

# YEAR 8 'TIME TRAVEL' SCHEME – THE TUDORS (1)

## LESSON 3

|                 |             |              |       |         |
|-----------------|-------------|--------------|-------|---------|
| Teacher's name: |             | Date:        | Day:  | Period: |
| Subject:        | Year/Group: | No. on roll: | Boys: | Girls:  |

**Learning Objectives:**

**Learning Objective:** Learn to **use voice effectively** to bring to life your 'Tudor' character; **focus on expression and accent.**

**Challenge:** Learn to **use comic-timing effectively** within the reading of the play.

**Context of the lesson:** Third lesson of the 'Time Travel' scheme in which **pupils are focusing on developing characters different to themselves.** As well as learning about the historical and social context of the era they should focus on the key skills of the lesson; **today they take on characters from Tudor England and will read through a short play involving King Henry VIII and Tudor life. They will then plan to stage scenes**

Pupils to enter the room to 'Greensleeves' playing (<http://tiny.cc/r4dtudor> sound only!!), they should be greeted by the teacher in mock Tudor style e.g Good Morrow, welcome one and all, Please take to your seats for the lesson is about to commence...

**STARTER:**

**Quick quiz!**

Pupils are to quickly seat in the circle of chairs and the register called.

Teacher to ask:

**Q.** If anyone can guess the era they will be studying today? **A.** It is the Tudors.

**Q.** Does anyone know what years were known as Tudor Time? **A.** Approx 1485-1603

**Q.** Does anyone know the names of the Kings and Queens who reigned during the Tudor Times?

**A.** Henry Tudor (defeated King Richard III in the Battle of Bosworth) and became King Henry VII, King Henry VIII, and on his death his son aged just 9 Edward VI becomes King. He died of TB aged 15 and Lady Jane Grey become Queen (but for just 8 days!) she is not however the natural heir and people do not agree with this so she is beheaded and the rightful heir to the throne (although a Catholic) Queen Mary I takes over, when she dies her sister Queen Elizabeth I takes over, she reigns for many, many years but never marries so when she dies the Tudor Reign ends.

**Q.** Does anyone know anything about Tudor life? What they ate, how they lived (rich/poor), how they spoke?

**A.** Today's lesson will give you an insight into all that, hopefully you'll learn some historical facts as well as be able to play some very different characters from yourselves.

**Go through the learning objectives:** Pupils will be reading a play based on The Tudors for the first half of the lesson and this will give them the chance to **develop their voice skills**, we want the lines to be delivered with expression and with an accent if possible especially to show if your character is rich or poor.

**Comic Timing is the technique we are focusing on today** – can any pupils elaborate on this? The play is written very tongue-in-cheek, it's a spoof, characters come in and out of role, comment on the action etc.it can be a challenge to bring it to life accurately and as it is written. The read through is the start of this process, **they should take on board ideas about the content and style ready for when they act out** their selected scenes.

**MAIN ACTIVITY:**

Hand out copies of the script and '**Tudor Words Translated**' sheet to help with the understanding and delivery of lines.

Whole class read through of 'Humble Tom's Big Trip' A Tudor Play by Kaye Umansky

There are enough parts for everyone (32 – 15 girls, 15 boys, 2 either), there are small, medium and large roles, cast as you see fit – differentiate for SEN and G&T with the casting.

**PLENARY:**

**Pupils will now be placed in groups to bring to life the play**, each will have a scene or two to stage, they will need to cast, plan how they will bring out the comedy effectively, they must use costumes and props – but source most of these themselves, and learn their lines for next lesson when they will practice and perform them to each other and be videoed.

Once in groups the teacher should explain what they must do for the remainder of the lesson.

Time

**3 mins**

**7 mins**

**3 mins**

**30 mins**

**17 mins**

## THE TUDORS LESSON PLAN CONTINUED...

Hand out a brief sheet. Pupils should read through and discuss/ work as a group the answers to the questions on the sheet.  
They can use the sugar paper and pens to log their ideas and make sure they all know what they need for next lesson regarding costume and props.

Collect in plans made ready for rehearsals next lesson. They will have approx 20/25 minutes to rehearse before performing next lesson.

### HOMEWORK:

In planners pupils must write down what they need to **bring for next lesson – costume, props.** They must also write that **they are to try and learn their lines** (or at the very least become very familiar with them) for next lesson's performance.

### HUMBLE TOM'S BIG TRIP BY KAYE UMANSKY:

- **Paperback:** 48 pages
- **Publisher:** Wayland; New Ed edition (15 Jan 2004)
- **Language** English
- **ISBN-10:** 0750241233
- **ISBN-13:** 978-0750241236

### Differentiation for SEN:

Cast in smaller roles.  
Place in final groups that have G&T pupils to support and inspire.

### Differentiation for Gifted and Talented/most able in the group:

Cast in the larger roles.  
Give task to lead with the organisation of the final performance piece.

### Assessment for Learning:

Pupils will be given a plenary/lesson evaluation sheet to prompt their thought on their learning so far and how they will use the skills in order to progress next lesson and create an effective performance piece. They will work in small groups discussing their learning and future plans.

### RESOURCES NEEDED FOR LESSON:

'Greensleeves' playing as they walk in ( <http://tiny.cc/r4dtudor> )  
'Humble Tom's Big Trip' play script  
Scene extracts copies for pupils to learn for homework.  
Plenary/Evaluation/Next Lesson prompt sheet Sugar paper and pens for stage, props, costume planning.

