

Tudor Poor



landowners found that they could make more money from keeping sheep and cows than from growing crops

so?

because?

many people lost their homes and their opportunity to grow food. The landowners did not need them to work on their land

Tudor Poor - Instructions

In your group:

1. Deal out the statements cards. Leave the connectives cards in the centre.
2. Each person reads their statements.
3. Working together try to link the cards in pairs using the connectives cards.
4. Try to link the sentences and decide on a good order.

Individually:

Use the sentences, and anything else you have learned about life in Tudor times, to write one or two good paragraphs about Poor People in Tudor Towns. Remember to explain how you know things. Remember to use the skills you learned in literacy to produce high quality writing.

Tudor Poor

Developed by Judith Evans at Rushey Mead School in Leicester.

A good example of a literacy activity (concentrating on connectives) in context, and therefore a good model for work at KS3 (11-14 yr olds) even though it was designed originally for KS2 (8-11 yr olds). There is an informative text provided here which is insufficient to produce a completely effective activity. It is better to provide a range of sources e.g. the kind of material available in Schools History Project: Making of the UK. We hope you will find this a good template for other topics.

The webaddress for this activity is:

<<http://www.collaborativelearning.org/tudorpoor.pdf>>

Last updated 27th October 2007.

COLLABORATIVE LEARNING PROJECT

Project Director: Stuart Scott

Supporting a cooperative network of teaching professionals throughout the European Union to develop and disseminate accessible teaching materials in all subject areas and for all ages.

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BRIEF SUMMARY OF BASIC PRINCIPLES BEHIND OUR TEACHING ACTIVITIES:

The project is a teacher network, and a non-profit making educational trust. Our main aim is to develop and disseminate classroom tested examples of effective group strategies across all phases and subjects. We hope they will inspire you to use similar strategies in other topics and curriculum areas. We run teacher workshops, swapshops and conferences throughout the European Union. The project publishes a catalogue of activities plus lists in selected subject areas, and a newsletter available by post or internet: "PAPERCLIP".

*These activities were influenced by current thinking about the role of language in learning. They are designed to help children learn through talk and active learning in small groups. They work best in mixed classes where children in need of language or learning support are integrated. They are well suited for the development of speaking and listening. They provide teachers opportunities for assessment of speaking and listening and other formative assessment.

*They support differentiation by placing a high value on what children can offer to each other on a particular topic, and also give children the chance to respect each other's views and formulate shared opinions which they can disseminate to peers. By helping them to take ideas and abstract concepts, discuss, paraphrase and move them about physically, they help to develop thinking skills.

*They give children the opportunity to participate in their own words and language in their own time without pressure. Many activities can be tried out in mother tongue and afterwards in English. A growing number of activities are available in more than one language, not translated, but mixed, so that you may need more than one language to complete the activity.

*They encourage study skills in context, and should therefore be used with a range of appropriate information books which are preferably within reach in the classroom.

*They are generally adaptable over a wide age range because children can bring their own knowledge to an activity and refer to books at an appropriate level. The activities work like catalysts.

*All project activities were planned and developed by teachers working together, and the main reason they are disseminated is to encourage teachers to work effectively with each other inside and outside the classroom. They have made it possible for mainstream and language and learning support teachers to share an equal role in curriculum delivery. They should be adapted to local conditions. In order to help us keep pace with curriculum changes, please send any new or revised activities back to the project, so that we can add them to our lists of materials.

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Before 1500

Before 1500 75% of the people lived in the country and worked on the land. Lots of land was common land, and anyone could use it if they paid a small amount to the lord of the manor. They grew small amounts of different crops and kept a few animals. This gave them the food they needed and a little bit extra to sell. This worked quite well when the population was small. The lords did not want to work on the land, but still got some money. If the harvest was good, people got enough to eat.

The churches, abbeys and monasteries looked after the poor and sick people. People in towns paid a small amount of money to help the poor and sick people when needed it. There was not much difference in income between the rich and the poor. In the country people felt that they had a sense of community and working together.

In 2015

In 2000 most people live and work in towns and cities making things and providing services. People need money to buy food and to rent or buy houses. People pay taxes which are used to provide schools, hospitals, homes and care for people who need it. A few people are very rich, some people are very poor and most people are in the middle.

Some poor people have no homes nor money. People give money to charities to help. A few people beg on the streets. This is not illegal.

Tudor Poor

Statements cards - one set per group



between 1485 and 1550 the population of Britain rose from 2 million to 4 million	rich people in towns and other countries wanted English wool and would pay more money for it	country people began to come to towns to look for work	there were more people to feed and and more people wanted milk, cheese, butter and meat
many people lost their homes and their opportunity to grow food. The landowners did not need them to work on their land	landowners found that they could make more money from keeping sheep and cows than from growing crops	the towns grew much bigger and became more crowded	rich people became richer and richer.
in 1547 a law was passed to make begging illegal. Beggars had to be whipped from place to place until they returned home	they did not need so many people to look after the land	poor people became much poorer	people in towns began to grow angry
many poor and sick people had nowhere to go	Henry VIII closed the abbeys and monasteries	people began to travel from town to town to find work.	people did not want to pay to look after the poorer people

connectives cards - one vertical strip for each group

Tudor Poor

so	so	so	so
because	because	because	because
therefore	therefore	therefore	therefore
this meant	this meant	this meant	this meant
however	however	however	however
but	but	but	but
because	because	because	because
but	but	but	but