

CLASSROOM SESSION 2

Preparing for a Pageant

Teacher Guidance

Aims and Objectives

Lesson Plan

Drama Games

Story Map

Story Map Script

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? 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 of the <i>Preparing for a Pageant</i> session	
	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.

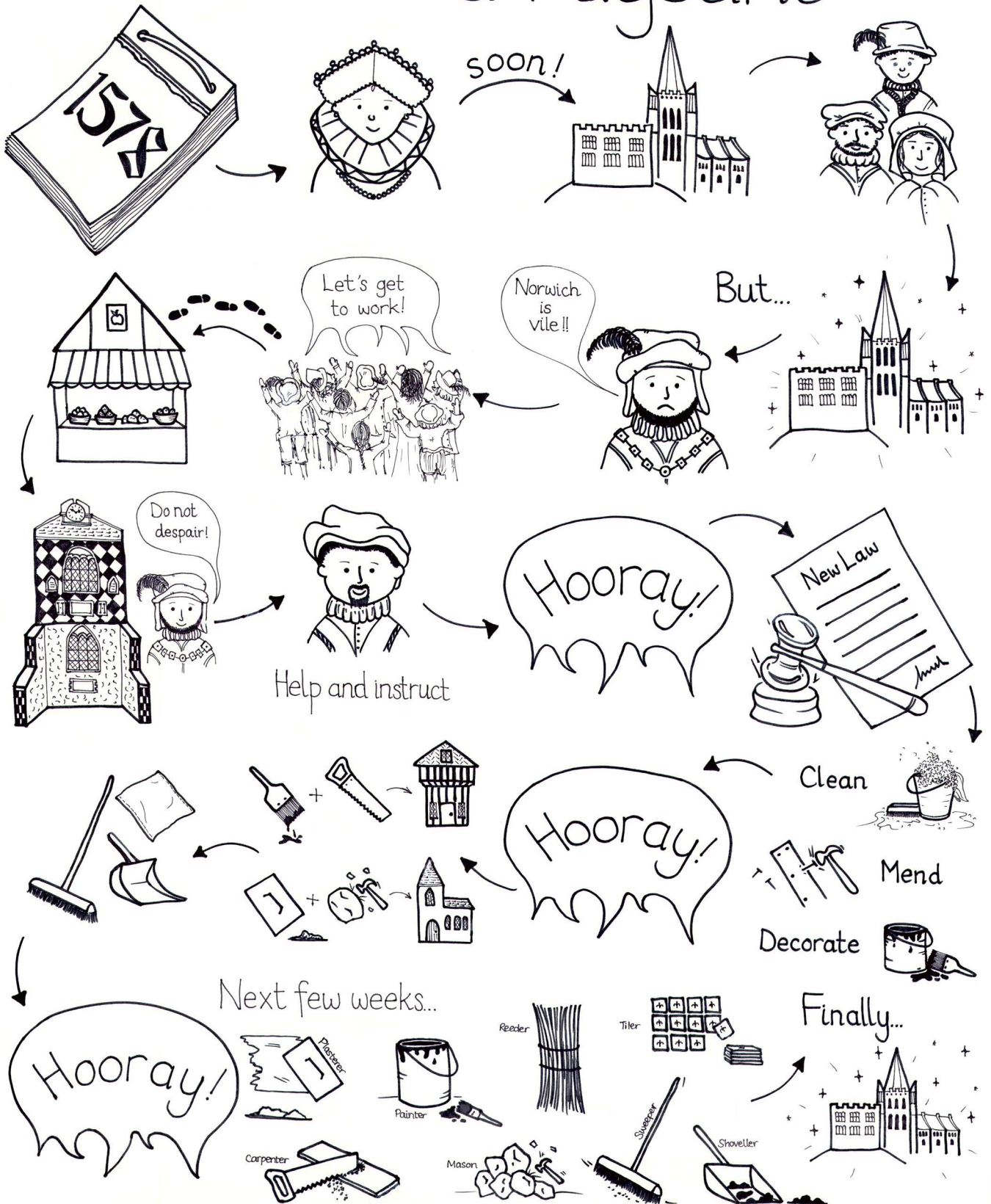
Instructions:

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!