

The Dissolution of the monasteries in Tudor Nottinghamshire
A seven-week scheme of work for key stage 2 and 3 history

Lesson 7 – What happened to people and property after the dissolution? (1 of 2)

Objectives

The children will learn:

how peoples lives were affected by the Dissolution.

what happened to the property of the monasteries.

that changes in history benefit some people more than others, while others become worse off.

Resources

Enlarged and cut out copies of the 'characters' from the game board;

Material to stick these to the board;

One pair of player boards for each player or pair or players;

Two sets of cards per game. One die per game;

Completed pair of game boards for teacher reference;

Notes on what happened to the monastic property (see page 124).

Teaching activities

Introduction

(Do this on a large piece of backing paper if the ICT activity is being used for the main part of the lesson as you will need to use the outcome of the introduction where the computers are.)

Ask the children, 'Who are the main characters in the Dissolution story?' Using enlarged and cut out copies of the 'characters' from the game board in the resources, stick those that the children mention onto the board. Ask 'Whose lives got better and whose lives got worse because of the Dissolution? Start two separate columns on either side of the board. Ask 'Why were they better or worse?' Record the children's responses on pieces of paper next to the pictures.

Explain that a lot of other peoples' lives were changed by the Dissolution as well. Stick the remaining 'characters' from the game board in the centre of the board. Read through the character names as a class and decide if their lives got better or worse, moving these to the appropriate side of the board. If the children do not know, these cards can stay in the middle of the board. This will probably include corrodians and benefactors who the children will need definitions for before they start the game.

Show the children one of the game boards. Explain that they are going to play a game to find out what different peoples lives were like before and after the Dissolution. They can then decide where the cards in the middle of the board should go and maybe move some of the others as well.

Main activity – Pairs / groups of 4 working as pairs against each other

Each player or pair of players has a game board. All the cards, the cut out text from the teacher reference game boards, are face down in one pile. Players or pairs take it in turns to throw the die. If for example the die shows '3' the player slides two cards off the pile without turning them over, to start a new pile. They take the third card and turn it over. If the card goes in a blank space on their board they put it in the space. If it does not, it goes face down on the 'new' pile. Players find out if the card goes in a blank space by reading the clues on it. When a board has all the blank spaces filled it is checked by the teacher who removes any cards in the wrong place and puts them on the 'new' pile. The game continues until one board has all the cards in the right place.

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Lesson 7 – What happened to people and property after the Dissolution? (2 of 2)

Main activity – Pairs / groups of 4 (continued)

To slow the game down – If players throw a '6' they miss that turn.

To speed the game up – If players throw a '3' they turn over the third and fourth card.

To make the game easier copy the 'Before' and 'After the Dissolution' cards onto different colour backgrounds. This way, players only need to look at either the 'Before' or 'After' parts of the board.

Alternative main activity

Re-arrange the 'Before' and 'After' cards on each of the completed teacher reference game boards so that the information within each board is in the wrong place. The children can then use one of these to cut out the pieces, re-arrange them and stick them on a new sheet of paper in the right order. Alternatively they can copy the information into their books in the correct order.

This version would also be suitable for an individual activity.

Using ICT in this lesson

Copy pages [74](#) and [75](#) into a new "Word" document for the children to use. Re-arrange the text boxes within each game board. The children can then click on the blocks of text and drag them by one of their edges to their correct locations on the board.

Key vocabulary

characters, dissolution, better, worse, change, before, after, reasons

Plenary / assessment questions

Review the character cards stuck in columns on either side of the board, showing whose lives got better or worse because of the Dissolution. Ask the children if they agree with the reasons given earlier. Make changes if necessary. Record any additional reasons. Discuss the cards in the middle of the board. Ask which side they should go on and why. Some cards might stay in the middle if the children conclude these people's lives did not get better or worse. Ask 'Did most people's lives get better, worse or neither of these after the Dissolution?' This may not be as obvious as it first appears as different groups will have different numbers of members.

Ask 'Whose lives changed the most for the better or worse and in what way?' Put the cards on either side of the board into rank order. Ask the children if they were Henry VIII would have dealt with the groups of people differently. How they would have dealt with them differently and why?

Using the historical background notes on page 124, tell the children what happened to the property of the monasteries.

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What difference did the Dissolution make to people's lives? – Player 1, sheet 1

Before the Dissolution

People

After the Dissolution

Abbot or Prior



Monk



Traveller



Poor person



Farmer



Henry VIII



What difference did the Dissolution make to people's lives? – Player 1, sheet 2

Before the Dissolution

People

After the Dissolution

Empty box for notes before the dissolution.

Landowners



Empty box for notes after the dissolution.

Empty box for notes before the dissolution.

Old monks



Empty box for notes after the dissolution.

Empty box for notes before the dissolution.

Servants



Empty box for notes after the dissolution.

Empty box for notes before the dissolution.

Farm workers



Empty box for notes after the dissolution.

Empty box for notes before the dissolution.

Corrodians



Empty box for notes after the dissolution.

Empty box for notes before the dissolution.

Benefactors



Empty box for notes after the dissolution.

What difference did the Dissolution make to people's lives? – Player 2, sheet 1

Before the Dissolution

People

After the Dissolution

Empty box for notes before the dissolution.

Abbot or Prior



Empty box for notes after the dissolution.

Empty box for notes before the dissolution.

Monk



Empty box for notes after the dissolution.

Empty box for notes before the dissolution.

Traveller



Empty box for notes after the dissolution.

Empty box for notes before the dissolution.

Poor person



Empty box for notes after the dissolution.

Empty box for notes before the dissolution.

Farmer



Empty box for notes after the dissolution.

Empty box for notes before the dissolution.

Henry VIII



Empty box for notes after the dissolution.

What difference did the Dissolution make to people's lives? – Player 2, sheet 2

Before the Dissolution

People

After the Dissolution

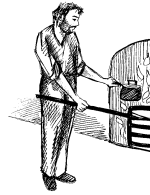
Landowners



Old monks



Servants



Farm workers



Corrodians



Benefactors



What difference did the Dissolution make to people's lives? (1 of 2)

Before the Dissolution

I am in charge of the monastery. I do not have to pay for anything myself. I even get a large house and servants free.

I live in the monastery. I do not have to pay for anything.

The monastery is the best place for travellers to spend the night, and it's free for everyone. There's a fire, food, drink and clean beds.

The monks' rules say they have to give food and drink to the poor every week. Sometimes they gave us clothes or money as well.

To farm this land I have to pay the monks rent and give them a tenth of everything I grow.

I need money. I have spent too much on building palaces and fighting wars in France and Scotland.

People

Abbot or Prior



Monk



Traveller



Poor person



Farmer



Henry VIII



After the Dissolution

I have to pay for everything, like a house and servants, myself now. The king will give me £25 a year. I can buy a small house for £5.

I had to leave the monastery and find somewhere else to live. The king will give me a bit of money to live on every year but it is not enough.

All rich people are supposed to look after travellers for a night but most only look after rich travellers. I will have to pay to stay at an inn.

We are allowed to beg for food, drink, clothes or money but nobody has to give us anything.

To farm this land I have to pay the landowner rent and give the local church a tenth of everything I grow.

I have all the gold, jewels, land, buildings and animals that belonged to the monasteries. I can sell them and spend the money.

What difference did the Dissolution make to people's lives? (2 of 2)

Before the Dissolution

People

After the Dissolution

I own a lot of land.
People pay rent to farm
my land and give me a
tenth of what they grow.

Landowners



I bought monastery land
cheaply from the king. I
can sell it for more money
than I paid or I can keep
it.

I am old and get looked
after inside the monastery
infirmary. There is always
a fire and I get better food
than the younger monks.

Old monks



I used to be looked after
in the monastery infirmary
but I live on a farm now.
The food is not as good
as it used to be.

I am a monastery servant.
I work for the monks as a
full-time carpenter.

Servants



I worked for the monks as
a full-time carpenter. I lost
my job when the
monastery closed.

I work for the monks on
the monastery farm.

Farm workers



The new landowner
needed workers for the
farm so I still have the
same job I had before.

When I was old I gave the
monks everything I had.
In return they have
promised to look after me
until I die.

Corrodians



When I was old I gave the
monks everything I had so
they would look after me.
The new landowner has
to look after me now.

My family gave the monks
money to help them build
a monastery.
In return they promised to
pray for us every day.

Benefactors



The monks have gone
and don't pray for us any
more. We got none of our
money back to make up
for this.