

Pre drama planning:

Setting the Scene

- CT to draw spoon on piece of paper. Explain that this was found. Chn to guess what it is. Who might have used it? What qstns would the chn like to ask about it? Chn to get into small groups/pairs and act out the people who may have used it. Use 'frieze frame' to ask chn more about their characters. At this point they are just exploring ideas; there is no right or wrong answer.
- Draw a box on a piece of paper. Get the chn to share ideas of what it is and what may be in it. Who might it belong to? Chn given piece of paper to draw what they think might be in the box. Discuss the ideas and try and move chn into idea that these things are old. How can we find out about the box and its contents? CT tries to open the box. Very difficult. Why might it be difficult to open it? (age) Should we try and open it? Why? Why not? CT to open. Put gloves on and lift out an object, take a photo of it. Act out according to size and weight of object. Can the chn suggest what the object could be? Why? Why gloves? Why photo? Repeat process if necessary. Get a child to volunteer to take object out of box. What is it? Repeat if other children want to have a go.
Repeat but this time take out object that is obviously broken. Carefully fit the pieces together. Explain that you recognise the pieces from something you have found on a previous job. Does anyone else recognise it? Can you remember the King/Queen that was on the throne?
Go to 'filing cabinet' look through the 'photos' of jobs that have done in the past.
Refer to artefacts that have been found during different periods in History.

'Anticipation of an event is often more terrifying than actually dealing with the event when it occurs'
D.Heathcote
'The components of the situation are sure to create productive tension, provided time and energies are well focused in setting them up.'DH

Establish the Mantle of Expertise:

Receive a letter from a building company who have planning permission to build block of flats in London. Started to dig up ground to put foundations down, but have come across objects that are buried in the ground. They would like our Company to investigate what has been found. Company has a very good reputation. They are building near a road called 'Pudding Lane'. Do we already know anything about this place? How can we find out?
Need to go and visit the site. Establish exactly where the site is. What do we need to do before we go? Do 'jobs/roles' need allocating? Do we need to take a 'thing special with us'?
Get to site and find an area taped off with a grid inside. Explain that we must be very careful as these things could be very fragile. How can we start to discover the objects?
Discover a metal box. Open it. Inside are lots of letters. Read one of the letters to the group. Letter from friend of this person saying he is sorry that he is so busy and tired and must come and visit. Apprentices are off work with sickness and having to do e'thing. Read a couple more of letters which should give more information about

Tasks:

Create company office. What things might we see around us? Draw pictures of artefacts that have been found and restored by the company. Decide on Company name and logo
Google search 'Pudding Lane'.
Search for 'Pudding Lane' on map on computer.
Write list of what will need to take to the site

Write a report to Head Office of findings so far
Research re Stuart houses
Telephone conversation
Final report sent to HO to give advise
On whether building should go ahead

the Stuart period. Start to explore the site. Children to use gloves, brushes, cameras etc
What have we found? Draw artefacts on paper. CT shares some of the things they have found. Need to move the children into the Stuart period. Perhaps find sketch of a building/ recipes/ diary extract etc.

Look at all of the evidence. What can we say so far? Chronology? Receive a phone call from head Office wanting to know what found. Ask volunteers to speak to HO. Need to take artefacts back to Offices and do some more research.

Who owns the artefacts? Archaeological Company? People of London? Government?
Moral dilemma: should company be allowed to build on site which has historical significance?

Final report