History/Context
1. History of the area/Geography/Context of middle ages – social structure, feudalism
2. History of Knights (broad scale)
3. Cultural world/Tournaments/Chivalry/Heraldry
4. Upbringing and training of the Knight (individual scale)

Armor
1. Pre-1400 Armor
2. Post-1400 Armor
3. Wearing Armor
4. Manufacturing

Weapons
1. Daggers and Wrestling
2. Swords
3. Blunt Weapons/Pole arms
4. Bow/Gunpowder Weapons

Horses
1. Horses – Breeding, Breeds etc.
2. Horse Equipment (stirrups, spurs)/Barding
3. Horse Training/Equestrianism
4. Lances
Target Sources

Core works: Good introductory or reference works on the topics. Marked with * in the bibliography.

Primary sources: Writings by period contemporaries (see especially the Compendium of Sources on Arms and Armor posted on MyWPI). Each research document should include a number of good primary-source quotes to offer a possible selection for the video.

Visual sources: Sources for illustrations. Each research document should include a variety of good illustrations that could go into the video.

Audiovisual sources: Models for videomaking and live interpretation of history.

List of relevant Higgins artifacts: See online database of Higgins collection.

Target Components

3 Key Takeaway Points: Major ideas to give focus to the video.

Famous names: Historical figures that will be known to visitors.

Famous events: Events that visitors will have heard of.

Technology: Important technological developments of the period often have more long-term impact than political events.

Social context: What is the human environment in which this technology operated? How did the technology shape than environment, how did the environment shape the technology?
Plan of Work

B Term

Primary Deliverables
- Individual research documents.
- Working video script with portfolio/list of visuals.
- Video trailer.

Week 1

Group:
- Read resources and begin note outline.
- Request source materials through inter-library loan.
- Each watch a documentary and bring in a page of comments (can be bullet-list)
- Bring in bullet-point group-brainstormed list of video contents/features

Week 2

Cinematography:
- Talk to film/editing consultant
- Read sources on filming/editing
- Update Filming/Editing SOP

Individual research:
- Submit Topic 1

Week 3

Cinematography:
- Submit draft evaluation forms for prior IQP films (staff and visitor versions)
- Read sources on filming/editing
- Update Filming/Editing SOP

Individual research:
- Submit Topic 2

Week 4

Group:
- Update talking head list

Cinematography:
- Implement evaluation forms with museum staff
- Bring in report on evaluations

Individual research:
- Submit Topic 3
Arms and Armor of the Medieval Knight IQP Proposal

Week 5

Group:
- Film a talking head
- Update and expand video outline
- Bring in rubrics for evaluating videodocumentary

Cinematography:
- Implement evaluation forms with museum visitors
- Bring in report on evaluations

Individual research:
- Submit Topic 4

Week 6

Group:
- Submit full drafts of individual research documents
- Submit draft video script
- Submit video sample (30-second trailer)
- Bring in Task list for C Term
- Schedule filming

Week 7

Group:
- Update Proposal
- Update video script
- Submit preliminary portfolios of stills for documentary, and list of desired images and footage
- Update video SOP
- Hands-on armor session

C Term

Primary Deliverable
- Full draft of video.

Week 1

Group:
- Update script
- Film/gather AV materials
- Record working script
- Bring in list of narrators

Week 2

Group:
- Update script
- Submit edited film
- Film/gather AV materials
• *Bring in* list of selected music with permissions information

**Week 3**

*Group:*
• **Finalize** script
• **Submit** edited film
• Film/gather AV materials
• Photo Higgins artifacts

**Week 4**

*Group:*
• Record Narrators
• Design intro image and credits/other graphics
• **Submit** edited film

**Week 5**

*Group:*
• **Submit** edited film
• **Submit** credits list

**Week 6**

*Group:*
• **Submit** edited film
• **Submit** Task list for D Term

**Week 7**

*Group:*
• **Submit** full draft of video for review by museum staff
• **Submit** Revised plan of work
• **Submit** assembled research document for entire team
• **Submit** personal statements and portfolios

**D Term**

**Week 1**

*Group:*
• Brainstorm introduction
• *Bring in* digital files of all materials generated by the project

**Week 2**

*Group:*
• **Submit** introduction
• Brainstorm conclusion
• **Submit** appendices
Week 3

Group:
- Submit Conclusion
- Submit Abstract and Acknowledgements
- Generate Team bios/photos

Week 4

Group:
- Submit full project report

Week 5

Group:
- Submit Complete Electronic Version of Project

Week 6

Group:
- Submit all project materials on disks

Week 7

Group:
- Submit final disks, hardcopy reports, CDRs, personal statements and portfolios
Sources – History/Context

History/Context

1. History of the area/Geography/Context of middle ages – social structure, feudalism
2. History of Knights (broad scale)
3. Cultural world/Tournaments/Chivalry/Heraldry
4. Upbringing and training of the Knight (individual scale)

1: General History


2: Knights


Meller, W. C. (2005) *A Knight’s Life In The Days Of Chivalry*. Whitefish, MT: Kessinger Publishing, LLC. An account describing not only the days of chivalry, but the role knights played in such a society.

3: Chivalry and knightly culture


**4: Upbringing and training**

Sources – Weapons

Medieval Arms

1. Daggers and Wrestling
2. Swords
3. Blunt Weapons/Pole arms
4. Bow/Gunpowder Weapons

General


Fryer, Douglas J. (1969) Antique Weapons A-Z. London: Bell. Each section is a dictionary of descriptions of weapons and parts of weapons, with the more important details illustrated by diagrams; and this explanatory section is followed by pictures of the weapons themselves, classified into different groups. 114 pages, illustrated with more than 400 black and white photographs and diagrams.
Kal, Paulus (1542) *Fechtbuch*. Gotha. A manuscript on medieval martial arts.


*Starhemberg (1452) Fechtbuch*. Rome. A manuscript on medieval martial arts.


Sources – Armor

Armor

1. Pre-1400 Armor
2. Post-1400 Armor
3. Wearing Armor
4. Manufacturing

General


Oakeshott, R. Ewart (1961) A Knight and His Armor. London: Lutterworth Press. Explores the design of medieval armor and refutes claims that medieval armor was constraining and ineffective.


Arms and Armor of the Medieval Knight IQP Proposal


1: Pre-1400 Armor

2: Post-1400 Armor

3: Wearing Armor

*Kal, Paulus (1542) Fechtbuch*. Gotha. A manuscript on medieval martial arts.

*Starhemberg (1452) Fechtbuch*. Rome. A manuscript on medieval martial arts.

4: Manufacturing


*Pfaffenbichler, Matthias (1992) Medieval Craftsmen: Armourers*. Toronto: University of Toronto Press. Deals mainly with the business of armoring in the Middle Ages. Includes many photographs of particularly good plate armor.
Sources – Horses

Horses

1. Horses – Breeding, Breeds etc.
2. Horse Equipment (stirrups, spurs)/Barding
3. Horse Training/Equestrianism
4. Lances

General


1: Breeding, Breeds, etc.

2: Equipment

3: Training and Equestrianism
*Duarte (1438) Livro da Ensinana de Bem Cavalgar Toda Sela. Covers Horsemanship, Jousting & Knightly Combat

4: Lances

*Duarte (1438) Livro da Ensinana de Bem Cavalgar Toda Sela. Covers Horsemanship, Jousting & Knightly Combat

*Kal, Paulus (1542) Fechbtuch. Gotha. A manuscript on medieval martial arts.

*Starhemberg (1452) Fechbtuch. Rome. A manuscript on medieval martial arts.
Videography


Digital Resources


Contacts

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Devon Kurtz</td>
<td><a href="mailto:dkurtz@higgins.org">dkurtz@higgins.org</a></td>
<td>Higgins Education/Programming Director</td>
</tr>
<tr>
<td>Bill Short</td>
<td><a href="mailto:short@hurstwic.org">short@hurstwic.org</a></td>
<td>Cameraman; video consultant</td>
</tr>
<tr>
<td>Jim Monaco</td>
<td><a href="mailto:jmonaco@wpi.edu">jmonaco@wpi.edu</a></td>
<td>Video consultant/training</td>
</tr>
<tr>
<td>Sophia Burke</td>
<td><a href="mailto:sburke@WPI.EDU">sburke@WPI.EDU</a></td>
<td>Media Production Coordinator. Oversees recording studio.</td>
</tr>
<tr>
<td>Bob &amp; Jen Reed</td>
<td><a href="mailto:jlr@mitre.org">jlr@mitre.org</a></td>
<td>Performer; horses</td>
</tr>
<tr>
<td>Phillip Dickson</td>
<td><a href="mailto:opajoe@comcast.net">opajoe@comcast.net</a></td>
<td>Performer</td>
</tr>
<tr>
<td>J. Morgan Kuberry</td>
<td><a href="mailto:J.MorganKuberry@gmail.com">J.MorganKuberry@gmail.com</a></td>
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Potential Talking Heads

<table>
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<tr>
<th>Name</th>
<th>Email</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Prof. E. Malcolm Parkinson, WPI</td>
<td><a href="mailto:emp@wpi.edu">emp@wpi.edu</a></td>
<td>Retired WPI professor, specializing in history of science and technology</td>
</tr>
<tr>
<td>Prof. Forgeng, WPI/HAM</td>
<td><a href="mailto:jforgeng@wpi.edu">jforgeng@wpi.edu</a></td>
<td></td>
</tr>
<tr>
<td>Dr. John Waldman</td>
<td><a href="mailto:halberdjw@comcast.net">halberdjw@comcast.net</a></td>
<td>Author, <em>Hafted Weapons in Medieval and Renaissance Europe</em></td>
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Video Parameters and Assets

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<tr>
<th>Script</th>
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<tbody>
<tr>
<td>Music</td>
<td>One main; additional for primary source quotes</td>
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<tr>
<td>Narrator(s)</td>
<td></td>
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<tr>
<td>Still images</td>
<td><em>Arms and Armor of the Medieval Knight</em> has 5/minute; <em>Medieval Martial Arts</em> has 2/minute (more use of footage). Perhaps c.77 total used in film.</td>
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<tr>
<td>Artifacts</td>
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<tr>
<td>Primary source</td>
<td>Target at least 8 in each individual’s research document.</td>
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### Asset Sources

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<th><strong>Quotes</strong></th>
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<tr>
<td>Live reenacted footage</td>
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<td>Live interviews</td>
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<table>
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<td><a href="http://incompetech.com/m/c/royalty-free/">http://incompetech.com/m/c/royalty-free/</a></td>
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<table>
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<tr>
<td><a href="http://www.wga.hu/index1.html">http://www.wga.hu/index1.html</a></td>
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<tr>
<td>Web Art Gallery, very good to find paintings and drawings that are copyright free</td>
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<table>
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<table>
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<table>
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<table>
<thead>
<tr>
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<tr>
<td><a href="http://www.turbosquid.com">www.turbosquid.com</a></td>
</tr>
<tr>
<td>There are thousands of free and paid animations here that can be used, also models and textures that can be used in future 3D projects</td>
</tr>
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<table>
<thead>
<tr>
<th><strong>Sound Effects</strong></th>
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<tbody>
<tr>
<td><a href="http://www.findsounds.com">www.findsounds.com</a></td>
</tr>
<tr>
<td>Very good to find sounds like the gunshots and explosions</td>
</tr>
<tr>
<td>FreeSound.org</td>
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