

Creative Teaching and Learning

The Tudors

These lesson plans have been designed to support the teaching of literacy through the theme of The Tudors.

Literacy Lesson 1: Wars of the Roses

Aims of the lesson: For this lesson the children are asked to write notes on how the Tudor Dynasty began using pictures instead of words.

Activity: Begin by asking the children to find out how the Tudor dynasty began, including an investigation into the Wars of the Roses and the relationship between Henry VII (Henry VIII's father) and his wife, Elizabeth of York. Then ask the children to summarise this information in a pictorial form. The Wars of the Roses were a series of civil wars fought in Medieval England from 1455 to 1487 between the House of Lancaster and the House of York. The name Wars of the Roses is based on the badges used by the two sides, the red rose for the Lancastrians and the white rose for the Yorkists. Pictorial note taking can be introduced by first looking at a story that has happened to one of the children in the class recently. Ask the children to tell the story to the class, then ask the class to discuss how the story might be represented in pictorial form. Then brainstorm ideas before the pictures are drawn.

Plenary: Select one (or more) of the pictorial stories to be distributed to the class. Then ask the children to carry out the activity in reverse, writing the story from the pictures.

Differentiation: Pictorial note taking is an activity that is accessible to all abilities. However, if some children struggle with this activity, ask them to just draw one picture representing one specific event during Tudor times.



Literacy Lesson 2: The Babington Plot

Aims of the lesson: To develop word and letter recognition skills using ciphers.

Activity: Mary, Queen of Scots was accused of plotting to kill Elizabeth I and seize the English throne for herself. The conspirators were a group of young English Catholic noblemen, who wanted to remove Elizabeth, a Protestant, and replace her with Mary, a Catholic. Whilst it was obvious that Mary was the figurehead for the conspirators, it was not clear that she knew of the plot and had agreed with it. For Mary to be found guilty of treason a direct link between the conspirators and Mary needed to be found. Letters from Mary and the plotters had been found. But they had been written using a special code called the substitution cipher. The cipher turned her words into a series of symbols, so that only someone who knew the code could read them. Begin the lesson by telling this story to the children and explain that they are going to work with a substitution cipher to discover secret words. Then display or distribute the activity sheet on the opposite page. The activity can be carried out individually or as a whole class.

Plenary: Ask the children to make up their own substitution ciphers.

Differentiation: This activity is suitable for all abilities.

Literacy Lesson 2 – The Babington Plot

Name: _____

Date: _____

During the reign of Elizabeth I, Mary, Queen of Scots was accused of trying to kill her. Secret letters were found from Mary and others involved in the plot. But, they had been written in a special kind of code.



Using the key given below, can you find out what the secret words are?

Key:

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

☆ ✚ ✓ ♣ ⬚ ⬛ ⬜ ⬞ ⬟ ⬠ ⬡ ⬢ ⬣ ⬤ ⬥ ⬦ ⬧ ⬨ ⬩ ⬪ ⬫ ⬬ ⬭ ⬮ ⬯ ⬰ ⬱ ⬲ ⬳ ⬴ ⬵ ⬶ ⬷ ⬸ ⬸ ⬹ ⬺ ⬻ ⬼ ⬽ ⬾ ⬿ ⸀ ⸁ ⸂ ⸃ ⸄ ⸅ ⸆ ⸇ ⸈ ⸉ ⸊ ⸋ ⸌ ⸍ ⸎ ⸏ ⸐ ⸑ ⸒ ⸓ ⸔ ⸕ ⸖ ⸗ ⸘ ⸙ ⸚ ⸛ ⸜ ⸝ ⸞ ⸟ ⸠ ⸡ ⸢ ⸣ ⸤ ⸥ ⸦ ⸧ ⸨ ⸩ ⸪ ⸫ ⸬ ⸭ ⸮ ⸯ ⸰ ⸱ ⸲ ⸳ ⸴ ⸵ ⸶ ⸷ ⸸ ⸹ ⸺ ⸻ ⸼ ⸽ ⸾ ⸿ ⮀ ⮁ ⮂ ⮃ ⮄ ⮅ ⮆ ⮇ ⮈ ⮉ ⮊ ⮋ ⮌ ⮍ ⮎ ⮏ ⮐ ⮑ ⮒ ⮓ ⮔ ⮕ ⮖ ⮗ ⮘ ⮙ ⮚ ⮛ ⮜ ⮝ ⮞ ⮟ ⮠ ⮡ ⮢ ⮣ ⮤ ⮥ ⮦ ⮧ ⮨ ⮩ ⮪ ⮫ ⮬ ⮭ ⮮ ⮯ ⮰ ⮱ ⮲ ⮳ ⮴ ⮵ ⮶ ⮷ ⮸ ⮹ ⮺ ⮻ ⮼ ⮽ ⮾ ⮿ ⸀ ⸁ ⸂ ⸃ ⸄ ⸅ ⸆ ⸇ ⸈ ⸉ ⸊ ⸋ ⸌ ⸍ ⸎ ⸏ ⸐ ⸑ ⸒ ⸓ ⸔ ⸕ ⸖ ⸗ ⸘ ⸙ ⸚ ⸛ ⸜ ⸝ ⸞ ⸟ ⸠ ⸡ ⸢ ⸣ ⸤ ⸥ ⸦ ⸧ ⸨ ⸩ ⸪ ⸫ ⸬ ⸭ ⸮ ⸯ ⸰ ⸱ ⸲ ⸳ ⸴ ⸵ ⸶ ⸷ ⸸ ⸹ ⸺ ⸻ ⸼ ⸽ ⸾ ⸿ ⮀ ⮁ ⮂ ⮃ ⮄ ⮅ ⮆ ⮇ ⮈ ⮉ ⮊ ⮋ ⮌ ⮍ ⮎ ⮏ ⮐ ⮑ ⮒ ⮓ ⮔ ⮕ ⮖ ⮗ ⮘ ⮙ ⮚ ⮛ ⮜ ⮝ ⮞ ⮟ ⮠ ⮡ ⮢ ⮣ ⮤ ⮥ ⮦ ⮧ ⮨ ⮩ ⮪ ⮫ ⮬ ⮭ ⮮ ⮯ ⮰ ⮱ ⮲ ⮳ ⮴ ⮵ ⮶ ⮷ ⮸ ⮹ ⮺ ⮻ ⮼ ⮽ ⮾ ⮿

✱ ✿ ⬚ ⬛ ⬜

This code means: _____

⬚ ☆ ➤ ✌ ☆ ✚ ⬚ ⬜ ☆

This code means: _____

✚ ✿ ♥ ♣ ⬚ ♥

This code means: _____

○ ☆ ♥ ➤ ✘ ⬚

This code means: _____

Now, using the key above, write a short message for your friend to unscramble.

.....

.....

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Literacy Lesson 3: Writing a biography

Aims of the lesson: To research and write a biography of a famous person.

Activity: Tell the children they are going to write a biography of Henry VIII. They are going to use the Internet and other sources of information to find out as much as they can about Henry's life and achievements. Explain that during the activity, they need to make brief biographical notes on Henry. The class can then either write the biography from their notes or create the biography electronically using cutting and pasting facilities. Henry VIII had an exciting and interesting life. Not only was he married six times, but he transformed religion in England and was responsible for the destruction of monasteries throughout the country. There is, in fact, so much about Henry VIII that you might wish to restrict the children's research into a specific area, such as his wives or his battles or his struggle with the Catholic religion.

Plenary: As a plenary activity, ask the children to draw a picture of Henry during an important event during his life or enjoying one of his favourite pastimes such as hunting or jousting. Henry VIII was a supreme athlete and children will enjoy discovering more about this.

Differentiation: Less able students could be asked to concentrate on finding out how many wives Henry had and what their names etc. were. This is probably the area where most information exists on Henry VIII.



Literacy Lesson 4: Tudor inventories

Aims of the lesson: To write an inventory.

Activity: During the Tudor times, many people worked as husbandmen, which meant that they worked on a small farm. The skills needed to write an inventory or list of something are important in literacy. Such skills are the foundations on which longer writing assessments can be based. We know a great deal about how people lived their lives in Tudor times from looking at inventories found in people's wills. Whilst the language used in Tudor wills is somewhat alien to us today, we can still deduce a lot from the lists of things people had. For example, a Tudor husbandman (farmer) would have his cattle, sheep, dog and horses listed. Explain to the children that they are going to write their own inventory. Explain that an inventory is just a list of something (belongings etc.) Display or distribute a copy of the activity sheet found on the page opposite. This sheet asks the children to make an inventory of things found in their classroom.

Plenary: There are hundreds of different types of inventories used within industry and commerce. Ask the children to imagine they have been asked to write an inventory of things needed to organise a party.

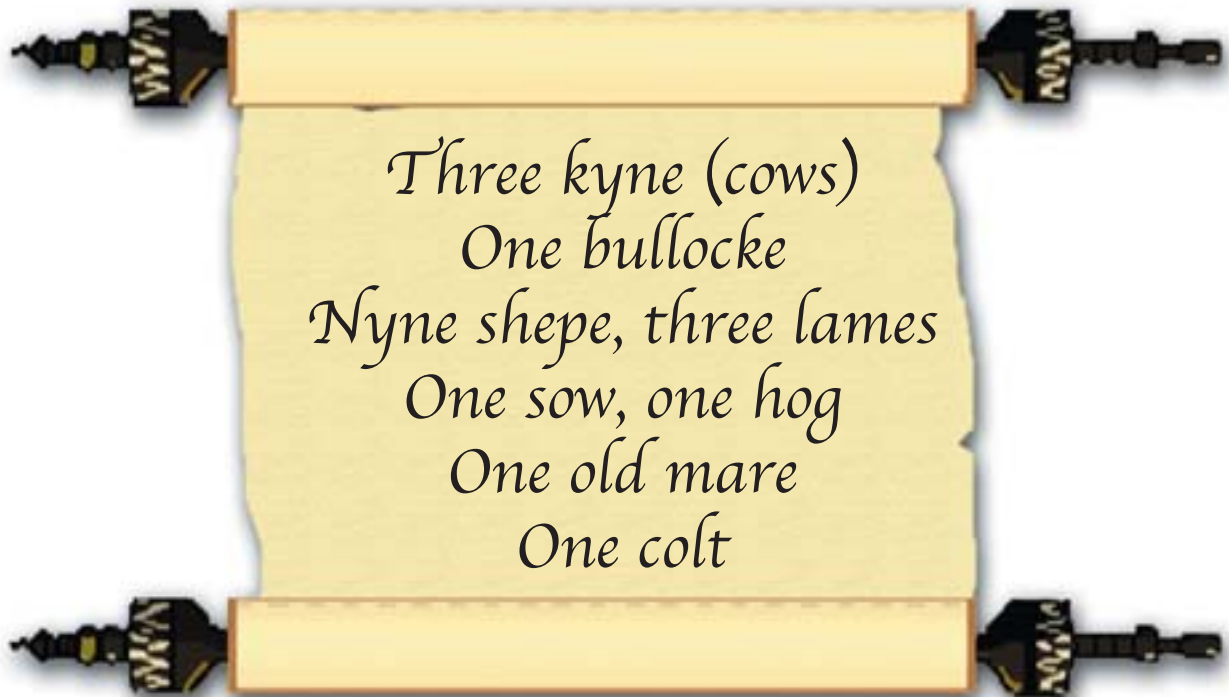
Differentiation: Less able children could be asked to list things that they can see in front of them, such an inventory of things in their class drawer or desk. More able children could be asked to write an inventory of things needed by a particular person, such as a grocer writing an inventory of fruit and vegetables.

Literacy Lesson 4 – Tudor inventories

Name:

Date:

A list of belongings is called an inventory. During Tudor times, people would have made all sorts of inventories to keep a record of what they owned. Here is a list showing what a Tudor farmer might have owned.



Look around your classroom and make an inventory of the things you can see. Write your inventory in the table below. You can continue on a separate piece of paper if necessary. An example has been written in for you.

Item	Description	Location
<i>Chair</i>	<i>Dark wood</i>	<i>By the door</i>

Literacy Lesson 5: Diary of a Queen

Aims of the lesson: To write a personal diary.

Activity: Anne Boleyn was the first of Henry VIII's wives to be executed. There are many reasons as to why Henry had Anne beheaded, some political and some personal. Some historians believe that Anne was a difficult person for Henry to deal with and, as a King, Henry expected everyone to do his 'bidding' without argument or disagreement. Anne was a strong character and this probably did not help her case. The biggest problem was that Anne did not give Henry the much-longed for son. She gave birth to Elizabeth (who later became one of the greatest Queens of England of all time) but could not give Henry a son. Eventually she was accused (possibly falsely) of adultery and executed. The last days of Anne's life in the Tower of London must have been terrible. Perhaps she never gave up hope that Henry would forgive her or at least let her live? Perhaps she accepted her fate? Ask the children to imagine they have been taken to the Tower of London. The idea of being executed is frightening, so tell the children they are not going to be executed, but do not know how long they will be kept prisoner for. Then ask the children to write a diary of their thoughts, feelings and daily routines whilst kept in the Tower.

Plenary: Ask the children to create an electronic diary or email their diaries to friends.

Differentiation: Less able students can concentrate on writing one day's worth of notes. More able students can illustrate their diary so it looks like a real diary.



Literacy Lesson 6: Pinpointing

Aims of the lesson: To pick out important information from a given text and list it.

Activity: Children need to develop the ability to read a text and select the most important information. The important information can then be used to summarise the main text. On the page opposite can be found two paragraphs of text describing Henry VIII. Begin by reading the text to the children as a whole class. Then ask the children to review the text for themselves, pinpointing the most important and critical bits of information. If the language is too difficult for the class to access the information, begin by exploring the words and create a vocabulary reference sheet for the whole class to use during this activity. This in itself can prove to be an interesting literacy activity as the children have to think about the words and (if they are unusual) find out what they mean.

Plenary: The Internet is an excellent source of information on The Tudors. The children could extend this activity into summarising some of information from the Internet.

Differentiation: Some of the children might find the language used in the sheet difficult. If so, less able children could be given suitable books on The Tudors to summarise information from.

Literacy Lesson 6 – Pinpointing



**This is a description of Henry VIII,
written by someone during Tudor times:**



*“His Majesty is the handsomest potentate
I ever set eyes on; above the usual height, with an extremely fine calf to
his leg, his complexion fair and bright, with auburn hair,
combed straight and short in the French fashion,
and a round face so very beautiful that it would become a pretty
woman, his throat was rather long and thick.”*

*“He is very fond of hunting, and never takes his diversion
without tiring eight or ten horses which he causes to
be stationed beforehand along the line of country he means to take,
and when one is tired he mounts another, and before he gets home they
are all exhausted.*

**This is a description of Henry VIII’s fine clothes, written by
someone during Tudor times:**

*“His fingers were one mass of jewelled rings,
and around his neck he wore a gold collar from which hung
a diamond as big as a walnut.*

*His clothes were magnificent to match, sumptuous silks, cloth of gold,
satins, coloured feathers and of course jewells
and precious metals sprinkled everywhere.”*