

# Renaissance Pleasure Faire – Educational Program

## Teacher Guide I – “Exploration and Discovery: Information Scavenger Hunt”

Give a team of students (4-5 members) a list of items to seek and acquire somewhere in the shire. Set a goal of five (5) items from the list. These will be available from participants *usually* within environmental areas. Students should not have to purchase any of these as the merchants are not involved in the “hunt”.

Item (what)	Character (who)	Location (where)
Battle Orders	Soldier	Military Encampment
Siege Plans	Soldier	Military Encampment
Medical Treatment or Prescription	Barber-Surgeon	Military Encampment
Medical Diagnosis or Description	Barber-Surgeon	Military Encampment
Song Lyrics	Washerwomen	Washing Well
Poem	Lady	Queen’s Court/Commedia?
Recipe	Goodwife	St. Ives
Menu	Goodwife	St. Ives
Deed or other Real Estate Document	Monger?	Streets
Religious Tract or Writing	Puritan	Streets
Map	Cartographer	St. Ives
Tool Instructions or Usage	Scotsman/Craftsman	St. Andrews/St. Ives
Tool Construction Guide	Scotsman/Craftsman	St. Andrews/St. Ives
Clothing Pattern or Drawing	Seamstress	St. Ives
Clothing Use and Description		St. Ives?
Writ/Summons/Warrant	Monger/Noble/Alderman	Streets/Queen’s Court/St. Ives
Royal Decree or Court Document	Noble	Queen’s Court

# Lesson I - Exploration and Discovery

*Have your team find any five of the following items. (NOTE: Do not pay or trade for these; they should be freely given when asked.)*

Battle Orders

Siege Plans

Medical Treatment or Prescription

Medical Diagnosis or Description

Song Lyrics

Poem

Recipe

Menu

Deed or other Real Estate Document

Religious Tract or Writing

Map

Tool Instructions or Usage

Tool Construction Guide

Clothing Pattern

Clothing Use and Description

Writ/Summons/Warrant

Royal Decree or Court Document

# Renaissance Pleasure Faire – Educational Program

## Teacher Guide II – “Guilds and Trades: Elizabethan Job Search” (list A)

Assign teams of 4-5 students either of two occupational vocabulary lists provided. Each list contains similar but contrasting positions in Renaissance society.

Have each team write the definition on the form in its historical context. (Some of these word may be familiar in a modern sense, but it is the older, original use which needs to be defined.)

Note that, on any given day, some people may be found actually portraying the position or holding the title on the list. These individuals may be on the streets or in one of the environments around the faire. Note that most participants will only be able to provide a single answer at any one time as they go about their daily lives and jobs (having little or no education and rarely traveling, they do not know much of the world).

Terms on the lists are from 16<sup>th</sup> Century military positions or civilian trades, crafts and titles.

Codes -

Knowledge Rating: E = Easy, C = Common, D = Difficult

Availability of Person: A = Anywhere, S = Search, R = Rare

Class of Person: L = Lower, M = Middle, U = Upper, F = Foreigner

**Arquebusier:** A gunner. One who carries the Arquebus which was the predecessor to the musket and blunderbuss. These are black powder guns just coming into fashion replacing bows and arrows as the gunner is replacing archers. **(C / A / M)**

**Barber-Surgeon:** Just like it sounds. These mid-range medical professionals did everything from cutting hair and trimming nails to pulling teeth and removing limbs. **(E / A / M)**

**Baron:** A member of the landed gentry. A baron and baroness are lower than an earl and countess and only have estates, not entire shires, counties or “earldoms”. **(E / A / U)**

**Barrister:** A lawyer. Eventually barristers represent individuals, solicitors represent the state. **(E / S / U)**

**Chandler:** A maker of candles. There is a competitive rivalry between the wax chandlers and the tallow chandlers in Europe at this time. Eventually wax wins out over smellier animal fat products. **(D / S / M)**

**Drayer:** A cart puller or driver of cart-pulling animals. One who transports merchandise by cart or wagon. **(C / S / L)**

**Fletcher:** One who makes fletches or applies feathers to arrows. Also know as an arrowsmith. A separate and distinct occupation from bowyers (boyers) which make bows. **(E / S / M)**

**Landsknecht:** A foreign mercenary from the Holy Roman Empire of the West. Generally any German soldier working in a for-hire military company. **(E / S / F)**

**Monger:** A street merchant. One who sells wares in the street or from a cart or wheelbarrow instead of from a store. Mongers usually sell “poorer” and sometimes shoddy items and are often suspect since they don’t have a “legitimate” business in a building. **(C / A / L)**

## Lesson II - Guilds and Trades (A)

*Identify the following jobs or positions from Renaissance society. Define the term in its historical sense, not the modern use if it is still in use.*

1. Arquebusier
2. Barber-Surgeon
3. Baron
4. Barrister
5. Chandler
6. Constable
7. Drayer
8. Fletcher
9. Landsknecht
10. Monger

# Renaissance Pleasure Faire – Educational Program

## Teacher Guide III – “Guilds and Trades: Elizabethan Job Search” (list B)

Assign teams of 4-5 students either of two occupational vocabulary lists provided. Each list contains similar but contrasting positions in Renaissance society.

Have each team write the definition on the form in its historical context. (Some of these word may be familiar in a modern sense, but it is the older, original use which needs to be defined.)

Note that, on any given day, some people may be found actually portraying the position or holding the title on the list. These individuals may be on the streets or in one of the environments around the faire. Note that most participants will only be able to provide a single answer at any one time as they go about their daily lives and jobs (having little or no education and rarely traveling, they do not know much of the world).

Terms on the lists are from 16<sup>th</sup> Century military positions or civilian trades, crafts and titles.

Codes -

Knowledge Rating: E = Easy, C = Common, D = Difficult

Availability of Person: A = Anywhere, S = Search, R = Rare

Class of Person: L = Lower, M = Middle, U = Upper, F = Foreigner

**Alderman:** A town elder. Similar to a city councilman, but often coming from one of a town's leading guilds or tradecrafts. The “Lord Mayor” is usually chosen from the Alderman of a town or shire. **(C / A / M)**

**Apothecary:** A pharmacist. Combining both plant, animal and mineral products, this person supplies both physicians and barber-surgeons with the medicines they require to aid in treatment and (questionable) cures. Apothecaries are usually members of the Spicers and Grocers guilds. **(C / S / M)**

**Boyer:** One who makes bows. This is a dwindling occupation in the light of growing use of guns in armies. Boyers (or bowyers) work separately from, but with, fletchers produce the long-time main stay of England's military, the bow and arrow. **(D / S / M)**

**Crier:** Usually announces decrees from town aldermen, the lord sheriff and lord mayor. Also brings other local news to “crossings” (market crosses, town squares, village greens). Sometimes clears a path for a procession by persons of importance. **(E / A / M)**

**Draper:** A clothier. Later, one who makes drapes. **(E / S / M)**

**Earl:** A count. Mid-range nobility usually holding a county or shire for the reigning monarch. England does not use the term count, but the position is based on a large landowner who was required to supply a count of, say, 100 knights and 1,000 troops upon royal need for battle. **(E / A / U)**

**Gallowglas:** A foreign soldier, ranger or knight itinerant. Usually from Ireland, these battle-hardened veterans fought for country or clan both for and against the English crown. **(D / R / F)**

**Mercer:** Similar to a grocer (still in common use), a mercer sells non-grocery goods usually directly to the consumer. Sometimes a mercer will act as a middle man to sell goods to other “resellers”. **(C / A / M)**

**Pikeman:** The basic, common foot soldier of England. The pike, a 12-15 foot spear-like polearm was not thrown, but thrust. It was also the most effective defensive weapon against mounted knights and cavalry throughout Europe during the 16<sup>th</sup> Century. **(C / A / L)**

**Shire Reeve:** The Reeve of the shire became known as the Sheriff. Sheriff's were appointed by Royal decree as the judge and officer of the court in most shires. **(C / S / U)**

## Lesson III - Guilds and Trades (B)

*Identify the following jobs or positions from Renaissance society. Define the term in its historical sense, not the modern use if it is still in use.*

1. Alderman
2. Apothecary
3. Boyer
4. Crier
5. Draper
6. Earl
7. Gallowglas
8. Mercer
9. Pikeman
10. Shire Reeve

# Renaissance Pleasure Faire – Educational Program

Teacher Guide IV – “The Town Crier: Renaissance News Network (RNN)”

Give each team of students a specific task or a choice of tasks in writing a short essay on the following topics. The results can then be presented in the context of a “news” report to inform fellow students either orally or in some form of publication, newsletter or flyer.

- A. **Personal Interview.** A biographical look at an interesting character found anywhere at the faire.
- B. **Product Review.** A detailed description of some item that was used in the Renaissance, but is no longer used and is generally unfamiliar to 21<sup>st</sup> century students.
- C. **Travel Feature.** An overview of life in this small, English countryside town.
- D. **Entertainment Story.** An in-depth list of competitive and personal recreation in an era of no electronic media.
- E. **Foreign Press.** A commentary on how others of the same time period perceive England and its people.

# Lesson IV - The Town Crier

*Select or be assigned one or more “stories” to report on as a member of the “press”.*

- A. **Personal Interviews** – Get as much information as possible about any historical person found in the shire. Ask them of their life, occupation, family, etc. Be sure to get the names correct (as any good reporter should).
- B. **Product Reviews** – Find some tool, food item, weapon or piece of clothing that is obviously not in current use and gather as much details as possible from the owner (or user, wearer, bearer, etc.) and, if available, from other townspeople. Learn where it came from and what it is used for. Be sure to mention what replaces it in modern times or why it is no longer in use or fashion.
- C. **Travel Features** – Ask both residents of the shire and any foreign “guests” all about the town and surrounding area. Find out if anyone deemed “important” lives there (which may be relative to one’s station in life). See if there are certain common jobs or products this village is known for. Be sure to get any details about entertainment and recreation that prospective travelers might like to know about.
- D. **Entertainment Stories** – Learn from the townsfolk about their sports, games and other recreation that they participate in. Get the rules of the games and get the scoop on any rivalries among the villagers and between this shire and other nearby towns. Be sure to contrast (or compare) these activities to modern entertainment.
- E. **Foreign Press** – Identify someone who is not from the Shire. If they speak English, determine their country of origin, their occupation and what their purpose is in coming to England and to this shire in particular. Be sure to find out their religious preferences and how they feel about the Queen and her religious tolerance.

# Renaissance Pleasure Faire – Educational Program

## Teacher Guide V – “Family Tree: Historical Geneology”

The following is a partial list of modern surnames which derive from period English occupations. Note that many other English surnames are taken from the place where the family lived (Huntington = “Hunting Town”, Forrest = “Forest”, etc.) Most surnames from other European countries of the time also used location as a surname (i.e. Spanish del Mar = “from the sea”, German Von Strassburg = “from Strassburg”, etc.) Have students try to determine from where a name comes based on occupation.

- Armor, Armour = armorer
- Baker = cooking
- Barber = surgeon
- Bard = storyteller
- Barker = removes or prepares bark
- Bower, Bowyer, Boyer = bow maker
- Brewer = makes ale, beer
- Butcher = meat worker
- Carpenter = wood worker
- Chandler = candlemaker
- Chapman = middleman, warehouse
- Collier = coal miner
- Conner = beer tester
- Cooper = barrel maker
- Cotter = farm laborer, cottage for work
- Cox = coxwain, ship's steerman
- Croft = crofter, small farmer
- Currier = leather worker
- Cutler = knife worker
- Draper = clothing, cloth worker
- Dyer = dyes & tints
- Farmer = farm worker
- Fisher = fisherman
- Fletcher = arrow feather
- Fuller = clothmaker
- Glazier = glass worker
- Hunter = huntsman
- Joiner = cabinet maker
- Mason = stone worker
- Mercer = seller of general goods
- Miller = grinds grain into flour
- Placer = deposits or arranges
- Plumber = lead worker, plumber, pipes
- Roper = rope maker
- Saddler = saddle maker
- Sawyer = wood cutter
- Senechal = seneschal
- Skinner = leather worker
- Taylor = tailor, clothes maker
- Trucker = peddler
- Turner = wood, lathe work
- Warner, Warren, Warrener = animal pen keeper (e.g. rabbits)
- Weaver = cloth maker
- Weyerhauser = warehouse

# Lesson V - The Family Tree

*Have students identify known family names and attempt to associate those names with historical occupations.*

- Armor, Armour
- Baker
- Barber
- Bard
- Barker
- Bower, Bowyer, Boyer
- Brewer
- Butcher
- Carpenter
- Chandler
- Chapman
- Collier
- Conner
- Cooper
- Cotter
- Cox
- Croft
- Currier
- Cutler
- Draper
- Dyer
- Farmer
- Fisher
- Fletcher
- Fuller
- Glazier
- Hunter
- Joiner
- Mason
- Mercer
- Miller
- Placer
- Plumber
- Roper
- Saddler
- Sawyer
- Senechal
- Skinner
- Taylor
- Trucker
- Turner
- Warner, Warren, Warrener
- Weaver
- Weyerhauser

# **Renaissance Pleasure Faire – Educational Program**

Teacher Guide VI – “Penny Wise, Pound Foolish: What’s in an Elizabethan’s Coin Purse?”

(see Guild of St. Michael Web Site for a presentation and lesson on Elizabethan Money:

<http://www.st-mike.org/money>

# Lesson VI – Penny Wise, Pound Foolish

*Have students research English coins, currency and denominations.*

This article is intended to teach Elizabethan re-enactors a little bit about the money system in Elizabethan England. By learning the information contained herein, I hope to make the characters that the re-enactors portray a bit more three dimensional.

I'll start by asking a few simple questions.

**How many quarters in a dollar?**

**How many nickels in a quarter?**

**What's minimum hourly wage?**

**What's a decent annual wage?**

**How much does the US President make annually?**

**How much does a loaf of bread cost?**

**How much does a decent car cost?**

**How much does a decent house cost?**

Pretty easy so far, eh? Let's try some more.

**How many groats in an angel?**

**How much did an Elizabethan merchant make annually?**

**How much did Elizabethans pay per pound for sugar?**

Not so simple.

The goal, though, is not to know the exact values (although that would be nice), but instead to have at least the knowledge of relative worth. We all know, for example, that there are four quarters in a dollar, not 40 or 400 or four million.

Similarly, we should all know that a loaf of bread cost a few pennies, not a few shillings or a few pounds. We, as re-enactors, should know the basics of the Elizabethan monetary system like the back of our hands.

I'll start off by introducing the variety of coins that the Elizabethans had at their disposal. You'll learn what coins existed and what their worth to each other was. Next, you'll learn how much people made, and after that, how much things cost. This will give you a much better idea of the economics of Elizabethan era were, but to really drive it home, I'll lastly convert everything into modern dollars.