



ENGLISH HERITAGE
EDUCATION

KS1–KS4

DISCOVERY CHEST

Deal Castle

This resource has been designed to help teachers plan a self-led visit to Deal Castle, one of Henry VIII's impressive Tudor artillery forts. The Discovery Chest is a free handling collection for schools to book and enjoy at Deal Castle. Use this supporting resource to help students get the most out of the Discovery Chest.



INCLUDED:

- Teachers' Guide
- Character Cards
- Object Descriptions
- KS1 Activity Sheet
- KS2 Activity Sheet
- KS3 Activity Sheet
- KS4 Activity Sheet

Get in touch with our Education Bookings Team:

☎ 0370 333 0606

✉ bookeducation@english-heritage.org.uk

➦ <https://bookings.english-heritage.org.uk/education>

Don't forget to download our Hazard Information Sheets to help with planning.

Share your visit with us @EHEducation

Step into England's story

TEACHERS' GUIDE

LEARNING OVERVIEW

Recommended for

KSI–4 (History, English, Geography, Drama, Art)

Learning objectives

WHAT: Interrogate objects to find out about key people who lived and worked at Deal Castle.

HOW: Use objects as a stimulus for historical enquiry and apply skills of observation, inference and imagination.

OUTCOME: Discuss details of the garrison at Deal Castle and draw supported conclusions about what life was like here in Tudor times.

Time to complete

Approx. 45–60 minutes

PRE-VISIT

The Discovery Chest is a free resource but it needs to be booked through our Education Booking Team. If you haven't already booked your Free Education Visit, you can do so using the contact details below.

The Activity Sheets are designed to help students explore the objects closely and carefully, using skills of imagination and enquiry to find out about the Tudor period. We suggest you use the information on the following pages to become familiar with the characters, objects and activities before your visit.

PRIOR LEARNING

We recommend you do the following before your visit:

- Familiarise students with key words and phrases such as: porter, gunner, captain, carpenter, soldier, archer, garrison, gatehouse, bastion, keep.
- Check students' chronological understanding and remind them where the Tudor period features on a timeline.

PRE-VISIT ACTIVITIES

Before your visit, you could introduce your students to the six Tudor characters and research their roles at Deal Castle.

You can find out more about the history of Deal Castle by downloading additional learning resources at: www.english-heritage.org.uk/visit/places/deal-castle/schools

PREPARATION AND RESOURCES

You'll find Character Cards, Object Descriptions and differentiated Activity Sheets on the following pages. Print these for use in the classroom or for use on the day, when you visit the castle.

LEARNING OVERVIEW

AT THE CASTLE

HEALTH AND SAFETY

Please ensure that students are sensible when handling the objects and leave the Discovery Chest as you found it, for others to enjoy. All of the objects should be handled with care and you'll need to supervise students closely. We have blunted the ends of the arrowheads but please be particularly careful with these.

We recommend you share the following object-handling guidelines with students:

1. Use both hands to handle the objects.
2. Be gentle when touching and lifting the items.
3. Don't throw, grab or deliberately damage any of the objects.
4. Remember, it's our job to care for these objects so that their stories can continue to be told in the future.

If any objects do get damaged or broken, please inform a member of staff.

POST-VISIT

Back in the classroom, you may wish to explore the Tudor characters further through role play activities such as:

- Writing in role: students write a diary entry from the perspective of one of the six characters.
- Hot-seating: the teacher or a student gets into character and the rest of the class ask them questions about their life and role at Deal Castle.

CONTACT DETAILS

 0370 333 0606

 bookeducation@english-heritage.org.uk

 www.facebook.com/englishheritage

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TUDOR CAPTAIN (1540)

Age

44

Job

I'm in charge of the garrison at Deal Castle.

More about me

I'm a rich country gentleman from Kent.

I'm very well educated and have spent some time studying abroad. I can speak in French and in Latin.

I'm trained to fight and I've had some experience of war.

I've got lots of experience working for the Crown and I'm well connected at court (the king's meeting place where powerful people compete for royal favour and important positions).



TUDOR CAPTAIN'S DAUGHTER (1540)



Age

8

Job

I'm too young to have a job!

More about me

I'm not normally at the castle but I'm visiting with my family.

My father commands the castle garrison so he tells the people who work here what to do. He says he's helping King Henry VIII to protect the borders.

I'm being educated, particularly in music, Latin and French, and in sewing and embroidery.

TUDOR PORTER (1540)

Age

35

Job

I'm responsible for the security of the castle. I spend a lot of my time in the gatehouse, where I have my own quarters. It's my duty to open and close the gates and to keep track of everyone who comes and goes.

More about me

I had a privileged upbringing, with a good education. I'm a good organiser; prompt and efficient.

I'm trained to fight with handgun and sword and I'm capable of command if the situation calls for it.

I get paid more than the soldiers and gunners because of my duties, and take charge of the castle if the captain and lieutenant are away.



TUDOR MASTER GUNNER (1540)



Age

48

Job

I'm a professional gunner, responsible for maintaining and operating all the big guns in the castle.

More about me

I'm proud to say I served with King Henry VIII's army in France in 1522 and 1523.

I know all about the big guns through experience, plus some reading and basic maths.

My skill and authority mean I have earned the respect of other members of the castle garrison.

TUDOR SOLDIER (1540)

Age

30

Job

I'm a professional archer, serving in the castle garrison at Deal.

More about me

I grew up in Kent and I'm proud to serve at Deal Castle.

I'm not educated but I have trained with my bow since I was a boy. I'm also trained to fight with a handgun, bill, sword and dagger.

If the French, Spanish or anyone else from abroad invades, I'm ready to fight for England and the king.



TUDOR CARPENTER (1540)



Age

25

Job

I work with wood, making all sorts of things. I'm being paid to carry out some of the building work on the new castle at Deal.

More about me

I grew up just round the corner from here, in the town of Sandwich.

I completed my carpentry apprenticeship when I was 20 and I've been working in the trade for five years.

I've been contracted to do some work on Deal Castle – apparently King Henry VIII wants it finished as soon as possible.

OBJECT DESCRIPTIONS

The following items are all replicas of tudor objects. They have been selected to link to the six Tudor characters introduced on the previous pages.

CAPTAIN



1. **Replica coins (1544–47)** – the large gold coin is a sovereign and the smaller gold coin is a half-sovereign. The silver coin is a groat (one English pound in Tudor times, worth about £490 today). All of these coins show Henry VIII on one side and his royal shield of arms on the other.
2. **Velvet hat** – a black Tudor-style bonnet, decorated with jewels and a big white feather. Velvet and jewels were expensive to buy so it was a show of the captain's wealth and importance.
3. **Castle survey and inventory** – a scanned copy of a document from 1570, which outlines the cost of repairs at Deal Castle and lists the weapons kept there at the time. The original copy is kept in The National Archives. A transcription and modern translation have been provided on a separate sheet.



CAPTAIN'S DAUGHTER



1. **Tudor-style doll** – popular with Tudor girls in the 16th century. The doll wears a Tudor lady's outfit made from expensive materials, fitting for a captain's daughter.
2. **Needle case** – a leather case for safely storing sewing needles. Tudor girls were expected to learn how to sew and embroider.
3. **Quill pen** – a writing implement made from a goose feather. The feather was trimmed and the tip of the quill was cut into shape and dipped into an ink pot.



PORTER



- 1. Iron keys** – three keys, the largest of which is about 19 centimetres long. The porter would have attached a set of keys to a belt round his waist. He'd need to keep them on his person at all times to ensure that the castle was secure.
- 2. Toilette set** – Tudor men and women cared about cleanliness a little more than they are often credited to: we think. This object is based on a toilette set recovered from the wreck of the Mary Rose. Tudor men and women cared more about cleanliness than we think. The set includes ear and nail cleaners.
- 3. Stoneware mug** – a replica of the type of salt-glazed mug, used for drinking beer, imported from Raeren (now in Belgium but formerly in Germany) in the 16th century.



MASTER GUNNER



- 1. Linstock** – a short pole-like object which allowed the gunner to keep at least two arms-lengths away from danger while firing a cannon. This one is carved to look like a fierce dragon. A length of slow match (cord) was wrapped around the linstock and passed through the dragon's mouth. It burned very slowly and, when held against the cannon's touch hole, ignited the gunpowder to fire the gun.
- 2. Shot gauge** – made from hardwood, the gunner would have used this object to check the diameter of cannon balls to ensure they were the right size for the barrel of the gun. This one is for measuring shots of 1.5, 2, 3 and 4-inch diameters.
- 3. Cannon balls** – the larger one has a diameter of 3 inches and the smaller one is 2 inches. They are both made from iron and are very heavy. Fired from a gun, they would cause a lot of destruction.



SOLDIER



1. **Arrowheads** – the longbow and arrows remained in common use by English soldiers throughout the Tudor period. The smallest arrowhead is a bodkin head, copied from those found on the Mary Rose. The longest arrowhead is also a bodkin head, but bigger and heavier than the first. Bodkin heads were designed to punch through armour and chain mail. The barbed head is for a different type of arrow, designed so that it couldn't be pulled out.
2. **Slow match** – one metre of cord which would have been lit and used for firing a gun. The match was soaked in a solution of saltpetre (potassium nitrate) then dried. When lit, the saltpetre caused the slow match to burn very slowly so a short length would last several hours.
3. **Musket balls** – these small balls of iron (though usually made of lead) were fired from hand-held guns, such as the replica 'arquebus' on display at Deal Castle. All such guns came to be known as 'muskets'.



CARPENTER



1. **Mallet** – made from hardwood, this big mallet would have been used for heavy carpentry, e.g. in building to knock adjoining pieces of wood together in a joint, or to hit the back end of a large chisel for rough trimming work.
2. **Chisel** – an iron chisel, based on one excavated at Camber Castle, used for more delicate carving and shaping wood. The back end was hit with a small mallet to push the chisel forwards.
3. **Rule** – a hardwood ruler, graduated in inches, with both ends also having half-inch and quarter-inch markers. The circles mark divisions of 6 inches. This is a replica of one that belonged to a carpenter on the Mary Rose. A ruler was, and still is, a vital measuring tool for a carpenter.



KS1 ACTIVITY SHEET

ACTIVITY 1

LOST PROPERTY

Help the six Tudor characters find their belongings by linking three items to each character. Sit in a circle, with the objects in the middle, and read out the Character Cards one by one. Look closely at the illustrations for a clue to help you get started. For each character, decide on three objects the character might use and explain why. Once the group has agreed, put the objects to one side and move on to the next Character Card.



ACTIVITY 2

POETRY

Place an object in the middle of the group. Go round the circle and get everyone to say one word that they think of when they look at the item. Try to use imaginative describing words, tapping into all five senses. Write these words down and then use them to create a poem about the object. You could write the poem in the first person, as if the object has written it.



ACTIVITY 3

QUESTION TIME

Select an object and give it a name, e.g. Adam the arrowhead or Daisy the doll. Get everyone in the group to ask the object a question to encourage skills of enquiry and interrogation, e.g. 'What material are you made from?' or 'Who do you belong to?' Use the Object Descriptions to answer the students' questions. If you don't know the answer, encourage the group to speculate and come up with an informed response.



ACTIVITY 4

ROLE PLAY

Pick six people to create a real-life version of the illustrations on the Character Cards by copying the way the characters are standing and holding the correct object/s. They can do this as a tableau (freeze frame) or, for confident actors, start walking and talking in character. They could even spark up a conversation with one of the other characters to imagine how they might have interacted with each other at the castle.



KS2 ACTIVITY SHEET

ACTIVITY 1

LOST PROPERTY

Help the six Tudor characters find their belongings by linking three items to each character. Split the class into six groups and give each group one Character Card (see previous pages) to work with. Place the objects around the room while the groups are reading about their character. Get students to look at the objects and select three which link best to the character on their card. Ask one group to give reasons for their choices to the rest of the class. Now move on to the next group until everyone has shared which three objects they chose and why.



ACTIVITY 2

BACK-TO-BACK DRAWING

In pairs, sit back-to-back. Person A will have one object (which their partner hasn't seen) and Person B will need paper and a pencil. Person A should describe what's in their hands, without giving away the name of the object, while Person B draws what they are describing. Focus on the shape, weight, colour and texture of the item. Afterwards, compare and contrast the drawing with the real thing. Finally, reflect together on what the person describing could have done differently to help the person drawing to be more accurate.



ACTIVITY 3

IF THIS OBJECT COULD SPEAK...

As a whole class or in smaller groups, select one object and look closely at it. Discuss what you think it is and what it might have been used for, then read the Object Description (see previous pages) to find out. Now think more deeply about the things this object might have seen and the story it would tell if it could speak. Share ideas with the rest of the group, starting with 'If this object could speak, it would say...'



ACTIVITY 4

CONNECTIONS

Choose an object from the collection that you feel a connection with and share your reasoning with the rest of the group, if you feel comfortable doing so. What is it about this object that you like? Does it remind you of something or someone? How does it connect you to people in the past? This will help the group to view the collection as meaningful objects with stories and should allow for more emotional and philosophical thinking.



KS3 ACTIVITY SHEET

ACTIVITY 1 GUESS WHO?



Give each student a set of six Character Cards (see previous pages). Lay the objects out so that everyone can see them. Hold each object up one at a time and ask everyone to vote on who the object belongs to, by holding up one of their six Character Cards. Select one or two students to justify their choice, using the evidence from their Character Card to support their conclusions, e.g. the master gunner is holding a linstock in the illustration; the captain's daughter says she is learning to sew.

ACTIVITY 2 CIRCLE STORY



Place one object in the middle of the circle and use it as a stimulus to create a group story. Go round the circle and get each person to add to the story, one sentence at a time. They can be as imaginative as they like, but it might be nice to set it in the Tudor period and use some of the characters featured on the Character Cards. If the story starts to become random, encourage, encourage the group to focus back on the object as they construct their story.

ACTIVITY 3 LISTEN, TOUCH, LOOK



In pairs, Person A has their eyes open and Person B has their eyes closed. Person A will hold one object and describe it to Person B, without giving away the name of the item. Focus on the shape, colour, material, weight and texture of the item. See if Person B can guess what it is just from the description. Now hand the object over and let Person B feel it, with their eyes still closed. Person B can point out anything different that they can feel in addition to their partner's description, and take another guess. Finally, Person B can open their eyes and add to the description with what they see.

ACTIVITY 4 DUOLOGUES



In pairs, students pick one character each and invent a scenario where these two characters might have a conversation, e.g. the captain asks the master gunner to ready the cannons; the captain's daughter plays with her father; the porter warns the captain about a suspicious person approaching the gates. Create the scene, using voice and movement to portray the different status of each character.

KS4 ACTIVITY SHEET

ACTIVITY 1

GUESS WHO?

Place the objects around the room and make sure each student has a set of six Character Cards (see previous pages). Ask students to investigate the objects and match three to each character. Once they have explored the objects and have made their decisions, ask them to annotate their Character Cards to show where the evidence is to support their conclusions e.g. the captain's daughter is learning to sew so the needle case must belong to her; the captain is in charge so he probably wrote the castle inventory.



ACTIVITY 2

REVEALING STATUS

Once you have worked out which items belong to each character, interrogate them further by discussing what the objects reveal about the status of their owner. Consider and discuss: does the object have a personal or practical function? Is it made of an expensive material? Is it disposable? Is it rare? How important is it to the person who owns it and why? What does it tell us about the person who owns it?



ACTIVITY 3

EXPLORING VALUE

Give a team of four a selection of five objects and ask them to put them in order of value. The definition of value is left up to the group which encourages debate and discussion about how different individuals interpret it – is value defined by expense, rarity, usefulness, beauty? You could also discuss how we ascribe value to the things we own in the 21st century, and how this has changed since Tudor times.



ACTIVITY 4

SOURCE WORK

In pairs, students work together to interpret the 1570 castle inventory. You'll find laminated copies in the Discovery Chest. First, they should look at the scan of the original document and try to decipher the handwriting. Next, one person should read the transcription (on the back) out loud to their partner, focusing on the sound of the words rather than their spellings. Now read the modern translation and pick out some key words. Use the footnotes to clarify confusing words. Finally, decide on the most important piece of historical information gathered from the source and share with the rest of the group.

