

Archive Charters Activity – Lesson Plan

Summary

- A 5 stage lesson looking at special features of archives – e.g. evidence, rights, artistic elements etc which culminates in an art activity to create visually attractive charters expressing a right (perhaps linked in to the school value system).

Education Level

- Primary 5-7

Lesson Objectives

- To explain the difference between primary and secondary sources
- To explain what archives are
- To explain one purpose for writing / recording information
- To illustrate characteristics of some selected archival documents (inc 2 local ones), including handwriting, language, materials, artistic elements, function
- To show different styles of old handwriting and to facilitate reading of short examples from local documents
- To introduce the concept of 'rights'
- To provide a creative artistic activity that reinforces the learning points above

Duration

- The lesson can be delivered in at least 4 sessions.
- Estimated timings: Parts 1 & 2 – 1.5hrs, part 3 – 1hr, parts 4& 5 – 2hrs, part 6 (creative activity) – 2-3 hrs. Estimated Total: 6.5 hours

Resources

- Web links to resources and heritage organisation contact details are provided at the end of Lesson Plan section. Heritage staff may be available to show original documents to classes working through this lesson.
- In addition to basic stationery and art materials (e.g. paper, pencils, paints etc) the creative activity can be expanded to use more unusual materials, such as air-drying clay (for creating seals), and tea (for artificially ageing paper).
- The activity can be expanded even further to take the class out to a local public place, such as a Mercat Cross, to proclaim the charter rights.

1. Introduction – Discussion about Archives and Evidence

| Learning Points / Activities and Possible Organisation | | Resources | Assessment Strategies | Curriculum XPs & Outcomes |
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| @ or 0 | <p>Start by asking:</p> <ol style="list-style-type: none"> 1. do you have anything special about you or your family that you keep safe? For example, a certificate, an old photograph, or diary? 2. why do you or your family keep them? 3. what about old bits of your school work from last year, or receipts? Would you keep those for a long time? Why? 4. what sorts of things do you think families would have kept in the past? Why? 5. does your family have old documents about your ancestors – photos, letters, birth certificates etc? How have they reached your family? Why are these still being kept? 6. where would you find about the history of your family and your ancestors? 7. where do we find out about more general history, like kings and queens? 8. where do historians and other writers get their information from? 9. have any of you heard of an archive? what does the word mean? what defines it? 10. what does “unique” mean? | <p>Dictionary</p> <p>Characteristics of archives can be defined as:</p> <ul style="list-style-type: none"> • <i>they are records of things that have happened (events, agreements, sales etc) which were made at the time that they happened</i> • <i>Unique</i> • <i>Their information is worthy of preservation forever</i> • <i>They are the documented memory of organisations and societies – “The source of history!”</i> • <i>Can be old. Can equally be new</i> • <i>Can be made of many things, e.g. paper, photographs, “bits and bytes” (i.e. electronic), even stone!</i> | D, C | <p>I can make a personal link to the past by exploring items or images connected with important individuals or special events in my life.</p> <p>SOC 0-02a</p> <p>I am aware that different types of evidence can help me to find out about the past.</p> <p>SOC 0-01a</p> <p>I can use primary and secondary sources selectively to research events in the past.</p> <p>SOC 2-01a</p> <p>I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write.</p> <p>ENG 0-12a/LIT 0-13a/LIT 0-21a</p> |

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| @ or 0 | Ask the group: <ul style="list-style-type: none"> • why were these records or archives made? • why do we write things down? | These questions lead to the answer that: <i>They were made to be kept as evidence of an event or action, and/or to communicate information to someone else. When they were stored away their owners (like their families or ancestors) took care to make sure that they could be looked at in the far future, perhaps even long after the original writers had died.</i> | I am aware that different types of evidence can help me to find out about the past. SOC 0-01a By exploring places, investigating artefacts and locating them in time, I have developed an awareness of the ways we remember and preserve Scotland's history. SOC 1-02a |
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Possible Organisation

* Individual 0 Group @ Class ^ Pairs

Assessment Strategies

A – oral report **B** – observation **C** – questioning **D** – discussion **E** – short answer, written text **F** – written text, longer piece
G – written report **H** – practical activity **I** – picture/model **J** – audio/video **K** – practical investigation **L** – other

2. Investigation of some Archival Documents

| Learning Points / Activities and Possible Organisation | Resources | Assessment Strategies | Curriculum XPs and Outcomes |
|---|--|--|---|
| <p>@, or 0</p> <p>Tell the class they're going to look at some archives next and think more about what they say, why they were made, and what other interesting things they have in them.</p> <p>Look at the Stonehaven Fundamental Charter</p> <p>Ask:</p> <ol style="list-style-type: none"> 1. What do you notice about this document? 2. Does it look old or new? What is it that makes it look like that? 3. When do you think it was written? 4. What about the handwriting – does it look like our handwriting or not? 5. What is it written on? 6. Can you identify any form of signature (NB a wax seal is also a form of signature)? 7. Is there anything else unusual on the document – for example, anything attached to it? | <p>Fundamental Charter of Stonehaven, 1624 – image and transcription available at www.aberdeencity.gov.uk/archives</p> <p>Document of the Month April 2009 (see links below)</p> | <p>D, C</p> <p>Work through the questions as a supervised discussion, which will prepare them for the written work in the next section.</p> | <p>I can use primary and secondary sources selectively to research events in the past.</p> <p>SOC 2-01a</p> <p>By exploring places, investigating artefacts and locating them in time, I have developed an awareness of the ways we remember and preserve Scotland's history.</p> <p>SOC 1-02a</p> <p>As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes.</p> <p>LIT 2-04a</p> |

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| <p>O, ^, or *</p> | <p>Working in groups / pairs / individually look at the Banff Burgh Charter, Magna Carta, and the European Union Charter of Fundamental Rights, and provide answers for the same questions above. Feedback your answers to the rest of the class.</p> | <p>Translation and image in Annals of Banff at www.archive.org (see links below). High quality image of Banff Burgh Charter also available from Archives Service on request</p> <p>Magna Carta image available on a Google search – a good image is available from the British Library website (see links below)</p> <p>Link to European Charter provided below.</p> | <p>E, C, A</p> <p>The recording format for the answers to the questions is up to the teacher (e.g. flipchart), but a sample worksheet covering the Banff and Stonehaven documents is provided in the separate resources, which could be used either for recording individual work, or making notes of a group discussion.</p> | <p>I can use primary and secondary sources selectively to research events in the past.</p> <p>SOC 2-01a</p> <p>By exploring places, investigating artefacts and locating them in time, I have developed an awareness of the ways we remember and preserve Scotland's history.</p> <p>SOC 1-02a</p> <p>As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes.</p> <p>LIT 2-04a</p> |
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Possible Organisation

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A – oral report **B** – observation **C** – questioning **D** – discussion **E** – short answer, written text **F** – written text, longer piece
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3. Investigation of Old Handwriting

| Learning Points / Activities and Possible Organisation | | Resources | Assessment Strategies | Curriculum XPs & Outcomes |
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| @ or 0, then * | <p>Look at small close-up samples of text from the Banff Charter and the Stonehaven charter.</p> <p>Talk the group through a sample of text from the Banff Charter and let them work individually on other ones in a worksheet.</p> <p>For each sample ask the group a selection of these questions (depending upon ability)</p> <ul style="list-style-type: none"> • if it is in English or another language • to identify familiar letters and copy them out • to identify unfamiliar letters and copy them out – ask what modern letter they might represent – look out for special characters like ‘thorn’ and ‘yogh’ (see the Scottish Handwriting site for details) • if the handwriting is like our handwriting or not • to describe the handwriting (e.g. loopy, angular etc?) and comment on spelling • to identify shapes that are | <p>Images of the Stonehaven and Banff Charters (see links below)</p> <p>Dictionary of the Scots Language – www.dsl.ac.uk</p> <p>Scottish Handwriting website - www.scottishhandwriting.com</p> <p>Sample of 15th century Cursive Charter Hand at Medieval Writing website – http://medievalwriting.50megs.com</p> | <p>B, C, E, H</p> <p>Worksheets need to be made for this activity incorporating large versions of the chosen texts. These must contain names and other familiar words. You can identify these by going through the transcriptions (see the links in the resources below).</p> <p>A sample version of a worksheet is provided in the separate resources.</p> | <p>By exploring places, investigating artefacts and locating them in time, I have developed an awareness of the ways we remember and preserve Scotland’s history.</p> <p>SOC 1-02a</p> <p>I can interpret historical evidence from a range of periods to help to build a picture of Scotland’s heritage and my sense of chronology.</p> <p>SOC 2-02a</p> <p>I can use primary and secondary sources selectively to research events in the past.</p> <p>SOC 2-01a</p> <p>I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write.</p> <p>ENG 0-12a/LIT 0-13a/LIT 0-21a</p> |

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| | <p>being used in the text</p> <ul style="list-style-type: none"> • how they think the documents were written – writing tools, ink, material (e.g. paper, parchment), how the seal might have been attached • to spot any names • to spot any other familiar words • to look for a specified unusual word (e.g. ‘quhilk’, ‘feuar’), copy it, and guess the language. If it’s in Scots also to guess the meaning, and if the word indicates a formal or informal style. • who they think is involved in the documents – who created them, and who else might be mentioned • using a sample alphabet from the Scottish Handwriting site, ask them to write something in a 17th C handwriting style (‘Secretary Hand’): either their own name or a sentence they make up themselves. | | | |
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4. Exploring Charters

| Learning Points / Activities and Possible Organisation | Resources | Assessment Strategies | Curriculum XPs and Outcomes |
|---|---|-----------------------|---|
| <p>@ or 0</p> <p>The documents we've looked at so far have all been charters.</p> <p>Ask a selection of the questions below (dependent on ability):</p> <ol style="list-style-type: none"> 1. What is a Charter? 2. What are 'rights'? 3. What examples do you have of 'rights'? 4. Who has rights? 5. How do we know they have them? 6. What rights do you have in your home? 7. What rights do you think all human beings should have? 8. How do we know what these are? 9. Thinking about the charters we've already looked at, what rights do you think they provide? 10. Who are they provided to? | <p><i>A charter records and declares certain rights or privileges that have been given to an individual, or a group of people, or an organisation</i></p> <p>Dictionary</p> <p>UN Declaration of Human Rights http://www.un.org/en/documents/udhr/</p> <p>The descriptions of the Charters (found at the links provided below) give a good summary of the parties involved and the rights provided.</p> | <p>D, C</p> | <p>I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write.</p> <p>ENG 0-12a/LIT 0-13a/LIT 0-21a</p> <p>As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes.</p> <p>LIT 2-04a</p> <p>I am developing an awareness that some people have beliefs and values which are independent of religion.</p> <p>RME 1-09a</p> |

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| <p>O, ^, or *</p> | <p>Look at samples of text from the Charters. Work out in groups / pairs / individually:</p> <ol style="list-style-type: none"> 1. what right is being granted? 2. what style is it in? For example, is it an official style (formal), or friendly style (informal)? Give examples of language used that back up your answers. 3. what sort of language do you think charters use? <p>Feedback your answers to the rest of the class.</p> | <p>Dictionary of Scots Language website www.dsl.ac.uk</p> <p>Transcriptions and translations can be found at:</p> <p>www.aberdeencity.gov.uk/archives Document of the Month April 2009 (see links below)</p> <p>Annals of Banff v.2 pp375-377 Available at www.archive.org (see links below)</p> <p>Magna Carta at British Library (see links below)</p> <p>Charter of Fundamental Rights of the European Union (see link below)</p> | <p>E, C, A</p> <p>It would be advisable to start with text from the European Charter.</p> <p>The recording format for the answers to the questions is up to the teacher (e.g. flipchart), but a sample worksheet covering the European, Banff and Stonehaven charters is provided in the separate resources, which could be used either for recording individual work, or making notes of a group discussion.</p> | <p>I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write.</p> <p>ENG 0-12a/LIT 0-13a/LIT 0-21a</p> <p>As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes.</p> <p>LIT 2-04a</p> <p>I am developing an awareness that some people have beliefs and values which are independent of religion.</p> <p>RME 1-09a</p> |
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5. Artistic Documents

| Learning Points / Activities and Possible Organisation | Resources | Assessment Strategies | Curriculum XPs and Outcomes |
|--|---|-----------------------|--|
| <p>@ or 0</p> <p>Look at other old legal documents that have artistic elements: Declaration of Arbroath (1329), Treaty of Perpetual Peace (1502), and Act of Union (1707)</p> <p>Ask a selection of the following questions (dependent on ability):</p> <ol style="list-style-type: none"> 1. What do you see attached to the bottom of the Declaration? 2. What is the purpose of a seal? How is it attached to the document? 3. Why would you use one of these instead of signing the document? 4. Think about the purpose of this document– why would someone attach their seal to it? 5. Look at some other seals – what pictures do you see on them? 6. What is the significance of the pictures used? For example, why would someone have a picture of themselves on a throne with | <p>See resources below for relevant links to images of documents.</p> <p>Good resource for images of wax seals (and also some information on how they're made) at http://library.nd.edu/medieval/seals/</p> | <p>D</p> | <p>I am aware that different types of evidence can help me to find out about the past.</p> <p>SOC 0-01a</p> <p>By exploring places, investigating artefacts and locating them in time, I have developed an awareness of the ways we remember and preserve Scotland's history.</p> <p>SOC 1-02a</p> <p>I can interpret historical evidence from a range of periods to help to build a picture of Scotland's heritage and my sense of chronology.</p> <p>SOC 2-02a</p> |

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| | <p>a crown, and why would someone else have a ship?</p> <ol style="list-style-type: none">7. What do you think was the purpose of the Treaty of Perpetual Peace?8. Look at the drawings around the edge of the document – what plants do you see there? What countries do you think they represent?9. Why are they intertwined?10. What do you think was the purpose of the Act of Union?11. Look at the drawings around the edge of the 2 versions of the document – what pictures can you see there?12. Who and What do they represent?13. Why have they been placed together on the same document?14. Most documents don't have special drawings around them. Why do you think did the Treaty of Perpetual Peace and the Act of Union have illuminations drawn around them?15. Why were such bright colours used for them? | | | |
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| <p>*</p> | <p>Thinking about the pictures you've seen, draw an image that you would like to represent you on a seal or document.</p> <p>When you are planning this, you should think about parts of your own life story that you want to appear on your seal or document – for example, your favourite hobby, favourite possession, your favourite animal / flower, a moment in your life that you are very proud of, an image of your home, or a familiar landmark of your town etc.</p> <p>You will have to draw it again, so make sure it's not too complicated.</p> | | <p>H, I Seal images should be circular or oval, and should have 2 images – one for the back (<i>reverse</i>) and front (<i>obverse</i>). They shouldn't have too much detail if they are to be reproduced as a seal in the next activity.</p> | <p>I can create a range of visual information through observing and recording from my experiences across the curriculum.</p> <p>EXA 1-04a</p> <p>I have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks.</p> <p>EXA 2-02a</p> <p>Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design.</p> <p>EXA 2-05a</p> |
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Possible Organisation

* Individual 0 Group @ Class ^ Pairs

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6 Creative Activity

| Learning Points / Activities and Possible Organisation | | Resources | Assessment Strategies | Curriculum XPs and Outcomes |
|--|---|---|-----------------------|---|
| 0 or * | <p>Working individually or in groups create your own charters.</p> <ul style="list-style-type: none"> Think about a right, or school value (e.g. respect) that you would like to express in a charter Write some text for this in English or in Scots (about 250 words) – make sure that it includes a section describing the right to be granted, who is to receive the right (it could be one person, or a group of people (e.g. your whole class or school), and a section saying who is going to sign it When you are happy with your text write your official version on another sheet of special paper, either in your own handwriting, or 17th century handwriting ('secretary hand'). Make sure you leave space around the outside to draw your own illuminations around them. Draw your own illuminations round the outside of the text | <p>School value system, e.g. Honesty, Equality, a caring Attitude, Respect, Trust (HEART)</p> <p>Dictionary of the Scots Language – www.dsl.ac.uk</p> <p>17th C alphabet on Scottish Handwriting website - www.scottishhandwriting.com</p> | H, F, I | <p>I can create a range of visual information through observing and recording from my experiences across the curriculum.</p> <p>EXA 1-04a</p> <p>I have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks.</p> <p>EXA 2-02a</p> <p>Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design.</p> <p>EXA 2-05a</p> <p>I can show my understanding of values such as caring, sharing, fairness, equality and love.</p> <p>RME 1-09b</p> <p>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 the people around me.</p> |

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| | <p>incorporating the image(s) that you drew in the last activity.</p> <ul style="list-style-type: none"> • Sign your charter when it is finished <p>Added Value Elements</p> <ul style="list-style-type: none"> • Make your paper extra special by artificially ageing it with the supervision of your teacher. • Create your own ornate signature, or add any folds and strips that you would like in order to attach a seal • Make your own seal out of air-drying clay using your image from the previous activity and attach it to the strip on the charter instead of signing it • When your charter is finished, go down to your local Mercat Cross or other official public place (e.g. school assembly hall, local war memorial etc) and 'declare' your rights. | <p>Guidance on artificially 'ageing' paper – see resources below</p> <p>Good resource for images of wax seals (and also some information on how they're made) at http://library.nd.edu/medieval/seals/</p> <p>Map search for nearby Mercat Cross, and information about their significance – see resources below</p> | | <p>SOC 0-04a</p> |
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Possible Organisation

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Links to resources

European Union Charter of Fundamental Rights - http://www.europarl.europa.eu/charter/pdf/text_en.pdf

Banff Burgh Charter, 1372 on pp375-377 and 534 of Annals of Banff v. 2 <https://archive.org/stream/annalsofbanffcom02cram#page/376/mode/2up>

Stonehaven Fundamental Charter, 1624 http://www.aberdeencity.gov.uk/education_learning/local_history/archives/loc_docmonthapril2009.asp

Magna Carta main site, with sections containing image and translation - <http://www.bl.uk/treasures/magnacarta/index.html>

Medieval Writing website - <http://medievalwriting.50megs.com/scripts/scrindex.htm>

University of Notre Dame Medieval Seals site - <http://library.nd.edu/medieval/seals/>

Declaration of Arbroath, 1320 - <http://www.nas.gov.uk/about/090401.asp>

Treaty of Perpetual Peace, 1502 - <http://www.scottisharchivesforschools.org/Flodden/scotlandAndEngland.asp> (this is the version held in Scotland – there is only a low quality image available of the version held in England - <https://www.flickr.com/photos/20631910@N03/3211890437/in/photostream/>)

Act of Union, 1707 – English version at <http://www.educationscotland.gov.uk/higherscottishhistory/treatyofunion/passingoftheact/index.asp> , Scottish version at http://en.wikipedia.org/wiki/File:Treaty_of_Union.jpg

Scottish Handwriting website - www.ScottishHandwriting.com

Dictionary of Scots Language website www.dsl.ac.uk

Information on Mercat Crosses - http://en.wikipedia.org/wiki/Mercat_cross

Artificially ageing paper - <http://www.wikihow.com/Make-Paper-Look-Old> (several methods, but some involve heat)

Contact Details

For more help, the following local organisations can be contacted:

Aberdeen City and Aberdeenshire Archives

Old Aberdeen House
Dunbar Street
Aberdeen, AB24 3UJ
T: 01224 481775
E: archives@aberdeencity.gov.uk

www.aberdeencity.gov.uk/archives

Local Studies Department

Aberdeenshire Libraries
Meldrum Meg Way
Oldmeldrum, AB51 0GN
T: **01651 871219**
E: local.studies@aberdeenshire.gov.uk

www.aberdeenshire.gov.uk/libraries/information/local_studies.asp

Aberdeenshire Council Arts Education

David Atherton, Arts Education Officer
Woodhill House, Westburn Road
Aberdeen, AB16 5GB
T. 01224 665363
E. david.atherton@aberdeenshire.gov.uk
www.aberdeenshirearts.org.uk

Aberdeenshire Museums

Mintlaw Industrial Estate
Station Road, Mintlaw,
Peterhead AB42 5EE
T: 01771 622807
E: museums@aberdeenshire.gov.uk.

www.aberdeenshire.gov.uk/museums/index.asp