

Activity 3

You have three different video options for this section, depending on the age of the students and the time allowed for the lesson. There are questions provided for each video to promote a discussion either as the entire class or in small groups.

Option #1

This video is the shortest (1:36). It is also the most straightforward so would work best for a younger audience, although older students can still gain a lot from it.

Use the following YouTube clip produced by Historic Royal Places to see how the Tudor monarch, Henry VIII dressed (<https://www.youtube.com/watch?v=iBRo3rPRL00>). This clip looks at what the king could wear and makes more visually clear sumptuary legislation for the students. It also shows the richness of Tudor clothing—its many colours, materials, sounds etc. as well as the expense of cloth and clothing.

For younger students, I might suggest playing the clip three times through, asking students to concentrate on a different question each time. Older students, however, could just be asked all the questions at the beginning and the clip shown once. The **first time** the clip is played, ask the students to listen for what jewels/gemstones the king wore? The answer to this question is diamonds, emeralds, rubies. The **second time** the clip is played, ask the students to listen for things that the king could wear but others in society could not? The answer to this question is a hat, purple coloured clothing, cloth of gold. The **third and final time** the clip is played, ask the students to listen for how much the ring that Henry wore was worth. The answer to this question is the salary of a peasant for a year.

Option #2

This option includes two videos, detailing historically accurate reproduced clothing for both the lower and upper classes of Tudor England. They provide more detailed information which would probably be more suitable for an older audience. This option also would take more time. The first clip (6:33) shows how a Tudor common woman might have dressed (<https://www.youtube.com/watch?v=WRSSZL1LHAU>). It details the layers of clothing, different colours and fabrics, and how weather or events might change what one wore. It helpfully notes what kinds of sources this information is also drawn from in the clip and shows how people today are interested in Tudor dress and even producing it for themselves. The second clip (6:12) looks at what a Tudor Queen from the beginning of the 16th century might have worn (<https://www.youtube.com/watch?v=c8np3Gc8Kwg>). It also details materials, colours, designs, and layers. The two clips work nicely together showing similarities and differences between Tudor clothing across class. The clips, however, can be used separately if you want to focus more on non-elite or elite clothing with your classroom.

Below are some questions you might ask about the two videos:

Questions for Get Ready with Me: Early 16th Century Tudor Common Woman's Clothing

1. What was the female undergarment of the period? What was it made of? How was it cared for? *Answer: a smock; it was produced from linen; it was laundered or washed often*
2. What was the basic female garment for the period? *Answer: a kirtle*
3. What was an extremely popular colour during this period? Why was it popular? *Answer: red; it was seen as a warming and healthy colour*
4. What is used to keep the outfit together? Why were pins so useful? *Answer: pins; made clothing adaptable and could easily change based on weather*
5. What might you wear to dress up an outfit or is the weather got cold? What was it made from? *Answer: a gown; russet*
6. What sources does this historian reference? Where does she get her information? *Answer: paintings, wills, inventories*

Questions for Dressing a Tudor Queen: Historically Accurate 1530s Clothing

1. Where are the jewels located on Tudor gowns? *Answer: the kirtle bodice*
2. What was cloth of gold? Who could wear it? What regulated it? *Answer: cloth made using real gold; highest ranking nobility; sumptuary laws*
3. How were gowns kept together? *Answer: pins*
4. Where was fur on a gown? Why was it added? *Answer: inside and outside the gown along the cuffs, hem, neckline; for warmth or to show off wealth*
5. What kind of fur does she use? Who could wear it? What regulated it? *Answer: sable; highest ranking nobility; sumptuary laws*
6. What sources does this historian use? Where does she get her information? *Answer: bills, paintings, sumptuary laws, inventories*

Questions if Using the Clips Together

1. What colours do we see in both videos? Were there similarities or differences?
2. Was the historian able to draw on similar sources for both elite and non-elite clothing? Why do you think this might be?
3. What did you notice about the kinds of fabric used to make each outfit? Did they have the same texture or look?
4. What were the biggest differences between the outfits?
5. Did one outfit look more comfortable? Why might this be the case? What would the different women have to do in their clothing? Was this different because of their social standing?
6. Did anything surprise you about the clothing? Why?

**These final questions are more open ended without specific correct answers.*