

HORRIBLE HISTORIES

TWO SHOWS
LIVE ON STAGE!

TERRIBLE TUDORS

TEACHERS' RESOURCE PACK

The aim of this pack is to give a focus for fun learning around the different themes within *Horrible Histories - Terrible Tudors*. You can use the ideas and approaches before and after seeing the show or reading the book. They cover a wide range of curricular subjects and also explore some circle time issues. We hope you enjoy using the ideas, stories, research, games and exercises within this pack! Please let us know how useful this pack is by emailing us via office@birminghamstage.com as we are continually looking to improve and expand our education and outreach programme!

You can view information about *Horrible Histories* and other productions at our website www.birminghamstage.com



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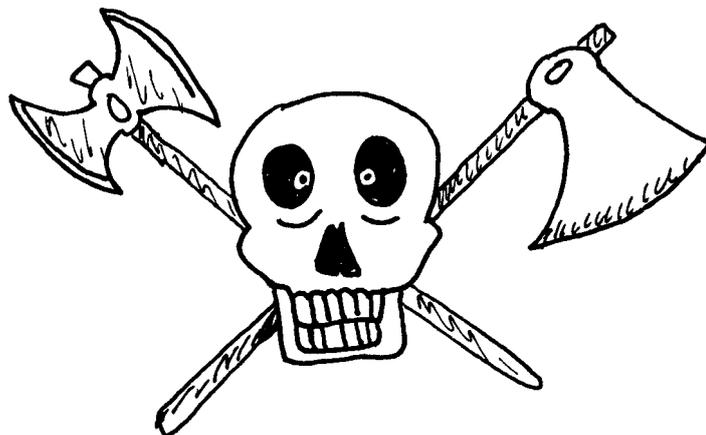
Tudor Dance Section

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Crossword and Wordsearch

Useful addresses

A HUGE thank you to Miranda Henson and Barnsley Performing Arts Development Service who provided some essential resource material (Every town should have a PADS!).



ART and SET DESIGN

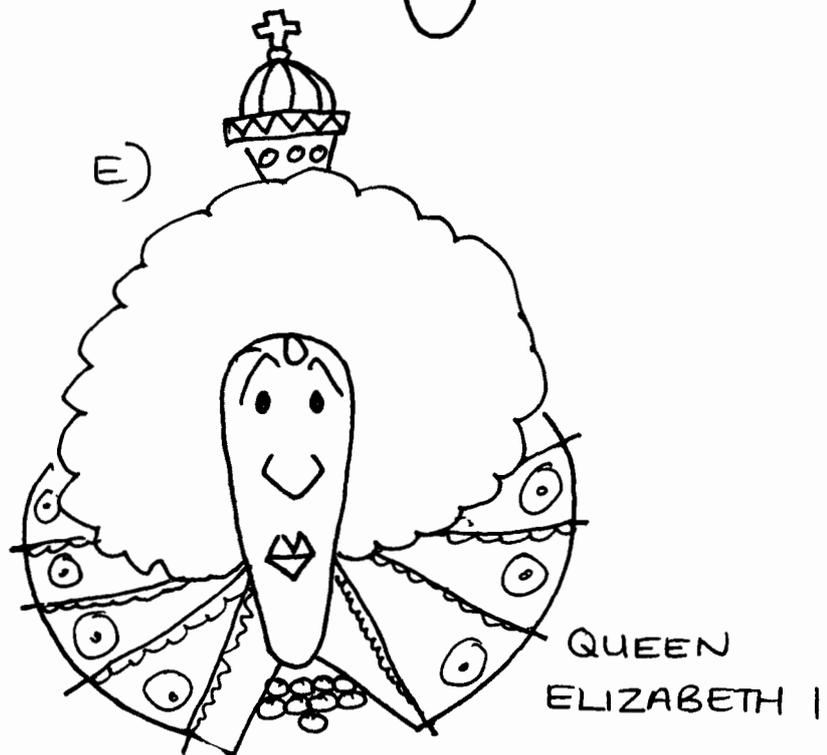
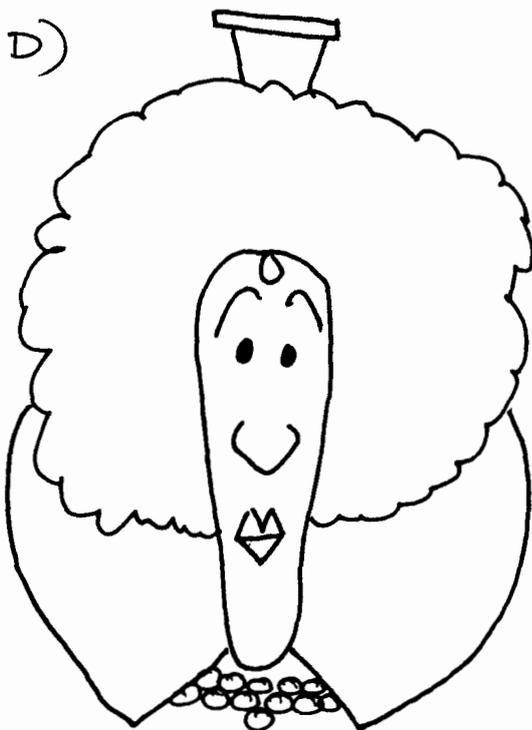
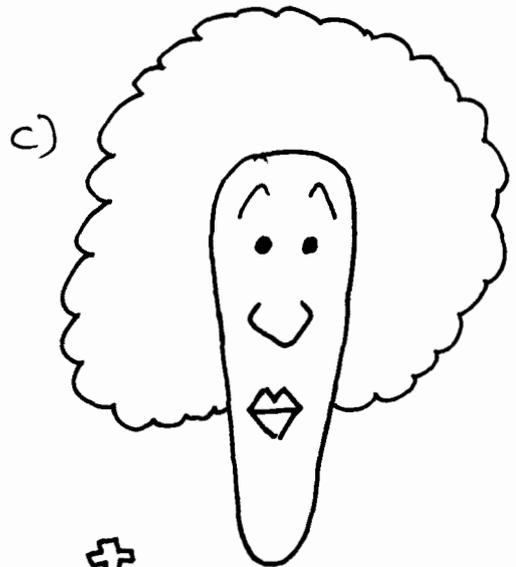
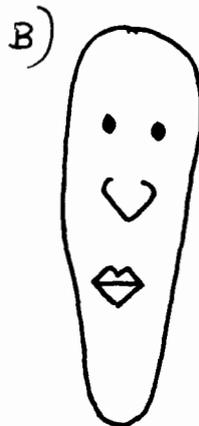
Jackie Trousdale is Designer for the Horrible Histories stage shows. She has had to work in many different art forms on this production from cartoon like drawings to 3D Bogglevision!

Artwork

- On the next page you can explore ways of generating your own cartoon images with our step by step guide.
- Once you have mastered this on the following page there is a cartoon strip ready for you to complete of the invasion of the Spanish Armada with a helpful beginning and end picture to get you on your way. You can also add in what your characters may be saying.
- To explore different jobs that Tudors may have had use page four as stimulus and find out the titles of the jobs they may have had.

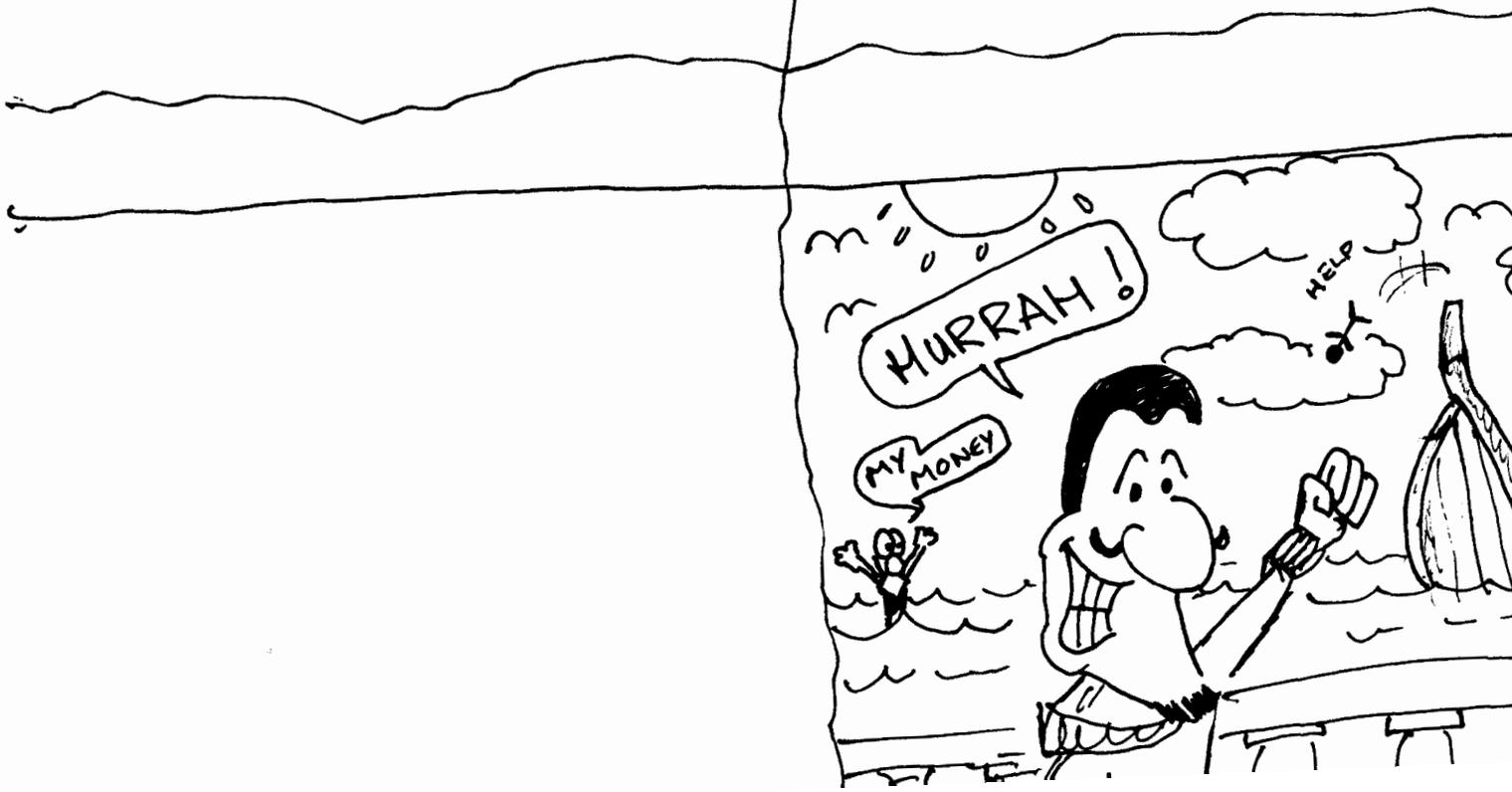
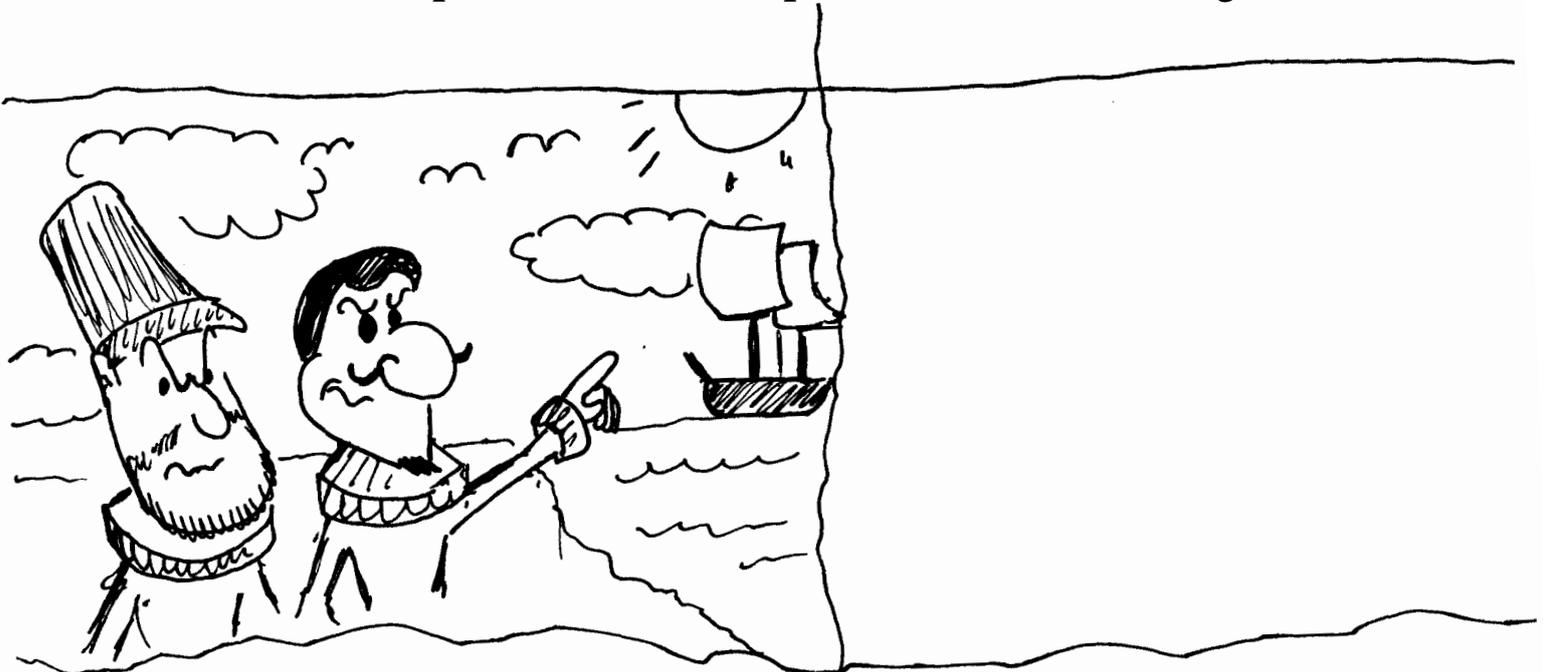


- A) DRAW THE SHAPE OF YOUR FACE
- B) DRAW IN THE FEATURES, EYES, NOSE, MOUTH
- C) ADD IN EYEBROWS AND HAIR



- D) ADD IN EXTRA FEATURES AROUND THE FACE
- E) DECORATE YOUR CARTOON

Complete this comic strip about Sir Walter Raleigh

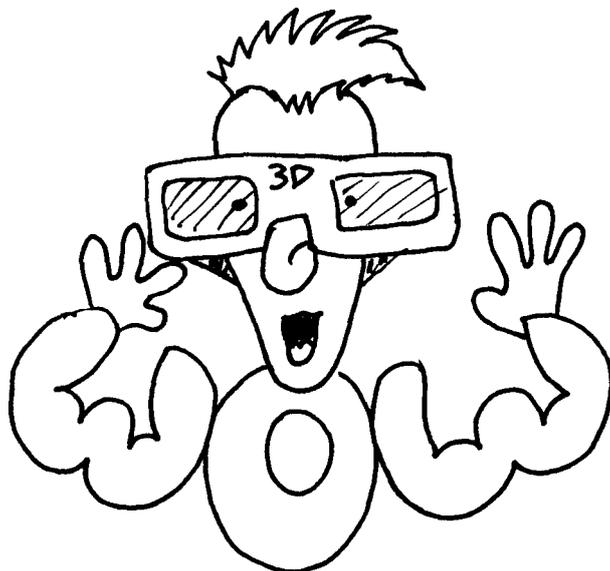


3D Technology - a note

Our Designer and Tim Dear from Bogglevision have created the 3D images that you will see when coming to the theatre, these have been created from Jackie Trousdale's drawings (see Jackie's drawing of a galleon ship in the appendix).

During the performance history will come alive in front of your eyes! You feel that you are actually in the midst of the Spanish Armada and in the middle of a spectacular firework display.... in a theatre! This will all be achieved through 3D images created by Bogglevision. Before or after coming to the theatre it would be interesting for the class to explore the possibilities of 3D images and research the basics of HOW they are created with technology.

A useful website is www.3dglASSESonline.com/learn/how-do-3d-glASSES-work where your class can explore the science behind how 3D images work.



TUDOR PROVERBS



The following proverbs were written by John Heywood who was born near St. Albans in 1497.

Try and draw some cartoons to show the meaning of the following Heywood proverbs.

All's well that ends well.

A man may well bring a horse to the water, but he cannot make him drink.

A penny for your thoughts.

Beggars shouldn't be choosers.

Better late than never.

Butter would not melt in her mouth.

Look before you leap.

Many hands make light work.

Out of the frying pan into the fire.

Two heads are better than one.

LIFE IN ELIZABETHAN AND TUDOR TIMES



EATING

BREAKFAST was to break your fast on getting up. It wasn't thought of as a formal meal like it is today. Schoolboys, working people and housewives would be up around 5am or 6am, or even earlier!

DINNER for someone like Shakespeare would have been at midday (11am or 12am) working people would not wait that long as they had already been up for hours and would be very hungry by 11am! A gentleman often had his dinner "out", either eating at a taverna or buying food at a cookshop and taking it home.

SUPPER would have been around 6pm. There was no such thing as Tea Time as Tea had not yet been seen in Britain!

FOODS

Tudor cookery was generally sweeter than what it is today as they would cook meat and fruits together.

RARE TUDOR FOODS!

POTATO was still rare (turnips and parsnips were used instead).

TOMATOES were considered suspicious by the English, even though they were already in South European cookery.

COFFEE and TEA were very, very rare and if found only used as medicine!

CHOCOLATE Only used for medicinal purposes! It was a thin and bitter drink as the Swiss had not yet invented milk and sugar to it!

COMMON TUDOR FOODS!

ALMOND was the common flavouring in sweets, followed by cinnamon, clove and sandalwood.

BEER, WINE, SHERRY, MEAD and CIDER was drunk by everyone as water was not clean to drink – even children drank it!



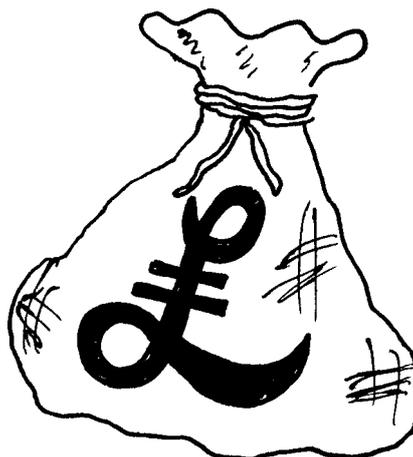
STOCKFISH was dried fish that you would have to batter with a hammer and soak for two hours before you could eat it!

TASK

- Make a list of foods that you think that the people living in Tudor times would have not heard of.
- Find out where each of the foods on your list comes from around the world.
- Find out if the Tudors would have known that these countries existed!

MONEY

English and **Scottish** money had the same names but were worth different amounts! Scottish money was worth a quarter of English money. So, a Scottish pound was worth only Five English Shillings! **EVEN WORSE** was that **IRISH** money was worth even less than Scottish money **AND** the Irish could have even paid you in **NAILS!** **IT'S TRUE!!**



GAMES AND PASTIMES

GAMBLING or "**GAMING**" was very popular.

Elizabethans could lose a lot of money (or nails!) in a place called a "tabling den". A good dice game was called

HAZARD (you can find it in *Terrible Tudors*).

Backgammon was called "Tables" and popular card games "Primero" and "Taroccho" were played with tarot cards.

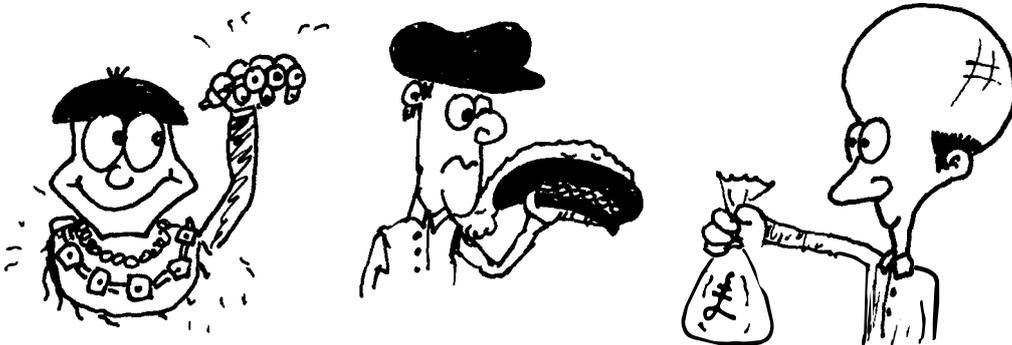
SPORTS included bowls, shuttlecock (badminton), archery, billiards (like snooker), hunting, riding, wrestling and baiting animals like bears where people would watch a pack of crazed hounds loose on a chained bear and watch whilst they fought. This was very popular and even the Queen thought that this was great fun! UURRGH!



SHOPPING in LONDON

You would not "go shopping" you would "go to the shops" or "to market."

The **Royal Exchange** was built by Sir Thomas Gresham, and was opened by the Queen in 1571 as a kind of Elizabethan shopping mall. Very fine merchants of all sorts set up shop there.



Shops included: Feather shops, milliners (hat makers), wig makers, drapers (ready made clothes), imported accessories, embroidered goods, perfumes and starch (used for ruffs). Jewellers would have been in a place called **CHEAPSIDE**. You could buy second hand clothes in a place called Birch Lane, but people "of appearance" did not shop there.

SCHOOL DAYS

Usually, only boys went to school. A girl's education was done at home. Noble children would be educated at home by private tutors.

PETTY SCHOOL - basic level of schooling run by a young wife who taught local children in her home for a small fee.

GRAMMAR SCHOOL - The main study was Latin grammar. Any history, literature or drama was used only as a vehicle to teach grammar.

UNIVERSITY - Courses were all taught in Latin. You could not study music, modern languages and science.

PRIVATE EDUCATION

A private education would let you study more things. The young Earl of Essex followed this timetable:

7.00am - 7.30am Dancing
7.30am - 8.00am Breakfast
8.00am - 9.00am French
9.00am - 10.00am Latin
10.00am - 10.30am Writing and Drawing
10.30am - 1.00pm Prayers, Recreation and Dinner
1.00pm - 2.00pm Cosmography
2.00pm - 3.00pm Latin
3.00pm - 4.00pm French
4.00pm - 4.30pm Writing
4.30pm - 5.30pm Prayers, Recreation, Supper



A TYPICAL SCHOOL DAY

The school day began at 7.00am in winter and 6.00am in summer. After prayers, they worked till 9.00am when they had breakfast and then they would work until 11.00am. Dinner was from 11.00am - 1.00p.m. The school day ended at 5.00pm or 5.30pm. In winter they would finish at 4.00pm. The boys were expected to provide their own candles as lighting was quite dark. The boys would spend at least **2000 hours a year** in school - more than double the amount spent in Britain today!

SCHOOL PUNISHMENTS

Punishments would happen publicly on a Friday for crimes that had occurred during the week. Swearing and fighting were very serious crimes. At Oundle School in Rutland the master was instructed to give the boy "THREE STRIPES" (three hits) for every swear word spoken. Boys were also warned against robbing gardens or breaking into orchards.

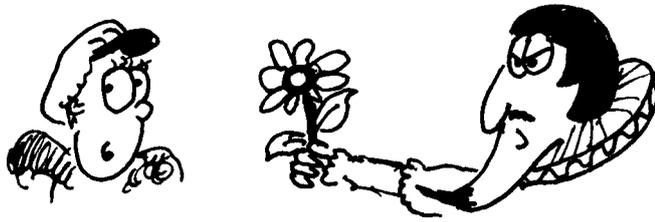
INSTRUMENTS OF PUNISHMENT

BIRCH - Stick

FERULA - Flat piece of wood with a circular shaped end.

WHIPPING POST - You would be tied to this and whipped.





WEDDINGS AND BETROTHALS

With your parents permission boys could marry at fourteen, girls at twelve! Sir Thomas More said that girls should not marry before eighteen and boys twenty-two.

At a **BETROTHAL** the two people joined hands and the man gave her a ring to be worn on the right hand. It changed to the left after the wedding. They sealed the contract with a kiss.

If he had good reason to break the contract he had to give back double any tokens (small gifts) received. Betrothals could be stopped only if both people agreed.

BUT..... in certain circumstances, they could withdraw if the other was:

- Guilty of heresy, apostasy or infidelity
- Seriously disfigured
- Proved to be still married
- Guilty of enmity or wickedness or drunkenness
- If a long separation had happened between them

Marriage and Family

Wives were the property of their husbands. Every woman expected to be married, and to depend on her male relatives throughout her life.

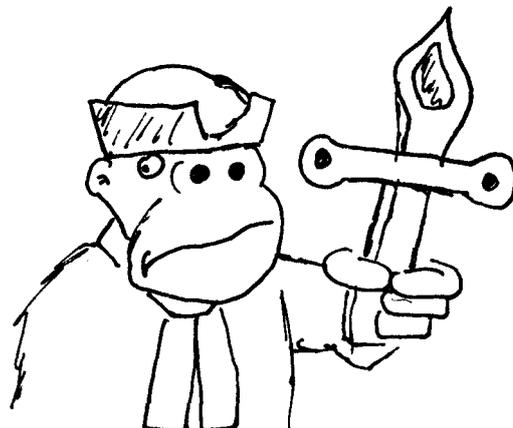
**IT WAS CONSIDERED FOOLISH TO MARRY FOR LOVE,
ALTHOUGH LOVE MAY HAVE OCCURRED IN THE
MARRIAGE!**

WIDOWS could own property and run their own businesses. A widow was entitled to a third of her husband's estates if he died **BUT** if he had heirs they would get all of it and she wouldn't get a thing! **DIVORCE** was **MORE** difficult to get under the **PROTESTANT** regime than the **CATHOLIC** even with a good reason because you could not just apply to the Pope anymore; you had to get an Act of Parliament! That's **A LOT** more people to buy!

RELIGION

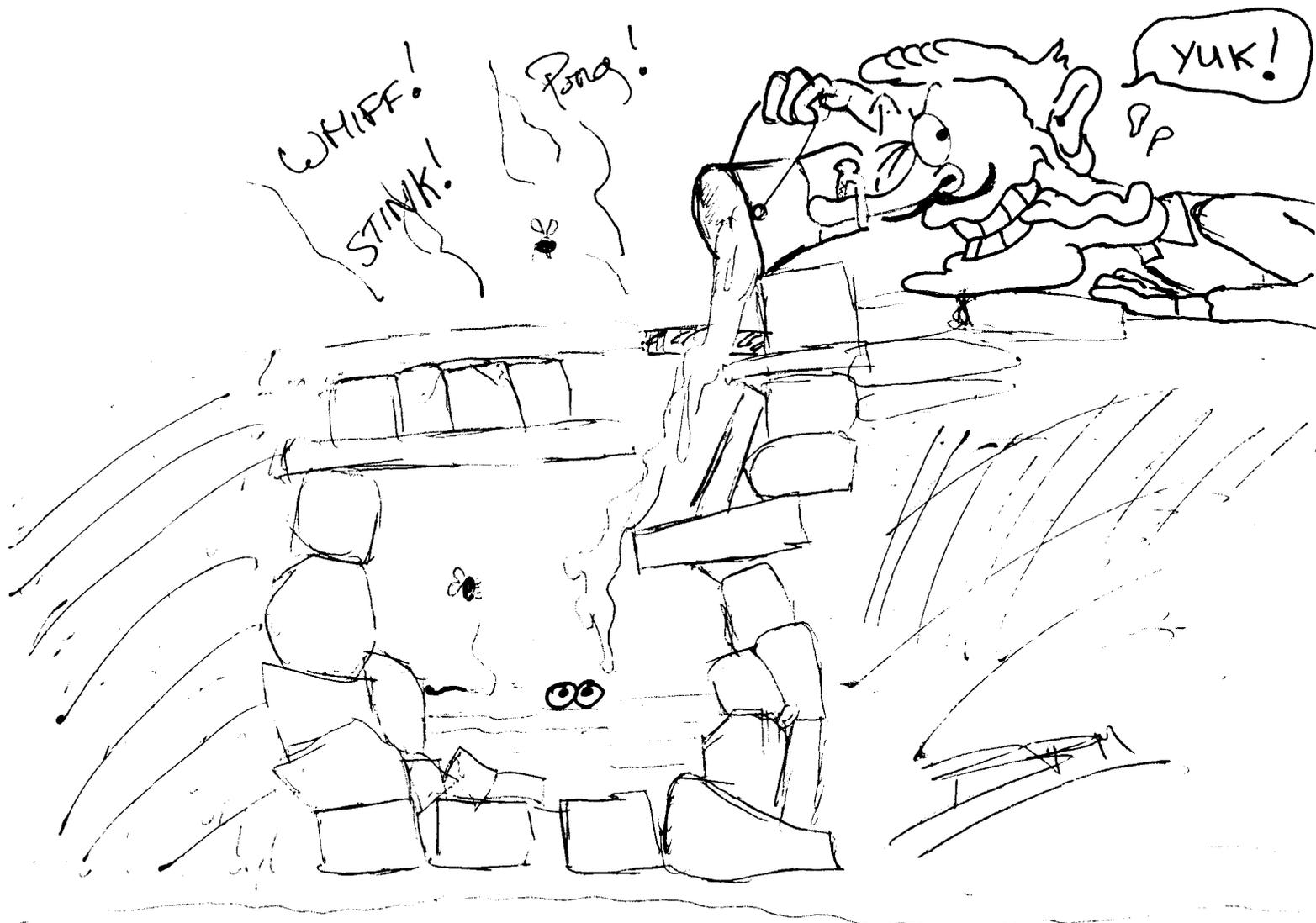
In Elizabethan England **EVERYONE** was brought up to be Christians of one sort or another. The **OFFICIAL** state religion by the time of Queen Elizabeth was the **CHURCH OF ENGLAND** being a Roman Catholic was not a crime, **BUT** you could not legally practise your faith you had to go to the protestant church service. This was called "confirming to the established religion". It was **ILLEGAL** to be a Catholic Priest and **VERY ILLEGAL** to be a **JESUIT**.

EVERYONE had to attend an Anglican service once a month or face a fine. **In 1570 THE POPE** issued a statement stating that English Catholics should **NOT** obey the Queen as she was (he said) a heretic. **ANYONE** who **KILLS** her would be pre-absolved from the sin of murder - in other words the Pope would not punish you for murder and (he says) God would forgive you.



Baths were a great luxury and only the very, very richest people had a bathroom! For everyone else it would mean filling up a wooden tub and they washed very little...but they did try to keep clean and they always washed their hands before they ate! The Tudors had lots of books on the keeping of a household clean and tidy; books were also written on childcare which reminded the nurses of the importance of keeping babies clean.

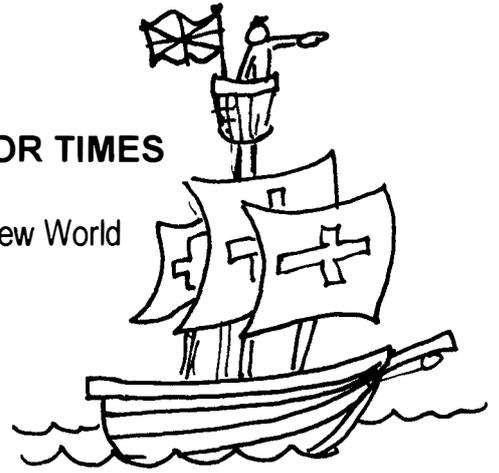




In Tudor times only a very few people had proper drainage pipes for the rest waste water would be poured into a Tudor sink like the one above where it could drain back into the earth without making the surface muddy.

MAJOR EVENTS IN SHAKESPEARE'S TUDOR TIMES

- 1561 John Hawkins' second voyage to the New World
- 1557-1580 Francis Drake sailed around the world



- 1586 Mary Queen of Scots tried for treason



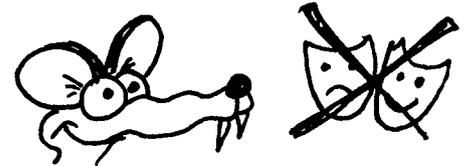
- 1587 Mary Queen of Scots Executed



- 1588 Defeat of the Spanish Armada by the English



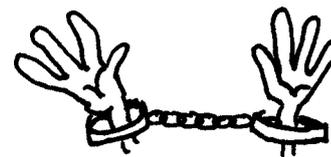
- 1592-93 Theatres close due to Black Plague



- 1599 The original Globe Theatre built



- 1603 Sir Walter Raleigh arrested



- 1603 Queen Elizabeth I dies (aged 70)



- 1603 Another Plague



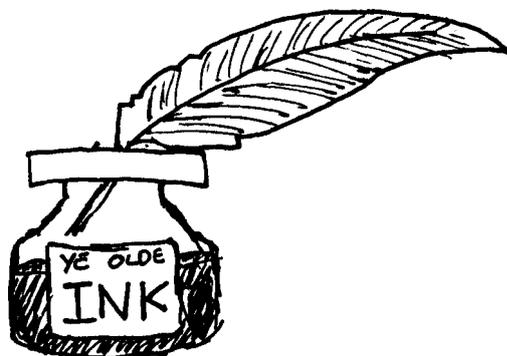
WILLIAM SHAKESPEARE FACTS



- SHAKESPEARE WROTE THIRTY EIGHT PLAYS!!
- 23rd April 1564 was Shakespeare's birth date
- Mary Arden and John Shakespeare were his mum and dad.
- He grew up in Stratford-upon-Avon in the Midlands
- His father died due to alcoholic causes.
- He married Anne Hathaway when he was eighteen years old – she was twenty six!
- He had three children Susanna and twins Hamnet and Judith.
- Hamnet died when he was Eleven years old.
- Shakespeare worked a lot in London and published The Merry Wives of Windsor on the 18th January 1602
- When he retired he bought a huge piece of land with a new property and went to live with his family in Stratford.
- He died on 23rd April 1616 on his 52nd birthday!
- He is buried in Stratford and his epitaph reads:

Good friends for Jesus sake forbear,
To dig the dust enclosed heare
Blest be y man y spares thes stones,
And curs't be he y moves my bones.

The purpose of this was to try and stop them moving his bones from the church to the Charnel House as was customary in Elizabethan England.

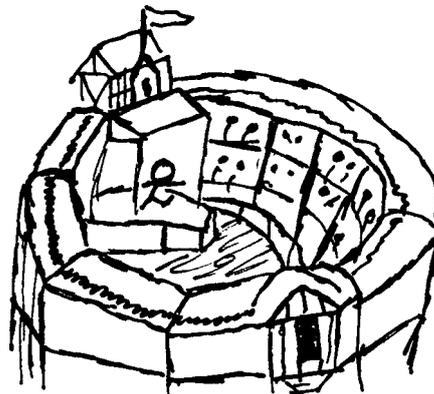


MEDIEVAL THEATRE



In the Middle Ages theatre was carried out by wandering performers. Plays were used in religious festivals to teach people bible stories. Firstly they were performed in churches but they soon moved outside. They were staged on wagons or in market squares. Each guild (group of craftsmen e.g. tanners) acted out a bible story to make a cycle - they were fun for the people to watch as they had devils springing from trapdoors. Hell belched out smoke, floods, fires and earthquakes were staged, costumes were dazzling and singing and dancing lively. They were performed in Old English and NOT Latin which is why the church disapproved of them.

ELIZABETHAN THEATRE



Later on during Elizabethan times theatre became popular again but NOT with religious stories as this was a very touchy subject during Tudor times because religion could get you hanged, burned and chopped! Instead Tudor and Elizabethan playwrights such as William Shakespeare looked back in history to Roman plays which were filled full of crime and revenge, witches and ghosts, very

gory indeed! The theatres (courtyards of inns and special buildings) were also used for the torturing of animals for sport, cock fighting, bear-baiting and bull baiting. Travelling groups of actors began to find rich theatre loving patrons to fund places to perform, costumes and scenery. People from all classes went to the theatre. Actors wore their normal clothes even if the play was set somewhere different in time or place.

SHAKESPEARE'S THEATRE

In 1608 The King's Men (Shakespeare's theatre company now called this as King James I was now their patron) - took over a theatre inside the city boundary called The Blackfriars. It was very different to The Globe for these reasons:

THE BLACKFRIARS	THE GLOBE
<ul style="list-style-type: none"> • A totally indoor theatre 	<ul style="list-style-type: none"> • Open in the centre
<ul style="list-style-type: none"> • Performances all year round 	<ul style="list-style-type: none"> • No shows in bad weather
<ul style="list-style-type: none"> • Evening performances 	<ul style="list-style-type: none"> • Afternoon performance
<ul style="list-style-type: none"> • 6d to enter 	<ul style="list-style-type: none"> • 1d to enter
<ul style="list-style-type: none"> • Audience sat 	<ul style="list-style-type: none"> • Audience mainly stood
<ul style="list-style-type: none"> • Audience were courtiers and professional people 	<ul style="list-style-type: none"> • Audience were from all classes
<ul style="list-style-type: none"> • Stage was proscenium arch (at one end of the room) 	<ul style="list-style-type: none"> • Stage was in thrust (it came out into the audience)
<ul style="list-style-type: none"> • Torches and candelabras, lanterns and simple footlights at the front of the stage 	<ul style="list-style-type: none"> • No lighting so shows had to be done in daylight
<ul style="list-style-type: none"> • The auditorium was rectangular 	<ul style="list-style-type: none"> • The auditorium was circular
<ul style="list-style-type: none"> • It could hold 600 audience 	<ul style="list-style-type: none"> • It could hold 2500-3000

Discuss the advantages and disadvantages of both types of theatre.

WRITING TASK

Audience members were from all social classes who visited **THE GLOBE** theatre.

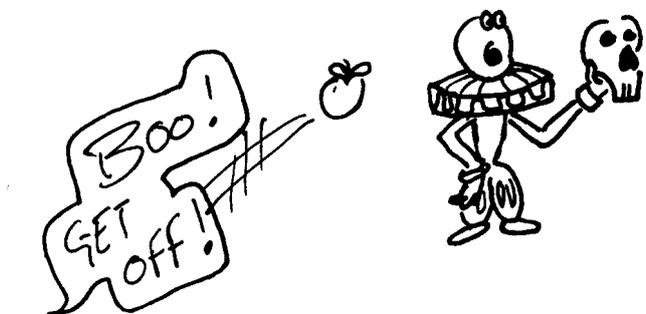
GROUNDLINGS were people who paid a penny to stand and watch the show in the courtyard. They would be made up of people like apprentices who would be given the afternoon off by their masters to go and watch the show. They could get there early to get a good place to stand in. The flag would fly on top of the theatre to tell everyone that the show would be going ahead. If you paid an extra penny you could go and sit in the gallery as the play would last two to three hours! It also meant that you could meet up with friends and meet new people.

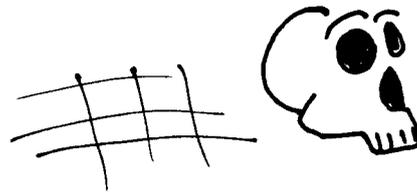
MEMBERS of the higher social classes got to sit on the stage and watch the play! They probably did this to be admired by the groundlings in their fine clothes although sometimes they would be booed and spat at as they thought they were “show offs”! They could be very rude and talk to their friends during the show and if they did not like it they would walk out before the end!

APPRENTICE actors would learn from one of the older actors in the company. They would get small plays in the show to begin with like soldiers, attendants, fairies, children – but mainly women parts as women were not allowed to act on stage. When they started to grow beards and their voices got deeper they would play men’s parts! They would learn to cry by holding a handkerchief up to their eyes with an onion in it!

TASK

Choose one of these people and write a paragraph as if you were one of them going to the theatre and describe all the sights, smells, and people and also how you feel about going.





SHAKEY'S LINGO GAME

Below is a table of Elizabethan words and sayings and their modern English equivalent.

TO SET UP:

- Circle of chairs
- On each chair put one of the Elizabethan sayings with the number of marks beside it
- Split group into 3 / 4 groups
- Teacher read out the modern English equivalent
- A nominated person from each group runs and sits on one of the chairs which have the corresponding meaning (there are a number of sayings which correspond to the modern English but each has a different number of points).
- The groups are allowed to discuss which of the sayings match the meaning before making their choice.
- The team with the most points at the end wins.

Note: "An" means "if"

MODERN ENGLISH	ELIZABETHAN
OKAY	VERY WELL (1) 'TIS DONE (2) AS YOU WILL (3)

	MARRY I SHALL (4)
WOW!	WHAT HO! (1) FIE ME! (1) 'ZOUNDS (God's wounds) (2) I'FAITH (3) HEY HO! (4) GOD'S DEATH (5)
EXCUSE ME	FORGIVE ME (1) PRAY PARDON (2) I CRAVE YOUR FORGIVENESS (3) BY YOUR LEAVE (4)
PLEASE	IF YOU PLEASE (1) AN IT PLEASE YOU (2) BY YOUR LEAVE (3) AN THOU WILT (4) PRITHEE (5) AN YOU WILL (6)
THANK YOU	I THANK YEE (1) MY THANKS (2) GOD REWARD THEE (3) GRAMERCY (4)
BLESS YOU (after sneezing)	GOD SAVE YOU! (2)

AIR HEAD	LIGHTMINDED (1) AIRLING (2)
BOTTOM LINE	IN THE END (1) AT BOTTOM (2) IN THE MAIN (3) FINALLY (4)
BATHROOM	PRIVY (1) JAKES (2) AJAX (3)
CERTAINLY	CERTES! (SIR-tees) (1)
HELLO	GOOD MORROW (1) HOW NOW SIR TOBY BELCH (3) GOD SAVE YOU SWEET MISTRESS (4) GOD YE GOOD DEN (4)
HOW ARE YOU?	HOW ART THOU? (2)
WHY?	WHEREFORE? (2)
MISTAKEN FOR	TA'EN (3)
DOLL	POPPET (2)



ROMEO AND JULIET - BALCONY SCENE

Lesson:	1 (of 1) Feel free to update the celebrity names in this section
Aims:	To further the pupils understanding of content of the role of Juliet in the play with particular regard to Act 2, Sc. 2. To build the pupils oral competency through confident drama
Objectives:	To come to an understanding of the plot contained in Act 2, Sc. through a modern day dramatic approach. To introduce a manner of approach to writing a journal entry. To deepen the pupils understanding of the character roles of Romeo and Juliet. To introduce the notion of Juliet being at times an a chronologically strong female character.

Introduction:

There's going to be a new West End production of Romeo and Juliet and you are the director. Two people audition for the part of Juliet: Scary Spice and Baby Spice - who will you pick to play the part and why?

Register:

While registering the pupils should be quiet and engaged with the above task.

Feedback:

Why did you pick that person? Create characters...

Pairs:

Put into A/B pairs. You are going to improvise a scene after a party in Scary Spice's bedroom.

A: You are Scary Spice. You have just met Michael Owen at a party and you got on very well - so well that you ended up kissing and it was the best kiss ever - so good that you can't stop thinking about him. As you are getting ready for bed you start speaking out loud about your feelings for him. (Think about this while I give B's their instructions.)

B: You are Michael Owen. You have also been completely turned head-over-heels by this kiss. You are desperate to tell her your feelings for her as soon as possible. You are standing behind the curtain in Scary's bedroom. You hear what she is saying about you. Suddenly you sneeze.

Evaluate: Michael Owen's...how did you feel listening behind the curtain. Scary how did you react when you found Michael hiding behind the curtain. Michael was it easy to tell Scary how you felt about her? Why was it hard etc?

Pairs:

I forgot to tell you....Scary Spice's family and everyone she knows are Tottenham supporters. Michael Owen plays for Arsenal. Just when they have finally admitted to each other that they love each other Michael realises he is supposed to be at a match but he wants to stay with Scary. How is Scary going to persuade him to stay? What does she want from him? They need to discuss the problem of their families being supporters of different teams. What compromises can they reach...How will she get him to commit to her...Play the same scene but swap over. This time it is not Scary Spice but Baby Spice...

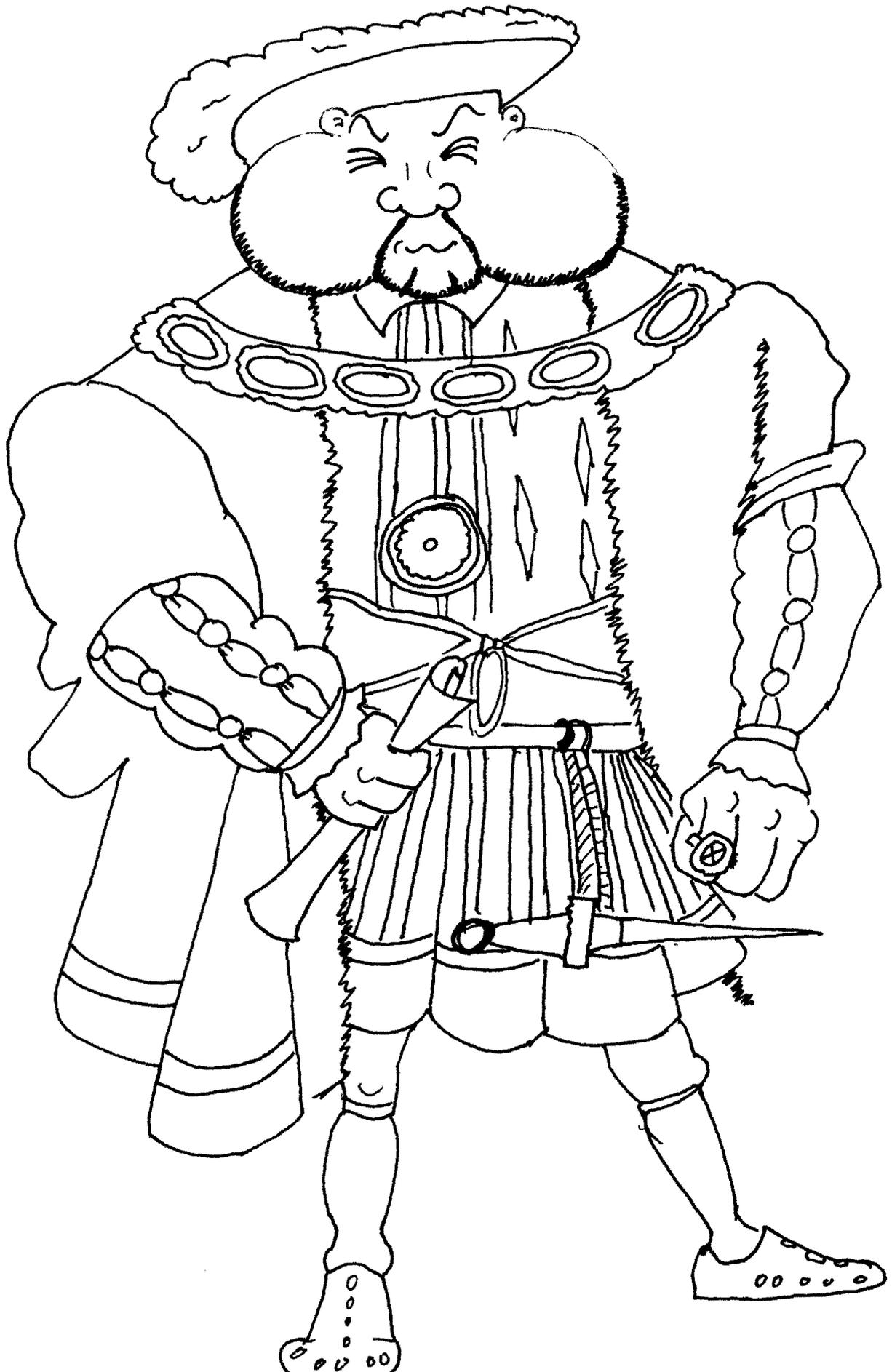
Desk and Chairs Back:**Evaluate and Link:**

What was the difference between the methods that Scary Spice used and Baby Spice used? Juliet is a mixture of both these characters...sometimes she teases Romeo and sometimes she commands him to do things. Who would propose marriage in Elizabethan times? Who proposes marriage here? Eventually Romeo goes off to sort out the preparations for their marriage and Juliet settles down to write her diary.

Homework:

Set homework on board "Write Juliet's diary entry for this day" Link to writing own diary. Go through best openings and why.

Henry VIII Colouring Sheet



TERRIBLE TUDORS LIMERICK DRAMA

These Limericks appear in HORRIBLE HISTORIES "THE TERRIBLE TUDORS" try applying drama techniques to the structure of the limericks.

EXAMPLE

HENRY VII

Henry Tudor beat Richard the Thirder

When the battle turned into pure murder.

Henry pinched Richard's crown

For the ride back to town.

He was top man! He could go no furdur.

WARM UP

Shout out names of people involved in the battle and get everyone to quickly create their own statue of that person.

E.G.

Richard of York / Henry Tudor / A Battle Horse / A Knight in Armour / A flag Bearer
A Battle Horn Blower / An Archer / A swordsman

ACTIVITY

1. Break the group into 5 equal groups (ideally no more than six per group).
2. Give each group a limerick line. Inform them they have to ALL work out a frozen picture for that line whilst one (or all) speaks the line. ALL have to be involved in the picture (therefore different people in the battle can be shown).
3. Set the groups up in a circle and perform the limerick with frozen pictures altogether. Try to get it flowing really well between the groups.

VARIATION

Give all the groups ALL the Limerick to perform. Each group should have five frozen pictures to show and all the group has to be involved in each picture.

FOR FUN

Give each line a number. Make the pupils walk around the space (or can be done on the spot) each time you call out the number they have to get into their group and perform the line that corresponds with that number as quickly as they can.



TUDORS ROLE PLAY



Objectives:

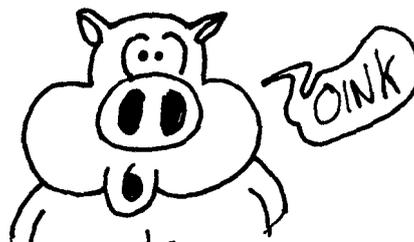
- To create simple characters appropriate to the period of study
- To react accordingly to stimulus at improvisational level
- To create and perform as a group
- Research historical context

Discuss that the King or Queen in Tudor times would move around the country and stay at different Lords and Ladies' houses – Sometimes they would stay for a long time, as long as two months! Not only would you have to feed, provide and give rich presents to the King and Queen, you would also have to do the same for all their staff and whichever courtiers they brought with them! If the King liked your house too much you had to beware as he may ask for it himself.....without even paying for it! If you refused, what do you think would happen? Some of the Lords and Ladies who had the King or Queen to stay would be literally eaten out of house and home as they would be near to bankruptcy with spending all their money on their visit. Thank goodness they did not come every year!

(Ideal for a follow on from the Tudor Street Scene in Tudor Dance)

LESSON ONE

- In role tell your village / town / city (class) that the Queen is coming to visit your local estate "Harley Hall". There are a few orders that the parliament have sent you that must be obeyed by all before the visit. As the inhabitants they must:
 1. Put fresh plaster on the fronts of your houses (just the sides that the Queen will see).
 2. Clean up your outside toilets.
 3. Repair the path outside your house.
 4. Keep your cows off the streets – milk them in the fields or your yard
 5. Sweep your chimneys (fine for a chimney fire is 6 shillings and 8 pence).
 6. Butchers who kill cattle inside the town or city must take the waste outside and bury it.
 7. No cows, pigs or horses to be kept in the castle ditch.



- Get all their reactions as a group whilst you tell them the orders. Split the group into pairs and tell them to plan a conversation about the orders and the visit.
- Get them to mime each of the orders. The town councillor (teacher) should check their work as they are doing it,
- Once they have done the task assume the role of the Queen / King riding through the village / city get the reaction of the crowd – what would happen if the Monarch stopped and got out? What would the conversations be like after the Monarch left?

LESSON TWO

Assume the role of the Lord or Lady of the visited estate. Tell the group to assume the roles of the servants. What would they have to do to prepare the house and gardens for the visit?

1. Sweep the rooms and beat the carpets
2. Washing
3. Cooking and preparing a banquet worthy of a Monarch
4. Lord / Lady to inspect their work.
5. Listen to the servants talking about the visit.
6. Gardens tended.
7. As part of the preparations they could begin to make up a song to be sung at the banquet in honour of the Monarchs visit. They should concentrate on creating a song with good rhythm as well as rhyme, and use vocabulary appropriate to the period.

LESSON THREE

The group must now prepare for the banquet with the Monarch by preparing and providing the entertainment. Divide the class into groups and then each group has to prepare for the Monarch's arrival. Suggested entertainment includes: Jugglers, Fencers, acrobats, archers, strong men, fire-eaters, sword swallows etc.

- In their groups rehearse their entertainment for the Monarch with appropriate introductions and mimed acts. When the Monarch arrives they must be ready to see to them, serve and entertain them. (teacher to take on the role of the visiting monarch).



DANCING IN TUDOR TIMES

Tudors were great lovers of dance and dancing was an important part of a girl's education. It was very popular entertainment amongst all classes, especially as it was the only time that young ladies and gentlemen could be close to each other without a chaperone. Many people thought that for this reason it was not a suitable occupation for a girl but you could not go to court without being able to dance as you would have seemed very uneducated as a young lady. Also if you were a good graceful dancer at court you may be able to win a wealthy influential husband! This was very important for your family as being at court was a very expensive business for them so to catch a rich husband would mean that your family would also gain a great deal.



TUDOR DANCE

ACTIVITY: TUDOR STREET SCENE

Objectives:

- To create simple characters and narratives
- To compose movements varying size, direction and level
- To control movements and develop co-ordination
- To compose and perform as a group

Resources:

- Picture "Tudor life"
- Percussion
- Tudor Music

Warm up:

- Travelling and stopping to tambourine (tap lightly for moving and the group follow speed of tapping. Bang to initiate stop.)

Lesson:

- Look at picture and discuss different street activities / jobs you may have during tudor times.
- Travel in the space greeting people as you pass. Develop changes in direction level and speed. Become a character and develop their movements.
- Create short phrase of movement representing different street activities
e.g. pickpockets
washing clothes
water pumping and collecting
market traders
in the stocks
children's games
 - Work on a starting and finishing position.
 - Make movements big and repeat them.
 - Compose different ways of working within the group e.g. all doing the same at the same time, one performing after the other, half the group doing one movement whilst half do another.
 - Finish with travelling and greeting at a much slower speed

ACTIVITY : TUDOR DANCING

Objective:

- To perform traditional dance in the style of the Tudors.
- To control movements concentrating on tension.
- To work together as a group.
- To develop rhythmic response to music

Resources: Tudor Music

Warm up:

- Isolated body parts to music
- With a partner one mirroring and one leading the other.

Lesson

- Practise and teach isolated steps with partner and individually.
- Start with heels touching in a “V” shape on the floor.
- Teach a “single pavane” step – take one step forward with the left leg and bring the right foot in to join the left.
- Set the dance in groups of 6 – 8
- Usually travel length of hall in procession whilst performing dance then turn to the left to come back down

Pavane

- Girls right hand on top of boys left
- Step right, then left together 4 times
- Bow forwards then girl swaps places by moving in front of the boy
- Bow forwards then girl returns
- Holding little fingers and facing front turn into meet each other and out 4 times
- Girl step hop, step back, then boy step hop, step back
- Girl step together and jump with hands on boys shoulder
- Boy step together and jump with hands on girls shoulder
- Step right then left together backwards 4 times. Bow to front, bow to each other.

THE PAVANNE

- Boy / Girl Partners
- Boys have girls on their left

THE DANCE

- Reverence/ Bow/ Curtsey to Her Majesty
- Reverence /Bow / Curtsey to each other
- Boy present hand to girl, girl rest her hand on top of boy's or girl hold little finger of boy's hand
- Single Pavanne forward x 4
- Single Pavanne Side RIGHT LEFT RIGHT LEFT
- Repeat backwards with Single Pavanne back x 4
- Single Pavanne Side RIGHT LEFT RIGHT LEFT
- Reverence to Her Majesty
- Reverence to each Other
- Stay facing each other Right Hand Wheel x 8 Left Hand Wheel x 8 Repeat
- Reverence to each other
- Stay facing partner join up with 2/3 other couples and use action words to help plan a short dance sequence.
- Other steps to include may be step to side and hop or step to side x 2 and hop. This could be done together at same time with partner or one after the other.



TUDOR DANCING

ACTION WORDS

walking

circling

weaving

forwards

advancing

backwards

retreating

sideways

meeting

stepping

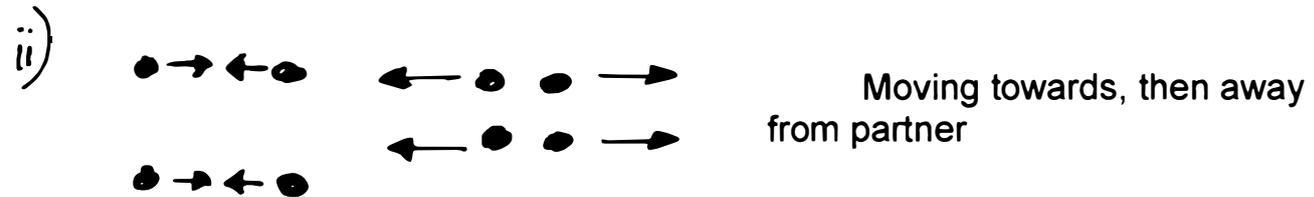
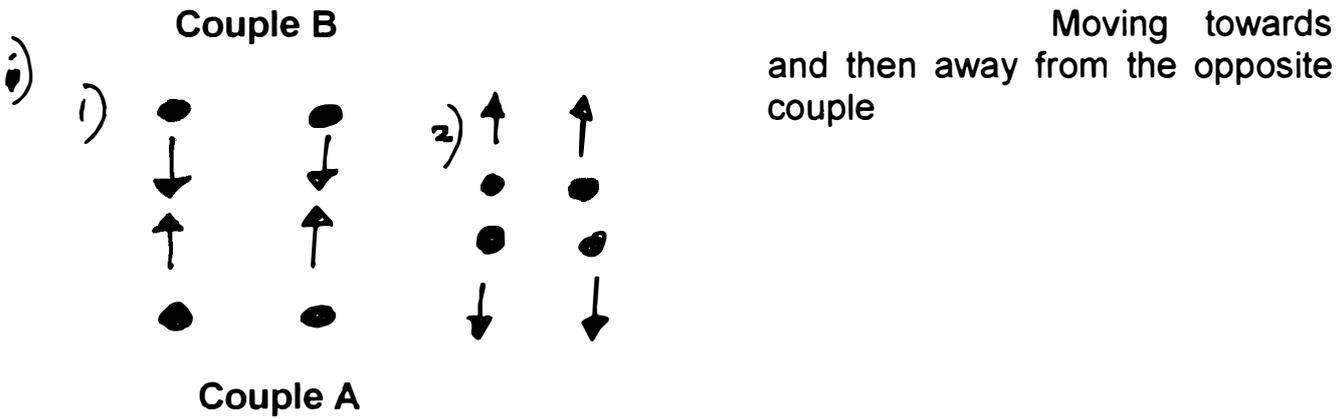
parting

bowing



TUDOR DANCE FLOOR PLAN

HEART'S EASE



Design your own Tudor Dance!

Draw a simple floor plan like the one on the page before. Use dots for your dancers and arrows for the direction that they are travelling in. Remember Tudor dance was almost always done with a partner and would use little hops, steps and jumps, write in when they would use these in your plan. Try it out with a partner!

STIMULUS FOR DRAMA / DANCE

Country Servants' work in winter time

When icicles hang by the wall,
And Dick the Shepherd blows his nail,
And Tom brings logs into the hall,
And milk comes frozen home in pail;
When blood is nip't and ways be foul,
Then nightly sings the staring owl
Tu-whit, tu-who! A merry note,
While greasy Joan doth keel the pot.

William Shakespeare



Explore the different language in the poem and discuss the alternative meanings of words.

Use the poem as stimulus to a movement piece / mime / recite

TUDOR STREET CRIES FOR A BUSY MARKET PLACE

(can be used for Drama and Dance activities)

Doublets, ho, any old doublets?

Rats or mice to kill?

Ripe walnuts, ripe!

Live eels, live! Fresh oysters, oysters!

What lack ye? Here are scented gloves!

Any work for the tooth-drawer?

Hot gingerbread, hot!

Knives to grind, any knives to grind?

Hot mutton pies!



TUDOR MUSIC

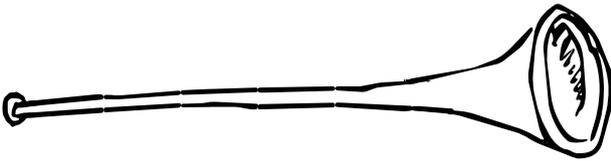
Henry VIII loved music. He could play several instruments himself including bagpipes, recorders, flutes and the virginals and he also composed various ballads including according to legend, "Greensleeves". He used to have lots of musicians following him wherever he went. His daughter Elizabeth was also a skilled musician. Most rich girls (like dancing) were also taught to play instruments when they were young to entertain their families after dinner – as there was no TV! Poor people would listen to the music in church and also listen to travelling minstrels and musicians. One of the Greatest Tudor musicians was Thomas Tallis, who was born in 1505, he was called the "Father of English Church Music", writing anthems, chants and hymn tunes that are still in use today.



TUDOR INSTRUMENTS

STILL AROUND TODAY.....

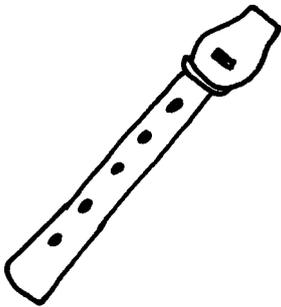
TRUMPET



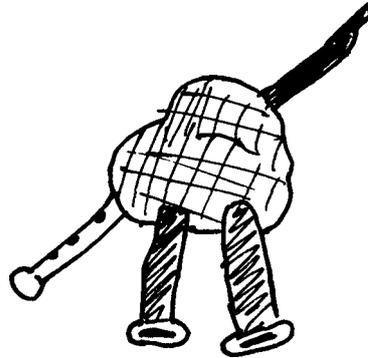
FLUTE



RECORDER

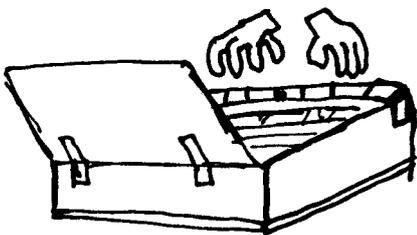


BAGPIPES

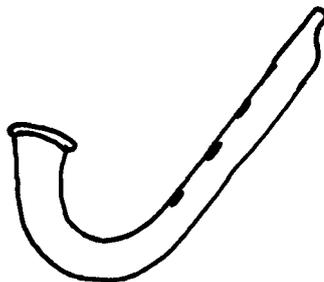


TWO THAT WERE NOT SO LUCKY.....

VIRGINALS



CRUMHORN



TUDOR ROUNDS

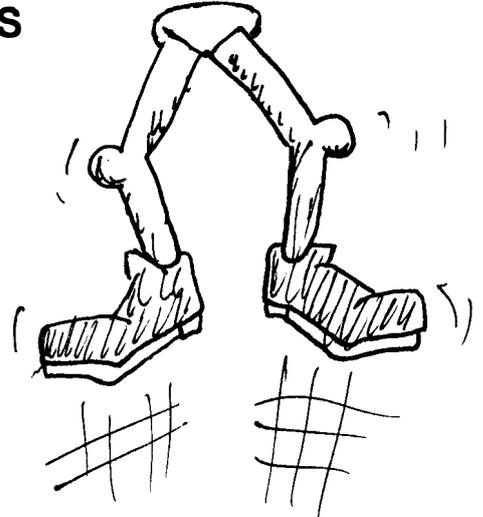
Percussive Warm up round

MASTER MAKES HIS FINGERS CLICK

MISTRESS STAMPS HER FEET

MY LORD SLAPS HIS KNEES

AND CLAPS TO THE BEAT



This round can be used as a warm up to Music or dance lesson ideal for concentration and focus on rhythm.

Activity - Divide the class into four groups and number them one - four to correspond with each line. To a simple tune the teacher delivers each line of the round and each group does the action at the end of the line and continues it until each group is clicking, stamping, slapping and clapping. The teacher can bring it to a close by repeating the round and at the end of each corresponding line the group stops their activity.

Variation - The class learn the whole round and perform the actions to each line. After groups practise, try the whole class delivering it as a round - Excellent for concentration!!

Follow on - The following songs are topic linked and can be used in a variety of ways and tied into the drama and dance themes. Try learning the song with the class and then pulling out some rhythms from the song to work with percussion. Add the percussion in with the voices and where extra verses are add some percussive links.

- Try composing your own Tudor song! Decide on the words and write and appropriate rhythm!

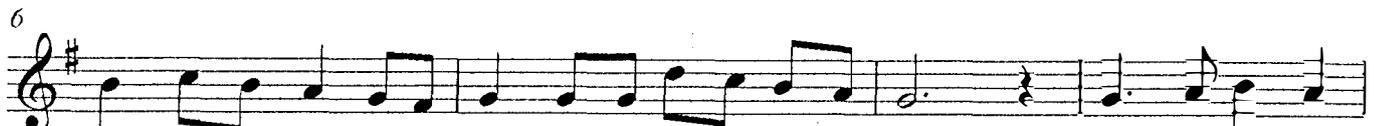
Chimney sweep's song

Orlando Gibbons



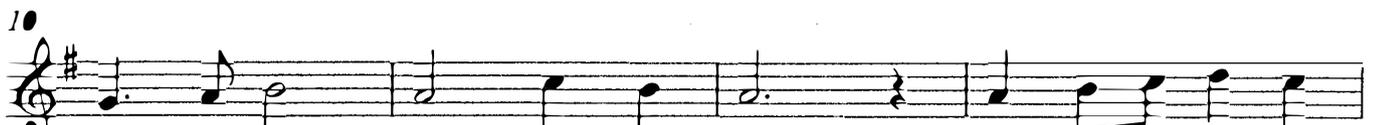
Sweep chim - ney sweep, sweep, chim - ney sweep, sweep, chim - ney

6



sweep, mis - ter - ess, with a sweep, der - ry, der - ry, der - ry, sweep. From the bot - tom

10



to the top, sweep, chim - ney sweep. Then shall no soot fall

14



in your por - ridge pot, with a sweep, der - ry, der - ry, der - ry, sweep

Greensleeves

Traditional Song

Voice 1



A - las, my love - you do me wrong - to cast me off - dis

Voice 2



Green - sleeves, Green -

5

Voice



cour-teous-ly; And I have lov-ed you solong de light-ing in - your com-pa-ny.

Voice



sleeves. Green - sleeves, all my joy.

10

Voice



Green - sleeves_ was all my joy - Green - sleeves_ was my de - light.

Voice



Green - sleeves, Green - sleeves.

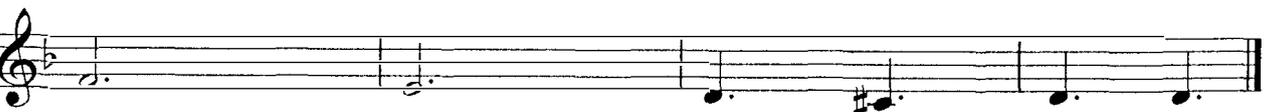
14

Voice



Green sleeves was my heart and joy_ and who but my la_ dy Green - sleeves

Voice



Green - sleeves, La - dy Green - sleeves

TUDOR DUET

Part 1

Part 2

The first system of the duet consists of five measures. Part 1 (top staff) begins with a treble clef and an 8/8 time signature. The notes are: G4, A4, B4, C5 (quarter notes); D5, E5, F5, G5 (quarter notes); A5, B5, C6, D6 (quarter notes); E6, F6, G6, A6 (quarter notes); B6, C7, D7, E7 (quarter notes). Part 2 (bottom staff) begins with a treble clef and an 8/8 time signature. The notes are: G4, A4, B4, C5 (quarter notes); D5, E5, F5, G5 (quarter notes); A5, B5, C6, D6 (quarter notes); E6, F6, G6, A6 (quarter notes); B6, C7, D7, E7 (quarter notes).

6

The second system starts at measure 6. Part 1 (top staff) notes: G4, A4, B4, C5 (quarter notes); D5, E5, F5, G5 (quarter notes); A5, B5, C6, D6 (quarter notes); E6, F6, G6, A6 (quarter notes); B6, C7, D7, E7 (quarter notes). Part 2 (bottom staff) notes: G4, A4, B4, C5 (quarter notes); D5, E5, F5, G5 (quarter notes); A5, B5, C6, D6 (quarter notes); E6, F6, G6, A6 (quarter notes); B6, C7, D7, E7 (quarter notes). A double bar line is placed at the end of the first measure.

11

The third system starts at measure 11. Part 1 (top staff) notes: G4, A4, B4, C5 (quarter notes); D5, E5, F5, G5 (quarter notes); A5, B5, C6, D6 (quarter notes); E6, F6, G6, A6 (quarter notes); B6, C7, D7, E7 (quarter notes). Part 2 (bottom staff) notes: G4, A4, B4, C5 (quarter notes); D5, E5, F5, G5 (quarter notes); A5, B5, C6, D6 (quarter notes); E6, F6, G6, A6 (quarter notes); B6, C7, D7, E7 (quarter notes).

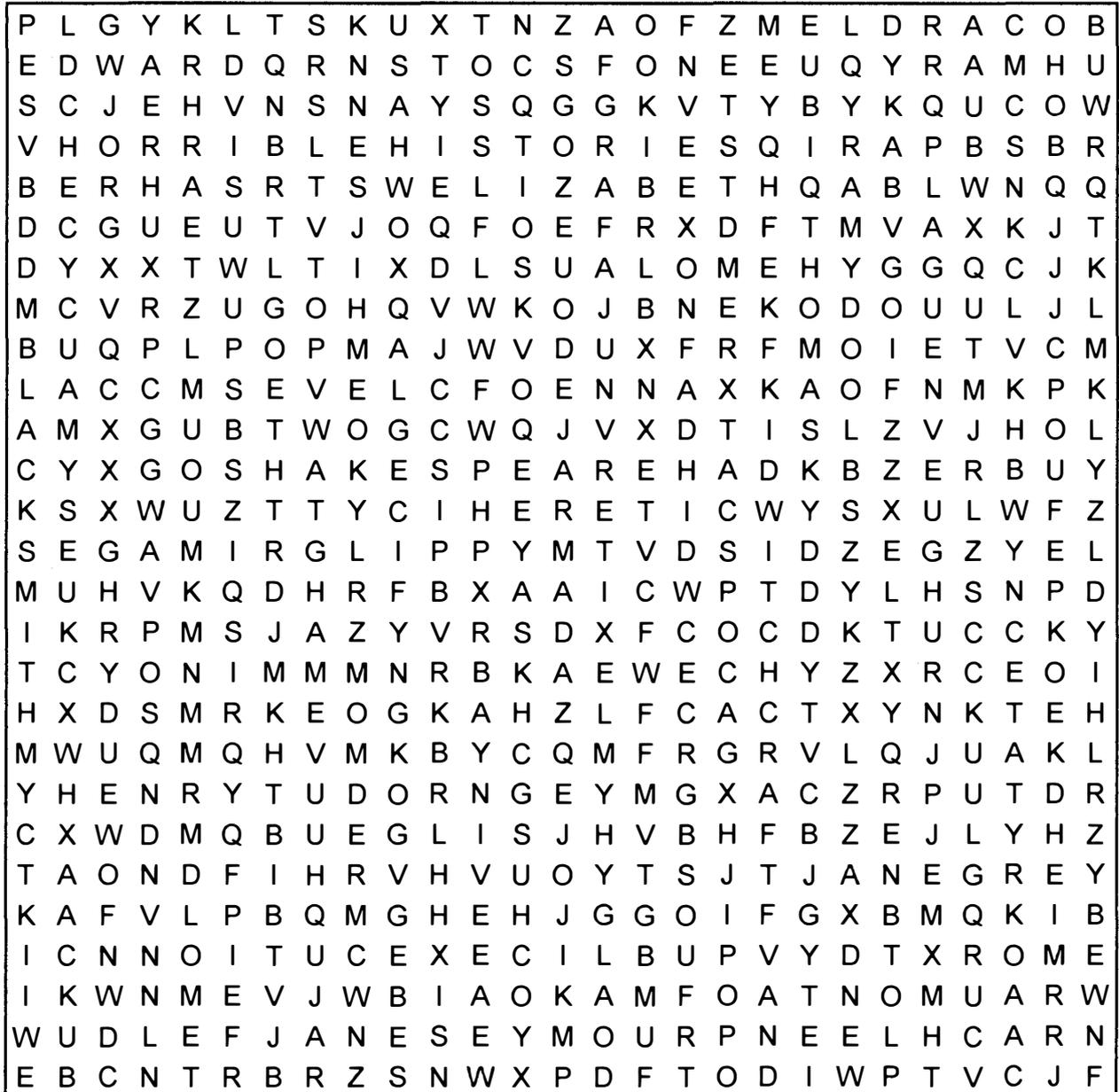
16

The fourth system starts at measure 16. Part 1 (top staff) notes: G4, A4, B4, C5 (quarter notes); D5, E5, F5, G5 (quarter notes); A5, B5, C6, D6 (quarter notes); E6, F6, G6, A6 (quarter notes); B6, C7, D7, E7 (quarter notes). Part 2 (bottom staff) notes: G4, A4, B4, C5 (quarter notes); D5, E5, F5, G5 (quarter notes); A5, B5, C6, D6 (quarter notes); E6, F6, G6, A6 (quarter notes); B6, C7, D7, E7 (quarter notes). A double bar line is placed at the end of the first measure.

21

The fifth system starts at measure 21. Part 1 (top staff) notes: G4, A4, B4, C5 (quarter notes); D5, E5, F5, G5 (quarter notes); A5, B5, C6, D6 (quarter notes); E6, F6, G6, A6 (quarter notes); B6, C7, D7, E7 (quarter notes). Part 2 (bottom staff) notes: G4, A4, B4, C5 (quarter notes); D5, E5, F5, G5 (quarter notes); A5, B5, C6, D6 (quarter notes); E6, F6, G6, A6 (quarter notes); B6, C7, D7, E7 (quarter notes). The system ends with a double bar line.

Word Search



elizabeth

edward

publicexecution

maryqueenofscots

bloodymary

henrytudor

plot

janegrey

tanner

pilgrimage

shakespeare

plague

heretic

janeseymour

horriblehistories

armada

eldraco

thomaskydd

apothecary

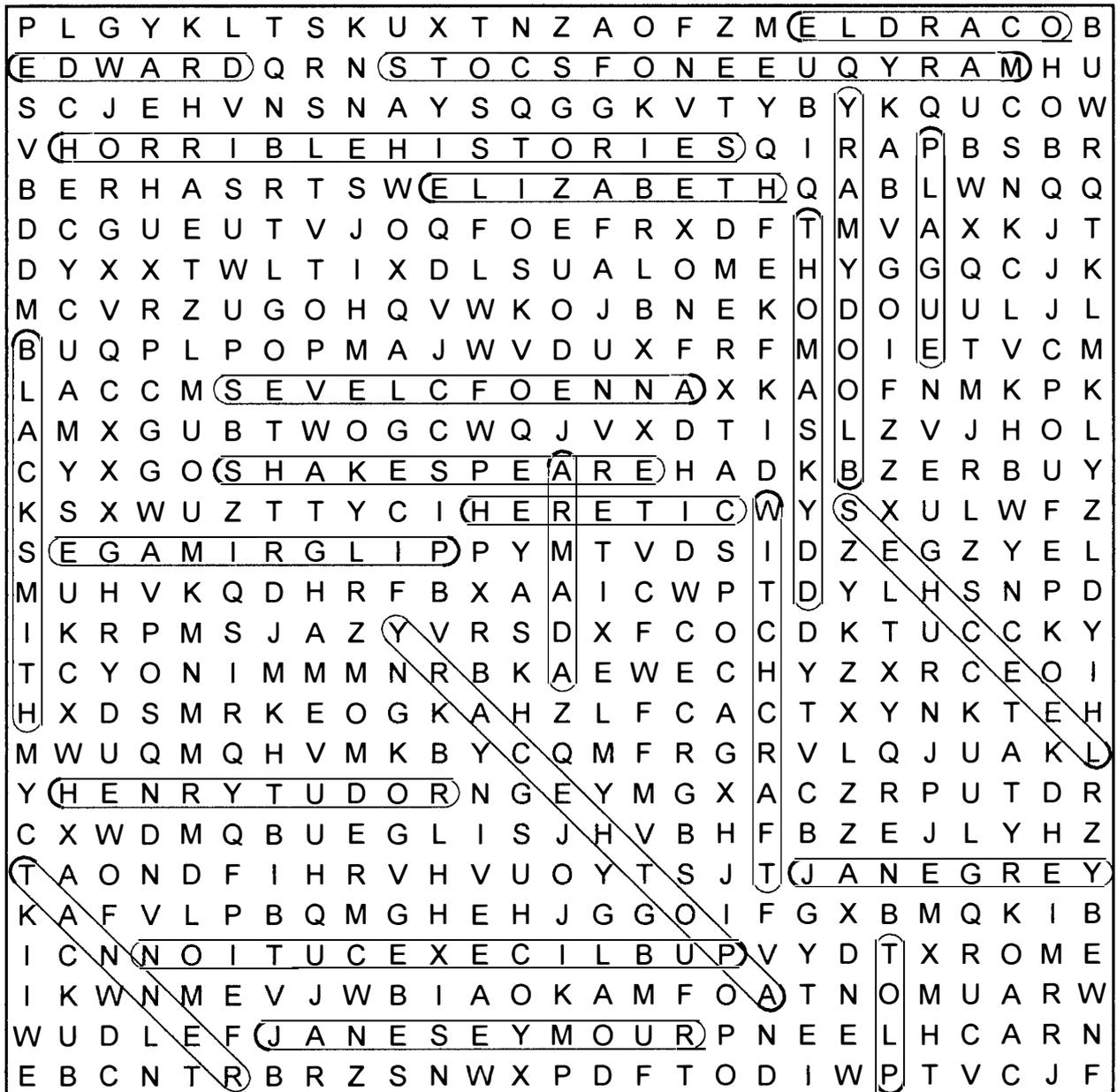
leeches

anneofcleves

witchcraft

blacksmith

Word Search Solution



elizabeth

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janegrey

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thomaskydd

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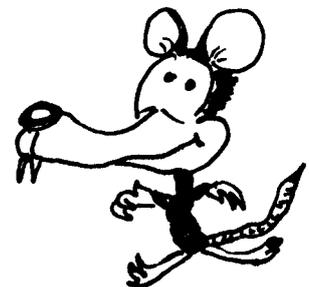
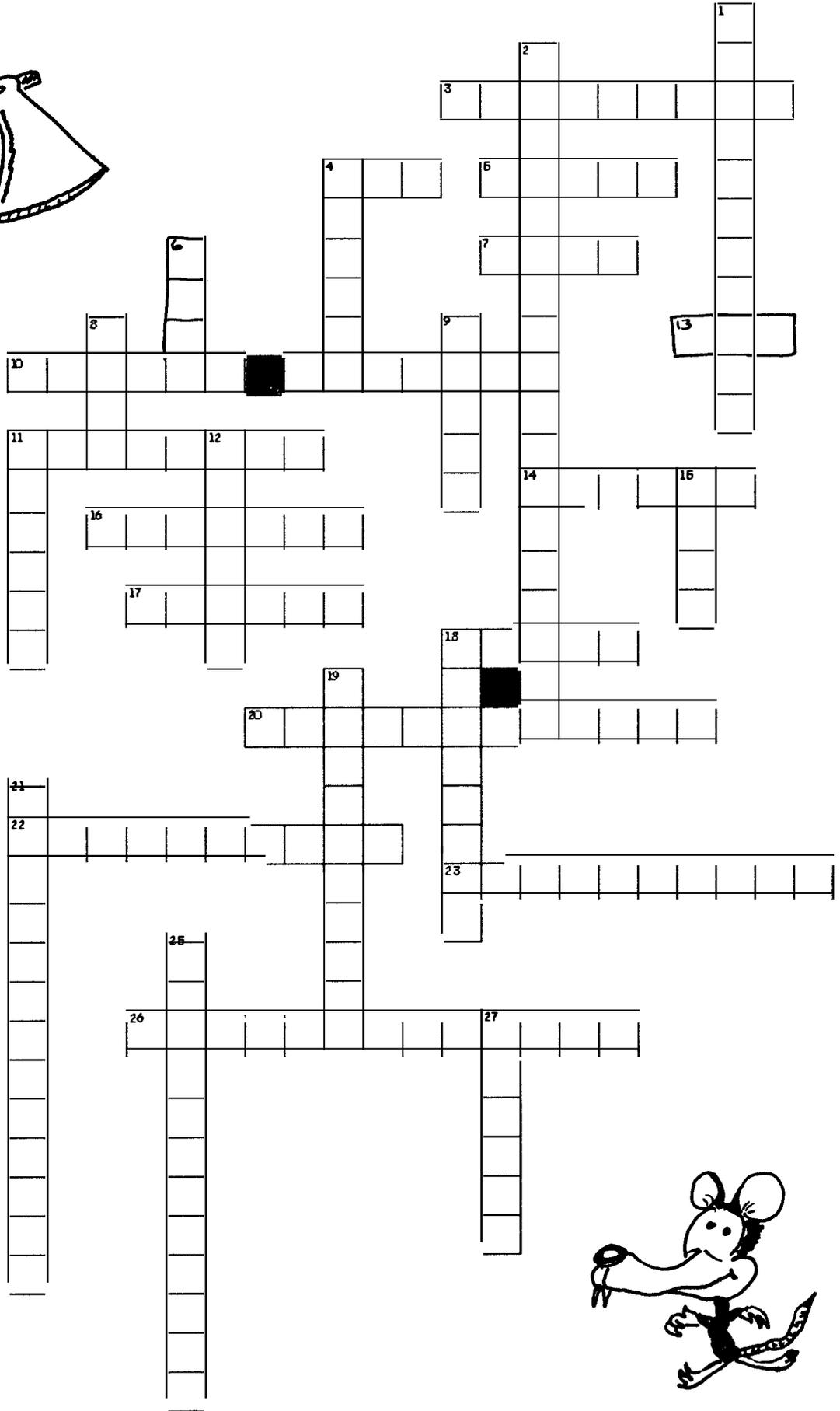
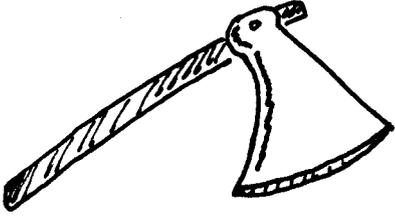
leeches

anneofcleves

witchcraft

blacksmith

TERRIBLE TUDORS CROSSWORD



TERRIBLE TUDOR CROSSWORD CLUES

ACROSS

3. Unmarried Tudor Queen
4. Object used to behead people
5. Shakespeare's Theatre
7. Name of Henry VIII first daughter
10. Tudor sailor, writer and explorer
11. Elizabeth had this disease at the age of 29
14. Name of Henry VIII son
16. Tudor sport similar to the word "THROWING"
17. The modern word for Doublet
18. Queen Elizabeth I teeth were this colour
20. Name of a famous Tudor Song
22. First wife to get the chop!
23. Horrible Histories Author
26. Name of Henry VIII last wife

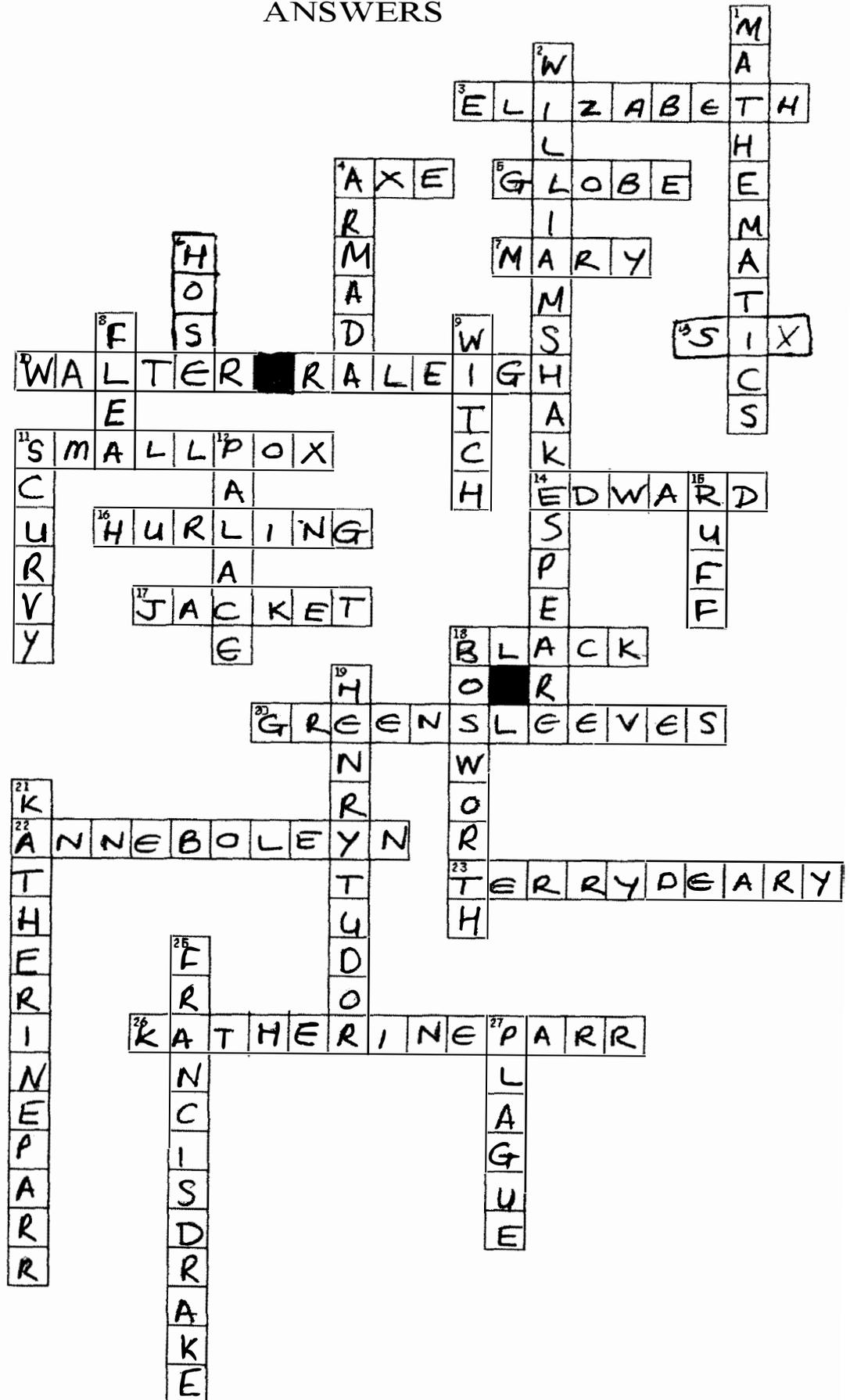
DOWN

1. To SUM it up Tudors thought it witchcraft
2. Famous Tudor playwright you study in school
4. Invading Spanish fleet
6. Tudor trousers
8. Tiny insect put in circus
9. Drowned if you were accused of being one.
11. Disease of sailors due to poor diet.
12. Place were Kings and Queens live
13. How many wives lost their heads?
15. Tudor neck decoration
18. Name of place where Tudor rule took over
19. Who beat Richard the Third?
21. Name of Henry VIII last wife
22. Name of Henry VIII first wife
25. Man who defeated the Armada
27. Disease spread by rats and vermin.

TERRIBLE TUDORS

CROSSWORD

ANSWERS



USEFUL WEBSITES AND ADDRESSES

1. British Museum Education Department
Great Russell Street
London
WC1B 3TG

www.britishmuseum.org

2. English Heritage Education Service
429 Oxford Street
London
WC1R 2HD

www.english-heritage.org.uk

3. Historical Association
59A Kennington Park Road
London
SE11 4JH

www.history.org.uk

4. Imperial War Museum Education Office
Lambeth Road
London
SE1 6HZ

www.iwm.org.uk

5. National Army Museum
Royal Hospital Road
Chelsea
SW3 4HT

www.nam.ac.uk