

The Gunpowder Plot

Teacher Resource Pack

In this Resource Pack you will find:

1. The Journey to 1605

An illustrated timeline highlighting key figures connected to the Tower of London and the Gunpowder Plot, including things to look out for on the day of your visit.

2. Setting the Scene:

- i. The Tower of London: Palace, Prison, Fortress*
- ii. Religion and Monarchy in the lead up to 1605*

A concise introduction to the Tower of London and the key themes surrounding the Gunpowder Plot. This background information will help you prepare your class for their visit and support you in delivering our proposed pre-visit activities.

3. Pre-Visit Classroom Activities

i. What do we know about the Tower of London?

An activity to introduce the Tower of London to the class, with the opportunity for children to share their knowledge. A follow-up post-visit activity is also included: *What did we find out about the Tower of London?*

ii. Playing by the Rules

A two-part activity to help children gain an understanding of why the Gunpowder Plot happened.

Part One uses the context of sport to get children thinking about what is important to them and how it would feel to be deprived of it.

Part Two aims to link the children's discoveries from Part One to the religious context in which the Gunpowder Plot took place.

4. Post-Visit Activity Starters (Cross-Curricular)

Ideas to extend children's learning back in the classroom.

5. Useful Links

A selection of web links providing further information and ideas.



1. The journey to 1605

1066

William, Duke of Normandy wins the Battle of Hastings and becomes King William I of England, better known as William the Conqueror. He soon begins work on a mighty castle in London which will take almost 20 years to build. As the White Tower rises up, dominating the skyline, it reminds the defeated Saxons who is now in charge.



Pope (head of the Catholic Church) – friend or foe? Friend.

William gets the Pope on side before his invasion.

On the day Put yourself in the shoes of the defeated Saxons. Stand close to the White Tower and look up. How big do you feel? How strong do you feel?

1533

Henry VIII marries his second wife, Anne Boleyn. Before being crowned at Westminster Abbey, Anne Boleyn stays at the Tower of London. The King spends lots of money on improvements for the occasion, including the addition of the ogee pagodas (onion-shaped domes) on top of the turrets of the White Tower.

Pope – friend or foe? A broken friendship.

When Henry VIII came to the throne he was a Roman Catholic. However, to divorce his first wife and marry Anne Boleyn, he split England away from the Roman Catholic Church and made himself Supreme Head of the Church in England.



On the day Walk in the footsteps of a queen! Spot the ogee pagodas on top of the White Tower. Why do you think King Henry marked the very top of the White Tower in this way?

Hint When you leave the Tower of London, look back at the White Tower. Can you still see the ogee pagodas?

1554

Queen Mary I imprisons her half-sister, Princess Elizabeth at the Tower of London for two months. Catholic Mary is afraid Protestant Elizabeth is plotting against her.

When Princess Elizabeth becomes Queen Elizabeth I, she, in turn, imprisons many Catholics, afraid they are plotting against her.

Pope – friend or foe? To Catholic Mary - friend; To Protestant Elizabeth - foe.

On the day Elizabeth I, daughter of Henry VIII and Anne Boleyn spent very little time at the Tower of London. Look at the glass cushion memorial near the Chapel to work out why.



1603

James Stuart, King James VI of Scotland, becomes King James I of England. In the days of Elizabeth I, English Catholics had a hard time. They hope life under the new King - the son of the Catholic Mary Queen of Scots - will be better for them.

Is it time for a new friendship with the Pope in Rome?

On the day As you meet the characters at the Tower of London, you will find out if things have changed.

Will Catholics in England have more freedom under the new King?

If not, what are they going to do about it?



2. Setting the Scene

This concise introduction to the Tower of London and the key themes surrounding the Gunpowder Plot is designed to help you prepare your class for their visit and to support you in delivering our proposed pre-visit activities.

i. The Tower of London: **Palace, Prison, Fortress**

When William the Conqueror was crowned in London on Christmas Day in 1066, the old Roman walls still stood to the south and east of the city. By the 1070s, a new castle was rising up within the corner of these walls, a castle which would soar 90ft high, which would dominate the river and traffic upon it and would stand as a reminder to generations of who held the power in the land.



This new castle, the White Tower, was a palace built with comfort in mind: there were latrines, fireplaces and a chapel. It was a fortress, with walls 15ft thick built to withstand anything the technology of the time could throw at them. As the years went by, the Tower fulfilled numerous further functions: it was an armoury, a menagerie, it housed the Royal Mint, guarded the Crown Jewels – and it was during the reign of Elizabeth I that the first tourists arrived. Yet the enduring image of the Tower of London is as a prison and, despite not having been designed as such, with walls so high and so thick, and with its proximity to Westminster, it was ideal.



There were no purpose-built cells, so prisoners were kept wherever there was space, with levels of comfort dependent on rank and wealth. Some had the 'liberty of the Tower' and were allowed to wander around within the walls of the fortress; others were 'close' prisoners, confined to their cells. Many prisoners left their mark quite literally on the walls of the Tower of London, carving inscriptions in the walls – names, messages or religious symbols. Examples of this graffiti can still be seen in the Upper Salt and Upper Beauchamp Towers.



The first prisoner, Ranulph Flambard, was held at the Tower of London in 1100 but it wasn't until the religious upheaval of the sixteenth and seventeenth centuries that the Tower of London's prison population swelled.

ii. Religion and Monarchy in the lead up to 1605

Henry VIII was desperate for a son to rule after him. Convinced the answer lay in a marriage to Anne Boleyn and frustrated at the Pope's refusal to grant him a divorce from his wife Katherine of Aragon, Henry broke England away from the Catholic Church in Rome. However, his eventual marriage to Anne Boleyn did not bring him the son he longed for but a second daughter, Elizabeth. It was not until four years later, 1537, that Henry, now married to Jane Seymour, could rejoice in the birth of a son – the future Edward VI.

Despite the break with Rome, Henry VIII remained a Catholic all his life; no longer Roman Catholic, he was nonetheless an English Catholic. However, his son Edward became the first Protestant to rule England. During his short reign, the young Edward undertook significant religious reform: images and stained glass windows were removed from churches, the language of Holy Communion (formally 'Mass') was changed from Latin to English and the doctrine of transubstantiation denied.

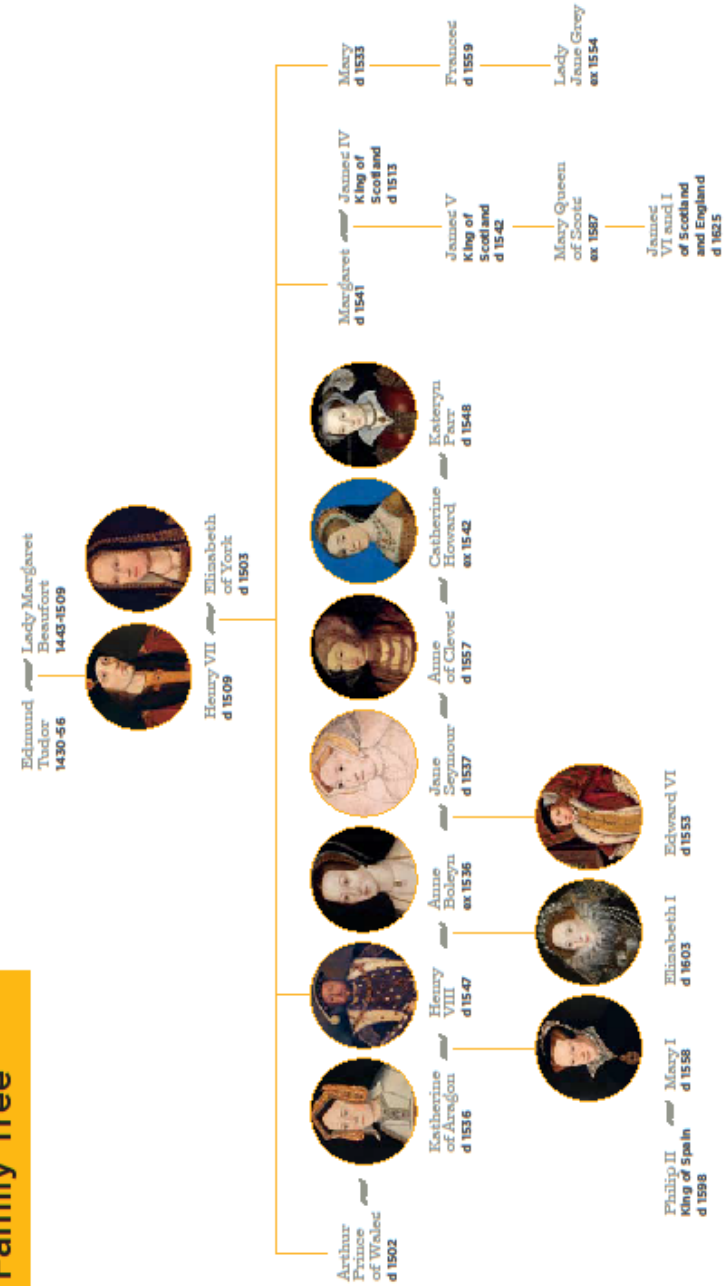
Following Edward's premature death at just 15, his half-sister, the Catholic Mary was set to inherit the throne. To prevent this, Edward had named his Protestant cousin, Lady Jane Grey his heir. However, her nine-day reign ended with imprisonment and eventual execution at the Tower of London. Mary I was crowned and began turning back the clock on religious change. Mary I was crowned and began turning back the clock on religious change.

When Mary I died childless in 1558, the last of Henry VIII's children, the Protestant Elizabeth inherited the throne. She had experienced first-hand the dangers of religious dissent, having herself been imprisoned at the Tower of London when her sister, Mary, had suspected her of involvement in a Protestant rebellion.

Now Queen, she attempted to find a 'middle way', neither provoking Protestants nor alienating Catholics. Nonetheless, the rumblings of rebellion persisted and Elizabeth's tolerance waned. Catholics were forbidden to say Mass, fined for not attending Protestant Communion and could not go to university.

When Elizabeth I died in 1603 and her cousin James VI of Scotland became James I of England, English Catholics were hopeful of change. James was Protestant, but his mother, Mary Queen of Scots, had been Catholic, as was his wife. However, James soon made it clear nothing was going to improve for Catholics in England. For one group of young Catholic men, this was an intolerable situation...

Teacher's resource The Tudor Dynasty Family Tree



3. Classroom Activities

i. Introduction to the Tower of London

Pre-Visit: *What do we know about the Tower of London?*

The aim of this activity is for the class to share thoughts and ideas about the Tower of London and the monarchs who lived there. The children can show how much they already know about the Tower of London, its stories and history.

To work as a class: have the children sit in a circle on the carpet. The teacher acts as scribe. Write 'The Tower of London' in the centre of an A2 sheet of sugar paper, and mind map all suggestions given by the children.

To work as individuals: at tables, give all the children a plain piece of paper and one coloured pen, and have them mind map what they already know about the Tower of London. They can draw if they would prefer!

Post-Visit: *What did we find out at the Tower of London?*

The aim of this activity is to allow children the opportunity to share their experiences. It is a chance to consolidate their learning.

On the same piece of paper, whether as a class or as individuals, use a different coloured pen to add new knowledge about the Tower of London.

Particularly when working as individuals, this exercise should give the children confidence in how much knowledge they have gained from their trip to the Tower.

Suggested question prompts

Pre-visit:

- How old is the Tower of London?
- Who built it?
- What has it been used for over the years?
- Who lived/lives there?
- What would you like to find out?

Post-visit:

- What exciting new facts did you learn?
- What did you do that was new?
- What surprised you the most?
- Did joining in with the characters make you think differently about the Gunpowder Plot?
- What else would you like to find out?

National Curriculum Links:

History

Pupils should:

- continue to develop a chronologically secure knowledge and understanding of British history, establishing clear narratives within and across the periods they study.
- construct informed responses that involve thoughtful selection and organisation of relevant historical information.

English

Pupils should be taught to:

- participate in discussions, presentations, performances, role play, improvisations and debates

ii. The Religious Situation: Catholicism, Protestantism and the Monarchy

Playing By the Rules - Part One

The aim of this activity is to help children begin thinking about what is important to them and how it would feel to be deprived of it.

Have a class discussion about clubs and teams that the children are members or fans of. Why is their club the best?

Divide children into groups and give them one piece of A3 paper. They are to put the best things about their favourite sport together (they can use a mix of different sports) to invent a new sport and draw a poster to demonstrate it.

Once the posters are ready, have the groups introduce them to the rest of the class.

It is important the children are invested in their new sport.

Allow the children to think the activity is over then instruct each group to hand their poster over to another group, telling them to make any changes as they see fit (minimum of one change).

Explore how the children feel about the changes to their sport.

Do they want to play the new way or were they happy with the old way? Perhaps some of the new rules are better? Perhaps not.

Is it fair they should change the way they do things because someone else comes along and says so?

Finally, claim that one of the posters happens to outline the way you have always believed sport should be played. State this is the only way sport will now be played at the school. Anyone who doesn't like it, doesn't have to play but won't be allowed to take part in other activities.

Discuss reactions to this news.

Playing by the Rules - Part Two

The aim of this activity is to give children a sense of the shape of the religious situation in England in the 100 years up to the Gunpowder Plot. If you are studying the Tudors in more depth, there is the opportunity to expand this activity to look at why Henry VIII broke away from the Church in Rome. If not, it should help children gain a sense of the changes which left the Gunpowder Plotters feeling isolated and frustrated.

In the last activity, we explored how it felt when the rules of a sport were changed. In the time of Guy Fawkes, the rules of how to practise religion in England changed many times....

Set the scene. It is 1509 – almost 100 years before the Gunpowder Plot. Henry VIII has just become king. Like most people in England, he is Christian, a **Catholic** Christian. He practises his religion in the same way his parents and great-grandparents and great, great-grandparents did before him.

- **Pick one child to be Henry and tell him to stand.**

Tell the rest of the class they must do as the king does. Quick, stand up!

During his life, Henry makes big changes to the Church, but he stays a **Catholic** all his life.

When Henry dies, his son Edward becomes king. He believes in the same God, but changes some of the rules about how you should worship. He is also a Christian. A **Protestant** Christian.

- **Pick one child to be Edward and tell him to sit.**

Tell the rest of the class they must do as the king does. Quick, sit down!

When Edward dies, his sister Mary becomes queen. She believes in the same God, but goes back to the old rules from when her father was a young man – she's **Catholic**.

- **Pick a Mary. What does she do? (stand)**

What's everyone going to do...? (stand)

When Mary dies, her sister Elizabeth becomes queen.

- **Pick an Elizabeth. She also believes in the same God but thinks her brother had things right. She's **Protestant**. Can you remember what you need to do? (sit)**

Elizabeth is on the throne for 45 years.

Robert Catesby and some others (pick seven children) are born while Elizabeth is on the throne. They are **Catholic**. Are they happy sitting? Just the eight stand.

Look around, what is everyone else doing? (sitting) Following the Queen's rules! You'd better obey. Are you happy about it?

Don't worry though, Elizabeth is getting old. I wonder what will happen next...

- **Pick a James. The new King is **Protestant**, like Elizabeth – all stay sitting. But his mother was **Catholic** and his wife is **Catholic**. Do you think you can stand?**

Maybe he'll let you stay standing up and practise your faith your way?

Have the eight plotters hover uncomfortably, neither standing nor sitting.

There is at least hope...

Discussion How many times have you stood up and down? How many times have the rules changed? How do you feel? What might happen if you didn't obey the king or queen?

Did we say any of the kings and queens worshiped a different god? Those who were standing were **Catholic**. Those who were sitting were **Protestant**. They were all Christians but following different rules.

National Curriculum links

History

Pupils should:

- continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study
- note connections, contrasts and trends over time and develop the appropriate use of historical terms

English

Pupils should be taught to:

- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- participate in discussions, presentations, performances, role play, improvisations and debates

4. Post-Visit Activity Starters (Cross-Curricular)

Literacy questions

- Were any of the characters you met at the Tower of London:
* **honest** * **selfish** * **brave** * **clever** * **silly** *

Can you think of any other adjectives to describe the characters you met?

- Discuss the concept of consequences.

Suggested example: if we jump the queue for lunch because we are in a hurry, we may make someone else late.

Suggested question prompts:

What were the consequences of the Gunpowder Plot:

- A. for the conspirators?
- B. for other Catholics?
- C. for King James?

Do you think there were consequences for anyone else?

- Writing for different purposes: newspaper report, diary entry, wanted poster, letter to a relative.
- Create a visual story - comic strip - and turn this into a simple animation.
- Sequencing activity - Twinkl has some simple pictures which could be printed out and the children could put them in the correct order. This could then be used as a stimulus for writing the story.
- Hot seat characters from the plot.
- Extend the hot-seating activity into an interview with Guy Fawkes.
- Write a new version of poem: 'Remember Remember the 5th of November'.

History

- Crime and Punishment through the ages: explore prisons from then and now. What are the similarities and differences?
- The Roman Empire and its impact on Britain: the Tower of London originally benefitted from the protection of the old Roman walls to the East and South. Explore the advantages of the site to the Romans, to William the Conqueror (in the context of castle-building) and to subsequent monarchs. Why, in time, did it make an effective prison? Potential to extend this into a Local History Study.
- Create a living timeline, marked by freeze-frames of key moments in the Gunpowder Plot.
- The events of the Gunpowder Plot took place over 400 years ago. Why is it important to remember things that happened in the past?

- Use black paper and chalk to create Bonfire Night art.
- Make a 3D rocket using a variety of different materials.
- Work in groups to design Bonfire Night safety posters to put up around school.
- Make masks of key characters and act out the story at assembly.
- Create puppets and use them to make a stop-motion animated retelling of the Gunpowder Plot. For inspiration, see: <https://www.youtube.com/watch?v=O6WWW37AeXQ&index=20&t=0s&list=PLTyVTmfN-rLmskGDJ9jdqRMI4e43qh9nj>

- Look at the chemistry of fireworks and how they work.
- The conspirators who left London to put the second part of the plan into action tried drying out their damp gunpowder by the fire. Examine why this was such a terrible idea.

Geography

- Use a map of modern London on a grid to work out the key locations of the Gunpowder Plot. This could extend into Maths by using coordinates.

How many bridges can you count?

Find the Tower of London. Does it stand out?

- Look at a map of late sixteenth century / early seventeenth century London (try searching Shakespeare's London on line).

Find the key locations of the Gunpowder Plot.

How many bridges can you count?

Find the Tower of London. Does it stand out?

- Look at the distances the conspirators needed to cover to put the second part of the plot into action. Using Maths skills, calculate speeds and distances.

5. Additional Resources

More information available from Historic Royal Palaces:

The Story of the Tower of London:

<https://www.hrp.org.uk/tower-of-london/history-and-stories/the-story-of-the-tower-of-london/>

The Story of Guy Fawkes:

<https://www.hrp.org.uk/tower-of-london/history-and-stories/guy-fawkes-and-the-gunpowder-plot/>

Tower of London Classroom Resources:

<https://www.hrp.org.uk/about-us/learning/classroom-resources/>

Information about the Tower of London offer for school:

<https://www.hrp.org.uk/tower-of-london/schools/>

External websites with resources relating to the Gunpowder Plot:

National Archives

<http://www.nationalarchives.gov.uk/education/resources/gunpowder-plot/>

Teaching History in 100 objects

http://teachinghistory100.org/objects/fawkes_lantern

Parliament

<https://www.parliament.uk/education/teaching-resources-lesson-plans/gunpowder-plot-part-1/>

<https://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/the-gunpowder-plot-of-1605/>

BBC History

http://www.bbc.co.uk/history/british/civil_war_revolution/gunpowder_hutton_01.shtml