



ENGLISH HERITAGE
EDUCATION

KSI-2

Handling Collection

Launceston Castle

Kastel Lanstefan

This handling collection helps teachers develop lessons around medieval life, using objects from Launceston Castle's medieval past. Use these resources before, or after your visit to help students get the most out of their learning.



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Step into England's story

WELCOME DYNNARGH

This handling collection for Launceston Castle has been designed to support classroom lessons around medieval castle life and Launceston Castle. This collection and the resources that support it have been put together to help students develop their understanding of life in the past, ahead of your free self-led visit to the site. It includes a variety of materials, such as practical information and activities, suited to teaching a wide range of subjects.

To book this handling collection for use in your classroom, please contact bookeducation@english-heritage.org.uk or call the Education Bookings Team on 0370 333 0606. You will need to collect the handling collection from, and return it to, Launceston Castle.

Please use the contents page, which has been colour-coded to help you easily locate what you need and view individual sections. All of our activities have clear guidance on the intended use for study so you can adapt them for your desired learning outcomes. Please ensure that Key Stage 1 students have the appropriate support in place to help them access the information in this resource.

Additional online resources have been created to support your students' learning about Launceston Castle. There is a **Local Learning Page for Launceston** with more information and activity suggestions. To further aid your planning for a trip to Launceston Castle, we have created Hazard Information, which you can download from the Launceston Castle **Schools page**.

We hope you enjoy your visit and find this handling collection useful. If you have any queries please don't hesitate to get in touch with a member of our team either via bookeducation@english-heritage.org.uk or on 0370 333 1181.

English Heritage Learning Team

ICON KEY ALHWEDHEN ARWODHIK

The icons below will help you quickly identify the types of activities and information presented.

KSI-2



WRITE



READ



HANDS ON



CHALLENGE



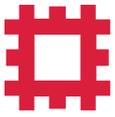
DID YOU
KNOW?



SCIENCE



CUT OUT



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INTRODUCTION RAGLAVAR

All the things you need to know to use the
handling collection.

USING THIS HANDLING COLLECTION

Please respect the objects in this handling collection, and handle them with care. They are here to help everyone learn more about our history, just like objects on display in museums. We need to be gentle with them, so please observe the following handling advice:

- Before handling the objects, please make sure you have clean, dry hands.
- Always use two hands to pick up and handle an object.
- Always handle the object while sitting down.
- Be still while handling an object.
- When passing an object carefully to the next person, use two hands.

Please make sure that when the objects aren't being used, examined and studied, they are safely stored in their container to avoid any accidental damage or loss.





OBJECTS TAKLENNOW

Images and information you can use in the classroom to explore the objects in the handling collection.

OBJECT 1: DICE



DID YOU KNOW?



When there is just one of these objects, it is called a die. 'Dice' means there is more than one die.

Name: Dice

Information: Dice like these were used by all types of people in medieval Britain. They look slightly different to the dice we are used to as the design shows a ring around the dots on each side.

Materials: Bone

Use: Dice are used in games. They show a number between one and six, which will mean different things in different games.

THINKING MATHEMATICALLY

The die at Launceston was made so one number appears more than others when it is rolled. This was done by making one side heavier than the others. This can make it easier for a player to cheat! To keep games fair, dice should have an equal chance of showing each number.



OBJECT 2: NINE MEN'S MORRIS



This photograph shows a slate gaming board found at Launceston Castle. It's made from a type of slate that is very brittle and could easily snap.

Name: A board game called Nine Men's Morris, or Merels

Information: This game was played in medieval Britain. At Launceston Castle there was a board found that looked like this, but made from slate (see picture, bottom left). Archaeologists have found gaming boards made from all sorts of materials such as stone, tile, wood and even leather. Games were played by everyone in medieval Britain, but, the rich and powerful had more expensive and splendid gaming boards than those who were poor.

Materials: Cloth and wood

Use: Nine Men's Morris was played as a game, for entertainment. It was designed for two people to play against each other.

PLAYING THE GAME

Examine the board and the pieces and **read** the rules in the box with the game to find out how it is played.

Write a set of instructions for students who are younger than you.



OBJECT 3: COIN



Name: A penny showing King Edward I (r.1272–1307)

Information: The heads side of the coin shows Edward I and the words 'EDWARD ANGL DNS HYB' which means 'Edward King of England Lord of Ireland'. On the tails side of the coin are words saying 'CIVITAS LONDON' which means 'City of London'. Metals like silver, and locally mined tin, were very precious, so the earls and dukes of Cornwall stored objects made of these metals in the castle. To keep these objects safe, they made the castle very strong.

After Launceston Castle was built in 1068, a market from a nearby monastery moved to be next to the castle. This meant that people would travel to Launceston to buy and sell goods, and so the town of Launceston grew.

Materials: Silver

Use: Coins are exchanged for goods or services.

HEADS AND TAILS

Examine a modern coin. **Identify** the monarch on the heads side. **Describe** the design on the tails side. How is it similar to the coin in the handling collection?



OBJECT 4: PEWTER BEAKER



Name: Pewter beaker

Information: In medieval Britain, pewter was a metal that was used to make objects for high-status households. Some pewter objects in medieval Britain were mixed with other metals such as lead, which could make them dangerous, because lead is poisonous. The earls and dukes of Cornwall would use high-status objects like this as a way to reflect their authority and power.

Materials: Pewter

Use: Drinking. As objects like this were owned by high-status people, these beakers were likely used for drinking luxury beverages such as fine wines.

COMPARE AND CONTRAST

There are two objects used for drinking in this handling collection. **Examine** both of them and **list** three ways they are different and three ways they are similar.



OBJECT 5: PEWTER PLATE



Name: Pewter plate

Information: In medieval Britain, pewter was a metal that was used to make objects for high-status households. Some pewter objects in medieval Britain were mixed with other metals such as lead. The earls and dukes of Cornwall, their family and important guests would use plates like this at mealtimes when they were staying at Launceston Castle.

High-status households would also have strong defences to protect the people who lived and worked in them and the valuable objects they owned. Launceston Castle had thick walls and gates, a portcullis, ditches and steep steps to make it stronger against any attacks.

Materials: Pewter

Use: Wealthy or important people would eat food from plates like this.

FINE DINING

Imagine that you are eating your dinner from this plate. **Act out** cutting your food and chewing it. What kind of sounds and smells do you think you would experience?



OBJECT 6: HORN TANKARD



Name: Horn tankard

Information: Tankards like this were used in medieval Britain. Horn was a more affordable material than pewter and was common in many households. The horns came from animals. To the west of Launceston Castle there was a deer park, which could have been a source of horn, but this deer park belonged to the dukes and earls of Cornwall. If anyone hunted in it without permission they could be punished for poaching.

Materials: Horn

Use: People would usually use this vessel to drink things such as mead, a drink made from honey, or beer. People in medieval Britain didn't drink as much water as we do today because their water supplies were often dirty and made them ill.

MIXING UP MATERIALS

This tankard is made from horn, which was an everyday material in medieval Britain. **Design** a tankard for today, what materials would you use and why?



OBJECT 7: WOODEN BOWL



Name: Wooden bowl

Information: Bowls like this were used widely in medieval Britain. It was a cheap material that was easily available. Wood was used to make all sorts of things, like plates, furniture and even buildings. Launceston Castle was originally built out of wood, but Richard, Earl of Cornwall had it rebuilt out of stone between 1227 and 1272.

Materials: Wood

Use: People ate food from bowls like this.

A DAY IN THE LIFE

Most people eat several meals during the day. **Imagine** you are the bowl and **make** a timeline of your day. **Think about** where you are stored, what time of the day it might be, and who might be using you.



OBJECT 8: PHOTOGRAPH OF POTTERY SHERD



Name: Photograph of pottery sherd

Information: This is a photograph of a pottery sherd found at Launceston. It was part of a jug made in Staffordshire in around 1850. At this time, Launceston Castle was a pleasure garden. The jug was probably taken to Launceston by an early tourist and used during a picnic and broken; or owned, broken and dumped in the castle grounds by someone who lived in Launceston.

Materials: Photograph of a piece of ceramic

Use: The complete jug was used to store milk or a similar liquid.

POETRY ON POTTERY

The words on this piece of pottery comes from a poem called *'The Happy Farmer'* by Edward Williams, who was also called Iolo Morganwg. Find the poem and **match** the words on the pottery to the poem.





ACTIVITIES GWRIANSOW

Activities to use in the classroom in order to explore the objects in the handling collection.

SELF-LED ACTIVITY

HOW TO LOOK AT OBJECTS



Recommended for

KS1–KS2 (History, Design and Technology, Science)

Learning objectives

- Develop investigation skills in order to use objects as a primary source.
- Identify what can be learned from a source and what needs further research.
- Make informed judgements about a source through assessing evidence.

Time to complete

Approx. 60 minutes



This activity will help students to closely examine objects.

SUMMARY

This activity will help students investigate the eight objects in this handling collection (high resolution images of which can be found on pages 7 to 14) and develop their questioning skills. It can be used as a stand-alone or in conjunction with other activities in this resource.

In small groups of about five, students should work together to examine one of the objects in the handling collection. Students can use the suggested prompt questions to begin their investigation and should be encouraged to ask further questions.

They should use the 'How to Look at an Object' table on page 17 to record their findings and what they would like to find out more about. Once students have thoroughly interrogated the object, they can discover more about it using the information on pages 7 to 14. Please remind students that the activity is about asking questions rather than knowing the answers, so it doesn't matter if they have not matched the information exactly, provided they have questioned the object well.

Once findings have been recorded, each group can select a spokesperson to feedback about their object to the rest of the class, discussing and responding as appropriate. To finish, students could take the role of curator and write a label about their object. The label should contain the title of the object, its material and a short summary of how it was used.

MORE LEARNING IDEAS

Through this activity, students should have identified some questions or topics they would like to find out more about. Challenge your students to select one of their topics or questions and prepare a short presentation for the rest of the class.

HOW TO LOOK AT AN OBJECT



Use this table to **write** what you have found out about the object and what you would like to know more about.

THINGS TO THINK ABOUT	I HAVE FOUND OUT...	I WOULD LIKE TO FIND OUT MORE ABOUT...
PHYSICAL FEATURES: What do you think the object is made of? Is it damaged in any way?		
CONSTRUCTION: Was it made in one piece? Do you think the maker needed special skills to make it?		
FUNCTION: What kind of person might have used this?		
DESIGN: Does it look like something used today?		
VALUE: Who might the object be important to, and why?		

SELF-LED ACTIVITY

SCALING UP AND DOWN



KS2

Recommended for

KS2 (Maths, Art and Design)

Learning objectives

- Closely examine an object in order to describe and draw its details.
- Use the grid method to draw objects to different scales.
- Identify ways in which grid drawings enable archaeologists to understand objects.

Time to complete

Approx. 60 minutes



Tape measures can be used to measure lengths and heights. ©Simon A. Eugster CC BY-SA 3.0

SUMMARY

During the 1960s–80s, archaeologists excavated Launceston Castle to learn more about what happened there. Archaeologists measure, draw and photograph what they find on archaeological sites. They use scale to demonstrate the size of a find. In this activity, students can practise their measuring skills and develop these to complete a scale grid drawing of an artefact. They can use a grid (see example on page 20) to do this, much like archaeologists in the field would.

This activity could be done alongside How to Look at an Object on pages 16 to 17.

MEASURING

Students will need a ruler to measure the width and length of the objects, which will help them with their scale drawings.

For 3D objects, students could measure the length x width x height to work out the object's volume.

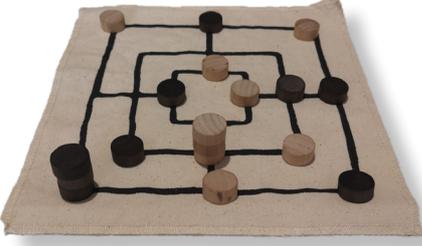
To enable students to measure all the objects, the objects should be rotated around the class. Please refer to the handling advice on page 5.

MORE LEARNING IDEAS

Students could use this system to work out how to draw a scale model of objects in the classroom or even themselves.

HOW BIG IS EACH OBJECT?

Archaeologists take photographs of objects with a ruler next to them to show how big the objects are. Use a ruler to **measure** and **record** the size of each object in the handling collection.

	
<p>The die is ____ cm x ____ cm</p>	<p>The game board is ____ cm x ____ cm</p>
	
<p>The coin is ____ cm x ____ cm</p>	<p>The pewter beaker is ____ cm x ____ cm</p>
	
<p>The pewter plate is ____ cm x ____ cm</p>	<p>The horn tankard is ____ cm x ____ cm</p>
	
<p>The wooden bowl is ____ cm x ____ cm</p>	<p>The pottery sherd in the photograph is ____ cm x ____ cm</p>

DRAWING TO SCALE

When archaeologists find artefacts, they carefully draw them to scale, which means making sure that each part of the drawing is the same proportions as the real thing. They do this to help them examine the details on the object.

WORKING OUT SCALES

Archaeologists need to use their maths skills to work out the correct scale.

Our archaeologists have found a painted wall! It is about 1m high, which is too big for their paper.

They can't draw it 1:1, which means the drawing would be the same size as the object, so they will have to draw to scale.

At 1:2 the drawing would be 50cm.

At 1:10 the drawing would be 10cm.

At 1:20 the drawing would be 5cm.

To help them draw the object to the correct scale, they use something called a planning grid. Here is an object with a planning grid on top of it.



Two archaeologists have made a discovery!

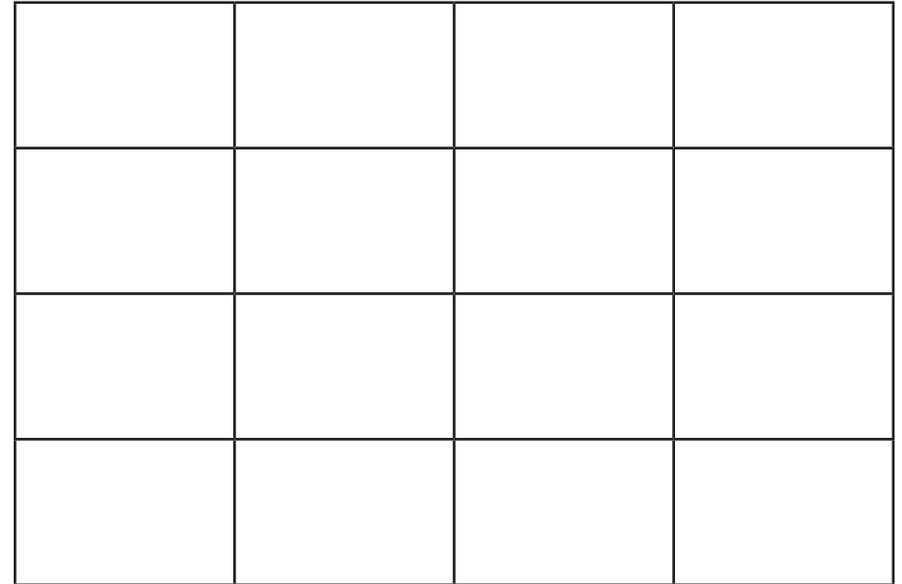


A planning grid over the front and back of a coin.

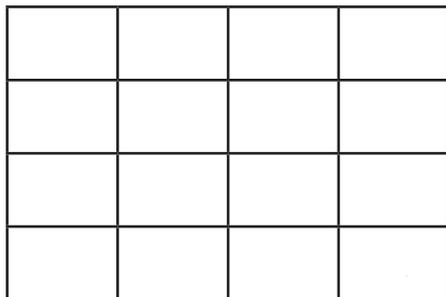
DRAWING TO SCALE



1 Draw both sides of the coin in this 1:1 scale planning grid.



2 Draw both sides of the coin in a 1:2 scale.



CHALLENGE TIME!



Using squared paper and a ruler, make a planning grid to help draw the coin at 2:1, twice its usual size.

SELF-LED ACTIVITY

POETRY AND POTTERY



KS2

Recommended for

KS2 (English, History)

Learning objectives

- Identify poetic techniques when they are used in literature.
- Demonstrate knowledge of poetic techniques through composing a poem.
- Use research as inspiration to inform a poem.

Time to complete

Approx. 60 minutes



This piece of pottery from a jug found at Launceston has a poem written on it!

SUMMARY

In this activity, students will closely examine the details of the pottery sherd in the photograph which was found at Launceston Castle (see page 14). They will also develop their knowledge of literary techniques before writing a poem of their own, inspired by objects in the handling collection or Launceston Castle.

STEP BY STEP

1. Using the 'Poetry and Pottery' sheet on page 23, ask students to underline the words they can see on the pottery sherd found at Launceston in the text of the poem.
2. Then, use the 'Writing a Poem' sheet to introduce Charles Causley, a writer who lived in Launceston, and his poem *I Had a Little Cat*. Read the poem with the class and identify the techniques he used in it.
3. Invite students to write their own poem, inspired by an object from the handling collection or Launceston Castle, using the techniques they identified in Charles Causley's work.
4. Students could be invited to share and perform their poems to the class.

MORE LEARNING IDEAS

For an extra challenge, encourage students to incorporate some Cornish words into their poems. They can find a selection of Cornish words on page 25.

POETRY AND POTTERY

The pottery sherd in the photograph was found at Launceston Castle. It has a poem written on it. It is the first verse of a poem called *The Happy Farmer* by a Welsh poet, Edward Williams. The poem is about a farmer talking about the joy farming brings him.

Examine the words on the pottery sherd in the picture. **Underline** the words from the pottery in the poem below.

The Happy Farmer by Edward Williams also known as Iolo Morganwg
(1747–1826)

I live on my farm in a beautiful vale,
Ye lovers of Nature attend to my tale;
No pride or ambition find room in my breast,
Those venomous foes of contentment and rest;
From sound healthy sleep I rise up every morn,
To toll in my fields with my cattle and corn,
And prefer, while of rural employments I sing,
The life of a Farmer to that of a King.



WRITING A POEM



LOOKING FOR TECHNIQUES:

Read the poem, *I Had a Little Cat* by Charles Causley. Charles lived in Launceston and wrote about life in the town. **Find** examples of these techniques in his poem:

- **Adjectives** – describing words: ‘tall’, ‘hot’, ‘spiky’, ‘terrible’
- **Alliteration** – words with the same first letter: ‘the daring deer dashed’
- **Rhyming** – when two or more words have a similar sound: ‘clear’ and ‘deer’ are words that rhyme.

I Had a Little Cat, Charles Causley (1917–2003)

I had a little cat called
Tim Tom Tay
I took him to town on
market day,
I combed his whiskers,
I brushed his tail,
I wrote on a label ‘Cat for Sale.
Knows how to deal with rats
and mice.
Two pounds fifty. Bargain price.’

But when the people came to buy
I saw such a look in Tim Tom’s eye
That it was clear as clear
could be
I couldn’t sell Tim for
a fortune’s fee.
I was shamed and sorry, I’ll tell
you plain
And I took home Tim Tom Tay
again.



CHALLENGE TIME



Write a poem of your own inspired by one of the objects in the handling collection or by Launceston Castle itself using the techniques on this page.

GLOSSARY GERLYVER

KEY TERMS AND WHAT
THEY MEAN

The Cornish language is a key part of Cornish identity, culture and heritage. Below are some Cornish words that may be useful when exploring the history of Launceston Castle.

animal – eneval

beautiful – teg

castle – kastel

cat – kath

Cornwall – Kernow

dice – disyow

dramatic – dramasek

duke – duk

earl – yurl

exciting – yntanus

game - gwari

garden – lowarth

hill – bre, bronn

market – marghas

misty – niwlek

monastery – managhti

mound – bern

poem – bardhonek

poet – bardh

pottery – priweyth

prison – prison

rat – rath

river – avon

soldier – souder

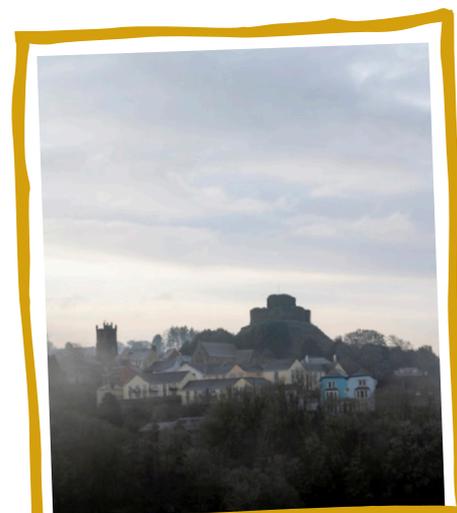
stones – meyn

town – tre

windy – gwynsek

wild – gwyls

wool – gwlan



A photograph of Launceston Castle on its *bern*, looking *dramasek* above the *tre*.