|  |
| --- |
| **Lesson Seven: Silver Working** |
| This lesson is all about money. We have moved on to the Viking and Medieval periods. Money is instantly relatable for pupils as their lives are often dominated by it. However, it can be quite difficult to imagine a time before money. The lesson aims to introduce medieval currency to pupils so they can identify the similarities and differences to modern coins. |
| **Curriculum Links - Social Subjects (People, Past Events and Societies)** |
| Experiences and Outcomes | Benchmarks |
| **I am aware that different types of evidence can help me to find out about the past. SOC 0-01a**I can make a personal link to the past by exploring objects or images connected with important individuals or special events in my life. SOC 0-02a**I have explored how people lived in the past and have used imaginative play to show how their lives were different from my own and people around me. SOC 0-04a** | * **Identifies at least two different types of evidence which can provide information about the past, for example, pictures, family stories, artefacts.**
* Recalls past events from their own life or that of their family, for example learning to ride a bike, a special party.
* **Recognises that people in the past lived differently.**
* **Uses knowledge of the past to demonstrate a difference between their life today and life in the past. For example, diet, lifestyle, clothing.**
 |
| **Wider Curricular links** |
| **Expressive Arts (Art & Design):**I have the freedom to discover and choose ways to create images and objects using a variety of materials. **EXA 0-02a**I can create a range of visual information through observing and recording from my experiences across the curriculum. **EXA 0-04a**Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. **EXA 0-05a****Technologies (Awareness of Technological Developments; Past, Present and Future):**I enjoy playing with and exploring technologies to discover what they can do and how they can help us. **TCH 0-05a** |

|  |
| --- |
| **Learning Objectives** |
| I can discuss and explain the possible meanings of imagery and design. |
| I can observe and describe details of a design and apply these to create my own design. |

|  |
| --- |
| **Resources and Suggested Reading** |
| **Required Resources - Supplied in the boxes** |
| Objects: Medieval die and coins (Box 3)Information Sheets: Medieval Coin Die and Coins object sheetLesson Resources: Coin Design Sheet or Coin Colouring Sheet |
| **Additional Required Resources** |
| Modern coins |
| **Essential Reading - Information sheets supplied in the box or from ARCH website** |
| Medieval Coin Die and Coins object sheet |
| **Suggested Additional Reading - Information sheets supplied in the box or from ARCH website** |
| When? Medieval information sheets |

|  |  |
| --- | --- |
| **Introduction** | **10 minutes** |
| **Modern Coins** (10 minutes) | Resources: Modern coins |
| * The lesson begins with a look at modern coins and their features. It is interesting how many pupils won’t have looked closely at a coin.
 |
| Arrange the class into pairs. Hand out a range of modern coins to the class. Ask them ***What interesting things do you notice about the coins?*** Discuss their responses as a class. It is worth spending a little time discussing the designs of the coins. Point out the profile image and name of the current monarch that is found on all coins, the location of the mint, the amount it is worth and the year it was minted. |

|  |  |
| --- | --- |
| **Main** | **15 minutes** |
| **Medieval Coins** (15 minutes) | Resources: Objects: Replica Medieval coins (Box 3)Other Resources: modern coins |
| * This activity now moves onto coins and their place in medieval society.
* It tasks the pupils with comparing and contrasting medieval and modern coins.
 |
| Gather the class close by, whether on the carpet or around a desk. Hide one modern coin in one hand and an old coin in another. Place them behind your back and mix them up. Hold out your hands in front of you. Tell the class to move to one side of you or the other depending on which hand they think the old coin is in. Repeat as many times as you wish.In pairs or small groups hand out an old coin and a modern coin to the class. Say ***Hold up the old coin****.* This is to check the class knows which coin is the artefact. Ask ***What is the difference between the old and new coin?*** Collate their answers.Tell the class to look at the old coin, and ask the class the following questions:* ***Can you find someone’s face?***
* ***Can you find numbers or words on the coin?***
* ***Do you know what they mean?***

Explain to the class that the picture of a person is usually a king or queen. |

|  |  |
| --- | --- |
| **Plenary** | **10 minutes** |
| **Design Your Own Coin** (10 minutes) | Resources: Coin Design Sheet or Coin Colouring Sheet |
| * Given the wide range of coin designs, having pupils come up with their own coins is a creative way to recap the learning from the lesson.
 |
| For the final task there are two options.Using their knowledge of coins, the pupils can now design their own coin OR the pupils can creatively colour a modern coin.Hand out either the coin design sheet or the coin colouring sheet and have the class colour their very own coin.  |

|  |
| --- |
| **Total Lesson Time: 35 minutes** |
| **Links and Further Information** |
| ARCH Experimental Archaeology Project: <http://www.archhighland.org.uk/experimental-archaeology.asp> This has a video of the making of a medieval coin.**Books** (available in Inverness Library):Bateson, Donald 1987. *Scottish coins*.Bateson, Donald 1991. *Coinage in Scotland*.Holmes, Nicholas 1998. [*Scottish coins: a history of small change in Scotland*](https://hlh.spydus.co.uk/cgi-bin/spydus.exe/ENQ/OPAC/BIBENQ/80841724?TIH_TYPE=B&TIH_NS=1&TIH=SCOTTISH%20COINS%20A%20HISTORY%20OF%20SMALL%20CHANGE%20IN%20SCOTLAND)Medieval coins found in Scotland:J.D. Bateson and N.M. McQ. Holmes have periodically published surveys in *Proceedings of the Society of Antiquaries of Scotland* which is available [online](file:///D%3A%5CDocuments%5CARCH%5CARCH%5CLesson%20Plans%5CCompleted%20Lessons%5CEarly%5Carchaeologydataservice.ac.uk%5Carchives%5Cview%5Cpsas%5Cvolumes.cfm) at archaeologydataservice.ac.uk/archives/view/psas/volumes.cfm‘Roman and Medieval Coins found in Scotland 2016-10’ – v. 143 (2013), 227-263‘Roman and Medieval Coins found in Scotland, 2001-2005’ – v. 136 (2006), 161-98‘Roman and Medieval Coins found in Scotland, 1996-2000’ – v. 133 (2003), 245-76‘Roman and Medieval Coins frond in Scotland, 1988-95’ – v. 127 (1997), 527-61**Images online**There are a number of images on-line, particularly from retailers selling coins. The Portable Antiquities Scheme in England also has a number of Scottish coins illustrated. <https://finds.org.uk/medievalcoins/categories/category/id/26>SCRAN ([www.scran.ac.uk](http://www.scran.ac.uk)) also illustrates a number of Scottish coins.**Videos**Hammered Coin manufacture (5:35)<https://www.youtube.com/watch?v=nrT8MbG7uTg>Dave Greenhalgh is featured here with Barrie Cook, curator of Medieval coins from the British Museum, making and discussing hammered coins.Shaking Hands with the Past (3:48)<https://www.youtube.com/watch?v=TLhx2ul2BEM>Jorvik Group video showing how Viking coins were made**Websites**[Scottish coinage](https://en.wikipedia.org/wiki/Scottish_coinage) – overview on Wikipedia<https://en.wikipedia.org/wiki/Scottish_coinage>Mints of Scotland – overview on Wikipedia with chart of Scottish kings and where they minted coins<http://en.wikipedia.org/wiki/Mints_of_Scotland>Making coins in the Middle Ages<http://www.royalmintmuseum.org.uk/history/making-money/making-money-in-the-past/the-middle-ages/index.html> |

This Lesson Plan was written by Dave Peers as part of the Experimental Archaeology: Learning about Craft and Technology in the Past project, funded by Historic Environment Scotland and the Heritage Lottery Fund (now National Lottery Heritage Fund). ©ARCH.