



# Worksheets

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# **WORKSHEETS, NOTES, AND SUGGESTIONS FOR THE USE OF TEACHERS, LECTURERS AND GROUP LEADERS**

## **Introduction**

In the world of education, methods of presentation, emphasis, and angles of approach to a subject have undergone changes over the last two decades. A museum today must reflect those changes.

The actual aims of those involved in education have, however, remained broadly the same. These aims are to broaden and deepen the individual's understanding of himself / herself in relation to the world in which we all live and, particularly in the case of the school pupil, to provide the tools whereby that understanding can be achieved. Before that first aim can be attempted, a degree of disciplined instruction will have to be undertaken in relation to the second.

Our museum here assumes that all its visitors, of whatever age, are able to read, and to understand what they read, though it is appreciated that primary school children will need some help from their teachers. The material that has been put together for the use of teachers makes that initial assumption.

The video or talk which we offer as an introduction to the displays is not intended to take the place of a full study of the exhibits, though it should help to emphasise some of the important aspects of the Eyam story.

We believe that the history of our village is valuable in a number of ways. It provides continuity with the past, showing how ordinary people have fared throughout the inevitable changes of time. It traces the rise and fall of industrial ventures. It epitomises social development. It is interesting geologically. And above all, because of that brief episode in its history when disaster fell upon the village, it illuminates in a dramatic, well documented way, some of the moral and religious aspects of the human predicament in general. [Because outbreaks of plague have been known and feared throughout the history of the world, the Eyam story has elements that are of interest to those whose ethnic origins are not of these islands - not always easy in a study of our national history].

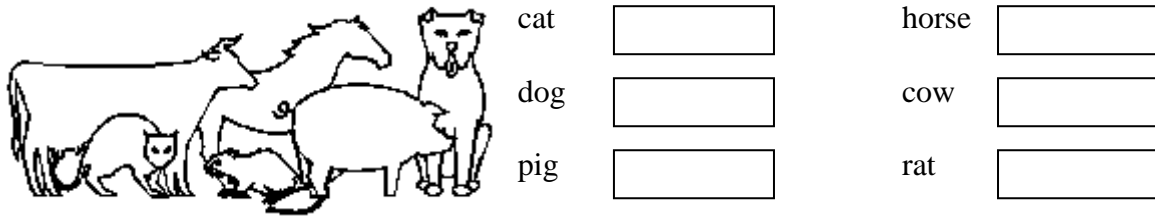
Eyam was not the only English village to suffer an outbreak of bubonic plague in the 1665 - 66 epidemic, but it is the best known and possibly the best researched. The story of those tragic months forms the largest part of our museum display. Our package for teachers covers this and much more. We hope it will be of use in providing some starting points on which to base class work.

# EYAM MUSEUM WORKSHEET

## No. 1. THE PLAGUE IN LONDON IN 1665

Look at the MURAL in the entrance hall  
to find the answers to the questions.

**Three of the following animals are shown somewhere in the picture. Tick the three.**



**The houses where there was someone ill of the plague were marked by**

- A a cross?
- B a flag?
- C a knife stuck in the door post?



**The doctor attending a sick person is wearing a mask because**

- A he does not want anyone to know who he is?
- B he is trying to save himself from catching the plague?
- C there is a lot of smoke from the fires you can see in the picture?

**The cloth that brought the plague infection to Eyam was carried from London by**

- A pack horses with saddle bags?
- B a carriage drawn by a horse?
- C a man with a pack on his back?

## **Classwork Suggestions**

### **The Plague Story. London**

Read a few extracts from writers such as Pepys, Evelyn & Defoe, with first hand experience of the plague of 1665 (there are some in the newspaper enclosed with the Teachers Pack).

Think of any large town that you know and discuss obvious differences then and now, in:-

- a) streets, including the kinds of vehicles in them
- b) houses
- c) people and their clothes
- d) customs, including doctors' visits and treatment of infectious diseases, funerals, ways of transporting goods (including by sea).

Try to write a few days of a diary that might have been written by a child in a family shut up in their home because someone there is ill. Get the class to ask their oldest friends and relatives what they remember about such illnesses as scarlet fever, and tell others what they have discovered, particularly about isolation hospitals.

Talk about "Cities at Night" leading to drawings, or paintings and for the more imaginative pupils descriptions, on paper or in a brief speech, of what it would be like in the streets at night (either THEN or NOW or both).

What does the skull and crossbones indicate? Get the children to find out. Older people may remember that this used to be a sign on some poison bottles or packets. Discuss danger signs generally [electricity, radio-active substances, etc.] and get the children to design signs that might be appropriate to certain cases (eg. slippery floors, wobbly chairs) and make drawings.

### **The Fire of London**

If desired, the Fire of London (which is described in the 'broadsheet') can be introduced here. Let the children (in groups?) take it in turns to play the parts of reporters interviewing victims. The Lord Mayor of London, or even the King and Court, are briefly mentioned, giving scope for some interesting dialogue.

# EYAM MUSEUM WORKSHEET

## No. 2. THE SPREAD OF BUBONIC PLAGUE

Look at the writing and pictures on the first seven panels to find the answers to the questions.



Tick if the answer is YES. Put a cross if it is NO.

- |   |   |                          |
|---|---|--------------------------|
| A | The brown rat is bigger than the black rat                              | <input type="checkbox"/> |
| B | The brown rat is the one that carries the fleas with the plague bacilli | <input type="checkbox"/> |
| C | Rats themselves can die of the plague                                   | <input type="checkbox"/> |
| D | Fleas do not live on dead rats  | <input type="checkbox"/> |
| E | Human beings catch the plague when they are bitten by fleas             | <input type="checkbox"/> |
| F | Human beings cannot pass the plague to each other                       | <input type="checkbox"/> |

Here are the names of three countries or places where many people died of the plague long before it came to London in 1665. Unfortunately the person who wrote the names for us got rather muddled at times. Write down the proper spelling for each name.



AND LOOK OUT FOR THE CATCH!

- A  
PYEGT.....
- B  
MEOR.....
- C  
FEODOSYA.....

## **Classwork Suggestions**

### **The Plague Story. The World Picture and the Cause of Plague**

A useful exercise here would be to talk about the progress that has been made over many centuries in understanding the link between disease and hygiene. A book entitled 'Clean & Decent' is a useful handbook for the teacher on the subject of the development of baths and lavatories. Project work with drawings could be undertaken. Older family members will no doubt supply graphic anecdotes.

Some simple science on the subject of diseases caused by bacteria could be introduced. A book entitled 'Horrible Bugs' provides a humorous approach, and should be on sale in the shop. Others can be obtained from libraries as the teacher considers suitable. Video information may be available to schools with the appropriate equipment. Group work might be a useful approach, with small groups working on topics such as:

- Black Rats and Brown Rats.
- Rubbish disposal, past and present.
- A history of baths and / or lavatories (Grandparents will have some memories).
- Going to the doctor, then and now.
- Horrid habits, particularly in wartime.

The whole class could be given some hints that, in spite of the progress made, we are not perfect. They may already know enough to suggest that pollution of different kinds is a present-day problem that could kill nearly as many people as the plagues of old.

Take CARE that information given to classes is accurate and adapted to the understanding of the pupils. They enjoy ghoulish details, but can frighten themselves and each other and spread unnecessary alarm. Select your material with discretion and be reassuring. No one is going to die of plague, or anything else, because a pet picks up a flea!

Roman Baths may be a good topic to enliven a history lesson about the Roman Empire, which did, in fact, spread its influence into Derbyshire and the lead mining district of which Eyam is a part. Buxton is only a few miles away, and has connections with Roman baths and medicinal springs. Information on this town, and on other Roman antiquities in the area, is easily available from the town's Tourist Office - telephone 01298 25106.

The way in which fighting soldiers spread the infection by catapulting plague-ridden corpses amongst the enemy will have captured the young imagination. Compare this episode with the story of the Trojan Horse, or that of the English prisoners of war who used a vaulting horse to cloak their escape plans from the Germans, which someones Grandad may remember. This could provide a basis for subsequent dramatic or written work, or perhaps a poem.

# EYAM MUSEUM WORKSHEET

## No. 3. THE PLAGUE IN EYAM (downstairs)

Look at the writing, pictures, and models to find the answers to the questions.  
Put a tick in the box beside the right answer.

**Look at the two figures in the tailor's kitchen.** The man is GEORGE VICCARS, who was the first in Eyam to die of the plague in September 1665. Was the lady

- |   |                    |                          |
|---|--------------------|--------------------------|
| A | Mrs Mary HADFIELD? | <input type="checkbox"/> |
| B | Mrs Mary VICCARS?  | <input type="checkbox"/> |
| C | Mrs Mary COOPER?   | <input type="checkbox"/> |

[There is a little catch in this one because the lady was known in Eyam by TWO of these names as she had been married twice. Tick only the name of the man who was her husband in 1665. The other one was dead before the plague.]

**People knew they were suffering from the plague if they had buboes.** Buboes are

- |   |  |                          |
|---|--|--------------------------|
| A | red patches on the skin?                                       | <input type="checkbox"/> |
| B | large lumps under the arms, in the neck, and inside the thigh? | <input type="checkbox"/> |
| C | sore places in the mouth and throat?                           | <input type="checkbox"/> |

**One of the plague sufferers was said to have recovered after drinking a jug of warm bacon fat.**

Was this person

- |   |                     |                          |
|---|---------------------|--------------------------|
| A | Emmott Syddall?     | <input type="checkbox"/> |
| B | Mary Hancock?       | <input type="checkbox"/> |
| C | Margaret Blackwell? | <input type="checkbox"/> |



## **Classwork Suggestions**

### **The Plague Story. Eyam**

**1**

#### **Points to stress**

1) The importance of the church and their religion to the people of those days. Burial (not cremation) in consecrated ground was important to them, and to give this last up voluntarily was an enormous sacrifice. [A discussion of present day funeral customs in different countries might be a fruitful digression].

2) The moral issue. The people of Eyam certainly believed they were making efforts to prevent others suffering, and doing so voluntarily. N.B. In London isolation was forced upon people.

3) The example of co-operation set by the two clergymen, William Mompesson and Thomas Stanley. Instead of hating him, as one might expect, Stanley helped Mompesson to lead and care for the villagers.

Mompesson and Stanley, are key figures in the broader perspective of the Stuart period and its place in the constitutional development of this country. Stanley represents the sterner and less ceremonial form of Church of England Worship that was encouraged by the puritanical Commonwealth of Oliver Cromwell, and that was later to find expression in the growth of the Non-Conformist churches that did so much for the working classes of later centuries. Mompesson is of the younger generation of vicars and rectors who returned to the forms of worship of the previous century that were favoured by the Stuart kings and are still those of the traditional Church of England. Stanley was dismissed from Eyam because of his refusal to abandon his puritanism. The co-operation of these two men was one of the remarkable features of the Eyam plague story, and the two strands of religious observance have been vital to the life of the village up to present times.

Think about Thomas Stanley, a man whose wife had recently died and who had lost his job through no real fault of his own. What would he think about the Mompesson family? What did he feel when the Plague broke out in Eyam?



# EYAM MUSEUM WORKSHEET

## No. 4. THE EARLY HISTORY OF EYAM

Look at the writing, pictures and objects on the panels on the right of the EYAM CONNECTIONS ROOM to find the answers to the questions.

Put a tick in the box beside the right answer.

**The earliest human beings lived in this area**

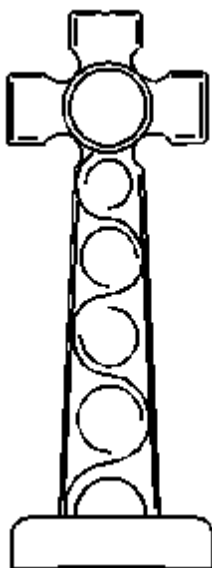
- A 1,000 years ago?
- B 3,000 years ago?
- C 30,000 years ago?



**These early people hunted with**

- A spears?
- B flint arrow-heads?
- C guns?

**The stone cross in the churchyard was made by**



- A The Saxons?
- B The Normans?
- C The Victorians?

**The name "EYAM" comes from an old word "AIUNE".  
This means a place with**

- A rocks?
- B woods?
- C water?

## **Classwork Suggestions**

### **Prehistory**

Using library books and pictures, find out about the kind of people who lived in caves, and how long ago this was.

Are there any cave-dwellers in any part of the world nowadays?

Make drawings of some of the weapons used by the men in prehistoric times.

Using a table-top, and what materials can be collected (cardboard cartons, modelling clay, bits of coarse material & fur if possible), make a model of a cave dwelling.

Look at some pictures of cave paintings. what do they tell you about the lives of those who made the paintings? Do some of your own.

### **Place Names**

Using names suggested by the class, track down their meanings

eg:	Sheffield	Anglo-Saxon.
	Chester & London	Romans.
	York	Vikings.

Sometimes these places have coats-of-arms that suggest their origins. Look at pictures of these and draw or paint them.

If there is no coat-of-arms (villages like Eyam don't have them) make one up for each place.

If possible use contributions from children with origins, or relatives, in other countries. Historical and geographical interest can range as widely as the teacher finds useful or judicious.

# EYAM MUSEUM WORKSHEET

## No. 5. THE PLAGUE IN EYAM (upstairs)

Where in Eyam will you find a copy of the register where the deaths of the plague victims are recorded?



A In the Museum?

B In the Church?

C In the Hall?

Look at the models of the two clergymen in the study as well as at the panels.

Tick if the answer is YES. Put a cross if it is NO.



A The older of the two men is the one who was Rector (vicar) in 1665 & 1666.

B The younger man was called WILLIAM MOMPESON.

C The two men decided to hold all church services in the open air whilst the plague was still in the village.

D The space of 12 feet (nearly 4 metres) that they said each person should have around him was enough to stop the infection spreading.

E They ordered everyone who had died of the plague to be burned instead of buried in the ground.

F Each householder was to be responsible for disposing of the dead in his or her own family.

## **Classwork Suggestions**

### **The Plague Story. Eyam**

**2**

With the spotlight on the church and its officers, it might be useful to let the spotlight fall on young George Mompesson. Get the children to think of events from his point of view, and that of his sister, Elizabeth, who, being older, would probably be a more fluent writer. Discuss their impressions of some of the Eyam personalities eg:

Thomas Stanley, to them an old man, and possibly hostile at first.  
Andrew Merrill with his favourite cockerel.

Unwin - perhaps a rather eccentric person  
(see the play 'The Roses of Eyam').

Blackwell, the brother of Margaret, who was a lead miner.  
Their mother, Catherine.

Even though George and Elizabeth were sent away before the isolation of the village in 1666, George's later reminiscences show that their recollection was vivid.

The characters are important to the story, and there are a number of dramatic episodes concerning them that make mini-dramas. A way of tackling this in the classroom would be to use these on which to build the whole picture eg:-

The Mompesson Family, including the children until they were sent away.

The Tailor's House (Plague Cottage), home to Mary and Alexander Hadfield, and Mary's children from her marriage to Edward Cooper, and George Viccars.

The Siddalls, because of the unhappy lovers Roland Torr (from Stoney Middleton) and Emmott Siddall, who died of plague.

Margaret Blackwell, because her survival makes amusing reading as a contrast to the other tragedies.

Mary Hancock, the symbol of tragedy for the whole village.

Marshal Howe and Unwin - another amusing story, but also a moral one because Howe was denied his pickings from this "fatality".

The Syddalls and a daughter's romantic attachment to a young man from a neighbouring parish.

Written work, and drama work, can illustrate these people's lives.

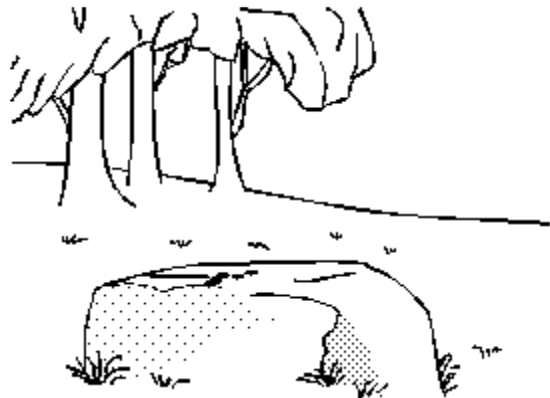
**Tick the right answer**

Which local rich landowner helped to provide food and medicine for the people after they had cut themselves off from the outside world?

- |   |                              |                          |
|---|------------------------------|--------------------------|
| A | The Sheriff of Nottingham.   | <input type="checkbox"/> |
| B | The Lord Mayor of Sheffield. | <input type="checkbox"/> |
| C | The Earl of Devonshire.      | <input type="checkbox"/> |

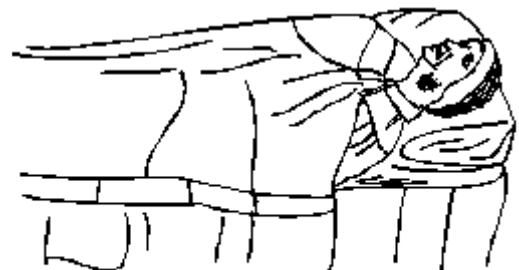
**Which liquid did they think would disinfect the coins that were left as payment at the Boundary Stone?**

- |   |            |                          |
|---|------------|--------------------------|
| A | vinegar    | <input type="checkbox"/> |
| B | milk       | <input type="checkbox"/> |
| C | salt water | <input type="checkbox"/> |



**Here is a list of words.** Cross out the one you think does not describe the scene of the man dying of the plague.

- |          |          |
|----------|----------|
| sad      | amusing  |
| horrible | gruesome |
| ghastly  | dreadful |



## Classwork Suggestions

### The Plague Story. Eyam

3

Using a good map of the area trace the route taken by the following:

- a) The rector of Eyam (Mompesson) and the vicar of Hathersage coming to meet each other on Eyam Moor at the spot called Wet Withens (a stone circle is marked there).
- b) The path taken between Chatsworth and the village of Bubnell (near Baslow) by the Earl of Devonshire's doctor coming to interview a plague suspect from the opposite side of the River Derwent.
- c) The path from Stoney Middleton to the Boundary Stone.

On the same map find Riley Graves, which are really Hancock graves.

Make up the shopping list that might have been left at Mompesson's Well or the Boundary Stone. Write down six items that would not have been on it because they had not been invented then.

[Alternatively cross out from the following list those items that could not have appeared on it]

SUGAR	LIGHTBULBS
RUBBER BOOTS	WOOLLEN SOCKS
MATCHES	TOBACCO
FLOUR	ORANGES
ASPIRIN TABLETS	CHEESE

Ask one group to make up the prayer they think Mompesson might have used at the first open-air church service.

Another group might improvise a scene in which

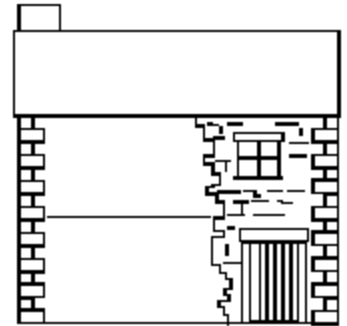
- a) Thomas Stanley or
- b) Catherine Mompesson visits one of the sick people.

# EYAM MUSEUM WORKSHEET

## No. 6. DEATHS FROM PLAGUE IN EYAM

Each person should pick or be given a house number.  
Look at the chart that shows all the houses.  
Look at the number you were given with your work sheet.  
Look at the chart to find the house of the same number.

WRITE DOWN THAT NUMBER IN THIS BOX.



Now answer the questions about the house that has that number.

- A How many people died of the plague in your house?
- B How many people died of something else in 1665-66?
- C How many survived?
- D Which other house in the village did their relatives live in?
- E How many of the relatives died of the plague?

N.B. If the answer is NONE write NONE in or across the box.

Look at the panels with the graphs.

The last date in 1666 when a death from plague was recorded is

- A November 1st?
- B October 30th?
- C November 5th?

Deaths from the plague in the village numbered

- A 280?
- B 260?
- C 500?



## Classwork Suggestions

### The Plague Story. Eyam

4

Study the list of those who died, and write down a) their ages where given, b) their job. From this you will get a picture of how the village people lived in 1666.

Try to work out what size of family people had in those days. How many people lived in each, generally very small, house.

It might be possible by collecting such data to make your own plan of the village, with appropriate livestock.

There are few drawings to show Eyam in 1665, but the general shape of the village and the size of the cottages as well as the materials of which they were built was very little altered between then and the earliest of the photographs in your pack. Model houses with interiors based on the three-dimensional diplays in the Museum could be made using fairly simple materials. There are books of cottage furnishings through the centuries that will give more idea of the appearance of the interior - mostly very bare to our eyes. Cottage furniture of that date has not survived to be displayed in the museum.

Colouring sheets of costumes of the period are on sale in the shop.

Having read the will that Thomas Stanley drew up for George Darby, (transcript enclosed) discuss wills and why they are made. Ask the children to imagine themselves as lead miners, or farmers, or tailors (or anything else appropriate) and try to make up a will. How would its provisions differ from those that might be made nowadays by

- a) a man who had won a large lottery prize six months ago
- b) a pensioner living in a small bungalow.

[Lists of possessions might substitute for the actual terms of the wills in the above cases].

Here are some common household possessions that have not been spelled as they would be today. Try to put them right.

CUBBORD  
KISTES  
BOTTELS

SHUVLE  
KISSHON  
BOKKES

NAYLES  
CLOKKE



# EYAM MUSEUM WORKSHEET

## No. 7. THE END OF THE PLAGUE

Look at the last panels upstairs.  
Tick the right answer.

When they thought the plague had ended the people tried to get rid of any remaining infection by

- A washing all their clothes and bedlinen?
- B killing off all the dogs, cats and hens?
- C burning all their belongings?

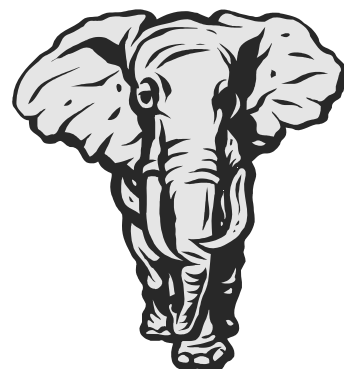
The only grave of a plague victim in the churchyard is



- A Catherine Mompesson?
- B Marshall Howe?
- C Thomas Stanley?

In the western U.S.A. people are warned that plague can be carried by

- A Brown bears?
- B Chipmunks?
- C Elephants?



## **Classwork Suggestions**

### **The Plague Story. Eyam**

**5**

Draw Catherine Mompesson's tomb, and decorate it with the roses that are always placed there on the last Sunday in August.

Some useful words to learn how to use and spell:

PLAGUE	EPIDEMIC	PANIC
INFESTED	SYMPTOMS	ISOLATION
ORIGIN	FUGITIVES	INFECTIOUS
DESPERATION	COURAGE	DISTRESS

If it won't give the children nightmares, have a chat about various accidents and ailments, and get each child to give a little talk on a subject such as "The Day my Grandad Broke his Leg" or "What it Was Like When I had Earache".

Give each child three words you think would be useful additions to his/her vocabulary, and either add or subtract from the marks you give for the talk if the words are correctly used in it.

Sometimes it is possible to let the whole class help to mark talks by choosing their three "best" ones out of them all, but some manipulation by the teacher in the cause of "fairness" may be needed.

# EYAM MUSEUM WORKSHEET

## No. 8. AGRICULTURE

Look at Panel no.35 to find the answers.  
Tick the right answer.

**The crop grown in the village fields in 1673 (soon after the Plague) was**

- A    barley?
- B    oats?
- C    wheat?



**The amount of grass land needed to feed one cow in the summer was**

- A    Two acres?
- B    Half an acre?
- C    Five acres?

N.B. An acre is a measure of land.  
Three swimming pools side by side  
would cover about one acre.

**Lead miners helped to keep their families, according to Panel 35, by**



- A    Planting potatoes?
- B    Trapping rabbits?
- C    Keeping a cow and some sheep?

**In 1702, when land in the village was divided into separate small farms, each farmer was allowed**

- A    5 acres?
- B    6 acres?
- C    10 acres?

## **Classwork Suggestions**

### **Agriculture**

**1**

What are cereals? Collect packets (or part packets) of foodstuffs containing a) barley b) oats c) wheat. Discuss their uses today.

Introduce the word 'corn' and explain (or perhaps the class could find out for itself) the use of the word rather loosely to mean 'wheat' and cereals or their seeds generally, and more specifically 'maize' and its products.

Adding this largely American cereal to the list, find out where in the world these four cereals are grown. Details of types of farming, the growing cycle of a crop, the machinery used, and the importance of such an industry to the people of the world can be developed according to class needs. 'The Farmers' Weekly' and other magazines might provide useful pictures for a project or scrap book.

Learn to spell the word 'cereal', and each cereal product.

Cows. These animals have been in the news for some time now. Try to stress that the cow has been, and will be again, a very useful creature, even if it is so unpopular at present.

The Value of Cows. Try to find out how much you would have to pay to buy a cow today. From the fact that a number of Eyam wills of the plague year refer to cows that are to be left to survivors, discuss the importance of a cow (or cows) as a source of wealth. Customs that still obtain today in some countries of giving cows as part of a marriage settlement might be mentioned. A visit to a working farm could be arranged. Most urban areas have one or more of these within reasonable reach.

Milking a cow, then and now, is an interesting topic with scope for some entertaining mime.

Pictures of the different breeds of cows can be collected and/or drawn.

Having drawn or cut out pictures of cows, or used models from a toy farm, give the animals names. Ask why names such as Daisy, Buttercup and Clover (some useful spelling here) were often given to cows. This could lead to the important point that these (and other) farm animals are herbivorous whereas wild animals such as foxes eat the flesh of other animals. There are many departure points for discussion here.

**This division of the land into smallholdings allowed many improvements. Tick the THREE that are mentioned out of the following list.**

- Crops could be rotated (ask what this means)
- Fields could be ploughed
- Wells could be dug
- Trees could be cut down
- Pigs and poultry as well as cows and sheep could be kept.

**In 1895, the number of farms in the village producing milk was**

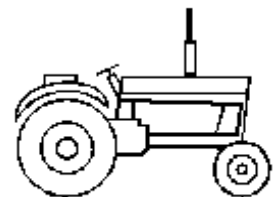
- A 5 ?
- B 16 ?
- C 20 ?

**During the Great War (1914-18) the Eyam farmers supplied the country with**

- A milk, potatoes, oats
- B wheat, barley, turnips
- C beef, pork, mutton

**Which of the following new developments improved farming in Eyam during the Second World War (1939-45) ? (Tick only one).**

- A Wider roads
- B Tractors
- C Telephones



**There are only TWO dairy farms left in Eyam today because**

- A Most of the land is owned by farmers outside the village
- B People are not drinking so much milk
- C There are not enough people prepared to work on dairy farms

## **Classwork Suggestions**

### **Agriculture**

**2**

This page of the work sheet could lead to a more generalised history of farming backed up by the reading (and possibly the writing) of stories.

Most children's stories of the past have rural settings, so there is no shortage of material for use with all age groups.

As well as fiction, there is documentary evidence of the involvement of children in farm work throughout the ages. Children whose parents grew up in Commonwealth countries may be able to give some personal accounts of this from fairly recent times. A week's newspapers may yield stories (usually unfortunately about accidents) of farm life today in this country, and in the European Union agriculture is still an important industry.

Some topics associated with agriculture that might be useful for groupwork:-

How horses were used on the farm.

Hedges, walls and fences.

Keeping hens.

Modern Farm Machinery.

The work of vets on the farm.

Plants that grow in the fields.

What farming means in other countries  
(eg. USA. The Far East. Australia).

Make as much use as possible of audio-visual material both factual and fictional.

Animals: farms have inspired much poetry. Let the class have a go!

Improvise a dramatic episode of country life.

# EYAM MUSEUM WORKSHEET

## No. 9. THE COW CLUB

Look at Panel no.36.  
Tick the right answer.

**Cow Clubs were formed to**

A prevent cruelty to cows?

B protect the public from bad meat or poor milk?

C give the farmer compensation if a cow died unexpectedly?

**If a farmer's Cow Club subscription was ONE SHILLING and SIXPENCE (7½p) per cow per quarter (3 months), and he had FIVE COWS, how much did he have to pay each year?**

A 5 shillings?

B 30 shillings?

C 50 shillings?

Note: 1 shilling = 5p  
sixpence = 2½p

## **Classwork Suggestions**

### **The Cow Club**

Imagine you are a farmer's wife in about 1900.

Under the headings Spring, Summer, Autumn, Winter write a short account of what happens to three cows [An account on tape might be acceptable instead of writing].

Imagine you are a farmer (male or female) today. Under the heading "A Difficult Year", describe what happened to your herd of beef cattle.

If you want to be different, tell the story of either of the above farmers from the point of view of the farm dog or cat.



# EYAM MUSEUM WORKSHEET

## No. 10. LEAD AND FLUORSPAR MINING

Look at Panel no.37.  
Tick the right answer.

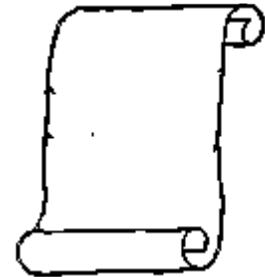
**Lead mining has been important in the history of Eyam for more than**

- A 3,000 years?
- B 600 years?
- C 1,000 years?



**Lead miners from very early times have had rules laid down by**

- A The Barmote Court?
- B The Miners' Arms?
- C The Mineral Charter?



**In 1755 an earthquake caused rocks to shatter in Eyam's lead mines. Its centre was the town of Lisbon. Lisbon is in**

- A France?
- B Cornwall?
- C Portugal?

**The most prosperous period for lead mining in Eyam began in 1863. This was because**

- A New machinery was invented?
- B A new vein of lead was discovered near the village?
- C A new mine was opened?

## **Classwork Suggestions**

### **Lead and Fluorspar Mining**

**1**

Lead mining is the foundation of much local history in Derbyshire, and an interest in it is often combined with the excitement of caving and potholing.

There are a large number of books about lead-mining (some of them on sale in the museum shop and most of them available in libraries) that will provide further details on this subject. The story "Whistling Clough" is recommended for older pupils. A visit to the Speedwell Cavern at Castleton gives a vivid impression of the difficulties faced by lead miners.

There are drawings of mine shafts and mining tools that can be copied as part of a project.

Things to find out about lead mining are:-

- a) its ancient history, how lead was formed, and why it was useful to go to the enormous difficulty and danger of extracting it (eg. durability, malleability of sheet lead, waterproof properties, weight etc.).
- b) the rules both local and national that were applied to the working of lead mines.
- c) the stories of heroism, disasters, and horrifying conditions associated with the miners and their families.
- d) why lead mining is a dying trade nowadays.
- e) what is still found associated with ores of lead that does have a use today.

Samples of lead, either as ore or from articles that have been made from smelted lead, should be possible to collect and examine.

**Which class of people - not the miners themselves - gained most from the new prosperity, according to the panel?**

- A Owners of land?
- B Makers of lead products?
- C The clergy? (ie. those in charge of the churches)

Look at Panel 38 to answer these questions.

**The following three jumbles of letters represent the three main minerals that are found mixed up with each other in the mines around Eyam. Sort the letters out.**

- A D A L E
- B Y S B T A R E
- C P F O S L A U R R

**Numbers 2 and 3 of these minerals are now more important to industry than Number 1. Copy down the names of TWO industries that make use of Number 2, and TWO industries that make use of Number 3.**

- Number 2
- Number 3

**A very large industrial plant can be seen on the hillside to the south of Eyam. Its name is given on the panel. Write it down.**



## **Classwork Suggestions**

### **Lead and Fluorspar Mining**

**2**

It is the hazardous life of the lead miner over the centuries that will provide most interest. There is an obvious comparison to be made with coal-mining, but unlike coal, lead was for a long time worked by individuals or by very small groups of miners, even if they did not actually own the mine. Disasters, of which there were many, were therefore individual tragedies rather than the spectacular mass fatalities that made coal-mining so notorious.

Water was the lead miner's chief enemy. There is scope here for some vivid descriptive work, either in writing or in speech of various kinds.

A large scale map of Eyam and its surrounding woodlands will show where many old lead mine shafts were, and some are close to public footpaths where they may be recognised by the substantial concrete caps that have made them safe from accidental falls into them by dogs and walkers. The squat chimney of one of the largest lead mines - in use until some twenty years ago - dominates the hillside to the west of Mompesson's Well. These features may form part of a lead mine 'trail' that a class may follow around the area.

If wider horizons are required, comparison may be made with the tin-mining area of Cornwall - an equally ancient industry, equally hazardous and similarly in decline today.

The presence of fluorspar and barytes alongside lead has extended the life of some mines into the present day, and some mention could be made of the uses of these minerals and the very different way in which they are now extracted.

**EYAM MUSEUM WORKSHEET**  
**No. 11. LEAD SMELTING**

Look at Panel no.39 to find these answers.

Lead Smelting. This process turns the lead that has been mined into bars or sheets of metal. It requires very great heat. In this part of your WORKSHEET you will need to write ONE WORD as your answer. The length of the word is given by the number of dashes.

**What name is given to the metal before it is processed?** O \_ \_

**What was the power that drove the bellow in the smelting mill?** W \_ \_ \_ \_

**What was the fuel used in the smelting hearth?** W \_ \_ \_

**Until what year were the smelting mills in use? (Numbers here, of course)** \_ \_ \_ \_

**What is the name of the kind of furnace that replaced the smelting mill or hearth?**

C \_ \_ \_ \_ \_

**What was the fuel that this type of furnace used?** C \_ \_ \_

**Put one word into each gap in the following sentence**

The chimney of the C \_ \_ \_ \_ \_ had to be high because it did not use B \_ \_ \_ \_ \_  
to make a D \_ \_ \_ \_ \_ of air to get the fire hot.

**What was the name of the fine a miner had to pay if he wanted to get his ore smelted in a mill or cupola that did not belong to his own landlord?**

C \_ \_ \_

## **Classwork Suggestions**

### **Lead Smelting**

Once mined, lead, like many other minerals, requires further treatment before it can be put to use. This often involves the application of heat to form it into bars or sheets. This process is 'smelting' and it was usually done in furnaces with domed roofs (cupolas) built near the mining areas, but well away from houses. Because of the heat and the possibility of accidents with molten metal, this too was a dangerous occupation. Long hours were worked for small wages.

The process is interesting as part of industrial history, particularly in a place like Eyam's near neighbour, Sheffield, where smelting of metals was essential to the steel industry for which the city was famous.

Schools there may wish to include it in classwork on the local craftsmen and will find the city's libraries and industrial museums have more detailed information.

## EYAM MUSEUM WORKSHEET

### No. 12. THE STORY OF DENNIS BAGSHAW

Look at the lower part of Panel no.39 to find these answers.

**Put one word in the gap in each sentence.**

Dennis was trapped for S \_ \_ days.

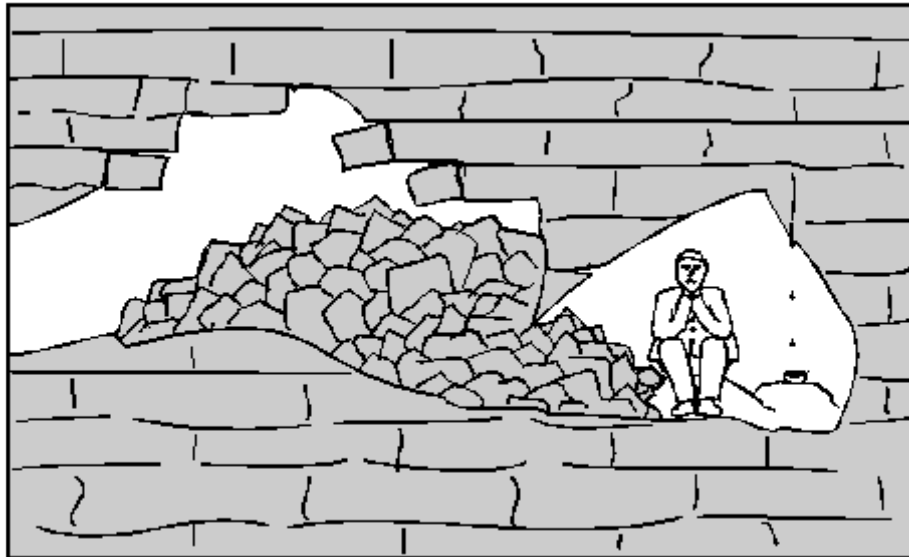
He had to eat C \_ \_ \_ \_ \_ during that time.

He would have died if his friends had not managed to let fresh A \_ \_ into the mine.

He had to collect W \_ \_ \_ \_ in a cup which he made out of clay.

When his rescuers reached him he was E \_ \_ \_ \_ \_ .

His eyes were bandaged so that the D \_ \_ \_ \_ \_ would not be too strong for them.



## **Classwork Suggestions**

### **Dennis Bagshaw**

This story has some obvious inspiration for the class teacher.

Here are a few suggestions.

Get each member of the class to imagine that he or she is Dennis Bagshaw. and write down THREE things he must tell himself NOT to do if he is to survive.

Divide the class into groups.

ONE to write a short scene describing what takes place at Dennis' house when a fellow workman comes dashing to tell his family what has happened.

ONE to write a similar scene beside the mineshaft as rescuers try to get air through to the victim.

ONE to write a scene appropriate for the few minutes just before and just after Dennis emerges from his imprisonment.

Let the class imagine this is a present day incident (as indeed it could be). If necessary, divide into groups.

Let them take it in turns to be the interviewer and the interviewee from a TV news programme. Dennis himself, his wife, a neighbour, a workmate, a policeman or any other interested spectator could be interviewed.

Take a vote, if desired, on the most vivid interview.

From photographs and pictures (some from family albums, some from this pack, some from library books) make a little booklet called "Mr & Mrs Bagshaw's House" with drawings of the inside and outside of the cottage and some of its furniture. Try to draw some of the clothes the family would wear eg. hats, pinafores, working trousers and Sunday waistcoats with watch-chains.

Kitchen equipment and the kinds of food on the shelves could be included if there was sufficient interest. Comparison with the present day could be discussed.



# EYAM MUSEUM WORKSHEET

## No. 13. OTHER LOCAL INDUSTRIES

### QUARRYING

PANEL 40

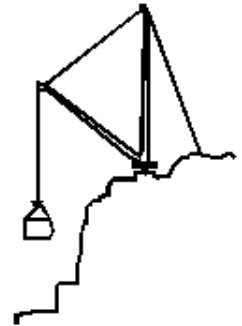
Grinding wheels were made out of M \_ \_ \_ \_ \_ G \_ \_ \_

S \_ \_ \_ \_ \_ is another stone that is found to the north of Eyam.

It is still quarried today at S \_ \_ \_ \_ Quarry.

The very big quarries you can see to the south of Eyam are cutting L \_ \_ \_ \_ \_

A great amount of this stone is used in modern R \_ \_ \_ building.



LIME BURNING is a process connected with quarrying. The lime was, at one time,

burned in K \_ \_ \_ \_

The powder produced by burning lime is used as F \_ \_ \_ \_ L \_ Z \_ \_

Lime has not been burned in the Eyam area since 19\_ \_

### COTTON AND FLAX SPINNING AND WEAVING

PANEL 41

N.B. FLAX was used for making LINEN. Most bed sheets and pillows were made of linen.

Besides COTTON and FLAX, S \_ \_ \_ was woven in Eyam in the 18th and 19th centuries.

Spinning and weaving died out in Eyam when it was learned how to use W \_ \_ \_ \_ for power.

This was because Eyam has no R \_ \_ \_ \_ .

The cottages in the photograph were used for two purposes:

- 1) To house the L \_ \_ \_ \_ .
- 2) To house the C \_ \_ \_ \_ \_ \_ who worked there.

## **Classwork Suggestions**

### **Quarrying**

Quarrying is still very much a modern industry. Find out what stone is used, and for what purpose. What difference has automation made to the industry? What is the need for road stone doing to the landscape, particularly of a place like Eyam?

Walk round the village and look at the houses, their roofs, and the garden ornaments to see something of former uses of stone.

Stone has always been an important building material and almost any stone-built edifice could supply inspiration for a drawing, an account or a talk. Different kinds of stone have different properties. The effect of stone on the 'hardness' or 'softness' of water is important in Eyam, which was able in the past to supply both to its troughs because of its unique position where two kinds of stone 'met'

A visit to the Visitors' Centre at Carsington Reservoir may be of interest in this connection.

Visit a big garden centre such as the one at Chatsworth to see what can be made by powdering stone and making various mixes with it. What are houses that seem to be made of stone nowadays really made of?

Close examination of, for instance, the verge-blocks used by the Peak National Park may well disclose examples of fossils. Buxton Museum has examples of the black marble quarried at Ashford-in-the-Water and beloved of Victorian ornament makers. Castleton has fine collections of Blue John on display in its shops. Building stone is visible all around.

There are a number of scientific experiments as well as details of weights and measurements that can be done with both stones and metals if the equipment and expertise are available.

More imaginatively, the quarrying industry has had its tales, tragic and romantic. There is a sad poem by Wilfrid Wilson Gibson called 'The Stone' that teachers might find useful material with a class of older children if they can find it in the older anthologies. It recounts the story of a girl whose lover was killed in a quarry, and it is really the tale of how NOT to tell someone bad news.

**Children, mostly orphans, were employed in both spinning and weaving mills.**

**Mill owners used them because**

- A They were quicker than adults.
- B They did not need to be paid much, if anything.
- C They were keen to do the job.

Tick the answer you think is most likely.

PANEL 42

**Try to read the visitors' reports about the children in the two mills.**

Both these mills are a short distance from each other, but about 5 miles from Eyam.

They were water-powered cotton mills.

How many hours were worked by the child employees at

- A Litton Mill
- B Cressbrook Mill

Which of the two mills had better conditions?

SILK WEAVING.

PANELS 43 AND 44

In which century was silk-weaving brought to Eyam?

What town was the centre of the silk industry? M \_ \_ \_ \_ \_

How many silk-weaving firms were in Eyam in 1857?

Was weaving the only business interest of the silk mill owners?

When silk-weaving ran down in Eyam, what industry took over the workshops?

Making S \_ \_ \_ \_ and S \_ \_ \_ \_ \_

## **Classwork Suggestions**

### **Cotton and Flax Spinning and Weaving**

The Eyam Cotton and Flax industries were a very small part of the much wider industrial scene centred upon Manchester.

A visit to the mills at Styal, near Wilmslow, is almost essential to the study of this industry and its use of child labour. The mills at Cressbrook and Litton are also of interest, though they are not museums.

It is Litton that provides the background of child abuse described in the story 'The Devil's Mill' that can be obtained in the shop.

An improvised drama of a dialogue between children at Litton and those at Cressbrook, with scenes from the life in each workplace interposed, might be possible with some steering from the teacher.

More simply, a list A and a list B comparing and contrasting conditions at each mill could be compiled.

Topicality could be introduced here by referring to some present-day abuse of child labour in, for instance, Iran (carpet weaving) and India (weaving and agriculture).

### **Silk**

The carrier pigeons form the main source of interest to children in Eyam's brief period of silk weaving. A drawing of their loft is a possible employment whilst in the village. There is a 'Silk Trail' in Macclesfield for those who wish to know more about this industry.

Ralph Wain was an interesting character and an improvised dialogue between him and the very much grown-up daughter he fetched back from the village Wakes might be amusing to older pupils. His lack of personal ambition and his contentment with a quiet life in the village are of moral interest to today's money-grabbing society.

**The next two questions need longer answers**

What job did the carrier pigeons do?

.....

What useful process did Ralph Wain discover?

.....



SLIPPERS AND SHOES

PANEL 45

**This needs a longer answer too**

Why were hand-made shoes for children called "TURN SHOES"?

.....

Where did many of the women employed in shoemaking work? AT H \_ \_ \_ .

What other material besides leather was used for making footwear? R \_ \_ \_ \_ \_ .

When did the last shoe factory in Eyam close? \_ \_ \_ \_

Does some kind of work still go on in some of the old buildings?

PANELS 46 AND 47

In 1918 the number of hours worked each week by the people (mainly women) in the Eyam shoe factories was .....

The hours worked by people in other centres, who were members of a Union, was .....

Write down three things besides the long hours that you think were unfair conditions for shoe workers in Eyam.

1).....

2).....

3).....

In February 1918, a strike for better conditions began in Eyam.

How long did it last? .....

## **Classwork Suggestions**

### **Slippers and Shoes**

The story of the beginnings of trade-unionism is the interesting feature here. Again it is older pupils who will get most out of the account of the long dispute that improved conditions for Eyam workers. That women were involved as well as men is important.

Drawings of some show-styles of the past are a fairly simple exercise: some of them are remarkably reminiscent of the latest fashions in ankle boots. Listing working conditions and comparing them with those of the present day are more serious tasks.

For senior pupils, a history of the change in the rôle of women in almost every walk of life is a useful study, but beyond the scope of this outline of class work. Teachers will organise their approach according to need. The Eyam shoe workers dispute provides, perhaps, a convenient starting point.

# EYAM MUSEUM WORKSHEET

## No. 14. VILLAGE PERSONALITIES

Four men are described on PANELS 48, 49 and 50.

Richard Furness was born in 1791.

William Wood was born in 1804.

Robert Gilchrist was born in 1807.

Clarence Daniel was born in 1911.

Each of the following sentences is about ONE of the four. Write down the name of the man described in each case.

1) He wrote stories for a Sheffield newspaper .....

2) He had the idea of setting up a Museum in Eyam .....

3) He taught himself to read and write and became a professional writer  
.....

4) He failed as a tradesman but succeeded as a schoolmaster  
.....

### FINALLY!

Look at PANEL 49 and the Posset Cup.

Write down the recipe for the drink called a 'posset' that is served in the cup.

This will take you some time, partly because of the old-fashioned language, but you can do it whilst you are waiting your turn in the shop.

It will be interesting to hear what your family say when you ask for the recipe to be made up next time you have a cold!

There are NINE ingredients.

Don't forget to write down what to do with them once you've gathered together all the bottles and spices.

# EYAM MUSEUM WORKSHEET

## 15. THE GEOLOGY OF EYAM

The rocks of the Eyam area were formed during the Carboniferous Period, roughly

- A 3 thousand years ago?
- B 30 million years ago?
- C 300 million years ago?

One of the main types of rock under Eyam is Limestone. Is it made mostly of

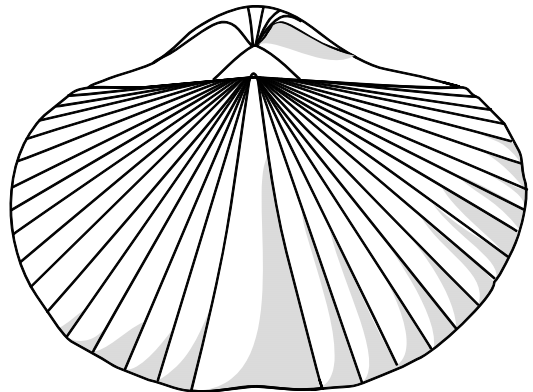
- A Sand?
- B Shelly remains of sea creatures?
- C Remains of plants?

Fossils are remains of creatures of long ago that were buried in sediment when they died. Cross out ONE of the following whose fossils are not found in Carboniferous rocks.

- |            |            |             |
|------------|------------|-------------|
| Plants     | Corals     | Dinosaurs   |
| Trilobites | Gastropods | Brachiopods |

Fossils have Latin names. Scientists all over the world use the same names even though they speak different languages. Find this one in the cabinet and write down its Latin name.

.....





## **Classwork Suggestions**

### **Geology**

The monograph "The Geology of Eyam" by John Beck is useful reading here for the teacher.

Try to get away from Dinosaurs and other monsters, and stress instead the importance of minute organisms in the formation of the world beneath our feet. Books on fossils and rocks suitable for children are on sale in the museum shop, and there are also specimens of rocks, small stones, or fossil replicas that they might be encouraged to buy as the beginning of a collection of their own.

Visits to Castleton, Matlock Bath, and the Stone Centre at Middleton by Wirksworth are fascinating experiences and are recommended.

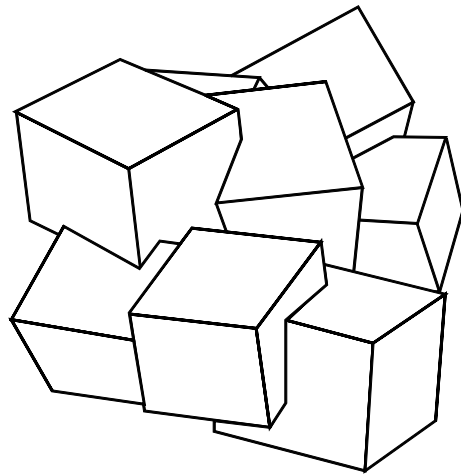
Group work may be more successful than classwork on this subject, so that individual enthusiasms might be fostered.

In class, a cardboard box (one for each child if there is room to store them!) is a starting point. Scavenging amongst assorted waste places (preferably accompanied by a responsible adult) will produce very quickly specimens of such stones as limestone and the associated minerals, millstone grit, shales, and sandstone. Pieces of lead, quartz crystals, and the occasional fossil are exciting finds, and a class museum can quickly be established with the best pieces. Forming a personal fossil collection is a slow process, but provides a hobby for a lifetime if it gets an early grip on someone.

Some appropriate block diagrams of fairly simple geological features might be studied. Try for those that are relevant to the places in which pupils live. Simple geological maps with contour lines might be a useful study for some children.

**Look at the minerals in the cabinet.** They all form different crystal shapes. This drawing shows one that forms cubes. Is it

- A Fluorspar?
- B Calcite?
- C Barytes?



**The minerals in the big veins were formed by means of**

- A Volcanic eruptions?
- B Hot waters rising from deep down?
- C Glaciers?

**Look at the Geological Map.** Eyam Museum lies on the

- A Edale Shales?
- B Cressbrook Dale Lava?
- C Carboniferous Limestone?

**Underneath and around Eyam there are many old mine workings and natural caves.** Cavers have not explored all the caves, because

- A They are sometimes flooded?
- B They are often blocked?
- C They are dark?

## **Classwork Suggestions**

### **During your walk through Eyam**

Get the children to look at the building stones used in the village. They are mostly sandstone and limestone, because Eyam lies on the boundary between the two rock types. (See the map in the Museum display or that in "The Geology of Eyam" booklet). The change in the older dry-stone field walls is a good indicator of the position of the boundary. From the top of the hill above the car park the large limestone quarries can be seen beyond the village.

### **Caves**

Ask the children how they think caves are formed. Some will think they are man-made like the mines. Get them to think about water, and the way in which water slowly modifies the landscape, forming caves where it encounters limestone, and deepening the valleys.

Caves as a topic provide a good subject for short talks and imaginative writing by the children. There are many good children's stories about, or involving, caves, eg. by Alan Garner as well as Tolkien.

It might be as well to stress the dangers of exploring caves, too.