

## Unit 8 What were the differences between the lives of rich and poor people in Tudor times?

Adapted from QCA History Unit 8

<p><b>ABOUT THE UNIT</b></p> <p>In this unit children learn about the lives of different types of people living in Tudor times. Children will find out about the characteristic features of society at a time in the distant past by asking and answering questions from a range of different sources of information. There are opportunities to develop this unit as a local study where there are examples of Tudor homes or museum collections in the locality.</p>								
<p><b>PRIOR LEARNING</b></p> <p>It is helpful if the children have:</p> <ul style="list-style-type: none"> <li>• used a range of sources of evidence, including written and pictorial sources and artefacts</li> <li>• devised questions to help plan a topic</li> <li>• looked at the lives of people in other societies and periods</li> <li>• identified similarities and differences in past societies</li> <li>• sorted historical ideas and information into categories</li> </ul>	<p><b>VOCABULARY</b></p> <p>In this unit, children will have opportunities to use:</p> <ul style="list-style-type: none"> <li>• words associated with Tudor houses, <i>eg long gallery, buttery, inventory</i></li> <li>• words associated with Tudor society, <i>eg nobles, vagabonds, beggars, yeomen, craftspeople</i></li> </ul>	<p><b>RESOURCES</b></p> <ul style="list-style-type: none"> <li>• sources of information on Tudor life, including pictures of wealthy and poor people and street scenes, contemporary descriptions, fiction</li> <li>• pictures of stately and more modest Tudor homes</li> <li>• inventories from Tudor households</li> <li>• plans of a Tudor house</li> <li>• postcards and pictures of Tudor houses and portraits</li> <li>• replicas of artefacts from museum loan collections</li> <li>• a class time line</li> <li>• Tudor houses, looked after by the National Trust or private owners, can be visited by children</li> </ul>						
<p><b>EXPECTATIONS</b></p> <p><b>at the end of this unit</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 30%; padding: 5px 0;"><i>most children will:</i></td> <td style="padding: 5px 0;">know and understand the distinctive features of rich and poor people in Tudor times; use a range of sources to reconstruct aspects of life; summarise the main aspects of life for rich and poor people; compare and contrast aspects of Tudor life with today</td> </tr> <tr> <td style="padding: 5px 0;"><i>some children will not have made so much progress and will:</i></td> <td style="padding: 5px 0;">recognise some of the main differences between wealthier and poorer people; extract information from a small number of sources; recognise a few similarities and differences between life in Tudor times and today</td> </tr> <tr> <td style="padding: 5px 0;"><i>some children will have progressed further and will:</i></td> <td style="padding: 5px 0;">devise criteria for judging Tudor life and for comparing rich and poor; interpret a wide range of sources of information; ask a range of appropriate questions, plan information needed for a specific task and extract relevant information to answer questions; explain why there were differences in people's lifestyles in Tudor times</td> </tr> </table>			<i>most children will:</i>	know and understand the distinctive features of rich and poor people in Tudor times; use a range of sources to reconstruct aspects of life; summarise the main aspects of life for rich and poor people; compare and contrast aspects of Tudor life with today	<i>some children will not have made so much progress and will:</i>	recognise some of the main differences between wealthier and poorer people; extract information from a small number of sources; recognise a few similarities and differences between life in Tudor times and today	<i>some children will have progressed further and will:</i>	devise criteria for judging Tudor life and for comparing rich and poor; interpret a wide range of sources of information; ask a range of appropriate questions, plan information needed for a specific task and extract relevant information to answer questions; explain why there were differences in people's lifestyles in Tudor times
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<ul style="list-style-type: none"> <li>• where the Tudors “fit” in the time line of English history</li> <li>• about the types of evidence for the Tudor period</li> </ul>	<p><b>Who were the Tudors?</b></p> <p>Discuss the history topics the children have studied before and other periods of history they have heard of.</p> <p>Develop a class time line showing these periods.</p> <p>Discuss famous Tudors they may have heard of. Ask the children what they know about these people.</p> <p>Ask the children what they know about Tudor times. Help them to locate the Tudor period on a time line and discuss whether it is longer ago or more recent than other periods they have learnt about.</p>	<ul style="list-style-type: none"> <li>• place Tudor times on a time line</li> <li>• know that Tudor times was the period when England was ruled by Tudor Kings and Queens</li> </ul>	<p>Children could read stories about life in Tudor times to provide a context for this unit.</p>
<ul style="list-style-type: none"> <li>• to distinguish between wealth and poverty in Tudor times</li> <li>• about the types of evidence for the Tudor period</li> </ul>	<p><b>What was different about rich and poor people in Tudor times?</b></p> <p>Using a range of evidence about the Tudor period, <i>eg contemporary pictures of beggars, street scenes, jousting and other sporting scenes, memorials, family portraits, costumes</i>, ask the children, <i>Which sources show rich people and which show poor people? What is the evidence for this?</i></p> <p>Ask them to sort the sources into categories, <i>eg rich and poor people, townspeople and country people, people at work and people at leisure.</i></p> <p>Make a list of areas of life in which differences in wealth would have a noticeable effect.</p> <p>Discuss as a class what they have found out about people living in Tudor times.</p>	<ul style="list-style-type: none"> <li>• identify some characteristics of rich and poor people living in Tudor times</li> <li>• sort pictures into different categories</li> <li>• know that life was very different for rich people and poor people in Tudor times</li> </ul>	<p>There are a number of sources of information on the poor, including scenes of vagabonds and pictures of the interiors of poor people’s homes.</p> <p>This activity could be adapted by providing the children with the characteristics of the rich and poor and asking them to sort the material.</p> <p><b>Resources</b></p> <p>Worksheet “Rich and poor people in Tudor Times”</p>



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<ul style="list-style-type: none"> <li>to identify similarities and differences between village and town life</li> <li>to evaluate the conditions of life in town and country</li> <li>to identify similarities and differences between rich and poor people living in the country</li> </ul>	<p><b>Life in town and country in Tudor times</b></p> <p>Work in the country, the dominance of agriculture. Make comparisons between the life of a yeoman farmer and the life of ordinary farm workers. Read about life in the country ("Tudor and Stuart times" Follens pp 8-11). Complete a timetable for a country worker.</p> <p>Look at pictures of Tudor town street scene. Work in towns. The importance of the market and the lives of merchant traders and their apprentices. Make comparisons with the lives of those living in the country.</p> <p>Would the children prefer to have lived in the town or the country in Tudor times?</p>	<ul style="list-style-type: none"> <li>know that villagers produced nearly all their own food</li> <li>know that trading had to be done in markets and that these were only permitted in towns</li> <li>summarise differences between the life of farm owners and farm workers living in Tudor times</li> <li>summarise differences between the lives of villagers and townsfolk in Tudor times</li> </ul>	<p><b>Resources</b></p> <p><b>Tudor villages</b></p> <p>Book "Tudor and Stuart times" Follens pp 8-11 Worksheet (Country worker) "Daily life in Tudor times"</p> <p><b>Tudor towns</b></p> <p>Book "Tudor and Stuart Times" Ginn pp 28-29 Video H21 "Tudors and Stuarts" (prog 6) Video H24 "Timelines" (prog 6) Worksheet (cloze exercise) on Tudor streets "The Tudors" PrimEd Publishing</p>



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<ul style="list-style-type: none"> <li>the key features of Tudor buildings</li> <li>to identify different ways in which Tudor houses have been represented</li> </ul>	<p><b>Tudor homes</b> <b>How comfortable were the lives of rich and poor Tudor people?</b></p> <p>How were Tudor homes designed and made.</p> <p>Show the children pictures of the internal and external features of Tudor houses, including wealthy stately homes, the homes of craftsmen/merchants and the homes of ordinary people living in villages.</p> <p>Compare materials used and overall designs. Produce a table of comparisons.</p> <p>Ask the children to match the rooms to the outside of the house and work out the function of each room; match the furnishings to the function of each room (how and where would various household items fit into the home). <i>Which pictures represent the houses of the most wealthy? Why? Are there any unusual features of, and differences between these houses and houses today? What building materials were used? Ask them which types of building may not have survived and why.</i></p> <p>For each picture ask the children to make a judgement about what it would have been like for people living in the house, <i>How comfortable would this house have been compared with houses today? Which home would you prefer to live in and why? Which type of homes is most like yours?</i> Tell the children about changes made to houses at this time, <i>eg fireplaces, use of brick, separate rooms, more glass.</i> Discuss how many of the pictures show evidence of some of the changes. <i>Are these changes found on the homes of the rich or the poor? What difference would the changes have made to the comfort of the house?</i></p> <p>Ask the children to select one house and describe or draw the improvements made to the house.</p>	<ul style="list-style-type: none"> <li>identify the features of Tudor buildings</li> <li>make inferences about the lifestyles of different types of Tudor people</li> <li>describe or draw an aspect of the way of life of wealthy people</li> </ul>	<p>A visit to a Tudor house and/or Tudor re-enactments, <i>eg Kentwell Hall, Suffolk or Gainsborough Old Hall, Lincolnshire</i> could provide the children with information for a drama or role-play instead of a written task.</p> <p>Children will need to be encouraged to use all the information from the house to ensure that any role-play is based on knowledge and understanding of the time.</p> <p>The stimulus of places or artefacts can be used as a starting point for discussion and drama activities. Dramatic techniques, <i>eg making tableaux</i> can be used to highlight key moments or to encourage the use of appropriate language.</p> <p><b>Resources</b></p> <p>Book "Tudor and Stuart Times" Ginn pp 24-27</p> <p>Video H21 "Tudor Life" (prog 2)</p> <p>Video H24 "Timelines" (prog 6)</p>



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<ul style="list-style-type: none"> <li>to use inventories to identify characteristic features of different types of people in Tudor times</li> <li>to draw conclusions about life in Tudor times from different sources of information</li> <li>that there are different ways of interpreting the same information</li> </ul>	<p><b>What can inventories tell us about the lives of people at this time?</b></p> <p>Explain that inventories can be used to find out about Tudor life. To illustrate the purpose of inventories, ask the children to make an inventory of a room in their house or of the classroom.</p> <p>Give the children an extract from an inventory of a Tudor house. Work through it with them, explaining words where necessary.</p> <p>Children read two inventories, one for a wealthy person and one for a less wealthy person (The possessions of a farm worker and yeoman's son in "Tudor and Stuart Times" Ginn BLM 13; children match pictures with items listed: The possessions of a rich Tudor who worked for the King in "Tudor and Stuart Times" Follens Resource Book ppp 16-17). Ask the children to make inferences about the people who owned the items listed in the inventories, how do the inventories compare? <i>eg their occupations, leisure interests, wealth.</i> Ask the children to compare the two people. <i>Who was richer? What work did they do? Who owned the better equipped home?</i></p> <p>Help the children to summarise and record their conclusions about the people and the house. Ask them whether they think there are things missing from the inventory.</p>	<ul style="list-style-type: none"> <li>summarise differences between the homes of two different people living in Tudor times</li> <li>use evidence in inventories to make inferences about people's lifestyles</li> </ul>	<p>Examples of inventories for the local area should be used where possible. It is likely that they will need some editing. Transcripts or simplified versions of the inventories could be given to the children.</p> <p>Inventories can be compared to other sources of information and non-fiction texts.</p> <p>Children could be given sentence-starters to assist with this task, <i>eg I know the owner of this house earned his living as a... because... .</i></p> <p><b>Resources</b></p> <p>The possessions of a farm worker and yeoman's son in "Tudor and Stuart Times" Ginn BLM 13</p> <p>The possessions of a rich Tudor who worked for the King in "Tudor and Stuart Times" Follens Resource Book ppp 16-17</p> <p>Activity sheet 4 "Household items"</p>



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<ul style="list-style-type: none"> <li>• about the lives of the poor in Tudor times</li> <li>• about the attitudes of wealthier people towards the poor</li> <li>• about the types of evidence and gaps in evidence about the poor in this period</li> </ul>	<p><b>What was life like for poor people in Tudor times?</b> Give the children sources depicting poor people in Tudor times, <i>eg scenes of beggars being punished, contemporary pictures of various types of beggar, pictures of almshouses, an extract from a law against beggars, a contemporary description</i>. Ask the children to consider what the sources tell them about the lives of poor people at this time and how other people in Tudor times regarded the poor. Ask the children to describe more than one source. <i>What does this source show about the lives of the poor? What does this source show about how the rich treated the poor? Why might the rich people fear the poor?</i> Ask them to complete a grid about the poor, with the headings 'What I have found out', 'What I would like to know'. Discuss with the children what problems there might be in trying to find out about the poor.</p>	<ul style="list-style-type: none"> <li>• make inferences about the lives of the poor and feelings towards the poor</li> <li>• suggest differences in evidence available for the rich and poor in Tudor times</li> </ul>	<p>This activity could be extended by exploring causes of poverty in Tudor times, <i>eg enclosures, the sick, maimed soldiers, plagues</i>.</p> <p>Comparing the ways societies look after those in need today and in the past could provide an opportunity to develop an understanding of the similarities and differences between communities as part of citizenship education.</p> <p>A source about an almshouse would illustrate the varying attitudes towards the poor.</p>



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<ul style="list-style-type: none"> <li>to summarise all they have learnt about the rich and the poor in Tudor times</li> <li>to select, organise and structure information to answer a key question</li> </ul>	<p><b>How different were the lives of rich and poor people?</b></p> <p>Agree headings with the children to help them structure an answer to this question, <i>eg houses, belongings, food, health, hygiene, clothes, leisure, lives of rich and poor men, women and children</i>. Ask the children to record the information they have already collected in previous activities on a grid divided into sections for each of the headings, and into two columns, 'Rich' and 'Poor'.</p> <p>Provide the children with additional sources of information and ask them to find out more information to place under each of their headings.</p> <p>Ask the children to summarise what they have learnt by answering the following questions:</p> <ul style="list-style-type: none"> <li><i>What were the main advantages of being rich in Tudor times?</i></li> <li><i>What were the main disadvantages of being poor in Tudor times?</i></li> <li><i>Would you have liked to have lived at this time as a rich or poor person? (Give reasons.)</i></li> </ul>	<ul style="list-style-type: none"> <li>suggest headings for an investigation of differences between rich and poor</li> <li>identify differences in lifestyle between rich and poor that show an understanding of some of the significant features of the lifestyles of men, women and children</li> <li>recognise the main advantages and disadvantages faced by rich and poor people in Tudor times</li> </ul>	<p>This activity could be adapted by giving the children headings and a series of statements/pieces of information to group under the headings.</p> <p>The final activity could be extended by asking the children to develop their answers into a piece of extended writing.</p>