

How We Used to Sleep

Curriculum Links (key stage 2): Content: a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066

Ancient Greece – a study of Greek life and achievements and their influence on the western world (influence of Greek medicine on early modern medicine)

Workshop Objectives: 1. To explore how people in the sixteenth century interpreted sleep.

2. To introduce students to the idea that sleep was believed to be central to health in the sixteenth century.

3. To explore how people in the sixteenth century went about getting a good night’s sleep.

Stage	Stage Objective	Time	Interaction	Procedure
1	<p><u>Activity</u>: What makes you ill? <u>Resource</u>: none needed. <u>Objective</u>: to get students thinking about the variety of causes of illness and how they can be prevented or cured.</p>	10 mins	Team Game	<p>Introductory post-it note game. Split the class into groups of about three. Tell them you want them to think of as many things that could make a person ill or make them not feel very well. Elicit an example. Tell them that you want each member of the group to take it in turns to write an answer on a post-it note then run and stick it to a wall / board. By the end of the game there will be a variety of answers to quickly discuss as a group.</p> <p>Discuss how you could avoid these illnesses. Elicit responses that illustrate the difference between ‘cures’ and ‘prevention’. Explain to the class that we are going to be thinking about how early modern Europeans tried to PREVENT illness. PREVENTION rather than CURES was the aim of early modern medicine. This focus affected day-to-day living in the early modern period.</p>
2	<p><u>Activity</u>: How to sleep well... <u>Resource</u>: none needed.</p>	15 mins	Pair work	<p>Explain to the students that people in the sixteenth century also believed that not sleeping well could make you sick. Ask the students if they agree or not.</p>

	<p><u>Objective:</u> to get students to think about their own sleep management.</p>			<p>Tell the students that you want them to work with a partner to write a list of all the things that they do to get a good night's sleep. Tell them about your own sleep routine to give them some ideas e.g. have a shower before bed, don't drink tea or coffee, brush your teeth etc. Monitor as the students are working. Ask questions to elicit more answers. E.g. do you ever eat just before bed? Why? Why not? Do you wear shoes to bed? Why? Why not? Try and get the students to think about WHY they do these things. Feedback as a group.</p>
3	<p><u>Activity:</u> Sleep: Them and Us. <u>Resource:</u> Matching pairs game and them and us worksheet. <u>Objective:</u> to introduce students to early modern sleep practices and to compare these to their own approaches to sleep.</p>	20 mins	Pair work	<p>Matching pairs game about early modern sleep. Questions and answers in pairs – e.g. Q: What did early modern people think sleep was for? A: To help us digest food. Each answer card will have the answer plus a brief explanation of the rationale behind the idea. Once the students have completed the matching pairs game (taking it turns it pairs to turn over cards until they have matched all the question and answer cards) the students can then complete their 'them and us' worksheet.</p> <p>Feedback should include a discussion of how important sleep was in early modern England. Ask the students if they think getting a good night's sleep is as important today? Ask them if they think it should be as important? What could you do differently to help you sleep better do you think?</p>
4	<p><u>Activity:</u> How to Sleep Like a Tudor. <u>Resource:</u> How to Sleep Like a Tudor video. <u>Objective:</u> to give students some more information and prepare them for the final task.</p>	10 mins	As a class	<p>Tell the students they are going to watch a video about how people slept in the past. You could ask them to answer some simple questions as they watch. For example, and in preparation for the next task: what ingredients did Tudors use to help them sleep better?</p> <p>Feedback: ask the students what they found most interesting or surprising about the video.</p>
5		20 mins		

	<p><u>Activity:</u> Sleep Remedies. <u>Resource:</u> Recipe Cards <u>Objective:</u> students to prepare some sleep remedies. This will illustrate the control and agency that early modern people had over their bodily health.</p>		<p>Group work</p>	<p>Tell the students that they are going to make some early modern sleep remedies. Ask them if they know about any ingredients that might help you sleep better already. See if everybody agrees or disagrees. Are these different from the ones talked about in the video? Put the class into groups of around three. Hand out the recipes to each group. Show them the ingredients they are going to use.</p> <p>Before they start ask them to read through the recipe to check that they understand all the words. Go through and clarify anything they didn't understand.</p> <p>Ask them who they think wrote the recipes? Ask them where they would normally get medicine from. Explain how ordinary people were in control of their own health – did not rely on doctors for everything. They grew lots of these ingredients in the garden or bought them at apothecaries. People would create their own collection of recipes and make their own remedies at home.</p> <p>Ask the students to work as a group to make the recipe. Monitor closely to make sure they don't make too much mess!</p> <p>Feedback as a class. Ask some groups to explain to the rest of the class what is in their recipe and ask them if they think it would work or not. Explain the rationale behind a few of the ingredients if possible.</p> <p>Finish the session by going through the workshop objectives. Ask the students whether or not they think they have achieved all of the objectives.</p>
--	---	--	-------------------	--