THE ADVENTURE GAMES: THE GUNPOWDER PLOT

THE DOCTOR’S DETECTIVES

THEME: CRIME AND PUNISHMENT

5-7 YEAR OLDS
Theme: Crime and Punishment

This approach, known as the Doctor’s Detectives, is aimed primarily at 5-7 year olds but could also be suitable for a slightly older age group. Children can work as a whole class or as groups in teacher-led activities. The students create art and written work to present their learning in an attractive and interesting way.

The approach is organised into three main learning questions which will be answered through game play as well as investigation and inquiry through classroom activities. These are followed by a Concluding Activity, to allow the students to demonstrate their acquired learning across the three main questions.

The three main learning questions are:
1. Why were some people accused of witchcraft and how were they punished?
2. What were common crimes in the 1600s and how were people punished?
3. What was High Treason and how was it punished in the 1600s?

Historical references and key objects are woven throughout the game, and students should be encouraged to complete notebook pages about the characters and historical objects they encounter in the game. Notebook resource sheets are supplied at the end of this pack.

If students have already completed one of the other Doctor’s Detectives themes they may wish to wear their Doctor’s Detective’s badges while completing their tasks.

Aims and Objectives

Lower age-group
The students will gain a basic understanding of crime and punishment in the 1600s, including common crimes, witchcraft and treason and what punishments were given for some of these crimes.

Upper age-group
The students will gain an understanding of crime and punishment in the 1600s. They will learn what was considered a crime at the time, including common crimes, witchcraft, treason and issues around religion, and how these different crimes were punished. Students will be able to draw comparisons with how crime is dealt with in the modern world.

Supporting Resources
Historical Objects, Characters and Environments of particular relevance to the main learning questions are clearly indicated and these can be used to support the activities. These and other supporting resources are available to download from bbc.co.uk/teachers

Downloading the game
Before starting this unit of work, the Gunpowder Plot Adventure Game should be downloaded from bbc.co.uk/doctorwho

Instructions on how to do so are available in the The Adventure Games Help section. It is suitable for both PC and Mac platforms.
I. Why were some people accused of witchcraft and how were they punished?

GAME PLAY
Students should be encouraged to play the first part of the game up to the point where Amy has been following Lady Winters, who changes into a cat and subsequently into a Rutan. The Doctor and Amy try to follow the cat but it escapes. They should stop at the following dialogue:

Doctor  Come on Pond, let’s go and find the word on the rather smelly street.

While playing the game, the students should be encouraged to complete their notebook pages with information about characters and historical objects, particularly those that give them information about witchcraft and punishment.

ACTIVITY
GOOD WITCH, BAD WITCH

Learning Outcome
Students will be able to describe some of the features commonly associated with witches and discuss why some people in the 1600s might have been thought of as a witch.

Setting the scene
After playing the game, the children will have identified the time period in which the story is set. Explain to the class that people in the 1600s believed in witches. Recap on the section of the game where Lady Winters changes into a cat, then into a Rutan and back again into a cat. Discuss with the students what people at the time might have thought about Lady Winters. Using the students’ knowledge of witches from stories and films, discuss fictional witches that they are already familiar with. Split the list of witches into two categories: Good Witches and Bad Witches. Discuss with the students the differences between these types of witches, including appearance, behaviour, name etc. Ask the students for words to describe these different types of witches. Collate these words into two lists under the category headings. Split the class into two groups to create a large figure of a Good Witch and a large figure of a Bad Witch. These can be created using a variety of art techniques. The students now write acrostic poems using the Good Witch or Bad Witch Resource Sheets as a template and the vocabulary gathered as support. These finished poems can be displayed on and around the witch figures on the wall.

Organisation
Students can be split into two groups to create the artwork. Students can complete their poems either as individuals or in a small group.

Resources
- Characters: Lady Winters, Alice Flowers
- Resource Sheet 1: Good Witch
- Resource Sheet 2: Bad Witch
2. What were common crimes in the 1600s and how were people punished?

GAME PLAY
The students should continue to play the game up to the point where the Doctor closes the lesion in the yard after Amy has been talking to some of the street characters. The students should stop at the following dialogue:

Amy     Sounds lovely, who in their right mind would go down there?

While playing the game, the students should be encouraged to complete their notebook pages with information about characters and historical objects, particularly those that give information about crime and punishment.

ACTIVITIES

■ TOWN RULES

Learning Outcome
Students gain an understanding of the types of crimes that were common in the 1600s. Students should also be able to explain why some behaviours were identified as a crime and draw some comparisons with modern life.

Setting the Scene
Now that the students have gained a degree of knowledge of the time period through the context of witchcraft, they can now move on to learn about the common crimes of the period. Recap on conversations from the game, including those with Barnaby, Alice Flowers and the Town Crier where they discuss crime. Ask the students what they have learned so far about crime. Using their own school rules and the knowledge acquired so far, discuss with the students what rules may be needed for living in a town in 1605. These could include the obvious crimes such as theft or assault as well as begging, vagrancy, drunkenness etc. Have the students create a set of Town Rules using the resource sheet provided. Once these have been completed, discuss and compare the different sets of rules written by the students.

Organisation
This activity can be carried out in small groups or as individuals.

Resources
• Historical Objects: Pillory, Ducking Stool, Tyburn Tree
• Resource Sheet 3: Town Rules
THE WATCH

Learning Outcome
Students will gain some understanding of how crimes were detected and the punishments associated with them. They will also be able to draw comparisons with the police force today.

Setting the Scene
Following on from the Town Rules activity, the students can now explore how crimes were detected in 1605 and how people were punished for these crimes. With the students, look again at the conversation in which Barnaby discusses The Watch and what would happen to him if he was caught. Ask the students what they think The Watch could be. Explain to the students that watchmen were citizens who took on the responsibility of looking out for crimes, public disturbances, fire or flooding. As a class, discuss who might become a watchman and what qualities they would require for the position. Students then apply for a job in The Watch using the resource sheet provided. Having established that there was a system in place to catch people committing crimes, use the Historical Objects of the Pillory, Ducking Stool and Tyburn Tree as a starting point to investigate the types of punishments that were used at the time. Other punishments could be discussed depending on the suitability for the age and stage of the class.

Organisation
Students should work as individuals to complete this task.

Resources
• Characters: Barnaby, Town Crier, Alice Flowers
• Historical Objects: Pillory, Ducking Stool, Tyburn Tree
• Resource Sheet 4: Job Application
3. What was High Treason and how was it punished in the 1600s?

GAME PLAY
The students should continue to play the game up to the point where the Doctor meets with the plotters in the Duck and Drake. They should stop at the following dialogue:

Amy Sounds lovely, who in their right mind would go down there?

While playing the game, the students should be encouraged to complete their notebook pages with information about characters and historical objects, particularly those that give information about High Treason and its punishment.

ACTIVITIES
■ ARREST WARRANTS

Learning Outcome
Students will gain an understanding of what is meant by the term High Treason and the serious nature of this crime.

Setting the Scene
Students should have established an understanding of the common crimes and punishments of the period and can now move on to learn about the crime of High Treason. Discuss with the students what they have learned about the plotters and their plan. Explain that blowing up the Houses of Parliament and killing the King was, and still is, a very serious crime, which is called High Treason. Discuss with the students why the Houses of Parliament are very important in terms of running a country and setting laws etc. The students should now complete Arrest Warrants for the plotters using the resource sheet provided.

Organisation
Students should work in small groups or as individuals to complete this task.

Resources
• Characters: Thomas Percy, Guy Fawkes, Robert Catesby
• Resource Sheet 5: Arrest Warrants
WANTED POSTERS

Learning Outcome
Students will learn about how High Treason was punished.

Setting the Scene
Now that the students understand the serious nature of the crime of High Treason, they can start to learn about how important it was for the plotters to be caught and punished. Discuss with the students the way that the King and the government would have gone about catching the plotters. The students create a Wanted Poster for each of the plotters using the resource sheet provided.

If appropriate for the students’ age and abilities, use the Historical Objects of the Gibbet, Rack and Wattled Hurdle to discuss what would happen to the plotters after they were caught and found guilty of High Treason. For a younger age group, it may be enough to explain that the plotters were executed.

Organisation
Students should work in small groups or individually to complete this task.

Resources
- Historical Objects: Gibbet, Rack, Wattled Hurdle
- Characters: Thomas Percy, Robert Catesby, Guy Fawkes
- Resource Sheet 6: Wanted Poster
Concluding Activity

To demonstrate the learning acquired through the approach of the Doctor’s Detectives, the students can complete a final activity in response to a message from the Doctor, in which he asks them to send him an account of what they have learned about Crime and Punishment in 1605.

ACTIVITY

Read the first letter from the Doctor to the students. Through a class discussion, the students should decide how they are going to organise and present what they have learned about Crime and Punishment and send it to the Doctor. Once the students have completed the task, read the Thank You letter from the Doctor.

If the students have not already made Doctor’s Detectives badges in a previous unit, they can use the badge template provided within the theme of The Plot.

Resources
• Resource Sheet 7: Message from the Doctor
• Resource Sheet 8: Thank you message from the Doctor
• Doctor’s Detectives’ Notebook
BAD WITCH

B
A
D
U
I
T
C
H
JOB APPLICATION

Name

Job Title

Why I want the job

What I will do in the job

Why I would be good at the job
WANTED

Description


Crime committed


Suspect last seen


Contact


Resource Sheet 6: Wanted Poster © BBC
Hello there Young Detectives!

You’ve been very busy haven’t you? I hear you’ve been learning all about life in 1605. It was a very dangerous time to be caught doing something naughty. I see you’ve been finding out about witches and witchcraft and other crimes too – even High Treason. All that information would be very useful for me. You see, when we’re travelling through time it’s very important to know stuff like that. Rory and Amy could get themselves into real bother if they don’t know about crime and punishment in different times and places. I would hate to see Rory have his hand cut off, or worse... Amy would be so cross with me! You know he’s not plastic anymore. It wouldn’t be the first time someone has looked at the Sonic and decided that I’m a witch, and I really don’t want to be burned at the stake.

Do you think you could send me some stuff about what you’ve been learning? You could write a little report or make a video... or anything really. If you can include information about witches, common crimes and High Treason it would be brilliant. Lots of detail please – I do like detail.

I do hope you’ll be able to help me.

All the best,
The Doctor
Hello again,

That was fantastic, what a lot of information and so much detail. I’ll be able to use it next time we’re planning a visit to 1605. I’ll keep it safe in the TARDIS, in my History Room, which is along the corridor just past the swimming pool.

Rory and Amy have been having a good read too. They were just saying how they wished they’d known some of that stuff before I sent them running around London in 1605. I think they were a little cross with me.

As Doctor’s Detectives go, you really are a super lot and very clever. I do hope you’ll wear your badges, so that next time I need you I can find you quickly.

Thank you again. You have been quite brilliant.

Best wishes,

The Doctor
DOCTOR’S DETECTIVES’ NOTEBOOK

No
Date

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