

# 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
<b>Main Theme</b>	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.
<b>Preparation</b>	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. ?
<b>The Teaching Day</b>	<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>
<b>Teaching Aids</b>	<p><b>Film Clips</b></p> <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>
	<p><b>The Drama Games</b></p> <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	
<b>SNAP Activity</b>	<ul style="list-style-type: none"><li>– Different colours of A4 sheets of card, one per student</li><li>– Scraps of white paper (use from recycle bin!)</li><li>– A set of 'dragon' pieces templates per group</li><li>– These need to be prepped beforehand; downloaded, printed out, drawn around and cut out of stiff card, could be cereal box etc or packaging.</li><li>– A pencil per student</li><li>– A pair of scissors per student</li><li>– A couple of black felt tips/pencils per group</li><li>– A couple of Glue Sticks per group</li></ul>
<b>Jobs Now and Then Cards</b>	<ul style="list-style-type: none"><li>– You should have a set of these from Session 2 OR you will need:</li><li>– 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.</li></ul>
<b>Map of Elizabethan Norwich Jobs</b>	<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>
<b>The Story Map activity</b>	<p>The Story Map activity has four sets of resources. These are:</p> <ul style="list-style-type: none"><li>– A story map</li><li>– A story map script</li><li>– Individual images with text</li><li>– Individual images with no text</li></ul> <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

<b>Driving questions</b>	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?		
<b>Initial stimulus material</b>	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?		
<b>Learning Objectives</b>	<b>To introduce</b> the scheme of work: Putting on a Pageant 1578: entertaining Queen Elizabeth I in Norwich.		
	<b>To learn</b> the structure and vocabulary of Putting on a Pageant with a story map.		
	<b>To use</b> actions, words and the story map as a kinaesthetic method to reinforce their learning and the structures of writing.		
<b>Key messages</b>	<b>THE ONE THING YOU NEED TO KNOW IS... Queen Elizabeth I visited Norwich in August 1578</b>		
	<b>Key Point 1</b> A pageant is a public performance.	<b>Key Point 2</b> The textile industry in Norwich in 1578 was very successful and made Norwich a wealthy city.	<b>Key Point 3</b> People from Holland and Belgium were experts in cloth production and many came to live in Norwich in the 16th century.
	<b>Upper</b>	<b>Middle</b>	<b>Lower</b>
	<b>Skills</b> – Imagining and empathising – Thinking and making suggestions	<b>Skills</b> – Empathy and recall – Predicting what might happen	<b>Skills</b> – Remembering the main events in <i>Putting on a Pageant</i>
<b>Challenges</b> How would it have felt to help clean, mend and decorate the city?	<b>Challenges</b> What do you think happens next? Why?	<b>Challenges</b> Can you remember...? What, where and how?	
<b>Key vocabulary &amp; words to explore</b> <b>KS1</b>	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.		
<b>Further vocabulary &amp; words to explore</b> <b>KS2</b>	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><b>FULL SESSION DURATION APPROX:</b></p> <p><b>3 HOURS 30 MINUTES</b></p> <p><b>Age and ability dependent*</b></p>	5 mins	<ul style="list-style-type: none"> <li>– Open the POP 1578 website and login.</li> <li>– Click on Session 3</li> <li>– Open up the Google slide on your whiteboard so it is ready to use as the session starts.</li> </ul>
	5 mins	<ul style="list-style-type: none"> <li>– When students are settled in front of the whiteboard...</li> <li>– Continue to start session two.</li> </ul> <p><b>TEACHER:</b> "Let's find out what the next 'Putting on a Pageant 1578' session is." <b>Play Thomas Churchyard Clip 1</b></p>
	15 mins	<p><b>TEACHER:</b> "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><b>TEACHER: "Great, let's get into our groups at our tables and get started on the Snap activity."</b></p> <ul style="list-style-type: none"> <li>– Click through to the snap activity instruction slide and read through the instructions together.</li> <li>– Leave the instruction slide on the whiteboard.</li> <li>– Handout the activity resources this may take a few minutes!</li> <li>– 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...</li> <li>– continue with the instructions on the activity slide.</li> <li>– 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.</li> </ul> <p><b>TEACHER: "Let's find out what Thomas has to share with us."</b></p> <p>Click through to the next slide.</p>
	15 mins	<p><b>Play Thomas Churchyard Clip 2</b></p> <p>On to the next slide, reading and discussing the information together.</p> <p><b>TEACHER: "Time to find out about the Stranger's Pageant"</b></p>

## LESSON PLAN (continued)

SESSION INFORMATION	ACTIVITY DURATION	AN IMMERSIVE ADVENTURE TEACHER AND FILM LED
<b>FULL SESSION DURATION APPROX:</b>  <b>3 HOURS 30 MINUTES</b>  <b>Age and ability dependent*</b>	5 mins	<b>Play Thomas Churchyard Clip 3</b>
	5 mins	<p><b>TEACHER:</b>                      “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><b>Play Drama Game Clip 1</b></p>
	15 mins	<p>Stay in the classroom at desks but stood up or move into the hall.</p> <p><b>TEACHER:</b>                      “First I am going to choose a ‘guesser.’ Guesser you need to turn your back to the group and close your eyes.</p> <p>Then I’ll choose someone by tapping on their shoulder and they will say “Greetings your Majesty” in a really well disguised voice.’</p> <p>“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.”</p> <p>“OK Let’s play!”</p> <ul style="list-style-type: none"> <li>– Play a few rounds</li> <li>– Then ask the children to sit down whilst you watch the next film clip.</li> <li>– 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.</li> </ul>
	30 mins	<p><b>Play Drama Game Clip 2</b></p> <ul style="list-style-type: none"> <li>– Move back into the hall or make a space in the classroom</li> <li>– Ask the students to move into a circle.</li> <li>– 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.</li> <li>– Repeat with current jobs in Norwich- the students can think of their own!</li> <li>– Don’t forget to take a photo of each Imaginarium you create.</li> </ul> <p><b>TEACHER:</b> “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
<b>FULL SESSION DURATION APPROX:</b>  <b>3 HOURS 30 MINUTES</b>  <b>Age and ability dependent*</b>	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><b>Play 'Actions' Clip</b></p>
	50 mins	<ul style="list-style-type: none"> <li>- Read through the story map script together</li> <li>- Then leave the story map on the whiteboard</li> <li>- 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 *</li> <li>- 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!</li> <li>- Maybe vote on which action everyone thinks is the best for example the Queen Elizabeth I and stick to it.</li> <li>- If you already teach talk for writing you may have a technique for doing all this - which is great!</li> <li>- Students can however make up their own actions *</li> <li>- The class could learn the whole map together *</li> <li>- OR use the individual images in pairs or small groups *</li> <li>- The individual images can be blended into sentences and groups could learn a sentence each *</li> </ul> <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"> <li>- Run through each individual/ pair/ group story map sections</li> <li>- Then try to practise the story map as a class</li> </ul> <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>
<b>Explore More at Home</b>	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!