



GO AULD REEKIE

OLD EDINBURGH
THEMED TEACHING PACK
AND HANDLING BOX

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Men's shoes



TEACHERS' NOTES

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William Brown, Link Boy

Link boys carried lit torches and could be hired to light your way home before street lighting was common. There are descriptions of link boys waiting outside popular taverns and coffee houses along with the sedan chairmen, hoping to be hired.

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1 INTRODUCTION



Theatre Royal,
Shakespeare Square

WORLD HERITAGE SITES

World Heritage Sites are cultural and/or natural sites considered to be of 'Outstanding Universal Value', by the World Heritage Committee.

These places or buildings are thought to:

- have special importance for everyone
- represent unique, or the most significant or best, examples of the world's cultural and/or natural heritage

World Heritage status is a high accolade that brings with it responsibilities and international scrutiny. Scotland currently has six designated World Heritage Sites. The Old and New Towns of Edinburgh is one of these.

OLD AND NEW TOWNS OF EDINBURGH

The city is built on an extraordinary landscape of hills and valleys, formed millions of years ago by volcanoes and ice sheets. Together, these factors have created a truly distinctive skyline and stunning views, which are recognised around the world.

The city's unique character comes from the contrast between the Old Town and the New Town, each of which contains many significant historic buildings. More than 75% of all buildings within the World Heritage Site are listed for their architectural or historic importance.

The medieval Old Town retains its distinctive pattern of narrow passageways known as closes and wynds. The New Town, designed in 1767, is the largest and best-preserved example of Georgian town planning in the UK.

Chamber
pot



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THE GO AULD REEKIE HANDLING BOX

This handling collection features objects that can tell us about life in Edinburgh before, and during, the 18th century. However, the objects could easily be used to provoke discussion about old Edinburgh in general – it is not necessarily important that you are studying this particular period as a topic. It has been chosen specifically because it was a century of real change in Edinburgh and can tell the story of the whole World Heritage Site – the Old Town and the New Town.

These are high quality artefacts, both replica and original, that are designed for use in the classroom. All of them are based as closely as possible on real objects that would have been found in the Old and New Towns of Edinburgh during this pivotal period of change in the country's capital. It is intended that they should be handled, examined and tried on by students of all ages to enhance learning and to stimulate further queries and investigation. The illustrations of buildings and people in this pack represent real life characters and buildings from 18th and 19th century Edinburgh.

Use of the handling box will allow teachers not only to support learning and teaching in a variety of curricular areas but will also complement any visits to a number of sites in Edinburgh that are listed in the 'Places to Visit in Edinburgh' section on page 16 of the teacher guide. Some of the key curriculum experiences and outcomes that can be covered are outlined on page 15.

The teaching pack and handling box consists of 12 key objects. These are supported by this teachers' pack and a series of object investigation cards that will help to facilitate exploration and discussion of the objects. An object information sheet is also provided for teachers and facilitators as a handy reference sheet for all text and information that is on each of the object cards.

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2 WHAT'S IN THE BOX



The Lawnmarket



1. Women's shoes



2. Men's shoes



3. Leather shoes
(Turn shoes)



4. Coffee Pot



5. Tea box (Caddy)



6. Sugar cutters (Nips)



7. Food and Cooking



8. Flint and steel



9. Belt hook, with
needle case,
scissors and key
(Chatelaine)



10. Chamber pot



11. Ointment pot



12. Hand cuffs
(Shackles)

More detailed information on each of these can be found in the object cards provided in the handling box and as part of the downloadable pack

A checklist of all objects can be found in the box.

3 USING THE OBJECTS IN THE CLASSROOM

Tea caddy



There is an introductory **Let's Investigate!** card for pupil use, which introduces the objects and assists pupils in their investigations.

Each object then has an associated discussion card, which assists closer investigation and suggests open-ended discussion points and things to look for. Once these activities have been completed, pupils can be supplied with the information cards that accompany each object.

Teachers can use the objects in the collection in any way which suits their learning aims and class. The material is designed for independent pupil use, or for exploration and discussion in small groups, but you may prefer to manage it as a whole class.



John Edmonstone, Taxidermist

A taxidermist is a person whose job is to prepare the skins of dead animals and birds and fill them with a special material to make them look as if they are alive. John was a skilled taxidermist who worked for the University of Edinburgh's zoological museum.

The following is a suggestion as to how you might run a session:

1. Organise your class into small groups – ideally with no more than four to a group.
2. Either give each group two or three objects to look at and discuss or give each group one object to look at and discuss in detail.
3. Allow each group 5–10 minutes to talk about and/or draw the objects.
4. You can help to lead discussion by getting the class to make a list for each object:



Lothian Street

What they see/feel, for example:

- What shape is it?
- What colour is it?
- Are there any patterns or decorations on it?
- Is it heavy or light?
- Is it rough or smooth?
- Does it smell of anything?

What they think, for example:

- Who might have used it?
- How does it work?
- What might it have been used for?
- What is it made of?
- Is it broken? Is there anything missing? If so, how did it happen?
- What is it?

What they wonder. That is, any questions they still have about an object, for example:

- Who owned it/used it?
- What would you be doing if you were using this object?
- Why is it made of these materials?
- What is it?
- How was it made?
- Where might it be used, both in the past and today?

5. Of course, pupils will often ask their own questions about the objects and this should be encouraged. It might be useful to get someone to make a note of these questions so that they can carry out their own research in the classroom.
6. The objects can then be rotated around each group.
7. You can follow this up with a group discussion session where the pupils can share their ideas, discoveries and thoughts about the objects.



Andrew Ramsay, Caddie

Caddies were messengers or guides for hire, often Gaelic speaking highlanders. They offered a range of services; as tour guides, running errands, catching thieves, or acting as a man-servant. They could be ordered to undertake tasks on behalf of the council. Caddies were regulated and had their own society to represent them. They wore official numbered badges.

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4 RISK ASSESSMENT



Royal Exchange

Teachers are advised to carry out their own risk assessment of the handling activities. Though there are no especially dangerous objects in the collection, pupils should be advised to handle certain objects with care to avoid injuring themselves or others inadvertently.

We recommend that the flint and steel should only be demonstrated by an adult.

To reduce the risk of damage to the objects if dropped, please instruct pupils to handle them over a table or carpeted area

The following items are originals and will require extra care when handling.



Original Tea box (caddy)



Original Coffee pot, with side handle.



Original Sugar cutters (nips)



Mrs Spalding, Confectioner

A confectioner was a highly regarded and skilled cook, and had respectable standing in society. She had a shop in Royal Exchange (now the City Chambers) and would have sold a variety of sweetmeats, biscuits and ices, as well as the elaborate table furnishings necessary for the lavish entertainments of the age.

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5 BACKGROUND INFORMATION ON 18TH CENTURY EDINBURGH

Shackles (hand cuffs)



Content warning: This chapter discusses Britain's colonial past, including connections to the violence and enslavement of individuals and the removal of their cultures. It is important to note that racist language and ideologies used in the past are unacceptable today. Whilst education of this topic can be uncomfortable, it is strongly encouraged to recognise Scotland's direct involvement in Britain's colonial past alongside dismantling the structural (and institutional) racism that is perpetuated today.

EDINBURGH IN THE 18TH CENTURY

During this century, Edinburgh witnessed many of the events which shaped modern Scotland, from the Act of Union, to the Jacobite Risings, the achievements of the Scottish Enlightenment, and the construction of the New Town. It was also when the Old Town entered a long period of decline, as many people moved to spacious new dwellings to the north of the Nor Loch.

It was at this time Edinburgh became known as 'a city of genius'. Many of the greatest writers, thinkers, artists, scientists, inventors and architects lived and worked in Edinburgh during the Georgian period.

AN UNPOPULAR UNION

In 1707 the Act of Union was signed in Edinburgh. This agreement joined the parliaments of Scotland and England together to form the parliament of Great Britain. Scotland would no longer have its own parliament in Edinburgh and the country would now be ruled from London. It was a deal that suited a lot of the rich and important people of Scotland - who saw an opportunity to get even richer and even more important. However, many ordinary Edinburgh people weren't quite so happy about it. For several days the 'mob' rioted in protest up and down the streets and some of those who had signed the deal feared for their own safety. Eventually the army were called down from the Castle to put a stop to the protests.



The
mercat
cross

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JACOBITES AT THE GATE

There was also a royal revolution that came right to the gates of the city. Prince Charles Edward Stuart – or ‘Bonnie Prince Charlie’ – was trying to reclaim the throne of Britain that his family had lost in 1688. After successfully marching down from the Highlands with his Jacobite army, he reached Edinburgh in 1745. The Jacobites were refused entry but managed to rush the gate that once stood at the Netherbow and captured the city – much to the alarm of many residents.

Charles moved into the Palace of Holyroodhouse for his stay in Edinburgh and had himself proclaimed Regent at the Mercat Cross. The Castle, however, proved too difficult to capture and remained under control of the government army until Charles and his men eventually left Edinburgh to invade England.

CITY OF GENIUS

It was around this same time that Edinburgh became known as ‘a city of genius’; many of the greatest writers, thinkers, artists, scientists, inventors and architects lived and worked in Edinburgh by the late 1700s. In fact, there were so many of them that one visitor famously said; “Here I stand at the Mercat Cross and can, in a few minutes, take fifty men of genius by the hand.”

A NEW TOWN

After the Jacobites were defeated at Culloden, and Edinburgh no longer feared invasions, it could grow beyond its old, defensive city walls. The town had become so overcrowded it needed more space for its people and it was decided that a ‘New Town’ should be built on the other side of the Nor Loch. In 1767 a competition was held to design this ‘New Town’ for Edinburgh. A young man called James Craig won the competition with his winning design of symmetrical, wide, spacious streets. In a very short time, the old Nor Loch was drained to make way for Princes Street Gardens and Edinburgh would grow beyond all recognition.

At this time architects and designers were travelling around Europe looking for new ideas. It became fashionable to use designs from Greece and Italy and this is reflected in the buildings evident everywhere you walk in the Georgian New Town.

Edinburgh also became known as the ‘Athens of the North’ because of its great buildings and the great thinkers who lived here. Many of them were good friends who would eat, drink and socialise together – sharing ideas and making new discoveries. It was an exciting time that has become known as ‘The Scottish Enlightenment’.

'AULD REEKIE'

However, Edinburgh also earned itself another nickname during this period which showed a very different side of the city's personality. One of the great, but often overlooked, Scots poets of this time was a young man called Robert Fergusson, who wrote very descriptive insights into how he saw the town.

Probably his most famous poem, written in 1773, was called 'Auld Reikie' - literally meaning 'old smoky' - which vividly describes life in the city. It was a time when growing demands for overseas imported food items such as tea, coffee and sugar were on the increase. New industries such as metal working, glass making and carpentry were being established in old Edinburgh to support this. These new industrial businesses belched smoke from their chimneys in a black fog, while the stench of the old town would have added to this sense of 'reek'.

CITY OF SLAVERY

The wealth and grandeur of Edinburgh, like other cities across the UK in the 18th century, came at a cost. During this time, the Atlantic slave trade forcefully relocated millions of individuals from West and Central Africa to the Caribbean. Here they were inhumanely enslaved on plantations and forced to produce goods such as tobacco, sugar, and cotton. Many Scottish individuals, including those linked with the Scottish Enlightenment, had connections, and benefited, either directly or indirectly, from the exploitation of enslaved people. The boom in external trade of commodities created a growth of industry and rising wealth. This was invested into building grand and lavish new buildings, including



Thistle Street

OLD TOWN DECLINE

All of this change came at a cost for Edinburgh's Old Town. The wealthy residents now moved across the Waverley valley to their airy, spacious, grand homes and away from the cramped, overcrowded, smelly Old Town.

That part of the city was now left for the poor. And the housing quickly fell to ruin. The great and the good would still spend time in the Old Town carrying out their day to day business - and perhaps visiting the pubs and oyster cellars for some evening entertainment. But they wouldn't stay too long. In fact, you wouldn't want to be hanging around the old closes come 10 o'clock at night. This was when the inhabitants of the Old Town were officially allowed to empty the toilet waste out into the streets to the cries of 'Gardy Loo'. Now, that cry actually means 'Watch out for the water'. But it wasn't water that would be raining down on passers-by - that's for sure...

Edinburgh's New Town. Therefore, the story of Scotland's success in the 18th century is inseparable from slavery.

Not all enslaved people worked on plantations, and some became freemen (or women). Malvina Wells was an enslaved person belonging to the Macrae family, who were plantation owners in Grenada. Before 1851, she moved to Edinburgh and became a freewoman. Here she stayed in the New Town as a servant for the Macrae and Gordon families along with running her own household for a time at 42 Thistle Street. Her grave, in St John's Episcopal Graveyard, Princes Street is the only known grave in Edinburgh of someone born enslaved.

Another example is John Edmonstone, enslaved in Guyana before becoming a freeman upon his arrival to Scotland in 1817. While in Guyana he was taught the art of taxidermy, a skill which he continued while living in Edinburgh. He taught at the university and even educated a young Charles Darwin on the preservation skills he later went on to use during his voyage on the Beagle.

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Not all people who migrated to Edinburgh were formerly enslaved. During the 18th century, the British Empire stretched across the globe with vast trade networks established between colonies. However, this was at the expense of local populations who faced violence, inequality and the decline of their cultures and lands. Some individuals from these colonies arrived in Britain to work, such as William Macao. He likely came from Macao in China onboard a trading ship and is first recorded as a male servant in 1777. Whilst initially working as a footman, he later became an accountant at the Excise Office in Chessels Court. He became a part of Edinburgh's professional class, living in various locations in the Old and New Towns until his death. He was the first recorded individual from China to become a permanent resident in Scotland, particularly remarkable because at the time it was forbidden for any Chinese subject to leave their country.

From street names and statues dedicated to individuals associated with enslaving people to objects in museums taken from their original owners, there are lasting physical remnants of empire, colonialism, and transatlantic slavery today. The impacts are felt in African, Caribbean, and Asian communities today whose histories are not widely acknowledged or represented and who suffer from continuing social attitudes, inequalities, and racism. In order to become a fair and inclusive society, it is important to be honest about how Scotland benefited from its colonial past, no matter how uncomfortable the truth is.

Malvina Wells, Lady's Maid

A lady's maid was a high ranking servant within wealthy households. Their duties included attending to their mistress's clothes, hairstyle, make-up and appearance. Malvina became a woman with her own wealth and lived in several houses in the New Town including 42 Thistle Street



BOOKS

The Scottish Nation: 1700-2000,
Tom Devine, 1999

The Scottish Enlightenment,
Arthur Herman, 2001

Edinburgh: A History of the City,
Michael Fry, 2009

Edinburgh,
David Daiches, 1978

Edinburgh,
Allan Massie, 1994

Horrible Histories - Edinburgh,
Terry Deary, 2005

The Chinese in Britain
Barclay Price, 2019

100 Great Black Britons
Patrick Vernon and
Dr Angelina Osborne, 2020

Black and British
David Olusoga, 2016

*Recovering Scotland's Slavery Past:
The Caribbean Connection*
Tom Devine, 2015

6 OTHER WEBSITES AND RESOURCES



HISTORIC ENVIRONMENT SCOTLAND

Historic Environment Scotland provide many further learning opportunities for groups. These include facilitated visits to key sites, travel subsidies for learning groups (see link below), classroom resources and opportunities for free site visits with supporting materials.

Take inspiration from Scotland's history and heritage

inspireme.historicenvironment.scot/

Teaching resources

www.historicenvironment.scot/learn/learning-resources/teaching-resources/

Investigating heritage on your doorstep

www.historicenvironment.scot/heritage-on-your-doorstep

World Heritage Site information

www.historicenvironment.scot/download-world-heritage-site-information

Travel subsidies

www.historicenvironment.scot/learn/free-learning-visits/

Investigating Holyrood Park

www.hes.scot/investigating-holyrood-park

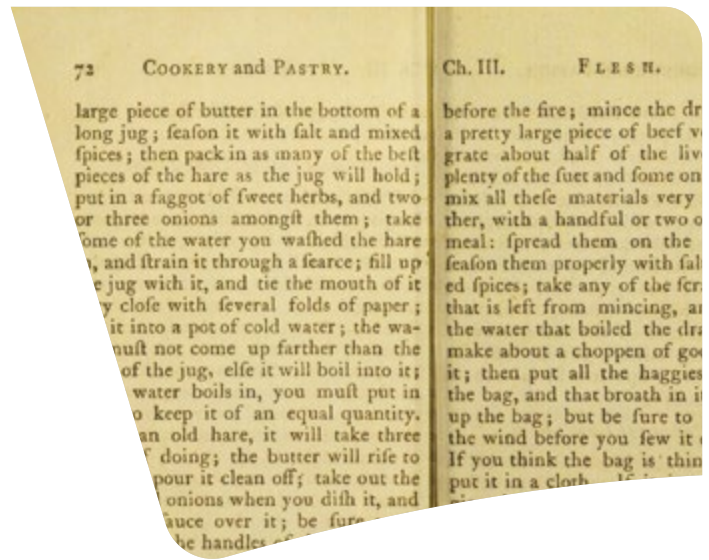
EDINBURGH WORLD HERITAGE ewh.org.uk/learning/

Edinburgh World Heritage have a range of resources and activities for schools that would support any study of Edinburgh's Old and New Towns. They can all be accessed via their website. These include guided walking trails for schools, classroom resources and further information on life in old Edinburgh.

BBC www.bbc.co.uk/bitesize/topics/zrm2pv4

The BBC provide a fairly extensive and reliable selection of learning resources and materials aimed at Scottish schools about Scottish history.

7 SUGGESTIONS FOR EXTRA ACTIVITIES



The following are suggestions for further activities that you could use to enhance any project on old Edinburgh and which would further complement use of the handling box.

SEDAN CHAIRS

Named after the town of Sedan in France where they were first used, a sedan chair consisted of a seat inside a cabin, mounted on two poles and carried by two men known as 'chairmen', one at the front and one at the rear. The passenger would get in and out through a door at the front of the chair. Sedan chairs were popular in Edinburgh, particularly in the Old Town where carriages were unable to navigate the narrow streets. You can even plan a visit to the courtyard at Tweeddale Court where you will find a rare surviving example of a sedan chair house!

This Sedan chair activity consists of a map of the known Sedan chair stances in Edinburgh and a template to make and decorate your own Sedan chair from cardboard or paper. It is designed to print at A3 and is a free downloadable resource on the Historic Environment Scotland website at www.historicenvironment.scot/download-world-heritage-site-information

HISTORIC RECIPES

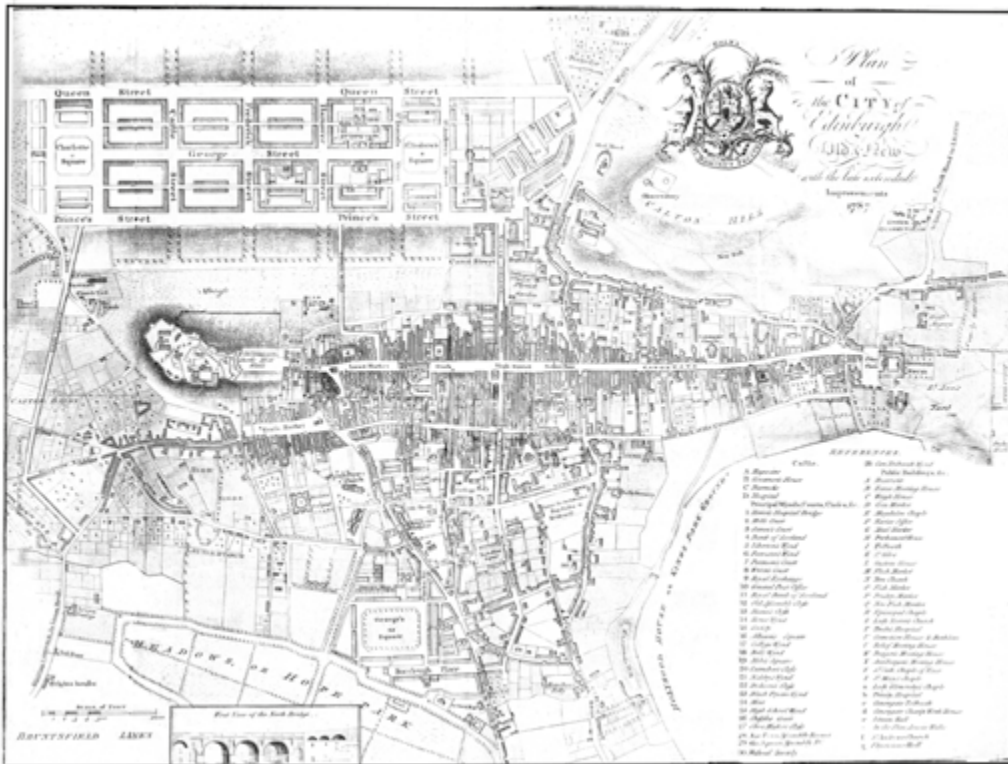
Using Mrs McIver's recipes as inspiration, you could try out a traditional Scottish recipe. Shortbread, for example, is a very simple recipe to follow. Although Mrs McIver recommends use of yeast, this isn't necessary! For a simpler traditional shortbread recipe, you could try www.bbc.co.uk/food/recipes/shortbread_1290

You could take this further, and get the group to try other simple Scottish recipes too, like oatcakes, cranachan or cloutie dumplings? There are a variety of websites that list simple instructions on how to make these dishes.

BRASS RUBBING

As well as borrowing the 'Go Auld Reekie' handling box you can borrow a brass rubbing activity designed to illustrate the differences between the Old and New Towns of Edinburgh street plans. This works well with the map activities outlined on p14. Please mention you wish to borrow this additional activity when you are booking the 'Go Auld Reekie' handling box. The activity is subject to availability at the time of booking.

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Map of the Old and New Town, dated 1787. Reproduced with the permission of the National Library of Scotland

MAP COMPARISON

Looking at old maps of Edinburgh is a really interesting way of exploring how old Edinburgh has changed over the years. An easy way to do this might be to download images of old maps of the town before and after the building of the New Town.

Especially good maps for this activity are:

- William Edgar's map of Edinburgh, 1765
- James Craig's plan for the New Town, 1768
- James Kay's map of Edinburgh, 1836

The group could then compare these with a modern tourist map of the city. What changes can they see? What remains the same? What places can they find and identify?

For more detailed information and activities that you can explore using Edinburgh maps can be found in the excellent online resources at National Library of Scotland - maps.nls.uk



Emma Murray, housekeeper

Mrs. Murray the Assembly Rooms housekeeper was responsible for cleaning the building, and acted as a sort of events manager. She had the catering contract for events in the building, and would charge for giving guided tours. In 1788 she wrote to her employers, the council, asking for an increase in her £20 per year salary. Complaining she had to employ someone to help with the tea and negus (hot wine and water) bars.

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8 CURRICULUM FOR EXCELLENCE EXPERIENCES AND OUTCOMES



Investigating the objects in the box can offer a wealth of opportunities for learning experiences and achieving outcomes across the curriculum. It could certainly offer scope for follow up activities, for example, covering drama, art, literacy and health and wellbeing, as well as the more obvious outcomes in social studies.

The primary learning outcomes from working with the objects will be in *Social Studies: People, past events and societies*. Though we have listed these at Level 2, there would certainly be enough flexibility with the objects to achieve outcomes at a higher or lower level. Visits to see relevant sites and locations in Edinburgh will add greater depth to these learning experiences. Some suggestions for places to visit are listed on page 15.

KEY EXPERIENCES AND OUTCOMES IN SOCIAL STUDIES

- 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.
SOC 2-02a
- I can investigate a Scottish historical theme to discover how past events or the actions of individuals or groups have shaped Scottish society.
SOC 2-03a
- I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences.
SOC 2-04a



Wilhelmina, Countess of Leven

When the New Town was built the Countess was one of the wealthiest ladies in Edinburgh, as the widow of the 5th Earl of Leven. She was an elderly lady in her 80s when she came to live in one of the newly built houses in St Andrew Square, close to her daughter the Countess of Northesk.

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9 PLACES TO VISIT IN EDINBURGH



The following are just a few suggestions of places in the World Heritage Site area that would complement the use of the handling box and a study of old Edinburgh:

EDINBURGH CASTLE

Offers a programme of facilitated and self-led visits as well as possible travel subsidies for learning groups.

www.historicenvironment.scot/learn/free-learning-visits/

GLADSTONE'S LAND

Visit a 17th century merchant's house, one of the oldest buildings on the Royal Mile.

www.nts.org.uk/visit/places/gladstones-land

RIDDLE'S COURT

An historic Old Town building which now offers facilitated visits for schools.

www.riddlescourt.org.uk/learning-the-patrick-geddes-centre/

MUSEUMS AND GALLERIES EDINBURGH

There are four local museums in the Old Town that are all worth visiting if you are exploring what life was like in Old Edinburgh –

- The Writer's Museum
- The Museum of Childhood
- The Museum of Edinburgh
- The People's Story Museum

Information on visiting these sites can be found at:

www.edinburghmuseums.org.uk/engage/schools-and-learning



Susanna McIver, Cookery School Teacher

Susanna ran a cookery school for the daughters and wives of the middle class, teaching all the basic skills needed. She also published a recipe book, 'Cookery and Pastry', which became a best-seller and went on to three editions and is still available.

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William Macao, Accountant

William started as an assistant for Male Servants at the Board of Excise in 1781. The Excise Board in Edinburgh administered taxes in Scotland. Beer, spirits, candles, leather, soap, paper, starch, tea, coffee and chocolate were all taxed. In 1800, William became an accountant there. When he retired he was the Superannuation (Pension) Fund accountant.



NATIONAL MUSEUM OF SCOTLAND

The National Museum houses a rich collection of artefacts that tell the story of Edinburgh and Scotland from earliest times to the current day. They run a full programme of learning activities and offer a range of resources:

www.nms.ac.uk/schools/

PALACE OF HOLYROODHOUSE

The Palace offers a range of interactive workshops, tours, learning activities and resources for nursery, primary and secondary pupils.

www.rct.uk/visit/palace-of-holyroodhouse

SCOTTISH NATIONAL PORTRAIT GALLERY

Situated in the New Town of Edinburgh, the Portrait Gallery's excellent collection tells the lives of many of the significant characters who played their parts in Edinburgh's often turbulent history. They also provide a programme of learning activities and resources.

www.nationalgalleries.org/visit/scottish-national-portrait-gallery

GEORGIAN HOUSE

See how the other half lived in the splendour of the Georgian New Town on Charlotte Square.

www.nts.org.uk/visit/places/georgian-house



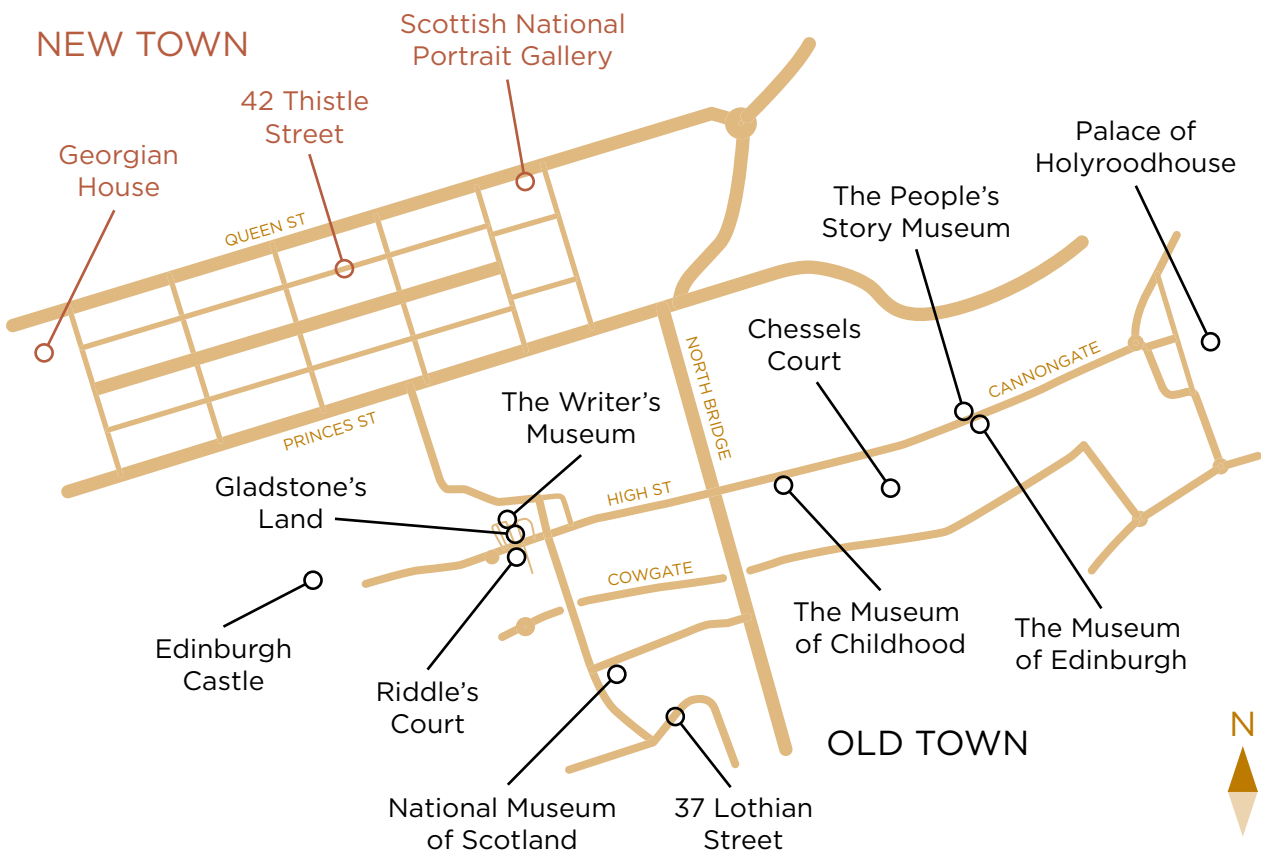
Chatelaine

GO AULD REEKIE

10
MAP OF PLACES
TO VISIT



St. Andrew's Square



Chessel's Court

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11
FEEDBACK FORM



We welcome your feedback on any aspect of using this object handling box. Please complete the form and return it with the box or contact us via heshandlingbox@HES.scot

Space has also been left below some of the questions, for further comments you may have.

BOOKING

1. **How easy was it to book the box?** Please circle one

Very easy Easy Not easy

YOUR PREPARATION

2. **Did you find the teachers' notes helpful?** Please circle one

Yes No

3. **Which sections were most useful for you?**

4. **Did you feel confident that you knew how to use the material having read the notes?** Please circle one

Yes No

Continued on p20

IN THE CLASSROOM

5. Which class did you work with?

6. How did you use the box? Please select all that you used.

- Whole class, teacher led Small groups, working independently
- Small groups, teacher led Another way - please comment

7. If you used the object investigation cards, how easy were they to use?

8. If you did the follow up activities, which ones did you do and how easy were they?

9. Did the pupils enjoy using the objects? Which were the favourites or least favourites?

10. How did you find out about the Go Auld Reekie resource?



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AND HANDLING BOX

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Old and New Towns of
Edinburgh
Inscribed on the World
Heritage List in 1995



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