

# Tudors

## MARTYRS & THE PLAYHOUSE

### Lesson plan

**Learning intention 'We are learning to...'** We are learning to understand usage of the English language in the Tudor era.

### Assessment criteria 'What I'm looking for...'

As an outcome I am looking for a collection of effective Shakespearian insults.

Share and discuss a listening focus for each episode by asking the key question and instructing the children to make notes.

### MARTYRS

Duration of audio = 08 35



**DOWNLOAD**

Click to  
download the  
programme

**Resources needed:** Note-making paper and pencil.

### Before listening: one key fact to discuss

- Although people spoke English in Tudor England, the Bible and other important books were often only available in Latin. Discussion question: 'How would you feel if you couldn't read a book that was important to you?' (Annoyed, confused, angry if the book was very important, stuck.)

- Reminder from previous programme: 'Protestant' is a word describing groups within the Christian religion that 'protest' against the idea that Christian churches have to follow the instructions of the Pope, the leader of the Catholic church in Rome.

### During listening: one question to focus on

- Key question:* 'What rules were there about books and beliefs in Tudor England?'
- Instruction:* 'Make a note of rules about books and beliefs in Tudor England.'
- (Answers: Bibles have to be written in English, people were punished and even executed for having different beliefs.)

### THE PLAYHOUSE

Duration of audio = 07 32



**DOWNLOAD**

Click to  
download the  
programme

### Before listening: one key fact to discuss

- Many jobs and activities were forbidden to women in Tudor England. Which jobs and activities do you think were not allowed? (Acting, going to a tavern, joining the army, going to sea as a sailor, etc).





### During listening: one question to focus on

- *Key question:* 'What do you notice about the way the actors in the playhouse speak?'
- *Instruction:* 'Make a note of unusual words and sentences that the actors use.'
- (Answers: Unusual words, some of the sentences rhyme, sentences are put together in strange ways.)

### After listening: follow up and extension activity: create some 'Shakespearian insults'

During the Tudor Era more people learned to read and write in English. Some kings and queens allowed important books like the Bible to be translated into English for the first time. People could be punished or even executed for breaking rules like this. Shakespeare wrote plays in English but he made up a lot of extra words himself. Being poetic and having the right sound was important to Shakespeare so he made up a lot of extra words himself.

Can you write some insults in his style? Some examples of Shakespearian Insults might read...

- Thou art a beslubbering, gorbellied, beef-witted boar-pig!
- That may be so, sir. But thou art a puny, tickle-brained, onion-eyed, minnow.
- Indeed, sir. But in truth, I see thou art nothing but a bootless, clay-brained, clotpole.

### Differentiation and teacher support for S.E.N. / Focus group / Whole class:

Use copies of the worksheet provided to support writers after listening. Or display information from the top half of the worksheet on an interactive whiteboard. Teacher to create additional examples as necessary.

### Challenge for gifted and talented learners:

Shakespeare created words of his own to explain what he was describing. Can you create your own new insulting words? Take care not to use anything that would be impolite to others. You will need to explain what your new words mean - eg:

- *Moochobunch* - someone who is very gloomy
- *Fizzlefrip* - a person who forgets what they are doing because they are rushing too much
- *Gettlestoppe* - somebody who stops you getting something you want

### Plenary and assessment:

Share and compare insults, politely, with the rest of the class. What makes a good Shakespearian insult?

## Create 'Shakespearian insults'

During the Tudor Era more people learned to read and write in English. Some kings and queens allowed important books like the Bible to be translated into English for the first time. People could be punished or even executed for breaking rules like this.

Shakespeare wrote plays in English but he made up a lot of extra words himself. Being poetic and having the right sound was important to Shakespeare so he made up a lot of extra words himself. Can you write some insults in his style?

### Some examples of Shakespearian insults might read...

Thou art a beslubbering, gorbellied, beef-witted boar-pig!

That may be so, sir. But thou art a puny, tickle-brained, onion-eyed, minnow.

Indeed, sir. But in truth, I see thou art nothing but a bootless, clay-brained, clotpole.

### Helpful spellings...

**Sentence starters:** Thou art... Nay sir, I see that ye be... Indeed man, but ye be nothing but a... Why thou art a...  
Speak not, thou... I hear thee not, thou...

**Adjectives to use in lists with commas:** warped, roguish, puny, bootless, spleeny, droning, unmuzzled, fawning, jarring, tottering, gleeking, goatish, wayward, villainous, surly, loggerheaded, dankish, craven, churlish, beslubbering, clouted, bawdy, errant, full-gorged, elf-skinned, folly-fallen, dizzy, idle, onion-eyed, weather-bitten, frothy, lumpish.

**Nouns to finish with:** miscreant, lout, minnow, pigeon-egg, mumble-news, pignut, varlot, measles, malt-worm, lewdster, hedge-pig, harpy, haggard, gudgeon, giglet, fustilarian, death-token, clotpole, clack-dish, apple-john, baggage, barnacle, boar-pig, bugbear, canker-blossom.

### My Shakespearian insults:

---



---



---



---



---



---



---



---