

Objectives:	Outline	Outcomes	Sources and Resources
What can the Paston family letters tell us about shopping in the 15th Century?			
<p>Children: learn who the Paston family were and what the Paston letters are.</p> <p>consider what historical information the Paston family letters could contain.</p>	<p>Show all the resources to the class and through discussion of them establish:</p> <ul style="list-style-type: none"> the Pastons were a local family, (name, tombs in local church etc). that letters were the main form of communication other than speech in 15th C. Other forms included heraldry and symbolism. The letters are written in Early English, which was just beginning to be widely used for written purposes. (This is a clue to location on historical timeline also). that the Paston family wrote and kept all their letters to different members of the family, about their lives over about 100 years. that the Paston family were simple farmers when we first meet them through the letters and that they changed to become 'middle class', and then rich and powerful nobles, ('upper class') during the 15th C. <p>Write these facts on cards for a 'working wall' about the Paston family and the letters. See BBC website for short outline of family. See Exploring Paston country for detailed overview of the family and local history. http://www.bbc.co.uk/history/british/middle_ages/pastonletters_01.shtml</p> <p>Children discuss in small groups what the letters could be about and create mind maps with their ideas in written or pictorial form. Feed back to rest of class. What do they hope the letters will tell them about the Paston family and life in the 15th C? Set up a 'working wall' containing clues and information about the Paston family and letters that will be added to throughout the study. Place the resources from this lesson on the wall with some of the comments the children made about them during discussions.</p>	<p>Children can place the Paston family in Paston village and North Norfolk.</p> <p>Children understand the historical importance of the Paston letters.</p> <p>Children can place the letters on a historical timeline.</p> <p>Children make suggestions about what could be in the letters that could help us understand the Paston family lives in the 15th century.</p>	<p>Photograph of a Paston letter.</p> <p>Photograph of two Paston letters for the children to study and attempt to read words in the original handwriting and Early English.</p> <p>Map of North Norfolk and Paston village</p> <p>Photograph of a Paston tomb in Paston parish church and a second one in Oxnead church.</p> <p>Picture of 15th century yeoman farmer</p> <p>Picture of 15th century noble</p> <p>Picture of typical yeoman's cottage</p> <p>Picture of Caister castle</p>
<p>Identify and gather information from the Paston letters about shopping habits of the middle classes in 15th century.</p> <p>Learn to distinguish between primary and secondary historical evidence.</p>	<p>Read extracts of several letters (primary evidence source) as a class and establish they all contain shopping lists for a middle class family. Underline words/phrases/sentences in the letters that are about shopping</p> <p>Children summarise their information gathering by making a shopping list of the items mentioned in the letters in words and/or pictures. Can they sort them into different kinds of shopping items? Why are these items mentioned? Why not others? Children make suggestions.</p> <p>Children compare the Paston shopping list they have created, with a modern shopping list. What differences do they find? Why do they think this? (Much food was grown at home, baked at home, dairy cows were kept on the estate etc., and so bread, vegetables and milk would generally not have been bought).</p> <p>Read extract about shopping in history book to the class or children can read in pairs/groups, depending on ability. (secondary source). Does this extract help them explain the differences any further, between a modern list and a shopping list from the letters?</p> <p>Establish the use of both the Paston letters and a more modern history book, in gathering information about shopping. Identify one as primary evidence and the other as secondary evidence. Children write a 'dictionary definition' of each type of evidence and give an example of each. Alternately give children images of primary and secondary sources of evidence for them to sort and identify. (Eg: a picture of a medieval sword, a picture of a medieval cooking pot, a picture of a tomb in Paston church, a history book, a website about the Pastons etc).</p> <p>Show pictures of the Paston village shop in the 20th century and read the description of what the</p>	<p>Children retrieve and summarise information about shopping from the letters and history book extracts.</p> <p>Children understand that primary evidence was created at the time of the events it describes by an eye-witness or person involved and that it will contain bias and opinion.</p> <p>Children understand that secondary evidence was created by someone not involved or not an eye-witness and a longer time after the event.</p>	<p>Extracts from Paston letters about shopping. (See word document).</p> <p>Modern shopping list – a supermarket till roll or a print out of an Amazon 'wish list' for example.</p> <p>Photograph of Paston letter as example of primary evidence source.</p> <p>Extract about shopping in 15th century in <i>The Pastons and their England</i> by H.S. Bennett. (1968). (pg52-58)</p> <p>Recollection about Paston village shop.</p> <p>Photograph of Paston village shop.</p>

<p>Undertake an oral interview and write the answers as a recount of recent local shopping habits.</p>	<p>shop was like, by its owner. Is this primary or secondary evidence? Discuss bias. Consider possible reasons why there is no longer a shop in Paston village? What is the impact of this?</p> <p>Extension: interview a long-time local village resident about their shopping habits today compared to the recent past. Use this interview as an investigation into oral history and its importance and issues concerning bias and accuracy, open vs leading questions, pre-conception etc. Write an recount of shopping habits based on the results of the interview.</p>	<p>Children can plan and complete an oral interview as a method of historical research, and organise the answers as a written recount.</p>	
<p>Learn to extract specific information from the Paston letters.</p> <p>Make inferences about the process of clothes shopping in 15th century England.</p> <p>Demonstrate learning in a visual or active way.</p>	<p>Read a description of fashion in the 15th century to the class. Look at accompanying images of men and women’s fashions. Discuss, define and list any historical words describing items or clothing or material.</p> <p>Then in pairs children find all the words describing clothes and materials in a series of letter extracts. Children use the words they find to annotate the images of 15th century fashion. Alternately give them a list of words from the letters. Alongside the images of 15th century fashion, children can draw and annotate an outfit from today, as a comparison.</p> <p>Class discussion: What do the letters tell us about clothes shopping? Discuss with the class, focusing on cloth being generally bought and made into clothes afterwards, while items like hoods, hats, hose appears to be bought ready-made. Availability appears to be better in London and Norwich and cloth needs to be ordered in advance for large orders such as for household livery. (See extract about livery and images of livery in resources). For information on local Worsted cloth, see website link: http://en.wikipedia.org/wiki/Worsted See cloth sample also.</p> <p>How does this compare with clothes shopping today? Which is easier and why? Children can write their ideas comparing shopping experiences, either as an independent paragraph or by completing sentence starters or with an older child or adult scribing for a group, depending on ability.</p> <p>Extension: Children follow written instructions to create a women’s head-dress, as would have been worn by Margaret Paston in the 15th century. Photograph the stages of creation and the final head-dress. They then write instructions for dressing up in a particular modern outfit, (a women’s wedding outfit, or fancy dress for a party, or a particular uniform if they have personal experience of one: cubs, sporting outfit etc). They could create a photographic record for these instructions as well.</p>	<p>Children annotate an example of women or men’s clothing from the 15th century based on the gathering of information from the letters and other historical sources.</p> <p>Children infer how easy or difficult clothes shopping was in the 15th century compared to the 21st century and write a summary of their ideas.</p> <p>Children follow instructions to create a women’s 15th century head-dress.</p>	<p>Images of 15th century men and women’s fashions. (For looking at, at the start of the lesson and also for annotating later on).</p> <p>Extracts from Virgoe about fashion in the 15th century.</p> <p>Extracts from the Paston letters describing clothes shopping.</p> <p>Extract in Virgoe about livery and image of livery.</p> <p>Instructions for creating a women’s head-dress.</p> <p>Samples of cloth including the local Worsted cloth. That would have been used in the 15th century.</p>
<p>Combine historical information from different sources, to draw conclusions about shopping for a funeral feast.</p> <p>Present the historical information in a visual form.</p>	<p>John Paston died in 1466. The Paston letters include a roll of his funeral expenses, itemising all the expenses for the movement of the corpse from London to Norwich and onto Bromholm Priory for interment and the funeral feast. (Virgoe pg 153-154). An account of the funeral feast also exists in Blomefield’s History of Norfolk vol. 6.</p> <p>Children create a class list of the food and drink items for the funeral feast as written in the two above sources of information. Do they match up? Why might there be small differences? (Discuss historical accuracy, human error etc).</p> <p>Children create a tally chart, including symbols to represent the drinks consumed at the funeral feast. They must decide on an appropriate scale and organisation of the chart, including a key of the symbols used. Or children build out of air-drying clay or plasticine, models of all the items of food and drink mentioned to create a display of all the food and drink consumed at the funeral feast.</p> <p>Give the children the facts that (d) = 1 penny. 12d = 1 shilling (s) and 20s = 1 pound and ask them to calculate the cost of food and of drinks at the funeral.</p>	<p>Children will reach conclusions about the significance of funerals in the 15th century.</p> <p>Children create a visual tally chart, creating symbols to represent the drinks consumed at John Paston’s funeral feast.</p> <p>Children create model representations of the food and drinks consumed at John Paston’s funeral feast.</p>	<p><i>Exploring Paston Country</i> funeral feast extract from Blomefield’s <i>History of Norfolk</i> vol 6</p> <p>Roll of funeral expenses of John Paston (Virgoe pg 153-154)</p> <p>Example of tally chart with key</p>

	<p>Establish the volume of food and drink was large and that the funeral feast must have been elaborate. Read the description in Blomefield. Ask the children to consider possible reasons as to why they think so much money and organisation was spent on the funeral? (See Virgoe page 152 for background information).</p> <p>Extension: Children plan a celebration feast for an event at school – Christmas party, sports day, end of year etc) What food and drink and other planning would they need? This could be an instructional text.</p>		
<p>Find out about the growing importance of buying books in the 15th century.</p> <p>How did the process of creating books change in the 15th Century?</p>	<p>Show children a beautifully bound hardback book. Explain it has been bought for its beauty as well as its content. Explain that there was an increasing demand for books in the 15th century due to the growth of literacy and that people wanted to read and own beautiful books just as we do today. Discuss the invention of the printing press by William Caxton and that this meant that books were able to be printed and sold in larger quantities, rather than having to be written out by hand, one by one. http://www.bbc.co.uk/history/historic_figures/caxton_william.shtml</p> <p>Sir John Paston loved books and paid for scribes to write books for him. These include the ‘Great book’ started in 1468 by the scribe William Ebesham. Show the children images of ‘the Great book’ pages. Books that Sir John purchased include: (need to include a list). His shopping habits appear to have lead him to be overstretched financially at times as he was late paying William Ebesham for his work. See extract from letter.</p> <p>If Sir John Paston was able to spend money on books, what can we infer about the wealth of the Paston family at this time? How would the printing of books, instead of the hand-writing of books, change the cost of these books? How important are books today? Why is the creation of the printing press and the subsequent digital methods of creating books so important?</p> <p>Give the children a choice of several paragraphs about the Paston family. They must copy a paragraph in their best handwriting and decorate the ‘manuscript’ as though they were a scribe creating a beautiful book for a wealthy noble. Show them the ‘Great Book’ pages in Virgoe and other examples. Children then type their paragraph into the computer and print out a printed version as well, to compare which was an easier process. Think about corrections, time, multiple copies etc. Alternately children could decorate capital letters to represent the initial letters of paragraphs that were often elaborately designed and decorated by the scribes. Children could create a frieze of ornate capital letters to decorate the frame of the ‘working wall’ about their Paston letter history project.</p> <p>Extension: Children can make paper, by pulping, pressing and drying scraps of paper. This could lead to a discussion and investigation about Oxnead paper mill. Oxnead was also a Paston estate. http://www.norfolkmills.co.uk/Watermills/oxnead.html</p> <p>To draw this unit together: Children create a class ‘Great book about shopping’ with each child contributing a section of writing or images about something they have learnt about shopping habits at the time of the Paston letters in the 15th Century.</p>	<p>Children summarise their historical learning in a creative format.</p>	<p>A bound book</p> <p>Virgo extract about books</p> <p>Image of the ‘Great book’</p> <p>William Caxton facts from BBC website and images of him and his printing press.</p> <p>Letter from scribe William Ebesham about Sir John Paston’s late payment for the writing of the ‘Great Book’.</p>