

Tudor Crime and Punishment

Developed by Steve Cooke.

The webaddress for this activity is:

<http://www.collaborativelearning.org/tudorcrime2.pdf>

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COLLABORATIVE LEARNING PROJECT

Project Director: Stuart Scott

We support a network of teaching professionals throughout the European Union to promote inclusive education. We develop and disseminate accessible talk-for-learning activities in all subject areas and for all ages.

17, Barford Street, Islington, London N1 0QB UK Phone: 0044 (0)20 7226 8885

Website: <http://www.collaborativelearning.org>

BRIEF SUMMARY OF BASIC PRINCIPLES BEHIND OUR TEACHING ACTIVITIES:

The project is a teacher network, and a non-profit making educational trust. Our main aim is to develop and disseminate classroom tested examples of effective group strategies that promote talk across all phases and subjects. We hope they will inspire you to develop and use similar strategies in other topics and curriculum areas. We want to encourage you to change them and adapt them to your classroom and students. We run teacher workshops, swapshops and conferences throughout the European Union. The project posts online many activities in all subject areas. An online newsletter is also updated regularly.

*These activities are influenced by current thinking about the role of language in learning. They are designed to help children learn through talk and active learning in small groups. They work best in non selective classes where children in need of language or learning support are integrated. They are well suited for the development of speaking and listening. They provide teachers opportunities for assessment of speaking and listening.

*They support differentiation by placing a high value on what children can offer to each other on a particular topic, and also give children the chance to respect each other's views and formulate shared opinions which they can disseminate to peers. By helping them to take ideas and abstract concepts, discuss, paraphrase and move them about physically, they help to develop thinking skills.

*They give children the opportunity to participate in their own words and language in their own time without pressure. Many activities can be tried out in pupils' first languages and afterwards in English. A growing number of activities are available in more than one language, not translated, but mixed, so that you may need more than one language to complete the activity.

*They encourage study skills in context, and should therefore be used with a range of appropriate information books which are preferably within reach in the classroom.

*They are generally adaptable over a wide age range because children can bring their own knowledge to an activity and refer to books at an appropriate level. The activities work like catalysts.

*All project activities were planned and developed by teachers working together, and the main reason they are disseminated is to encourage teachers to work more effectively with each other inside and outside the classroom. They have made it possible for mainstream and language and learning support teachers to share an equal role in curriculum delivery. They should be adapted to local conditions. In order to help us keep pace with curriculum changes, please send any new or revised activities back to the project, so that we can add them to our lists of materials.

Tudor Crime and Punishment

Murder and robbery

Fighting in the street

Heresy (having wrong religious ideas)

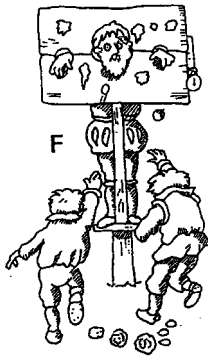
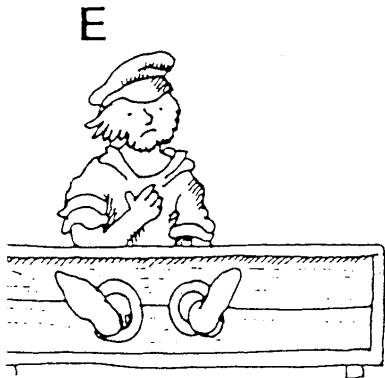
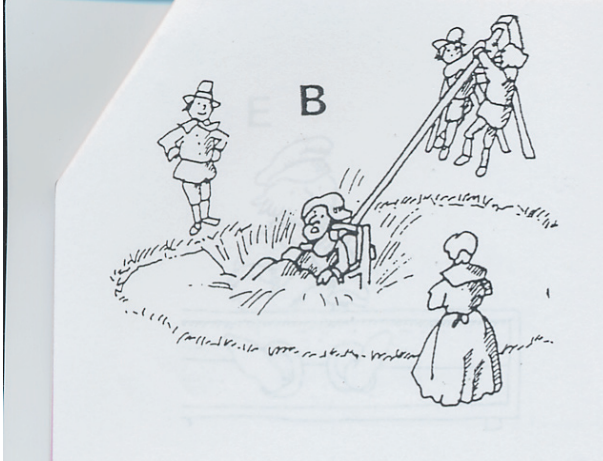
Plotting against His Majesty

Theft of apples

Being very drunk and singing

Speaking ill of a neighbour

Tudor Crime and Punishment



Tudor Crime and Punishment

being ducked in
the pond with the
ducking stool

being whipped at
the post

being locked in the
stocks

being pelted in the
pillory

being burned at
the stake

being hanged at
the gallows

being beheaded
on the block

Tudor Crime and Punishment

John Hall was a young boy who was very fond of fruit and very clever at climbing trees. His back was often sore.

Nicholas Bacon was quick with his fists and had a very short temper. He did not like people throwing things at him.

Richard Norton was an evil man who had no respect for human life or people's property. He often worried about having a sore throat.

Will Sykes was often seen at the inn. He was proud of his singing voice. He kept well clear of the village green where the stocks were.

Agnes Goodbody was a gossip. She was often seen in her doorway watching her neighbours' comings and goings. She kept well away from the village pond.

Basil Blackwell was afraid of fire. He often talked about his religious ideas which upset the local priest,

Robert Dannet tried to persuade his friends to make him the king. He was afraid of losing his head,

Tudor Crime and Punishment

Name of person	Crime	Punishment

The Judge



Nicholas Bacon, you are accused of fighting in the street. What do you have to say yourself?

Well, your honour, it wasn't my fault. That Roger Smith called me a stupid oaf. That made me very angry and so I cuffed him on the ear, He tried to hit me back and so I punched him on the nose.



That's no excuse, Nicholas Bacon, I find you guilty of fighting in the street. Therefore I sentence you to be pelted in the pillory. I hope that teaches you a lesson.

The Judge

