

PUTTING

ON A

PAGEANT

1578

**SUPPORTING
PRIMARY LITERACY
IN THE HISTORIC
ENVIRONMENT**



Welcome

This educational resource pack draws upon research conducted for the 'Accessing the Records of Early English Drama in Norwich, 1540-1642' research project led by Dr Matthew Woodcock of the School of Literature, Drama & Creative Writing at UEA. The project was funded by the Arts and Humanities Research Council (AHRC) and delivered in partnership with the Forum Trust, Norwich.

This education pack centres on Queen Elizabeth I's visit to Norwich in August 1578, an occasion of city-wide pageantry, festivity, and entertainments of many kinds. Norwich was the second biggest city in England in 1578, home to around 16,000 people. Forming nearly a third of this population was a community of Dutch – and French-speaking families who had fled religious and political persecution in the Low Countries (modern-day Belgium and the Netherlands).

At the core of this pack are a number of specially edited primary materials from manuscript and early printed sources related to preparation for the 1578 royal visit and the visit itself. These form the basis for a range of creative, dramatic, and writing activities. One element of the pack traces the story of particular documents held in the Norfolk Record Office (NRO) that describe how the city prepared for the visit. They follow how the city went about making itself ready for the royal entourage, and how decisions made by the city council were enacted at time of the visit. It also traces the afterlife of the documents as historical sources and follows them into the archive where they are now carefully looked after, but also accessed, read, and used by scholars.

Elsewhere, we will be introduced to one of the principal authors and organisers of the entertainments in Norwich, the poet and impresario Thomas Churchyard (c.1529-1604).

Prof Matthew Woodcock
University of East Anglia, Senior Lecturer,
School of Literature, Drama and Creative Writing

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PUTTING ON A PAGEANT 1578

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SCHOOL INFORMATION

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School Information Introduction

Inspired by Royal Historic Palaces Curious Stories* the online Putting on a Pageant 1578 (POP 1578) programme adopts a blended approach of Pie Corbett's 'Talk for Writing' with immersive storytelling in a method termed 'Structured Stories through Immersive Adventures'. We use this methodology and the original source material, to tell the story of Queen Elizabeth I's extraordinary visit to Norwich in 1578. This colourful event will act as a springboard for student story creation, recollection and storytelling across primary key stages.

The POP 1578 methodology incorporates the 'Talk for Writing' frameworks of 'Imitation', 'Innovation' and 'Invention' whilst enlivening the narrative with drama techniques, movement, animation, rhyme and art activities which will stimulate imagination, confidence and active participation.

Parent/Carer Participation

To truly embed the programme's approach we encourage you to fully engage with your student's parents/carers. There are activities to complete at home (or if possible in the classroom with parent/carers present). Evaluation results from Curious Stories* evidenced an increased use of imagination, of student confidence and self-esteem, language development and improved communication between parent, child and school.

Guidance for Teachers

Once registration is complete teachers will enter the POP 1578 website and begin to work through the programme session by session. Each session has guidance to watch or read prior to delivery in the classroom.

Some preparation and printing, occasional art resources and having items available such as card, pens, rulers and magnifying glasses should be organised ahead of time, which the programme schedule prompts you to do.

Guidance comes as an explanatory document and an overview explaining the topic of the session and the resources needed. There are also aims and objectives documents to assist in tracking your students progress.

Session Resources

Each of the 7 classroom sessions and the 3 Explore More sessions have a main Google Slide embedded with short films of archive professionals, historical characters, or artists who guide and encourage curiosity and discussion as well as introducing activities.

Simply work thorough the slides with students/ children in class or at home.

Classroom sessions or Explore More sessions can be delivered to whole classes in school or via remote learning with students at home, including parent/carers when required.

Drama Games and Activity Film Clips

Activity instructions and drama games film clips are included in the Google slides meaning if all session resources are prepped, the slide and resources will guide the session. No pre-session research is needed by the teacher.

Although we do recommend teachers and any support staff run through the session Google slides prior to delivery in class. Finally there are drama activity film clips and adapted British Sign Language film clips to aid and encourage story map actions.

School Information Using Talk for Writing

The POP 1578 programme adopts a blended approach of Pie Corbett's 'Talk for Writing' with immersive storytelling in a method termed 'Structured Stories through Immersive Adventures'. We use this methodology to tell the story of Queen Elizabeth I's visit to Norwich in 1578. It enables children to imitate the language of this unique historical event before reading about it, analysing it, and eventually writing their own version of it.

Talk for Writing

'Talk for Writing' is an engaging teaching framework developed by Pie Corbett, supported by Julia Strong. It is powerful because it is based on the principles of how children learn. It enables children to imitate the language they need for a particular topic orally, before reading and analysing it, and then writing their own version.' *

Your school may already be using 'Talk for Writing' as part of your literacy strategy. However, if your school is new to 'Talk for Writing' this is just a short guide on how we have incorporated it into our method, 'Structured Stories through Immersive Adventures'. This method is not 'Talk for Writing' focused rather we've taken the idea of using Story Maps to embed the structure of the tales of Elizabeth I visit to Norwich into this programme.

Pie Corbett

Pie Corbett is an English educational trainer, writer, author and poet who has written more than two hundred books. He is now best known for creating the Talk for Writing approach to learning, which is widely used within UK primary schools, supported by Julia Strong.

The website for 'Talk for Writing' is well worth exploring.

You can find it here: <https://www.talk4writing.com/>

The 'Talk for Writing' YouTube Channel is also excellent.

You can find it here: [Talk for Writing YouTube](#)

But to save you trawling here are 4 short, recommended film clips:

[What is Talk for Writing](#)

[Imitation](#)

[Innovation](#)

[The Little Red Hen](#)

If any of these links are broken do let Curious Spark know!

POP 1578 Story Maps

Classroom sessions 1 to 5 and Explore More sessions 1 & 2 have Story Maps to 'Imitate or 'Innovate'. These will be introduced to the students (and parent/carers) within each of the session Google slides. YOU know your students, so we are not here to tell you exactly how to approach learning the Story Maps but, we have included individual images taken directly off the exclusively drawn maps to give you an adaptable tool. The individual images are of two types: with text or without. Depending on the age and ability of your class either one or both of these types will help the students learn the actions and/or story.

There are also full Story Maps to download and print out. Reading the Story Maps regularly out loud with the students is important. Through repetition, the students internalise the narrative patterns which become a source to be drawn upon when they come to make them their own, which is the innovation stage, and to make up their own stories, which is the invention stage. We've tried to make each Story Map fun, exciting and interesting as we know how students never seem to tire of hearing a favourite story over and over again. So, by taking the tale of Queen Elizabeth I's visit to Norwich and filling it with the structures we wish the children to internalise we can help provide them with the tools they need for their own invention of stories as Pie Corbett states.

'Children can't write sentences until they can say them and they can't say them unless they've heard them.'

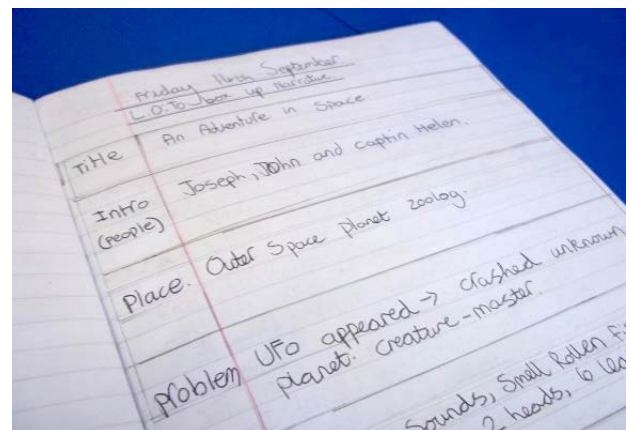
'Imitation' Stage

Student's parent/carers will have been introduced to the process of the POP 1578 programme and will be practicing the Story Maps at home with their children. The better the children know the stories the more they'll be able to innovate them. Consequently, the more teachers can do to embed the POP 1578 Programme into their planning the better. Here are some ideas for the imitation phase:

School Information Using Talk for Writing

- The students can tell each other the story in groups, then in pairs.
- Tell it around the circle.
- Keep the children sign posting the structure of the story using connectives, (Once upon a time, suddenly, then, next etc) and their associated action.
- If you have space to create a story corner keep washing lines in that space.
- Dress up the story corner. there are key characters and items throughout the programme such as Queen Elizabeth I, The Mayor, Thomas Churchyard and of course all those gifts! Invest in some costumes for children to become These characters and maybe set up are putting on the pageant gift corner these could be miniature photos of precious things in decorated match boxes in match boxes to match those gifts given in the Gift Giving Masque.
- **OR** Maybe get some fairy costumes to represent the characters in Titania and Oberon. The costumes could always be used during any performance of the Story Maps or Whoosh performances.
- Remember, the more immersed in the tale the students become and the more they internalise the patterns they more they will be able to tell it themselves as you retell the story together, try and step back dash don't repeat all the words with them.
- Start whispering some of the words, then mouthing them. However, keep the story map visible.

- The students can draw images or add words around the points of the mountain. This may be an ambitious task for year 1s, but it's worth keeping in mind as a direction in which this work can eventually be taken, especially since it has the potential to be useful beyond story writing alone.
- Boxing Up is also a great idea. You could always begin with a simple planning sheet, with gaps for WHO, (plus details such as ' name or even mood or how they're feeling), PLACE (where the story begins) WHAT HAPPENS? PROBLEM! WHAT HAPPENS! ENDING.



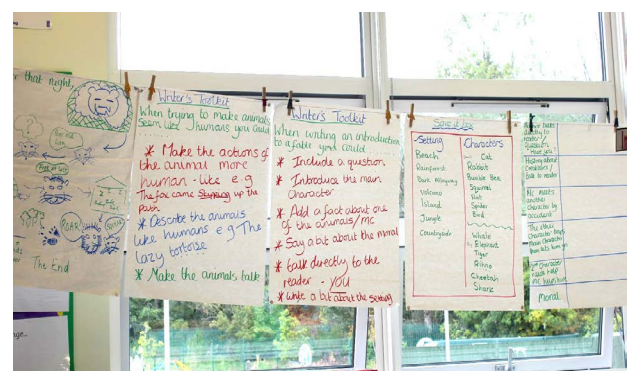
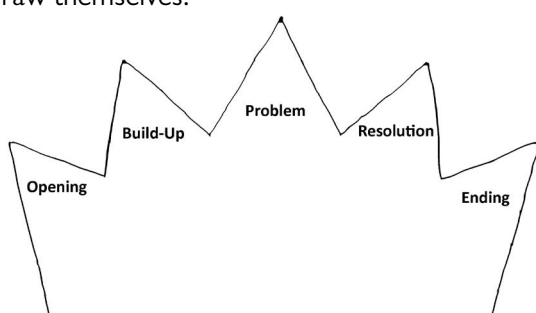
Boxing it up
www.crookprimary.org.uk/

- If you're using the 'washing line' method, you might already have a great store of ideas from your washing line you could choose six places 6 people and then roll a dice the bigger the more fun to choose the place character.

Innovation Phase

At the heart of Talk for Writing is the concept of the 'Story Mountain'. Which is covered in Session 7, the Invention Stage. The 'Story Mountain' embeds the fundamental pattern which children need to internalise in order to invent their own stories,

A story mountain or crown is easy for the students to draw themselves:



Washing Lines
piecorbett.blogspot.com

School Information Using Talk for Writing

- The students can tell each other the story in groups, then in pairs.
- Tell it around the circle.
- Story Dice: Another way to generate stories using ideas collected from the washing line is to make use of Story dice. Story dice are available ready-made, but why not create class story dice with the children's own ideas using a blank template.
- You might create a 'Problem Pot' with real incidents in class ("I was late because my car broke down") or exciting incidents in story books (fire breathing dragon was blocking the road") can be recorded on slips of paper popped into the Problem Pot and then selected at random when needed for a story.
- A traditional storyboard is an excellent tool to and children can add writing by describing each scene

- or using thought and speech bubbles. However, the advantage of story map over a storyboard is that children learn to tell the story and therefore to structure the narrative as well as the individual sentences before writing them out.
- Try using problem triggers these are intended to trigger off ideas.
- Someone does something wrong.
- Someone is warned not to go somewhere dangerous, but they do!
- Someone is sent on a journey to collect or deliver something. What happens to them on the journey?
- Everything is alright until a monster/something nasty appears!
- Something is lost or found.

Of course, once something has been set up you need to find a resolution to it too...

Fleshing it out

Who/What?

- Ask how the main character of story is feeling at the beginning, the middle and the end. How do you know they are happy, sad, grumpy etc? What happens to make them happy, sad, grumpy etc? The Hot Seating Drama game can help with this in Explore More Session 1.
- Objects can help bring a character and setting to life with the potential for an exciting story. Students could discover a box under the Queen's throne containing a jewelled key. What will it unlock? If you have created a story corner, create a throne with a box underneath magical objects in it to enable instant storytelling.

When/Where?

- In most of our stories this is quite easy as it's set in Norwich. But as demonstrated in Titania and Oberon Oceania, changing a setting or the character, as in Queen Elizabeth meets Batman, is an excellent innovation technique.
- The weather and seasons can help add detail and atmosphere. Observe extreme weather days in school and ask the students to describe it. You could create another 'Pot' with paper slips of weather/season adjectives and places in.

There are so many more ideas online and on the [Talk for Writing website](#) so do check it out. I'm sure you'll create some of your own ideas as well so do [share them with us](#).

School Information Objectives and Aims

Objectives

The overall learning objectives of the POP 1578 programme is to support the development and advancement of social and verbal communication skills amongst your students and with their parents and carers whilst highlighting an important historical event in the city of Norwich.

Teaching Objectives

1. To inspire with stories about Queen Elizabeth I's visit to Norwich in 1578 and to support students' language development and verbal communication skills.
2. To raise awareness amongst parents and carers of their critical role in developing their children's social and verbal communication skills.
3. To develop confidence and enthusiasm amongst parents, carers and teachers in supporting their children as proficient communicators and independent learners.

Aims

Children will:

- Feel excited and inspired by real life events happening over 400 years ago.
- Understand the processes putting on a major historical event in Norwich.
- Get to know the characters involved and feel empathy with them by understanding their motivations and actions.
- Be curious, ask questions and enjoy exploring the Elizabethan world.
- Learn, understand and use new words, comprehension and styles of writing.
- Remember sections of events, stories, elements from stories and whole stories.

- Access and apply imagination and sometimes personal experience in understanding creating and telling stories and accounts of events
- Feel confident performing and/or joining in discussions about the events of Elizabeth I visit and how Norwich put on a pageant
- Understand and appreciate the process of the creation, documenting, storage and preservation of source documents.

Parent/Carers will:

- Understand communication with their child and what it looks and feels like.
- Recognise the importance of communication and its impact on a child's learning.
- Be aware of their roles as parents, role models and facilitators of the home learning environment.
- Be confident and enthusiastic in communicating through participation, play use of imagination and making personal connections.
- Develop as confident parents, active communicators and facilitators of learning.

Teachers will:

- Inspire new practice in the teaching of literacy.
- Inspire interest in the history of Norwich and its stories and an understanding of how they can be used to support teaching and learning.
- Inspire an appreciation and understanding of libraries and local archive centres.
- Facilitate the development and aspiration of new skills around writing, immersive storytelling, object handling, music and movement.
- Grow in confidence and skill in the teaching of literacy and history.

School Information Terms & Conditions

Terms and Conditions

Putting on a Pageant 1578 has been created and is managed by Curious Spark who will make every effort to accommodate the needs of your school, its children and teachers.

Our Commitment

Curious Spark will ensure this project will be delivered with the greatest efficiency, online safety and maximum impact. Below are the key terms and conditions that apply to Curious Spark's partnership with your school.

Costs

Your school has agreed to pay Curious Spark the fee of £50 to register your engagement with POP 1578. This is an annual fee to ensure the online programme remains updated and secure.

School Commitment

School senior management, class teachers and any staff with parent coordination responsibility should commit to participating in a reasonable number of planning and plenary sessions with the programme to ensure it's efficient delivery.

Class teachers and support staff should be permitted and supported by school senior management to:

- Undertake in the Teacher Guidance sessions that form part of the programme.
- Have time to download, print out and prepare any required session resources freely provided by the POP 1578 programme.

- Have time to complete the simple evaluation process at the end of the POP 1578 programme with students parents/carers and school staff.

Teaching Support

Class teachers should be supported by school senior management to plan to incorporate the POP1578 programme into their curriculum planning and make use of the resources that will be provided. Curious Spark will provide support with this planning if required.

Dedicated Contact

Both Curious Spark and your school commit to providing a single dedicated point of contact for the POP 1578 programme. A direct phone number and email address must be provided for this individual.

Materials

- Curious Spark will provide all printable resources and films required to support the sessions.
- Curious Spark will provide all information required to adequately brief teachers, children and parent/carers before and during the POP 1578 programme.

Involving Parents/Carers

- Your school will commit to raising awareness of the project and sharing information (which Curious Spark will provide).
- Your school will commit to actively recruit parents/carers to participate in the relevant Putting on a Pageant 1578 sessions.

The Proposed Timetable

Action	Summer Term 2021	Autumn Term 2021	Spring/ Summer Term 2022
Join and Pay	From 22/02/21	From 22/02/21	From 22/02/21
Teacher Time Programme Familiarisation	Allow 4 weeks. For delivery to start in April use March to familiarise staff involved.	Allow 4 weeks. For delivery to start in September use June/ July to familiarise staff involved.	Allow 4 weeks. For delivery to start in January use December to familiarise staff involved.
Teacher Time Share with colleagues and support staff to familiarise them with POP 1578 programme. Discuss and plan the programme to fit into your curriculum.			
Sessions	Week Beginning	Week Beginning	Week Beginning
Download and print out all resources for: Journey of the Documents (CRI)	22/03/2021	06/09/2021	10/01/2022
Classroom Session 1 Journey of the Documents	12/04/2021	13/09/2021	17/01/2022
Download and print out all resources for Visit to the NRO	12/04/2021	13/09/2021	17/01/2022
Classroom Session 1.4 Digital Visit Norfolk Record Office	19/04/2021	20/09/2021	24/01/2022
Download and print out all resources for Preparing for a Pageant (CR2)	19/04/2021	20/09/2021	24/01/2022
Classroom Session 2 Preparing for a Pageant	26/04/2021	27/09/2021	31/01/2022
Download and print out all resources for Preparing for a Pageant (CR3)	26/04/2021	27/09/2021	31/01/2022
Classroom Session 3 Putting on a Pageant	04/05/2021	04/10/2021	07/02/2022

The Proposed Timetable

(continued)

Sessions	Week Beginning	Week Beginning	Week Beginning
Download and print out all resources for The Gift-Giving Masque (PC1)	04/05/2021	04/10/2021	07/02/2022
Parent/Carer Session 1 The Gift-Giving Masque	10/05/2021	11/10/2021	21/02/2022
Download and print out all resources for Titania and Oberon (CR4)	10/05/2021	11/10/2021	21/02/2022
Classroom Session 4 Titania and Oberon	17/05/2021	18/10/2021	28/02/2022
Download and print out all resources for Titania and Oberon Oceania (CR5)	17/05/2021	18/10/2021	28/02/2022
Classroom Session 5 Titania and Oberon Oceania	24/05/2021	01/11/2021	07/03/2022
Download and print out all resources for Queen Elizabeth Meets Batman-Animation	24/05/2021	01/11/2021	07/03/2022
Parent Carer Session 2 Queen Elizabeth Meets Batman-Animation	07/06/2021	08/11/2021	14/03/2022
Teacher Time Decide and plan the theme/topic for Invention Session	07/06/2021	08/11/2021	14/03/2022
Teacher Time Share with colleagues and support staff to familiarise them with the Invention session	07/06/2021	08/11/2021	14/03/2022
Download and print out all resources for the Invention Session	14/06/2021	15/11/2021	21/03/2022
Classroom Session 6 Invention	21/06/2021	21/11/2021	28/03/2022

The Proposed Timetable

(continued)

Sessions	Week Beginning	Week Beginning	Week Beginning
Teacher Time Decide and plan the content to 'Put on a Pageant' in School. Remember to include Parent Carers session content.	21/06/2021 this can be planned earlier!	21/06/2021 this can be planned earlier!	25/04/2022 this can be planned earlier!
Download and print out all resources for Presenting a Portrait.	21/06/2021	21/11/2021	28/03/2022
Teacher Time Share with other colleagues and support staff to familiarise them with Putting on a Pageant in School. Remember to include Parent/Carer session content.	21/06/2021 this can be planned earlier!	21/06/2021 this can be planned earlier!	25/04/2022 this can be planned earlier!
Parent/Carer Session 3 Presenting a Portrait	28/06/2021	29/11/2021	03/05/2022
Classroom Session 7 Rehearsal Time! Create invitations and invite your audience	28/06/2021	29/11/2021	03/05/2022
Curate the activity content in displays in the classroom and around the school.	28/06/2021	29/11/2021	03/05/2022
Put on a Pageant! Congratulations	01/07/2021	06/12/2021 OR January Term if students are involved in Christmas events.	16/05/2022
IMPORTANT EVALUATION TIME with all participants: students, staff, parents	01/07/2021 -16/07/2021	29/11/2021- 13/12/2021	03/05/2022- 17/05/2022
Evaluation evidence sent to Curious Spark by...	07/09/2021	10/01/2022	06/06/2022

CLASSROOM SESSION

1

Journey of the Documents

Teacher Guidance

Resources

Aims and Objectives

Lesson Plan

Story Map

Story Map Script

Session 1.5 - A Digital Visit
to Norwich Record Office

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TEACHER GUIDANCE

Teacher and Film Led	An Overview		
Main Theme	<p>The Journey of the Document session introduces your class to how, why and where the original source documents detailing Queen Elizabeth I's visit to Norwich in 1578 were written, stored and preserved.</p>		
Preparation	<p>To prepare then teach this session you will need to sign into the POP1578.com website, open the session 1 page tab, then download, print out, sort and source (if needed) the resources prior to the lesson.</p>		
The Teaching Day	<p>On the teaching day the students will arrive in class to a Cardboard box on the teacher's desk/chair. When ready simply open the dedicated session one Google slide on your whiteboard and begin to click through the session. Read each slide as you go opening up and playing the film clips set within the slides and completing the activities the session should take a full day. The slides can be watched by the children in on the floor in front of the whiteboard. But when doing the tasks split the students into groups, maybe where they normally sit in the classroom. These groups can then either work together or if it's more appropriate they can work in pairs or smaller groups at their tables.</p>		
Teaching Aids	Film Clips		
	<p>The Google slide has several short film clips which you can click on expand and press play. In these film clips you will meet 'Annie the Archivist' who is a 'trainee' on her first day at work. She needs the student's help as 'Document Detectives' to explore what is in an archive box she has been given to sort through and had shared with your class. Annie sets tasks for the students to complete with the documents and images in the box. Then she discusses the answers and sets the next task, until the final film clip where she congratulates the students on their success as Document Detectives and invites them to find out more about the Norfolk Record Office and the Archive Centre with through a virtual visit. (which is the next session and follows on in the same Google Slide)</p>		
How will the session be adapted for differing abilities What SKILLS do the students have? How can you CHALLENGE?	The Archive Box		
	<p>The archive box will create intrigue and interest from the students! In the box there are several different sets of 'records' which you will find listed in the resources section of the teacher guidance. There is a map of Norwich, images of places and people and excerpts from the programme's transcribed documents printed out on 3 differing pieces of 'aged' paper and using 3 different types of font to enable students to find out that the records are the same words about the same event but have be written in different periods of history.</p>		
	Upper	Middle	Lower
	Skills – Imagining and empathising – Thinking and making suggestions	Skills – Empathy and recall – Predicting what might happen	Skills – Remembering the main events in <i>Journey of the Documents</i>
	Challenges How would it have felt to lose these documents? Why?	Challenges What do you think happens next? Why?	Challenges Can you remember...? What, where and how?

RESOURCES

What you will need	
An Archive Box	<p>A professionally made archive box can be bought directly from the archive centre in Norwich. You will need to order this in plenty of time. Email: They have an order form you can fill in and send back to them. Contact us at norfrec@norfolk.gov.uk for more details. The Box should measure approximately Height: 10 cm Length: 35 cm Width: 24 cm</p> <p>Or you can always source a cardboard craft box from a shop such as Hobbycraft.</p>
The 'records' pack	<p>Once you have your archive box you will need to fill it with your records/ documents pack. How many groups you have will depend on how many students are in your class but table groups should be no more than 6 in total. For each group you will need a set of documents ready in the archive box. For instance, if you have 30 students then you will probably need 6 sets of documents.</p>
The aged documents sets	<p>Our suggestion would be to also laminate all the documents apart from the 'aged' paper documents. The aged paper should be as authentic as possible and the more it gets handled the tattier they will get!</p> <p>You do not need to print out both sets of 'aged' documents! In the Journey of the Documents Resources section, you will be able to choose from downloading and printing out some coloured parchment paper sets which you will need to print in colour and double sided. Or use the plain white paper set of 'aged' documents and buy your own 'aged' paper. Then load the aged paper into your school photocopier and print from file, single sided to copy onto the 'aged' paper.</p>
Other Resources	<p>There are other resources which do not need to go in the archive box but can be still prepared ahead of time and put to one side until you need them. These are:</p> <ul style="list-style-type: none"> – The Match Them Up activity sheet (one per student/pair or group) – Ask the Archivist Activity sheet (one per student/pair or group) – Story Map activity- more about this below.
The Story Map Activity	<p>The Story Map activity has four sets of resources. These are:</p> <ul style="list-style-type: none"> – A story map – A story map script – Individual images with text – Individual images with no text <p>On how many you will need to print out and how to use these resources please refer to the Story Map Guidance document/film</p>

AIMS AND OBJECTIVES

An Immersive Adventure Teacher and Film Led

Talk for Writing: Imitation
Source Document: 1-5

Driving questions	How do we know about Queen Elizabeth's Pageant in Norwich in 1578?		
Initial stimulus Material	Can we help the Archivist sort out the box of documents? Can we help the Archivist find out more about the documents? Where have the documents been stored in the past?		
Pre-session resources	<i>Putting on a Pageant 1578</i> Teachers' Pack. Parent/Carer letter home to introduce the project and with a Commitment of Engagement agreement form to sign.		
Learning objectives	To introduce the students to the documents of the project.		
	To discuss , describe and introduce the students to the time span of the documents, who wrote them, where they were kept.		
	To learn the structure and vocabulary of the Journey of the Documents (T4W imitation phase) with a story map.		
	To use actions, words and the story map as kinaesthetic ways to reinforce the story and vocabulary.		
Key messages	THE ONE THING YOU NEED TO KNOW IS... Where were the documents kept and who took care of them?		
	Key Point 1 The original document was written in 1578 by Thomas Churchyard.	Key Point 2 The documents were in danger of being damaged and lost.	Key Point 3 The documents are now kept safely at Norfolk Record Office.
How will the session be adapted for differing abilities What SKILLS do the students have? How can you CHALLENGE ?	Upper	Middle	Lower
	Skills – Imagining and empathising – Thinking and making suggestions	Skills – Empathy and recall – Predicting what might happen	Skills – Remembering the main events in <i>Journey of the Documents</i>
	Challenges How would it have felt to lose these documents? Why?	Challenges What do you think happens next? Why?	Challenges Can you remember...? What, where and how?

AIMS AND OBJECTIVES (continued)

<p>Key vocabulary & words to explore KS1</p>	<p>Queen Elizabeth I, royal visit, pageant, document, Mayor, City Council, shelf mark, Thomas Churchyard, Bernard Garter, The Guildhall, The Castle, secretary, archive, library, archivist, librarian, historian, museum, fragile, collection, Norwich Archive Centre, Norfolk Record Office, scholar</p>
<p>Key vocabulary & words to explore KS2</p>	<p>Norwich Assembly Proceedings Book, Muniments Room, repository, palaeography, conservation, preservation.</p>
<p>National curriculum Areas covered by this session KS1 & KS2*</p>	<p>ENGLISH SPOKEN LANGUAGE</p> <p>Students should be taught to:</p> <ul style="list-style-type: none"> – Listen and respond appropriately to adults and their peers – Ask relevant questions to extend their understanding and knowledge – Use relevant strategies to build their vocabulary – Participate in and gain knowledge, skills and understanding associated with the artistic practice of drama – Adopt, create and sustain a range of roles, responding appropriately to the adult in role articulating and justify answers, arguments and opinions* – Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings* – Maintain attention on participate actively in collaborative conversations, staying on topic and initiating and responding to comments* – Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas* – Speak audibly and fluently with an increasing command of standard English* – Gain, maintain and monitor the interest of the listener* – Consider and evaluate different viewpoints, attending to and building on the contribution of others* – Select and use appropriate registers for effective communication* <p>WRITING: Composition</p> <p>Students should be taught to write sentences by:</p> <ul style="list-style-type: none"> – Saying out loud what they are going to write about – Composing a sentence orally before writing it* – Sequencing sentences to form short narratives* – Re-reading what they have written to check that it makes sense* – Discussing what they have written with the teacher or other students* – Reading their writing aloud, clearly enough to be heard by their peers and the teacher* <p>HISTORY</p> <p>Students should:</p> <ul style="list-style-type: none"> – Develop an awareness of a long time ago, using common words and phrases relating to the passing of time – Use a wide vocabulary of everyday historical terms* – Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events*– Understand some of the ways in which we find out about a long time ago and identify different ways in which it is represented.*

LESSON PLAN

SESSION INFORMATION	ACTIVITY DURATION	AN IMMERSIVE ADVENTURE TEACHER AND FILM LED
<p>FULL SESSION DURATION APPROX:</p> <p>4 HOURS</p> <p>Age and ability dependent*</p>	5 mins	<p>Open the POP 1578 website and login</p> <p>Click on Session 1</p> <p>Open up the Google slide on your whiteboard so it is ready to use as the session starts</p>
	5 mins	<p>When students are settled in front of the whiteboard you 'notice' the archive box</p> <p>TEACHER: "Let's find out what this box is all about"</p> <p>Continue to start session one</p> <p>Play Archivist Clip 1</p>
	20 mins	<ul style="list-style-type: none"> - Click through to the 'Map Matching activity' instruction slide and read through the instructions together - Leave the instructions on the whiteboard - Arrange class into groups of 4-6 students sitting at tables - Handouts the maps and images pack to each group - Recap the instruction and allow 10-15 mins to complete*
	20 mins	<p>TEACHER: "Who can tell me the name of this building?" (Hold up an image), repeat with the other building images.</p> <p>The buildings will be:</p> <ul style="list-style-type: none"> - Norwich Castle - The Norwich Central Library - The Guildhall (they may think this is a church!) - Norfolk Record Office <p>TEACHER: "Were these buildings built a long time ago or do you think they are only a few years old." "Let's see if we can put them in order from oldest to newest lining them up on the table."</p> <p>Walk round each of the tables and cheque/ question/ amend collect up maps and images and put them back in the archive box</p> <p>TEACHER: "Let's check back in with Annie."</p> <p>Students stay in groups Click to next slide</p> <p>Play Archivist Clip 2</p>

LESSON PLAN (continued)

SESSION INFORMATION	ACTIVITY DURATION	AN IMMERSIVE ADVENTURE TEACHER AND FILM LED
<p>FULL SESSION DURATION APPROX:</p> <p>4 HOURS</p> <p>Age and ability dependent*</p>	20 mins	<ul style="list-style-type: none"> – Click through to the ‘Document Dilemma’ activity instruction slide and read through the instructions together – Leave the instructions on the whiteboard – Handouts the ‘Document Sorting’ activity pack and Age Cards to each group – Recap the instruction and allow 10-15 mins to complete*
	20 mins	<p>TEACHER: “Have you all sorted the documents oldest to newest?”</p> <p>Invite a group to show their sorting and explain why they have made their choice.</p> <p>TEACHER: “What words and numbers have you notice in the documents? “What date have you noticed on the documents?” Looking at the documents, what special event do you think happened in Norwich?” “Time to check in with Annie and see if we have completed our task correctly.”</p> <ul style="list-style-type: none"> – Students stay in groups – Click to next slide <p>Play Archivist Clip 3</p>
	10 mins	<p>Click through the ‘What have we learnt so far slide and read through each point together</p> <p>TEACHER: “Well done, we’ve done really well, I wonder what’s next?”</p> <ul style="list-style-type: none"> – Students stay in groups – Click to next slide <p>Play Archivist Clip 4</p>
	20 mins	<ul style="list-style-type: none"> – Click through to the “People and Places activity’ instruction slide and read through the instructions together – Leave the instructions on the whiteboard – Handouts the ‘People and Places’ activity pack to each group – Recap the instruction and allow 10-15 mins to complete*

LESSON PLAN (continued)

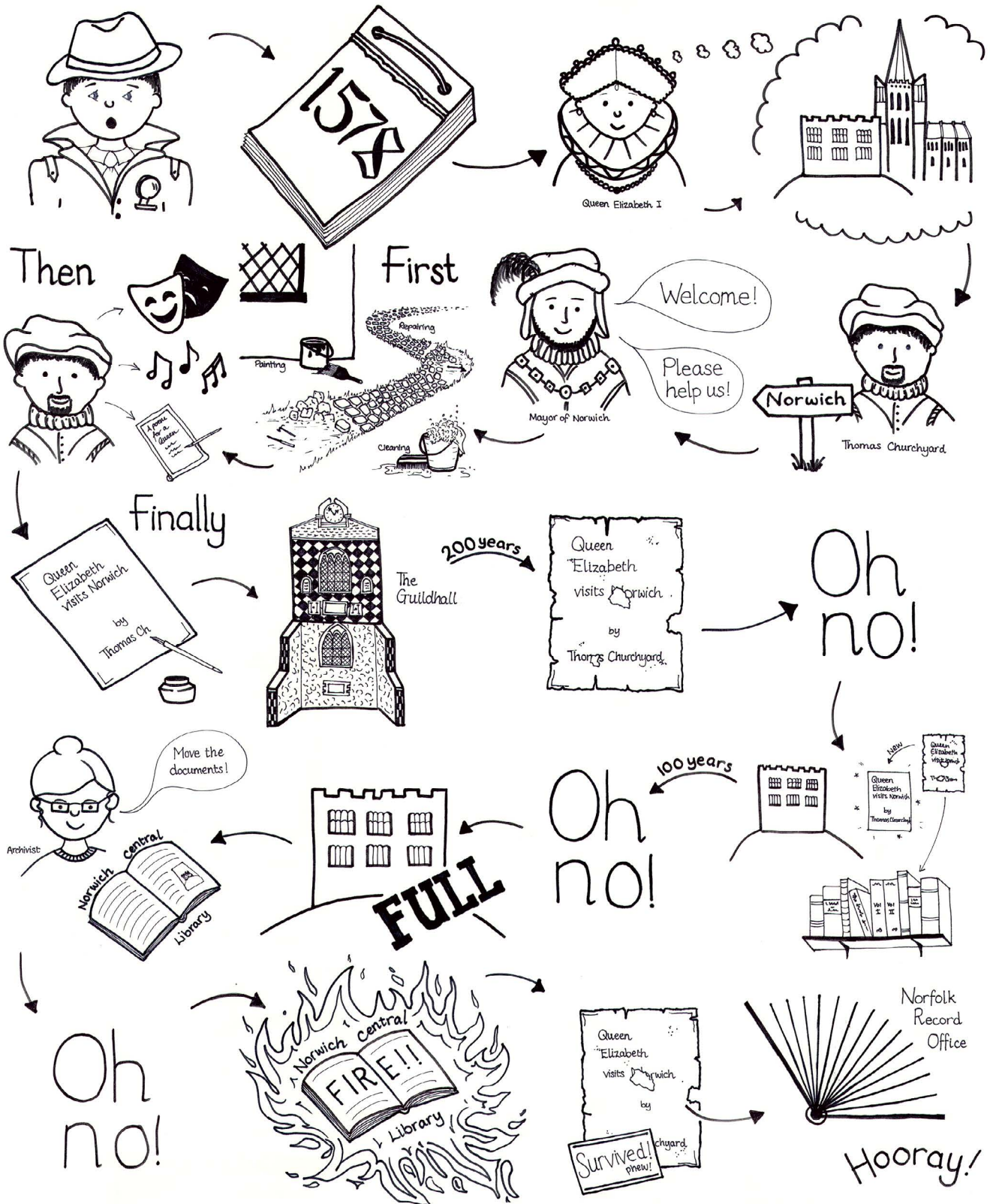
SESSION INFORMATION	ACTIVITY DURATION	AN IMMERSIVE ADVENTURE TEACHER AND FILM LED
<p>FULL SESSION DURATION APPROX:</p> <p>4 HOURS</p> <p>Age and ability dependent*</p>	20 mins	<p>TEACHER: “Let’s check our answers before playing Annie’s next clip”</p> <p>Either ask group by group or ask for ‘hands up’</p> <p>TEACHER: “Who worked in the Guildhall?” ANSWER: The Mayor “Who worked in Norwich Castle?” ANSWER: The Castle Keeper “Who worked at Norwich Central Library?” ANSWER: The Fireman “Why are the four buildings so important?” ANSWER: Documents were kept in them overtime “Who was a special visitor to Norwich in 1578” ANSWER: Queen Elizabeth “Who wrote the oldest document?” Answer...hmmm.</p> <p>“Let’s see if we got these answers correct with Annie.”</p> <p>Play Archivist Clip 5</p>
	20 mins	<p>TEACHER: “Fantastic, let’s recap!”</p> <ul style="list-style-type: none"> – Click through the ‘What have we learnt so far slide and read through each point together – Read through the Queen Elizabeth I slide – Read through the ‘how the Queen got to Norfolk’ slide – Look for Annie’s letter in the box <p>Play Archivist Clip 6</p>
	10 mins	<p>TEACHER: “It’s been a busy morning and I think we will have lots to do this afternoon.”</p> <p>Gather in all the document sets and put them back in the box Sort and set up the Story Map Activity ready for the afternoon session</p>

LESSON PLAN (Continued)

SESSION INFORMATION	ACTIVITY DURATION	AN IMMERSIVE ADVENTURE TEACHER AND FILM LED
<p>FULL SESSION DURATION APPROX:</p> <p>4 HOURS</p> <p>Age and ability dependent*</p>	10 mins	<p>When students are settled in front of the whiteboard click on to Journey of the Documents Story Map slide and read through it together.</p> <p>Play 'Actions' Clip</p>
	50 mins	<ul style="list-style-type: none"> – Read through the story map script together – Then leave the story map on the whiteboard – At this point, depending on your students age and ability, you can decide which words you're going to put actions to and possibly decide on the action itself * – BUT for the best results the class as a whole should try to decide – on consistent actions, as there will be lots of suggestions for them! – Maybe vote on which action everyone thinks is the best for example the Queen Elizabeth I and stick to it. – If you already teach talk for writing you may have a technique for doing all this - which is great! – Students can however make up their own actions * – The class could learn the whole map together * OR use the individual images in pairs or small groups * – The individual images can be blended into sentences and groups could learn a sentence each * – We have suggested 50 minutes for this activity but depending on your students age and ability adjust accordingly.
	20 mins	<ul style="list-style-type: none"> – Recap towards the end of the session/day – Run through each individual/ pair/ group Storey map sections – Then try to practise the story map as a class <p>When possible, each morning after registration, after lunch, or maybe towards the end of the day practise this story map over the next week. This is a good activity for getting the children thinking and moving and the more they practise it together as a group the more they will perfect it!</p>
<p>Explore More at Home</p>	20 mins	<p>Letter Home: Introduction to POP I578. To ask Parent/Carers to find a treasured possession which belongs to them and have a conversation with their child about it and set the object in a story.</p> <p>Download from resources section/adapt by adding date/school logo etc then email or print out and send home.</p>

STORY MAP

The Journey of the Documents



STORY MAP SCRIPT

Today we were Documents Detectives! This is what we found out...

In 1578 Queen Elizabeth I wanted to visit Norwich.

She sent a man called Thomas Churchyard to arrange her visit.

In Norwich, Thomas was met by the Mayor who said:

“Welcome Thomas Churchyard,
please help us prepare for a royal pageant.”

Thomas said:

“First your citizens will need to clean,
repair and paint the city.”

“Then we will create some poetry,
music and drama.”

Finally Thomas promised to write a document so everyone would remember how Norwich put on a pageant for Queen Elizabeth I in 1578.

Thomas' document was kept at The Guildhall in Norwich.

200 years later the document was very old and fragile. Oh no!

So the document was copied and stored in a special room in Norwich Castle.

100 years later, OH NO, the room in Norwich Castle was FULL.

A person called an Archivist put all the documents into an even larger room in Norwich Central Library.

OH NO, disaster struck!

Norwich Central Library caught fire.

Luckily many documents survived the fire.

And were sent to Norwich Records Office, which is a very safe building indeed.

Hooray!

TEACHER GUIDANCE/RESOURCES

Teacher and Film Led	An Overview
Preparation	<p>This digital visit to the Norfolk Record Office (NRO) has been developed as an alternative to visiting the building as a class group. It is a half day session.</p> <p>However, the NRO education team would be thrilled if you wanted to take your students to meet them and see the building and documents ‘in the flesh’! The half day session would include much of what we cover in the digital format. To book an education visit to the NRO please go online to: archives.norfolk.gov.uk/events-and-education and request the POP1578 session.</p> <p>To prep then teach this session you will need to sign into the POP 1578 website, watch the Teacher Guidance film and or read this guidance. Then go to Session 1 resources and download and print out The Indenture Game and Ask the Archivist activity sheet.(see resources opposite)</p>
The Teaching Day	<p>On the teaching day the students can sit in front of the white board or at tables. When ready, simply open the dedicated Session 1 Google slide at slide 29 on your whiteboard and begin to click through the session.</p> <p>Read each slide as you go, opening up and playing film clips (set within the slide) and completing the activities. The session should take half a school day.</p>
Teaching Aids	Film Clips <p>During short film clips you will meet Victoria Draper who is an Archivist and is the Education and Outreach Officer at the NRO.</p> <p>Victoria will guide you through one of the Archive Centre’s Strong Rooms explaining what the Strong Room is, what is stored there and how it keeps the records safe. She also explains how documents are written and how they store the many maps.</p> <p>Next, Victoria introduces us to a stunning, illustrated document with the Great Seal of Queen Elizabeth I. this is a Royal Charter between the Crown and Great Yarmouth. She sets the task of creating an ‘historiated initial’ then how to write your full first name with quill and ink. For the resources you need for this activity please see opposite.</p> <p>Then, we meet Henry who operates the box making machine and makes all different shapes and sizes of boxes. Students are tasked to make their own archive box. Order flat boxes from the NRO in plenty of time.</p> The Archive Box & Ask the Archivist Activity Sheet <p>Finally, you can download and print out the Ask the Archivist activity sheet and either ask the students to write their question of Victoria or Henry or ask the students if they have any question and write them in the sheet. The sheets can be scanned and sent to: norfrec@norfolk.gov.uk FAO Victoria Draper</p>

TEACHER GUIDANCE/RESOURCES (continued)

What you will need

The Indenture Game

Print out as many copies as needed. For example; in a class of 30; 6 copies for 6 groups of students.

Indentured documents are legal documents which are halved and shared between two people. Traditionally, these documents feature unique indented or cut, fancy edges. One person would be given one part and the other person would get the other part. When they are matched up it confirms that these people legally own the document they share.



The image to the left shows how the document is halved with a wavy or zig zig line.

Similarly, The Indenture Game documents need the answers separating from the question by cutting each page in half.

When the group comes to sort them each piece will have a corresponding half which will fit the pattern of its partner half.

Historiated Initial Activity

Each student should have:

- 1 sheet of plain A4 paper. If you wanted to really make this look fab you could tea stain and dry as many sheets as you need OR use bought 'aged paper'.
 - Pencil/ruler and coloured pencils
 - Quills and ink: To buy a quick search online will find you the best value approx 10 for £3.99. Ink is approx £5 for small bottle or large bottles can be decanted into lidded jars.
 - Blotting paper (kitchen roll will do!)
 - Apron (make sure to pull up sleeves.)
- NOTE: ink will temporarily stain skin! Use protective gloves if required.

Archive Box Making

For this activity you will need to order the correct amount of boxes from the NRO.

Contact: norfrec@norfolk.gov.uk and request POPI578 student boxes

CLASSROOM SESSION 2

Preparing for a Pageant

Teacher Guidance

Resources

Aims and Objectives

Lesson Plan

Drama Games

Story Map

Story Map Script

**PUTTING
ON A
PAGEANT
1578**

TEACHER GUIDANCE

Teacher and Film Led	An Overview
Main Theme	The 'Preparing for a Pageant' session introduces your class to how Norwich, helped by Thomas Churchyard, prepared for Queen Elizabeth I's visit.
Preparation	To prepare then teach this session you will need to sign in to the POP1578.com website, open the session 2 tab, then download, print out, sort and source (if needed) the resources prior to the lesson. Session 2 should take half a school day.
The Teaching Day	On the teaching day, before the students come into class open the session 2 tab, click and expand the Google slide and click through to check all the links are working and the resources have been prepared and are ready to use in the classroom. When the students are settled in front of the white board simply open the Google slide on your whiteboard and begin to click through the session. Read each slide as you go opening up and playing the film clips set within the slides and completing the activities.
Teaching Aids	Film Clips
	The Google slide has several short film clips which you can click on, expand and press play. In these film clips you will meet 'Thomas Churchyard' (TC) a courtier who was chosen by Elizabeth I to prepare all her entertainment as she travelled from Greenwich to Norwich. Thomas arrived in Norwich three weeks before the Queen's arrival to ensure the city was fit for her visit and to rehearse the entertainment created by Churchyard, Bernard Garter and Henry Goldingham. In this session TC will ask the students, as Elizabethan citizens of Norwich, to prepare the city. Talking points will be 'What would the school do to prepare for a visit by Queen Elizabeth I?' 'What route did Elizabeth I follow to reach Norwich?' which is a tabletop map activity using printed resource. TC will set these tasks in the film clips. In the third film clip he describes the jobs that had to be done to get Norwich clean and tidy then introduces the first Drama Game Warm Up. Then the main session Drama Game called 'Jobs Now and Then.'
	The Drama Games
	The archive box will create intrigue and interest from the students! In the box there are several different sets of 'records' which you will find listed in the resources section of the teacher guidance. There is a map of Norwich, images of places and people and excerpts from the programme's transcribed documents printed out on 3 differing pieces of 'aged' paper and using 3 different types of font to enable students to find out that the records are the same words about the same event but have been written in different periods of history.

RESOURCES

What you will need	
Saxton's Map Activity	<ul style="list-style-type: none">– Set of A3 size maps per group Print single sided, A3, in full colour then laminate. It is important to laminate the maps as the students will use wipeable pens to draw the route on the map. If laminated they can be reuse.– Set of place name cards per group Print single sided, A4, black and white then laminated and cut into smaller individual cards– Set of pieces of string and sticky tack– Wipeable pens– A wiping cloth <p>How many sets you need depends on how many groups you have in your class. Groups should have no more than 6 student each.</p>
Jobs Now and Then Cards	<ul style="list-style-type: none">– A set of 'Jobs Now and Then' cards printed A4, single sided, laminated and cut in half to include the image and description of the job.
Map of Elizabethan Norwich Jobs	<p>This can just be shown on the wipe board OR Print out A3, laminate and trim- one per group or pair.</p>
The Story Map activity	<p>The Story Map activity has four sets of resources. These are:</p> <ul style="list-style-type: none">– A story map– A story map script– Individual images with text– Individual images with no text <p>On how many you will need to print out and how to use these resources please refer to the Story Map Guidance document/film</p>

AIMS AND OBJECTIVES

An Immersive Adventure Teacher and Film Led

Talk for Writing: Imitation
Source Document: I

Driving questions	How can we learn the story of Queen Elizabeth I's Pageant in Norwich in 1578?			
Initial stimulus material	Norwich is filthy, not fit for a Royal visit! There isn't much time before Queen Elizabeth I arrives to get it clean and tidy! Can we work out what we need to do to get the city prepared in time?			
Learning objectives	To introduce the scheme of work: Putting on a Pageant: 1578 Entertaining Queen Elizabeth I in Norwich.			
	To learn the structure and vocabulary of Preparing for a Pageant with a story map.			
	To use actions, words and the story map as a kinaesthetic method to reinforce the story and structures of writing.			
Key messages	THE ONE THING YOU NEED TO KNOW IS... Queen Elizabeth I visited Norwich in August 1578			
	Key Point 1 Queen Elizabeth I asked Thomas Churchyard to help Norwich prepare for her visit.	Key Point 2 Norwich cleaned up the city before the visit of the Queen.	Key Point 3 Thomas Churchyard created the entertainment included music, plays and poetry.	
	How will the session be adapted for differing abilities What SKILLS do the students have?	Upper	Middle	Lower
		Skills – Imagining and empathising – Thinking and making suggestions	Skills – Empathy and recall – Predicting what might happen	Skills – Remembering the main events of the <i>Preparing for a Pageant</i> session
How can you CHALLENGE?	Challenges How would it have felt to help clean mend and decorate the city?	Challenges What do you think happens next? Why?	Challenges Can you remember...? What, where and how?	

AIMS AND OBJECTIVES (continued)

<p>Key vocabulary & Words to explore</p> <p>KS1</p>	<p>Queen Elizabeth I, royal visit, pageant, document, Mayor, Thomas Churchyard, Bernard Garter, Citizen, combers, Mason, Carpenter, Joiner, Reeder, Thatcher, Painter, repair, make beautiful, plaster, tile, Lime-burners, Butcher, healthy, cattle, timber, Master, horse, Innkeeper, wool, cow, dike, ditches, lanes, sweep, chimney, boats, barges, Norwich Waits (musicians) Midsummer, June, July, August, rewards, presents, jackets, hats, ribbons and lace</p>
<p>Key vocabulary & Words to explore</p> <p>KS2</p>	<p>Chamberlain, Alderman, Constable, Assembly, fashion, tallow, occupation, restore, decay, widening, inhabitants, law, prejudice, forfeiture, commandment, imprisonment, penalty, justices, Plasterer, Tiler, noisome (uncultivated and unpleasant), Surveyor, Counsellors, victuals, health-some, awful, Pillory and Cage, parishioners, amend, cast-down (flattened), levied, abode, Scourers of bays (washers of wool), tenements (houses to live in), convenient necessary (toilet), negligence, telts (awnings for covering boats), liveries, apparel, bachelors, appointed, attend</p>
<p>National curriculum</p> <p>Areas covered by this session</p> <p>KS1 & KS2*</p>	<p>ENGLISH SPOKEN LANGUAGE</p> <p>Students should be taught to:</p> <ul style="list-style-type: none"> – Listen and respond appropriately to adults and their peers – Ask relevant questions to extend their understanding and knowledge – Use relevant strategies to build their vocabulary – Participate in and gain knowledge, skills and understanding associated with the artistic practise of drama – Adopt, create and sustain a range of roles, responding appropriately to the adult in role, articulating and justify answers, arguments and opinions* – Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings* – Maintain attention on participate actively in collaborative conversations, staying on topic and initiating and responding to comments* – Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas* – Speak audibly and fluently with an increasing command of standard English* – Gain, maintain and monitor the interest of the listener* – Consider and evaluate different viewpoints, attending to and building on the contribution of others* – Select and use appropriate registers for effective communication*
	<p>WRITING: Composition</p> <p>Students should be taught to write sentences by:</p> <ul style="list-style-type: none"> – Saying out loud what they are going to write about – Composing a sentence orally before writing it* – Sequencing sentences to form short narratives – Re-reading what they have written to check that it makes sense* – Discussing what they have written with the teacher or other students* – Reading their writing aloud, clearly enough to be heard by their peers and the teacher* <p>HISTORY</p> <ul style="list-style-type: none"> – Develop an awareness of the a long time ago, using common words and phrases relating to the passing of time – Use a wide vocabulary of everyday historical terms* – Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events* – Understand some of the ways in which we find out about a long time ago and identify different ways in which it is represented*

LESSON PLAN

SESSION INFORMATION	ACTIVITY DURATION	TEACHER AND FILM LED
<p>FULL SESSION DURATION APPROX:</p> <p>3 HOURS 25 MINUTES</p> <p>Age and ability dependent*</p>	5 mins	<ul style="list-style-type: none"> – Open the POP 1578 website and login. – Click on Session 2. – Open up the Google slide on your whiteboard so it is ready to use as the session starts.
	5 mins	<ul style="list-style-type: none"> – When students are settled in front of the whiteboard... – Continue to start session two. <p>TEACHER: “Let’s find out what the next ‘Putting on a Pageant 1578’ session is.”</p> <p>Play Thomas Churchyard Clip 1</p>
	5 mins	<p>TEACHER: “Talk to the person next to you about what our school will need to prepare IF Queen Elizabeth I visited us today (time travel is real in this scenario!)”</p> <p>Click to the next slide and click on the 1-minute timer.</p>
	20 mins	<p>TEACHER: “Time’s up” “Let’s recap”</p> <ul style="list-style-type: none"> – Recap and ask each pair for their ideas. – Extend discussion in various ways depending on age and ability. But for instance, if someone says “we would need to tidy our classroom” look around and discuss what needs doing and maybe how many people that would take and how long it would take. <p>TEACHER: “Let’s find if we have thought of everything Thomas Churchyard suggests.”</p> <p>Click through to the next slide.</p>
	10 mins	<p>Play Thomas Churchyard Clip 2</p> <p>“Great, let’s get into groups at our tables and get started.”</p> <ul style="list-style-type: none"> – Click through to the ‘Saxton’s Map activity instruction slide and read through the instructions together. – Leave the instructions on the whiteboard.

LESSON PLAN (continued)

SESSION INFORMATION	ACTIVITY DURATION	AN IMMERSIVE ADVENTURE TEACHER AND FILM LED
<p>FULL SESSION DURATION APPROX:</p> <p>3 HOURS 25 MINUTES</p> <p>Age and ability dependent*</p>	10 mins	<p>Click through to the next slide instruction slide and read through together</p> <p>Play Thomas Churchyard Clip 3</p>
	5 mins	<p>TEACHER: “We are going to play a fun game called Stop, Go, Face, Clap let’s watch how to play it with Thomas Churchyard’s long lost ancestor Duncan!”</p> <p>Click through the next slide and read the instructions together.</p> <p>Play Drama Game Clip I</p>
	15 mins	<p>Depending on space in the classroom or if teaching remotely either use ‘jump’ or ‘face’ or add both!</p> <p>TEACHER: “Find a space, I am going to say ‘go’ and I want you to walk around/on the spot and when I shout ‘stop’, you stop as still as you can until I say ‘go’ again and you start walking again.”</p> <p>“Let’s try that...”</p> <p>“Stop!” “Go!” practice a few times then...</p> <p>“Now we are going to add in a command of ‘face’/‘jump’.”</p> <p>“Go!” “Face/jump!” “Go!” “Stop!” etc</p> <p>“Now we are going to add in a command of ‘clap’.”</p> <p>“Go!” Clap!” “Stop!” etc</p> <p>“Now I am going to replace the word ‘go’ with ‘stop’ and ‘face’ with ‘clap’.”</p> <p>“Stop!” students should go, then “clap!”</p> <ul style="list-style-type: none"> – Students should pull a face or jump! – This will cause much hilarity and head-scratching and noise! – So, use your commands with commitment!

LESSON PLAN (continued)

SESSION INFORMATION	ACTIVITY DURATION	AN IMMERSIVE ADVENTURE TEACHER AND FILM LED
<p>FULL SESSION DURATION APPROX:</p> <p>3 HOURS 25 MINUTES</p> <p>Age and ability dependent*</p>		<p>Click through to the next slide Read through the information together</p> <p>Play Drama Game Clip</p>
	30 mins	<p>TEACHER: “OK so in a minute we are going to get into pairs/small groups.”</p> <p>“I’ll give each group/pair a card and you have 5 minutes to decide how to demonstrate the job together.”</p> <p>“You can all/both do the same job, or you can have one person doing the job and the other one joining in, for example being a customer, work colleague or another character.”</p> <p>“When the 5 minutes is up, I’ll invite each group/pair to demonstrate their job SILENTLY by holding a pose. When I clap my hands, you can bring your job to life by moving and only making the noise of the job not talking!”</p> <p>Get students into groups/pairs Give each group/pair a card At the end of five minutes invite each group/pair to show their job ‘montage’ Clap hands to bring the job to life Ask the other groups if they know what job it is</p> <p>This can be made into quiz. Each group watching confers and writes down what they think the job is. Total up the answers after everyone has shown their job and had a guess. * Winning group/pair gets to go for lunch first etc!</p> <p>TEACHER: “Fantastic work, let’s recap with Thomas?”</p> <p>Click through to the next slide</p>
	10 mins	<p>– If you have printed out the Elizabethan Jobs Maps for each group/pair hand these out.</p> <p>– Discuss around the room the different jobs and were they jobs that are done now, then, not at all or done differently.</p> <p>TEACHER: “It’s been a busy morning and I think we still have one more activity- The Story Map</p>

LESSON PLAN (continued)

SESSION INFORMATION	ACTIVITY DURATION	AN IMMERSIVE ADVENTURE TEACHER AND FILM LED
<p>FULL SESSION DURATION APPROX:</p> <p>3 HOURS 25 MINUTES</p> <p>Age and ability dependent*</p>	10 mins	<p>When students are settled in front of the whiteboard click on to Journey of the Preparing for a Pageant Story Map slide and read through it together</p> <p>Play 'Actions' Clip</p>
	50 mins	<ul style="list-style-type: none"> – Read through the story map script together – Then leave the story map on the whiteboard – At this point, depending on your students age and ability, you can decide which words you're going to put actions to and possibly decide on the action itself * – BUT for the best results the class as a whole should try to decide on consistent actions, as there will be lots of suggestions for them! – Maybe vote on which action everyone thinks is the best for example the Queen Elizabeth I and stick to it. – If you already teach talk for writing you may have a technique for doing all this - which is great! – Students can however make up their own actions * – The class could learn the whole map together * – OR use the individual images in pairs or small groups * – The individual images can be blended into sentences and groups could learn a sentence each * – We have suggested 50 minutes for this activity but depending on your students age and ability adjust accordingly.
	20 mins	<ul style="list-style-type: none"> – Recap towards the end of the session/day – Run through each individual/pair/group story map sections – Then try to practise the story map as a class <p>When possible, each morning after registration, after lunch, or maybe towards the end of the day practise this story map over the next week. This is a good activity for getting the children thinking and moving and the more they practise it together as a group the more they will perfect it!</p>
<p>Explore More At Home</p>	20 mins	<p>Letter Home: Reminder about POP 1578. To ask the child to find a treasured possession which belongs to them and have a conversation with their child about it and set the object in a story. Parent/carer to use 'interrogative words' such as; who, when, why, where, how, what.'</p> <p>Download letter from resources section/adapt by adding date/school logo etc then email or print out and send home.</p>

DRAMA GAMES WARM UP

Stop, Go, Face, Clap!

Players: Whole Group

Age: 5 to adult

Time: 5 minutes

Skills: Concentration

Instructions:

Classroom Version

Students walk around the room. The teacher asks them to do four simple actions: stop, go, jump and clap. The teacher starts simply, using these instructions one at a time. When the students are confident with the instructions, the teacher starts to use the instructions in combination, for example, 'stop, jump, clap, clap'. Finally, just when the students think they have 'got it', tell them that the instructions now mean the opposite of what they really mean. So 'Go' means 'Stop', 'Jump' means 'Clap' and so on. This usually causes much hilarity and head-scratching.

Online Version

Teach four simple actions: stop, go, face and clap. 'Go' means pretend to walk, 'Stop' means stop as still as a statue, 'Face' means make a funny face and 'Clap' means clap your hands.

The teacher starts simply, using these instructions one at a time. When the students are confident with the instructions, the teacher starts to use the instructions in combination, for example, 'stop, face, clap, clap'. Finally, just when the students think they have 'got it', tell them that we have entered an alternate universe and the instructions now mean the opposite of what they usually mean. So 'Go' means 'Stop', 'Face' means 'Clap' and so on.

DRAMA GAMES MAIN ACTIVITY

Jobs Now and Then

Players: Whole Group

Age: 5 to adult

Time: 5 minutes

Skills: Concentration

Summary: In this activity the students will make freeze frames of different Elizabethan jobs some of which still exist today.

Materials: Download and printout and laminate the Jobs Now and Then Cards. There are 2 jobs per card so cut in half after laminating.

Check that the children know what a freeze frame is. It is a still image or statue, just like a photograph or when you press Pause on a remote control.

Instructions:

1. Children need to go into pairs or small group- no more than 4
2. Tell them that they will get a card which depicts a job and that they will have 5 minutes to decide how to demonstrate the job together. They can both do the same job, or you can have one person doing the job and the other one joining in, for example being a customer, work colleague or another character
3. Give each pair a card
4. Ask the children look and read the card and set the time for 5 mins.
5. When 5 minutes is up teacher claps hand to freeze the children
6. Now look at each pair/group
7. Teacher claps my hands bring your freeze frame to life for a few moments... and when I clap freeze again!
8. Who can guess what job this pair are showing?
9. Repeat swapping cards or using old or new jobs or mixing it up!

KS2: If you wish you can also use thought tracking to find out what the characters might be thinking. Tap one of the characters on the shoulder and ask them to say what their character might be thinking or feeling. For each pair ask if the children think it is a job we do today. Do they think that all those jobs only existed in the time of Elizabeth I?

STORY MAP

Preparing for a Pageant



STORY MAP SCRIPT

In 1578, Queen Elizabeth the First planned to visit Norwich.
The citizens of Norwich were excited.

But the Mayor of Norwich said:

“What can I do? Norwich is vile,
Streets covered in filth and poo in a pile!”

The citizens replied:

“No wonder you’re sad,
there’s so much to do,
So let’s get to work
and make Norwich like new!”

They went to the marketplace.
Near The Guildhall.

The Mayor stood on the balcony and announced:

“Good citizens of Norwich, there’s much to prepare;
It will take many days, but do not despair.”

A fine man from London appeared next to the Mayor

The Mayor announced:

“Thomas Churchyard is here to help and instruct;
Our fine city will shine when the muck has been chucked.”

“Hooray!” the citizens cheered

The Mayor spoke again:

“I have made a new law: you must tidy this city!
Clean, mend and decorate – make it look pretty.”

“Hooray!” the citizens cheered AGAIN

The Mayor spoke once more:

“Painters and carpenters will make houses look fine;
Plasterers and masons will make churches shine.”

The citizens joined in:

Get your brooms, cloths and shovels – let’s get cleaning our streets!”

The citizens cheered their loudest:

“Hooray!”

Over the next few weeks they started to Prepare for a Pageant.
(Students move into groups, create the actions and quietly speak their lines)

Plasterers: “I’m plastering the walls.”

Carpenters: “I’m hammering the planks.”

Painters: “I’m painting the houses.”

Masons: “I’m tapping at the stonework.”

Reeders: “I’m laying the thatched roof.”

Tilers: “I’m tiling the floors” / “I’m tiling the fireplaces.”

Sweepers: “I’m sweeping the streets” / “I’m sweeping the chimneys.”

Shovellers: “I’m shovelling up the dung.”

Finally they were finished.

The fine city of Norwich was sparkling and clean!

CLASSROOM SESSION

3

Putting on a Pageant

Teacher Guidance

Resources

Aims and Objectives

Lesson Plan

Drama Games

Story Map

Story Map Script



TEACHER GUIDANCE

Teacher and Film Led	An Overview
Main Theme	The 'Putting on a Pageant' session introduces your class to how the 'Strangers' of Norwich put on a Pageant for Queen Elizabeth I in 1578. We explore what a pageant is and who the Strangers were.
Preparation	To prepare then teach this session you will need to sign in to the POPI578.com website, open the session 3 tab, then download, print out, sort and source (if needed) the resources prior to the lesson. Session 3 should take approx. ?
The Teaching Day	<p>On the teaching day, before the students come into class, open the session 3 tab, click and expand the Google slide and click through to check all the links are working and the resources have been prepared and are ready to use in the classroom.</p> <p>When the students are settled in front of the white board simply open the Google slide on your whiteboard and begin to click through the session. Read each slide as you go opening up and playing the film clips set within the slides and completing the activities.</p>
Teaching Aids	Film Clips <p>The Google slide has several short film clips which you can click on, expand and press play. In these film clips you will again meet 'Thomas Churchyard' (TC) In this clip TC explains that several pageants and masques were created to entertain the Queen in Norwich. What a 'masque' is will be explained in Explore More session 1. Talking points in this session will be; 'Who was SNAP and can we learn his catchphrase?' and 'Who were the Strangers who arrived in Norwich in 1565 and why were they invited to live in this city.' There is a craft activity task to make a SNAP out of cut out handprints. This activity will need resources preparing prior to the session. It can be completed by KS1/2, depending on age and ability the students can make them in groups or individually. Less able students may need help using scissors and following the instructions. TC will set these tasks in the film clips finishing with The Story Map Activity.</p>
	The Drama Games <p>Using drama activities in your classroom will help students to connect the verbal communication involved in vocabulary, grammar and story structures with the non-verbal communication of gestures, facial expressions and movement. By introducing a drama activity that gets your students on their feet, you help them to remove focus from exclusively speaking the language "correctly." Both these drama games, Greetings you Majesty and Imaginarium have been chosen to assist with the actions and the telling of the Putting on a Pageant story map. Imaginarium will need some space so reorganised the classroom or book the hall for 30 minutes. However, if space is limited or you are teaching online, the students can still create objects with their bodies. A photo can be taken and printed, and a montage created of their class Imaginarium.</p>

RESOURCES

What you will need	
SNAP Activity	<ul style="list-style-type: none">– Different colours of A4 sheets of card, one per student– Scraps of white paper (use from recycle bin!)– A set of 'dragon' pieces templates per group– These need to be prepped beforehand; downloaded, printed out, drawn around and cut out of stiff card, could be cereal box etc or packaging.– A pencil per student– A pair of scissors per student– A couple of black felt tips/pencils per group– A couple of Glue Sticks per group
Jobs Now and Then Cards	<ul style="list-style-type: none">– You should have a set of these from Session 2 OR you will need:– A set of 'Jobs Now and Then' cards printed A4, single sided, laminated and cut in half to include the image and description of the job.
Map of Elizabethan Norwich Jobs	<p>Use any that were printed from Session 2 This can just be shown on the wipe board OR Print out A3, laminate and trim- one per group or pair.</p>
The Story Map activity	<p>The Story Map activity has four sets of resources. These are:</p> <ul style="list-style-type: none">– A story map– A story map script– Individual images with text– Individual images with no text <p>More information on using story maps can be found in the Teachers Information document pack within the info tab on the home page.</p>

AIMS AND OBJECTIVES

An Immersive Adventure Teacher and Film Led

Talk for Writing: Imitation
Source Document: 2

Driving questions	How can we learn the story of the Norwich Stranger's Pageant performed at St Stephen's Gate to Queen Elizabeth I's in 1578?		
Initial stimulus material	Queen Elizabeth needs entertaining in Norwich. She likes pageants, but what is a pageant? The pageant at St Stephen's Gate was performed by the Strangers, but who were the Strangers?		
Learning Objectives	<p>To introduce the scheme of work: Putting on a Pageant 1578: entertaining Queen Elizabeth I in Norwich.</p> <p>To learn the structure and vocabulary of Putting on a Pageant with a story map.</p> <p>To use actions, words and the story map as a kinaesthetic method to reinforce their learning and the structures of writing.</p>		
Key messages	THE ONE THING YOU NEED TO KNOW IS... Queen Elizabeth I visited Norwich in August 1578		
	Key Point 1 A pageant is a public performance.	Key Point 2 The textile industry in Norwich in 1578 was very successful and made Norwich a wealthy city.	Key Point 3 People from Holland and Belgium were experts in cloth production and many came to live in Norwich in the 16th century.
How will the session be adapted for differing abilities	Upper	Middle	Lower
What SKILLS do the students have?	Skills – Imagining and empathising – Thinking and making suggestions	Skills – Empathy and recall – Predicting what might happen	Skills – Remembering the main events in <i>Putting on a Pageant</i>
How can you CHALLENGE?	Challenges How would it have felt to help clean, mend and decorate the city?	Challenges What do you think happens next? Why?	Challenges Can you remember...? What, where and how?
Key vocabulary & words to explore KS1	Queen Elizabeth I, royal visit, pageant, document, Mayor, Thomas Churchyard, St Stephen's Gate, pageant, procession, citizens, timber, iron, coat of arms, St. George, falcon, Highness, badge, red rose, House of York, White Rose, House of Lancaster, union, stage, portrait, looms, weavers, knitting, spinning, curious, rich, delightful, coach, carding, fulling, bleaching, spinning, weaving, tailor, baker, schoolmaster, goldsmith, basket maker, printer, dyer, Norwich Waits.		
Further vocabulary & words to explore KS2	Commonwealth, portcullis, gallantly, enriched, beautified, thereof, such lan, [shield shaped badge with personal image], hose [stockings], peerless, melodiously, Dornix [woollen fabric], Mockado [woollen fabric], lace, Caffa, [silken cloth], fringe, wright [a working man], perused, commodities.		

AIMS AND OBJECTIVES (continued)

National curriculum

Areas covered
by this session

KS1 & KS2

ENGLISH SPOKEN LANGUAGE

Students should be taught to:

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Participate in and gain knowledge, skill and understanding associated with the artistic practice of drama
- Adopt, create and sustain a range of roles, responding appropriately to the adult in role
- Articulate and justify answers, arguments and opinions*
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings*
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments*
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas*
- Speak audibly and fluently with an increasing command of Standard English*
- Gain, maintain and monitor the interest of the listener(s)*
- Consider and evaluate different viewpoints, attending to and building on the contributions of others*
- Select and use appropriate registers for effective communication*

WRITING: Composition

Students should be taught to write sentences by:

- Saying out loud what they are going to write about
- Composing a sentence orally before writing it*
- Sequencing sentences to form short narratives*
- Re-reading what they have written to check that it makes sense*
- Discussing what they have written with the teacher or other students*
- Reading their writing aloud, clearly enough to be heard by their peers and the teacher*

HISTORY

Students should:

- Develop an awareness of the a long time ago, using common words and phrases relating to the passing of time
- Use a wide vocabulary of everyday historical terms*
- Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events
- Understand some of the ways in which we find out about a long time ago and identify different ways in which it is represented.

LESSON PLAN

SESSION INFORMATION	ACTIVITY DURATION	AN IMMERSIVE ADVENTURE TEACHER AND FILM LED
<p>FULL SESSION DURATION APPROX:</p> <p>3 HOURS 30 MINUTES</p> <p>Age and ability dependent*</p>	5 mins	<ul style="list-style-type: none"> – Open the POP 1578 website and login. – Click on Session 3 – Open up the Google slide on your whiteboard so it is ready to use as the session starts.
	5 mins	<ul style="list-style-type: none"> – When students are settled in front of the whiteboard... – Continue to start session two. <p>TEACHER: “Let’s find out what the next ‘Putting on a Pageant 1578’ session is.”</p> <p>Play Thomas Churchyard Clip 1</p>
	15 mins	<p>TEACHER: “Let’s find out about SNAP!”</p> <p>Click to the next slide, reading and discussing the information as you go. When you get to the final slide to learn SNAP’s catchphrase, ask the students to get up onto their feet to learn it, adding in snapping actions with their arms/hands.</p>
	30 mins	<p>TEACHER: “Great, let’s get into our groups at our tables and get started on the Snap activity.”</p> <ul style="list-style-type: none"> – Click through to the snap activity instruction slide and read through the instructions together. – Leave the instruction slide on the whiteboard. – Handout the activity resources this may take a few minutes! – Give the students a few minutes to choose the colour of card they want and proceed to ask them to draw around their hand on the card... – continue with the instructions on the activity slide. – Once the activity is finished the dragons can stay on the desks to dry as the students return to sitting in front of the white board. <p>TEACHER: “Let’s find out what Thomas has to share with us.”</p> <p>Click through to the next slide.</p>
	15 mins	<p>Play Thomas Churchyard Clip 2</p> <p>On to the next slide, reading and discussing the information together.</p> <p>TEACHER: “Time to find out about the Stranger’s Pageant”</p>

LESSON PLAN (continued)

SESSION INFORMATION	ACTIVITY DURATION	AN IMMERSIVE ADVENTURE TEACHER AND FILM LED
FULL SESSION DURATION APPROX: 3 HOURS 30 MINUTES Age and ability dependent*	5 mins	Play Thomas Churchyard Clip 3
	5 mins	<p>TEACHER: "We are going to play a fun game called Greetings your Majesty!"</p> <p>Click through the next slide and read the instructions together.</p> <p>Play Drama Game Clip 1</p>
	15 mins	<p>Stay in the classroom at desks but stood up or move into the hall.</p> <p>TEACHER: "First I am going to choose a 'guesser.' Guesser you need to turn your back to the group and close your eyes. Now when I say 'go' I would like the rest of you to walk around/on the spot and when I shout 'stop' you stand still on the spot. Then I'll choose someone by tapping on their shoulder and they will say "Greetings your Majesty" in a really well disguised voice.' "Finally, the guesser tries to guess the name of the person who spoke. If they get it right, they have another go, if they get it wrong, we swap the guesser with the speaker." "OK Let's play!"</p> <ul style="list-style-type: none"> - Play a few rounds - Then ask the children to sit down whilst you watch the next film clip. - Bring up the Elizabethan Map of Norwich Jobs and run through the different jobs reminding them of what the jobs are and if they remember the actions from the last Drama Game.
	30 mins	<p>Play Drama Game Clip 2</p> <ul style="list-style-type: none"> - Move back into the hall or make a space in the classroom - Ask the students to move into a circle. - One by one ask students individually or in small groups to step into the centre (the stage) and strike a pose as a textile worker or another Elizabethan profession. - Repeat with current jobs in Norwich- the students can think of their own! - Don't forget to take a photo of each Imaginarium you create. <p>TEACHER: "We have been busy, but I think we still have one more activity- The Story Map</p>

LESSON PLAN (continued)

SESSION INFORMATION	ACTIVITY DURATION	AN IMMERSIVE ADVENTURE TEACHER AND FILM LED
<p>FULL SESSION DURATION APPROX:</p> <p>3 HOURS 30 MINUTES</p> <p>Age and ability dependent*</p>	15 mins	<p>When students are settled in front of the whiteboard click on to Journey of the Putting on a Pageant Story Map slide</p> <p>Play 'Actions' Clip</p>
	50 mins	<ul style="list-style-type: none"> - Read through the story map script together - Then leave the story map on the whiteboard - At this point, depending on your students age and ability, you can decide which words you're going to put actions to and possibly decide on the action itself * - BUT for the best results the class as a whole should try to decide on consistent actions, as there will be lots of suggestions for them! - Maybe vote on which action everyone thinks is the best for example the Queen Elizabeth I and stick to it. - If you already teach talk for writing you may have a technique for doing all this - which is great! - Students can however make up their own actions * - The class could learn the whole map together * - OR use the individual images in pairs or small groups * - The individual images can be blended into sentences and groups could learn a sentence each * <p>We have suggested 50 minutes for this activity but depending on your students age and ability adjust accordingly.</p>
	20 mins	<p>Recap towards the end of the session/day</p> <ul style="list-style-type: none"> - Run through each individual/ pair/ group story map sections - Then try to practise the story map as a class <p>When possible, each morning after registration, after lunch, or maybe towards the end of the day practise this story map over the next week. This is a good activity for getting the children thinking and moving and the more they practise it together as a group the more they will perfect it!</p>
<p>Explore More at Home</p>	30 mins	<p>Letter Home: Reminder about POP 1578. Invite to The Gift Giving Masque Session.</p> <p>Task: Child to find a treasured possession which belongs to them and have a conversation with their parent/carer about it and set the object in a story. Parent/carer to use 'interrogative words' such as; who, when, why, where, how, what.</p> <p>Download appropriate letters (in class or remote learning for Explore More 1 session) from resources section /adapt by adding date/school logo etc then email or print out and send home.</p>

DRAMA GAMES WARM UP

Greetings, Your Majesty

Age: 5 to adult

Players: Whole Group

Time: 10 – 15 minutes

Skills: Observation, Energiser

Instructions:

The group stands or sits in a circle. A volunteer goes to the centre and closes their eyes or is blindfolded. The leader silently selects someone in the circle. That person must say “Greetings, your Majesty” in a disguised voice. Now the person in the middle opens their eyes and tries to guess who it was. If they are wrong, the game is played again. If they are right, they swap places.

One group of children taught us their own version of this, where the “guesser” faces the wall, and the others sit behind on the floor. One person says “Fish and Chips” in a daft voice.

The guesser turns round and points at who they think it was.

DRAMA GAMES MAIN ACTIVITY

Imaginarium!

Players: Whole Group

Age: 7 to adult

Time: 5 minutes

Skills: Mime and Characterisation

This game is an amusing and unpredictable way to quickly develop a scene.

Instructions:

The players stand in a circle and a theme is announced. One person steps forward and makes a freeze frame of an object or character related to the theme. As well as making the shape, the player should announce what she is, for example if the theme is the beach, she can say "I am a deck chair" or "I am a life-guard." Other players add themselves into the scene by making objects or characters related to ones that are already there (announcing what they are each time). Everyone continues to hold their positions. The game ends when all players have stepped in or when enough ideas have been added. At this point the teacher says "Whoosh!" and the players step back to the edge of the circle.

It is important that players watch and listen carefully so that they add in an appropriate character or object. Only one idea at a time should be added so that everyone can see and hear what is being included. Players should think about how their characters and objects relate to each other, how they can make interesting shapes and how they can use different levels (high, medium or low). It can be helpful to take photos of the finished scene for future reference.

- The game can be used to revise a topic, or create ideas for writing
- Two or more players can step in at the same time if they think of an object to make together
- The teacher can say "Action!" and everyone brings the scene alive for a few moments through improvised sound and action
- You can ask players to add one or two adjectives to describe what or who they are

For the purpose of Putting on a Pageant ask each classroom table of students to decide which of the stranger Textile Workers statues they will imagine on the stage that Queen Elizabeth I will see first as she walks through St Stephens Gate. You could use the 'then' Jobs now and then cards from Classroom session 2

In turn the students step into the 'scene' whilst the other students watch. To extend tap the shoulder of the students to bring the scene to life.

STORY MAP SCRIPT

It's 1578 and Queen Elizabeth the First is visiting Norwich TODAY!

The best spinners, weavers and stitchers are putting on a pageant.

First, they have a good wash and put on their finest clothes.

Then they walk to St Stephen's Gate.

When they arrive they see a brightly painted stage.

On the stage are their looms and spinning wheels.

Thomas Churchyard tells the workers to sit down, work and smile when the Queen comes to watch.

Listen! Clip Clop, Clip Clop! Hurrah, Hurrah, Hurrah! The Queen arrives on time!

Master Mayor bows and says:

“Welcome to Norwich Your Majesty”

Next, the City Waits start to sing and play their trumpets.

The Queen looks curiously at each of the workers in turn.

She watches:

5 workers carding [KS2 – to separate and straighten the woollen fibres]

4 workers spinning [KS2 – to twist and stretch the yarn]

3 workers weaving [KS2 – Worsted, our famous Norfolk fabric]

2 workers fulling wool [KS2 – to thicken and strengthen the fabric]

1 little child wearing his finest clothes [KS2 – to represent the skills and wealth of the city]

After that, the little child bows and speaks to the Queen:

[*last line for KS1; full speech for KS2]

“Most gracious prince, our sovereign Queen,
In this small show, our life is seen.
From combed wool makes the precious thread;
This skill and art provides our bread.
To feed each mouth no hands are still;
We work our looms to pay the bills.
We show our things that now we sell:
Our City, Norwich, loves you well!”

At the end of their show Her Majesty smiles and thanks the good people of Norwich.

Everyone Cheers, Hurrah!



CLASSROOM SESSION

4

Titania and Oberon

Teacher Guidance

Resources

Aims and Objectives

Lesson Plan

Drama Games

Story Map

Story Map Script

TEACHER GUIDANCE

Teacher and Film Led	An Overview
Main Theme	The 'Fairy Farewell session introduces your class to Elizabethan theatre, drama and playwrights. Including William Shakespeare and Midsummer Night's Dream.
Preparation	To prepare then teach this session you will need to sign in to the POPI578.com website, open the session 4 tab, then download, print out, sort and source (if needed) the resources prior to the lesson. Session 4 should take 3 Hours 30 minutes
The Teaching Day	<p>On the teaching day, before the students come into class, open the session 4 tab, click and expand the Google slide and click through to check all the links are working and the resources have been prepared and are ready to use in the classroom.</p> <p>When the students are settled in front of the white board simply open the Google slide on your whiteboard and begin to click through the session.</p> <p>Read each slide as you go opening up and playing the film clips set within the slides and completing the activities. There is a craft activity - designing a fairy as a character in an Elizabethan play and this will need resources preparing prior to the session.</p>
Teaching Aids	Film Clips
	<p>The Google slide has several short film clips which you can click on, expand and press play. In some of these film clips you will again meet 'Thomas Churchyard' (TC) TC introduces the class to Elizabethan theatre, drama and playwrights, then William Shakespeare. Talking points in this session will be, 'What is the difference between theatres in Elizabethan times and now?', 'Who wrote Queen Elizabeth's favourite plays', 'How were Elizabethan Fairies different to today' and 'Can we perform Titania and Oberon WHOOSH?'</p>
	The Drama Games
<p>Using drama activities in your classroom will help students to connect the verbal communication involved in vocabulary, grammar and story structures with the non-verbal communication of gestures, facial expressions and movement.</p> <p>By introducing a drama activity that gets your students on their feet, you help them to remove focus from exclusively speaking the language "correctly." Both these drama games, Ten Second Objects and Titania and Oberon WHOOSH! have been chosen to assist with the actions and the telling of the Titanian and Oberon story map. WHOOSH needs plenty of space so book the hall for 60 minutes!</p>	

RESOURCES

What you will need	
Ten Second Objects	<p>Have some prepared object 'themes' written on pieces of paper or card, such as:</p> <ul style="list-style-type: none">– Something found at a fairground.– A letter of the alphabet and they have to make the shape of an object beginning with that letter– Objects/characters from a selected story, movie or TV programme– Location (e.g. objects in an airport)– An item of food– Secretly choose an object from the room they are in– Modes of transport, famous buildings, furniture, animals...
The Story Map Activity	<p>The Story Map activity has four sets of resources. These are:</p> <ul style="list-style-type: none">– A story map– A story map script– Individual images with text– Individual images with no text <p>More information on using story maps can be found in the Teachers Information document pack within the info tab on the home page.</p>
Elizabethan Fairy Activity	<ul style="list-style-type: none">– Download and print out the Fairy Wings activity sheet enough for one per student.– Crayons/felt tips.
Titania and Oberon Whoosh!	<ul style="list-style-type: none">– Book the school hall or drama room for approx. 60 minutes– Download and print out the Titania and Oberon Whoosh Script

AIMS AND OBJECTIVES

<p>An Immersive Adventure Teacher and Film Led</p> <p>Talk for Writing: Imitation Source Document: 4</p>			
Driving questions	How can we learn the story of Queen Elizabeth pageant in Norwich in 1578?		
Initial stimulus material	Can we become Elizabethan actors and perform Titania and Oberon? Can we design our own Elizabethan fairies?		
Learning Objectives	To introduce the scheme of work: Shakespeare and Fairy lore		
	To learn the structure and vocabulary of 'Titania and Oberon' with a story map.		
	To use actions, words and the story map as a kinaesthetic method to reinforce their learning and the structures of writing.		
Key messages	<p>THE ONE THING YOU NEED TO KNOW IS... Queen Elizabeth I visited Norwich in August 1578</p>		
	<p>Key Point 1 Queen Elizabeth I enjoyed watching plays especially funny ones!</p>	<p>Key Point 2 Thomas Churchyard wrote a short play to entertain the Queen before she left Norwich</p>	<p>Key Point 3 Fairy stories and plays were hugely popular 400 years ago. How have fairies changed over the centuries?</p>
	Upper	Middle	Lower
	<p>Skills</p> <ul style="list-style-type: none"> – Imagining and empathising – Thinking and making suggestions 	<p>Skills</p> <ul style="list-style-type: none"> – Empathy and recall – Predicting what might happen 	<p>Skills</p> <ul style="list-style-type: none"> – Remembering the main events of the Titania and Oberon session
How will the session be adapted for differing abilities			
What SKILLS do the students have?			
How can you CHALLENGE?	<p>Challenges</p> <p>How would it have felt to have Performed in an Elizabethan play?</p>	<p>Challenges</p> <p>In Titania and Oberon- What do you think happens next? Why?</p>	<p>Challenges</p> <p>In Titania and Oberon -Can you remember? What, where and how?</p>
Key vocabulary & Words to explore KS1	Actors, theatre, a play, stage, drama, props, Titania, Oberon, Puck, Peaseblossom, Cobweb, Moth and Mustardseed, Nick Bottom, forest, trees, leaves, whisper, murmur, secret, message, fairy, handsome, wise, magic, spells, food, Queen, King, flower, spider, mushroom, servant, night, proud, loud, love, flutter, wings, acorn, rain, fell, wind, blue, puddle, flood, fog, crept, squeeze, juice, awake, asleep, invisible, trick, donkey, long, ears, angel, apricots, grapes, figs, honey, hairy, itchy, scratch, snore, ugly, friend, bird, nearly, night, morning, sing, farewell, dream, William Shakespeare, The Globe Theatre		
Key vocabulary & Words to explore KS2 See Glossary Doc 4	Midsummer, Director, scene, Act I etc, scenery, tragedy, comedy, enchanted, argument, delicious, ingredient, delicate, lullaby, practising, disappear, vanish, wander, vengeance, gods, goddesses, punish, nymphs, furies, sedge.		

AIMS AND OBJECTIVES (continued)

National Curriculum

Areas covered by this session

KS1 & KS2*

ENGLISH SPOKEN LANGUAGE

Students should be taught to:

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Participate in and gain knowledge, skills and understanding associated with the artistic practise of drama
- Adopt, create and sustain a range of roles, responding appropriately to the adult in role
- Articulate and justify answers, arguments and opinions*
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings*
- Maintain attention on participate actively in collaborative conversations, staying on topic and initiating and responding to comments*
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas*
- Speak audibly and fluently with an increasing command of standard English*
- Gain, maintain and monitor the interest of the listener*
- Consider and evaluate different viewpoints, attending to and building on the contribution of others*
- Select and use appropriate registers for effective communication*

WRITING: COMPOSITION

Students should be taught to write sentences by:

- Saying out loud what they're going to write about
- Composing a sentence orally before writing it*
- Sequencing sentence is to form short narratives
- Re-reading what they have written to cheque that it makes sense*
- Discussing what they have written with the teacher or other students*
- Reading their writing aloud, clearly enough to be heard by their peers in the teacher*

HISTORY

Students should:

- Develop awareness of a long time ago, using common words and phrases relating to the passing of time
- Use a wide vocabulary of everyday historical terms*
- Ask and answer questions, choosing and using parts of stories and other sources to show that they know understand key features of events*
- Understand some of the ways in which we find out about a long time ago and identify the different ways in which it is represented*

LESSON PLAN

SESSION INFORMATION	ACTIVITY DURATION	AN IMMERSIVE ADVENTURE TEACHER AND FILM LED
<p>FULL SESSION DURATION APPROX:</p> <p>3 HOURS 30 MINUTES</p> <p>Age and ability dependent*</p>	5 mins	<ul style="list-style-type: none"> – Open the POP 1578 website and login. – Click on Session 4 – Open up the Google slide on your whiteboard so it is ready to use as the session starts.
	5 mins	<ul style="list-style-type: none"> – When students are settled in front of the whiteboard... – Continue to start session four – Read through the 'Welcome Back' slide <p>TEACHER: "Let's find out what Thomas has to tell us next about 'Putting on a Pageant 1578'"</p> <p>Play Thomas Churchyard Clip 1</p>
	20 mins	<p>TEACHER: "Let's play Ten Second Objects."</p> <p>Play Drama Games Clip 1</p> <ul style="list-style-type: none"> – Students return to their tables. – Bring a group up one at a time to the front of the classroom – Using your pre-prepared object theme cards pass one to the group to read. – The group have 10 seconds to get into the shape of that object. – Ask the other students what they think the object is. – Repeat for until everyone has had a go.
	15 mins	<ul style="list-style-type: none"> – When students are settled back in front of the whiteboard or at their tables click on through to the next slide and read through it together. – Click through to the Titania and Oberon Story Map slide.
	50 mins	<ul style="list-style-type: none"> – Read through the story map script together <p>Play 'Actions' Clip</p> <ul style="list-style-type: none"> – Then leave the story map on the whiteboard – At this point, depending on your students age and ability, you can decide which words you're going to put actions to and possibly decide on the action itself * – BUT for the best results the class as a whole should try to decide on consistent actions, as there will be lots of suggestions for them! – Maybe vote on which action everyone thinks is the best for example the Queen Elizabeth I and stick to it. – If you already teach talk for writing you may have a technique for doing all this - which is great! – Students can however make up their own actions * – The class could learn the whole map together * – OR use the individual images in pairs or small groups * – The individual images can be blended into sentences and groups could learn a sentence each * <p>We have suggested 50 minutes for this activity but depending on your students age and ability adjust accordingly.</p>

Titania and Oberon

ACTIVITY DURATION
CLASSROOM
SESSION

4

LESSON PLAN

SESSION INFORMATION	ACTIVITY DURATION	AN IMMERSIVE ADVENTURE TEACHER AND FILM LED
FULL SESSION DURATION APPROX: 3 HOURS 30 MINUTES Age and ability dependent*	30 mins	<ul style="list-style-type: none"> – Students in front of the whiteboard. – Click through to Elizabethan Fairies slide. – Read and discuss together. – Students return to their tables – Hand out Fairy Wings Sheet – Remind them to draw a fairy fit for Queen Elizabeth I. Good or Naughty!
	70 mins	<ul style="list-style-type: none"> – Students at tables or in front of the Whiteboard. <p>Play Thomas Churchyard Clip 2</p> <ul style="list-style-type: none"> – Read through the Titania and Oberon WHOOSH! Instruction together <p>Play Drama Game Clip 2</p> <p>TEACHER: “So now we are going to go to the hall/drama room to have a go at performing a fun game called Titania and Oberon Whoosh!”</p> <ul style="list-style-type: none"> – Follow the instructions on the Titania and Oberon WHOOSH drama game sheets
	10 mins	<ul style="list-style-type: none"> – Return to the classroom – Recap towards the end of the session/day – When possible, each morning after registration, after lunch, or maybe towards the end of the day practise this story map over the next week. This is a good activity for getting the children thinking and moving and the more they practise it together as a group the more they will perfect it!
Explore More at Home	10 mins	Letter Home: Using both the students and the parents/carers treasured objects they’re going to talk together and create an adventure story using ‘Who, when, why, where, how, what, words’ and a talk for writing grid

DRAMA GAMES WARM UP

10 Second Objects

Age: 6 to adult

Players: Small Groups

Time: 10-20 minutes

Skills: Mime and movement, Co-operation

Small groups make the shape of an object using their bodies – in only ten seconds!

Summary: This is a very popular drama game and a useful technique which can be developed easily towards improvisation or physical theatre. It's also highly accessible and great fun!

Instructions:

Divide everyone into small groups (4-6). Call out the name of an object and all the groups have to make the shape of that object out of their own bodies, joining together in different ways while you count down slowly from ten to zero. Usually, every group will find a different way of forming the object. These ones are good to try: a car, a clock, a washing machine, a volcano, a fire.

Director's Notes:

- Encourage groups to think about using different levels with their body shapes, e.g. high, medium and low
- Choose objects from a play you are rehearsing or a theme you are exploring
- Groups can be given a couple of minutes to devise an object of their own which the rest of the class try to guess
- It can be fun to make objects that involve movement (and sound)
- You can use the shapes as a quick way to create ideas for physical theatre

Play Online

You can play this game online if you are using Zoom or a similar app where students can see and hear each other. Students will be making the shape on their own. If they need to give a hint, they can add sound and movement. Here are some possibilities:

- Choose a theme, for example the fairground. Each student has to think of an object that could be found at a fairground. Count down from ten, then they have to make the shape of the object they have thought of.
- Other students have to guess what they are. They get a bonus point if they have thought of an object that no-one else has thought of
- Call out a letter of the alphabet and they have to make the shape of an object beginning with that letter
- Objects/characters from a selected story, movie or TV programme
- Location (e.g. objects in an airport)
- An item of food
- Secretly choose an object from the room they are in
- Modes of transport, famous buildings, furniture, animals...
- Tip If you have a large group, mute students' microphones until it is their turn.

DRAMA GAMES MAIN ACTIVITY

Titania and Oberon WHOOSH

Age: 5 to adult

Players: Whole Group

Time: 20-30 minute

Skills: Mime, movement, co-operation and concentration

This engaging and interactive storytelling technique enables any kind of story – simple or complex – to be brought alive, even without prior knowledge of the characters or plot. As well as being the storyteller, the leader has a guiding role similar to that of an orchestral conductor or theatre director. Participants play characters, objects, places or events in the story, for example, a window, a church, a ship, the sun or a storm.

Instructions:

The whole group stands or sits in a circle. Explain that everybody will have an opportunity to participate in the telling of a story by becoming characters or even objects in the tale. If at any time you say “Whoosh!” they should quickly return to their places. Begin the narrative and as soon as a key character, event or object is mentioned, indicate the first student to step into the circle to make a shape or pose. If two or more characters are introduced, then they can step in at the same time.

As more characters or objects are introduced, move around the circle so that all the students are given a chance to take part. This means that different pupils get to play the same character at various times, and everyone gets a chance at trying several roles, regardless of gender. If appropriate the whole group can take part at once – for example, as a forest. The story continues to be told with more students stepping in as required so that a tableau is quickly built up.

Pupils begin by simply making a still image, then start to act out the story through movement as the narrative progresses. They can interact with one another and even speak improvised dialogue or repeat lines spoken by you. If you like you can add some props for them to play with – you may end up getting some great ideas on the spur of the moment!

Any time that the activity inside the circle becomes too lively, congested or confused, simply wave your arms, say “Whoosh!” and everyone returns to their original places. The story continues to be told and characters step into the space as required. You can say “Whoosh!” as many times as necessary during the story – it’s a very useful secret weapon!

Whoosh can be done with students of all ages – you just need to choose an appropriate story. The technique was devised by Dr Joe Winston of The University of Warwick and is regularly used by the Royal Shakespeare Company.

TITANIA AND OBERON WHOOSH (continued)

This is a story of fairies, a magical flower and donkey ears...

Once upon a time there was an enchanted forest. In the forest were magical trees – one, two, three. The leaves of the trees would whisper secret messages to each other in the night. And of course there were fairies. Oberon was king of all the fairies in the woods. He was extremely handsome and wise. He had a clever servant called Puck, who worked for him throughout the night. Puck would bring Oberon delicious food to eat and special ingredients for his magic spells, like mushrooms and flowers and spiders. Puck liked to get up to mischief and played tricks on everyone he met.

The queen of the fairies was called Titania. She was so gorgeous that if a man even glanced at her, he would fall in love for ever. One midsummer night, Titania called for her fairy servants. Here are four of them – Peaseblossom, Cobweb, Moth and Mustardseed. They were so tiny that you could hardly see them at all. They fluttered around on delicate wings to bring Titania whatever she needed – delicious food, fine clothes and fragrant flowers to sleep on. How happy they all were in the enchanted wood.

Whoosh!

But on this midsummer night something happened. You see, Titania and her fairies – one, two, three, four – were looking after a beautiful and proud young Indian prince. They decided to make him a beautiful crown of flowers. But Oberon tried to take the boy away from Titania. He thought the prince could serve him as a brave knight, guarding the enchanted forest. Titania would not let him take her prince, so the king and queen of the fairies had a big argument. Their voices were so loud that the fairies hid under tiny acorn cups. The winds blew, the rains fell, the puddles grew deep, the forest was flooded and covered in fog.

Whoosh!

So Oberon thought of a clever plan. He summoned his servant Puck. 'Fetch me a magic flower,' said Oberon. Puck flew off to look in the forest. Soon he found the flower and brought it back for Oberon. In another part of the forest, Titania was feeling tired, so her fairies sang her a Lulla-lulla-lullaby – that's how it went! She fell fast asleep and the fairies flew away.

Oberon crept up and squeezed the juice of the flower into her eyes. He whispered 'what you see when you awake, will you for your true-love take.' Oberon and Puck hid behind some trees. Nearby were some actors practising a play. One of them was called Nick Bottom. He walked behind the trees but he couldn't see the fairies – they were invisible. Puck played a trick. He magically turned Bottom's head into the head of a donkey with big long ears! At that moment Titania woke up. The first person she saw was Bottom. 'What an angel!' she said.

Whoosh!

Titania had fallen in love with Bottom, even though he had big donkey ears. She summoned her fairies: 'Peaseblossom, Cobweb, Moth and Mustardseed!' They came flying in. 'Ready' they said. Titania told them, 'Bring my love whatever he wants.' So the fairies brought him apricots and grapes, figs and honey. Bottom's head was so hairy that it felt really itchy. Two of the fairies scratched his head and the others fanned him with their butterfly wings. Titania tied flowers around his long donkey ears and fed him oats and hay, which made him very happy. Soon they all fell fast asleep. Bottom started snoring.

Oberon and Puck crept in to watch. Oberon was pleased with the trick they had played. He waved his hand to remove the spell from Titania. 'Awake, my sweet queen,' he said. Titania woke and took one look at the man with the donkey head. 'What an ugly face!' she said. Puck waved his hand and Bottom's donkey head disappeared. Oberon and Titania smiled at each other. They were friends again. At that moment a bird started singing in the trees. It was nearly morning! The fairies vanished and Bottom wandered off to find his friends.

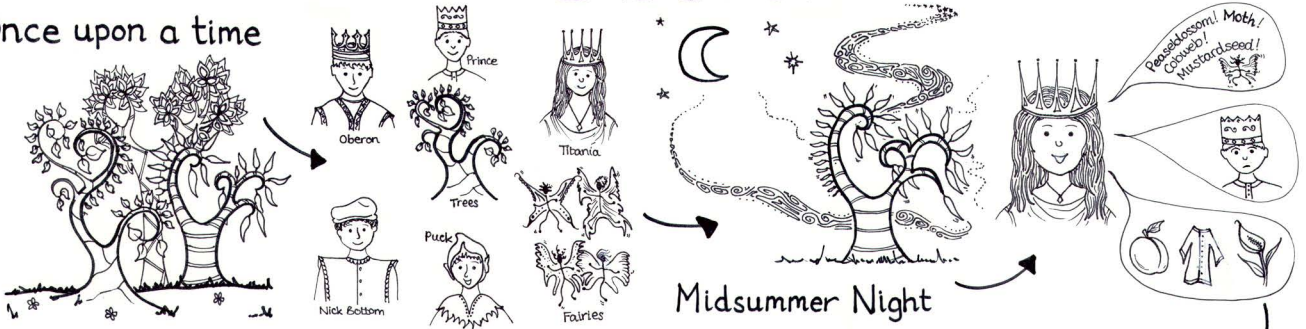
And that is where our story ends.

Whoosh!

STORY MAP

Titania and Oberon

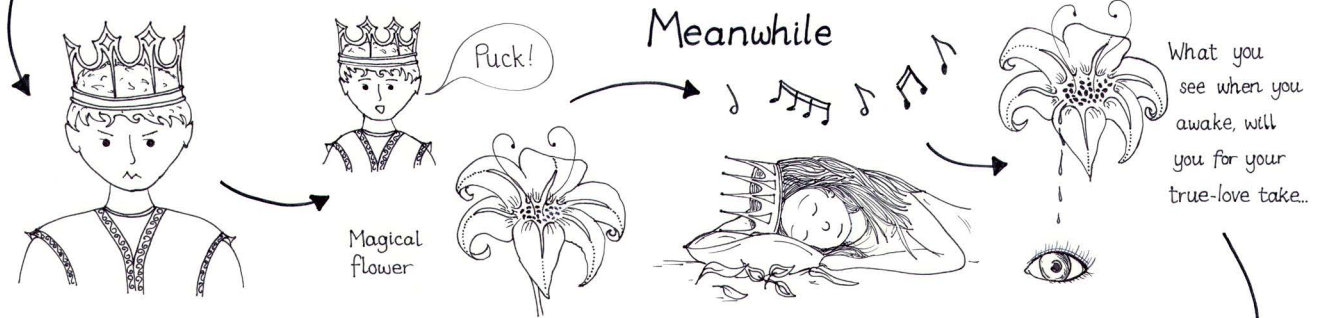
Once upon a time



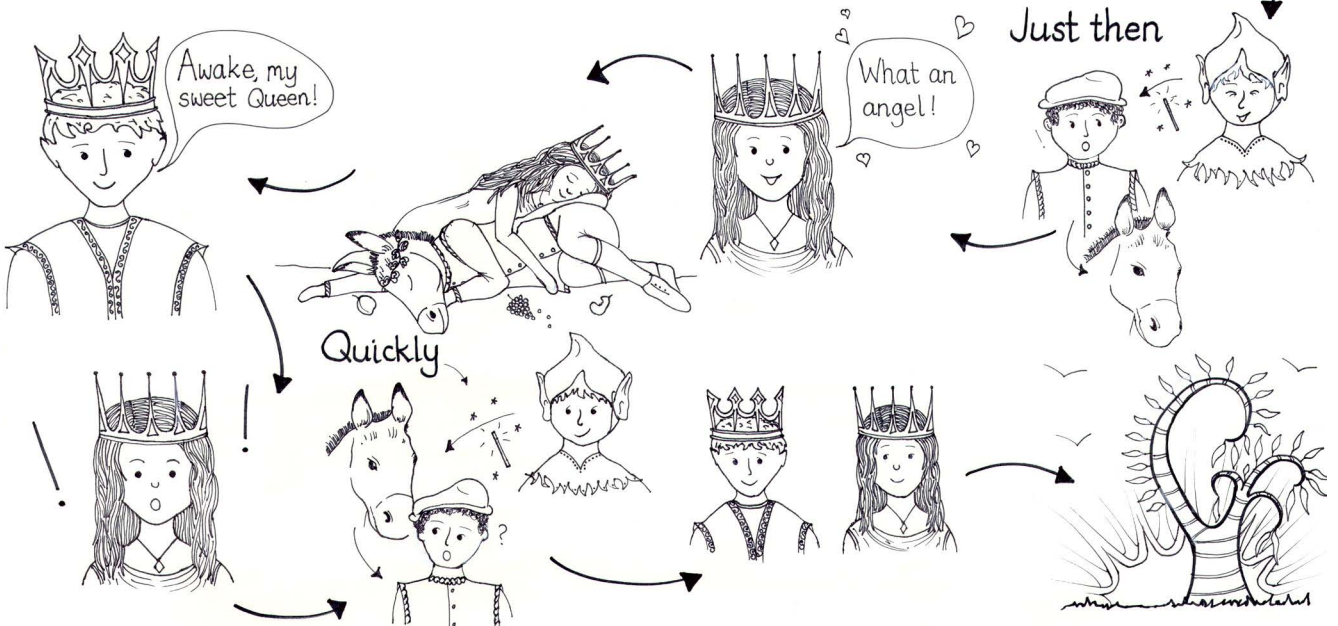
Midsummer Night



Meanwhile



Just then



STORY MAP SCRIPT

Once upon a time there was an enchanted forest. In the forest were:

- Magical trees
- A handsome and wise fairy king called Oberon
- A brave and beautiful fairy queen called Titania
- A young prince who was scared and alone
- Four fairy servants called Peaseblossom, Cobweb, Moth and Mustardseed (so tiny you could hardly see them)
- A mischievous fairy called Puck
- And finally, an actor called Nick Bottom, who was lost in the enchanted forest

One midsummer night the woods came alive. The leaves of the trees whispered.

Titania called for her fairies:

“Peaseblossom, Cobweb, Moth and Mustardseed!”

“Look.” (whispered Titania)

“I have found a scared young Prince! Bring me delicious food, fine clothes and fragrant flowers for him.”

“Yes, your majesty,” replied the fairies and they fluttered away.

Behind a magical tree, Oberon and Puck were listening and plotting

Oberon murmured:

“That Prince would make a brave knight to guard my forest.

Puck, stop those fairies whilst I kidnap the Prince from Titania.”

Oberon flew over to Titania and bellowed:

“Titania, hand over the Prince! I want him to guard my forest.”

Titania was very cross. She shouted back:

“NO Oberon, STOP scaring the young prince.”

Oberon: “Mine!”

Titania: “NO!”

Oberon: “Mine!”

Titania: “NO!”

Backwards and forwards they argued, making the wind blow and rain fall.

The fairies were terrified and hid then floated in acorn cups.

Oberon was angry. He had not got his own way. He shouted:

“PUCK! Puck, I have a plan, fetch me the forest’s secret magic flower.”

Puck flew off and soon found the flower.

Meanwhile, Titania fell asleep to her fairies’ sweet lullabies.

Oberon crept up and squeezed magic flower nectar into Titania’s eyes.

He whispered in her ear:

“What you see when you awake, will you for your true-love take.”

Just then, Puck saw Nick Bottom, an actor who was lost in the woods.

Mischievous Puck giggled and turned Bottom’s head into a donkey head – just for fun!

When Titania woke, the first person she saw was Bottom with his donkey head.

She gasped:

“OH, what an angel!”

Titania told her fairies to bring Bottom apricots, grapes, figs and honey.

She put flowers round his big, long ears and soon they all fell asleep.

Oberon was very jealous and removed the spell from Titania. He said:

“Awake, my sweet Queen.”

Titania woke up and was very surprised:

“What an ugly donkey!”

Puck quickly turned Bottom’s head back to normal.

He was very shocked and ran off into the woods.

Titania and Oberon looked at each other and smiled. They were friends again.

The sun started to rise and the birds started to sing in the trees.

Morning was coming.

What an exciting night it had been!

The End

CLASSROOM SESSION

5

Titania and Oberon Oceania

Teacher Guidance

Resources

Aims and Objectives

Lesson Plan

Drama Games

Story Map

Story Map Script

**PUTTING
FOCUS
ON A
PAGEANT
1578**

TEACHER GUIDANCE

Teacher and Film Led	An Overview
Main Theme	The Titania and Oberon Oceania session introduces your class to how to innovate the story of Titania and Oberon.
Preparation	To prepare, then teach this session you will need to sign in to the POP1578.com website, open the session 5 tab, then download, print out, sort and source (if needed) the resources prior to the lesson. Session 5 should take 3 Hours 30 minutes
The Teaching Day	<p>On the teaching day, before the students come into class, open the session 5 tab, click and expand the Google slide and click through to check all the links are working and the resources have been prepared and are ready to use in the classroom.</p> <p>When the students are settled in front of the whiteboard simply open the Google slide on your whiteboard and begin to click through the session.</p> <p>Read each slide as you go opening up and playing the film clips set within the slides and completing the activities. This session is totally focused on the T4W innovation of a story using the partially drawn/written Titania and Oberon Oceania story. The only resources for this session is the partially completed Story Map which each child will need and the Explore More letter home.</p>
Teaching Aids	Film Clips
	<p>The Google slide has several short film clips which you can click on, expand and press play. In some of these film clips, you will again meet 'Thomas Churchyard' (TC). TC introduces the class to how he directed and performed a Fairy Farewell Show for Queen Elizabeth I as she rode out of Norwich at St Giles Gate on Friday, August 22, 1578. Talking points in this session will be, 'How did Thomas Churchyard innovate his rained-off Nymph show into a Fairy Farewell show the next day?', 'Can we innovate the Titania and Oberon story', 'Can we perform a WHOOSH of our innovated story?'</p>
	The Drama Games
	<p>Using drama activities in your classroom will help students to connect the verbal communication involved in vocabulary, grammar and story structures with the non-verbal communication of gestures, facial expressions and movement.</p> <p>By introducing a drama activity that gets your students on their feet, you help them to remove focus from exclusively speaking the language "correctly." In these drama game sessions, we warm up with 'Who's Missing' and play an 'under the ocean' Imaginarium. There are film clips of the warm-up and Imaginarium. But as Imaginarium was played in session 4 we have included adapted notes on how to set the Imaginarium underwater.</p>

RESOURCES

What you will need

Imaginarium

Have some prepared object 'underwater themes' written on pieces of paper or card, such as:

- Seahorses
- Seaweed
- Octopus
- Jelly Fish
- Barnacle
- Lots of types of fish!

The Story Map activity

The Story Map activity has four sets of resources. These are:

- A story map
- A story map script
- Individual images with text
- Individual images with no text

All of these items are partially completed and ready for the students to complete.

You will need a set per student, each pair or group.

Titania and Oberon Oceania Whoosh!

- Book the school hall or drama room for approx. 60 minutes.
- Use the student's completed Titania and Oberon Oceania Whoosh Scripts.

AIMS AND OBJECTIVES

An Immersive Adventure Teacher and Film Led

Talk for Writing: Innovation

Driving questions	How can we grow the students talk for writing imitation skills to innovation skills?		
Initial stimulus material	Can we innovate the 'Titania and Oberon' Story Map? Titania and Oberon is set in the forest. To innovate the story can we set it under the ocean?		
Learning objectives	To innovate the titania and oberon story using a change of setting.		
	To learn the structure and vocabulary of 'Titania and Oberon Oceania' with a story map.		
	To use actions, words and the story map as a kinaesthetic method to reinforce their learning and the structures of writing.		
	To discuss , describe and explore different resources we might use such as costumes or puppets that could feature throughout a future classroom session on innovation and invention of Story Maps		
Key messages	THE ONE THING YOU NEED TO KNOW IS... Queen Elizabeth I visited Norwich in August 1578		
	Key Point 1 Midsummer Night's Dream and Titania and Oberon is set in a forest.	Key Point 2 We can innovate the story by changing the scene or changing the characters?	Key Point 3 <i>Titania and Oberon Oceania</i> innovates by changing the scene.
	Upper	Middle	Lower
	Skills – Imagining and empathising – Thinking and making suggestions	Skills – Empathy and recall – Predicting what might happen	Skills – Remembering the main events of the <i>Titania and Oberon Oceania</i> session
How will the session be adapted for differing abilities What SKILLS do the students have? How can you CHALLENGE?	Challenges Why and how did Elizabethan playwrights innovate ancient tales and fables for their contemporary audiences.	Challenges In Titania and Oberon Oceania- What do you think happens next? Why?	Challenges In Titania and Oberon Oceania -Can you remember? What, where and how?
Key vocabulary	Imitate, innovate, magical, ocean, actors, Theatre, play, stage, drama, props, handsome, wise, magic, spells, food, Midsummer, Titania, Oberon, puck, Queen, King, jellyfish, angelfish, golden, whisper, murmur, secret, crown, sea horses, pearls, wavy, seaweed, enchanted, coral, nearly, night, morning, sing, farewell, dream, William Shakespeare, The Globe Theatre.		

AIMS AND OBJECTIVES (continued)

National curriculum

Points covered by this session

KS1 & Lower KS2 (*KS2)

ENGLISH SPOKEN LANGUAGE

Students should be taught to:

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Participate in and gain knowledge, skill and understanding associated with the artistic practice of drama
- Adopt, create and sustain a range of roles, responding appropriately to the adult in role
- Articulate and justify answers, arguments and opinions*
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- Composing a sentence orally before writing it*
- Sequencing sentences to form short narratives
- Re-reading what they have written to check that it makes sense*
- Discussing what they have written with the teacher or other students*
- Read their writing aloud, clearly enough to be heard by their peers and the teacher*

HISTORY

Students should:

- Develop an awareness of the a long time ago, using common words and phrases relating to the passing of time
- Use a wide vocabulary of everyday historical terms
- Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events*
- Understand some of the ways in which we find out about a long time ago and identify different ways in which it is represented*

LESSON PLAN

SESSION INFORMATION	ACTIVITY DURATION	AN IMMERSIVE ADVENTURE TEACHER AND FILM LED
<p>FULL SESSION DURATION APPROX:</p> <p>2 HOURS 30 MINUTES</p> <p>Age and ability dependent*</p>	5 mins	<ul style="list-style-type: none"> – Open the POP I578 website and login. – Click on Session 5 – Open up the Google slide on your whiteboard so it is ready to use as the session starts.
	5 mins	<ul style="list-style-type: none"> – When students are settled in front of the whiteboard... – Continue to start session four – Read through the ‘Welcome Back’ slide <p>TEACHER: “Let’s find out what Thomas has to tell us next about ‘The Fairy Farewell’</p> <p>Play Thomas Churchyard Clip 1</p>
	20 mins	<p>TEACHER: “Let’s play Who’s Missing.”</p> <p>Play Drama Games Clip 1</p> <ul style="list-style-type: none"> – Make space in the classroom for students to move around safely or use Drama Studio or Hall. – When you clap your hands the students to move around the room, so they are well mixed up and not near people they normally sit with. – When you say FREEZE, the students should stand absolutely still and close their eyes tightly shut. – You will tap one person on the shoulder, and they need to quietly leave the room. – Clap your hands for the students to move around again then say FREEZE – Now ask for hands up who can guess who is missing. – Repeat for a few more goes.
	10 mins	<ul style="list-style-type: none"> – When students are settled back in front of the whiteboard or at their tables click on through to the next slide and read through it together. <p>Play Thomas Churchyard Clip 2</p>
	45 mins	<ul style="list-style-type: none"> – Read through the next few slides together, including the Story Map Script. <p>Play Actions Clip</p> <ul style="list-style-type: none"> – Read through the next few slides together, which explain how the students will innovate their own Story Map of Titania and Oberon Oceania. – At this point, you can decide to play “under the water Imaginarium to assist the student’s creativity when they return to their desks to start on their innovated story. – OR carry onto the innovation section.

LESSON PLAN (continued)

SESSION INFORMATION	ACTIVITY DURATION	AN IMMERSIVE ADVENTURE TEACHER AND FILM LED
<p>FULL SESSION DURATION APPROX:</p> <p>2 HOURS 30 MINUTES</p> <p>Age and ability dependent*</p>	<p>60 mins</p>	<ul style="list-style-type: none"> - When students are settled back at their tables hand out as many Titania and Oberon Oceania Story Maps as you need. One each, or shared writing between pairs or in a group. OR model a completed Story Map together as class using mini white boards taking each grid asking for suggestions then and writing down the chosen words. - Show the session 4 Titania and Oberon Story map on the whiteboard if you feel your students would be inspired by this. - Explain that the students can use the original story to create something new. They can model this grid by grid or sentence by sentence. But I must relate to being being under the ocean. - By now the students should have the other story maps embedded in their understanding, so prompt them to use learnt phrases, connectives and vocabulary. - Depending on age and ability this may take some time to complete. - When you feel the student's work is strong enough, move onto to performing Titania and Oberon Oceania WHOOSH! with one of their innovated Story Maps
<p>Explore More at Home</p>	<p>20 mins</p>	<p>Letter Home: to practise their child's innovated Story Map at home. To help make this more fun the parent and child can draw the characters, cut them out and using sticky tape stick to lollipop sticks, strips of sturdy card or even cutlery to create a pop up pocket puppets to help tell their story.</p>

DRAMA GAMES WARM UP

Whose Missing?

Age: 5 to adult

Players: Whole Group

Time: 10 – 15 minutes

Skills: Observation, Energiser

A popular warm-up with students.

Instructions:

Everyone moves briskly around the room, changing direction every now and again so they are not always next to the same people. After a few moments clap your hands and call “Freeze!” for players to stop still – and then to close their eyes. Tap one player on the shoulder and ask him to open his eyes and quietly leave the room.

Clap your hands again for everyone to open their eyes and immediately move briskly around. Call “Freeze!” again for everyone to stop. Now ask them who they think is missing.

- Young children enjoy playing this game over and over, although they might have to put their hands over their eyes or make a ball shape on the floor, so they are not tempted to peek!
- You can also ask more than one player to leave the room.

DRAMA GAMES MAIN ACTIVITY

Imaginarium

Age: 7 to adult

Players: Whole Group

Time: 5 minutes

Skills: Mime and Characterisation

Instructions

The players stand in a circle and a theme is announced. One person steps forward and makes a freeze frame of an object or character related to the theme. As well as making the shape, the player should announce what she is, for example if the theme is the beach, she can say “I am a deck chair” or “I am a life-guard.” Other players add themselves into the scene by making objects or characters related to ones that are already there (announcing what they are each time). Everyone continues to hold their positions. The game ends when all players have stepped in or when enough ideas have been added. At this point the teacher says “Whoosh!” and the players step back to the edge of the circle.

It is important that players watch and listen carefully so that they add in an appropriate character or object. Only one idea at a time should be added so that everyone can see and hear what is being included. Players should think about how their characters and objects relate to each other, how they can make interesting shapes and how they can use different levels (high, medium or low). It can be helpful to take photos of the finished scene for future reference.

- The game can be used to revise a topic, or create ideas for writing
- Two or more players can step in at the same time if they think of an object to make together
- The teacher can say “Action!” and everyone brings the scene alive for a few moments through improvised sound and action
- You can ask players to add one or two adjectives to describe what or who they are.

Activity: Imaginarium under the Ocean

Music Clip 3 | Instructions:

Play some gentle music or watery sound effects as a quiet background.

Everybody stand in a circle. We are going to play a game called ‘Imaginarium’. It will help us think about making a story by creating a scene in the middle of the circle, using our bodies to make different shapes. Imagine we are under the ocean. Can you imagine what you might hear or see? Can anyone think of an object or a creature that you might find under the sea? If you can, put your hand up (choose one person). Can you step into the circle as that object or creature and say what you are (for example, I am an octopus)?

Good, now stay in your position in a freeze frame. Let’s have some more people. (Nominate others to step in.) See if you can relate to other objects that are already there. Try to make different kinds of shapes and use different levels, high, medium and low.

When you have enough people in the centre) When I clap my hands I want you to bring the scene to life for a few moments. Think how your object or creature would move under the sea – smoothly and slowly with rounded movements (clap hands and allow them to move for a few moments. Clap again). And now freeze in a new position.

DRAMA GAMES MAIN ACTIVITY (continued)

(When I say Whoosh! I want you to go back to your places in the circle – “Whoosh!”
Let’s try another theme now. Can you remember the story of Titania and Oberon? Let’s make an Imaginarium on that theme. So if you can think of a character or object that is to do with that story, can you put your hand up?

(Go through the same process and encourage the students to be creative in their choices. As well as characters and objects from the original story they can come up with additional ideas that could be related to the story e.g. a squirrel, a bird, an acorn. This is also a good way of finding out what they remember about it. If you wish you can use thought-tracking during the game – tap children on the shoulder and ask them to say what their character or object is thinking or feeling)

After exploring these two themes, explain that you want the class to make up a new way of telling the story of Titania and Oberon but taking place beneath the ocean. To help us with this, let’s find out how the characters might move if they were under the sea.

Activity: Character Movement

Music Clip 3 | Instructions:

Play some gentle music or watery sound effects as a quiet background.
Find a space, When you hear the music, can you show me how you think Titania would move under the sea? Move around the space. (They all move)

Let’s look at some of your ideas. Can we have six people to move as Titania. Are they moving in different ways. Are their movements slow or fast, light or heavy, direct or indirect?

So let’s all try another character. How about Nick Bottom, if he was under water? Let’s all have a go at that. And freeze in position as your best statue of Bottom under the sea!

In the story, Puck gave Bottom donkey ears. If the story took place under the sea, what creature might Puck change Bottom into? (Take suggestions, e.g. seahorse, dolphin, puffer fish, octopus). Let’s try that out. Choose an underwater animal in your head without telling anyone. You’re going to start off as Nick Bottom under the sea then when I clap my hands change into whatever animal you are thinking of. (Let them try this). And change back again to Bottom.

Let’s have a look at some of those. Let’s have half the class watching and the others moving. When they change into an animal, watch carefully, then at the end I’ll ask you to tell me what animals you think you saw! (Try this out)

Now let’s think about the other characters in the story. What could the fairies be in our new story? What would the forest be?

After discussion you could try telling a new Whoosh story with these new characters, or older Key Stage 2 could work in groups to improvise then show part of the story with their new ideas.
Next – they will be ready to write the new version!

STORY MAP

Titania and Oberon Oceania



STORY MAP SCRIPT (keeping the characters but changing the scene)

Once upon a time there was an enchanted coral reef.

In the coral were:

- Magical corals
- A handsome and wise octopus king called Oberon
- A brave and beautiful jellyfish queen called Titania
- A young Angelfish
- Four bright sea horses called? To Be Decided
- A mischievous electric eel called Puck
- And finally, a merman called Nick Bottom, who is lost in the coral reef

On midsummer night under the sea a magical coral reef came alive.

The branches of the coral swayed and swished.

Titania called for her four Sea Horses (names: for students to decide)

Titania whispered:

“Look. I have found a young Angelfish.
Bring me delicious bloodworms, shrimps and seaweed for him.”

“Yes your majesty” replied the Sea Horses and they swam away.

Behind a magical coral, Oberon and Puck were listening and plotting.

Oberon murmured:

“That Angelfish would make a bright guard my coral palace.
Puck, stop those Sea Horses whilst I kidnap the Angelfish from Titania.”

Oberon swam over to Titania and bellowed:

“Titania, hand over the Angelfish!
I want him to guard my coral palace.”

Titania was very cross. She shouted back:

“NO Oberon, STOP scaring the young Angelfish”

Oberon: “Mine!”

Titania: “NO!”

Oberon: “Mine!”

Titania: “NO!”

Backwards and forwards they argued, making the sand swirl and the sea swell.

The Sea Horses were terrified and hid, then floated along in empty cockle shells

What happens next?

CLASSROOM SESSION

6

Invention

Inventing a New Story

Aims and Objectives

Lesson Plan



Teacher Led

Inventing a new story

Rather than create a lesson plan for this session here are a few tips to help the students start to invent their own stories influenced by those they have learnt during the Putting on a Pageant 1578 programme.

This programme has been ambitious! The students have learnt to imitate and innovate quite complex stories about the tale of Queen Elizabeth I's visit to Norwich in 1578, learning 20 steps in each story map. But as the students begin to invent their own stories in this session the number of steps can be reduced according to ability. For lower abilities their stories can be drawn using the smaller story map grids or told to an adult to draw or transcribe. Those with higher abilities should tell the story, using the larger story map grids as a guidance tool, but if confident can write straight into the boxing up grids.

In the resources pack you will find all the blank story map grids and boxing up grids, word banks and action banks. As a class you will also start to create your own banks which can be displayed to aid structure and word memory.

Pie Corbett writes:

“The invention stage can prove to be the most challenging. The key to supporting invention, however, is an understanding of story plots. Pick a simple story design and stick to it. With a simple plot to follow, the act of story making is made easier, as the writer knows exactly where the story is going. All they have to do then is focus on the quality of what they are putting into the story to make it come alive.”

So in this session look back at all the story maps the students have learnt, from Preparing for a Pageant to Titania and Oberon. Spend some time reading them through as a class and identifying the simple structure of the stories.

Opening | Build up | Problem or happening | Resolution or reaction to happening | Ending

Review the student's innovations of Titania and Oberon Oceania. Remind the students that they had a 'ready-made' opening and a build-up structure, and they finished the story off themselves with resolutions and endings. So, their next steps are to learn to create the opening and build up.

Here is Pi Corbett's **Adventure Story Toolkit** which is really useful for discussion as a class or in groups, then individual drawing followed by writing up.

Story Opening

- Open with one character speaking
- Two friends in a setting
- They find something precious
- Adverb starter, e.g. Anxiously
- Question, e.g. What was it?
- Exclamation – it was full of money!

Build-up

- Dramatic connective, e.g. just then, at that moment...
- Bring on a villain
- In chase, use powerful verbs, e.g. rushed, leaped, dashed, pounded, thudded...

Problem

- Hide your characters
- Show how they feel, e.g. she froze!
- Use dramatic connectives, e.g. unfortunately, suddenly...
- Use powerful verbs for hiding, e.g. crouch, duck down, squeeze into...

Resolution

- Dramatic connectives – at that moment, all at once...
- Get rid of villain
- Escape – use powerful verbs, e.g. rushed, leaped, dashed, pounded, thudded...

Ending

- Ending connective, e.g. finally, in the end, later on...

Session 6: Invention is completed

Your class is now ready to do Session 7: Celebration time!

CLASSROOM SESSION

7

Celebration Time!

Aims and Objectives



AIMS AND OBJECTIVES

TEACHER AND FILM LED			
Driving questions	Can we work together to create an exhibition and performance to show our school and, if possible, in person or remotely, Queen Elizabeth I?		
Initial stimulus material	How do we ensure our school, and Queen Elizabeth I will be entertained? Which story maps shall we perform? Which Whoosh dramas shall we perform? Are our gifts ready to show and present to Queen Elizabeth I?		
Pre-session resources	<ul style="list-style-type: none"> – Parent/Carer Letter home to invite them to this assembly. – Book Queen Elizabeth! Contact Black Knight Historical for more details. – Create an exhibition display of art and work complete. – Rehearse the Story Maps and Whoosh drama. 		
Resources needed for this session	<ul style="list-style-type: none"> – Story Maps and Scripts; depends on the choices made for the assembly – Costumes, (if needed) tambourines, Elizabethan music clips, images. – Exhibition could include – Historiated initial documents – Archive boxes and gift boxes – Saxton's Maps – The parchment documents – The Indenture game and it could be played by your guests – Elizabethan jobs and Norwich job map – Animation flip books – Stop frame animations – The Story Maps 		
Learning objectives	Teacher and students to work together using <i>Structured Stories Through Immersive Storytelling</i> session to tell the story of Putting on a Pageant 1578 as an assembly for Queen Elizabeth I and their school.		
	To learn the structure and vocabulary of chosen story maps and Whoosh drama and deliver them using the story map and actions.		
	For students to show and present the gifts they have made during the PoP programme.		
Key messages	THE ONE THING YOU NEED TO KNOW IS...		
	Queen Elizabeth I will be visiting our school for a performance of Putting on a Pageant 1578!		
	Key Point 1 We can perform a Story Map on how Norwich prepared for a pageant and put on a Pageant or Masque.	Key Point 2 We can perform a Titania and Oberon Whoosh?	Key Point 3 We will present gifts to Queen Elizabeth I.

AIMS AND OBJECTIVES (continued)

<p>How will the session be adapted for differing abilities</p> <p>What SKILLS do the students have?</p> <p>How can you CHALLENGE?</p>	<p>Upper</p> <p>Skills</p> <ul style="list-style-type: none"> – Can remember the chosen story maps and will offer examples of how to present the story maps and be expressive. <p>Challenges</p> <p>Ask open-ended questions: have students elaborate.</p>	<p>Middle</p> <p>Skills</p> <ul style="list-style-type: none"> – Can remember most of the chosen story maps and be prompted to expand on presentation skills and expression. <p>Challenges</p> <p>What do you think happens next? Why?</p>	<p>Lower</p> <p>Skills</p> <ul style="list-style-type: none"> – Can remember most of the chosen story maps and actions. <p>Challenges</p> <p>Can you remember...? What, where and how?</p>
	<p>ENGLISH SPOKEN LANGUAGE</p> <p>Students should be taught to:</p> <ul style="list-style-type: none"> – Listen and respond appropriately to adults and their peers – Ask relevant questions to extend their understanding and knowledge – Use relevant strategies to build their vocabulary – Participate in and gain knowledge, skill and understanding associated with the artistic practice of drama – Adopt, create and sustain a range of roles, responding appropriately to the adult in role – Articulate and justify answers, arguments and opinions* – Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings* – Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments* – Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas* – Speak audibly and fluently with an increasing command of Standard English* – Gain, maintain and monitor the interest of the listener(s)* – Consider and evaluate different viewpoints, attending to and building on the contributions of others* – Select and use appropriate registers for effective communication* – Participate in and gain knowledge, skills and understanding associated with the artistic practice of drama – Adopt, create and sustain a range of roles, responding appropriately to others in role – To improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances – To use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension. <p>Drama</p> <p>Role-play and other drama techniques can help students to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to.</p>		
<p>National curriculum</p> <p>Points covered by this session</p> <p>KS1 & Lower KS2 (*KS2)</p>			

*Session 7: Celebration time! is completed
Your class is now ready to put on the pageant!*

EXPLORE MORE SESSION

1

The Gift-Giving Masque

Teacher/Parent Carer Guidance

Aims and Objectives

Lesson Plan

Drama Games

Story Map

Story Map Script

**PUTTING
ON A
PAGEANT
1578**

EXPLORE MORE
SESSION

1

TEACHER/PARENT CARER GUIDANCE

Teacher/Parent Carer and Film Led	An Overview
Main Theme	The Gift-Giving Masque session supports the Explore More at Home activities by introducing the theme of Elizabethan Gift-Giving.
Preparation	Parents/Carers should be invited into school to participate in this session (Letter sent home after Session 3 or before). If a parent/carers cannot participate the session could be shared online for them to complete at home with their child out of school time. Resources will need to be sent home to enable this to happen. To prepare, then host this session in class you will need to sign in to the POP1578.com website, open the Explore More Session 1 tab, then download, print out, sort and source (if needed) the resources prior to the lesson. Explore More Session 1 should take 3 Hours. If this is too long for some of your parent/carers- send home the Gift Box making Activity which will shorten the session to just over 2 hours.
The Teaching Day	<p>On the teaching day, before the parent/carers come into class, open the Explore More 1 tab, click and expand the Google slide and click through to check all the links are working and the resources have been prepared and are ready to use in the classroom.</p> <p>When the students and parent carers are settled in front of the whiteboard simply open the Google slide on your whiteboard and begin to click through the session. Read each slide as you go opening up and playing the film clips set within the slides and completing the activities. The students will perform the Putting on a Pageant Story Map to their parent/carers so a bit of practice before hand is advised. The gift box making activity needs printing out on A3 thin white card, one sided and in colour.</p>
Teaching Aids	Film Clips <p>The Google slide has several short film clips which you can click on, expand and press play. In some of these film clips, you will again meet 'Thomas Churchyard' (TC). TC introduces the class to the Gift-Giving Masque for Queen Elizabeth I at the Bishops Palace on the night before she is due to leave, August 21, 1578. Talking points in this session will be, 'What type of performance is a Masque?', 'What gifts were given to the Queen during her reign, who gave them and why?'</p>
	Drama Games <p>Using drama activities in your classroom and at home will help students to connect the verbal communication involved in vocabulary, grammar and story structures with the non-verbal communication of gestures, facial expressions and movement. By introducing a drama activity that gets your students on their feet, you help them to remove focus from exclusively speaking the language "correctly." There is one drama game in this session. We warm up with 'Giving Gifts' to get our brains thinking quickly and faces animated! There is a film clips of this game. At the end of the session remember to give or email the parent/carers the Explore More at Home activity, which is another drama game, this time called 'Hot Seating'. This is a great game to play in pairs. If you have time on the day of this session try this out with the parents/carers and their children in a hall or drama space as the chatter and laughter can get quite noisy! But otherwise share the PDF of the game instructions which has a link to the Hot Seating instruction film clip.</p>

TEACHER/PARENT CARER GUIDANCE

What you will need

Box Making Activity

- An A3 card single side printed box template sheet
- Pair of scissors
- A ruler
- Colouring pencils/felt tips
- A couple of Glue Sticks (just in case!)
- Instruction Sheet (if being sent home)

The Story Map activity

The Story Map activity has four sets of resources.

These are:

- A story map
- A story map script
- Individual images with text
- Individual images with no text

Print out a set per family, these can be taken home to practice.

Giving Gifts Drama Game

- Book the school hall or drama room for approx. 30 minutes
- Watch the drama game film before going into the hall or drama room
- Take instructions with you

AIMS AND OBJECTIVES

An Immersive Adventure Teacher/Parent Carer and Film Led Source Document: 1				
Driving questions	How can we learn the story of Queen Elizabeth I's Gift Giving Masque in at the Bishop's Palace, Norwich in 1578?			
Initial stimulus material	How can we put on a Gift-Giving Masque? What gifts would please the Queen? What would our ideal gift be?			
Learning objectives	To introduce the structure and vocabulary of The Gift-Giving Masque with a story map.			
	To learn the structure and vocabulary of 'Titania and Oberon Oceania' with a story map.			
	To work together using drama, actions, words and the story map as a kinaesthetic method to reinforce their learning and the structures of writing.			
	To create a special gift box fit for a Queen.			
Key messages	THE ONE THING YOU NEED TO KNOW IS... Queen Elizabeth I visited Norwich in August 1578			
	Key Point 1 Norwich citizens put on several pageants and a masque for Queen Elizabeth visit in 1578.	Key Point 2 Thomas Churchyard and Master Goldingham created the entertainment including music plays and poetry.	Key Point 3 Gift giving was an important feature in Royal patronage and Elizabethan court culture.	
How will the session be adapted for differing abilities What SKILLS do the students have? How can you CHALLENGE?	Upper Skills – Imagining and empathising – Thinking and making suggestions	Middle Skills – Empathy and recall – Predicting what might happen	Lower Skills – Remembering the main events of the <i>Gift-Giving Masque session</i> .	
	Challenges How would it felt as an Elizabethan courtier having to give the perfect gift to the Queen?	Challenges What do you think happens next? Why?	Challenges Can you remember? What, where and how?	
Key vocabulary	Norwich, Queen Elizabeth I, Her Majesty, royal visit, pageant, masque, document, Master Goldingham, Thomas Churchyard, citizen, The Bishops Palace, entrance, chamber, curious, rich, delightful, jasper, marble, crown, sceptre, musicians, gift-giving, glove, torchbearers, Mercury, Jupiter, Juno, Mars, Venus, Apollo, Pallas, Neptune, Diana, Cupid, wand, knife, white dove, arrow, poem.			

AIMS AND OBJECTIVES (continued)

National curriculum

Points covered by this session

KS1 & KS2

ENGLISH SPOKEN LANGUAGE

Students should be taught to:

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Participate in and gain knowledge, skills and understanding associated with the artistic practise of drama
- Adopt, create and sustain a range of roles, responding appropriately to the adult in role
- Articulating and justify answers, arguments and opinions*
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings*
- Maintain attention on participate actively in collaborative conversations, staying on topic and initiating and responding to comments*
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas*
- Speak audibly and fluently with an increasing command of standard English*
- Gain, maintain and monitor the interest of the listener*
- Consider and evaluate different viewpoints, attending to and building on the contribution of others*
- Select and use appropriate registers for effective communication*

WRITING: Composition

Students should be taught to write sentences by:

- Saying out loud what they are going to write about
- Composing a sentence orally before writing it*
- Sequencing sentences to form short narratives
- Re-reading what they have written to check that it makes sense*
- Discussing what they have written with the teacher or other students*
- Reading their writing aloud, clearly enough to be heard by their peers and the teacher*

HISTORY

Students should:

- Develop an awareness of the a long time ago, using common words and phrases relating to the passing of time
- Use a wide vocabulary of everyday historical terms
- Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events*
- Understand some of the ways in which we find out about a long time ago and identify different ways in which it is represented*

LESSON PLAN

SESSION INFORMATION	ACTIVITY DURATION	AN IMMERSIVE ADVENTURE TEACHER AND FILM LED
<p>FULL SESSION DURATION APPROX:</p> <p>3 HOURS</p> <p>Age and ability dependent*</p> <p>(if this is too long for some of your parent/carers- send home the Gift Box making Activity)</p>	5 mins	<ul style="list-style-type: none"> – Open the POP 1578 website and login. – Click on Explore More Session 1 – Open up the Google slide on your whiteboard so it is ready to use as the session starts. – If parent/carers are working independently from home. simply ask them to open up the slide and work through it.
	10 mins	<ul style="list-style-type: none"> – When students and parent/carers are settled in front of the whiteboard... – Continue to start the session. <p>TEACHER: “Welcome and thank you for coming into class today to support you children. We have lots to do today, but if you have any question please don’t hesitate to ask. To start, let’s read through the first slide together.”</p> <p>Play Thomas Churchyard Clip 1</p>
	20 mins	<p>Click through each section on the next slide slowly as it will give time to look at detail on the story maps which have already been learnt.</p> <p>TEACHER: “So today our class are going to tell the Putting on a Pageant Story with the maps with actions. You can also follow it with the Story Map Script.”</p> <p>Click to the next slide which shows the map and script side by side. Keep this on the whiteboard whilst the class performs Putting on a Pageant.</p>
	45 mins	<p>Play Thomas Churchyard Clip 2</p> <p>TEACHER: “Great, let’s get started on the Gift Box making activity.”</p> <ul style="list-style-type: none"> – Click through to the box making activity instruction slide and read through the instructions together. – Leave the instruction slide on the whiteboard. – Handout the activity resources. – Recap the instructions once again if needed. – Once the activity is finished the boxes can be place on a table to the side ready for completion another day or for display when her Majesty visits. – Click through to the next slide. Read through together. <p>TEACHER: “Let’s find out how to play the Giving Presents drama game.”</p>

LESSON PLAN (continued)

SESSION INFORMATION	ACTIVITY DURATION	AN IMMERSIVE ADVENTURE TEACHER AND FILM LED
<p>FULL SESSION DURATION APPROX:</p> <p>3 HOURS</p> <p>Age and ability dependent*</p> <p>(if this is too long for some of your parent/carers- send home the Gift Box making Activity)</p>	30 mins	<p>Play the Drama Game Film Clip</p> <p>Click onto the drama game instruction slide. Read through together.</p> <p>Stay in the classroom at desks or move into the hall or drama studio.</p>
	10 mins	<p>Settle back in the classroom.</p> <p>Play Thomas Churchyard Clip 3</p> <p>Click to the next slide and read through together. Elaborate more here if you want to explain how the school is using the POP 1578 programme in the teaching of literacy.</p>
	10 mins	<p>Play Action Clip</p> <p>Click through to the next slide and read the slide together.</p> <p>TEACHER: "I think we are ready to start"</p>
	50 mins	<ul style="list-style-type: none"> - Read through the story map script together. - Then leave the story map on the whiteboard. - At this point, depending on the age and ability of the children, you can decide how to divide up the task of learning the map. - Remember for the best results, remind the class as a whole about the consistent actions you've been using for the other maps, as there will be lots of suggestions from parent/carers! - Children and parent/carers can however make up their own actions * - The class could learn the whole map together * - OR use the individual images in pairs or small groups * - The individual images can be blended into sentences and each family unit could learn a sentence each * <p>We have suggested 50 minutes for this activity but depending on your students age and ability adjust accordingly.</p> <p>**Remember the parent/carers will need to take home the Story Map activity resources for this session so it would be good to have a set in a plastic folder.</p> <p>Read through the final slide</p>
	30 mins	<p>Letter inviting parent/carers to attend Explore More Session 2. Folder with the Gift-Giving Masque Story Map activity resources in.</p>

DRAMA GAMES WARM UP

Giving Presents

Age: 5 to adult

Players: Whole Group/Pairs

Time: 10-15 minutes

Skills: Mime and movement, Improvisation

This game is all about receiving surprises and about the things we value most.

Instructions:

A fast-moving game in which ideas are generated very quickly. In pairs, mime giving and receiving presents. The person giving the present must not decide what it is. The recipient should mime opening the present and only then say what it is. Don't pre-plan, just decide on the spur of the moment. Whatever it is, be really delighted and grateful – it is just what you have always wanted!

Begin by sitting in a circle and each person should give a present to the person sitting next to them, one at a time, going round the circle so that everyone sees each gift. Once you have demonstrated the game, participants can play in pairs, taking it in turns to give each other a mystery gift. Keep swapping over for a couple of minutes.

Director's Tips

- Afterwards it is fun to go around the circle and find out some of the presents people received
- Keep it moving fast so that players don't have time to plan – this is much more fun!
- Try playing an even faster version where the gift is not wrapped so that the recipient immediately says what it is and thanks the giver

Play Online

You can play this game online if you are using Zoom or other video-conferencing software where students can see and hear each other. If you are playing with the whole class, begin by passing the imaginary gift towards your camera and saying the name of the person you are giving the gift to. That person should hold their hands towards their camera/screen as though they are receiving the gift. You will need to work out an order for students to play the game, so that everyone has a turn. Playing it in pairs in breakout rooms is even more fun as you get to give each other lots of presents!

DRAMA GAMES MAIN ACTIVITY

Hot Seating

Age: 5 to adult

Players: Whole Group/Pairs

Time: 10-15 minutes

Skills: Co-operation, improvisation, communication

What is hot seating?

A character is questioned by the group about his or her background, behaviour and motivation. The method may be used for developing a role in the drama lesson or rehearsals or analysing a play post-performance. Even done without preparation, it is an excellent way of fleshing out a character. Characters may be hot seated individually, in pairs or small groups. The technique is additionally useful for developing questioning skills with the rest of the group.

How do you do hot seating?

The traditional approach is for the pupil playing the character to sit on a chair in front of the group (arranged in a semi-circle), although characters may be hot seated in pairs or groups. It is helpful if the teacher takes on the role of facilitator to guide the questioning in constructive directions. To help students begin you can try hot-seating children in pairs (e.g. a pair of street urchins) or in groups (e.g. environmental protesters, refugees).

If the background of the character is familiar to the pupils, then it may not be necessary for those playing the characters to do much preparation. Although some roles obviously require research you may be surprised at how much detail students can add from their own imaginations. It is important that the rest of the group are primed to ask pertinent questions. Don't get bogged down in facts during hot seating but concentrate on personal feelings and observations instead.

Examples

Characters to hot seat include famous people such as Florence Nightingale, President Kennedy or Tutankhamen as well as ordinary people like a chimney sweep, a Roman soldier or a Saxon farmer. Students can be asked to research historical characters with opposing points of view and then be hot seated by the class as part of a debate.

STORY MAP

The gift-giving Masque



STORY MAP SCRIPT

In Norwich, on the 21st August 1578.

Queen Elizabeth the First was visiting The Bishop's Palace to attend a magnificent performance called The Gift-Giving Masque hosted by Master Goldingham.

That night the music was loud and harmonious. Everyone wore flowing gowns and decorated masks.

Many Gods and Goddesses entered holding flaming torches.

They said:

“Your Majesty we offer you poetry and many gifts.”

The Queen smiled and clapped.

The Gods and Goddesses marched around the chamber to the music.

Each in turn stepped up to present their gift to the Queen.

First was Mercury, the God of Merchants he said:

“Welcome Your Majesty,
we rejoice in your company.”

Following him was Jupiter, King of the Gods and God of the sky and thunder. He presented a small and slender wand.

Then came Mars, God of War. He presented a fine pair of knives.

Venus, Goddess of Love moved forward and released a white dove.

Then Apollo, God of Music presented a musical instrument called a Bandonet.

Next came Pallas, Goddess of Wisdom. She presented a book of wise words.

Neptune, God of the Sea offered the Queen a model of a fish within a fish.

Then Diana, Goddess of hunting presented a bow and arrows tipped with silver.

Finally, Cupid, Young God of Love presented the Queen with a golden arrow.

Queen Elizabeth I was thrilled and thanked the Gods and Goddess for their gifts.

Finally the masque was over and the Gods and Goddesses danced out of the chamber.

**EXPLORE
MORE
SESSION**

2

**Queen
Elizabeth
I meets
Batman**

Teacher/Parent Carer Guidance

Aims and Objectives

Lesson Plan

Drama Games

Story Map

Story Map Script

**PUTTING
FOCUS
ON A
PAGEANT
1578**

EXPLORE MORE
SESSION **2**

TEACHER/PARENT CARER GUIDANCE

Teacher/Parent Carer and Film Led	An Overview
Main Theme	<p>Queen Elizabeth I Meets Batman session supports the Explore More at Home activities by introducing Talk for Writing 'Innovation' stage and how to create animations.</p>
Preparation	<p>Parents/Carers should be invited into school to participate in this session (Letter sent home after Session 5, scheduling this in good time beforehand). If a parent/carer cannot participate the session could be shared online for them to complete at home with their child out of school time. Resources will need to be sent home/picked up to enable this to happen.</p> <p>To prepare, then host this session in class you will need to sign in to the POPI578.com website, open the Explore More Session 2 tab, then download, print out, sort and source (if needed) the resources prior to the lesson. Explore More Session 2 should take 4 Hours. If this is too long for some of your parent/carers- send home all the Flip Book making activities OR divide the session into 2 separate sessions.</p>
The Teaching Day	<p>On the teaching day, before the parent/carers come into class, open the Explore More 2 tab, click and expand the Google slide and click through to check all the links are working and the resources have been prepared and are ready to use in the classroom. Remember today will introduce the method of innovating a story so references to this method and reminding the student that they have already innovated Titania and Oberon throughout the day will help instil the idea with students and parent/carers alike. But in this session, we add an unexpected occurrence and a new character to innovate the story rather than changing the setting.</p> <p>When the students and parent/carers are settled in front of the whiteboard simply open the Google slide on your whiteboard and begin to click through the session. Read each slide as you go opening up and playing the film clips set within the slides and completing the activities. The students and parent/carers will perform the Gift Giving Map Story Map so a bit of practice with the students beforehand is advised. There is a fair bit of preparation needed for this session. The resource section has all you need to download and print out, but there are other resources which need sourcing so please read the resources section carefully and ensure that are available on the day. This session can be completed in the classroom but ensure there is enough space to work with the extra, larger people included! Having a breakout space might be a good idea, somewhere quiet with plenty of table space and chairs.</p>
Teaching Aids	Film Clips
	<p>The Google slide has several short film clips which you can click on, expand and press play. In these film clips, you will again meet Duncan and Isabel explaining the drama games and Christina who explains the Flip Book and the Stop Frame Animation activity as well as demonstrating the actions for the Story Map.</p>
	Drama Games
	<p>Using drama activities in your classroom and at home will help students to connect the verbal communication involved in vocabulary, grammar and story structures with the non-verbal communication of gestures, facial expressions and movement. By introducing a drama activity that gets your students and parent/carers on their feet, you help them to remove focus from exclusively speaking the language "correctly." There are two drama games in this session. We warm up with '1,2,3' to get our brains thinking quickly. The second drama game is 'One Word at a Time.' If possible, try to play this game in a class group then break out into smaller groups or pairs. You can also share the PDF of the game instructions for the families to play at home.</p>

RESOURCES

What you will need	
Flip Book Activity (Send this activity home if time is limited)	<ul style="list-style-type: none">– A small number of sticky notes per family. Or a few leaves of paper folded and inserted together– A fine black felt tip/pen– Pencil and eraser– Glue stick and 2 pairs of scissors– A sheet of 'time machines'– 8 sheets of A5 Paper– Instruction Sheet
Stop Frame Animation	<ul style="list-style-type: none">– An adult's own Smartphone/Tablet– 'Stop Motion Studio' App downloaded onto their phone– A plain wall to create backdrops scene and film against (push a table against the wall)– Printed backdrop (if not using bricks)– Shoe box lid or other stabilizing 'tripod' to hold the camera steady– Selection of Lego people or small toys adapted to being the Queen and Batman and other characters– Time Machine-be inventive, use Lego or create using small clean plastic pots, pipe cleaners-or our printable time machine stuck on a pencil.– Straight pieces of foam or wood/books to raise the phone camera (if required)– Sticky tape/sticky tack– Scissors/pencils felt tips– Queen Elizabeth I Meets Batman Story Map– Instruction Sheet
The Story Map activity	<p>The Story Map activity has four sets of resources. These are:</p> <ul style="list-style-type: none">– A story map– A story map script– Individual images with text– Individual images with no text <p>Print out a set per family, these can be taken home to practice.</p>
Drama Game	<ul style="list-style-type: none">– Watch the drama game film before going into the hall or drama room.– Instruction for this session can be sent home.

Queen Elizabeth I meets Batman

EXPLORE MORE
SESSION

2

AIMS AND OBJECTIVES

An Immersive Adventure Teacher/Parent Carer and Film Led

Talk for Writing: Innovation

Driving questions	How can we innovate the story of Queen Elizabeth I's visit to Norwich in 1578? Can we use flip book animation and stop frame animation to innovate the story using Lego and other toys?			
Initial stimulus material	What would happen if Batman appeared during The Queens visit to Norwich? What 'moves' would Batman have made to show off his talents to Queen Elizabeth I? What gift might Batman give Queen Elizabeth I?			
Learning objectives	To introduce the scheme of work: Putting on a Pageant 1578: entertaining Queen Elizabeth I in Norwich.			
	To learn the structure and vocabulary of Queen Elizabeth meets Batman with a story map.			
	To work together using drama, actions, words and the story map as a kinaesthetic method to reinforce their learning and the structures of writing.			
	To create flipbook animation and stop-frame animation.			
Key messages	THE ONE THING YOU NEED TO KNOW IS... Stories can be told, adapted and re-invented using new characters and settings			
	Key Point 1 We can innovate stories with the simplest change.	Key Point 2 Using animation stimulates our imaginations, helping us tell innovative stories.	Key Point 3 Using drama games helps generate energy, focus and creative thinking.	
	How will the session be adapted for differing abilities What SKILLS do the students have?	Upper	Middle	Lower
		Skills – Imagining and empathising – Thinking and making suggestions	Skills – Empathy and recall – Predicting what might happen	Skills – Remembering the main events of the Queen Elizabeth I Meets Batman session.
How can you CHALLENGE?	Challenges Ask open-ended questions: get students to elaborate	Challenges What do you think happens next? Why?	Challenges Can you remember...? What, where and how?	

AIMS AND OBJECTIVES (continued)

National curriculum

Areas covered by this
session

KS1 & KS2*

ENGLISH SPOKEN LANGUAGE

Students should be taught to:

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Participate in and gain knowledge, skills and understanding associated with the artistic practise of drama
- Adopt, create and sustain a range of roles, responding appropriately to the adult in role
- Articulate and justify answers, arguments and opinions*
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings*
- Maintain attention on participate actively in collaborative conversations, staying on topic and initiating and responding to comments*
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas*
- Speak audibly and fluently with an increasing command of standard English*
- Gain, maintain and monitor the interest of the listener*
- Consider and evaluate different viewpoints, attending to and building on the contribution of others*
- Select and use appropriate registers for effective communication*

WRITING: Composition

Students should be taught to write sentences by:

- Saying out loud what they are going to write about
- Composing a sentence orally before writing it*
- Sequencing sentences to form short narratives
- Re-reading what they have written to check that it makes sense*
- Discussing what they have written with the teacher or other students*
- Reading their writing aloud, clearly enough to be heard by their peers and the teacher*

HISTORY

Students should:

- Develop an awareness of the a long time ago, using common words and phrases relating to the passing of time
- Use a wide vocabulary of everyday historical terms*
- Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events*
- Understand some of the ways in which we find out about a long time ago and identify different ways in which it is represented*

LESSON PLAN

SESSION INFORMATION	ACTIVITY DURATION	AN IMMERSIVE ADVENTURE TEACHER/PARENT CARER AND FILM LED
<p>FULL SESSION DURATION APPROX:</p> <p>4 HOURS</p> <p>(if this is too long for some of your parent/carers - send home all of the Flip Book making Activities OR divide into 2 sessions)</p> <p>Age and ability dependent*</p>	5 mins	<ul style="list-style-type: none"> – Open the POP 1578 website and login. – Click on Explore More Session 2 – Open up the Google slide on your whiteboard so it is ready to use as the session starts. – If parent/carers are working independently from home. simply ask them to open up the slide and work through it.
	10 mins	<ul style="list-style-type: none"> _ When students and parent/carers are settled in front of the whiteboard... – Continue to start the session. <p>TEACHER: “Welcome and thank you for coming into class today to support you children. We have lots to do today, but if you have any question please don’t hesitate to ask. To start, let’s read through the first few slides together.”</p>
	30 mins	<p>Click through each section on the next slide slowly as it will give time to look at the detail on the story maps which have already been learnt.</p> <p>TEACHER: “So today our class are going to tell the story of The Gift Giving Masque which we learnt in the first Explore More session with the maps with actions. You can also follow it with the Story Map Script.” “Parent/carers, please join in where you can.”</p> <p>Click to the next slide which shows the map and script side by side. Keep this on the whiteboard whilst the class performs The Gift-Giving Masque.</p> <p>Click through to the next slide about ‘innovation’</p> <p>Play the Drama Game Film Clip.</p>
	40 mins	<p>Click through the next slide explaining ‘Flip Books.’</p> <p>Play the ‘Make a Flip Book’ film clip.</p> <p>TEACHER: “Great, let’s get started on making our flip books.”</p> <ul style="list-style-type: none"> – Click through to the flip bookmaking activity instruction slide and read through the instructions together. – Leave the instruction slide on the whiteboard. – Handout the activity resources. – Recap the instructions once again if needed. – Once the activity is finished the flipbooks can be placed on a table to the side ready for completion another day or for display when her Majesty visits. <p>Click through to the next slide. Read through together.</p>

LESSON PLAN (continued)

SESSION INFORMATION	ACTIVITY DURATION	AN IMMERSIVE ADVENTURE TEACHER/PARENT CARER AND FILM LED
<p>FULL SESSION DURATION APPROX:</p> <p>4 HOURS</p> <p>(if this is too long for some of your parent/carers - send home all of the Flip Book making Activities OR divide into 2 sessions)</p> <p>Age and ability dependent*</p>	15 mins	<p>Play the Drama Game Film Clip</p> <p>Click onto the drama game instruction slide. Read through together.</p> <p>Stay in the classroom at desks or move into the hall or drama studio.</p>
	60 -90 mins*	<p>Click through to the next slide and read the slide together.</p> <p>Play the Stop Frame Animation film clip</p> <p>TEACHER: "I think we are ready to start"</p> <ul style="list-style-type: none"> - Click through to the Stop Frame Animation making activity instruction slide and read through the instructions together. - Leave the instruction slide on the whiteboard. - Handout the activity resources. - Recap the instructions once again if needed. - Once the activity is finished the animations can be shared and saved to the school's server or a memory stick for showing around school or when her Majesty visits.
	50 mins	<p>Click to the next slide and read through together. Elaborate more here if you want to explain how the school is using the POP I578 programme in the teaching of literacy.</p> <p>Play the 'Actions' film clip</p> <ul style="list-style-type: none"> - Read through the story map script together - Then leave the story map on the whiteboard - At this point, depending on the age and ability of the children, you can decide how to divide up the task of learning the map. - Remember for the best results, remind the class as a whole about the consistent actions you've been using for the other maps, as there will be lots of suggestions from parent/carers! - Children and parent/carers can, however, make up their own actions * - The class could learn the whole map together * - OR use the individual images in pairs or small groups * - The individual images can be blended into sentences and each family unit could learn a sentence each * <p>We have suggested 50 minutes for this activity but depending on your students age and ability adjust accordingly.</p> <p>**Remember the parent/carers will need to take home the Story Map activity resources for this session so it would be good to have a set in a plastic folder.</p> <p>Read through the final slide</p>
	30 mins	<p>Letter Home: inviting parent/carers to attend Explore More Session 3. Folder with Queen Elizabeth I Meets Batman Story Map activity resources in.</p>

DRAMA GAMES WARM UP

123

Age: 5 to adult

Players: Pairs

Time: 5-10 minutes

Skills: Concentration, Group Dynamics

A quick and easy warm-up game which involves counting from one to three – but takes a lot of concentration.

Instructions:

This is a fun introductory warm-up and concentration game. You can begin sitting down or standing up. In pairs, face each other. Start counting from one to three between yourselves, over and over. Once you get the hang of that part you are ready for the next stage. Instead of saying the number “one”, you should clap your hands – but you would still say “two” and “three” aloud.

Once everyone has mastered that, the next step is that instead of saying “three”, that person should bend their knees. You should still clap your hands for the number “one”. This is a bit like trying to pat your head and rub your stomach at the same time – in fact, you could try that afterwards!

A: “One” (Claps hands)

B: “Two”

A: “Three” (Bends knees)

B: “One” (Claps hands)

A: “Two”

B: “Three” (Bends knees)

Tip: Make sure you allow time to encourage pairs to show everybody else how they are doing after each step. It’s fun watching people trying to concentrate, especially if it goes a bit wrong!

If you have extra time, pairs can make up their own movement and/or sound for the number “two”

For language teaching, ask players to make up a word or phrase plus an action to replace the number two, for example ‘cup of tea’, ‘umbrella’ or ‘smile’

DRAMA GAMES MAIN ACTIVITY

One Word at a Time

Age: 7 to adult

Players: Whole Group, Small Groups, Pairs

Time: 10 minutes

Skills: Storytelling, Speaking and Listening, Co-operation

A story is told, with each person adding one word at a time.

Instructions:

In a circle, the story is started, with each person in turn adding one word. It usually starts with 'Once – upon – a – time'. The idea is to keep your thoughts free flowing, so that you don't try to guess what is coming or force the story in a particular direction. It is not always easy to maintain a logical flow for the story, although it is always amusing. If the group is too large, break into smaller groups or pairs.

Variations

- Players can say “full stop/period” to end a sentence
- Play the game in pairs, where both participants act out the story as it is told. In this case, tell the story in the present tense and as 'we'. For example, 'We – are – climbing – a – mountain. – Look – a – giant -spider – coming – towards – us. Quick – run!' You can soon create an adventure story in this way
- You can also use the one word at a time technique to create characters made up of two or more people – great fun for interview scenes!
- Throw or roll a ball around the circle in any order. Add your word then pass the ball to the next person. (This variation ensures that players pay more attention)

Play Online

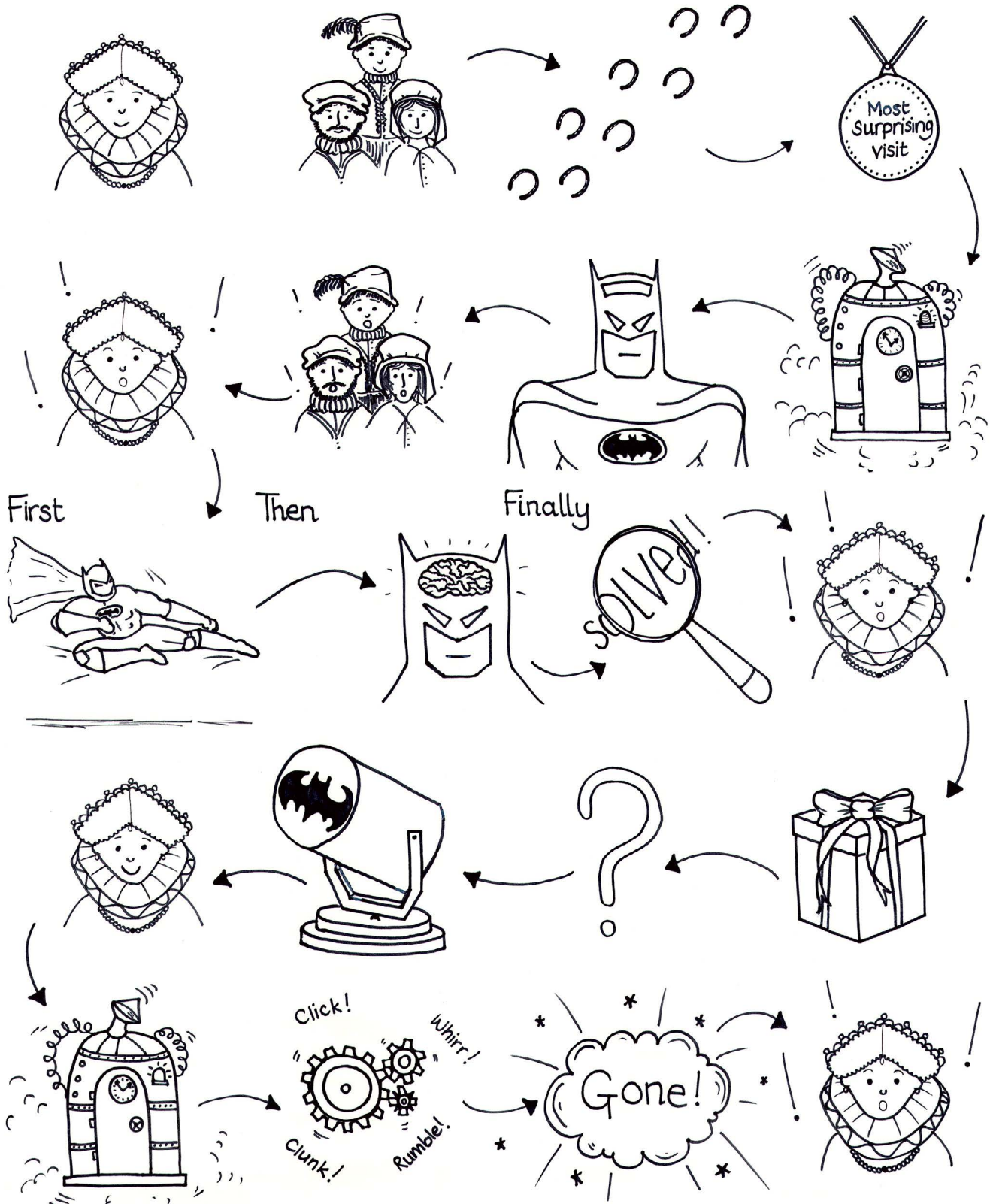
Using Zoom or other video-conferencing software, demonstrate the game with around five students (making sure they are unmuted). Give each student a number so that they know whose turn it is. Then divide the class into break-out rooms to play the game in small groups.

Socially Distanced

The game can easily be played if students are spaced out on a grid (marked on the floor) or at desks. They can then play the game in small groups or as a whole class.

STORY MAP

Batman meets Queen Elizabeth I



STORY MAP SCRIPT

Queen Elizabeth met many of her citizens as she travelled around, clip clop, clip clop

This is the story of the most surprising visit of them all...

Suddenly there was a strange, whirring and clanking noise.

Out of nowhere a time machine landed!
The door of the time machine swung open,
and Batman appeared!

Queen Elizabeth I was VERY surprised!

First, Batman showed the Queen his moves;
AIEEEE, POW,ARRRGH,AWK!

Then the Queen whispered to Batman:

“Could you use your brain power to solve a tricky problem, should I ever marry?”

Batman thought and solved the Queen’s question.
He whispered:

“No Your Majesty, you should not marry.”

“GOSH!” the Queen exclaimed

After that, Batman presented Queen Elizabeth I with a special gift in a big box.

What was inside?

It was a distress signal device!

Batman said to the Queen:

“If you ever needed help,
you should send a bat signal.”

Queen Elizabeth was really pleased with her gift.

Suddenly, the time machine started whirring.

The cogs clicked, clanked and rumbled.

Batman said goodbye and climbed back into the machine.

Then all of a sudden, the time machine was GONE!

The Queen was left totally amazed!

What an exciting visit!

EXPLORE
MORE
SESSION

3

Queen
Elizabeth
I meets
Batman

Teacher/Parent Carer Guidance

Aims and Objectives

Lesson Plan

Drama Games

Story Map

Story Map Script

PUTTING
FOCUS
ON A
PAGEANT
1578

EXPLORE MORE
SESSION

3

TEACHER/PARENT CARER GUIDANCE

Teacher/Parent Carer and Film Led	An Overview
Main Theme	The Presenting a Portrait session supports the Explore More at Home activities by introducing the iconography found in Elizabethan portraits which were often given as gifts or included gifts that had been given to Queen Elizabeth I.
Preparation	<p>Parents/Carers should be invited into school to participate in this session (Letter sent home after Session 6, scheduling this in good time beforehand). If a parent/carer cannot participate the session could be shared online for them to complete at home with their child out of school time. Resources may need to be sent home/picked up to enable this to happen.</p> <p>To prepare, then host this session in class you will need to sign in to the POPI578.com website, open the Explore More Session 3 tab, then download, print out, sort and source (if needed) the resources prior to the lesson.</p> <p>This session will concentrate on the visual image and how we use images to express who we are. Queen Elizabeth I's portraits are indicative of how she wanted to be seen by her courtiers, foreign counterparts and her public. We shall also see how portraits were given to her as gifts and how those who supported her displayed the gifts she gave them in their own portraits.</p> <p>When the students and parent/carers are settled in front of the whiteboard simply open the Google slide on your whiteboard and begin to click through the session. Explore More Session 2 should take 3 hours.</p>
The Teaching Day	<p>On the teaching day, before the parent/carers come into class, open the Explore More 3 tab, click and expand the Google slide and click through to check all the links are working and the resources have been prepared and are ready to use in the classroom.</p> <p>Read each slide as you go opening up and playing the film clips set within the slides and completing the activities. There is a fair bit of preparation needed for this session. The resource section has all you need, so please read the resources section carefully and ensure that they are available on the day. This session can be completed in the classroom, but it could get messy! So, ensure there is enough space to work with the extra, larger people included! Having a breakout space might be a good idea, somewhere quiet with plenty of table space and chairs.</p>
Teaching Aids	Film Clips
	The Google slide has several short film clips which you can click on, expand and press play. In these film clips, you will again meet Duncan and the POP 1578 team who will demonstrate the drama games and Christina who explains the Making a Portrait Activity. There is no Story Map for this activity but if you have time practice any which need it.
Teaching Aids	Drama Games
	Using drama activities in your classroom and at home will help students to connect the verbal communication involved in vocabulary, grammar and story structures with the non-verbal communication of gestures, facial expressions and movement. By introducing a drama activity that gets your students and parent/carers on their feet, you help them to remove focus from exclusively speaking the language "correctly." There are two drama games in this session. We warm up with Throw your Face to get us thinking about our faces and loosening them up! This is a hilarious game so it can get noisy! There might also be some hesitation from some children and adults who may be embarrassed to make funny faces, so modelling the game with a child who you know will be confident to play it with you is a good start and eases any worries. The second drama game is called 'Family Portrait' and it's a joint effort, so team up some families. Do send home the instructions for this game as it's great to play as a family and friends especially sharing it on Zoom!

RESOURCES

What you will need	
Making a Portrait ** order in advance	<ul style="list-style-type: none">– A Cereal Box or sheet of A4 card** (card may need ordering in advance)– Pencil, ruler and coloured pencils– Sheet of A4 paper– Scissors– Small rolling pin** (may need ordering in advance)– Small personal items which represent who you are (requested in letter invite but could be prompted again before the session)– Air dry clay OR poster paint** (may need ordering in advance)
Drama Game	<ul style="list-style-type: none">– Watch the drama game film before going into the hall or drama room.– Instruction for these sessions could be sent home.

AIMS AND OBJECTIVES

An Immersive Adventure Teacher/Parent Carer and Film Led			
Driving questions	How can we find out more about the importance of gift-giving and portraiture in the Elizabethan?		
Initial stimulus material	Can we create a portrait to display and represent who we are?		
Learning objectives	To introduce the scheme of work: Putting on a Pageant 1578: entertaining Queen Elizabeth I in Norwich.		
	To learn about the iconography of Elizabethan portraiture and how we use visual display to embody who we are, what we enjoy in our lives.		
	To work together using drama and art to explore who we are and our relationships with each other.		
	To create a representational self-portrait using clay or paint.		
Key messages	THE ONE THING YOU NEED TO KNOW IS... for hundreds of years, portraiture has been used to capture the likeness and personality of famous or important people.		
	<p>Key Point 1 Portraits contained subtle 'clues' to characteristics that the person in the picture either has or would like others to think they have.</p>	<p>Key Point 2 Courtiers would wear miniature portraits of their Queen in lockets and hang them in their stately homes or on their clothes to demonstrate their devotion to their monarch.</p>	<p>Key Point 3 Portraits of the Queen Elizabeth I were commissioned by her government as gifts to foreign monarchs and to show to prospective husbands for the Queen.</p>
How will the session be adapted for differing abilities What SKILLS do the students have? How can you CHALLENGE?	Upper	Middle	Lower
	<p>Skills – Imagining and empathising – Thinking and making suggestions</p> <p>Challenges Imagine you are Queen Elizabeth I how would you represent yourself to your public through your portrait.</p>	<p>Skills – Empathy and recall – Predicting what might happen</p> <p>Challenges What do you think happens next? Why?</p>	<p>Skills – Remembering the main events of the Presenting a Portrait session.</p> <p>Challenges Can you remember...? What, where and how?</p>

AIMS AND OBJECTIVES (continued)

Key vocabulary KS1

Portrait, portraiture, self-portrait, artist, background, picture, seen, personality, sculpture, reflection, mirror, subject, drawn, landscape, mountains, valleys, trees, rivers, forests, still life, food, flowers, books, clothing, light, dark, standing, seated, shape, texture, smoothness, roughness, softness, length, width, line, vertical, horizontal, diagonal, straight, curved, bent, thin, thick, wide, gift, Norwich, Queen Elizabeth I, Her Majesty, royal visit, pageant, masque, document.

Key vocabulary KS2

Expression, horizon, foreground, middle ground, background, work of art, culture, field of vision, decorative artefacts, ritual beliefs, social customs, political ideas, high art, medium of art, revealing, inanimate objects, frontal, illumination, angular, interrupted (dotted, dashed, broken), parallel, hatching, meandering, spiralling,

National curriculum

Points covered by this session

KS1 & KS2*

ENGLISH SPOKEN LANGUAGE

Students should be taught to:

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Participate in and gain knowledge, skills and understanding associated with the artistic practise of drama
- Adopt, create and sustain a range of roles, responding appropriately to the adult in role
- Articulate and justify answers, arguments and opinions*
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings*
- Maintain attention on participate actively in collaborative conversations, staying on topic and initiating and responding to comments*
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas*
- Speak audibly and fluently with an increasing command of standard English*
- Gain, maintain and monitor the interest of the listener*
- Consider and evaluate different viewpoints, attending to and building on the contribution of others*
- Select and use appropriate registers for effective communication*

WRITING: Composition

Students should be taught to write sentences by:

- Saying out loud what they are going to write about
- Composing a sentence orally before writing it*
- Sequencing sentences to form short narratives
- Re-reading what they have written to check that it makes sense*
- Discussing what they have written with the teacher or other students*
- Reading their writing aloud, clearly enough to be heard by their peers and the teacher*

HISTORY

Students should:

- Develop an awareness of the a long time ago, using common words and phrases relating to the passing of time
- Use a wide vocabulary of everyday historical terms
- Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events*
- Understand some of the ways in which we find out about a long time ago and identify different ways in which it is represented*

LESSON PLAN

SESSION INFORMATION	ACTIVITY DURATION	AN IMMERSIVE ADVENTURE TEACHER/PARENT CARER AND FILM LED
<p>FULL SESSION DURATION APPROX:</p> <p>3 HOURS</p> <p>Age and ability dependent*</p>	5 mins	<ul style="list-style-type: none"> – Open the POP 1578 website and login. – Click on Explore More Session 3 – Open up the Google slide on your whiteboard so it is ready to use as the session starts. – If parent/carers are working independently from home. Simply ask them to open up the slide and work through it.
	5 mins	<ul style="list-style-type: none"> _ When students and parent/carers are settled in front of the whiteboard... – Continue to start the session. <p>TEACHER: “Welcome and thank you for coming into class today to support you children. We have lots to do today, but if you have any question please don’t hesitate to ask. To start, let’s read through the first few slides together.”</p>
	30 mins	<p>Play the ‘Portraits’ Film Clip</p> <p>Click through the next slide to recap the learning and ask the class and parent/carers to think of 4 things we see which the artist Will Teather has used to demonstrate that his image of Queen Elizabeth I.</p> <p>TEACHER: “Work in pairs or small groups, look at the image closely and think of 4 details that indicate this is a portrait of Elizabeth I.”</p> <p>“As soon as we are ready, I will start a 1-minute timer.”</p> <p>“Ready? GO!”</p> <p>Click to the next slide for the timer to start automatically.</p> <p>Click through to the next slide SLOWLY to discuss the detail.</p>
	20 mins	<p>TEACHER: “Great answers, now let’s wake up our faces with a drama game called ‘Throw your Face’.”</p> <p>Play the Drama Game Film Clip</p> <p>After the film you may want to demonstrate the game with a confident parent/carers or student to share your confidence to be silly with the rest of the class and parent/carers.</p>

LESSON PLAN (continued)

SESSION INFORMATION	ACTIVITY DURATION	AN IMMERSIVE ADVENTURE TEACHER/PARENT CARER AND FILM LED
<p>FULL SESSION DURATION APPROX:</p> <p>3 HOURS</p> <p>Age and ability dependent*</p>	<p>60-90 mins</p>	<p>Click through the next slide. Read through together.</p> <p>For the art activity either stay in the classroom at the tables or move into the hall or art room.</p> <p>Play ‘Portraits’ Film Clip</p> <p>TEACHER: “I think we are ready to start”</p> <ul style="list-style-type: none"> _ Click through to the Making a Portrait activity instruction slide and read through the instructions together through to the completed image on the next slide. _ Click back and leave the instruction slide on the whiteboard. _ Handout the activity resources. _ Recap the instructions once again if needed. _ Once the activity is finished the portraits need to be put somewhere to dry for 24-72 hours before the clay can be painted. If parent/carers want to return to do this with their children arrange a suitable time. _ The completed portraits can be photographed, saved to the school’s server or a memory stick or be put on ‘exhibition’ for showing around school or when her Majesty visits. _ A competition could be held to see if other students can match the portraits to the students.
	<p>40 mins</p>	<p>Click to the next slide and read through together. Elaborate more here if you want to explain how the school is using the POP 1578 programme in the teaching of literacy.</p> <p>Play the Drama Game film clip</p> <ul style="list-style-type: none"> _ Move to school hall or drama studio if possible. _ Put a couple of families or students together into small group- no more than 6 in a group. _ Either have a choice of different types of ‘families’ written on pieces of paper and hand out one to each group OR ask the group to choose a type of family to portray. <p>TEACHER: “I think we are ready to start.” “you have 5 minutes to devise your family then we’ll watch each group and try and guess the family. When I point to the group you must animate your family on the spot where you are standing.”</p> <p>TEACHER: “Thank you all for participating today, we look forward to seeing you all at our end of programme special celebration event!”</p>
	<p>30-60 mins</p>	<p>Letter Home: inviting parent/carers to attend the celebration event</p> <p>KS1: Talk to a family member or a friend, then create a portrait of them in a similar style to today’s activity</p> <p>KS2: learn about ‘Rebuses’. Design your own Rebus puzzle device which combines the use of illustrated pictures with individual letters to depict words and or phrases. For example: the word ‘been’ might be depicted by a rebus showing an illustrated bumblebee next to a plus sign (+) and the letter N.</p> <p>To keep practising the story maps which have been chosen for them to perform with their class during the POP 1578 celebration event.</p>

DRAMA GAMES WARM UP

Throw Your Face

Age: 4 to adult

Players: Whole Group

Time: 5 – 10 minutes

Skills: Mime

Throw your face – but be careful which way the wind is blowing!

Instructions:

The group stands in a circle. The first person puts their hands over their face and moves them about as though sculpting their own features. Move your lips, tongue, eyes, eyebrows – anything that you can move – into a grotesque face. When you are ready take your hands away to show your face to the group!

Choose somebody across the circle. Lean backwards and then quickly forwards as though you are throwing your face to them. Now comes the really funny part – that person must quickly copy the face you made as though they have “caught” it. This is usually quite amusing for everybody else as well.

That person moulds a new expression with their hands and throws it across the circle to somebody new – and so the game goes on!

Director’s Tips:

- We spend most of our lives wearing the exact same expression on our face. This game gives people a chance to try out some new expressions. You never know, you might find one you want to keep!
- Somehow, moving your face around with your fingers can help you create the most amazing expressions that you would never have thought of in a million years!

Play Online

- Watch the video to see exactly how to play online *
- Decide on an order (use the register or paste a list of names into the chat window)
- Throw the face from one person to another in the order you have decided
- Try playing with everyone catching the face (see video)

Social Distancing

- The game can easily be played in ‘social bubble’ groups in the classroom or socially distanced in the hall/studio

DRAMA GAMES MAIN ACTIVITY

Family Portrait

Age: 7 to adult

Players: Whole Group/Small Groups

Time: 10 minutes

Skills: Mime, Characterisation

Groups have just a few seconds to make comical family tableaux

Instructions:

In this game, small groups have just a few seconds to create funny family portraits by striking interesting poses. Everyone gets into groups of about five or six, spread around the space. Explain that you are going to call out the name of a type of family and each group has to create a freeze-frame of that family in just five seconds. They should try to include different age-groups including children, adults and grandparents.

Call out the name of a family from the list below and count down from five to zero. Ask everybody to hold the freeze for a few moments so that you can look at all the portraits and then invite one or two groups to show what they've done.

Once the players have got the hang of the game, try out a few more – and make up some families of your own. The tableaux are bound to be amusing, so you can ask groups to share what they came up with.

Director's Tip

Encourage the players to look at what other people in their group are doing so that they make contrasting characters, show different expressions and use varying levels to make an interesting stage picture (it's amazing what you can achieve in just a few seconds).

After a few rounds, ask the groups to devise their own families for the rest of the class to guess. They should try to show the relationships between characters and may even include pets!

Online Version

Use Zoom or other video-conferencing software. Explain the game and then ask everyone to play at once. Call out the first type of family and after a count of five seconds, everyone should strike a pose. Highlight some good examples by asking individuals to repeat what they did. Find out if players managed to portray different family members (babies, children, parents, grandparents, pets).

Try another family type but this time also call out a family member, such as grandparent or pet, so that everyone plays the same member of the family, for example 'robot grandparent' or 'baby spy'.

Now select a group of five students and call out a family type for them to make (e.g. Dinosaur Family). They should keep an eye on what the others in the family are doing, so that there are a variety of family members and ages.

Rinse and repeat with other groups, seeing who can make the funniest, most unusual or grotesque characters.

DRAMA GAMES MAIN ACTIVITY

Family Portrait

Social Distancing

Play with a group at a time and ensure that the players are at least 2 metres apart. They should try to make a variety of family members and ages as indicated above.

Examples

(Simply add the word 'family' after each one).

Alien	Peculiar
Angry	Partying
Astronaut	Proud
Chicken	Rats
Circus	Robot
Dancing	Rock Stars
Dentist	Robbers
Geeky	Royal
Greek Gods	Sleepy
Hamster	Spys
Jellyfish	Superheroes
Monster	Street Buskers
Jungle Animals	Theatrical
Market Traders	Victorian
Olympic Athlete	Worried



NON SINE SOLE
IRIS.



TRANSCRIBED DOCUMENTS

Document Transcripts 1-5

Document Transcript 1

Preparations for the Queen's Visit: Extracts from the Norwich Assembly Proceedings Book, The Guildhall June-July 1578

20 June 1578

This day it is agreed that it shall be lawful for any citizen or inhabitant to procure any mason, carpenter, joiner, reeder [thatcher], painter, and others of such like occupation, out of any place in the country, and to work here in the City with the citizens and inhabitants for the repairing and beautifying of the houses here between this and the last day of August next. And they [are] to work without prejudice or forfeiture, notwithstanding any law heretofore made in this City. And that all citizens and inhabitants that shall have in commandment to store [restore] and to cast [plaster] their houses towards the street side, and shall not do it between this and the last day of July next ensuing, shall suffer pain of imprisonment, and to undergo such fine and penalty as Master Mayor and certain of the justices shall set upon them. And that tilers, plasterers, or any other of what occupation soever they be, may without prejudice do any thing for the setting forth or beautifying of any houses towards the street side.

24 June 1578

Imprimis [in the first place] that there shall be letters sent by Master Mayor [Sir Robert Wood] to the Mayor of [Kings] Lynn [Robert Hullior] and other places, to request them to send certain masons hither that be good workmen, to work for the beautifying of the City against the Queen's coming. And that these workmen that shall be sent hither shall have allowed their reasonable charges for their coming hither and going back. And [they are] to be set a-work without incurring any danger by reason of any law made within this City heretofore [previously].

And that order be taken among the lime-burners that they sell not their lime so near but that there may be always reserved sufficient [lime] to serve the necessity of the City and the citizens.

And where the pathing is decayed against [next to] any men's houses, [it is allowed] that any man shall repair their defaults [defects] with so convenient speed as may [be]. And where it cannot conveniently be pathed before her Majesty's coming, then [it is required] to gravel the waste and noisome [uncultivated and unpleasant] places.

And that the river and the necessaries [toilets] adjoining to the river may before the sixth day of August next be amended and repaired by the commandment of the Surveyor of the River, upon pain and forfeiture of such sum of money as by virtue of an old law made for the river and the streets may be set upon them.

And that the White Friars Bridge, with the advice of the Chamberlain's Counsellors, may be repaired and

amended for the present time with plank and board; and they [are] to call unto them such assistance as they shall think good to see that it may be done.

And for the better victualling of the City, it is agreed by the whole consent of this Assembly that during the Queen's Majesty's being [in Norwich], foreign butchers and victuallers shall be suffered [permitted] to bring and sell their victuals here in open market, so far as it [the food] be good and healthsome [healthy] for man's body, without contradiction or danger of any law or ordinance heretofore made in his City.

And that the butchers that dwell in the City, and all other foreign butchers that do kill any cattle in the City, shall from Saturday next until the last day of August convey the offal [innards] of the cattle that they or any of them shall kill, and bury the same [offal] in some convenient place out of the City, so as no annoyance may be. [This is to be done] upon pain of forfeiture of 10 shillings for every time that any one of them shall offend, and [if the offender doesn't have the money] the same to be levied by committing the offender to prison. And the forfeiture [is] to be divided into three parts: one part to Master Mayor, the other to the City, and the third to the presenter.

And the Cross in the Market [is] to be painted: the posts in timber colour with oil, and the rest to be new whited.

And the Pillory and Cage to be taken clean away within three or four days before her Majesty's coming, and for the time to be planked [covered with planks], and one other Pillory to be made to serve until some other order be taken.

And the wall at St John's Churchyard [St John Maddermarket] to be clean taken down for the widening of the street. And so far as the parishioners will bestow [contribute] the cost so as it may be done and re-edified again before the Queen's Majesty's coming, they shall have allowed and paid out of the Treasury £5.

And that the way without [outside] St Steven's Gate may be amended with gravel, and that Master Gooche may be called unto for the £20 that remaineth in his hands for that purpose.

And the muck-hill at Brasen Gate may be clean taken away at the charge of the Wards, and laid into some other grounds near adjoining. And the straightness of the way without [outside] St Giles' Gate [is to] be amended, and the hills cast down [flattened] and the way gravelled and the charge of the Ward and the inhabitants of the town of Heigham.

And that every innkeeper shall be charged [required] to have and to keep one good and able horse to serve for a post-horse or hackney-horse, and to be ready to serve as cause shall require. And [if] that every innkeeper being called before Master Mayor and warned to provide and to have such a horse by a

Document Transcript 1 (continued)

[certain day] shall make default [fail to have a horse], [they] shall forfeit 20 shillings, to be divided into two parts: one part to the Mayor, and the other to the City, and to be levied as before.

And that during the Queen's Majesty's abode in this City, no dairy cattle shall be brought into this City to be milked, but everyone that has any cattle to milk shall milk them at the pasture where they be fed, or else keep them at home in their yards for that time. Upon pain of forfeiture for every time offending contrary to this order, twelvecence to be levied and divided as before.

And that warning [is to] be given to the scourers of bays [washers of coarse woollen cloth] and combers of wool that dwell in any high street, that they do not annoy the streets with their washing or with the same of their wools.

And if any having a tenement [a house to live in] and no convenient necessary [toilet], and shall have warning given that he make such provision as the lanes or streets may not be annoyed [with waste]. And [he that] shall make default, shall forfeit for every month lacking a convenient necessary [toilet] 5 shillings.

And that after the first day of August next, no person nor persons shall keep nor suffer to be kept any horse, mare, colt, cow, or swine in the Castle dykes [ditches], town dykes [ditches], or lanes, until the last day of the same month. Upon pain of forfeiture of 3 shillings and fourpence for every one that shall offend in the same, to be divided into two parts: one half to the presenter, and the other half to the City.

And that no tallow be tried [melted down] in the City during the Queen's Majesty's abode in the City.

And for so much as upon present necessity for repairing of diverse decays in the City, the Chamberlain and his four Councillors are not sufficient [in number] to oversee the workmen. Therefore by consent of this house it is ordered that William Ives, Robert Rooke, John Sylver, and William Peter shall assist the Chamberlain, and oversee such workmen as shall be set a-work by the Chamberlain and his Councillors.

And finally, that warning [is to] be given by the Aldermen or by the Constables that every inhabitant do sweep and make clean their chimneys. Upon pain of forfeiture of 6 shillings and eightpence for any one that shall fortune to have any fire burn out at the top of the chimney by such negligence.

25 July 1578

This day, by the whole consent of the Assembly, it is agreed that Richard Sotherton, John Styngatt, William Ramsey, and [blank] Canne shall provide and take up three boats, and to convert and turn them into barges, and to furnish them so as they may be in a-readiness against the Queen's Majesty's coming, to be occupied as cause shall require. And also that other boats be

provided with telts [awnings for covered boats], so many as may conveniently be gotten.

And it is also agreed that for this present time, the five Waits shall have their wages which shall be due to them for the year that shall end at Midsummer next, every of them 36 shillings and eightpence. And further that every of them shall have 13 shillings fourpence for this year, given them in reward towards the making up of the same liveries.

Where [the] present occasion does minister cause for the setting forth of shows at the Queen's Majesty's coming, rewards and presents to be given to certain of the Council and officers and servants to Her Majesty and many others, causes great sums of money to be occupied, it is agreed by the whole consent of this house that £400 or £500 shall be taken up and borrowed, and that such persons as shall be bound for the repayment thereof, shall have counter-bond from the City to be saved harmless, and the money to be repaid again out of such stocks as do belong to the City at such time as they shall have their money paid which is due from Master John Chamberlain of Elingham and his sureties.

31 March 1579

This day, by the whole consent of this Assembly, it is agreed that the Chamberlain of the City, and those that be the Chamberlain's Councillors, shall have authority to sell so much of the apparel and other stuff and things that were prepared for shows against the Queen's Majesty's coming to this City as they shall think good; and the Chamberlain [is] to receive the money for the same.

Extract from the Norwich Mayor's Court Book, August 1578

2 August 1578

Whereas for the worship of the City against the receiving of the Queen's Majesty, it is thought convenient that forty bachelors be appointed to attend and to await upon Master Mayor, the Justices of [the] Peace, and Aldermen. And that they should apparel themselves with mandelian coats [long, sleeved jackets], hats, and slivers [ribbons or laces], all in one suit and one fashion in such sort as is appointed. By the consent of this house, it is agreed that if any of them shall refuse to apparel himself with the said mandelians, hats, and slivers, that then he so refusing, to be committed to prison, there to remain until such time as he shall pay to the use of the City 40 shillings.

Document Transcript 1 (continued)

Glossary

Hackney-horse – a horse for hire, for general riding.

Joiner – a craftsperson whose occupation is to construct things by joining pieces of wood.

Lime-burner – a person whose occupation was to make lime by burning limestone. Lime was an important element in the mortar used for building in the sixteenth century.

Livery – the distinctive dress or uniform provided for and worn by an official, retainer, or employee – in this case the dress would have signalled that the Waits were associated with the City of Norwich.

Necessary – a privy or toilet. In the early modern period this would have been a small building or room outside a dwelling place, or without plumbing.

Post-horse – a horse kept at an inn or post-house for the specific purpose of post-riders, who delivered letters and related papers to recipients as required.

Presenter – the person who brings the case against the offender before the civic authorities: an informer.

Reeder – a reeder, or thatcher, was a craftsperson responsible for thatching buildings, usually houses. Thatching is covering the rooves of houses with straw or similar materials.

Tallow – a substance consisting of animal fats, which when processed was used for making candles and soap, and dressing leather as part of the tanning process.

The river – the River Wensum.

Victualling – the providing of food and other essential supplies.

Victualler – a person providing food and other supplies.

Waits – wind instrumentalists maintained by a city or town at public charge, for the purposes of providing appropriate music at appropriate civic and festive occasions.

Ward – an administrative division of a borough or city, originally under the jurisdiction of an alderman.

White Friars Bridge – this bridge crosses the River Wensum to the north of the City.

Document Transcript 2

The Arrival of Queen Elizabeth in the City of Norwich

Then Her Majesty drew near the Gates of the City called St Stephen's Gate, which with the walls there were both gallantly and strongly repaired. The gate itself was thus enriched and beautified. First the portcullis was new made [with] both timber and iron, then the outward side of the gate was thus beautified. The Queen's [coat of] arms were most richly and beautifully set forth in the chief front of the gate. On the one side thereof, but somewhat lower, was placed the scutcheon of St George, or St George his cross; on the other side, the arms of the City, and directly under the Queen's Majesty's arms was placed the falcon, her Highness' badge in due form, and under the same were written these words: *God and the Queen we serve*. The inner side of the gate was thus beautified. On the right side was gorgeously set forth the red rose, signifying the House of York, [and] on the left side, the white rose, representing the House of Lancaster. In the midst was the white and red rose united, expressing the union, under the which was placed by descent, the arms of the Queen, and under that were written these two verses:

*DIVISION kindled strife,
Blessed UNION quenched the flame:
Thence sprang our noble PHOENIX dear,
The peerless prince of FAME.*

And besides that, at this gate, the Waits of the City were placed with loud music, who cheerfully and melodiously welcomed Her Majesty into the City. And then passed she forward, through St Stephen's Street, where the first pageant was placed in [the] form following.

The first pageant was in St Stephen's Parish in this manner.

It was built somewhat like the manner of a stage, of 150 foot long, and in breadth 8 foot. From the standing place upwards, [there] was a bank framed in the manner of a freestone wall, in very decent and very beautiful sort, and in the height thereof were written these sentences, viz. [namely]:

THE CAUSES OF THIS COMMONWEALTH ARE,

God truly preached.

Justice duly executed. The people obedient.

Idleness expelled. Labour cherished.

Universal concord preserved.

From the standing place downward, it was beautified with painters' work, artificially [skilfully] expressing to sight the portraiture of these several looms, and the weavers in them (as it were, working), and over every loom the name thereof, viz. [as follows]. Over the first loom was written 'the weaving of worsted [woollen yarn]'; over the second, 'the weaving of russells [woollen fabric]'; over the third, 'the weaving of dornix [woollen fabric]'; over the fourth, 'the

weaving of tuft mockado [a cloth of silk and wool]'; the fifth 'the weaving of lace'; the sixth 'the weaving of caffa [silken cloth]'; the seventh 'the weaving of fringe'.

And then was there the portraiture [portrait] of a matron, and two or three children, and over her head was written these words: *Good nurture changeth qualities*. Upon the stage there stood knitting at the one end eight small women children [little girls], spinning worsted yarn, and at the other end as many [girls] knitting of worsted yarn hose [stockings]; and in the midst of the said stage stood a pretty boy richly apparelled, which represented the commonwealth of the City. And all the rest of the stage was furnished with men, which made the said several works, and before every man the work in deed, and everything in readiness, stayed [waited for] Her Majesty's coming.

And when she did come, the child which represented Commonwealth, did speak to her Highness these words. Viz. [namely]:

Most gracious prince, undoubted sovereign Queen,
Our only joy next [to] God, and chief defence:
In this small show, our whole estate is seen.
The wealth we have, we find proceed from thence,
The idle hands hath here no place to feed,
The painful wight [hardworking man] hath still to
serve his need.

Again, our seat denies our traffic here,
The sea too near divides [divides] us from the rest,
So weak we were within this dozen year,
As care [worry] did quench the courage of the best:
But good advice, hath taught these little hands
To rend in twain [tear apart] the force of pinning
bands.

From combed wool we draw this slender thread,
From thence the looms have dealings with the same,
And thence again in order do proceed,
These several works, which skilful art doth frame:
And all to drive Dame Need into her cave,
Our heads and hands together laboured have.

We bought before the things that now we sell,
These slender imps [workers], their works do pass
the waves,
God's peace and thine we hold and prosper well,
Of every mouth the hands the charges saves.
Thus through thy held, and aid of power divine,
Doth Norwich live, whose hearts and goods
are thine.

FINIS. Bernard Garter.

This show pleased Her Majesty so greatly, as she particularly viewed the knitting and spinning of the children, perused [examined] the looms, and noted the several works and commodities which were made by these means. And then after great thanks by her [were] given to the people, marched towards the market place, where was made a second device as followeth.

Document Transcript 2 (continued)

The second pageant

The second pageant thwarted [crossed] the street at the entrance of the Market, between Master Skinner and Master Quashe, being in breadth 52 foot of assize [measurement], and was divided into three gates, viz. [namely] in the midst a main gate, and on either side a postern [side-gate]: the main gate [was] in breadth 14 foot, each postern 8 foot, their heights equal to their proportion. Over each postern was as it were a chamber, which chambers were replenished with music. And over all the gates passed a stage of 8 foot broad, made in the manner of a pageant, both curious, rich, and delightful: the whole work from the pageant downward seemed to be jasper and marble. In the forefront towards Her Majesty, was the arms of England on the one side the gate, and on the other side the Falcon with Crown and Sceptre, which is her own badge. The other side was beautified with the arms of England on the one side [of] the gate, and with the crest of England on the other side. The stage or pageant was replenished with five personages apparelled like women. The first was the City of Norwich, the second Deborah, the third Judith, the fourth Esther, the fifth Martia, sometime Queen of England. At the first sight of the prince, and till her Majesty's coming to the pageant, the musicians, which were close [hidden] in the chambers of the said pageant, used [played] their loud music, and then ceased: wherewith her highness stayed, to whom the personage representing the City of Norwich did speak in these words, viz. [as follows]:

Whom Fame resounds with thundering trump
[trumpet], which rends the rattling skies,
And pierceth to the haughty heavens, and thence
descending flies
Through flickering air: and so conjoins the sea and
shore together,
In admiration of thy grace, good Queen th'art
welcome hither,
More welcome than Terpsichore [the Muse],
was to the town of Troy.
Sea-faring men by Gemini [the constellation]
conceive not half my joy:
Strong Hercules to Theseus was never such delight,
Nor Nisus to Euryalus as I have in this sight,
Penelope did never thirst Ulysses more to see
Than I, poor Norwich, hungered have to gain the
sight of thee.
And now that these my happy eyes behold thy
heavenly face,
The Lord of Lords I humbly pray, to bless thy
noble grace
With Nestor's life, with Sibyl's health, with Croesus'
stock and store,
With all good gifts of Solomon, and twice as
many more.

What should I say? Thou art my job next [to] God,
I have none other,
My princess and my peerless Queen, my loving
nurse and mother.
My goods and lands, my hands and heart, my limbs
and life are thine,
What is mine own in right or thought, to thee
I do resign.
Grant then (O gracious sovereign Queen) this only
my request,
That that which shall be done in [by] me, be
construed to the best.
And take in part my slender [insubstantial] shows,
wherein my whole pretence [purpose]
Is for to please you, Majesty, and end without
offence.
So shall I clasp my hands for joy, and hold myself
as rich
As if I had the gold of Inde [India], and double twice
as much.
FINIS. Bernard Garter.

Then spoke Deborah:

Where princes sitting in their thrones set God
before their sight
And live according to his law, and guide their
people right,
There doth his blessed gifts abound, there kingdoms
firmly stand,
There force of foes cannot prevail, nor fury fret
the land.
Myself (O peerless prince) do speak by proof of
matter past,
Which proof by practice I performed, and foiled his
foes at last.
For Jabin, King of Canaan, poor Israel did spite,
And meant by force of furious rage to overrun
us quite.
Nine hundred iron chariots he brought into the field
With cruel captain Sisera by force to make us yield.
His force was great, his fraud was more: he fought,
we did defend,
And twenty winters long did last this war without
an end.
But He [God] that neither sleeps nor slacks such
furies to correct,
Appointed me, Deborah, for the judge of his elect,
And did deliver Sisera into a woman's hand.
I slew them all, and so in rest his people held
the land.
So, mighty prince, that puissant Lord hath placed
thee here to be,

Document Transcript 2 (continued)

The rule of this triumphant Realm alone belongeth to thee.

Continue as thou hast begun: weed out the wicked root,

Uphold the simple, meek, and good; pull down the proud and stout.

Thus shalt thou live and reign in rest, and mighty God shalt please:

Thy state be sure, thy subjects safe, thy commonwealth at ease.

Thy God shall grant thee length of life, to glorify his name,

Thy deeds shall be recorded in the book of lasting fame.

FINIS [the end]. Bernard Garter.

Then spoke Judith:

O flower of grace, O prime of God's elect,
O mighty Queen, and finger of the Lord,
Did God sometime by me, poor wight [person] correct

The champion stout, that him and his abhorred?

Then, be thou sure thou art his mighty hand,

To conquer those which him and he withstand.

The rage of foes Bethulia did besiege,

The people faint were ready for to yield,

God aided me, poor widow, nevertheless

To enter into Holofernes' field,

And with this sword, by his directing hand,

To slay his foe, and quiet so the land.

If this his grace were given to me, poor wight [person],

If widow's hand could vanquish such a foe,

Then to a prince of thy surpassing might

What tyrant lives, but thou mayst [them] overthrow?

Persevere then his servant, as thou art,

And hold for aye [forever] a noble victor's part.

FINIS [the end]. Bernard Garter.

Then Hester spoke:

The fretting heads of furious foes have skill,

As well by fraud as force to find their prey:

In smiling looks doth lurk a lot as ill,

As where both stern and sturdy streams do sway.

Thy self, O Queen, a proof hath seen of this,

So well as I, poor Esther, have iwis [truly].

As Jabin's force did Israel perplex,

And Holofernes fierce [did] Bethuliel besiege,

So Hamon's slights [cunning tricks] sought me and mine to vex,

Yet showed a face a subject to his liege.

But force nor fraud, nor tyrant strong can trap

Those which the Lord in his defence doth wrap.

The proofs I speak, by us have erst [earlier] been seen,

The proofs I speak, to thee are not unknown.

Thy God, thou knowest, most dread and sovereign Queen,

A world of foes of thine hath overthrown,

And hither now triumphantly doth call

Thy noble Grace, the comfort of us all.

Dost thou not see the joy of all this flock?

Vouchsafe [consent] to view their passing gladsome [exceedingly happy] cheer,

Be still, good Queen, their refuge and their rock,

As they are thine to serve, in love and fear:

So fraud, nor force, nor foreign foe may stand

Against the strength of thy most puissant [mighty] hand.

FINIS [the end]. Bernard Garter.

Then spoke Martia:

With long discourse, O puissant [mighty] prince,
some tract of time we spend,

Vouchsafe [consent] yet now a little more, and then we make an end.

The thundering blast of Fame, whereof Dame Norwich first did speak,

Not only shook the air and skies, but all the earth did break,

It rent up graves, and bodies raised; each spirit took his place,

And this lonely [sole] word was heard: 'Here comes the pearl of grace,

Here comes the jewel of the world, her people's whole delight,

The paragon of present time, and prince of earthly might.'

The voice was strange, the wonder more: for when we viewed the Earth,

Each prince that erst [previously] had reigned here, received again his breath,

And with his breath, a liberty to hold again his place, If any one amongst us all exceed your noble Grace.

Some comfort every one conceived, to catch again his own,

His utmost skill was trimly [effectively] used to have his virtues known.

The plays surpass my skill to tell, but when each one had said,

Apollo did himself appear, and made us all dismayed.

Document Transcript 2 (continued)

'Will you contend with her,' quoth he, 'within whose sacred breast
Dame Pallas and myself have framed our sovereign seat of rest?
Whose skill directs the Muses Nine, whose grace doth Venus stain [reprove],
Her eloquence like Mercury's, like Juno in her train [comportment, manner of action]?
Whose God is that eternal Jove, which holds us all in awe?
Believe me, you exceed the bounds of equity and law!
Therewith they shrunk themselves aside: not one I could espy,
They couched [hid] them in their caves again, and there full quiet lie.
Yet I, that Martia hight [am called], which sometime ruled this land,
As Queen for thirty-three years' space, got license at his [God's] hand,
And so Gurguntius did, my husband's father dear,
Which built this town and castle both, to make our homage here,
Which homage, mighty Queen, accept: the realm and right is thine,
The crown, the sceptre, and the sword to thee we do resign,
And wish to God, that thou mayst reign twice Nestor's years in peace,
Triumphing over all thy foes, to all our joys' increase.
Amen.
FINIS [the end]. Bernard Garter.

Herewith she [the Queen] passed under the gate, with such thanks as plainly expressed her noble nature. And the musicians within the gate, upon their soft [quiet] instruments, used broken [subdued] music, and one of them did sing this ditty:

From slumber soft I fell asleep,
From sleep, to dream, from dream, to deep delight,
Each gem the gods had given [to] the world to keep
In princely wise [manner] came present to my sight:
Such solace then did sink into my mind,
As mortal man on mould [earth] could never find.
The gods did strive, and yet their strifes were sweet,
Each one would have a virtue of their own:
Dame Juno thought the highest place most meet [suitable]
For her, because of riches was her throne.
Dame Venus thought, by reason of her love,
That she might claim the highest place above.
The virgin's state Diana still did praise,

And Ceres praised the fruit of fertile soil,
And prudence did Dame Pallas chiefly raise;
Minerva all for eloquence did strive.
They smiled to see their quarrelling estate [situation],
And Jove himself decided their debate.
'My sweets,' quoth he, 'leave off your sugared strife,
In equal place I have assigned you all:
A sovereign wight [person] there is that beareth life,
In whose sweet heart I have enclosed you all.
Of England soil she is the sovereign Queen,
Your vigours [virtues] there do flourish fresh and green.'
They skipped for joy, and gave their frank [free] consent,
The noise resounded to the haughty [high] sky,
With one loud voice they cried all, 'content!'
They clapped their hands; and therewith waked I.
The world and they concluded with a breath,
And wished long reign to Queen ELIZABETH.
FINIS [the end]. Bernard Garter.

Herewith she passed through the Market Place, which was goodly garnished, and thence through the other streets which were trimly [888] decked, directly to the Cathedral Church, where 'Te Deum' was sung. And after service she went to the Bishop's Palace, where Her Majesty kept [lodged] the time she continued in Norwich. All this was upon Saturday the 16 of August 1578.

Upon the Monday following, Master Churchyard brought Mercury in a gallant coach strangely apparelled, into the green yard under the privy [private] or bedchamber windows, out of the which the Queen's Majesty looked: which Mercury, in verse made for the purpose, uttered to Her Highness, that if it were her pleasure at any time to take the air abroad [outside], there were devices [shows] to be seen to pleasure Her Majesty. And according to that promise, on Tuesday following (for before that day by means of the weather she went not abroad [outside]), he performed a very pretty pleasant show before Her Highness without [outside] St Benet's Gate as she went towards Costessey Park to hunt. [...]

Document Transcript 2 (continued)

Glossary

Caffa – a silken cloth.

Ceres – in Roman mythology, the goddess of the harvest.

Costessey Park – this was a park for hunting which lay three miles west of Norwich. Queen Elizabeth loved hunting.

Croesus – the fabulously wealthy King of Lydia in the sixth century BCE.

Dame Need – in the poem, a personification of poverty (need), caused by lack of work.

Deborah – in the Old Testament in the Bible, Deborah was a prophetess and judge. Elizabeth was often represented as a wise Deborah figure.

Diana – in Roman mythology, the virgin goddess of hunting. Queen Elizabeth was often associated with Diana because of her decision not to marry.

Dornix – a woollen fabric.

Esther or Hester – in the Old Testament in the Bible, Esther was the wife of the Persian King Ahasuerus.

The King's advisor Haman planned to massacre the Jews, but Esther outsmarted him.

Falcon with Crown and Sceptre – this image was Queen Elizabeth's personal badge (different from her royal arms). It resembled the badge of her mother, Queen Anne Bolyen, which also featured a falcon.

Freestone wall – a wall made out of blocks of shaped stones.

Fringe – cloth used for decorative bordering.

Gemini – sailors used to refer to the weather phenomenon St Elmo's Fire as 'Gemini' when it appeared on their ships. They were pleased to see it because it was said to signify good fortune.

Hercules to Theseus – in ancient Greek mythology, the hero-god Hercules and the hero Theseus were best friends and companions in adventures together.

Jove – another name for Jupiter. In Roman mythology, the god of the sky and thunder, and King of the Gods.

Judith – in the Old Testament in the Bible, Judith slew the tyrant Holofernes. Elizabeth was often represented as a conquering Judith figure.

Juno – in Roman mythology, the goddess of marriage. As the wife of Jupiter, she was Queen of the Gods.

Martia – in ancient British legend, Martia skilfully ruled Britain as regent for her young son.

Master Churchyard – Thomas Churchyard was an important writer, performer and creator of many of the entertainments presented to Queen Elizabeth in Norwich.

Mercury – in Roman mythology, the trickster god of commerce and eloquence.

Minerva – another name for Pallas. In Roman mythology, Minerva was the goddess of wisdom and military strategy.

Nestor's life – in ancient Greek mythology, Nestor was a Greek king who enjoyed legendarily long life and health.

Nisus to Euryalus – in ancient Greek mythology, the Trojan warriors Nisus and Euryalus were close companions and died together.

Pageant – a type of play that represented specific scenes or short sequences of events (rather than a whole play as we think of it now). Often pageants were produced for civic or other special occasions, as is the case here.

Pallas – another name for Minerva. In Greek mythology, the goddess of wisdom and military strategy.

Penelope to Ulysses – in ancient Greek mythology, Penelope was the wife of Ulysses. Ulysses fought in the Trojan war and then spent ten years travelling home. Penelope waited faithfully for Ulysses and was overjoyed when he finally returned.

Russells – a type of woollen fabric.

Scutcheon – a shield-shaped image that displayed a noble person's personal badge. There are many scutcheons in e.g. Game of Thrones – such as the lion of the Lannister family.

Sibyl's health – in Roman mythology, the Sibyl was a great and exceptionally long-lived prophetess.

Solomon – in the Old Testament of the Bible, Solomon was a King of Israel renowned for his great wisdom.

Te deum – A Latin hymn of thanksgiving.

Terpsichore – in ancient Greek mythology, one of the Nine Muses who personified the creative arts. Terpsichore was specifically the muse of dance and lyric poetry.

The white and red rose united – this was an image of Tudor invention designed to show how they had ended the Wars of the Roses, and united the warring houses of York and Lancaster.

Tuft mockado – a lesser-quality cloth made of silk and wool, and decorated with tufts. In the sixteenth century it was associated with the productions of Flemish refugees in Norwich.

Venus – in Roman mythology, the goddess of love and sexual desire. Mother of Cupid.

Waits – wind instrumentalists maintained by a city or town at public charge, for the purposes of providing appropriate music at appropriate civic and festive occasions.

Worsted – a type of woollen yarn made of long wool fibres, used for firm fabrics. It was named after the village of Worsted in Norfolk and was an important product in the region.

Document Transcript 3

The Gift-Giving Masque for Queen Elizabeth

Immediately after the beginning of the oration, Her Majesty called to her the French Ambassadors, whereof there were three, and divers [several] English lords, and willed them to harken [listen] – and she herself was very attentive, even until the end thereof. And the oration ended, after she had given great thanks therefore to Master Lymbert, she said to him, 'it is the best that ever I heard, you shall have my hand,' and pulled off her glove, and gave him her hand to kiss. Which before [her] kneeling on his knee, he arose and kissed, and then she departed to the Court [at Norwich Cathedral], without any other show that night, but that she sent back to know his name.

The next night, being Thursday, there was an excellent princely masque brought before her after supper, by Master Goldingham, in the Privy Chamber [at the Bishop's Palace]. It was of gods and goddesses, both strangely and richly apparelled.

The first that entered was MERCURY.

Then entered two torch-bearers in purple taffeta mandelians [long, sleeved coats] laid with silver lace, as all other [of] the torch-bearers were.

Then entered a consort of music, viz. [namely] six musicians, all in long vestures [clothing] of white sarcenet [thin silk] girded about them, and garlands on their heads, playing very cunningly [skilfully].

Then two torch-bearers more.

Then JUPITER and JUNO.

Then two torch-bearers more.

Then MARS and VENUS.

Then two torch-bearers more.

Then APOLLO and PALLAS.

Then two torch-bearers.

Then NEPTUNE and DIANA.

And last cometh CUPID, and concludeth the matter.

Thus when they had once marched about the chamber, MERCURY dischargeth his message in these words to the Queen:

'The good-meaning Mayor, and all his brethren, with the rest, have not rested from praying unto the gods to prosper thy coming hither. And the gods themselves, moved by their unfeigned prayers, are ready in person to bid thee worthily welcome. And I, MERCURY, the god of merchants and merchandise, and therefore a favourer of these citizens, being thought meekest [most appropriate] and chosen fittest to signify the same. Gods there be also which cannot come, being tied by the time of the year, as CERES in harvest, BACCHUS in wines, POMENA in orchards. Only HYMENUS denyeth his good will, either in presence, or in person: notwithstanding, DIANA hath so counter-checked him therefore, as he shall ever hereafter be at your commandment. For my part, as I am a rejoicer at your coming, so am I a furtherer of your welcome hither, and for this time, I bid you farewell.'

Then marched they [the gods, goddesses, and torch-bearers], and that done, JUPITER spoke to the Queen in this sort, and then gave her a riding wand [crop] of whale's fin, curiously wrought:

Fear not, O Queen, thou art beloved so,
As subjects true, will truly thee defend:
Fear not my power to overthrow thy woe,
I am the god that can each miss [misfortune] amende.

Thou dost know, great JUPITER am I,
That gave thee first thy happy sovereignty.

I give thee still, as ever thou hast had,
A peerless power, unto thy dying day:
I give thee rule to overcome the bad,
And love, to love thy loving subjects aye [forever].
I give thee here this small and slender wand,
To show, thou shalt in quiet rule the Land.

Then JUNO spoke, whose gift was a purse, curiously wrought:

Is JUNO rich? No, sure she is not so,
She wants that wealth, that is not wanting here:
Thy good gets thee friends, my wealth wins many a foe,
My riches rust, thine shine passing [very] clear.
Thou art beloved of subjects far and nye [near],
Which is such wealth as money cannot buy.

Farewell, fair Queen, I cannot give thee aught [anything],
Nor take away thy good that is so bound:
Thou canst not give, that I so long have sought,
Nor can I hold the riches thou hast found.
Yet take this gift, though poor I seem to be,
That thou thyself shalt never poorer be.

Document Transcript 3 (continued)

Then after they had marched again about [around], MARS gave his gift, which was a fair pair of knives, and said:

Where force doth fiercely seek to foster wrong,
There MARS doth make him make a quick recoil
[retreat],
Nor can endure that he should harbour long,
Where naughty wights [men] manure in goodly soil.
This is the use that aids the force of War,
That MARS doth mend, that force doth seek to
marre.

And though, O Queen, thou beest [are] a prince
of peace,
Yet shalt thou have me fastly [quickly] sure at need:
The storms of strife, and blustering broils [quarrels]
to cease,
Which foreign foes, or faithless friends may breed.
To conquer, kill, to vanquish, and subdue,
Such feigned folks, as love to live untrue.

These words were graven [engraved] on those knives:

*To hurt your foe, and help your friend,
These knives are made unto that end.
Both blunt and sharp you shall us find,
As pleaseth best your princely mind.*

Then spoke VENUS, whose gift was a white dove:

In vain, fair Queen, from Heaven my coming was,
To seek to amend that is no way amiss:
For now I see thy favour so do pass [surpass],
That none but thou, thou only she it is,
Whose beauty bids each wight [man] to look
on thee,
By view they may another VENUS see.

Where beauty boasts, and favour doth not fail,
What may I give to thee, O worthy wight [person]?
This is my gift: there shall no woe prevail
That seeks thy will, against thy will's delight,
Not where they will, but where it likes thy mind,
Accept that friend, if loyal thou him find.

The dove being cast off [released], ran directly to the Queen, and being taken up and set upon the table before Her Majesty, sat so quietly, as if it had been tied.

Then after they had marched again about [around], APOLLO presented his gift, which was an instrument called a bandonet, and did sing to [the tune of] the said instrument this ditty, as he played:

It seemeth strange to see such strangers here,
Yet not so strange, but strangers know you well:
Your virtuous thoughts to gods do plain appear,
Your acts on earth bewrays [reveals] how you excel:
You cannot die, Love here hath made your lease,
Which gods have sent, and God sayeth shall
not cease.
Virtuous desire desired me to sing,
No subject's suit, though suitors they were all,
APOLLO'S gifts are subjects to no king,

Rare are thy gifts, that did APOLLO call.
Then still rejoice, since God and man say so,
This is my gift: thou never shall have woe.

PALLAS then speaketh, and presenteth her gift, which was a Book of Wisdom:

Most worthy wight [person], what wouldst thou
have of me?
Thou hast so much, thou canst enjoy no more:
I cannot give, that [which] once I gave to thee,
Nor take away thy good I gave before.
I robbed was by Nature's good consent
Against my will, and yet I was content.
A PALLAS thou, a princess I will be:
I, Queen of loss, thou, goddess which hast got:
I sometime was, thou only now art she,
I take, thou gavest that luck that was my lot,
I give not thee this Book to learn [teach] thee aught
[anything],
For that I know already thou art taught.

Then after they had marched again about [around], NEPTUNE did speak. His gift was a great artificial fish, and in the belly thereof a noble pike, which he threw out before Her Majesty:

What art thou, Queen, that gods do love thee so?
Who won their wills to be so at thy will?
How can the world become thy cruel foe?
How can Disdain or Malice seek to kill?
Can sea or earth devise to hurt thy hap [good
fortune],
Since thou by gods dost sit in Fortune's lap.

As Heaven and Earth have vowed to be thine,
So NEPTUNE'S seas have sworn to drench thy foes,
As I am God, and all the waters mine,
Still shalt thou get, but never shalt thou lose.
And since on Earth my wealth is nought [nothing]
at all,
Accept good will, the gift is very small.

DIANA presented a bow and arrows, nocked [fletched] and headed with silver. Her speech was this:

Whoever found on Earth a constant friend,
That may compare with this, my Virgin Queen?
Whoever found a body and a mind
So free from stain, so perfect to be seen?
O heavenly hue [figure], that aptest [most fitted] is
to soil,
And yet does live from [without] blot of any
foil [failure].
Rare is thy gift, and given to few, or none,
Maliced therefore of some that dare not say,
More shines thy light, for that I know but one,
That any such show, to follow on their way.
Thou, thou art she: take thou the only praise,
For, chastest Dame, in this our happy days,
Accept my bow, since best thou dost deserve,
Though well I know thy mind can thee preserve.

Document Transcript 3 (continued)

CUPIDO his speech, his gift an arrow of gold:

Ah ha, I see my mother [Venus] out of sight,
Then let the boy now play the wag [mischievous
child] a while.
I seem but weak, yet weak is not my might!
My boyish wit can oldest folk beguile.
Who so doth think I speak this but in jest,
Let me but shoot, and I shall quench his rest!
Mark here my shafts [arrows]: this all is made
of wood,
Which is but soft, and breeds but soft goodwill.
Now this is gilt, yet seems it gold full good,
And doth deceive blind, loving people still.
But here is one [which] is seldom felt or seen:
This is of gold, meet [fit] for the noblest Queen.
Wherefore, Dame fair, take thou this gift of me,
Though some deserve, yet none deserve like you,
Shoot but the shaft [arrow] at king or Caesar: He,
And he is thine, and if thou wilt allow.
It is a gift that many here would crave,
Yet none, but thou, this golden shaft may have.

There was written upon the shaft:

*My colour, joy, my substance, pure,
My virtue [is] such as shall endure.*

FINIS [the end]. Goldingham.

Her Majesty received these gifts very thankfully; the gods and goddesses with the rest of the masque marched about [around] the chamber again, and then departed in like manner as they came in. Then the Queen called to Master Robert Wood, the Mayor of Norwich, whom first she heartily thanked, and took by the hand, and used secret conference, but what, I know not. And thus this delightful night passed, to the joy of all which saw Her Grace in so pleasant plight [situation].

The next day, being Friday, in which day the Court removed [departed], the streets towards St Benet's Gate were hanged [hung], from the one side to the other, with cords made of herbs and flowers, with garlands, coronets [small crowns], pictures, rich cloths, and a thousand devices. At the gates themselves, there was a stage made, very richly apparelled with cloth of gold and crimson velvet, whereupon in a close place made thereon for the purpose, was placed very sweet music, and one ready to tender [present] her this speech following.

The doleful hour of her departure came, she passed from the Court, to those gates, with such countenances [facial expressions], both of Her Majesty's part, and her subjects: now dolorous [sad], now cheerful, as plainly showed the loving hearts of both sides. When she came there [to the gates], the speech was thus uttered unto her:

Terrestrial [earthly] joys are tied with slender
file [thread],
Each happy hap [fortune] full hastily doth slide.
As summer season lasteth but a while,
So winter storms do longer times abide.
Alas, what bliss can any time endure?
Our sunshine day is dashed with sudden shower.

Could tongue express our secret joys of heart,
O mighty prince, when thou didst come in place?
No, no, God wot [knows], nor can express
the smart
Thy subjects feel in this departing case.
But, gracious Queen, let here thy grace remain
In gracious wise [manner], till thy return again.

In lieu [place] whereof, receive thy subjects' hearts,
In fixed faith continually thine own:
Who ready rest to lose their vital parts
In thy defence, when any blast [tempest] is blown.
Thou art our Queen, our rock and only stay,
We are thine own, to serve by night and day.

Farewell, O Queen, farewell, O Mother dear,
Let Jacob's God thy sacred body guard:
All is thine own that is possessed here,
And, all in all, is but a small reward
For thy great grace. God length thy life like
Noe [Noah],
To govern us, and eke [also] thy realm in joy.
AMEN.

*FINIS [the end] Bernard Garter, and spoken by himself,
to whom Her Majesty said, 'we thank you heartily'.*

Then, with the music in the same place, was sung this short ditty following, in a very sweet voice:

What vailleth [is the point to] life, where sorrow
soaks the heart?
Who feareth death, that is in deep distress?
Release of life doth best abate the smart
Of him, whose woes are quite without redress.
Lend me your tears, resign your sighs to me,
Help all to wail the dolour [sadness] which you see.

What have we done, [that] she will no longer stay?
What may we do, to hold her with us still?
She is our Queen, we subjects must obey.
Graunt (though with grief) to her departing will.
Conclude we then, and sing with sobbing breath,
God length thy life, O Queen Elizabeth!

FINIS [the end]. Bernard Garter.

Document Transcript 3 (continued)

Glossary

Apollo – in Greek and Roman mythology, the god of music, poetry, prophecy, and the sun (among other things). Twin brother of Diana.

Bacchus – in Roman mythology, the merry god of wine and revelry.

Bandonet – this is a stringed instrument which resembles a lute.

Ceres – in Roman mythology, the goddess of the harvest.

Cupido – more commonly known as Cupid, the mischievous young god of love. Often portrayed with a bow and arrows. Love and sexual attraction were said to be caused by Cupid firing an arrow at a person.

Diana – in Roman mythology, the virgin goddess of hunting and the moon. Queen Elizabeth was often associated with Diana because of her decision not to marry. Twin sister of Apollo.

Garter – Bernard Garter was one of the writers and performers of this masque.

Goldingham – Henry Goldingham was another of the writers and performers of this masque.

Hymenus – the Roman god of the ceremony of marriage.

Jacob – in the Old Testament of the Bible, an important patriarch of the Israelites, who was favoured by God. Jacob is the father of the twelve sons famous to us from the musical Joseph and the Technicolour Dreamcoat: they founded the twelve tribes of Israel.

Juno – in Roman mythology, the goddess of marriage. As the wife of Jupiter, she was Queen of the Gods.

Jupiter – in Roman mythology, the god of the sky and thunder, and King of the Gods.

Mars – in Roman mythology, the aggressive god of war.

Mercury – in Roman mythology, the trickster god of commerce and eloquence.

Neptune – in Roman mythology, the god of the sea.

Pallas – in Roman mythology, the goddess of wisdom and military strategy.

Pomona – in Roman mythology, the goddess of orchards and fruit.

Venus – in Roman mythology, the goddess of love and sexual desire. Mother of Cupid.

Document Transcript 4

Thomas Churchyard's Fairy Farewell Show for Queen Elizabeth

On the Friday, the Court upon remove [leaving], the City, troubled with many causes, and some seeking to do service like myself, moved me to do somewhat of myself, because my aids [helpers] (as many times they were before) were drawn from me, each one about his own business, and I left to my own inventions and policy [strategy]. At which exigent [necessity], or casual things of Fortune, I drew my boys unto me, that were the nymphs on the water, and so departed the City, with such garments and stuff necessary as fitted my purpose and the matter [that] I went about.

Then chose I a ground, by the which the Queen must [was going] to pass, enclosing [hiding] my company in the corner of a field, being defenced with high and thick bushes, and there some parts I made, which the boys might miss [leave out if they needed to], because the time was short for the learning of those parts. But I, being resolved to do somewhat [which] might make the Queen laugh, appointed that seven boys of twelve should pass through a hedge from the place of our abode (which was gallantly trimmed [decorated]), and deliver seven speeches, which follow in the next leaf [page].

And these boys, you must understand, were dressed like nymphs of the water, and were to play by a device [plan] and degrees [sequence] the Fairies, and to dance (as near as could be imagined) like the Fairies. Their attire, and coming so strangely out, I know made the Queen's Highness smile and laugh withal. And I, hearing this good hope, being apparelled like a water sprite [spirit], began to sound a timbrel [tambourine]. And the rest with me, all the twelve nymphs together (when the seven had repaired [returned] in), sounded timbrels [tambourines] likewise. And although I had no great hearting [encouragement], yet as I durst [dared], I lead the young foolish Fairies a dance, which boldness of mine bred no disgrace, and, as I heard said, was well taken [received]. The Queen, upon our retiring [returning] in, hastened to Her Highness' lodging [Kimberley Hall], which was seven miles off. And at that present, when the show ended, it was past 5 of the clock.

Thus have you truly heard the report of my own works and inventions, with the which did no one deal but myself. And, as I have made a recital of matters done in Norwich, so mean I a little to treat of [discuss] the Queen's return from thence, in as short and brief order as I may and the briefer, because I have not all the gentlemen's names in whose houses the Queen lay [stayed], and who bestowed some entertainment on the train [the Queen's retinue]. But, those in whose houses I was (and where I saw or heard anything worthy [of] memory), I mind to speak of, and touch, praying you that shall read the same, to pardon me, where I omit any matter or men that merits commendation. For it is not want

[lack] of goodwill that shall make me forget any good entertainments bestowed on the Court, but it is want [lack] of knowledge that shall cause me [to] so slightly [insubstantially] run over the causes, and make a brief report thereof: as knoweth God, who grant and send our Queen often to such pleasant progresses, and increase good people and loving subjects to show the like duty and order, as hath been orderly seen in this season and time of triumph.

The Queen of Fairies' Speech

Though clean against the Fairies' kind [nature],
we come in open view,

(And that, the Queen of Fairies here,
presents herself to you)

Some secret cause procures the same:
the gods, at first, ye know,

In field to honour thee, good Queen,
did make a gallant show.

Should we, that are but sprites [spirits] of the air,
refuse to do the same?

No, sure, for gods and mortal men shall serve thee,
noble Dame.

The Second [Fairy]

When Mercury came first in coach,
a message to unfold [deliver],

(And masque of gods amid [in] the might,
in chamber secrets told)

We warned were to shape [organize] ourselves,
to do what Jove assigned,

But water nymphs stepped in the while,
and so expressed their mind,

And thrust poor Fairies out of place!
Yet we, for fear of foil [sabotage],

Watched here our time, and for our sports,
did choose this certain [particular] soil.

The Third [Fairy]

Yea, out of hedge we crept indeed,
where close [hidden] in caves we lay,

And knowing by the brute [noise] of fame,
a Queen must pass this way,

To make her laugh, we clapped [put on] coats,
of sedge and bulrush both,

That she should know, and world should say,
'Lo, there the Fairies go,

Like Furies mad, and satyrs wild! Yet lo,
we have in store

Fine timbrels [tambourines], that the ancients use,
to make the show the more.

Document Transcript 4 (continued)

The Fourth [Fairy]

When saints and souls, and sprites [spirits] of men,
from Heaven down did fling,

And Jehovah spoke, and clouds did shake,
and many a crowned king

Crept out of [his] grave, to honour thee,
we ready were to wait [attend upon you],

But hags of hell, and damned fiends [devils],
that feed on false deceit,

Did blush to see thy presence, Queen.
But we that harmless were

Kept love in store, to show at length
our duty void of [without] fear.

The Fifth [Fairy]

But when that Cupid was condemned,
and Venus fell in rage,

And wantoness [recklessness] and riot rude,
for knacks [tricks] were clapped in cage,

And all the regiment row of gods,
to one great God gave place,

We silly Fairies were afeared,
therewith to show our face.

Yet when we saw a masque well-liked,
and gods condemned appear,

We did consult [decide], at last farewell,
the Fairies should be here.

The Sixth [Fairy]

But with orations [speeches] grave and great,
to wall the weak was thrust,

Yet when the strongest did their best,
of force [necessity] yet speak we must.

For Jove, that all commands, and doth,
bade us to watch the hour,

And show no more at this ado [activity],
than was in Fairies' power.

So, keeping course of Jove's command,
we speak that [which] is in breast,

And leave the Queen, and all the train [retinue],
with wit to judge the rest.

The Seventh [Fairy]

With gods, yea, kings and queens,
began your entry to this place,

With gentle ghosts, and merry sprites,
we mind to end the case.

So, in good sign of happy chance, to thee,
O sacred Queen,

To knit up all, we mean to dance
with timbrels [tambourines] on this green.

And then, farewell, we can no more,
salute thee in our guise [fashion],

All that is done, by great good will,
is offered to the wise.

Then came the Fairies out with timbrels [tambourines],
and danced a while, and so departed, and therewithal
the Queen went on her way to Her Highness' lodging.

Glossary

Furies – in Greek mythology, the furies were the three goddesses of vengeance, who were said to punish those who were guilty of crimes such as matricide, breaking your promises, and failing to display appropriate hospitality to your guests.

Jehovah – an Old Testament name for the Judeo-Christian God.

Jove – another name for the Roman god Jupiter, King of the Gods, and of sky and thunder.

Nymphs – in Greek and Roman mythology, these were minor female nature goddesses, associated with a particular natural location in the landscape, such as a pool or a forest.

Mercury – in Roman mythology, the trickster god of commerce and eloquence

Satyrs – in Greek and Roman mythology, these were the riotous companions of the god of wine and revelry Bacchus or Dionysius. They are usually portrayed with men's bodies, but with horns and the hind parts of goats, in reference to their lecherous nature.

Sedge – a name for a family of grass-like, rush-like plants that grow in wet places, eg wetlands such as the Norfolk Broads.

Document Transcript 5

Document Transcript 5 (continued)

Document Transcript 5







Putting on a Pageant 1578: Entertaining Queen Elizabeth I in Norwich Supporting Primary Literacy in the Historic Environment

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IMAGES

Queen Elizabeth I, 'The Rainbow Portrait', c.1600 (oil on panel), - Oliver, Isaac (c.1565-1617)
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Putting on a Pageant 1578: Entertaining Queen Elizabeth I in Norwich Literacy Support Programme

This pack adopts a blended approach of Pie Corbett's Talk for Writing with immersive storytelling in a method termed Structured Stories through Immersive Adventures. Using this methodology and the original source material, it tells the story of Queen Elizabeth I's visit to Norwich in 1578, which acts as a springboard for student story creation, recollection and storytelling across Primary Key Stages.

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