

MARY KING'S CLOSE

TEACHER'S PACK



continuumgroup

CONTENTS

- Introduction
- Pre-visit and visit information
- Teacher Resource:
 - Activity Worksheets 1-4
 - Drama Guidelines
 - Activity Worksheets 5-7
- Wordsearch
- Class evaluation sheet
- Glossary
- Poster competition

Introduction

BACKGROUND INFORMATION

Edinburgh grew up around its castle. The huddle of huts which first clustered around the castle rock gradually spread eastwards. By the late 17th century, Edinburgh was by far the most populated place in Scotland.

The High Street was Edinburgh's one major - and exceptionally fine -thoroughfare, with the Grassmarket and Cowgate roughly parallel below it. But elsewhere, it was a maze of narrow closes. By modern standards, 17th century towns were horribly dirty and smelly. There was no sanitation. Waste was just thrown onto the street, where it built up...and ran down! So, on this crowded spine of land, where the buildings grew upwards - often by as many as eight storeys - society was organised vertically, the wealthy close to the top above all the filth and the poor at the bottom in the midst of it.

Here, all classes or trades lived and worked. The great townhouses of nobles, churchmen and merchants with all their servants and retainers, nestled cheek-by-jowl with the vast mass of the toiling poor. And though some people enjoyed extravagant luxuries, life for most was basic, noisy, dirty, precarious, and short.

You will experience the vibrant sense of place and time, and of the lives of the people who lived, worked and died in the closes: of Alison Rough, who was to prove as troublesome after her death as she had done in life; of the Craig family who lived at the bottom of Mary King's Close before the 'pestilence' destroyed their lives; and indeed of the widow Mary King herself who lived near the top of the close with her four children.

Meet the Foul Clengers, identifiable by their grey tunics marked with a white saltire, who cleansed plague ridden houses. Or you may encounter a merchant, one of the wealthier members of Edinburgh's society, like Thomas Patterson. Or Euphame and Jonet, Mary King's own daughters. Or even a lowly servant girl who will tell of life in the close.

WHERE DOES 'THE REAL MARY KING'S CLOSE' EXPERIENCE FIT INTO THE CURRICULUM?

1. As part of an established class topic.
2. As a programme of study.

5-14 STRANDS AND TARGETS

The following extract from the 5-14 Environmental Studies document, People in the Past, can be highlighted and inserted into teachers own forward planning folder.

5 - 14 STRANDS AND TARGETS

Knowledge and understanding: people in the past		Pupils should also be developing informed attitudes in relation to the knowledge and understanding strands below. See page 42 in the Guidelines booklet for relevant DIA strands, or click on the page symbol above.				
Pupils are able to:						
Strand	Level A	Level B	Level C	Level D	Level E	Level F
<p>People, events and societies of significance in the past</p> <p>Developing an understanding of distinctive features of life in the past and why certain societies, people and events are regarded as significant.</p>	<ul style="list-style-type: none"> give examples of people and events in the past that are important to them in relation to their families, or in relation to their community give examples of stories they have heard that give them information about the past, and describe what they have learned 	<ul style="list-style-type: none"> describe some features of life in the past for a chosen topic/period 	<ul style="list-style-type: none"> describe the diversity of lifestyles of people in the past, e.g. the life of a peasant as opposed to a landowner 	<ul style="list-style-type: none"> describe some features of societies, people and events from the past and suggest why they might be considered significant 	<ul style="list-style-type: none"> explain the motives or actions of people in particular situations explain the values or attitudes that characterised various societies in the past explain why particular societies, people and events from the past are thought to be of significance 	<ul style="list-style-type: none"> apply knowledge and understanding of the motives or actions of people in particular historical situations, and/or the values and attitudes of particular societies in the past to reach conclusions on a given historical issue or question
<p>Change and continuity, cause and effect</p> <p>Developing an understanding of change and continuity over time and of cause and effect in historical contexts.</p>	<ul style="list-style-type: none"> give some examples of changes that have affected their own and other people's lives and the life of their community (before/after, past/present) give some reasons why these changes took place 	<ul style="list-style-type: none"> describe changes that have led to present circumstances in relation to their own lives, e.g. how homes, lighting, clothes have changed give reasons why these changes took place give examples of continuity in relation to their own lives, e.g. everyday routines 	<ul style="list-style-type: none"> make a comparison between present and past lifestyles/circumstances/features. (What is different? What is the same?) give some reasons for differences, and for aspects of continuity 	<ul style="list-style-type: none"> identify important features of a development that have changed over an extended period of time, e.g. transport, the role of women explain in simple terms why these features were important and describe what effects they had on people's lives 	<ul style="list-style-type: none"> demonstrate a detailed knowledge and understanding of the main features of a particular event/development/attitude with regard to change and continuity give some reasons to explain why a specific historical event/action/development took place and what the specific consequences were 	<ul style="list-style-type: none"> apply knowledge and understanding of the process of cause and effect to provide a detailed explanation as to why a particular development/event took place and give a balanced assessment as to the significance of its consequences

5 - 14 STRANDS AND TARGETS

Pupils are able to:						
Strand	Level A	Level B	Level C	Level D	Level E	Level F
<p>Time and historical sequence Developing an understanding of time and how events in the past relate to one another in a chronological sequence.</p>	<ul style="list-style-type: none"> demonstrate an awareness of annual patterns and the sequence of events in their own and others' lives know ways of describing and measuring time, e.g. night/day, seasons, months, yesterday/ today/tomorrow 	<ul style="list-style-type: none"> using their age, make a simple timeline showing significant events in their lives sequence a small number of pictures/ objects from different periods in chronological order use the word 'century' correctly 	<ul style="list-style-type: none"> put a series of events with their dates in chronological order use the words 'decade' and 'millennium' correctly 	<ul style="list-style-type: none"> explain the meaning of the terms 'BC' and 'AD' place a number of events from a specific historical development on a timeline that crosses the BC/AD divide, e.g. the development of writing from early people to present day communication 	<ul style="list-style-type: none"> explain the relationship between specific dates and the relevant century name and place significant historical periods in chronological order 	<ul style="list-style-type: none"> compare and contrast timelines from a significant historical period in different parts of the world
<p>The nature of historical evidence Developing an understanding of the variety of types of historical evidence and their relative significance.</p>	<ul style="list-style-type: none"> talk about objects from their own past and say what they were used for and why they are important to them describe what old photographs/films, etc., can tell them about people or places in the past. 	<ul style="list-style-type: none"> suggest some simple types of evidence that would tell them about a given person/event/ development from the past. 	<ul style="list-style-type: none"> describe ways in which people remember and preserve the past, e.g. war memorials, and suggest reasons why they should do this. 	<ul style="list-style-type: none"> suggest a variety of sources of information about the past and what use they might be to someone studying a particular topic explain the meaning of the term 'heritage' and give some examples, e.g. castles, literature, etc. 	<ul style="list-style-type: none"> suggest ways in which society's awareness of its own past can affect its present and future development, e.g. devolution in Scotland, conflict/peace in Northern Ireland. 	<ul style="list-style-type: none"> describe how heritage and evidence can be used in both positive and negative ways, e.g. to promote social, economical or political ends.

The information and activities have been designed to introduce the children to the Close and its place below the High Street in Edinburgh. A major part of this process is introducing the children to some of the characters connected to the Close for over 400 years from 1500 to 1900.

The experience begins with a visit from an inhabitant of Mary Kings Close.

Before the visitor arrives in school, the children should have completed:-

- Activity Worksheet 1 and a list of appropriate questions for the visitor.
- Activity Worksheet 2 should be completed while the visitor is in class.
- Read Activity Worksheet 3 a letter from Mary King.

THE VISIT

The tour takes approximately 1 hour. Toilets are located in the main reception area before you go down into the Close. Children's belongings must be carried with them at all times as there are no cloakroom facilities.

BACKGROUND INFORMATION

As the children climb down the steps into Mary Kings Close their world changes. The visit itself is a very exciting experience and they have to look, listen, smell and feel. They will be moving from the daylight in the High Street down a steep close with little light getting in. The twilight of the Closes creates atmosphere and sets the scene but is not conducive to filling out worksheets or note-taking. The pack therefore contains pre and post visit materials.

In the low (laigh) houses the walls are smoke stained and the floors are made of dirt. A family would have lived in a single large room. Because of the lack of hygiene, diseases such as typhus, malaria, leprosy, smallpox, cholera and often the plague were rife. The Close was and is lit by bowatts, a lantern with a tallow candle, and crusie, a homemade lamp usually fuelled by fish oil and animal fat. The Close would have probably exaggerated any sound and certainly would be echoing. In the high (haigh) houses above, life would certainly be more genteel and, with windows, more light would enter. These houses were also above most of the smell and crush of people.

Inside the buildings the children may meet Alison Rough, wee Johnnie Craig, Mr. Chesney and of course Mary King herself. There is a strong emphasis on the living conditions with low doorways and uneven floor surfaces and although softly lit, there is a level of lighting that ensures safety and comfort without being intrusive.

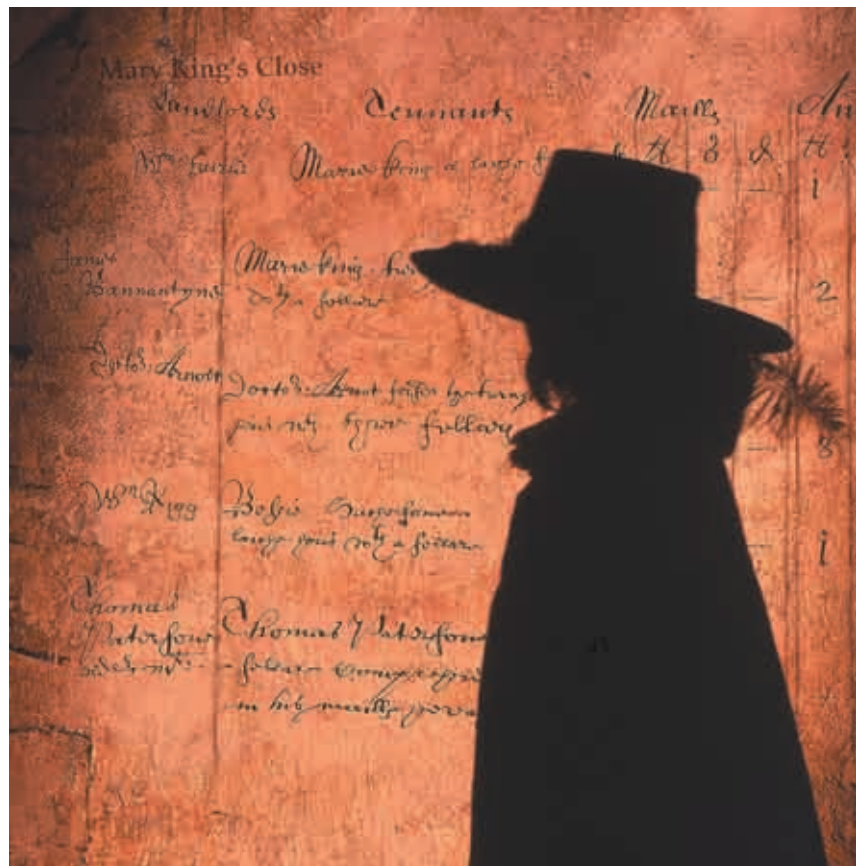
Whilst the tour starts at the top of the Close, it drops as it proceeds across the closes where the children will discover 'Close life' three floor levels down. As they climb back up the sharp slope of Mary Kings Close, the children will see the main central gutter which ran with waste and made the ground very slippery. The waste came from the houses and was tipped into the street with a shout of 'Garde Loo', sounding like the French for 'mind the water'. A strong smell would have enveloped the close from the Nor Loch which is Princes Street Gardens today and where the Close's waste flowed into.

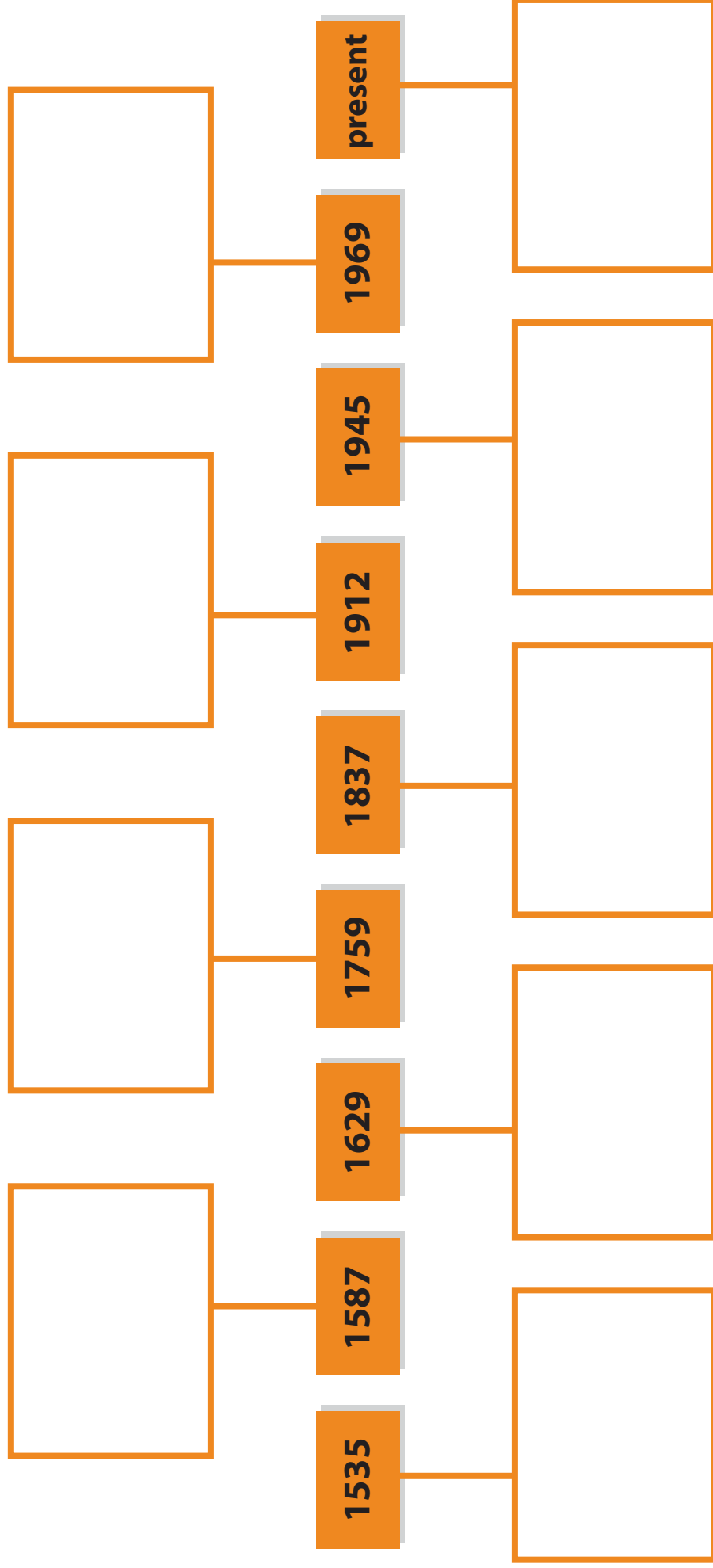
Activity Worksheets 1 – 7

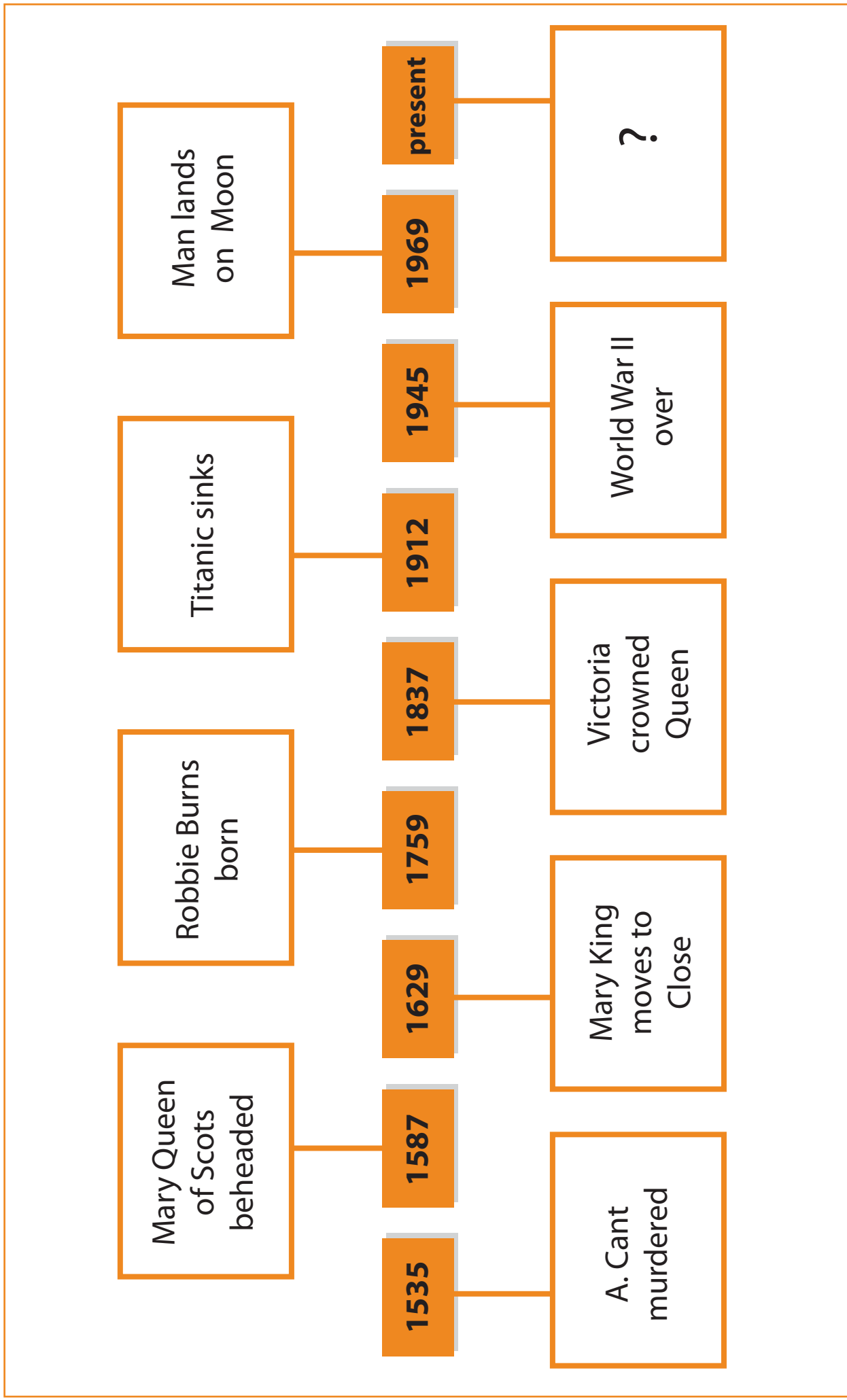
- Worksheet 1
- Worksheet 2a & 2b
- Worksheet 3
- Worksheet 4a, 4b & 4c
- Mary King's Timeline
- Fashion in Mary King's Time
- Mary King's Correspondence
- Mary King's Last Will and Testament

Teacher Resource

- Drama guidelines
- Worksheet 5
- Worksheet 6a & 6b
- Worksheet 7a & 7b
- Plague & Pestilence
- Rich or Poor
- Murder of Alexander Cant







Have a close look at your visitor.

What is your visitor's name? _____

What job do they do? _____

What do you notice about their clothes?

Write down the similarities and differences in your own clothes and theirs.

In the space below, draw and label your visitor. Here are some words to help you.

doublet cape bonnet tunic bodice lace underskirt breeches
breast plate headscarf collar stockings gold trim buttons tricorne



Mary King's Close
High Street
Edinburgh

September 1635

Dear Future Visitor

I find it amazing that you are coming to learn about my life. I know that the close where I lived was named after me, but there was nothing special about that! Whoever lived in my house (and it was in Alexander King's Close then) would have had the same. Besides, because I am a woman, it is unlikely that anything else would have been called after me.

So, what can I tell you about my life? I died in 1644 in September, so I just missed the big plague, but I had seen smaller ones. Nobody knows when I was born, lets just say at the end of the 16th century. I married local merchant Thomas Nimmo in 1616 and we had four children: Alexander, Euphame, Jonet and William. We were lucky in that we had quite a large house and the tax on it was large too! We were also fortunate to have such considerate neighbours, John Sword, John Mill above us and Margaret Couper below. Then there was Dr. Arnott who had two houses and must be rich because he has an even bigger tax bill than us! Sadly, my husband died before me.

It could be worse we might have lived in one of the laigh houses below us. I always felt sorry for the children down there who got so ill so quickly. I thought that it must have been caused by the filth and smell. At least my family didn't have to walk through all that sewage and rubbish to get into the house.

We were quite well off with both of us being merchants. I had my booth opposite the Mercat Cross and St. Giles. I traded in clothes and cloth materials. My booth was in a very good position and the rent shows this at £40 Scots a year. I enjoyed having good things around me in our home. There is no point in working hard if you can't enjoy it.

I don't travel very far. I go to my luckenbooth opposite my house. I shop in the market around the Cross. Sometimes I have to go to the Tolbooth to pay taxes and to get a new licence for my shop. St. Giles is very near for a Sunday but I have been to weddings and baptisms as well as funerals at both Tron Kirk and Greyfriars.

I was a young girl when James VI (or James I as you might know him) came to Edinburgh. I can't remember much about it except people said that he was in a hurry to get back to London where he said his life was better. I do remember Charles I came and the streets were all draped in tapestries, but we were puzzled why he needed to have two hundred armed men with him. The Castle was always above us and children were excited when a marching band with soldiers and horses pulling guns past the top of the close on the way to the Nether Bow Port.

When I was alive, people only wrote about the rich or about taxes and laws. It would have been very unusual for anyone to have written about the poor people or people like me who were quite well off.

I very much hope you enjoy your visit. The Close gets little daylight and is rough under foot so please take care.

I look forward to hearing from you at your earliest convenience.

Yours faithfully

Mary King

Mary King

After your visit the following task can be completed.

Mary King can only imagine what life would be like in the future. Write a letter to Mary telling her what life is like today and include your thoughts of life in the Close.

This is part of a document drawn up at the time of Mary King's death in September 1644. It gives a detailed picture of her possessions, cash and debts. Some of the items show us how Mary King lived and worked.

Mary King's last Will and Testament

September 1644

- 2 gold rings
- 6 silver spoons
- a long settill (wooden bench settee)
- 3 buffet stools (small square or rectangular stool)
- 2 pairs of tongs
- a variety of fire irons
- 2 tinned chamber pots
- wine and beer
- 10 spools of ornate sewing thread
- silk and velvet doublets (trousers worn by men)
- 14 pairs of sheets
- over 60 cushions and pillows
- 4 plaids (length of tartan worn kilted round the body)
- 6 ruffs (collar worn round the neck)
- 9 dozen table napkins

From the list:-

1. Underline in **pencil** all the words you don't know.
2. Underline in **red** items that might have been used in the bedroom.
3. Underline in **green** items that might have been used in the kitchen.
4. Underline in **blue** items that might have been used in the living/dining room.
5. Underline in **black** items that might have been used in business.

One of the final entries in her testament reads:

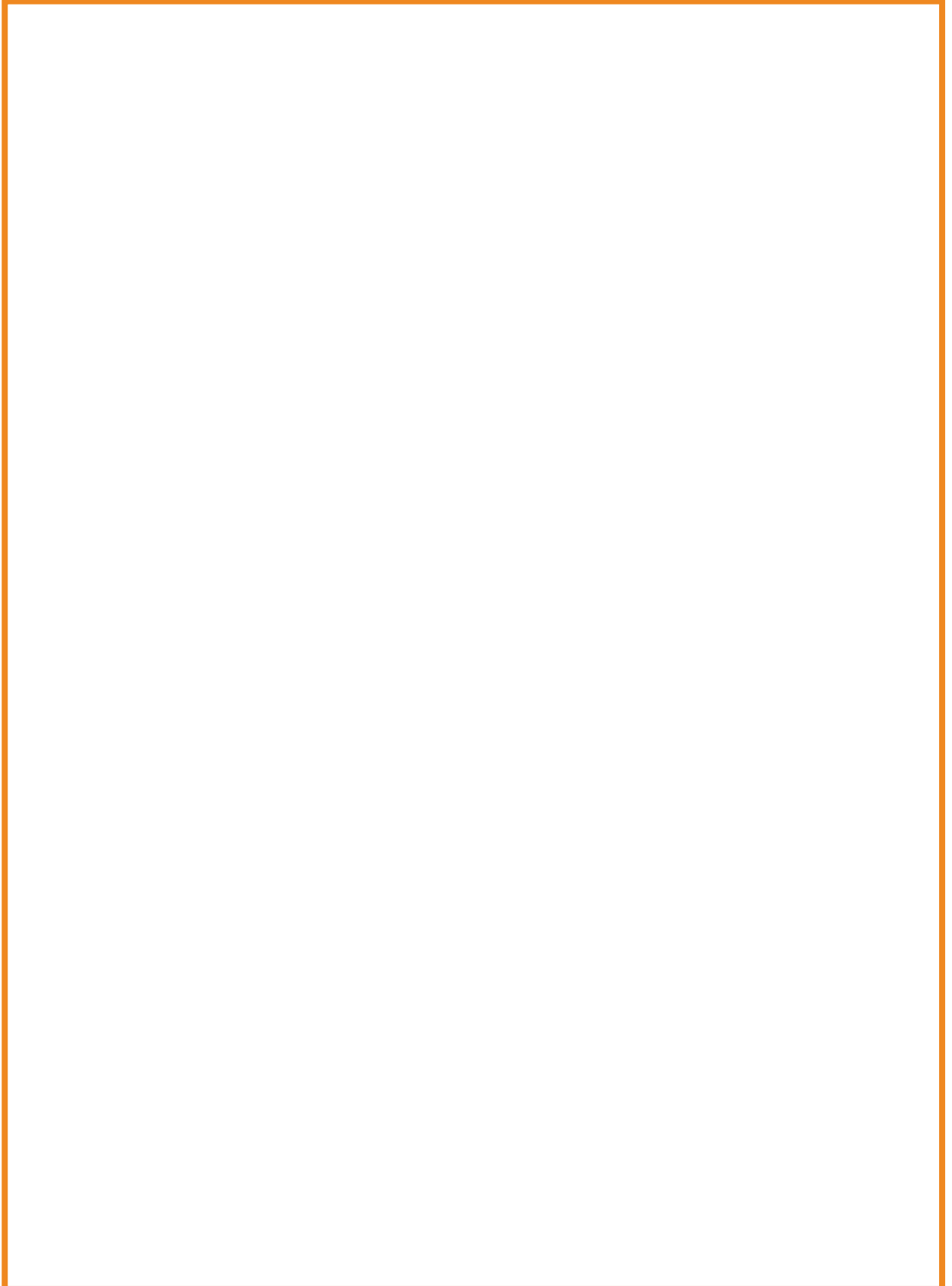
'Marie King to James Ballendene for ane years mail of hir dwelling house 100 merks' telling us that she died owing her landlord rent.

Complete this table by putting the items from Mary King's will into the places she would have used them in life.

Bedroom	Kitchen	Living/dining	Business	Not sure

Mary and her children would sit by the window or in candlelight sewing hems and embroidering patterns for sale in their nearby booth.

In the space below, design a pattern for a 16th century cushion cover.



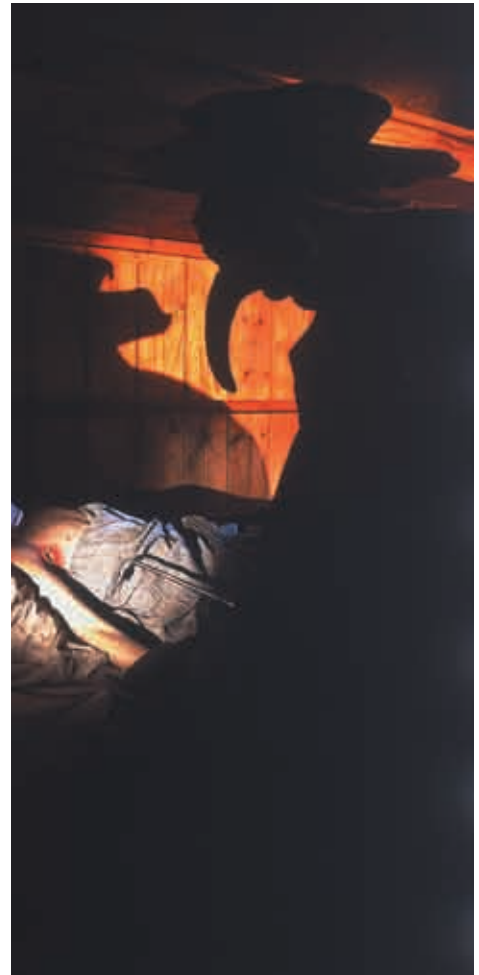
The Plague

The last great outbreak of plague in Scotland began at Christmas 1644 and persisted until autumn 1646. It is thought that it was brought by ship from Europe via the port of Leith. Outbreaks of plague were commonplace for many hundreds of years during the 16th and 17th centuries and it was probably spread by the bites of fleas carried by rats.

In this extract the plague has spread to the city and Edinburgh's council has nominated and elected Dr Jon Paulitius as the official plague doctor.

Teacher Resource

This extract can be used as part of a drama programme of study. The enclosed 5-14 drama guidelines can be inserted into forward plans.



DRAMA GUIDELINES

DRAMA		ATTAINMENT TARGETS				
		Level A	Level B	Level C	Level D	Level E
In these attainment targets, pupils will:						
Outcomes	Strands	Level A	Level B	Level C	Level D	Level E
USING MATERIALS, TECHNIQUES, SKILLS AND MEDIA	Investigating and experimenting	<p>At all levels A-E: improvise and experiment with movement, speech, space, physical objects and sound, showing imagination and inventiveness appropriate to age and stage of development. As they progress through the levels, pupils should show increasing understanding and control of the media and the processes of drama.</p> <ul style="list-style-type: none"> Use movement in role to convey feelings or emotions. 	<ul style="list-style-type: none"> With support, explore the use of gesture and movement, when adopting/ accepting a role; co-ordinate movements within simple mime activities. 	<ul style="list-style-type: none"> Show growing independence, confidence and greater control in exploring and using a range of gesture and movement appropriate to role; show some skill in representing simple everyday actions, feelings and emotions through mime. 	<ul style="list-style-type: none"> Show control of gesture, movement and mime and ability to adapt these in a variety of drama activities. 	<ul style="list-style-type: none"> Use gesture, movement and mime appropriately in a range of contexts, showing sensitivity and flexibility to changing situations within the drama activity.
	Using language	<ul style="list-style-type: none"> Use language in role to convey feelings or emotions. 	<ul style="list-style-type: none"> With support, use language appropriate to particular roles; show an awareness of the need to listen and to be heard when working with others. 	<ul style="list-style-type: none"> Show growing independence and flexibility in the use of language appropriate to roles assumed within drama activities. 	<ul style="list-style-type: none"> Show ability to adapt the use of language within a range of contexts; contribute orally to the planning of drama activities; participate in a scripted piece of work. 	<ul style="list-style-type: none"> Show confidence and flexibility in using language appropriately in varying roles and changing situations; contribute to planning and evaluation of drama activities; participate in scripted pieces.

DRAMA GUIDELINES

In these attainment targets, pupils will:

Outcomes	Strands	Level A	Level B	Level C	Level D	Level E
EXPRESSING FEELINGS, IDEAS, THOUGHTS AND SOLUTIONS	Creating and designing	<ul style="list-style-type: none"> As part of play activities, try to be other people, creatures or objects; with the support of the teacher, develop ideas and explore situations in role. 	<ul style="list-style-type: none"> Accept, sustain for a short time, and, with support, develop a role; show evidence of negotiating and decision-making as a member of a group. 	<ul style="list-style-type: none"> Choose, adopt and develop a role; contribute to group investigations of straightforward problems, issues or tasks which form the basis of drama activities; suggest possible solutions. 	<ul style="list-style-type: none"> Adopt and develop roles appropriate to a variety of drama situations; with support, show attention to authenticity, based on personal observation of everyday situations; collaborate in working towards the resolution of problems, issues and tasks. 	<ul style="list-style-type: none"> Accept, develop and sustain roles appropriate to a variety of drama situations; show some understanding of issues of authenticity and stereotyping; show evidence of effective co-operation in working towards the resolution of more complex problems, issues and tasks.
	Communicating and presenting	<ul style="list-style-type: none"> Participate in play activities, eg. in the home corner, communicating and engaging co-operatively with others. 	<ul style="list-style-type: none"> Communicate ideas and feelings in drama activities; with support, participate in small-scale presentations. 	<ul style="list-style-type: none"> Work co-operatively and communicate effectively with others in a variety of drama activities, eg. role-play, mime, puppetry; with support participate in a group presentation of their own devising, to a familiar audience, eg. the class. 	<ul style="list-style-type: none"> Work co-operatively and communicate effectively with others in a variety of drama activities; collaborate in the organising of a presentation, demonstrating an awareness of how to communicate with an audience, eg. other pupils. 	<ul style="list-style-type: none"> Work co-operatively and communicate effectively with others in a variety of drama activities; as part of a group devise, rehearse and present work, including scripted work; demonstrate an ability to communicate appropriately with different audiences, eg. groups, other pupils, parents.

DRAMA GUIDELINES

In these attainment targets, pupils will:

Outcomes	Strands	Level A	Level B	Level C	Level D	Level E
	<p>Observing, listening, reflecting, describing and responding</p>	<ul style="list-style-type: none"> Sustain interest for a short time in dramatised story readings, television or radio programmes, and the presentations of others; respond to them and, with teacher support, talk about them. 	<ul style="list-style-type: none"> As part of a group supported by the teacher, describe and reflect on their own work and appropriate aspects of the mass media, eg. children's programmes on radio and television; offer a personal response, eg. <i>simple comment, applause</i>. 	<ul style="list-style-type: none"> With support, participate in positive discussion and express opinions on drama activities, including the issues dealt with and their own and others' contributions; in groups, discuss and express opinions about aspects of the mass media, including some justification of views. 	<ul style="list-style-type: none"> Following careful listening and observing, and with teacher support, identify and describe some aspects of their experience of drama, eg. <i>the understandings arrived at, atmosphere, use of space, movement, gesture, language</i>; comment constructively on their own and others' contributions; express and justify opinions on aspects of the mass media. 	<ul style="list-style-type: none"> Through reflection and discussion, based on careful observation and listening, reflect upon what has been learned in terms of personal understanding and knowledge and skills gained; discuss and evaluate the performances of others, eg. <i>other pupils, amateur and professional groups</i>, including those experienced through the mass media.

EVALUATING AND APPRECIATING

Mary King's Close 1644

Thomas Craig is running up the steep close, nearly slipping on the human waste, rotting vegetables and a dead rat. He has just burst out from the narrow, dark and smelly close into the strong sunlight of the High Street. He is trying to get his breath back. His small round face is red, hot and covered with sweat. The loose strands of his brown hair are stuck to his forehead and cheeks. His legs ache terribly and he has a sharp pain piercing his side. It seems that he has run for miles but he has only covered the short distance to the Mercat Cross.

The High Street is empty probably because people have been found dead in the street. The pest is so quick sometimes. The booths are shut so there is no store holder or street trader around the Mercat Cross to ask. Thomas knows that all the rich people have left the town and that Parliament, the High School and College are closed. The other closes and wynds are dark, narrow and unusually quiet. Yet his father had said the poor are still in town. But where are they?

As he reaches the gate, Nether Bow Port, his way is blocked by a large man.

'Where do you think you are going my friend?'

'I am looking for Dr. Paulitius.'

'Well, you won't find him out there as it's my job to stop anyone leaving the city. Anyway, he died of the contagion. The only doctor here now is Dr. Rae and I saw him go into that house over there on the corner of Blackfriars Wynd, the one where they are just hanging out a white sheet from the window. God help them in that house. They won't last long with the contagion.'

Thomas sees the doctor coming out of the house. He is frightened at the sight of the doctor. Although he had heard about the way the doctor is dressed he had not expected this. The doctor has a leather hat, a mask with glass eyes and a beak that smells of rosemary, thyme or sage, Thomas isn't sure of which. The doctor is also wearing a gown of waxed cloth over his leather trousers and leather gloves. Thomas is almost too afraid to go to him but he knows that he has to.

'Can I help you, young man?' The doctor takes off his beaked hood and Thomas sees that he is a sad faced man with long, straight hair, parted in the centre.

Thomas grabs Dr Rae's sleeve. ' Doctor, you must help me, it's my father, he is very ill.'

'Tell me about what is happening to him.'

'Well Sir, it's like he's on fire and he has these purple blotches on his skin.'

'Ah, that might be spotted fever! I can help him then. You need to go to the apothecary he will have something for you.'

Thomas continues to tell the doctor his memorised list of ailments.'and large red boils the size of plums in his belly. He is a gravedigger at Greyfriars Kirk doctor.'

Dr. Rae's voice suddenly becomes louder. 'These boils, boy! Where are they on your father's body?'

'I've seen one large one under his arm, but my mother says that he has another at the top of his leg'. Thomas begins crying as he remembers each one.

Dr. Rae puts his headdress back on and in a muffled voice says, 'Now young man, tell me where you live'. They return to Mary King's Close with the doctor using his stick to drive or warn people away.

As they enter the house, Thomas's two brothers, John and Robert stepped back and hide their faces behind their hands when they see Dr. Rae. The room is very dark and filled with a terrible stench. Dr. Rae takes down the wooden board covering the window, but it does not make much difference as the Craig family lives at the bottom of the close and the light does not get down there.

Thomas's father, John Craig, on seeing the frighteningly dressed doctor, moans, 'Oh no! Not me as well.'

John Craig is lying in a jumble of dirty sheets and blankets. He is naked and his body glistens with sweat and is marked by purple blotches.

Dr. Rae lifts John's right arm and studies the inflamed and swollen armpit. John lets out a yell of pain, and opens his red rimmed eyes but is unable to speak through his sore and cracked lips. The doctor steps back from John's foul breath which he can smell through the heavy perfume of the herbs in his beak.

John's quivering hand points to his stomach and the rash of small spots covering the skin.

Dr. Rae knew what this was. He turned to Thomas and his mother, Janet, and said, 'I can't help him. Only God can help him now. Your father has the pestilence.'

Thomas burst into tears and hugs his mother who is moaning, 'I knew he shouldn't have taken that gravedigger's job even though we got better food, but for just twenty-four days.'

Dr. Rae said quietly, 'Put out the white sheet, shut yourselves in and pray to God. I will let the Baillies know about you and they will get you food.'

A week later, John Craig, was dead. The family were shut in their house for a further two weeks in quarantine.

Having met and heard about some of the people living on Mary King's Close, decide whether they were rich or poor? Write their name in the appropriate column and give evidence for your answers.

- Mary King (merchant)
- Dr. George Rae
- Andrew Chesney (sawmaker)
- Dr. John Arnott
- A Foulis Clenger
- The Craig family (gravedigger)
- Alison Rough (merchant)
- A maid
- Alexander Cant (merchant)
- Katherine Maine (Alison Rough's daughter)
- Patrick Burne (tanner)
- Alexander Dinlope (advocate)
- James Brown (shoemaker)

<u>RICH</u>		<u>POOR</u>	
Name	Evidence	Name	Evidence

1. Describe the life of a **rich person** living on Mary King's Close.

2. Describe the life of a **poor person** living on Mary King's Close.

3. What is different?

4. What is the same?

5. How would you improve the living conditions of the poor?

Use the following notes to write a newspaper report on activity **worksheet 7b**. Make sure you include all relevant information.

NOTEBOOK

- Early evening Wednesday 30th August 1545.
- Alexander Cant bleeds to death after being struck by fire tongs.
- Cant's body found clutching tocher document.
- Bailles (police) arrested chief suspect Alison Rough and her daughter, Katherine, Cant's wife.
- A close friend of the couple reported Cant was suing his mother-in-law for non payment of dowry.
- The weather was fine for this time of year.
- Raised voices heard coming from Craigs Close around 5.30pm.
- A local source divulged that Alison Rough is notorious for not paying debts owes son-in-law, Alexander Cant, 400 merks for tocher.
- Increasing number of rats found in city.
- Local merchant and mother of 4, Alison Rough if found guilty will be condemned to death.
- Katherine, found to be pregnant, therefore execution likely to be postponed.
- Alison was widowed from her husband Jasper Mayne who was killed in the battle of Flodden.
- Eye-witnesses report 2 women fleeing the scene.



The Scots Magazine

1 Penny Scots

Thursday 31 August 1535

Mary King's Wordsearch

L	A	I	G	H	E	S	X	C	R	U	S	I	E	I
F	H	V	L	A	Z	E	C	H	U	R	O	P	U	T
C	Q	W	O	E	R	I	T	E	U	I	A	O	P	A
A	S	D	S	F	G	L	H	S	P	J	K	T	L	L
Z	L	S	E	X	C	L	L	N	V	L	B	N	S	L
T	M	M	O	N	B	I	C	E	Q	E	A	R	U	I
O	O	G	H	O	M	A	R	Y	K	I	N	G	Y	T
C	R	L	R	D	L	B	G	Y	R	E	I	O	U	T
H	H	U	B	I	V	E	B	N	E	A	I	C	H	E
E	Q	W	E	O	T	T	D	Y	M	I	P	K	C	S
R	H	Y	T	T	O	G	H	R	U	I	L	P	O	N
B	O	B	O	W	A	T	T	S	A	M	B	N	L	A
A	N	V	C	C	Y	R	H	H	L	G	L	U	R	I
G	T	U	E	R	E	G	N	E	L	C	L	U	O	F
A	L	E	R	A	N	D	E	R	C	A	N	T	N	P

MARY KING

CLOSE

CHESNEY

ALEXANDER CANT

MERK

LAIGH

PLAGUE

SETTILL

FOUL CLENGER

TOCHER

TOLBOOTH

BOWATT

RATS

GARDE LOO

NOR LOCH

CRUSIE

BAILLIES

Glossary

Baillie	Early police force/magistrates
Apothecary	Chemist
Tocher	Dowry, a woman's marriage portion in money payable to her husband.
Mercat	Market
Laigh house	Low house
Buffet stool	A small square or rectangular stool
Settill	A wooden settee
Merk	Unit of currency worth 13 shillings and 4 pennies Scots.
Foul Clenger	Plague Cleaner
Foul Pestilence	Bubonic Plague
Garde Loo	Watch out for the water
Bowatt	Wall lantern
Crusie	Homemade oil burner with a wick that gave light.

The education pack was produced by Alison Barbour, Law Primary School and Fiona Brown, Broxburn Primary School, while on placement through Excellence in Education through Business Links, a programme managed by Careers Scotland.

Mary King's Poster Competition

COMPETITION

We would like more children to visit us. In order to do this we would like you to design a poster to persuade other schools to visit Mary King's Close. Your poster could include:

- Characters you may meet
- Buildings
- The inside of the houses
- Close life in general

By using persuasive language and exciting colours highlight the unique and exciting experience of Mary King's Close.

Your poster must be no bigger than A4. Put your **name, class** and **school** on all entries.

The prize for the winning poster will be a **family ticket** to visit the Close.

Thank you for visiting 'The Real Mary King's Close'. To help us to continue to improve our service we would appreciate your help in completing our evaluation sheet.

Guide's visit in school

Date of visit from the guide ____ / ____ / ____

What was the name of your visitor?

What did you learn from your visitor?

Visit to the Close

Date of your visit ____ / ____ / ____

What were your three favourite aspects of the visit?

-
-
-

Is there anything you would improve about the visit?

Was the visit what you expected and why?

Would you recommend a visit to The Real Mary King's Close and why?

Class _____

Teachers Name _____

School _____

Please return to:

2 Warriston's Close
High Street
Edinburgh
EH1 1PG