

Falkland Palace Follow-Up Activity Pack

The Holiday Home of Kings

Comparing our lives to that of the 16th-century court



Curriculum for Excellence Level: Second (Primary 4-7)

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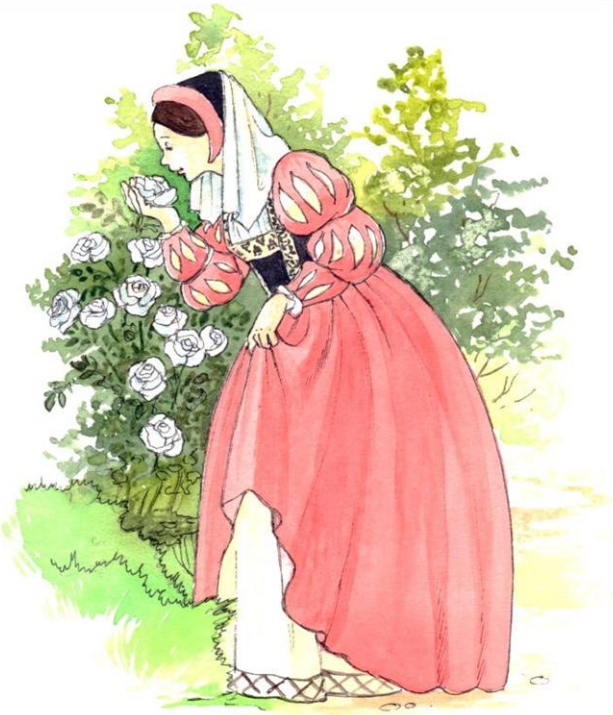
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How to use this resource

Comparing our lives to that of the 16th-century court at Falkland Palace.

Welcome to the *Holiday Home for Kings Follow-Up Activity Pack* for teachers. Everything you need is explained in this resource pack. You will find fun activities for you and your pupils, which have been designed to help you recap your workshop at Falkland Palace & Garden.

This pack is aimed at teachers and is not intended to be copied and distributed to pupils.

Aims and achievements

What your pupils will achieve:

- Ability to compare past and present attitudes to health and food
- A deeper understanding of past and present attitudes to people's rights
- A deeper understanding of people's daily lives in the past and comparing it with their own
- A greater understanding of the use of movement, mime and action in expressing their ideas



Activity 1: Dinner at the palace

Explore two different ways of life at Falkland Palace, the rich nobles and the poor servants.

Lesson objectives:

- Ability to compare past and present attitudes to health and food
- To be able to use role play to demonstrate people's jobs

Resources:

- Food picture cards

Curriculum for Excellence subjects:

- Health and Wellbeing
- Social Studies
- Religious and Moral Education
- Expressive Arts

Introduction

Show the pupils some of the foods that would have been available at the time by using the food picture cards, and tell them a little about each food, who ate it and why.

Notes: It was believed that higher ranking, wealthy people had more delicate stomachs and could only eat expensive foods like meat! This meant that they didn't get enough vegetables in their diet.

Light food was eaten first as eating heavier foods to start with was thought to block up their stomachs.

Meat was expensive, and game animals like deer belonged to whoever owned the land on which they grazed. Poor people therefore couldn't easily get meat, and so didn't get enough of it in their diet.

The table below gives examples of foods that can be used for this activity. The foods listed in the blue part of the table would have been eaten by the higher ranking characters and those in the brown part by the lower ranking characters.

Food	Who ate it then?	Do we eat it now?
Meat, fresh fish and sea-food	Animals that were hunted for their meat, like deer, were kept in Falkland Park which was owned by the King, and so could be hunted by the court. Fresh meat was common for the higher ranks. Fresh fish and sea food was difficult to get if you lived further in-land, but the wealthy could keep their own fish in ponds, rivers and lakes on their land or pay a lot of money to have it delivered quickly to them.	Venison is an expensive meat today but anyone can eat it. Fish is readily available today and sourced from all over the world. Certain fish and sea food is more expensive than others.
Spices	Spices used to flavour food were expensive as they had to be transported from foreign lands. Some of these spices included black pepper, saffron and ginger.	While black pepper and ginger are commonly used today, saffron is still relatively expensive. Saffron comes from the stigmas of crocus flowers and they are picked by hand. Two football pitches of crocuses are needed to make a kilo of Saffron.
Wine	Grapes only grew in warm climates and wine had to be imported, so it was expensive.	Wine is still drunk and there is a huge range in quality. There are bottles which only the very rich can afford.
Soft white bread	Good-quality wheat was used to make soft bread, porridge, gruel and pasta for the wealthy.	Wheat is still used to make bread and pasta today. Gruel is very similar to thick soup!
Tough brown bread	The Peasants used poor-quality barley, rye and oats to make tough bread, porridge, gruel and pasta.	Today better-quality barley, rye and oats are used in cereals and breads.
Salted pork	Fresh meat was expensive, so poor people could only afford cheap cuts which were preserved.	Cured, salted and Jerked meat is still made today, such as
Beans	Beans are easy to grow and therefore cheap.	Baked beans are a favourite today and beans are still used in many dishes.

Main

Split into two groups.

1. Group one are royalty and nobles, with one king and one queen. Tell them about their characters – who they are, what they do, and how they think of themselves and peasants.

Examples of characters:

- King James VI
- Queen Anne
- Nobleman
- Noblewoman
- Steward
- Chamberlain
- Priest



2. Group two are peasants who work for the other group. Tell them a little about who they are and how they think of themselves and the people that rule over them.

Examples of characters:

- Gardener
- Soldier
- Baker
- Stable boy
- Kitchen maid

3. Picture cards are provided at the back of the pack to help visualise the different food types.

1. Take one group at a time and hold up each food picture card in turn. Ask them to say yes or no if they think they eat the food or not.

2. The peasants now invite their wealthy employers for a meal and should explain what they are serving and why.

3. The nobles then invite the peasants for a meal and should explain what they are serving and why.



Discuss the differences between the food eaten at the time of the Stuarts and their attitude to food, and what we eat today.



Plenary

Keep the children in their groups and ask them to run around an open area, such as a hall or playground. As you shout out one of the foods in the list, ask the children to stand still and either fold their arms if their character wouldn't eat that food or pretend to eat it if they do.



Activity 2: Scent pouches

Think about the differences between how poor and rich people lived in the 16th century and how we live today.

Lesson objectives:

- Ability to compare past and present attitudes to health and medicine
- To develop team working skills
- To use practical skills and experience to learn about the past

Curriculum for Excellence subjects:

- Social Studies
- Health and Wellbeing
- Expressive Arts
- Mathematics

Introduction

To help pupils understand how people thought of their health and medicines in the past, gather some of the following:

- Fresh or dried herbs such as sage, mint, rosemary and lavender
- String
- Pieces of cloth

Explain to the pupils that in the 16th century people believed that diseases and illnesses were carried in the air as bad smells. To keep illness and disease away, people would keep pouches of sweet-smelling herbs on them, called 'scent pouches'. They would also mix a variety of herbs together which they ate, drank or rubbed on their skin.

Main

Cut the cloth into squares before the activity and hand them out with the string and your choice of herbs. The pupils can choose whichever combinations they like to make their own scent pouch. Once they are happy with their selection, they can gather the cloth upwards and tie the string around the top.



Activity 3: Create a 16th-century palace



Using the knowledge gained from activities 1 and 2, visualise the differences in social attitudes between richer and poorer people.

Lesson objectives:

- To select appropriate information to compare the lives of people from the 16th century with those in the 21st century
- To use expressive arts to research and present ideas
- To develop presentation skills
- To develop team-working skills

Introduction

Ask the pupils to think about what they have learnt so far about the jobs and roles that people had at Falkland Palace. Which characters can they remember and what did they do? Arrange pupils into small groups of 4/5 to work together on this task.

Main

Ask the pupils to work in their groups to draw a palace or castle (or they could photocopy the drawing on the next page). Ask them to research what life was like in a 16th-century palace. They may want to split into pairs, with one pair looking for images and information on 16th-century life, the other looking for images of the people that lived and worked in peasant homes and Castles/Palaces. Encourage pupils to use books and the internet to find images and information. They could also draw images of the objects and characters they have imagined and learned about in the previous activities.



Plenary

Allow each group to present their drawings to the class and discuss the pictures, models, writing and images they have used and created.

Ask each group to think about the similarities and differences they have found between palace life in the 16th century and life today, and report back as a group.

Below are some starter images. The servants would live in the servants' quarters or in the stables, peasants would live in huts or houses close to the palace or in the village. The palace would be surrounded by gardens where the ladies would stroll. Falkland Park was also nearby where the court hunted for deer and wild boar.



Thinking Time: Royal or Real Tennis

Did you know that Lawn Tennis that we play today came from France?

It was invented by monks in the 11th and 12th centuries and was called jeu de paume. The monks would wrap their hands in cloths and hit the balls with their hands!

The Royal Tennis Court at Falkland Palace was built in 1539 by King James V (Mary Queen of Scot's father) and is the oldest tennis court in Britain!

The royal Stewarts who visited the Palace all enjoyed the game and Mary Queen of Scots is said to have shocked her court by wearing man's trousers (breeches) to play!



Thinking Time: The Life of a Spit Boy

Spit boys were who worked in the smelly and noisy kitchens of the Palace.

Don't worry, they didn't actually spit on people! A spit is a metal pole which the cook would put meat on and as it was turned around over the fire by the spit boy it would cook the meat evenly on all sides.

This was the worst job in the kitchens and the poor spit boy would even have to sleep there, under the table usually!

Can you imagine how heavy it was to turn those huge iron poles all for hours, especially when a whole cow carcass was on it!

The spit boy was not paid with money, but in his upkeep. This means he worked as a spit boy so he would have a safe and warm place to sleep and work and clothes on his back, much better than most of the jobs outside the Palace.

He had a very different life from a noble of the court.





Food Picture cards:

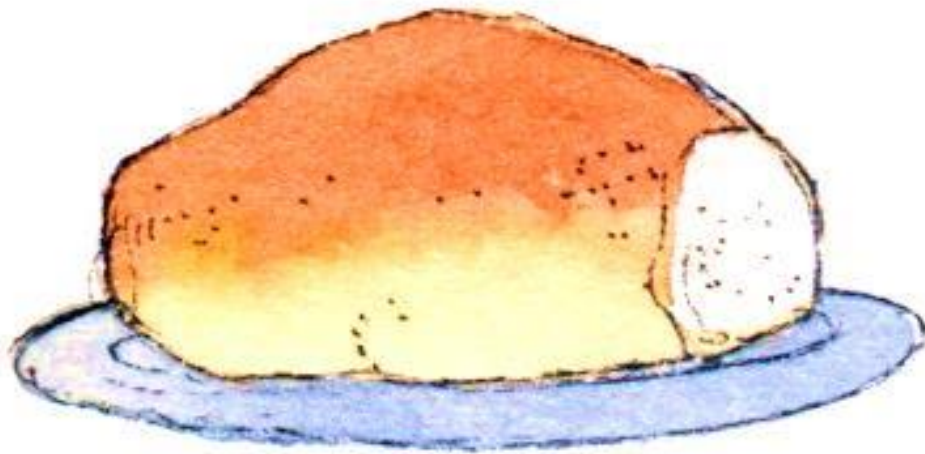
1. Soft White Bread,
2. Wine,
3. Meat,
4. Spices,
5. Tough Brown Bread,
6. Salted Pork,
7. Beans
8. Beer





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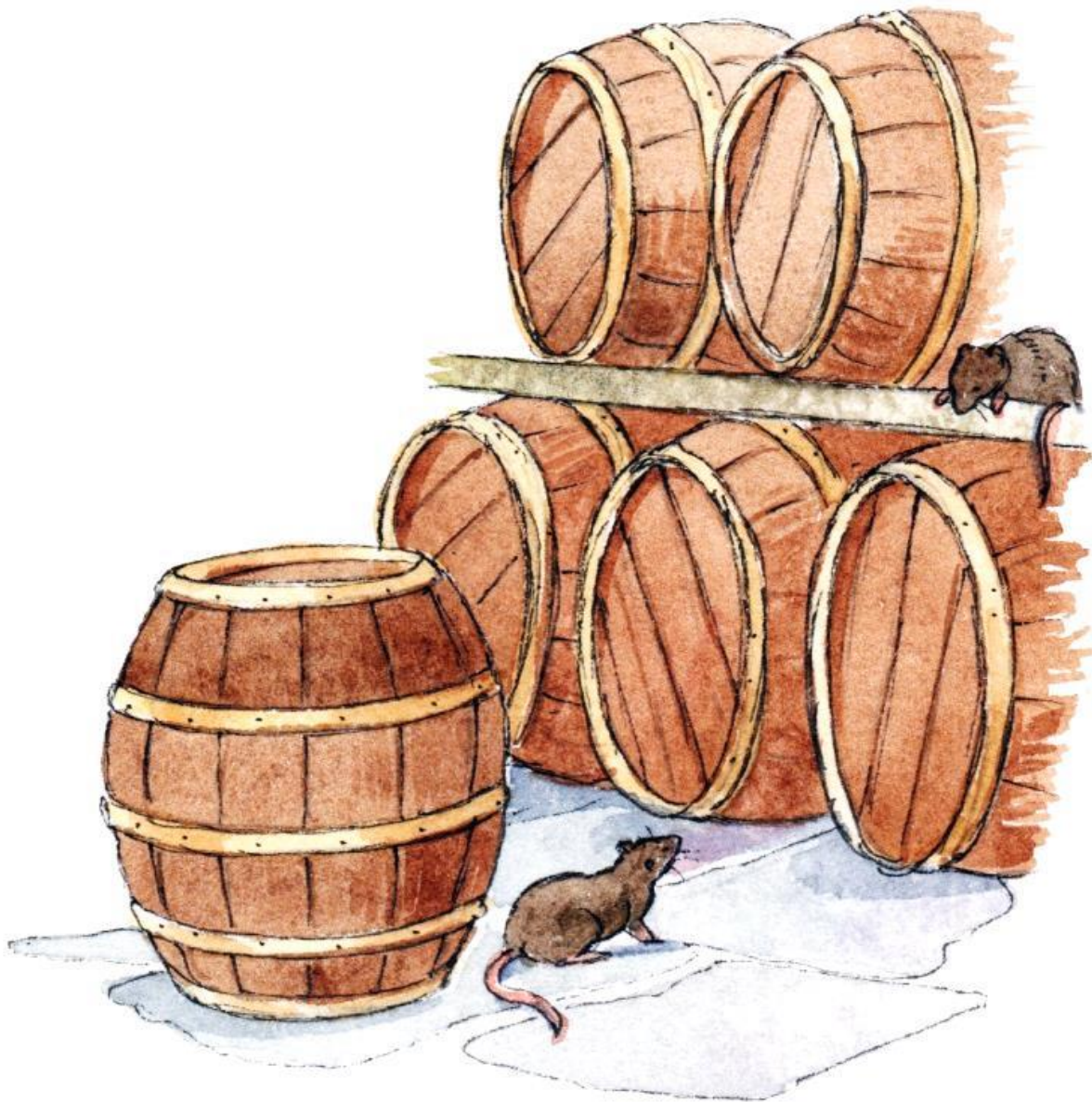
Primary 2-4





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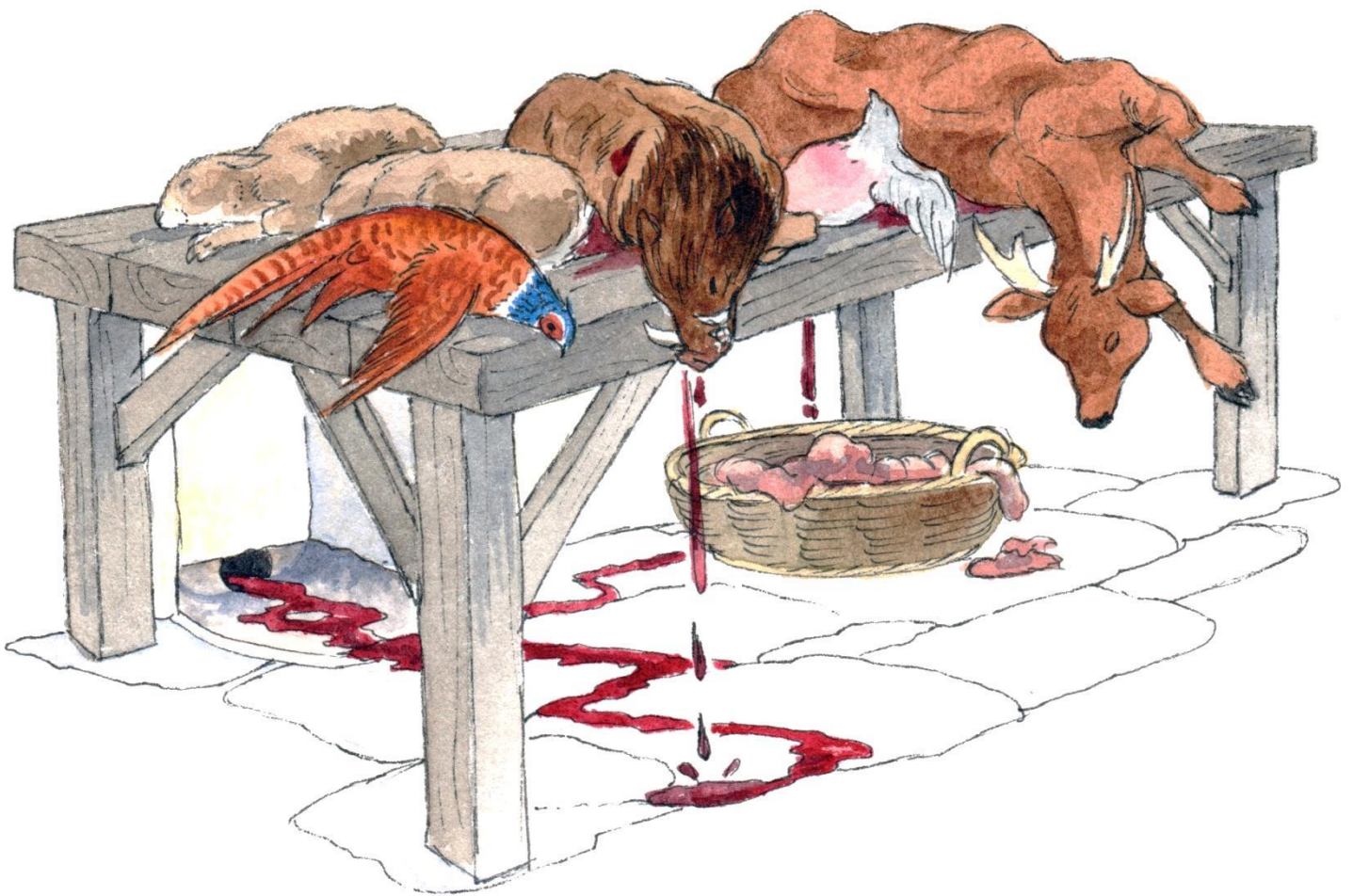
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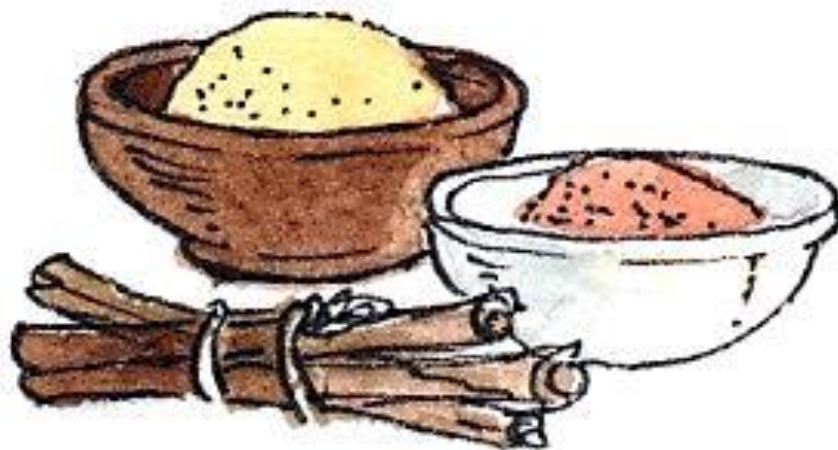
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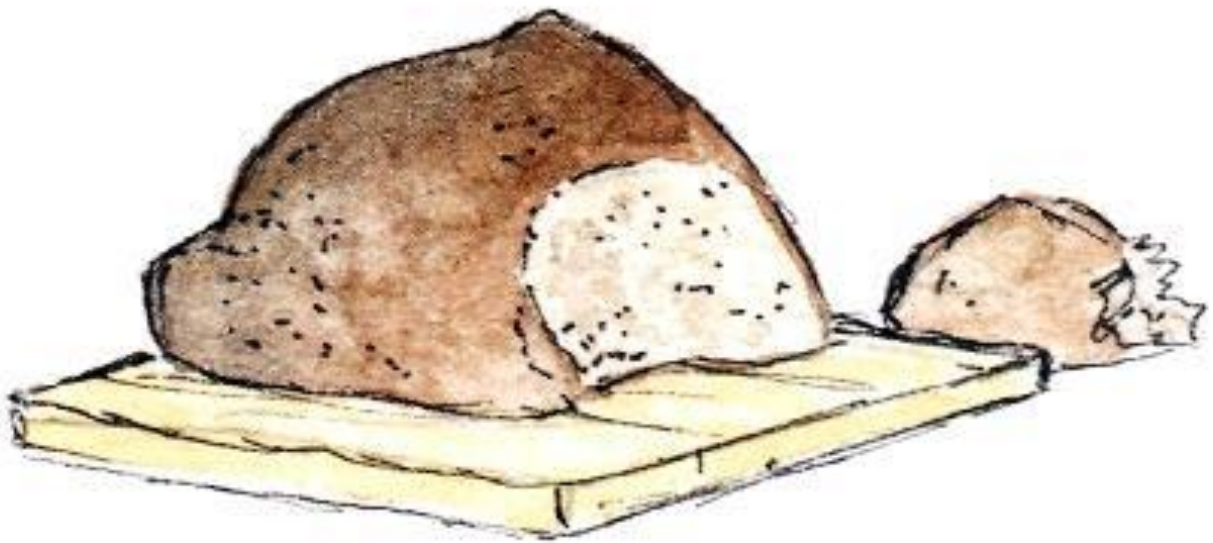
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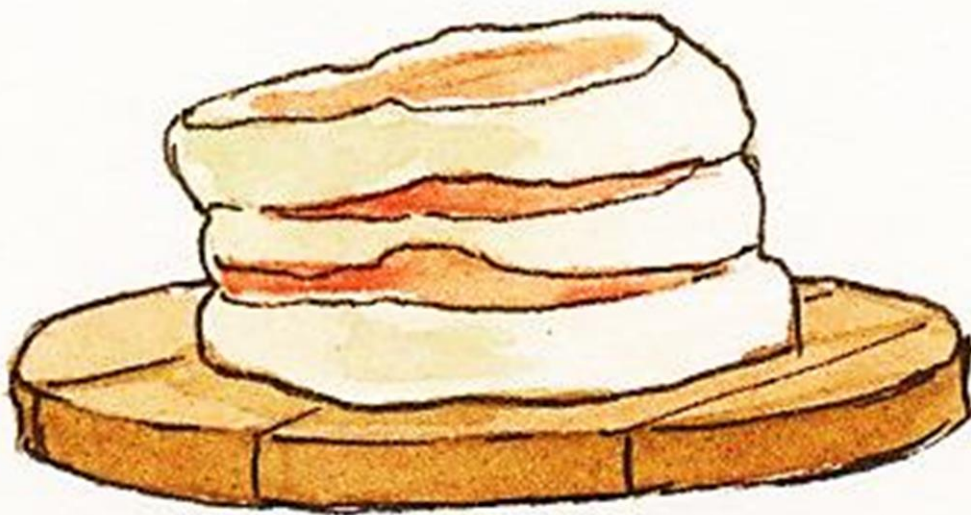
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