

What did he leave behind?

Thomas Smith died without making a will. An inventory or list was made of everything that he owned. Here is a section from the inventory:

	£	s	d
six silver spones	1	10	0
fower candlstiks		4	8
fower plates, fower dyces fower sawsers and one basene		8	6
five panes	1	12	0
six poetts	1	4	0
fower drinking cups			8
one gown		7	0
30 shepe	3	8	4
14 lames	1	0	8
Whool		18	6
Three peece of whoolen chlothe	6	6	0

1. What was each silver spoon valued at?



2. What was each candlestick valued at?



3. What was the total value of the items in the list?



4. What evidence suggests that Thomas Smith was a farmer?



5. Is there any evidence to suggest that Thomas Smith was involved with weaving?
Explain your answer.



6. On a separate sheet, make an inventory of your pencil case or school bag.
How much do you think the items are worth?

Teacher's sheet

Based on **pages 32 and 33** of *Rich and poor in Tudor times*

What did he leave behind?

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

A photocopy of the worksheet, a pencil case or school bag. Older students could use secondary sources featuring written materials that can be used as evidence.

Using the worksheet

If someone died without making a will in Tudor times, an inventory had to be made. Other people, such as family members, friends or people who were in the same business as the deceased, assessed the value of the possessions. When the assessment was complete a portion of the value of the goods had to be given to the poor. This activity allows the students to revisit work on money and spellings that were featured in activities **6B** and **6C**. You need to approach question 6 with sensitivity and where appropriate delete it by blanking out when you make your copies.

Younger students

The students may need help in performing the calculations and deciphering some of the words.

Answers

1. 5s 0d; 2. 1s 2d; 3. £17 0s 4d; 4. He had 30 sheep and 14 lambs; 5. Yes. He had wool and pieces of woollen cloth that someone in his family might have woven.

Words fower = four, dyces = dishes, sawsers = saucers, basene = basin

Outcomes

The students can:

- Make calculations on money used in Tudor times.
- Identify words written in the Tudor style.
- Interpret written evidence.

Older students

Let the students work through the sheet on their own and give assistance when they require it. They might like to look at other written materials which can be used as evidence.

Outcomes

The students can:

- Make calculations on money used in Tudor times.
- Identify words written in the Tudor style.
- Interpret written evidence.