

# Teacher Notes

## Tudor Jobs

### Synopsis

*Tudor jobs come alive in this mockumentary-style animation, in which everyday Tudors give different perspectives on their 9 to 5s whilst in the midst of their (sometimes very smelly) jobs.*

### Resources:

#### **The Tudor Grind**

English: Become a Tudor worker through role-play, create job advertisements and write a cover letter for your own Tudor job.

#### **The Merchants of Europe**

Maths: Become a successful Tudor merchant and trade your way to the top in the Tudor Merchant Game.

#### **Working Conditions**

History: Use the animation and secondary sources to compare and contrast Tudor and modern-day working conditions.

#### **Chew-dor Recipes**

DT: Look at two Tudor recipes, see how similar they are to modern food and have a go at making them.

### Key questions to consider:

How might some of the jobs in Tudor times be different in modern times?

What is the importance of the New World?

What skills and qualities might a Tudor worker need?

What benefits do you think there were to being a servant?

### History curriculum objectives:

- Regularly address and sometimes devise historically valid questions.
- Understand how knowledge of the past is constructed from a range of sources.
- Welsh Progression Step 4: I can analyse the usefulness and consider the reliability and validity of a range of evidence relating to my enquiry.
- SOC 2-01a I can use primary and secondary resources selectively to research past events.
- NI: Comparing an aspect of the community over a long period of time, for example, jobs.

### Cross-curricula objectives:

- English: Participate actively in collaborative conversations, staying on topic and initiating and responding to comments; plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
- DT: Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.

## Tudor Jobs Animation – Comprehension

What did a Tudor merchant do?

Where do you think the New World is?

Do you think 1 and a 1/2 pence for half a pound of butter is a lot? Explain using the animation to help.

List four types of worker the nobleman employs.

Where did Mary Fillis arrive from and how old was she?

Why might Mary Fillis have stopped being a servant?

What does 'pretty swish threads' mean?

Summarise the day-to-day role of the Groom of the King's Close Stool.

Which of these jobs do you think you could do? Why?



## Tudor Jobs Animation – Comprehension

What did a Tudor merchant do?

Where do you think the New World is?

Sold English goods in different countries  
and brought spices and things back

The Americas

Do you think 1 and a 1/2 pence for half a pound of butter is a lot? Explain using the animation to help.

It is unlikely. The woman churning butter wears quite old clothes and she says that she doesn't have many possessions other than a cow. If she was making a lot of money from butter, she would have more possessions.

List four types of worker the nobleman employs.

Where did Mary Fillis arrive from and how old was she?

Servants, labourers, gardeners, falconers

Morocco, when she was a child

Why might Mary Fillis have stopped being a servant?

What does 'pretty swish threads' mean?

She says the work is very boring so maybe she wanted to find something else to do.

Very nice, luxury clothes

Summarise the day-to-day role of the Groom of the King's Close Stool.

The Groom of the King's Close Stool helps the king with his toilet duties including helping him get out of his clothes, and then helps to carry the toilet and wash towels around.

Which of these jobs do you think you could do? Why?

Various answers, justified with a suitable opinion



# The Tudor Grind



*"Freeze frame! In pairs or groups of three, select different Tudor jobs from the cards below. Then, create freeze frames to show the tasks you might be undertaking, and the emotions you might be feeling!"*

groom of the stool

a book binder

a merchant

a kitchen maid

a travelling shoe maker

an executioner

a farmer

a rubbish carter

a doctor

a travelling theatre player

**Extension:** Create a line of speech for each of the job roles to portray the workers' thoughts while they are working.

## The Final Creation

In the box below, either take a photo of your freeze frame and add a line of speech with your on-the-job thoughts, or draw an illustration of one of the jobs you have chosen, with an added speech bubble.



# The Tudor Grind



"For three of the job roles, create job advertisements to reel in one lucky Tudor worker. If you don't know enough about each job, use primary and secondary sources to research more information. Explain what the job role entails, the skills and the pay. Remember some of these jobs aren't that nice, but you can't lie!"

## WANTED: Merchant

**The role:** Sell, sell, sell! Find the finest English wools and trade them on the high seas for some luxury, exotic gifts!

**Your skills:** You can talk the talk, have an eye for detail (and spot a fake a mile away) and good with handling money... Oh, and I hope you don't mind potential death on the high seas!

**Pay:** 7 pound per year

## WANTED:

**The role:**

**Your skills:**

**Pay:**

## WANTED:

**The role:**

**Your skills:**

**Pay:**

## WANTED:

**The role:**

**Your skills:**

**Pay:**

## The Tudor Grind



*"Finally, it's your turn. Pick one of the jobs you have created an advert for (or a different one if you really want!) and write a cover letter to explain why you would be good at the job, the skills that you can bring and any other information you may wish to supply!"*

### **Key phrases**

I wish to apply for the post of...

I am particularly interested in this job, as...

My strengths are...

I would be well-suited to the role

because...I have excellent command of...

### **Key vocab**

dedicated

friendly

hard-working

strong

experienced

personal skills

teamwork

speaking

listening

*(Which job are you applying for and why?)*

*(What experience do you have that makes you suited to the role?)*

## The Tudor Grind

*(What skills and strengths do you have that make you suited to the role?)*

*(Anything else you think we might need to know to help you get the job.)*

# The Merchants of Europe

## **The game:**

A Tudor trading game: children work in groups over a timed period to trade different objects and try to end the session with the largest value of objects.

## **The rules:**

- Divide the class into 5 groups of merchants.
- Provide each group with one of the Tudor times trading companies listed – encourage the use of banners, emblems, symbols to market. Allow some time to create these and create a stall if they require.
- Give each group 10 of the trading cards below and explain that they are trying to make it as successful merchant groups.
- Children trade between different groups, attempting to make as much money as possible.
- Children can combine their own cards if they wish and barter the goods.
- Start a 5 minute timer for open trading.

## **The scenarios:**

- After 5 minutes, shut trading and allow children to tally up how they are doing using the scoring system.
- Then make an announcement:  
"A fire has burned across the east of Europe, burning millions of mahogany and oak trees. There is less timber available and so its value has risen from 1 shilling to 5."
- Allow another round of trading for 3 minutes.
- Make another announcement:  
"The shipments of salt and spices from a certain country in Western Europe have been found to be mixed with rat droppings. The value of salt and spices drop by half."
- Allow for one final round of trading.
- Children tally up their totals and work out how much money they have made.

## **The optional extras:**

The game can be played as many times as you want, with the scenarios changing each time. As an optional extra, teams could be given the cards that their trading company secretly needs to gather by the end of the game, for a bonus 10 shillings.

Muscovy Company

15 pieces of timber

East India Company

9 sacks of wool

The Levant Company

12 barrels of wine

Barbary Trading Co.

10 sacks of coal

Merchant Adventurers

10 sacks of salt and spices

# The Merchant of Dover

## The companies and goods:

### The Tudor trading companies

The East India Trading Company (1600)

The Barbary (Morocco) Trading Company (1585)

The Levant (Turkey) Trading Company (1592)

Merchant Adventurers of London (1407)

The Muscovy (Russia) Company (1555)

### The Goods

Timber: 1 shilling

Coal: 2 shillings

Wine: 3 shillings

Salt and spices: 4 shillings

Wool: 5 shillings

## The trading cards:

two bags of coal



four pieces of timber



a sack of salt and spices



two barrels of wine



three sacks of wool



four sacks of salt and spices



two pieces of timber



a bag of coal



four barrels of wine



a sack of wool



five bags of coal



a piece of timber



two sacks of salt and spices



a barrel of wine



two sacks of wool



# Working Conditions – Historical Research

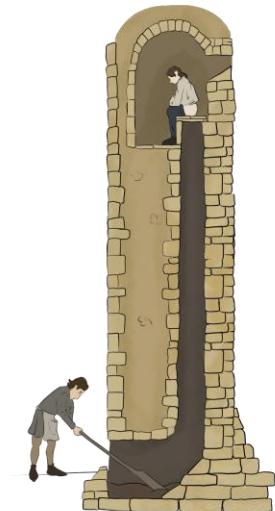


*“One Tudor job in particular was thought of as one of the ‘worst jobs in history’ – the ‘gong farmer’.*

*Your role is to become lead researcher and use primary and secondary sources to find out everything you can about this truly awful job! Use the sheet below to help structure your ideas.*

*Once you have completed your research, present it in anyway you choose – a story, a poster, a report... It’s up to you!”*

## Key facts about gong farmers



Did you find any primary sources? If not, why do you think this is?

## Which secondary sources did you use?

*(A secondary source is created by people who weren’t there to see events, using information from primary sources)*

Did you think all of these sources can be trusted? Explain your answer.

# Working Conditions – Evaluating Your Research



*"Now that you have researched the role of a gong farmer, read the passage and consider the questions about the research you have undertaken."*

*The work is awful. I spend my days up to my neck in human dung, scraping out privies and cesspits, in tiny, tiny confined spaces at the bottom of chutes that are below people's toilets.*

*We're known as 'nightmen'. You can guess why... Such dirty work is only allowed to be carried out between 9pm and 5am, when everyone else in this land is sleeping. We smell so bad most of the time, that we're limited on where we can live, and again, we only really go out and about at night.*

*I get it though; obviously, the smell is something else. The fumes from the dung are so strong, that people throw up and pass out, and that leads to all sorts of other problems. I heard one guy got so sick from the noxious fumes that he ended up drowning... Poor fella'.*

*I guess that's one of the dangers of the job. We face serious risk of infection and obviously there's a lot of disease floating around. I've been taken ill far more times than I can remember.*

*The waste has to be transported out of town to a lay store; otherwise, there are some really big fines. We dump it in large pits, and farmers can come and take it to use as fertiliser. There was a guy in town that ended up being put in a pipe, which was filled with dung up to his neck, because he hadn't got rid of some properly. What a punishment!*

*The one real benefit is that the pay is quite good, really. I get about a sixpence a day; that's pretty good going these days – basically what most people get in a week, I get in a day. And the sharp-eyed among us find other treasures when we wade through with our bare hands. You'd be surprised what people drop into the toilet.*

*We're doing our bit for the town as well. This waste could make its way into the wells and then we'd have no clean water at all! Could you imagine what it would be like if we didn't exist?*

## **Questions to consider about your research**

How accurate is your research compared to the text? What have you found that is the same?

Is there anything in the text that is different to what you found? What is it?

Do you trust everything you have read in the text, given it is made up of secondary sources?

## Working Conditions

Can you match the Tudor job titles to their job descriptions?

apothecary

Provided castle entertainment – singing and playing instruments. Often sung songs about the heroic deeds of knights.

barber

Dug out and removed dung from privies and cesspits.

minstrel

Created and sold different medical remedies using herbs and spices. A post often held by a priest.

knight

Tasks included cutting hair, applying leeches, performing surgery, and amputating limbs.

gong farmer

Served the King or Queen through the Code of Chivalry. Skilled fighter with swords, battle axes, lance and daggers.

Which of these jobs no longer exist? Why do you think this is the case?

Of the jobs that do still exist, how have they changed? Why do you think they have changed?

# Tudor Recipes



*"Tudor food was, well... it wasn't the greatest. But people worked hard during the day, and enjoyed their food at night. Some people, like bakers, made food their whole life, and people like me used making food as a means of getting by. Look at these recipes below: Do any of them take your fancy? What do you notice about them? Have a go at making them!"*

### Tudor Ship's Biscuits

#### **Ingredients**

- 1 lb of medium coarse wholemeal flour (450 grams)
- Water
- ¼ oz of salt

#### **Method**

- Add the salt to the flour
- Slowly, add water to the wholemeal flour
- Mix using fingers
- Roll out into a thick roll
- Separate into biscuits
- Bake in the oven for 30 minutes at 190°C
- Leave the biscuits to harden in a dry place



### Shrewsbury Cakes

#### **Ingredients**

- 1 lb of plain flour (450 grams)
- 375 grams of caster sugar
- 2 eggs
- ½ tsp cinnamon
- 340 grams of butter
- A pinch of salt

#### **Method**

- Mix all of the dry ingredients together
- Rub in the butter with your hands
- Mix in the eggs with a spoon until a dough forms
- Cut into pieces and form into biscuit shapes
- Grease a baking tray
- Place in the oven at 180°C for 10 to 15 minutes