

THE DUNGEONS: CRIME AND PUNISHMENT
PRE- AND POST-LESSONS

the
DungeonsTM

AN INTRODUCTION TO
Crime and Punishment
IN BRITAIN

c. 1500–1900

**TORTUROUS TALES AND
CHILLING CHARACTERS
THROUGH THE AGES...**

**FOR AGES
12–14**



YOUR EDUCATIONAL VISIT *to the Dungeons...*

STUDENTS WILL... step backwards in time into a dark history to gain an exclusive insight into the history of crime and punishment in Britain! Students will see HISTORY come to life before their eyes, encountering some chilling characters and hearing their torturous tales! They will stretch their History skills to identify different crimes and punishment methods through the ages and explore how attitudes to crime and punishment have changed over time – all in the dark and mysterious and utterly HORRIBLE setting of the Dungeons!



The objectives of these pre- and post-visit lessons include but are not limited to:

- ◆ To identify significant events in history and place them in chronological order.
- ◆ To explore the history of crime and punishment in Britain from c. 1000–1900, with a focus on Early Modern Britain (1500–1700).
- ◆ To identify different types and categories of crime and punishment.
- ◆ To identify criminal figures through history and their crimes.
- ◆ To place criminals and events in chronological order.
- ◆ To be able to define key vocabulary and ideas relating to crime and punishment.
- ◆ To make connections between different historical periods.
- ◆ To develop their own historical lines of enquiry.
- ◆ To work together as a team to investigate and record information.

These lessons have been written for students aged 12–14 but could be differentiated for younger or older age ranges at the teacher's discretion.

OBJECTIVES *and* OUTCOMES

This pack provides material for at least **THREE HOUR-LONG LESSONS**; the first two should be delivered before visiting the Dungeons, and the third should be delivered after visiting, to consolidate learning.

| PRE VISIT LESSON 1 | PRE VISIT LESSON 2 | POST VISIT LESSON 1 |
|---|---|--|
| Chilling Characters and their Crimes! | Punishment Methods in Early Modern Britain | Bringing Criminals' Stories to Life... |
| <p>Objectives</p> <ul style="list-style-type: none"> ◆ To categorise crimes according to the nature of criminal activity involved. ◆ To describe different types of criminal activity and crimes from c. 1500 to 1900. ◆ To place crimes and criminals in chronological order from c. 1500 to 1900. | <p>Objectives</p> <ul style="list-style-type: none"> ◆ To identify and describe different methods of punishment in Early Modern Britain. ◆ To rank punishment methods in order of severity and explain reasoning. ◆ To match different punishments to crimes in Early Modern Britain. | <p>Objectives</p> <ul style="list-style-type: none"> ◆ To recap the different criminals, crimes and punishments encountered in the Dungeons. ◆ To place crimes and punishments on a chronological timeline, noting down any changes to crime and punishment over time. ◆ To complete a Historical Case Study for one criminal or criminal event. |
| <p>Outcomes</p> <p>A list of criminals in the Dungeons and their crimes; a chronological timeline placing criminals in order; a 'Most Wanted!' poster for a criminal.</p> | <p>Outcomes</p> <p>A list of different methods of punishment in Early Modern Britain matched to images and definitions; criminals in the Dungeons matched to their punishments.</p> | <p>Outcomes</p> <p>A timeline of characters and criminals in the Dungeons; a completed Historical Case Study for one criminal or criminal event; a criminal's diary entry.</p> |

CHILLING CHARACTERS'

and their crimes...

LEAD IN QUESTIONS:

What is 'crime'?
What types
of crimes are
committed today?

Why do you think
crimes have been
punished through
history to the
present day?

What crimes do
you think you
might encounter
on your trip to the
Dungeons? Why?

TASK 1

First, match the types of crimes to the correct examples of criminal activity!
Draw a line between the **CRIME TYPES** (left) and **CRIME EXAMPLES** (right), to pair
them up correctly.

CRIME TYPE:
Crimes against
a person

CRIME TYPE:
Crimes against
Property

CRIME TYPE:
Crimes against
Authority

Examples of this type of
criminal activity include:
**Theft, Robbery, Burglary,
Poaching and Smuggling.**

Examples of this type of
criminal activity include:
**Heresy, Treason and
Illegal Protest.**

Examples of this type of
criminal activity include:
**Murder, Manslaughter,
Sexual Crimes or Assault.**

TASK 2

It's time to think more about some of the **CRIMES** and **CRIMINALS** that you'll meet at the Dungeons! Can you match the criminal to one or more of the crimes listed below? Record your ideas on the next page!

Note: Not all of the criminals listed on the Chilling Characters and their Crimes Worksheet can be found in one attraction. Some are in the London Dungeons, while some are in York, Blackpool or Edinburgh!



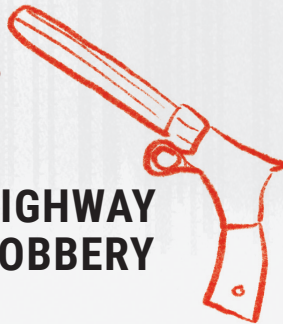
CANNIBALISM

PETTY THEFT



SMUGGLING

POACHING



HIGHWAY ROBBERY



WITCHCRAFT

HERESY



TREASON

ARSON



PROTEST

REBELLION



MURDER

| CRIMINAL | CRIMES OF THE ACCUSED |
|---|---|
| Jack The Ripper (London)  | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |
| Anne Boleyn (London)  | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |
| Guy Fawkes (London and York)  | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |
| Dick Turpin (York)  | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |
| Isabella Billington (York)  | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |
| Agnes Finnie (Edinburgh)  | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |
| Burke & Hare (Edinburgh)  | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |
| Sawney Bean (Edinburgh)  | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |
| Meg Shelton (Blackpool)  | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |
| Alizon Device (Blackpool)  | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |

CHALLENGE

Underline any crimes against a person in **GREEN**, crimes against property in **RED**, and crimes against authority in **YELLOW**. Some crimes might be a mixture of all three!



EXTENSION

Place these criminals and their crimes on a Chronological Timeline! The dates below are approximate – feel free to research and add your own.



TASK 3

Create a **MOST WANTED!** poster for one of the criminals that you'll meet on your trip to the Dungeons!



Tip: A 'Most Wanted' poster is a poster distributed to let the public know of a person who authorities wish to find and apprehend. It normally includes a picture of the person, either a photograph or a sketch, information about their crimes, and a sum of money offered as reward for their capture!



PUNISHMENT METHODS

in early modern Britain

LEAD IN QUESTIONS:

What is
'punishment'?
What methods of
punishment are
used today?

Why do you think
crimes have been
punished through
history to the
present day?

Can you guess
what methods
of punishment
you might find on
your trip to the
Dungeons?

TASK 1

Look at list of some of the punishments used throughout Early Modern Britain.
Do you know what any of them are?

THE STOCKS
AND PILLORY

SCOLD'S
BRIDLE

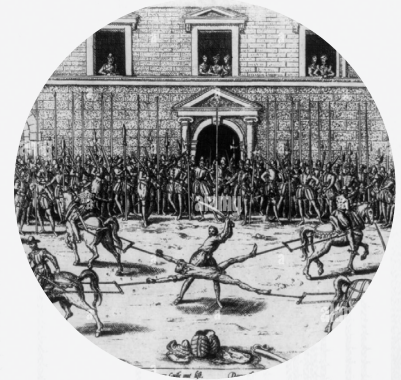
EXECUTION
BY
BEHEADING

HANGED,
DRAWN AND
QUARTERED

BURNED AT
THE STAKE

WHIPPING
AND
BRANDING

Can you match the punishment methods on the previous page to the correct image, or sketch an image to represent the punishment method?



Based on the pictures, write a definition of the punishment methods:

THE STOCKS AND PILLORY:

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.....

SCOLD'S BRIDLE:

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.....

EXECUTION BY BEHEADING:

.....
.....

HANGED, DRAWN AND QUARTERED:

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.....

BURNED AT THE STAKE:

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.....

WHIPPING AND BRANDING:

.....
.....

EXTENSION

Add any other punishments from this period of history that you can think of. What do they often have in common? Why don't we use these punishments any more?

TASK 2

Rank the punishments in order of severity, where 1 is the most severe and 6 is the least. Then, put the punishment methods listed into two categories: punishment for 'minor offences' and punishment for 'major offences'. Give reasons for your choices!

1

2

3

4

5

6

PUNISHMENTS FOR MINOR OFFENCES:

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PUNISHMENTS FOR MAJOR OFFENCES:

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WHY DID YOU MAKE THESE CHOICES?

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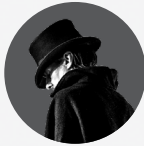









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TASK 3

Refer back to your list of criminals from Lesson 1. Carry out some research into the punishments that these criminals received.

| CRIMINAL | | PUNISHMENT METHODS | OFFENCE TYPE |
|---------------------------------|---|-------------------------|--|
| Jack The Ripper (London) |  | | Major offence <input type="checkbox"/> Minor offence <input type="checkbox"/> |
| Anne Boleyn (London) |  | | Major offence <input type="checkbox"/> Minor offence <input type="checkbox"/> |
| Guy Fawkes (London and York) |  | | Major offence <input type="checkbox"/> Minor offence <input type="checkbox"/> |
| Dick Turpin (York) |  | | Major offence <input type="checkbox"/> Minor offence <input type="checkbox"/> |
| Isabella Billington (York) |  | | Major offence <input type="checkbox"/> Minor offence <input type="checkbox"/> |
| Agnes Finnie (Edinburgh) |  | | Major offence <input type="checkbox"/> Minor offence <input type="checkbox"/> |
| Burke & Hare (Edinburgh) |  | | Major offence <input type="checkbox"/> Minor offence <input type="checkbox"/> |
| Sawney Bean (Edinburgh) |  | | Major offence <input type="checkbox"/> Minor offence <input type="checkbox"/> |
| Meg Shelton (Blackpool) |  | | Major offence <input type="checkbox"/> Minor offence <input type="checkbox"/> |
| Alizon Device (Blackpool) |  | | Major offence <input type="checkbox"/> Minor offence <input type="checkbox"/> |

Note: Jack the Ripper was never found, so he never received his punishment. Guess at how he would've been punished for his crimes in 1888.

YOU ARE NOW READY

*to visit the
Dungeons!*

TASK 7

Prepare for your visit to the Dungeons, where you'll be able to see everything you've learned come to life! Choose from 4 sinister locations: London, York, Blackpool and Edinburgh.



● EDINBURGH

● BLACKPOOL

● YORK

● LONDON

Be sure to bring a notebook, so you can jot down the names of the criminals you meet and the punishments you see!

BRINGING CRIMINALS' STORIES *to life...*

RECAP QUESTIONS:

What did you
enjoy most about
your visit to the
Dungeons?

What did you
learn about crime
and punishment
on your visit?

Which criminals
did you meet?
Which modes of
punishment did
you see?

TASK 1

During your visit to the Dungeons, you met several notorious criminals and found out their punishments. Can you remember them? List as many as you can!

CRIMINALS YOU SAW IN THE DUNGEONS:

**PUNISHMENTS YOU SAW IN THE
DUNGEONS:**

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CHALLENGE

Place these criminals, crimes and punishments on the Chronological Timeline provided below! The dates below are approximate – feel free to research and add your own!



TASK 2

Choose one of the crimes that you encountered during your visit to the Dungeons. Create a Historical Case Study for the subject you have chosen using the template provided.

| KEY DATES | KEY EVENTS: DESCRIPTION |
|-----------|-------------------------|
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| | |
| | |

DESCRIPTION: Describe the crime and the events leading up to the crime. What category of crime was committed?

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PUNISHMENTS: What were the punishment methods and the purpose of the punishment?

| PUNISHMENT METHOD | PURPOSE OF PUNISHMENT |
|-------------------|-----------------------|
| | |
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| | |

EFFECTS: What were the social, political and economical effects of the case and why?

| EFFECTS | DESCRIPTION |
|------------|-------------|
| Social | <hr/> <hr/> |
| Political | <hr/> <hr/> |
| Economical | <hr/> <hr/> |

HISTORICAL IMPORTANCE: Why is this example of criminal activity important to our understanding the history of crime and punishment in Britain?

TASK 3

Write a letter or diary entry in role as your chosen criminal after they have been convicted and sentenced for their crime. Consider how the criminal feels, what motivated them to commit their crime, and whether they think their punishment is fair.

Drama Idea! Bring your Case Studies to life! As a class, create a courtroom just like the one you experienced at the Dungeons. Nominate someone to play the role of the judge, someone to play the role of the prosecutor, and someone to play the role of the criminal. Take turns in the different roles and interview the offenders to find out more about their crimes!

