

HORRIBLE HISTORIES

LIVE ON STAGE!

BARMY BRITAIN



Teacher resources



“The masters of children’s theatre”

- Metro -

The BSC is a unique company in British theatre. It is supported by Birmingham City Council, but 100% of its income comes from you, the theatre-going public. Since our foundation in 1992, we’ve staged over seventy productions all over the UK and increasingly throughout the world: most recently we have been invited to perform *Skellig* in New York, *George’s Marvellous Medicine* in Dubai and *Horrible Histories* at The Sydney Opera House.

The BSC works with Britain’s most important living writers. Adaptations of their books include *Why The Whales Came* and *Kensuke’s Kingdom* by Michael Morpurgo, *Skellig* by David Almond, *The Firework-Maker’s Daughter* by Philip Pullman and of course *Horrible Histories* by Terry Deary.

We’ve also enjoyed a wonderful association with Roald Dahl. In fact the BSC has produced more stories by Roald Dahl than any other company in the world, including productions of *James and The Giant Peach*, *Danny The Champion Of The World*, *The Witches* and *The BFG*, all adapted by David Wood.

Our adult productions have ranged from classics such as *Cat on a Hot Tin Roof* and *The Glass Menagerie* by Tennessee Williams and *The Crucible* by Arthur Miller, to contemporary plays such as *Speed-The-Plow* and *Oleanna* by David Mamet. World premieres include *The Dice House* by Paul Lucas and *Collision* by Dominic Leyton. Other productions include *Proof* by David Auburn at The Arts Theatre London and *Othello* at The Bloomsbury.

We hope that you enjoyed *Horrible Histories - Barmy Britain* and that you find these resources useful for your follow up work in the classroom. For more information about BSC and our future work, find us online

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“The best of British theatre”

- The Stage -





The Romans in Britain



Roman armies invaded Britain three times. The first attempt was in 55 BC under the command of Julius Caesar. They landed near Dover but after a few days of fighting a storm blew up and damaged their ships so Caesar decided to play safe and they sailed home.

Caesar returned the following summer with many more troops. They fought their way through Kent and into Essex and made agreements with several Celtic tribes forcing them to pay money to Rome each year. But after about ten weeks they left.

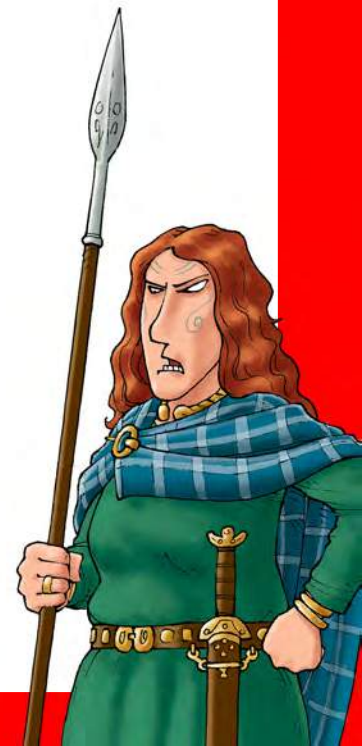
It wasn't until around one hundred years later, in AD 43 that they returned again. This time proved much more successful. They fought their way up from Kent, into Essex defeating many Celtic tribes on the way. Some tribal leaders declared their support for the Romans straight away and were handsomely rewarded for their loyalty. Other tribes, like the Iceni, led by Boudicca, fought back.



BOUDICCA



“Big bad Boudicca
Found the formula
To beat the Romans at their own cruel games
She smashed their armies
And she burnt their cities
Which is why she’s one of Britain’s
favourite Dames.”





Celtic Life

Boudicca was the Celtic Queen of the Iceni people. The story of her battles against the Roman invaders has made her a symbol of British pride.

Celtic Britain was very different to the land we live in today. It was divided on tribal lines – different tribes living in different areas, in settlements of small round houses like this:



Tribes were all fiercely competitive with one another and there were frequent battles.

Celtic life was very much tied to the natural world. They honoured Gods and Goddesses that they believed were the Guardians of the living world. Every tree, bush, flower etc contained a deity and only their 'priests' – the Druids – could interpret their meanings.

Druids had a good deal of power over the people – power that the Roman invaders feared and were determined to smash.

Boudicca was from the Iceni tribe of what we now know as East Anglia. Like all tribes, they were proud of their warriors believing that success in battle would secure you a place in the afterlife, so Boudicca grew up amidst an atmosphere of fighting and feasting. Her mother died in childbirth leaving her to be brought up by her father and although women were not allowed to become warriors at that time, she became a very brave, strong young lady. Although nobody will really know what she looked like, she was reputed to have red hair and a very fiery personality.



Activity

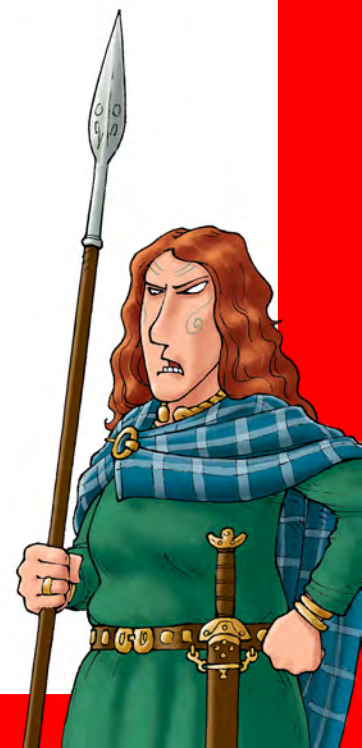
In pairs, look at the pictures below. Make a list of adjectives to describe what you think Boudicca might have been like.



Each pair takes the two most important words from their list and forms two different statues depicting them.

Standing in a circle, each pair takes it in turns to show their statues and say their words at the same time.

When they have done it, they freeze – gradually building up a full character description in words and pictures.





BOUDICCA

Boudicca married the Iceni king: Prastagus, and they had two daughters.

When The Romans invaded Britain (for the second time), Prastagus made a deal with them, and life continued fairly peacefully. However when he died and Boudicca took his place, the Roman governor decided that the lands and wealth of the tribe, should really belong to him, and sent soldiers to seize them. Boudicca tried to resist, but the soldiers were merciless responding by whipping her and abusing her children. After such dreadful treatment, Boudicca was determined to get her revenge.

She gathered an army of Celtic warriors from her tribe and others and together they marched on the Roman city of Camulodunun. (The city we now know as Colchester). The city was taken by surprise. It was almost undefended as most of the Roman army was in Wales at the time, so Boudicca and her warriors were able to sweep through, smashing statues, burning buildings and killing many citizens.

But this was not enough. From Camulodunun the Celts marched on to Londinium (Now known as London), gathering even more supporters as they went. That city was destroyed as was Verulamium, (Now St Albans) another important Roman city. She seemed unstoppable.

Why didn't the Roman Governor, Suteus Paulinus send soldiers to try and defend his cities?

He brought his legions back from Wales as soon as he could, but even so he knew he was outnumbered. While Boudicca and her supporters continued on their trail of destruction, he planned a strategy.

They finally met on a hillside in the Midlands chosen by Paulinus. The Roman army assembled in ranks in front of a forest, while their enemies drew up their wagons in a semi circle below. When the battle started, the Britons charged into the field, hollering and brandishing their swords only to be met by a hail of Roman javelins from above. This took them by surprise and with their lack of body armour, many were killed. The Roman army then advanced with their shields in front, in a wedge shape splitting the Briton's lines. As they tried to run, many got caught up in their own wagons and were instantly set upon. The Romans showed no mercy, and despite their superior numbers, the Britons were defeated.





BOUDICCA

It is said that Boudicca was swept away by some escaping Britons. They believed that if she was still with them then all was not lost. But Paulinus was bent on revenge. Determined to hunt her down, he pursued her. Legend tells us that he finally caught up with her near to the Iceni sacred oak grove. It is said that he gave her the chance to give herself up and have her life spared. But Boudicca would never put herself into the hands of the Romans, took her own life by drinking poison.

ACTIVITY

Imagine you are either Paulinus or Boudicca in the aftermath of the final battle:

Boudicca is trying to escape capture and return to her homelands. Maybe she intends to raise an even bigger army? Maybe she has other plans to get revenge on the Romans? Maybe she is tired of fighting and wants to find some peace?

Paulinus is determined to catch Boudicca at all costs. He will not see the Romans humiliated again. His orders are to stamp out this rebellion once and for all – and he cannot risk angering the Emperor back in Rome.

Write a diary entry for each character explaining how you feel, what your plans are and what the consequences might be if you don't succeed.



ROTTEN ROMANS



WARRIORS



The Celts were great warriors and bravery in battle was highly respected. From the start it was important to strike fear into their enemies, and so they went to great lengths to make their appearance as frightening as possible.

Their hair was often long and wild. A covering of lime before the battle would bleach it and stiffen it so it stuck up in an alarming fashion.

Sometimes they would wear horned helmets and iron breastplates.

Some tribes painted their faces blue – some even went into battle naked!

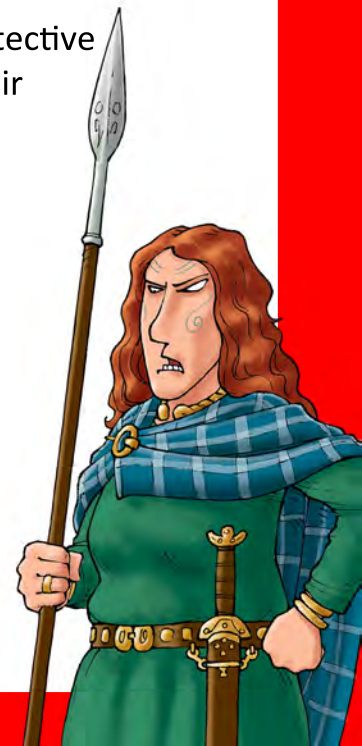
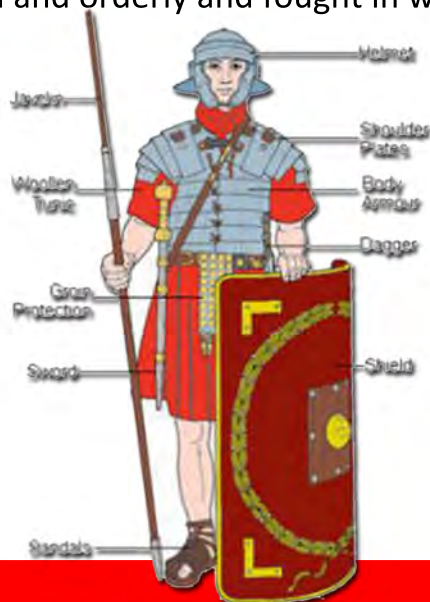
Enemies heads would be cut off and sometimes worn dangling from a belt as a warning to others.

They would shriek and scream as they went in to fight – often banging their swords against their shields in a rhythm to intimidate their enemies.

ACTIVITY

Draw a picture of a Celtic warrior – make him as scary as possible!

By contrast, the Roman soldiers were uniform and orderly. They wore protective armour and helmets and carried curved shields that protected most of their body. They were well trained and orderly and fought in well thought out formations.





CONSEQUENCES

The victory over Boudicca was very important for the Romans. Never again would they allow such rebellion. After the destruction of Verulamium, the Emperor was tempted to recall the Roman army back to Rome.

Had he done so, Roman rule in Britain would have only lasted 17 years. What would have been the consequences for Britons today?

How would it affect our language if there were no Latin words in it?
Would we have such long straight roads?
How different might our towns be?

LIFE IN ROMAN BRITAIN

As the conquering forces moved through the country, they set up military camps, which gradually grew into villages and towns.

The Romans changed the entire structure of life in Britain. It became a province of the Roman Empire ruled by a governor. The province was divided into territories, military settlements and towns, each with their own councils to enforce the law, and its capital was Londinium (now London).

Many of our big towns and cities date from Roman times. The Roman word for a military camp or fort was 'castrum' which gradually became 'caster' or 'chester'

ACTIVITY

Look at a map of Britain. How many place names can you find that end with 'caster' or 'chester'? They were probably once occupied by Roman forces.

The Romans brought many changes to the country. They built the first proper towns in Britain, with streets of houses, shops, workshops, temples and public baths. In the countryside they built huge villas and organised farms. They brought crops which were hitherto unknown to the Britons, like carrots, parsnips plums and walnuts.





DRAMA ACTIVITY

“What’s my job?”

In pairs, imagine you are Roman workers living either in the town or the countryside. Decide what job you do from the list below and practise miming it as clearly as you can.

You must then present yourselves to the newly arrived Roman governor (Your teacher) and try and make a good impression so that he/she will favour you.

Each pair takes it in turn to show what they do without speaking. When they have finished they turn to the Governor and those watching and ask ‘What’s our job?’ The watchers have three guesses. If they get it right, the actors have the privilege of sitting with the Governor. If their job cannot be guessed, they must enact a forfeit.

Jobs

Weaver
Mosaic maker
Fresco painter
Farmer
Bee keeper
Miller
Soldier
Fire stoker
Thatcher
Metalworker
Gladiator
Teacher
Builder
Baker
shoemaker
Sculptor





ROMAN ROADS

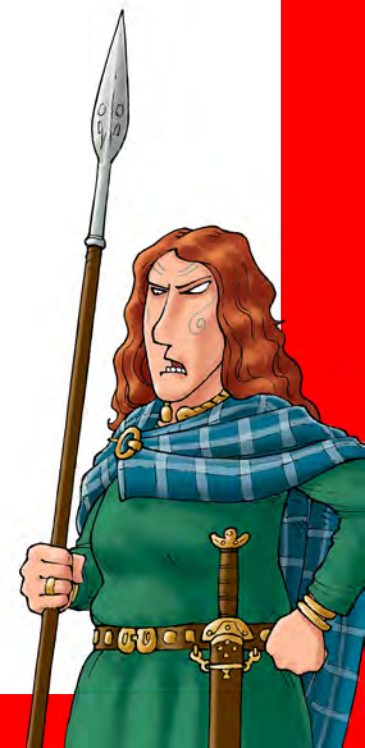
One of the reasons the Romans were so successful in conquering Britain and maintaining their hold on it, was their infrastructure – chiefly their roads.

By building long, straight roads, they were able to move legions of soldiers quickly across the country, to establish new strongholds and quell any rebellions.

The routes were built by army troops and slaves and were made of local stone. The network was centred on Londinium (London) and spread out to the chief army towns. Many of these routes are the basis of our road system today.

ACTIVITY

Look at this map of Roman roads. Compare it to a modern road map. Can you still see them?



VICIOUS VIKINGS



VIKING INVADERS



The Romans weren't the only invaders to successfully conquer Britain. When they withdrew, there came the Saxons, and then around AD 793 came the Vikings.

The word Viking actually means 'pirate raid'. The people we know as Vikings were actually 'Norsemen' and came from all over Scandinavia. They were farmers, fishermen, seafarers and traders. They came to Britain in search of land and riches. Life at home was getting harder. The population was increasing but the land was not fertile enough to produce all the food they needed to survive. Norway was very hilly, Sweden densely forested and Denmark had very sandy soil. The law stated that in a family only the eldest son could inherit land so like Giggel in Barmy Britain, younger siblings were forced to look elsewhere for land. Villages were also sometimes under threat from rival tribal leaders who wanted to take over their land.



Viking Village in Scandinavia





DRAMA ACTIVITY

Imagine you are member of a Viking community.

In groups of three or four, decide what job you do within the village:

Farmers
Fishermen
Bakers
Millers
Metalworkers
Weavers
House builders
Potters etc

Begin with everyone lying on the floor asleep. Gradually everyone wakes up and begins their day – acting out their jobs in different parts of the room.

After a while, the village elder (Teacher in role) enters. She / he announces that there is to be a meeting of everyone (called the 'Thing') in the village centre, under the sacred Elm tree.

Everyone sits in a circle – maybe warming themselves by the fire/ sharing food and drink etc

The Village Elder announces that there is news. The fearsome warrior Harald Finehair has taken control of the village over the hill and is now marching towards your village. As a group get ideas as to what course of action the village could take.

Stay and fight?

Set sail for another country to start a new life as many other villages have done?

Divide into smaller groups to discuss the pros and cons of each decision.

A spokesperson from each group then presents their argument to the whole village.

After all the arguments have been heard, take a vote on your future.



VICIOUS VIKINGS



SEAFARERS

Like the Anglo Saxons 400 years earlier, The Vikings invaded by sea. They first arrived in the north east of England at an island monastery called Lindisfarne. At the time the monasteries were very wealthy and they knew there would be much gold to be found. They were vicious and fast in their attack, drowning or killing many of the monks and taking many others as slaves. In the following years there were more and more attacks all over the country and many monasteries, towns and cities were raided.

They were successful partly because of their vicious fighting but also because they were great sailors. They travelled in Longboats which were able to sail in shallow waters as well as at sea. This meant they could sail up rivers and take towns by surprise.

Viking longboats are famous for their figureheads. They believed that a dragon's head would ward off evil spirits. They also hoped that their appearance would scare enemies away allowing them to raid with little opposition.

ACTIVITY

Look at this picture of a Viking longboat.

Can you design a figurehead that would strike fear into the heart of anyone who saw it?



VICIOUS VIKINGS



DANELAW

The Vikings conquered a good deal of the country. They faced much opposition and many battles were fought. They were finally defeated in battle by Alfred, King of Wessex. However by this time the Vikings had such a hold on areas of the country it was almost impossible to be rid of them. In 886 AD a peace treaty was signed dividing Britain in two. 'Danelaw' in the north – under Viking rule, and England in the south.



Many towns and villages in Britain can be traced back to their Viking roots. Sometimes they were named after their founders. In Barmy Britain we hear from Gigel who lives in Gigelswick, Gunnar who lives in Gunnarside and Melson who sets up home in Melsonby

Activity

Look at a map of Britain. Can you find any places with names ending:

- 'By' (Viking word for farm or homestead) e.g. Rugby
- 'Thorpe' – 'Thorp'- 'Throp' – 'Trop' (Viking word for farm)
E.g.: Scunthorpe
- 'Toft' (Viking word for the site of a house or a plot of land)
E.g. Lowestoft

Are there any Viking places near where you live?



TERRIFYING TUDORS



HENRY VIII



Barmy Britain portrays Henry VIII as something of a naughty schoolboy on a celebrity chat show. But was his barmy behaviour justified? The idea of Celebrity Monarch was important to Henry – not just to bolster his own ego but in shoring up his own hereditary position. The Tudor claim to the crown of England was tenuous having been gained in battle by Henry's father. As a child he had grown up amidst an atmosphere of fear of overthrow. Therefore it was vital for Henry VIII to appear as mighty and invincible as possible in order that his claim would not be challenged.



TERRIFYING TUDORS



DRAMA ACTIVITY

Status – where you were in the social pecking order – was particularly important to Henry and his court. In an age before tabloid journalism and social media - the grander you could make yourself seem to be then the more power you could wield.



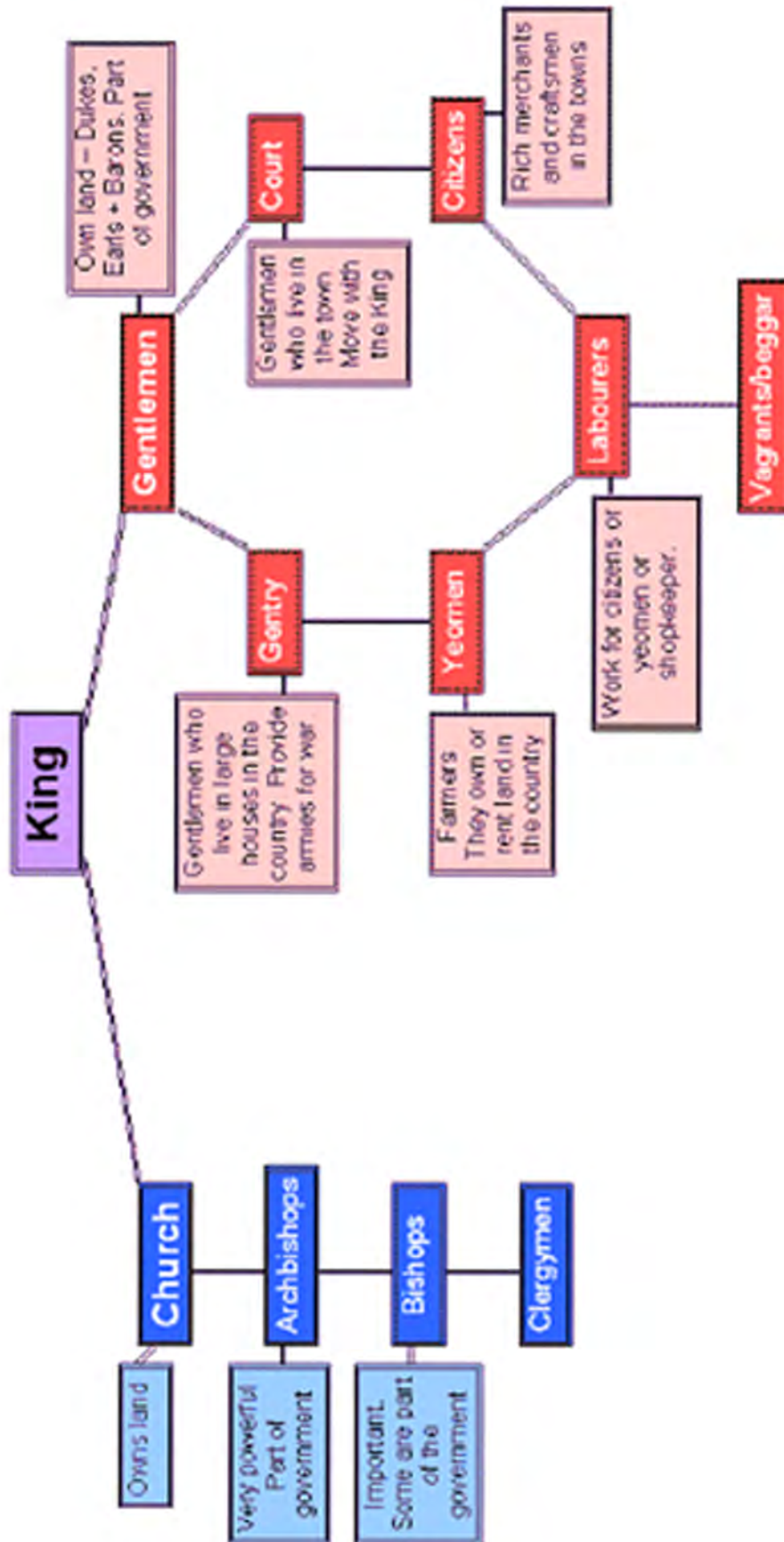
1. Ask the students to Imagine they are Henry.- The supreme monarch No matter what happens it is critical that he stays in control.
2. With their eyes shut – and feet a little apart –ask them stand at their full height. Ask them to Imagine themselves standing on the palace balcony looking down at their people. What else can they do physically to make themselves feel more powerful?
3. Tell them to notice their breathing – do they feel more powerful breathing fast or slowly?
4. At a given signal – get them to open their eyes. Then they begin to walk around the space on their own without talking to anyone else. Does it feel more powerful walking fast or slowly?
5. As they walk – tell them to begin to notice other people in the room. As they pass by without speaking, they must try and show the other person that they are more powerful than them.
6. Now as they pass, students say ‘Good morning’ to one another. Ask them to experiment with different ways of speaking – which feels stronger?
7. Finally as they walk ask the students to imagine that they have had some bad news. The French invasion is not going well – but they cannot let anyone know that anything is wrong. How does this change how they walk and talk?
8. Discuss observations with the group. What did they do physically to make themselves feel more powerful? Is this just a king thing?
9. Look at photographs of ‘powerful’ people today. How are they standing? Does this affect how the public views them?



TERRIFYING TUDORS



TUDOR PECKING ORDER



TERRIFYING TUDORS



DRAMA ACTIVITY

This is another 'status' activity – focusing on the strict rules of social standing in the Tudor court.

1. The group stands in a circle. Explain that in the court everyone had their place and no matter what they thought about the people above them, they always had to show deference to them. However the chances were that they were in a slightly higher position than others and therefore could wield their power over those 'below' them.
2. Select one person in the circle to be the King. He/she must stand in a way that makes them seem as powerful as possible.
3. The King then makes a demand to the person on his/her right. Eg 'Bring me a flagon of wine'
4. The receiver of the command bows and answers 'at once your majesty' whilst showing as much deference to the king as possible.
5. He then turns to the person on his right – over whom he wields power and passes on the command : eg 'A flagon of wine for His majesty – now' – using whatever means to show his/her superior status.
6. The third player must accept the demand eg 'at once Sir', whilst bowing and scraping and doing whatever he/she can to show respect – no matter what he may be feeling.
7. Of course that player then turns to the person on his right – over whom he wields power – and passes the command on doing whatever he can to show his superior status.
8. The command continues round the circle until it reaches the final player – the lowest rung of the ladder – who mimes getting what is asked for before handing it to the player on his left – showing due deference.
9. The mimed object is then passed back around the circle, with players remembering to show who is 'above' and 'below' them, until it reaches the King.
10. The King may be displeased with the time it has taken – or be in need of something else – and so the game continues.
11. Ask the players how it felt – did they resent having to show respect to those above them ? Did they feel it was the right thing to do?
12. Do we still have such strong 'status' delineations today?
Do people always deserve the 'respect' shown to them



TERRIFYING TUDORS



JUDGING BY APPEARANCES

Henry VIII's court was renowned for its opulence. This was important to him to maintain his supremacy. In Tudor times, how you dressed very much reflected your rank and social standing. Henry VIII had Parliament pass several 'Acts of Apparel' which enforced rules governing what colours and what fabrics different ranks could wear.

Here are some examples:

Only the King and his immediate family could wear the colour purple, cloth of gold or silver and ermine fur.

The next rank down – Earls, Barons and Dukes could wear clothes decorated with gold or silver thread as well as velvets and furs.

Below them, Knights and Gentry could not wear crimson or blue clothes.

Under them, Citizens, Yeomen, and Merchants could not wear embroidered clothes

Labourers were restricted to plain woollen cloth in browns and beiges.

ACTIVITY

Design clothing for a Tudor man and women that show their rank in society.



TERRIFYING TUDORS

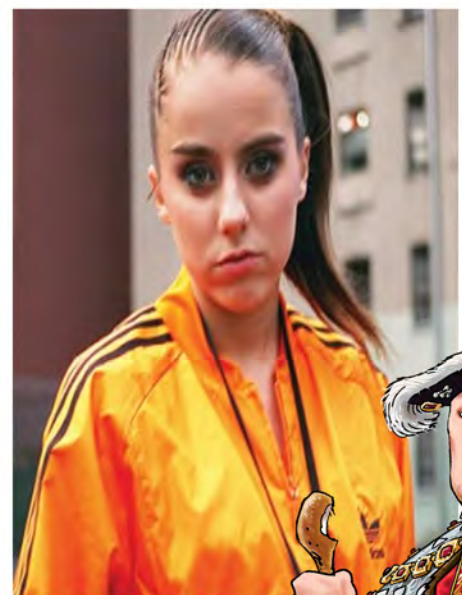


JUDGING BY APPEARANCES

We no longer have laws governing what we can and cant wear but are our reactions to people still influenced by their appearance ?

Do we still 'judge' people by what they are wearing?

Look at some of the pictures below and observe what your first thoughts about who the people are and where they stand in society.



TERRIFYING TUDORS



THE SPLIT FROM ROME

The split from Rome

Undoubtedly the biggest impact of Henry VIII's reign was his split from Rome and the Catholic Church. After his marriage to his brother's wife, Catherine of Aragon, produced only one live and female child, Henry was desperate to have a male heir and cement the Tudor's hold on the crown. England was very much a Catholic country with The Pope at its head, but the Catholic Church did not approve of divorce. In 1525 Anne Boleyn arrived at Court and Henry soon became determined to make her his wife.

And so began seven years of wrangling.

It fell to Henry's chief minister, Cardinal Wolsey, to start the process of trying to persuade the Pope to grant a divorce.

There were many difficulties including:

England was a Catholic country and thus there was no divorce

Catherine of Aragon didn't want a divorce.

The Pope was very friendly with Catherine's nephew – Charles V of Spain

Catherine was a popular Queen – the people were very suspicious of Anne Boleyn

The Church was very rich and powerful

Henry's arguments in favour included:

The marriage to Catherine had not been blessed by the previous Pope

Catherine was his brother's wife and that was unlawful
(He had apparently found a reference in the Bible saying such)

ACTIVITY

Imagine you are Cardinal Wolsey. Write a letter to the Pope explaining why he should grant Henry a divorce.

Begin the letter 'Your Holiness'

Use the arguments above – and invent some of your own

Be as persuasive as you can whilst not causing any offence.



TERRIFYING TUDORS



CONSEQUENCES

By the time the divorce was granted, Henry had split from the Catholic Church anyway, and formed his own 'Church of England', with himself at the head.

This caused tremendous upheaval in the country - the Church was very rich and powerful and at the centre of many people's lives. It was a great risk for Henry to take – particularly with a Scottish Catholic king threatening his supremacy.

Henry acted quickly – destroying monasteries and claiming their riches for himself. Riches that then went to fund his military campaigns in the hope that expanding his empire would shore up his position.

Can you answer these questions?

Did he have any other courses of action open to him?

What might have happened if England had stayed Catholic?

The Queen is head of the Church of England today. Does she have the same amount of power and influence as Henry did?

Could someone in power today behave in a similar fashion to Henry VIII ?
If not, what might stop them?



TERRIBLE TUDORS



QUEEN ELIZABETH I



THE GOLDEN AGE

Elizabeth I, daughter of Henry VIII and Anne Boleyn, came to the throne in 1558 at the age of 25, following the death of her sister Mary. She reigned for forty five years and the Elizabethan era is often referred to as a 'Golden Age ' in history. It was a time of social change, exploration and flourishing popular culture.

Like her father Elizabeth was very keen to present a picture of luxury and extravagance to the world. Despite the change to Protestantism made by Henry VIII, Elizabeth's sister Mary had re-instated the Catholic faith. When Elizabeth took the throne she reverted to Protestantism thus putting the country once again under threat from Catholic forces, so the creation of an image of strength and supremacy was very important to maintain control.

However, as Barmy Britain highlights, this was also a time of increasing poverty. A huge growth in population, longer life expectancy, rural restructuring and bad harvests had made the poor poorer. In the past the poor of a village were cared for by the rich, but soon there were just too many for this to be practical.

It was worse in the countryside where farmers were turning smallholders off the land to make way for sheep as profits from the wool trade increased. Bad weather had brought a succession of bad harvests. Frightened that this would lead to unrest, Elizabeth introduced the poor law which levied a tax on citizens which helped to support the needy.



TERRIBLE TUDORS



THE POOR LAW

The Poor were categorized and the amount of help you received depended on your status: (Somewhat like the benefits system we have today)

The Deserving Poor : Those who were too old or young or sick to work, and those families who had fallen onto hard times through no fault of their own

The Deserving Unemployed: Those who were physically able to work but were unable to find a job

The Undeserving Poor: Those who had turned to crime to support themselves.

ACTIVITY

Imagine you are a poor country dweller who fits into one of the above categories.

Write a letter to the Village Council stating why you deserve to be given some financial help.

Maybe you have been injured and can't work?

Maybe you have lost your land to a farmer who needs it for sheep rearing?

Maybe your husband has died and you cannot support yourself and your children?

Or maybe you have been caught thieving but are determined to turn over a new leaf if you are helped?



TERRIBLE TUDORS



TOWN LIFE



Many of those who were driven out of the countryside went to the towns in search of work. Elizabethan towns grew rapidly and became centres for trade as well as entertainment. The streets were crowded and noisy, not to mention smelly. Open sewers ran down the middle of the streets into which were thrown the contents of chamber pots as well as any other rubbish. An upstairs window would open and with a quick shout of 'Gardez l'eau' (watch out the water's coming!) it would come pouring down – often upon the head of an unsuspecting passerby!

The market square and the streets of shops around it would be the centre of life of a town. Not only a place for shopping, but also somewhere to meet and chat and catch up on the latest gossip.



Shop Signs

With the growth of different kinds of shops in the high street, signs hanging outside became important to show what the business was. As most people couldn't read they were pictures.

Activity

Design a sign for your shop showing the nature of your business.



TERRIBLE TUDORS



DRAMA ACTIVITY

Imagine you are a shopkeeper or market trader in an Elizabethan town.

In pairs choose one of the trades below and find a space to set up your shop or stall.

Baker

Barber (you not only cut hair but act as a dentist and surgeon as well)

Blacksmith (making weapons and armour as well as shoeing horses)

Candle maker

Fishmonger

Cordwainer (Shoemaker/ Cobbler)

Potter

Bowyer (Making bows)

Apothecary (Making remedies from plants)

Carpenter (making furniture)

Spinster (a woman who earned her living spinning yarn)

Acrobat (Street entertainer)

Suddenly a messenger arrives; the Queen is making a Royal Procession through the county in order to escape an outbreak of the plague in London. She is on her way to stay at the house of a local Nobleman and has decided to stop off at your town on the way.

Your town has been finding it difficult to support all the poor people who have been arriving and this could be your opportunity to ask for extra money. It is very important therefore, that she gets a good impression - she might give your business a Royal Seal of approval which would bring many more, much needed customers.

The streets must be clean, the houses neat and tidy and any beggars kept away. Hold a meeting in the town square to decide who should do what to prepare and to elect a spokesperson. You also need to make sure everyone knows how to greet a Queen: Should you bow or curtsy? Should you call her 'Your Majesty' or 'Your Highness', should you look her in the eye?

Suddenly the Queen and her entourage arrive and progress through the market. Can you persuade her to help you?



TERRIBLE TUDORS



EXPLORATION AND NEW DISCOVERIES

The reign of Elizabeth saw a huge expansion in foreign exploration and trade. With the invention of new navigational aids, ships could sail further and new trade routes and companies were established. Amongst the most notable explorers were Sir Francis Drake who was financed by the Queen to discover new lands and therefore riches for England. (Much of his riches came from piracy!) and Sir Walter Raleigh, who established new colonies in what was known as 'the New World' (now America)

In 1600 the East India Company established trading posts in Asia, which would eventually become part of the Victorian British Empire.

Elizabethan explorers brought many new foodstuffs back to England to confuse and delight the palates of the Nobility.

Tomatoes and **Turkey** from Mexico, **Kidney beans** from Peru, **Potatoes** and **Red peppers** from South America, as well as **Spices**, **Tea** and **Coffee** from Asia. Very often people did not know what to do with these new foods and they were eaten in tiny quantities often raw.

ACTIVITY

In groups, imagine you are sales reps trying to interest the public in one of these new discoveries.

Write a script for your 'sales patter' and find as many ways to demonstrate how it could be used.

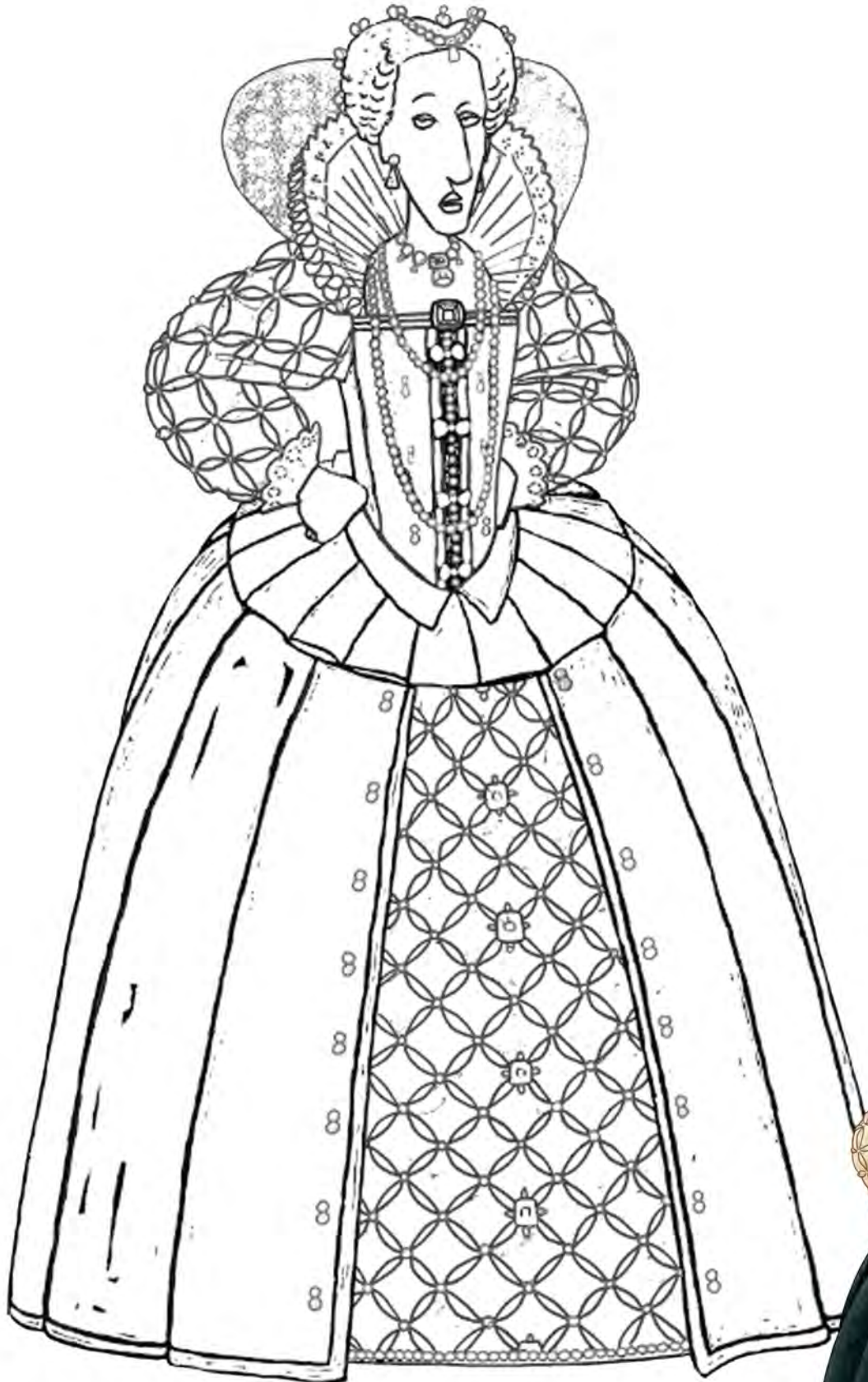
Imagine you are in the market. Each group takes turns to generate interest in their product in whatever way they can!



TERRIBLE TUDORS



COLOUR ME IN





HIGHWAYMEN

Travelling across Britain in the seventeenth and eighteenth centuries could prove extremely hazardous. Not only were the roads in very poor condition but they crossed great expanses of deserted land. This as well as the lack of any sort of Police force meant that travellers were easy prey for Highwaymen.

The image we associate with Highwaymen today is somewhat romantic: Dashing well mannered characters, dressed in fine clothes, robbing the rich to give to the poor. The most famous being Dick Turpin.

As Barmy Britain explores, the reality was often rather different.

Highwaymen were more usually common criminals. Like the real Dick Turpin, there was very little gallantry in what they did. It was a cutthroat life – many were betrayed for blood money by fellow robbers, and few lived beyond their twenties.

Highwaymen and other thieves of the time were believed to have had their own language in order to keep their activities secret. It was known as ‘thieves cant’ or sometimes ‘Pedlars’ French’ and is supposed to date from Elizabethan times. . Very little is known about it, but these are some examples:

Ken – House
Bowsing Ken – Alehouse
Darkmans – Night
Glymmer – Fire

ACTIVITY

In pairs, invent some words for ; ‘highway’, ‘Stage coach’, ‘man’, ‘woman’, ‘gold’ and any others you think might be useful to a Highwayman.

Write a letter explaining details of a robbery you are going to commit using your secret language. Swap it with your partner and see how much you can understand.





STAGE COACHING



In a time before railways, those needing to travel long distances would usually do so in a stage coach. Drawn by horses, it offered protection from the weather and some degree of comfort. Journeys could take several days: around a week to get from London to York or a fortnight to go from London to Edinburgh, so the journey would be completed in stages. A day of travel would end at a coaching Inn where travellers could eat and find a bed, and the horses could be rested as well.

Travel was expensive and therefore it would probably only be rich people who would have cause to do it. This was a time before banks, so people would take their money with them on journeys making them even more vulnerable to attack by a highwayman. Many would write a will before setting out, for fear they would never return.

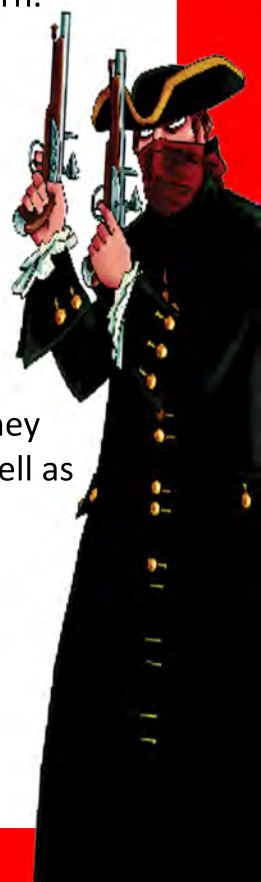
ACTIVITY

Imagine you are a wealthy Lady/Gentleman.

You are on a long journey by stage coach to visit an elderly relative who lives several days travel away.

Write a diary entry for one days travel. Include: how long that stage of the journey took, some details of your fellow passengers and your feelings about them as well as some description of the scenery you passed.

Did you fall prey to robbers? If so, what did they take? How do you feel?





FICTIONAL HIGHWAYMEN

The romantic image of Dick Turpin most probably comes from a novel entitled 'Rockwood' by William Harrison Ainsworth which was published in 1834 – long after the real Highwayman was dead. In it he describes an epic ride from London to York on his horse Black Bess, which caught the imagination of the public and established the legend we have today.

In reality the character was probably based on a real Highwayman named 'Swift Nick Nevison'. After committing a robbery in Kent, Nevison apparently rode for fifteen hours almost non-stop, to York, in order to give himself an alibi. He was apparently a flamboyant, gentlemanly character who never used violence on his victims. Claude Du Vall is another similar figure whose exploits were used by authors to create the romantic idea of Highwaymen that we have today.

Undoubtedly this image was reinforced in 1906, with the publication of a poem: 'The Highwayman' by Alfred Noyes. This tells the story of the romance between an innkeeper's daughter and a dashing Highwayman, and its tragic consequences. The poem begins with a description of the desolate moorland the Highwayman inhabits:

The Wind was a torrent of darkness among the gusty trees
The moon was a ghostly galleon tossed upon cloudy seas,
The road was a ribbon of moonlight, over the purple moor...

DRAMA ACTIVITY

As a group, read the opening lines of the poem. What effect is the poet trying to have on the reader? Is this a pleasant place to be?

Ask what else might be in the picture which could add to the atmosphere? Windblown bushes?, ruined buildings? Etc

In pairs or small groups make the shape of the objects using bodies until almost the whole group have roles. Add in appropriate sound effects. The remaining actors use their bodies to make a stage coach with passengers which crosses through the scene.

What is the overall effect the setting has on them?





CHARACTER

The appearance of the Highwayman is described thus:

He'd French cocked – hat on his forehead, a bunch of lace at his chin,
A coat of claret velvet, and breeches of fine doe-skin;
They fitted with never a wrinkle: his boots were up to the thigh!
And he rode with a jewelled twinkle,
His pistol butts-a-twinkle
His rapier hilt-a-twinkle, under the jewelled sky.



ACTIVITY

Read the description of the Highwayman in the poem, then draw a portrait of him.

DRAMA ACTIVITY

Read the entire poem. Imagine you are helping a famous director to make it into a film. As a whole group decide on the six most important scenes.

Divide into groups of four or five people. Each group takes one scene and makes a frozen picture of it.

Add one line from the poem to each picture.
Ask the group to decide how it should be delivered.

Present the frozen pictures in order.



VILE VICTORIANS



VICTORIANS



Queen Victoria became Queen in 1837 at the age of eighteen, and ruled until she died in 1901. A total of 64 years making her the longest reigning monarch Britain has had (So far!) The Victorian age was a time of great change and development. The British Empire which had been established by the Elizabethan explorers hundreds of years before had now expanded to cover one quarter of the earth and one fifth of the world's population. This brought great wealth to the country, through exploitation and trade, and in many ways the Victorian era can be regarded as another 'Golden Age'

Age of Invention

There were many great Victorian inventors and engineers: Isambard Kingdom Brunel built railways, bridges and steam ships which revolutionized travel in the country and abroad. Henry Bessemer discovered a way of converting iron quickly into steel which brought about the development of huge machines in manufacturing.

Joseph Bazalgette built the first sewers in towns to try and solve the problem of polluted water. Alexander Graham Bell invented the telephone and Joseph Dunlop the pneumatic tyre. These and many others helped fuel what has become known as the Industrial Revolution which changed the entire face of Britain.



VILE VICTORIANS



ACTIVITY

Lots of things that we take for granted were invented by Victorians

Which of these did the Victorians invent?

Light bulbs

Vacuum cleaners

Railways

The camera

Packaged food

Telephones

Flushing toilets

Coca Cola



The Victorians invented ALL of these things!



VILE VICTORIANS



THE GREAT EXHIBITION



In 1851 The Great Exhibition was held in the vast halls of the newly constructed Crystal Palace in Hyde Park in London. It ran for six months and was designed to showcase

British talent and invention. There were all manner of exhibits including: agricultural machines, counting machines, printing machines, steam hammers, musical instruments, carriages and bicycles.

DRAMA ACTIVITY

In groups of five or six, Imagine you are Victorian inventors.

Decide what your machine does and use your bodies to make it.

One member of the group then 'Presents' the new invention to an audience of exhibition visitors.



VILE VICTORIANS



GROWTH AND CHANGE

In the early years of Queen Victoria's reign, 80% of the people in Britain lived in the countryside. Most people were farmers but incomes were supplemented by 'cottage industries' – mainly spinning wool or weaving cotton on a hand loom. There was much poverty and unemployment. The development of new industrial machinery led to a massive migration to the towns and cities as people sought work in the new factories and mills. By the middle of her reign, half the population lived in towns. The wealth of the country increased dramatically in a short period of time.

But this rapid growth and increasing wealth came at a cost. A huge housing shortage – it was not uncommon for 10 – 12 people to be living in a single room. Dirt and rubbish clogged the streets and polluted water supplies. Diseases spread rapidly.

The authorities tried to address the problems. Thousands of new houses sprang up, sewers dug and dams and reservoirs were constructed to meet the growing demand for water supplies. But due to the speed of construction, standards were not always high. Barmy Britain focuses on the Loxley Valley disaster of 1864, where the newly constructed Dale Dyke dam burst its walls leading to one of the most deadly floods in history.

CHILD LABOUR

Big factories needed large workforces and inevitably, in order to make a good profit for the factory owner, wages were often very low. Today it is illegal for children under the age of sixteen to work full time, but this was not the case in Victorian Britain. Thousands of children from poor families were employed in factories and mills up and down the country, and their wages were the lowest of the lot. Children as young as seven would work for around seventy two.



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Children were employed in other jobs as well:

Coal mines – sitting in the dark underground, opening and shutting doors

Chimney sweeps – small children had to climb down the chimney to clean it from inside

Domestic servants in big houses

In match factories – dipping the matches into phosphorus

On farms as bird scarers – working in fields in all weathers

Rat catchers

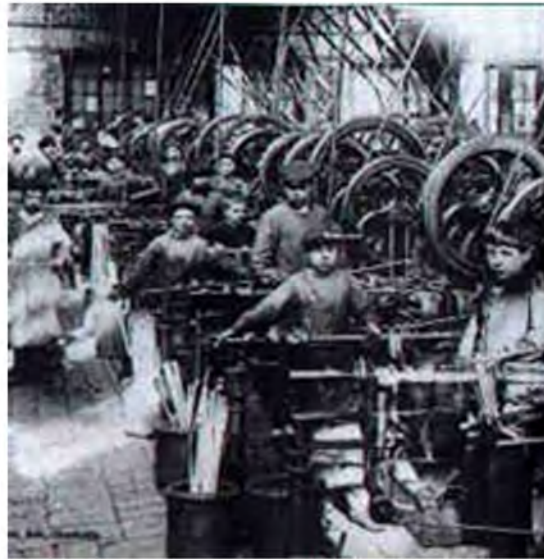
Street sellers



VILE VICTORIANS



CHILDREN AT WORK



VILE VICTORIANS



THE MILL

In Lancashire one of the main industries employing children was the cotton mills. Here raw cotton was spun into thread then woven into fabric on a vast scale by machines. Children would work as 'Piecers' – crawling under the machines to tie broken threads together. 'Can Tenterers' – carrying huge cans of cotton yarn to the weaving frames. 'Scavengers' –picking up any bits that had fallen under the machines. Children also had to clean the machines often while they were left running. There were many injuries and even deaths.

They worked under the ever watchful eye of the factory foreman and any misdemeanours were severely punished. You could be beaten or fined for falling asleep, being late or making a mistake.

Most of the children working in the mills at that time were 'apprentices' and had come from Workhouses or orphanages. They sometimes told that they were going to a new life where they would be treated like 'proper ladies and gentlemen', but the reality was very different. Apprentices were given beds in dormitories in a house next to the mill. They were given three meals a day – usually some kind of milk porridge and vegetables from the garden. They were expected to work six days a week from 6am to 7pm with an hour for lunch in the middle of the day and only Sundays off. Most received one hours schooling a week. They were bound to the mill until the age of twenty one and only got paid for overtime.

These shocking conditions did not go completely unnoticed and a series of 'Factories acts' passed by Parliament, tried improve conditions. But the practice did not actually stop until 1870 when the Education act made it compulsory for children to attend school up until the age of twelve.



VILE VICTORIANS



ACTIVITY

Imagine you are a newspaper reporter. You have been asked to write an article about how children are employed in your area. Tell the readers where you found the child working, their name, their age, and a little about their family background.

Do you think it's a good thing they are working or not?



Drama Activity

Make a still picture of children working in a cotton mill using the whole group. Ask the participants to decide in pairs what they are doing and present a still photograph. Two should be Foreman.

Once the entire group is included – introduce the idea that something unusual suddenly happens – Maybe there is an accident? Maybe the Mill owner is coming to visit? What is their reaction to it?

Play out the scene freezing it from time to time and ask individuals to say what their character is doing / how they are feeling etc.

This can be turned into a piece of script – either individually or in pairs



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