

## Resource Pack

### Can you complete the William Wallace quest?

You may need to do a little extra research:

- Visit the SCRAN website <http://www.scran.ac.uk/> and access the relevant records using the SCRAN ID numbers provided under each resource
- Visit [places of interest](#)
- Do your own research by following [links](#)
- Investigate the CD-ROM *The Scottish People 800-1450 – People of a kingdom*, Learning and Teaching Scotland [www.ltscotland.org.uk](http://www.ltscotland.org.uk), email: [enquiries@LTScotland.com](mailto:enquiries@LTScotland.com), tel: Customer Services +44 (0)8700 100 297



#### William Wallace (c1270-1305)

- Led an uprising during the *Scottish Wars of Independence*
- Led the Scots to victory at the *Battle of Stirling Bridge*, in 1297
- Became known as a Scottish national hero

William Wallace from a stained glass window at the Wallace monument, Stirling. SCRAN 000-000-028-940-C

### *Fact Finding*

1. After the victory at Stirling Bridge, what title was Wallace granted?

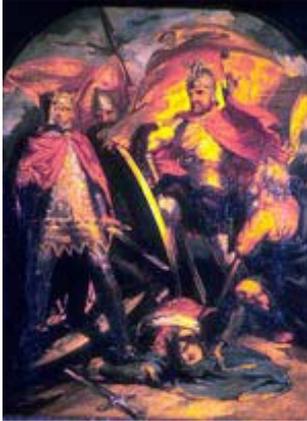
- (a) Lord Wallace
- (b) King of Scots
- (c) Guardian of Scotland

2. What is the name of the battle where William Wallace was defeated by the well-trained army of Edward I?

3. Wallace and his close ally, Andrew Murray, wrote a letter in 1297 pleading the restoration of trade links with Europe. To the merchants of which European towns did they address this letter?

## *Looking at Evidence*

4.



A 19<sup>th</sup> century oil painting of  
William Wallace, by David Scott

SCRAN 000-000-028-935-C

*Look* carefully at this dramatic representation of a scene after the Battle of Stirling Bridge.

What can you tell from the picture? Who won? Who are the figures? From whose perspective do you think it is shown?

5.



*The Battle of Falkirk* by Owain  
Kirby

SCRAN 000-000-029-099-C

Now *look* at this illustration of the defeat at the Battle of Falkirk.

What impression is created from this image? How does it make you feel? Compare it with the previous artwork.

## ***Interpretation***

6. Why do you think the victory at the Battle of Stirling Bridge was so important for Scotland?

7. Find out about Wallace's capture and sentence by Edward I. Consider how his death added to the 'myth' of Wallace?

8. Wallace has become a Scottish national hero. Discuss how he has been represented in the media. How much do you think is true? Why?

## **Links**

<http://nms.ac.uk>

The National Museum of Scotland presents the history of Scotland – its land, its people and their achievements – through its rich collections built up over more than two centuries.

<http://www.scran.ac.uk/>

SCRAN is the award winning history and culture website providing instant access to images, sounds, movies and learning resources. It contains over one million records from museums, galleries and archives.

<http://www.bbc.co.uk/history/scottishhistory/>

On this site you'll find in-depth articles, multimedia (like games, virtual tours and animations) as well as bite-size material like timelines and short biographies of historic figures. All is designed for you to get more out of your interest in History.

<http://www.nts.org.uk/>

This site contains useful information, whether you want to know more about the National Trust for Scotland's vital conservation work or are planning to visit some of the places of interest.

<http://www.ntseducation.org.uk/>

On this site there are sections which are intended to assist teachers with various topics in the school curriculum. They provide useful background material for teachers intending to explore these topics with their students.

<http://www.nationalgalleries.org/>

Education is at the heart of the work of the National Galleries of Scotland. Each of the Galleries provides a rich and lively learning resource. Our inclusive approach offers many different ways of learning to give everyone a chance to become actively engaged with art.

<http://www.historic-scotland.gov.uk>

Historic Scotland safeguards the nation's built heritage and promotes its understanding and enjoyment. You can find information on more than 300 properties and scheduled ancient monuments. We also have resources for schools and details on technical conservation and research.

<http://www.nls.ac.uk>

The National Library of Scotland – Scotland's largest library and the world centre for the study of Scotland and the Scots. A vast reference library, covering all subjects, from art to mountaineering, and from early times to the digital age.

<http://www.nas.gov.uk>

The National Archives of Scotland (or NAS) is the main archive for sources of the history of Scotland as a separate kingdom, her role in the British Isles and the links between Scotland and many other countries over the centuries.

<http://www.ltscotland.org.uk>

Learning and Teaching Scotland is a national public body sponsored by the Scottish Executive Education Department. The Scottish Executive has charged Learning and Teaching Scotland with providing advice, support, resources and staff development that enhance the quality of educational experiences with a view to improving attainment and achievement and promoting lifelong learning.

Email: [enquiries@LTScotland.com](mailto:enquiries@LTScotland.com)

Telephone: Customer Services +44 (0)8700 100 297

### ***Places to Visit***

National Museums of Scotland, Edinburgh  
Bannockburn Heritage Centre, Clackmannanshire  
Stirling Smith Art Gallery & Museum, Stirling  
Stirling Castle, Stirling  
Wallace Monument, Stirling

## *Answers*

1. (c) Guardian of Scotland
2. Falkirk
3. The merchants of Lubeck and Hamburg
4. This image is a romantic painting of William Wallace. It is definitely from the Scottish perspective. Wallace is standing over the body of Edward I's treasurer, Hugh Cressingham. There is a great deal of symbolism in the scene. Wallace is the victor – his pose is strong and proud. A red cloak swirls around his body, a memory of the losses at battle? Or his impassioned strength as leader? He lays the Shield of Scotland on the body of Cressingham, in a symbolic gesture of Scottish victory. On Wallace's right, Edward I is depicted. Although he was not at the battle, his presence adds a degree of drama to the scene.
5. This illustration shows the defeat of the Scots to Edward's army at Falkirk in 1298. Wallace lost many of his closest allies, including Sir John de Graham. It was an immense defeat for Wallace, putting an end to the confidence gathered from previous victories. The illustration creates a deliberate air of disappointment. Dead bodies are shown. Swords stand like crosses on recent graves.

In the painting in Q4, the figures are cast in a powerful, dramatic light. Wallace stands boldly and victoriously, shrouded in red. In the linocut, the focus is on the figure in the foreground – an injured soldier. Wallace has a defeated pose. He is surrounded by the dead and injured.

6. It was the first time an uprising had made any impact on the indomitable force of Edward I. It set into motion the beginning of the struggle which would ultimately result in the independence of the Scottish nation. A formative date in the history of the Scottish nation.
7. Wallace was hung, drawn and quartered. Parts of his body were then displayed in public all around the country. His death was an example of what would happen to anyone who defied the authority of the King of England. Wallace's death elevated him to the position of martyr – as if a sacrifice for the Scottish cause. This later added to the cult of 'hero'.
8. It is always difficult to interpret history. Information passed down by word of mouth or through various people's interpretations will always create problems. Facts and stories are often combined to create more interest in a character or event.

What is true is that Wallace's character and status national hero has undoubtedly attracted a great deal of glorification and romanticising over the years. Consider films such as *Braveheart*. Fact and fiction are woven together to create a more attractive and interesting story. History is always open to interpretation. That is why it is important to try and draw your own conclusions from the facts, the evidence and the fabrications.