



SchoolMAte

Teachers' notes



French Community

Key Stage Three National Curriculum links



Stories: Huguenots at home, 1695 and 1697

NC Link –

- ▶ **HISTORY 4a** “Pupils should be taught to identify, select and use a range of appropriate sources of information...”
- ▶ **HISTORY 9 Britain 1500-1750** “A study of crowns, parliaments and people: the major political, religious and social changes affecting people...”
- ▶ **CITIZENSHIP QCA Key Stage 3 Schemes of Work Unit 04 Britain – a diverse society?**





French Community

Key Stage Three Worksheet (1 of 2)



Stories: Huguenots at home, 1695 and 1697

When you reach the French Community pages on the website, click on 'Stories'. Click on 'Huguenots at home'.

Before you choose which Huguenot household to visit, click on the word 'documents' which is below the picture.

This will tell you exactly how we know what these people had in their houses, even though their houses and furniture disappeared years ago.

- ▶ All three of the men in these families had skilled jobs. **What did they each make?**
- ▶ What is a **will**?
- ▶ What is an **inventory**?
- ▶ How do they help us find out how many rooms people had, and what was in them?





French Community

Key Stage Three Worksheet (2 of 2)



Stories: Huguenots at home, 1695 and 1697

When you reach the French Community pages on the website, click on 'Stories'. Click on 'Huguenots at home'.

Choose which of the three families you will visit first.

- ▶ **Read what they had in each room**, (or each part of the one room, in Nicolas Bazire's case).
- ▶ **Choose a room, and draw a picture of its interior**, including everything that is mentioned on the list. **Label them carefully.**
- ▶ If you work in groups, and each group draws a different room, you can put the pictures together on the wall afterwards to show what a whole house looked like.
- ▶ If you're not sure how to draw the inside of the rooms, use the pictures in the story, and the ones on the 'Images' pages to help you.

SOMETHING TO THINK ABOUT! Do you think that these three men were making luxury items or everyday goods for sale? What do their businesses tell us about society in London at the end of the 17th century? Would they have been able to make a living in a small country town, or a small village? Look round the SchoolMAte website to find other jobs that Huguenots had. Do you think they made a valuable contribution to society?





SchoolMAte Teachers' notes



French Community

Key Stage Three National Curriculum links



Stories: The Spitalfields Riots, 1769

NC Link –

- ▶ **HISTORY 4a** “Pupils should be taught to identify, select and use a range of appropriate sources of information...”
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French Community

Key Stage Three Worksheet (1 of 4)



Stories: The Spitalfields Riots, 1769

When you reach the French Community pages on the website, click on 'Stories'.

- ▶ Silk was a very important fabric for the rich in eighteenth century England. It was used as a way of showing off that you were rich, rather like designer label clothes are today. It was used for all sorts of different clothes.
- ▶ **Draw a picture of a man and a woman in fashionable eighteenth century clothes**, and label which of them might have been made of silk.
- ▶ The silk weaving industry was centred in London, because that is where the greatest concentration of rich people lived, who were able to buy the fabric and the clothes.

SOMETHING TO LOOK AT! To see beautiful examples of silk designs, either visit the Victoria & Albert Museum yourself, or go to the 'Links' button at the bottom of the page. Click on the V&A website address – www.vam.ac.uk, and type silk into their 'search' page. There is lots of extra information to be found!





French Community

Key Stage Three Worksheet (2 of 4)

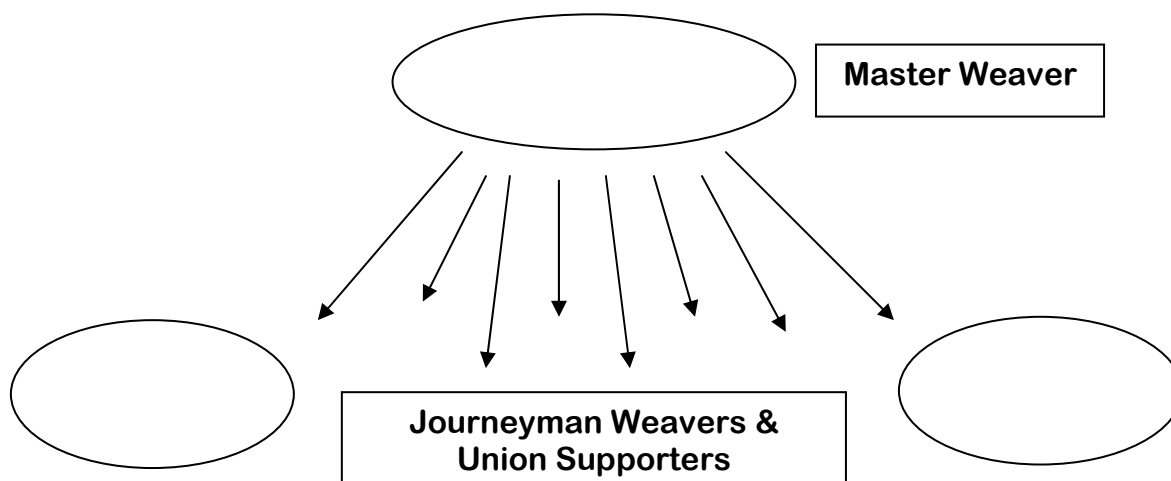


Stories: The Spitalfields Riots, 1769

When you reach the French Community pages on the website, click on 'Stories'.

Read the story of the Spitalfields Riots very carefully.

What was the name of the master weaver in the story? Fill his name in on the top space on the diagram below.



Master weavers paid journeyman weavers for each piece of fabric they made for them. They did not always pay them very well, and the journeymen began to form themselves into trades unions, to stop the pay rates being cut when times were bad.. This made the master weavers angry, and they prevented their journeymen from supporting the unions. Then the union men came round, slashing the work off the looms of the weavers who were not paying their union dues.

What were the names of two of their leaders? (Clue: One was a Huguenot, and the other was Irish) Fill them in on the bottom space on the diagram above. They destroyed the work on over 100 weaving looms.





French Community

Key Stage Three Worksheet (3 of 4)



Stories: The Spitalfields Riots, 1769

When you reach the French Community pages on the website, click on 'Stories'.

- ▶ The master weaver offered £500 for information leading to the arrest of the two union leaders – a huge amount of money for those days. **Can you design a 'Wanted' poster for him to use? What was the fixed punishment for silk cutting in those days?**
- ▶ For several weeks, nobody informed on them. Then a couple of other weavers, Thomas and Mary Poor, made two statements to the magistrate, naming the men they said had cut the silk in their looms (It turned out later they had been paid by the master weaver to make this statement).
Why did they put crosses at the bottom of these statements?
- ▶ 'Wanted' posters were put up for the men, and a reward offered. Three men were killed in a raid on a pub where it was thought the union was meeting. The two journeymen leaders were tried and found guilty on the evidence of Thomas and Mary Poor.
Why were they executed in Bethnal Green, rather than in Tyburn, the more usual place for executions?





French Community

Key Stage Three Worksheet (4 of 4)



Stories: The Spitalfields Riots, 1769

When you reach the French Community pages on the website, click on 'Stories'.

- ▶ Read the account , from a newspaper of the time, of the execution of the rioting weavers.
Can you write a headline story about these events in the style of a modern tabloid newspaper? Create some 'photographs' to add to your article as well, if you can.
- ▶ Another man was hanged a little later on the evidence of the Poors. What was his name?
- ▶ Why did another master weaver, Daniel Clarke, end his life up to his waist in water in a flooded gravel pit in a field, having bricks and stones hurled at him?

SOMETHING TO THINK ABOUT! Do you think that the trial of the two weavers was a fair one? Were the Poors reliable witnesses? Look at the section called 'Some Questions to Think About' at the bottom of the Cutter's Story. Try discussing them before you finally make up your mind about what you think.





SchoolMAte Teachers' notes



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Key Stage Three National Curriculum links



Audio Gallery:

Abraham Hugon, Mercer's Apprentice, 1698

NC Link –

- ▶ **HISTORY 3b Historical Interpretation** “Pupils should be taught to evaluate interpretations...”
- ▶ **HISTORY 9 Britain 1500-1750** “A study of crowns, parliaments and people: the major political, religious and social changes affecting people...”
- ▶ **ENGLISH En1 Listening 2a** “...pupils should be taught to concentrate on and recall the main features of a talk, reading...”
- ▶ **CITIZENSHIP QCA Key Stage 3 Schemes of Work Unit 04 Britain – a diverse society?**





French Community

Key Stage Three Worksheet



Audio Gallery:

Abraham Hugon, Mercer's Apprentice, 1698

The story of Abraham in this audio play is a fictional one, although we know that he really existed.

How good are you at listening? Try this quiz! Start the play running, and see if you can write down the answers to these questions as it goes along.

Check your answers at the end by clicking on the word 'transcript', and reading the story in words. Compare your results with a friend. Who has the best listening skills?

- ▶ What does a mercer buy and sell?
- ▶ Why did Martin, the other apprentice, tease Abraham?
- ▶ What made Abraham's master swear for the first time?
- ▶ Where did the young woman hide the muslin that she stole?
- ▶ What did the young woman call Abraham when he stopped her going out of the shop?
- ▶ Who searched the young woman?
- ▶ What punishment did Abraham's master think the shoplifter would get?

