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Sugar

What can original documents tell us about the history of sugar?

Key Stage 2 | Early modern 1485-1750

Lesson pack

Introduction

This lesson shows us how we can use a range of historical sources from the early modern period to piece together the history of sugar, a foodstuff that is now a part of our daily life. It explores the time in history when sugar was beginning to become more easily available and affordable in England, due to the transatlantic slave trade, the growth of sugar plantations in the Americas, and the labour of enslaved peoples on these plantations. A large collection of documents that can tell us about the history of sugar can be found in a collection called HCA 30, a varied set of records from the High Court of Admiralty, which include piracy, prize-taking, colonialism, and overseas trade.

Use this lesson to see what you can discover about the history of sugar from six different sources in collections at The National Archives.

Suitable for:

KS 2

Time period:

Early modern 1485-1750

Connections to the Curriculum:

Key Stage 2:

'Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.'

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Teacher's notes

This lesson introduces students to the history of sugar in the fifteenth and sixteenth centuries, and sugar's journey from plantations in the Americas to European metropoles, where it was often further refined before being sold for consumption. The lesson aims to help students reflect on to the importance of overseas trade, the transatlantic slave trade, and global exchange networks when thinking about the history of foodstuffs that are now part of our daily lives. The lesson is also designed to provoke questions around changing patterns of consumption in the sixteenth century, at a time where sugar was becoming slowly more available and affordable to people beyond the royalty and elite.

Starter activity

Teachers could use the illustration image as a starter activity for the lesson. Ask the students to take a look at this photograph.

- What is this object made of?
- Can they describe the design and shape?
- What do they think it is used for?
- When do they think it was made?
- Does the photograph help us to date it?
- Do we use similar objects today?

Teachers can point out that this photograph was produced much later than the other sources used in this lesson, but it is also part of the history of sugar. The tea set was a common feature in homes during the Victorian era and always included a sugar bowl, used with special tongs for sugar cubes, and a milk jug as part of afternoon tea. Afternoon tea is a dining practice enabled by Britain's growing empire from the seventeenth century onwards, which meant that English people had access to exotic foodstuffs including sugar, tea, coffee, and spices. Sugar, imported from the West Indies, became gradually cheaper from the seventeenth to the nineteenth centuries due to the labour of the indentured and enslaved labourers. A sugarloaf was the usual form in which refined sugar was produced and sold until the late 19th century, when granulated and cube sugars were introduced.

In this lesson students explore a range of different types of original documents including a coloured map, a recipe, an illustration, 'Bill of lading', inventory and a letter. It is worth exploring how different sources can be used to help us understand the past. Discuss which source is the most useful, interesting, surprising, or accessible. Encourage your students to explain why/why not.

It is also worth getting students to try and read the documents; however, transcripts and some simplified transcripts are provided. Students can work through the questions individually or in groups and report back to the whole class. Work on the topic could be extended through the following activities:

- Watch the short video about the early history of sugar listed in the external links below. You can find out more about sugar's story, and how royalty and the wealthy in England used sugar in

Teacher's notes

rituals as a display of wealth and power.

- Students could use the source as stimulus material for a piece of creative writing of a diary of a mariner or sailor at sea on board a ship carrying sugar as cargo, which has been captured by enemy sailors.
- Create your own early modern recipe using sugar.

Sources

Illustration image: Sugar basin design 1852-1870, Catalogue ref: BT 43/61 (228782)

Source 1: 'Atlas maritimus or, the sea-atlas', John Seller, 1675. Catalogue Ref: FO 925/4111 f.29.

Source 2: 'A recipe for marshmallow syrup', Ship: Abraham of London (Master Andrew Hardie), 1633-1637. Catalogue Ref: HCA 30/636/7.

Source 3: London and Middlesex. Civitas Londinium. Panoramic view of London', Ralph Agas, 1633. Catalogue Ref: MPEE 1/25

Source 4: Bill of lading for sugar for Thomas Crossing in the Mayflower of London (Master William Badeley), Oct 6. 1636. Catalogue Ref: HCA 30/840/79 f.189.

Source 5: Inventory of the sugar and marmalade taken from the Neptune of Emden by Sir John Hawkins, 1590, Catalogue Ref: HCA 30/840/171 f.386-389.

Source 6: A letter from Jerard Gore to Anthony Williams. Send a spaniel, sugar, pipes, tobacco, 5 September 1623. Catalogue Ref: SP 46/66 f.24.

Background

By the end of the sixteenth century, English sugar consumption amongst royalty and the wealthy was so common that it was often remarked upon by foreign travellers in their description of English society. The German traveller Paul Hentzner describes the damage that sugar had done to Elizabeth's I health and appearance by the time she was 65 years old: "her Lips narrow and her Teeth black...a defect the English seem subject to, from their too great use of sugar". Hentzner's witty observation responds to an important shift in how sugar was being consumed in England. In the medieval period, it served as a spice like nutmeg or ginger, as a preservative to stop food rotting, and played an important role as a medicine. By the Elizabethan and Jacobean periods, however, it was used as a delicious sweetener to be consumed in magnificent sugar feasts called banquets. It was also bought by some housewives in London, keen to copy the dining practices of the wealthy. English recipe books containing many recipes for sugary treats, such as Hugh Plat's *Delights for Ladies* (1602), were very fashionable between 1575-1650, as sugar slowly became a foodstuff that more people could afford to enjoy and experiment with.

First grown in New Guinea and India as far back as 8000 BCE, by the tenth century BCE sugarcane had spread to Persia and the Arab world. The Arab conquest of vast areas of the Mediterranean from the seventh century onwards introduced sugar cane to Sicily, Cyprus, Malta, the Barbary Coast, the Maghreb, and Spain, opening methods of cultivation and the art of sugar refining across conquered geographical areas. During the crusades of the twelfth and thirteenth centuries, when Christians captured Islamic land, the Europeans experienced their first taste of sugar. Christian Soldiers were supposed to have gnawed on sugarcane and survived on its sap. The Europeans did more than just consume sugar; they became involved in both its cultivation and production. By the fourteenth century, Cyprus and Sicily had become important Mediterranean producers of sugar for the Europeans. This success encouraged Europeans to expand the sugar industry to the Atlantic Islands, South America, and the Americas. By the time of Elizabeth I's and James I's rule, increasing amounts of sugar was brought from sugar plantations (*engenhos*) in Brazil. These *engenhos* demanded the enforced labour of indigenous peoples, and, increasingly, enslaved Africans, who would work in appalling conditions to crush the sugarcane, extract the juice, and boil this juice at a hot temperature to produce sugar molasses, which would be shipped to Europe in large barrels called hogsheads. The beginning of a global sugar industry is an important part of the history of the early transatlantic slave trade.

The dark brown sugar molasses were brought to Lisbon, Antwerp, and Amsterdam, where they were further refined into coned sugar loaves, closely resembling the white granular sugar we are familiar with today. It was then transported to England to be purchased in grocers and apothecaries' shops, and used in recipes for marmalades, sugar sculptures, marzipans, biscuits, and other sweet treats. It is in the sixteenth century that England developed its sweet tooth for which it is now so well known. The documents within this teaching resource provide snapshots of sugar's history in the early modern period.

External links

[BBC Studio video¹](#) explores the early history of sugar and the creation of sugar sculptures in the early modern period.

[BBC Bitesize²](#) considers the early history of the transatlantic slave trade, and sugar's role in establishing this trade.

[Indentured labour from South Asia \(1834-1917\)³](#)

This website explores the meaning of indentured labour used to work on plantations for sugar and tobacco after the abolition of the slave trade.

[The British Museum⁴](#) explores the history of sugar in five key objects, exploring sugar's connection with artistry, luxury, and the transatlantic slave trade.

[Rare Cooking⁵](#) has a number of old recipes dating from 1600 that you can recreate at home.

[The Prize Papers Project⁶](#) is working to digitize Prize Papers from the HCA records. These documents can tell us about the early modern naval practice of prize-taking. It also allows us to track the lives of people around the globe and onboard ships during a time of colonial expansion and a growth in overseas trade. Here are a collection of items that were found on board captured ships in the early modern period, which students can explore.

¹ <https://www.youtube.com/watch?v=p4g6sReVCYQ>

² <https://www.bbc.co.uk/bitesize/topics/z2qj6sg>

³ <https://www.striking-women.org/module/map-major-south-asian-migration-flows/indentured-labour-south-asia-1834-1917>

⁴ <https://www.britishmuseum.org/blog/story-sugar-5-objects>

⁵ <https://rarecooking.com/our-archives/>

⁶ <https://www.prizepapers.de/the-project/the-prize-papers-collection>

Tasks

Task 1

Source 1: Map that shows the coast of Brazil in South America, Catalogue Ref: FO 925/4111 f.29.

From the sixteenth century there were plantations in Brazil that were growing sugar, which was then transported by ship to European ports.

- Can you describe what you see in the map?
- Can you spot the cities of Pernambuco and Baya, the sites of large sugar plantations?
- Notice the two people holding up the map sign: 'A Chart of the Western Ocean'. What might this tell us about who was enslaved on sugar plantations?
- Can the pictures tell us about what other foodstuffs could grow in Brazil?
- Are objects on this map drawn to scale? [Clue: Do they show their real size]
- What does this tell us about map making in the early modern period?
- Why do you think this map has been coloured in?
- There are many criss-crossing lines on this map. What do you think these might be used for?
- What can the map's illustrations tell us about how sugar was transported overseas?
- What can a map show us which a written document might not?
- Why do you think this map is important for learning about where sugar was grown?

Task 2

Source 2: 'A recipe for marshmallow syrup', Ship: Abraham of London, or perhaps not (master Andrew Hardie), 1633-1637. Catalogue Ref: HCA 30/636/7.

Take a look at this recipe, which was found with other documents from an English ship called Abraham of London, which was involved in trade in Barbados in the 1630s. These marshmallows were not the white fluffy sweets we think of today. 'Marshmallow' also means a white flower which was sometimes used in early modern medicine.

- Can you read this old document?
- How does this recipe differ from recipes in books today?
- Why do you think this recipe is folded?
- Where might it have been kept?
- Why do you think it was found on board a trading ship?
- Who might it have belonged to?
- How might this syrup have been used?
- This recipe calls for a pound of sugar. What does it tell us about the availability of sugar by the 1630s?
- Draw your own step-by-step guide to show how to make this recipe.

Tasks

Task 3

Source 3a and 3b: Map drawn by Wenceslaus Hollar, entitled 'Survey of the City of London', 1667, Catalogue Ref: ZMAP 4/18

Take a look at this map of London, which shows some of the areas of the river Thames where trading ships would dock to unload their cargoes of sugar.

- What can you see in this map?
- How is map different from Source 1?
- Are there parts of the map which you recognise from London today?
- If there are docks for only sugar cargo, what does this tell us about the demand for sugar at this time?
- How would you describe the river Thames?
- How was the river Thames used in the 1600s from looking at this map?
- Why do you think this map is useful for learning about life in London in the 1660s?
- What can a map show us which a written document cannot?

Task 4

Source 4: 'Bill of Lading' for sugar for Thomas Crossing in the Mayflower of London (Master William Badeley), Oct 6, 1636. Catalogue Ref: HCA 30/840/79 f.189.

A 'Bill of Lading' was a receipt given by the master of a merchant ship to the person taking their goods. The master of the ship was responsible for the safe delivery of the goods. It was a way of stopping goods from being stolen and sold on to others.

- Can you read any of the real document?
- Can you find the date of the document?
- What is unusual about the way this document looks?
- What is the name of the ship written in the document?
- The ship is carrying two types of sugar called 'Muscouado' [muscovado] and 'white'. Can you find out the difference between these sugars?
- Where is the sugar coming from and going to? Can you spot the place names in this document?
- What can this document tell us about how sugar reached England?
- What countries were important in the sugar trade?
- Look at the symbol on the left of the document. What could this be?
- Why do you think this document was carried on the ship?

Task 5

Source 5: Extracts from an inventory of goods taken from the Neptune of Emden by Sir John Hawkins, 1590, Catalogue Ref: HCA 30/840/171 f.386-389.

Tasks

Take a look at this list of goods, also known as an inventory. This inventory was used in the High Court of Admiralty as part of a collection of papers called the Prize Papers.

The Prize Papers are a collection of documents that were found on ships immediately after they were captured by an enemy during wartime. These include documents such as bills, inventories, and accounts. These would be used as evidence in the Admiralty Court to determine whether the ship and its goods were 'lawful' prize that could be kept by the people who captured it, or whether it had to be returned to its enemy.

Sir John Hawkins was a famous English trader and was son of the famous slave trader and explorer, who went by the same name. John Hawkins took many Spanish ships as Prize during England's War with Spain (1585-1604). Many of these Spanish ships contained cargoes of goods which had been grown in Brazil. These goods were then taken back to England. This document concerns the Prize goods that were taken from the ship The Neptune by an English captain Sir John Hawkins.

- What words can you understand in the real document?
- What goods did the English take from the ship?
- Why do you think the English need to convert the value of the goods from Portuguese Reals to English pounds?
- How much is a chest of marmalade worth?
- How many chests of sugar were taken in total?
- At the time this document was written, £1 was the equivalent of £172 in today's money. Do you think this Prize capture was worth a lot of money?
- Use [The National Archives currency converter](#) to work out how much 77 pounds, 11 shillings, and 3 pence is worth in today's money.
- How does this document differ from the written documents you have seen so far?

Task 6

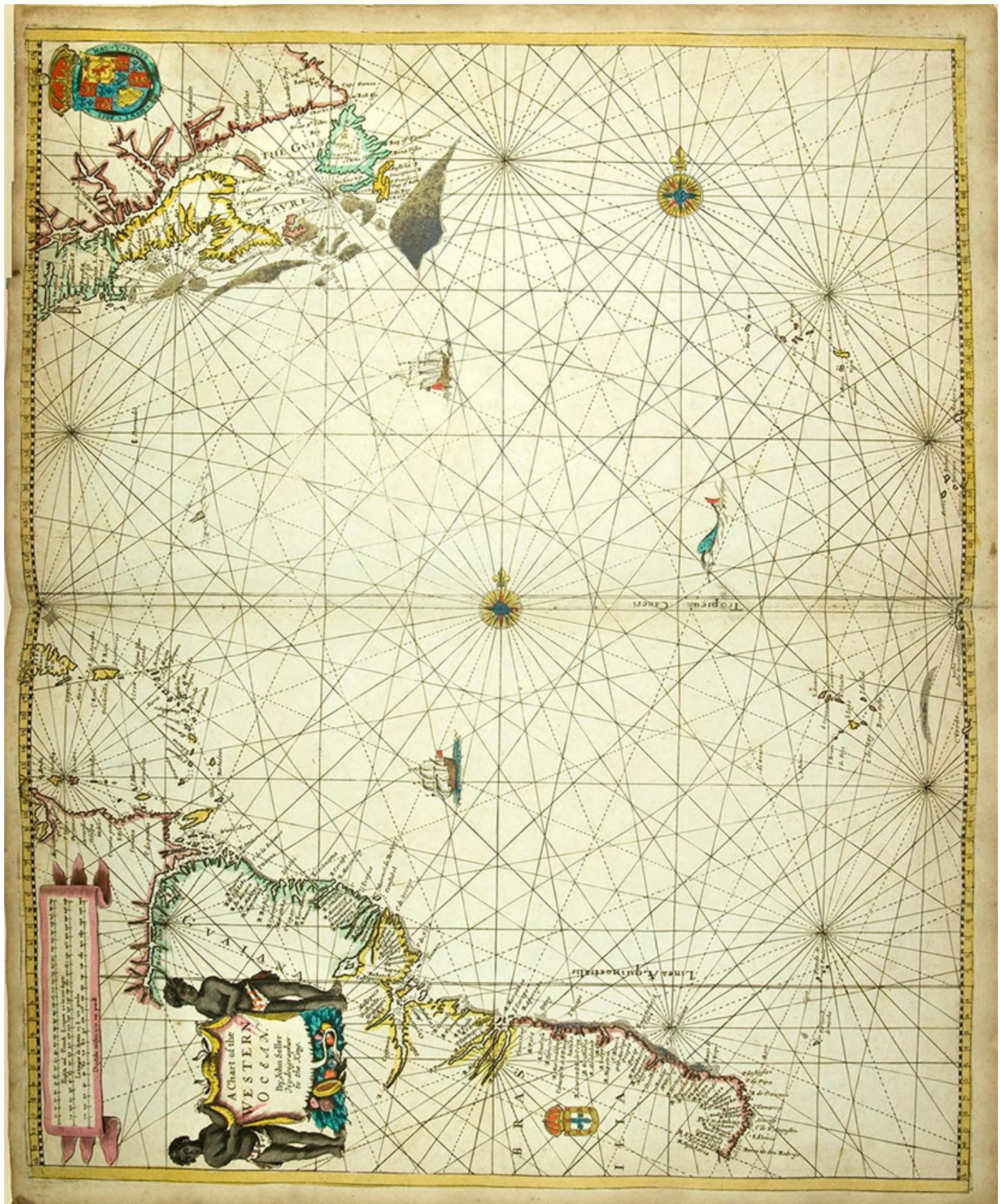
'A letter from Jerard Gore to Anthony Williams. Send a spaniel, sugar, pipes, tobacco, 5 September 1623. Catalogue Ref: SP 46/66 f.24.

The letter mentions a muskmelon – a sweet fleshy melon, grown in the Mediterranean area in the Middle Ages. In the fifteenth century, the explorer Christopher Columbus carried seeds of muskmelon on one of his voyages to the Americas and planted it there. By the time this letter was written, muskmelon was being grown in English colonies in North America.

- What is the date of this letter??
- What gifts is Jerard Gore giving to his friend Anthony Williams?
- How many pounds of sugar is Anthony Williams receiving? Do you think quantity is a lot?
- What does this letter tell us about sugar's uses in the 1600s?
- What does this letter tell us about what type of people who might be cooking with sugar in the 1600s?
- What makes this letter different from the other types of sources in this lesson?

Source 1: Map that shows the coast of Brazil in South America.

Catalogue Ref: FO 925/4111 f.29



Transcript: Source 1

A chart of the

WESTERN OCEAN

By John Seller

Hydrographer to the King

Map description

A map showing a large ocean with two land masses on either side. The bottom half of the land mass on the left is labelled 'BRASILIA' and the top half is labelled 'GUAIANA'. The land mass to the right is labelled 'THE GULF OF ST LAURENCE'. Smaller islands in the ocean are also depicted. Numerous cities across the land masses are labelled. Each land mass is outlined in either pink, yellow, or blue.

Across the map are dozens of criss-crossing lines that cross from different points on the map spread throughout the ocean and land masses.

In the top left corner, two dark-skinned people wearing loin cloths are holding the title of the map.

Large wooden ships are illustrated on the ocean, as well as a large fish-like creature and a dolphin-like creature.

Source 2: 'A recipe for marshmallow syrup', Ship: Abraham of London, 1633-1637. Catalogue Ref: HCA 30/636/7

To make syrup of
marshmallows

scrape your marshmallows
till you have too handfuls
and put it in a quart of water
and boyle it gently till it comes
to a point then strain it
throw a cive or cloath then
let it stand till its cold then
pour it off & putt a point of

This likor to a pound of
sugar boil it up thick

Transcript: Source 2

'To make syrup of marchmallows'

'Scrape your marchmallows
till you have too handfulls
and put it in a quart of water
and boyle it gentley till it comes
to a point then strain it
throw a cive or Cloath then
let it stand till its cold then
powr it of & put a point of
this lickor to a pound of
sugar boil it up thick'

Glossary

Marshmallow = a white bitter flower, used in recipes for cooking and medicines

Cive = an early sieve, made out of cloth.

Quart = measurement of liquid

Boyle = boil

Cloath = cloth

Powr = pour

Point = pint?

Lickor = liquid

Source 3a: Map drawn by Wenceslaus Hollar, entitled 'Survey of the City of London', 1667. Catalogue Ref: ZMAP 4/18



Transcript: Source 3a

AN EXACT SURVEIGH OF THE STREETS LANE AND CHURCHES CONTAINED WITHIN THE RUINES OF THE CITY OF LONDON FIRST DESCRIBED IN SIX PLAT[E]S BY JOHN LEAKE, JOHN JENNINGS, WILLIAM MARR, WILL LEYBURN, THOMAS STREETE & RICHARD SHORTGRAVE in December Anno 1666. BY THE ORDER OF THE LORD MAYOR ALDERMEN, AND COMMON COUNCELL OF THE SAID CITY

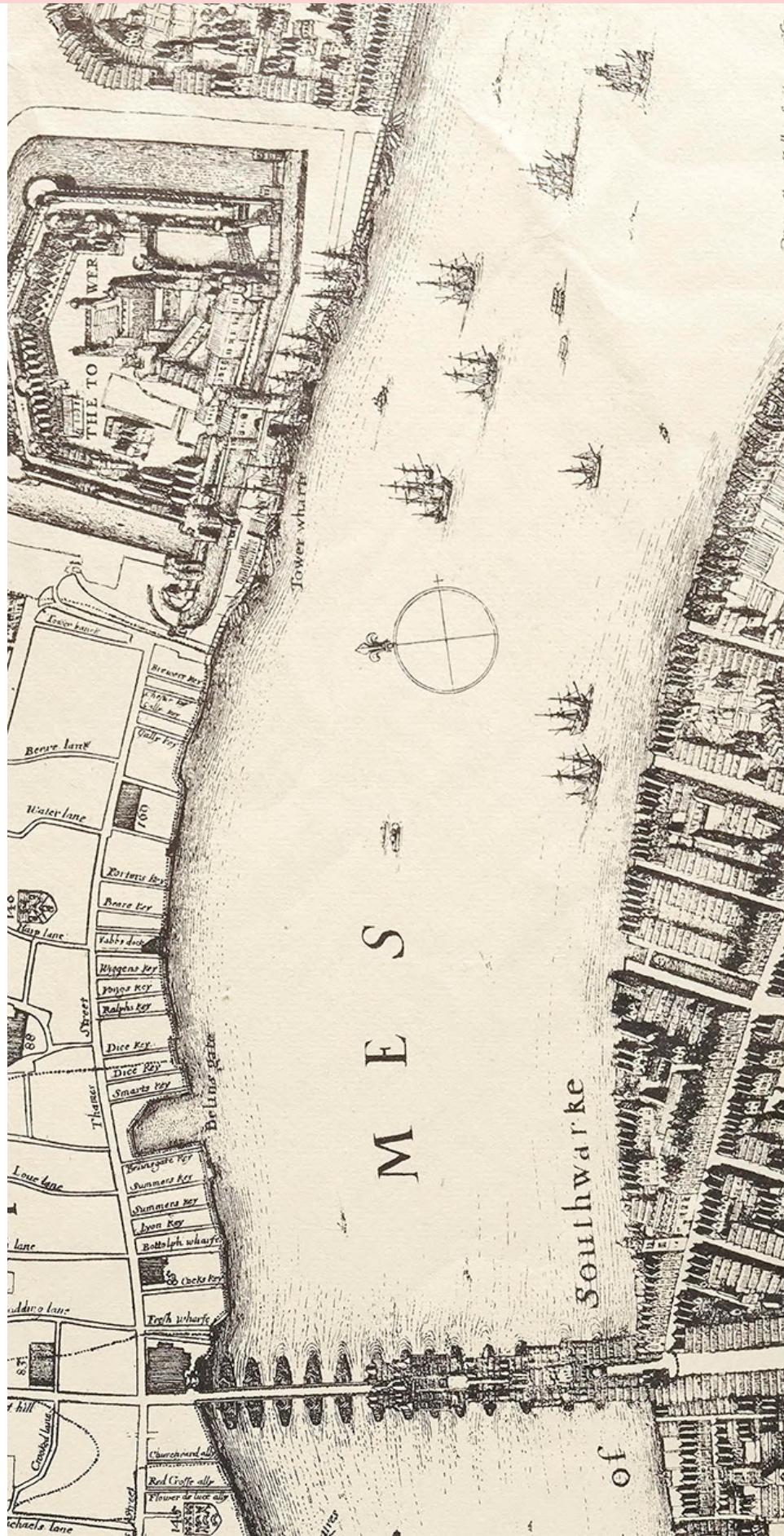
Reduced here into one intire plat[e], by John Leake, the City Wall being added also. The places where the Halls stood are exprest by Coats of Armes, & all the Wards divided by pricks & Alphabet.

The Prospect of this City, as it appeared from the opposite Southwarke side, in the fire time.

HOLLAR'S "EXACT SURVEIGH" OF THE CITY OF LONDON, 1667

(from the 1669 copy in the British Museum)

Source 3b: Close-up of the docks. Map drawn by Wenceslaus Hollar, entitled 'Survey of the City of London', 1667. Catalogue Ref: ZMAP 4/18



Source 4: 'Bill of Lading' for sugar for Thomas Crossing in the Mayflower of London, Oct 6. 1636. Catalogue Ref: HCA 30/840/79 f.189

146 189

Shipped by the grace of God in good order and well conditioned by
Master Good Order in and upon the good Ship
Mayflower called the
 whereof is Master under God for this present voyage
on board and now riding at anchor in the
 Gods grace bound for
the port of Barbadoes & Martinique to say & command
of Sugars and vix: & Muscovadoe & 2 mts of your
the sum of Two hundred pounds Thomas Coffey
being marked and numbered as in the margin and are to be delivered in the like
good order and well conditioned at the ofresaid Port of
Sugars and Vix: & Muscovadoe
(the danger of the Seas only excepted) unto
John Slugh Bonner to the assignes, he or they paying freight for the said goods,
with
primeage and Avarage accustomed. An witnes wherof the Master or Purser
 of the said ship hath affirmed to three Bills of Lading all of this tenour and
 date, the one of which three Bills being accomplished, the other two to stand
 void. And so God send the good Ship to her desired Port in safety. Amen.
 Dated in
the month of October 1636
The Master & Officers and crew. Jno. Badley.

Transcript: Source 4

Shipped by the grace of God in good order and well-conditioned by Mee
Thomas Goold merchant
In and vpon the good Ship
called the Mayflower of London
whereof is Master under God for this present voyage Willyam
Badiley and now riding at ankor in the Riuver of Lisboa and by
Gods grace bound for London to say tene Chests
of sugarrs namely Muscouado & 2 whites for
the account present of the worshipfull Thomas Crossing
of Exon merchant
being marked and numbred as in the margent and are to be deliuerd in the like
good order and wel conditioned at the ofersaid Port of London
(the danger of the Seas only excepted) vnto Master Richard Poerry or in his Absense
Hugh Sander or to their assignes, he or they payning freight for the said goods,
After 16/8 per chest with
primage and Avarage accustomed. An witness wherof the Master or Purser
of the said ship hath affirmed to three Bills of Lading all of this tenont and
date, the one of which three Bills being accomplished, the other two to stand
void. And so God send the good Ship to her desired Port in safety. Amen.
Dated in 1636

The contents I know not William Badeley

Simplified Transcript

The goods shipped are of good quality by me the merchant Thomas Goold in the ship

Called the Mayflower of London, The captain of the ship is called Willliam Badiley. The ship is travelling from the River of Lisbon in Portugal and is going to London. It is carrying ten chests of muscovado sugars and whites which are for Thomas Crossing, a merchant in Exeter. These goods are marked, numbered, and to be delivered in good order to the Port of London (the only exception is the danger of the sea) to Master Richard Perry or Hugh Sander. They will pay for the said goods. The captain of the ship has witnessed and confirmed that there are three Bills of Lading. When one Bill of Lading is fulfilled, the other two will be destroyed. God send the ship to the Port of London in safety. Amen.

Dated in 1636.

The contents I know not William Badeley.

Source 5: Extracts from an inventory of goods from the Neptune of Emden, 1590. Catalogue Ref: HCA 30/840/171 f.386-389

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<i>Or</i>	42.	Lamotte	45/ morgath	15 A.R.B. / 246/-
	43.	—	39/ —	17 — / Lake 13/-
	A.	—	39/ —	18 — / 00 /
	B.	—	39/ —	18 — / 00 /
	C.	—	39/ —	17 — / 00 /
	D.	—	39/ —	17 — / 00 /
	E.	—	35/ —	14 — 10 6. /
	F.	—	26/ —	10 — / 00 /
	G.	—	31/ —	11 — / 28 / 28 /
<i>Or</i>	1.	Lamotte	40/ morgath	16 A.R.B. - 00 /
	2.	—	40/ —	17 — / 00 /
	3.	—	40/ —	16 — / 00 /
	4.	—	40/ —	17 — / 00 /
	5.	—	39/ —	16 — / 00 /
	6.	—	40/ —	16 — 16 /
	7.	—	40/ —	16 — 16 /
	8.	—	39/ —	16 — / 00 /
	9.	—	40/ —	16 — / 00 /
	10.	—	40/ —	16 — / 00 /
<i>Or</i>	A.	Lamotte	39/ morgath	17. A.R.B. / 16 /
	B.	—	40/ —	17. A.R.B. / 00 /
	10.	—	37/ —	16. A.R.B. / 00 /
	*.	—	43/ —	18. A.R.B. / 00 /
	A.	—	—	10 A.R.B. / 00 /
	4.	—	37/ —	16 A.R.B. / 00 /
<i>Or</i>	totalis /	55.	/ first voyage	
			Contentance in morgath at the Madras /	899 A.R.B. / 00 /
			More. A part of marmelade added. / with others	
			The madras A.R.B. 10 / 92 /	
			So this last sugar of madras in morgath at Emden	
			16. A.R.B. the more made Starling 19 or 20	
			The 1st part sugar is containing in 16 A.R.B. 10, Rob make off 12. 10. 0	
			Starling the 16th in summer totaly —	
			oldeling £ 22 77. 17. 0 3.	

Transcript: Source 5

Sugar loaves:	Weight:	Currency: Reals (Portuguese)	Currency: lbs (English)
42	45	15	24
43	39	17	13
A	39	18	00
B	39	18	00
C	39	17	00
D	39	17	00
E	35	14	06
F	26	10	00
G	31	11	28
1	40	16	00
2	40	17	00
3	40	16	00
4	40	17	00
5	40	16	00
6	40	16	00
7	40	16	00
8	39	16	00
9	40	16	00
10	40	16	00
A	39	17	16
B	40	17	00
IO	37	16	00
X	43	18	00
A		10	00
4	37	16	00

Transcript (cont.): Source 5

[This part of the document is mathematical working which converts Portuguese Reals to English pounds:]

Total: 55 Chests of Sugar

Worth in total 899 Reals

A chest of marmalade is worth 12 pounds 13 shillings

A pound of Madera loaf sugar is worth 16 Stuivers (Dutch currency),

In conclusion:

The 155 chests of sugar containing in weight 899 Reals make approximately in total:

2277 pounds 17 shillings and 3 pence.

Source 6: A letter from Jerard Gore to Anthony Williams, 5 September 1623. Catalogue Ref: SP 46/66 f.24

London Oct 5th 1623
and willing my best remembrance to
you & remise all laws and you will be free
to have & command what you will do by
the said Deans & Clerks, & Ie Peacock
all of lace you will righte & comoditie
most freely to do without any call or poynting
it, & lawes libertie altho for a small
summe of money to have
my best service & a small deuice
and to saye together with your
deincest & for her tende you off if
Ie aff you to her selfe well worth
more to have it, asp any confiance
mett in me. Ie will remembraunce of my
ente desire to have your service and
belovings faithfullye, Ie am fift Gore for my late kinnes
gentlemanne & crew & self.

2d. Ie am fift Gore
for my late kinnes

2d. Ie am fift Gore
for my late kinnes

2d. Ie am fift Gore
for my late kinnes

Transcript: Source 6

London this 5th September 1623

Master. Williams my love remembred [remembered] Sr: According to
my promise I have sent you thise [these] few lines giving
you to understand that I haue [have] sent you by this
bearer Oranghorne the Spaniell [spaniel] I told you of, as
allso I have sent eight pounds of sugar for your
mother to preserve withall desiring you to accompt [account] of
it, I have likewise sent her a muskmelon in faire
[damaged, unreadable] dozen of
my best pipes & a small piece of tobacco in the boxe
which I pray drinke out for my sake, concerning the
particular I spoke unto you of if you can procure
if at your leisure [I] shall rest beholding unto you
news heere is not any certaine, and therefore unfitt any
such discourse thus with remembrance of my love
unto your father your mother Mr Carltonn and your best
beloved harley [?] thanking you for any late kind
entertainment here I rest.

Your Loving Friend
Jerard Gore

Simplified Transcript

Date: September 5th September 1633. Written in London.

Master Williams, as a sign of my love to you and according to my promise, I send you these gifts. I send you a Spaniel. I also send you eight pounds of sugar and a melon that your mother might like to use to in her cooking. I also send you twelve of my best pipes and a small piece of tobacco in a box which I ask you to use for my sake. With regard to the particular thing we spoke about, you can get it at your leisure. I have no real news, but mainly wanted to pass on my love to your father, your mother, Mr Carlton and Harlely(?) I thank you for the previous entertainment you gave me.

Your loving friend,
Jerard Gore.



Why do our hyperlinks come with footnotes?

Our resources are designed to be printed and used in classrooms, which means hyperlinks aren't always accessible digitally. We include the full link at the bottom of the page so that you can type in the address without distracting from the main text of the lesson materials.

Did you know?

The National Archives Education Service also offers free workshops onsite in Kew and online in your classroom.

Our Onsite Workshops are available for free here at The National Archives and allow students to experience genuine original documents reflecting over 1000 years of history. From Elizabeth I's signature to the telegrams of the sinking Titanic, students love the wow-factor of being able to see real history on the desk in front of them.

Our Online Workshops allow our Education Officers to teach through your projector, leading discussions and guiding students through activities based around original documents. All you need is a computer with a projector, webcam and microphone. We'll arrange a test call before your session to check the tech is working.

Find out more:

 nationalarchives.gov.uk/education

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