THE ADVENTURE GAMES:
THE GUNPOWDER PLOT

THE DOCTOR’S DETECTIVES
THEME: THE PLOT

5-7 YEAR OLDS
Theme: The Plot

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 four 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 four main questions.

The four main learning questions are:
1. When and where did the Gunpowder Plot take place?
2. What was the Gunpowder Plot?
3. Who were the Plotters and why did they want to blow up the Houses of Parliament?
4. What really happened in November 1605?

Historical references and key objects are woven throughout the game, and students should be encouraged to complete notebook pages about the characters and historical objects they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 the Doctor’s Detectives pack.

Aims and Objectives

Lower age-group
The students will gain a basic understanding of the Gunpowder Plot, the people involved in it and its place in British history.

Upper age-group
The students will gain an understanding of the Gunpowder Plot, the people involved and the Plotters’ motivations.

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.
1. When and where did the Gunpowder Plot take place?

**GAME PLAY**
Students should play the first part of the game up to the point where Amy and Rory overhear the Plotters and realise they have stumbled upon the Gunpowder Plot. They should stop at the following dialogue:

*Amy*  
*We’ve got to find out what’s really going on here.*  
*We need that piece of paper.*

While playing the game, the students should be encouraged to complete their notebook pages with information about the characters and historical objects.

**ACTIVITY**

### THE PLOT

**Learning Outcome**
The students should be able to identify the location and chronology of the Gunpowder Plot.

**Setting the scene**
To establish the location and time period of the Gunpowder Plot, the students should discuss what information they have learned through playing the game. Students can then create posters or flyers advertising the State Opening of Parliament using the Poster Planning Resource Sheet. These posters should include, date, venue, who will be there etc.

**Organisation**
This activity can be undertaken as a group, in pairs or by students working alone, depending on the age and ability of the class.

**Resources**
- **Characters:** Black Rod
- **Historical Objects:** Portrait of King James I
- **Environments:** Houses of Parliament, London Streets
- **Resource Sheet 1:** Poster Planning Sheet
2. What was the Gunpowder Plot?

**GAME PLAY**
Students should continue to play the game up to the point where Black Rod leaves Rory alone in the cellars. They should stop at the following dialogue:

*Black Rod*  *The Ceremonial Mace, the symbol of our sovereign freedom. It must never fall into the hands of those bald devils below.*

*Rory*  *Right, time to get this paper to the Doctor.*

Students should be encouraged to pay particular attention to conversations to help gain information about the Plot.

While playing the game, the students should be encouraged to complete their notebook pages with information about the characters and historical objects.

**ACTIVITIES**

- **KING JAMES I**

**Learning Outcome**
The students should be able to explain the events leading to James I’s accession to the English throne.

**Setting the scene**
Now that the students have established the location and historical time period of the Gunpowder Plot, they can create a family tree detailing King James I’s accession to the English throne, showing the relationship between Henry VIII, Queen Elizabeth I, Mary Queen of Scots and James I.

In groups, students create a portrait of the monarchs and complete a very brief biography including details such as date of birth, reign and death in the form of a portrait label. They can use the Portrait Label Resource Sheet. These are then displayed as a family tree.

**Organisation**
Students should be split into four groups to complete one portrait each.

**Resources**
- Historical Objects: Portrait of King James I, Union Flag, Litter
- Resource Sheet 2: Portrait Label
■ BLACK ROD

Learning Outcome
The students should be able to detail the role of Black Rod in relation to Parliament in 1605 and in the present day.

Setting the Scene
The students are now aware of King James I and the circumstances surrounding his accession to the throne, and so can move on to investigate the role of Black Rod in Parliament in 1605 and compare it with the role today in terms of duties, expectations, dress and ceremonial attire.

This task can be completed as a class or in small groups. The students can then write a job description for Black Rod using the Job Description Resource Sheet.

Organisation
The class can be split into two sections with one half completing a job description as if it were 1605 and the other half writing a modern day version.

Resources
• Characters: Black Rod
• Historical Objects: Mace
• Resource Sheet 3: Job Description

■ GUNPOWDER PLOT

Learning Outcome
The students should be able to detail the main elements of the Gunpowder Plot as it was planned.

Setting the Scene
With a background understanding of Parliament and the significance of James I and Black Rod, the students can now start to investigate the Plot to blow up the Palace of Westminster. After a class or group discussion on the Gunpowder Plot based on information gathered from the game and other sources, the students should complete and annotate the Gunpowder Plot Resource Sheet, which shows a basic cross-section of the Houses of Parliament. The students should indicate the details of who was going to be in parliament at the time of the planned plot and note what equipment they would have had with them, eg gunpowder barrels, veiled lantern, Mace etc.

Organisation
Students can be split into groups to complete diagrams.

Resources
• Historical Objects: Gunpowder, Gunpowder Barrel, Veiled Lantern, Monteagle Letter
• Environments: Houses of Parliament
• Resource Sheet 4: The Gunpowder Plot
3. Who were the Plotters and why did they want to blow up the Houses of Parliament?

**GAME PLAY**

Students should continue the game play until the point where the Doctor has gained the trust of the Plotters and has joined their meeting in the Duck and Drake. They should stop at the following dialogue:

*Catesby*  
*May God preserve us in his undertaking.*  
*And God save our new Catholic Queen.*

*Plotters*  
*Our Queen.*

The mini-games and the Doctor’s conversations with the Plotters are particularly relevant for these activities.

While playing the game, children should be encouraged to complete their notebook pages with information about the characters and historical objects.

**ACTIVITIES**

- **THE PLOTTERS**

  **Learning Outcome**  
  Students should be able to recount details of the individual Plotters and their roles within the plot.

  **Setting the scene**  
  The children have an understanding of the time, location and context of the Gunpowder Plot, and can now start to discover more detail about the Plotters they have met through playing the game and what their roles were within the planned plot.

  **Organisation**  
  As a class, students discuss the main characters – Guy Fawkes, Robert Catesby and Thomas Percy, as they appear in the game. They create large lifesize portraits of these three characters in appropriate clothing for the time.

- **WHO’S WHO?**

  **Learning Outcome**  
  Students should be able to recount details of the individual Plotters and their roles within the plot.

  **Setting the Scene**  
  Students use the Plotter Biography Resource Sheet to write simple biographies for the three Plotters including, name, date and place of birth and involvement in the plot. These biographies can be displayed beside the group pictures.

  **Organisation**  
  Students should be split into three groups with each group creating a picture and completing a biography for one of the Plotters.

  **Resources**  
  - Characters: The Plotters
  - Historical Objects: Rosary, Priest Holes, Portrait of Sir Francis Drake
  - Resource Sheet 5: Plotter Biography
**4. What really happened in November 1605?**

**GAME PLAY**
Students can now continue to play the rest of the game. However, they do not have to complete the entire game before moving on to this section.

While playing the game, children should be encouraged to complete their notebook pages with information about the characters and historical objects.

**ACTIVITIES**

■ **BREAKING NEWS**

**Learning Outcome**
Students should be able to recount details of the events surrounding the Gunpowder Plot as they really happened in 1605.

**Setting the Scene**
With the knowledge and understanding the children have acquired about the Gunpowder Plot, they should be able to recount the events as they happened.

After class or group discussion recapping the events as they happened in 1605, the students can write newspaper articles or record a radio or TV broadcast about the discovery of the Plot and the arrest of Guy Fawkes.

**Organisation**
Students can work as a whole class or in groups.

**Resources**
- Resource Sheet 6: Newspaper Template
- Resource Sheet 7: Storyboard for News Broadcast

■ **WANTED POSTERS**

**Learning Outcome**
Students should be able to recount details of the events surrounding the Gunpowder Plot as they really happened in 1605.

**Setting the Scene**
Leading on from the discovery of the Plot and Guy Fawkes’ arrest, the students can now create wanted posters for the Plotters who escaped immediate capture.

**Organisation**
The students can work in small groups or as individuals to complete these tasks.

**Resources**
- Historical Objects: Monteagle Letter
- Resource Sheet 8: 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 the Gunpowder Plot.

ACTIVITY

Read the message 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 and send it to the Doctor. Students can complete this activity by making their own badges, using the template in the resource section.

Resources for all Activities
- Resource Sheet 9: Message from the Doctor
- Resource Sheet 10: Doctor’s Detective Badges
- Resource Sheet 11: Thank You message from the Doctor
- Doctor’s Detectives’ Notebook
STATE OPENING OF PARLIAMENT

Picture:

Date:

Where is it taking place?

What is happening?

Who will be there?
JOB DESCRIPTION

Job Title:

Main Duties:

Uniform:

Equipment:

Place of Work:

Hours of Work:

Personal Qualities:
Draw who was going to be in parliament at the time of the planned plot and show where they were going to be.

Draw equipment they would have had with them, including gunpowder barrels, veiled lantern, Mace etc.

Make sure you label all your drawings.

THE HOUSES OF PARLIAMENT – 5 NOV 1605

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The Royal Times
WANTED
Hello, hello!

Well, you lot have been very busy haven’t you? I’ve been keeping an eye on what you’ve been doing, and I’ve got to say, it’s all pretty impressive stuff. Aren’t schools great? All this fun you get to have while learning new stuff. I know lots of stuff - I’m a bit of a genius you know? Well, actually I’m more than just a bit of a genius but sometimes I forget things. Well, I do have an awful lot to remember. For instance, I just remembered something about Amy, a railway track, and being tied and... oh. Oh, I think I ought to go and sort that out actually. Oh, but before I do, I wonder if you lot could help me?

Now then, you’ve learned lots of things about the Gunpowder Plot and the Plotters haven’t you? So I was wondering if you wouldn’t mind sharing some of it with me? You could send me a note, or letter, or email or even a video about everything you’ve learnt. What happened, where it happened, who was there, all those kind of things. I’ll put it in my History Room in the TARDIS, so that next time I arrive in London in 1605 I’ll have all the information I need.

Right, I’d better be going - Amy, trains, ropes... I imagine Rory and Amy might be a bit cross with me actually, keeping them waiting...

I do hope you’ll have the time to help me and I look forward to hearing from you.

The Doctor
DOCTOR'S DETECTIVES
BADGE TEMPLATE
Hello again,

I’ve just had a look at the stuff you sent about the Gunpowder Plot. It’s very good, I must say and with so much detail. You are a very clever bunch and you really notice things, which is good. Important. Brilliant, even. I bet you lot ask loads of questions, don’t you? Asking questions is good too. Keep asking questions and keep noticing things, especially the things most people don’t notice. You’re going make very good detectives – ‘The Doctor’s Detectives’. I like that.

Now I’ve put all your work safely the History Room in my TARDIS so I won’t lose it. Amy and Rory are in there now having a good read through everything. I’m sure they’re very impressed too.

One day I may need your help again, so if you wear your Doctor’s Detectives’ badges I’ll know who you are and I’ll know that you really can help me. It’ll be a bit like being in a special club – a club with badges perhaps. Clubs are cool.

Thank you again for all your hard work.

Best wishes,

The Doctor