Planning for Mantle of the Expert: Castle Restoration Team

Stage 1 Foundations ↓

1. Choose a Theme	Castles

2. Overview of the Students' Learning	3. Things that make the theme interesting	4. Inquiry questions
To develop a chronological understanding of history during the medieval period. To understanding the role of castles in medieval society. To develop knowledge about castles – purpose, design, architecture, role in society, defences, trade, etc. To develop knowledge about the people who lived and worked in castles – their roles, their routines, features of their lives. To use, apply, and develop knowledge and skills from different areas of the curriculum to create and develop the context.	Castles are interesting – the buildings: towers, gates, dungeons, drawbridge, portcullis, etc History of castles – battles, people, sieges, events. Design of castles – to keep the enemy out, location, high/thick walls, arrow slits, water supply, food storage, animals, etc Purpose of castles – protection, use of power, subjugation, etc	Why were castles built? How were the designed? What effect did a castle has on the local community? Who lived in castles? How was life organised inside a castle? How did armies attack a castle? How did the people inside the castle protect themselves? How do historians investigate the history of castles?

Stage 2 Context ↓

5. The narrative – People, location, events, time, tension	6. Expert Team – powers, responsibilities and values	7. Client – role, purpose and authority
The owner of a ruined castle calls in a restoration team to restore the castle and make it safe for visitors. The Team set to work – first making it safe to work in and then to repair and restore it. As they work, they discover signs of the people who once occupied the castle, these are 'bridges' into the past – signs of how the castle was used and the events (good and bad) that happened during its long history.	Castle Restoration Team **Powers** – to go into a dangerous building; to make the building safe; and decide what needs to be done; to repair the castle so visitors can visit. **Responsibilities** – to keep themselves and their colleagues safe; to restore the castle faithfully; to investigate the history of the castle; to open the castle to visitors; to explain to visitors about the castle's history. **Values** – The Team believe in conserving the past; in finding out about the past; protecting it; and communicating to people in a way they will understand.	**The owner of the castle** – a high authority client who needs the expertise of the restoration team and will defer to their better judgement. The owner will have questions and concerns but recognises that the Team have the expert knowledge and experience. Once the castle is made safe, the owner has plans to make it accessible for visitors. He doesn't want to turn it into a 'fun park' but wants people to learn about the castle's history as they walk round.

8. Commission	9. Other points of view
1. To make an assessment of the castle and make it a safe space to work in. 2. To restore the castle – not to rebuild it, but to make it somewhere for people to visit and learn about the castle's history. 3. To investigate the history of the castle – the people who built it, the people who lived there, events – good and bad. 4. To make the history of the castle accessible to visitors and to give them a background to the history of castles and their place in medieval history.	The owner of the castle. The family and ancestors of the owner. Local people. Inspectors – buildings, heritage, etc Local media – interested in what's happening. People from the past – people who lived and worked in the castle.

Stage 3 Activities & Curriculum Links ↓

10. Team tasks and classroom activities	11. Curriculum Links	12. Literacy Links & Ideas
To ensure the castle is authentically restored - Research castles and their history To give an accurate estimate of costs - Record, add up and calculate the cost of materials and time To write plans of how the castle will be restored - Draft, edit and write up plan for the client.	History, Reading Mathematics – addition, multiplication Writing – drafting, editing and final copy	**To communicate and convey information** – instructions, reports, explanations, persuasion, recounts, emails **To make a reminder** – notes, lists, diaries, **To entertain** - fiction – adventure, mystery, myths and fairy tales; Dialogue – scripts and narratives

Stage 4 Start	13. A sequence of steps into the fiction **Resources:** - A sheet of A3 paper for writing the sign, step 1. - A stack of A5 paper (A4 torn into quarters) for step creating parts of the ruined castle, step 9. **Steps in:** 1. "I'm going to show you something from a story" - Teacher writes on sheet of paper – DANGER! NO ENTRY – She asks, "What do you think might be happening in the story?" (She's not hoping they will guess ' a ruined castle') 2. The teacher stands up (leaving the paper on the floor) and represents the action of putting up the sign using a hammer and nails – She let's out a big sigh and looks up at something in the distance. 3. Coming out of role, she asks - "What do you make of that?" Discussion. 4. "Let's see it again, this time you'll be able to hear the person's thoughts." – She repeats: putting up the sign, big sigh, a shake of the head and looks up at something in the distance, then she says: "*Am I doing the right thing? It's been in the family for so long*." 5. Out of role, she asks: "Did you hear what they said?" Discussion. 6. Back in role: *"I suppose once it was rather grand, but now it's just old stones and crumbling towers."* 7. Out of role. Another discussion. 8. In role: *"I wonder what they're going to say. I hope it can be repaired; they should be here soon."* She turns and looks over her shoulder and switches to a narrator's voice: "As she turned, she saw coming up the road a white van with the words, "Castle Restoration Team" painted on the side, these were the people she had been waiting for. They were going to look at the castle and tell her what needed to be done to repair it and whether (one day) it could be opened to visitors." --- 9. Teacher: "We'll just stop the story there for a moment. Could I ask, if we were the people in the van, come to look around the old castle, what kind of equipment do you think we would have to keep us safe?" Discussion. 10. "Could I ask you to stand." [Teacher goes into role as one of the Team] "*Here we are,"* [Looks up at the castle on the hill] *"I understand it is pretty dangerous, so let's get ourselves ready – first up, overalls."* [She enacts putting on overalls, children (now coming into the fiction, follower her lead). *"I've brought along my utility belt today, have you got yours? What have you got attached? I've got my torch, my tape-measure…"* There follows a short discussion where the Team talk about their equipment – cameras for taking pictures, ladders for climbing up high, hard-hats and gloves to protect themselves, etc. 11. In role: *"So, the job today is just to take a look around and photograph anything that needs urgently repairing. We need to make the building safe, so look out for any crumbling walls or battlements that might fall down* [looks up]; *any holes that need covering* [looks down]; *I understand there is an old well, so watch out for that; and the drawbridge is broken, so take care when you're going in. Anyway, we all know what we're doing - take a look around, take some photographs and we'll meet back here when we're done. Ready?"* 12. The teacher comes out of role and picks up the stack of paper and gives the students a task: "Can you please take a piece of paper and draw a picture of something in the castle that needs urgently repairing…" To support them, she puts up images of castles on the board and writes a list of castle features, such as: wall, gatehouse, drawbridge, portcullis, etc. 13. The students set to work. --- 14. The teacher walks round looking at the student's pictures and offers support. She looks out for ideas she can use to develop the fiction. For example, "There is a wall over here that looks like it might collapse, we'll have to bring the scaffolding next time we come. That well looks very dangerous, I'd feel happier if it was covered with a metal lid. Has anyone taken a look at the drawbridge?" And so on. 15. Judging when the time feels right, she says: "I don't know where you are on the castle but can you take a close look and see if there are any marks from the past – scratches on the wall, some old paint, maybe some writing, or damage from a weapon – if you find anything, can you please add it to your image." 16. Looking out for students who take up the task, she quietly asks them, "What have you there? How do suppose that came about?" Then, once again, uses the idea to further develop the context: "Over here on the north wall one of the team has found some strange marks high up on the battlements, I wonder why they were made?" And so on. --- 17. The teacher writes on the board: 'not urgent/very urgent' and a scale 1, 2, 3, 4, 5. 18. She talks to the class: "Can I ask you to stop for a moment and look this way. We have a scale here from 1 to 5, 1 being 'not urgent' and 5 being 'very urgent' – can I please ask you to take a look at your part of the castle and write a number on your image depending on whether the work needed is a 1, 2, 3, 4, or 5 on this scale." 19. "Can I ask for a show of hands – how many 1's have we got, what about 2's…?" Etc

	20. “Um, looks like we’ve got a lot of work on our hands! We’ll have to get these urgent jobs done first, to make the castle safe, before we start on the others.” 21. “In a moment I’m going to ask you to stand and get into groups of four or five. Once you’re in your group can you decide which job you are going to do first and what kind of equipment you’re going to need. For example, you might decide the curtain wall on the north side looks dangerous – you make a list of equipment: scaffolding, mobile platform, ropes, etc.” 22. As the students work on the task the teacher walks round listening and offering support. 23. “Can I ask you to stop for a moment. I don’t know if you’re ready but when you are could I ask you get to work, remember to put on your safety equipment [she represents putting on a hardhat and cloves], you’ll probably need to work in pairs or more if there is anything heavy to carry. So, let’s get going.” - If the students are unfamiliar working in the ‘enactive’ form the teacher might need to model this way of working with one of the groups. 24. As the students work the teacher walks round listening and offering support. 25. “Could I ask you to stop for a moment and gather round, there is something happening over here I think you’ll be interested in.” The students gather round one of the groups selected by the teacher to model one of the teams at work. 26. “So, here is one of the teams putting a metal lid on the well. I’d just ask you to watch and see what you notice about the way they’re working, anything that tells you what they think is important.” 27. The group enact repairing the rim of the well and fitting a heavy metal lid. The teacher stops the action at various points to discuss with the students watching anything that highlights the values and responsibilities of the team. For example, working together, being safe, repairing the well carefully, etc.

Events	Activities – Language/drawing/enacting	Purpose (inside the fiction)	Learning
The owner of a ruined castle is seen putting up a sign saying ‘DANGER! NO ENTRY. She’s thinking about if she is doing the right thing and is waiting for the arrival of a castle restoration team.	1. 1. [Teacher-facilitator talking to the students] *“I’m going to show you something from a story.”* Write on a sheet of paper – DANGER! NO ENTRY. Ask, *“What do you make of this?”* **[Strategy 2: sharing a partial narrative, a sign; Convention 8: an image to represent a situation; Form 2: symbolic]** 2. [Teacher-facilitator] “*Here is the person putting up the sign.”* Teacher stands up (leaving the paper on the floor) and represents the action of putting up the sign using a hammer and nails. Lets out a big sigh and looks up at something in the distance. [Teacher-facilitator] *“What do you make of that?”* Discussion. **[Strategy 4: teacher-in-role; Convention 2: A person or event framed as a film; Form 3: enactive]** 3. [Teacher-facilitator] *“Let’s see it again, this time you’ll be able to hear the person’s thoughts.”* Repeat: putting up the sign, big sigh, a shake of the head and look up at something in the distance and say: [Teacher-in-role] “*Am I doing the right thing? It’s been in the family for so long*.” [Teacher-facilitator] *“Did you hear what they said?”* Discussion. Back in role: *“I suppose once it was rather grand, but now it’s just old stones and crumbling towers.”* Out of role. Another discussion. 4. [Teacher-in-role] *“I wonder what they’re going to say. I hope it can be repaired; they should be here soon.”* Turn and look over shoulder and switch to a narrator’s voice: [Teacher-narrator] *“As she turned, she saw coming up the road a white van with the words, “Castle Restoration Team” painted on the side, these were the people she had been waiting for. They were going to look at the castle and tell her what needed to be done to repair it and whether (one day) it could be opened to visitors.”*	A sign is put up outside a ruined castle by the castle’s owner. A restoration team arrive to look at the ruin.	Listening, asking questions, using inference.
Step 2: The team prepare to enter the castle, put on their safety clothing, and discuss their first task: to survey the castle and decide what needs to be done.	1. [Teacher-facilitator] *“Could I ask, if we were the people in the van, come to look around the old castle, what kind of equipment do you think we would have to keep us safe?”* Discussion <u>outside</u> the fiction. 2. [Teacher-facilitator] *“Could I ask you to stand.”* The students stand up and the teacher switches to the teacher-in-role voice, team-member: “*Here we are,”* (Enact looking up at the castle on the hill). *“I understand it is pretty dangerous, so let’s get ourselves ready – first on, overalls.”* [Enacts putting on overalls] *“I’ve brought along my utility belt today, have you got yours? What have you got attached? I’ve got my torch, my tape-measure…”* Discussion <u>inside</u> the fiction. **[Strategy 7: interacting with the students in role; Convention 1; Form 3: enactive]**	The team prepare to survey the castle and take photographs of what needs repairing.	History: vocabulary of castles, some of the architectural features; Art: looking at and drawing parts of a castle.

	3. In role: *"So, the job today is to take a look around and photograph everything that needs urgent repair. We need to make the building safe, so look out for any crumbling walls or battlements that might collapse or any holes that need covering - I understand there is an old well, so watch out for that - and the drawbridge is broken, so take care when you are going in. We all know what we're doing - so take a look around, take photographs, and we'll meet back here when we're done. Ready?"* 4. Come out of role and pick up a stack of paper [Teacher-facilitator] *"Here is some paper for drawing the photographs of the parts of the castle that need urgent repair."* **[Strategy 6: students creating images; Convention 8: an image to represent a situation; Form 1: iconic]** As the students get to work, put up images of castles on the whiteboard and a list of castle features - such as: wall, gatehouse, drawbridge, portcullis, etc. - for them to use.		
Step 3: As the team photograph the castle and take note of the jobs that need to be done, they notice marks - scratches, old paint, bit of writing, etc - and record those in their notes.	1. Walk round looking at the students' pictures and offer support. Look out for ideas that can be used to develop the fiction. For example, [Teacher-in-role] *"There is a wall over here that looks like it might collapse, we'll have to bring the scaffolding next time we come. That well looks very dangerous, I'd feel happier if it was covered with a metal lid. Has anyone taken a look at the drawbridge?"* And so on. 2. Judging when the time feels right, say: *"I don't know where you are on the castle, but can you take a close look and see if there are any marks from the past – scratches on the wall, old paint, maybe some writing, or damage from a weapon – if you find anything, can you please add it to your image."* 3. Look out for students who take up the task and quietly asks them, *"What have you there? How do suppose that came about?"* Then use their ideas to further develop the context: *"Over here on the north wall one of the team has found some strange marks high up on the battlements, I wonder why they were made?"* And so on.	As the team work on one task - creating a list of jobs that need doing urgently - they keep their eyes open for anything of possible historical interest.	English - developing ideas for potential story making; History: thinking about the past and things that might have happened in the castle.
Step 4. The team create a list of jobs with an order urgency from 1 to 5. They set to work on the list, gathering their equipment and working in teams.	1. Write on the board: 'not urgent/very urgent' and a scale 1, 2, 3, 4, 5. 2. [Teacher-in-role] *"Can I ask you to stop for a moment and look this way. We have a scale here from 1 to 5, 1 being 'not urgent' and 5 being 'very urgent' – can I please ask you to take a look at your part of the castle and write a number on your image depending on whether the work needed is a 1, 2, 3, 4, or 5 on this scale."* 3. *"Can we have a show of hands – how many 1's have we got, what about 2's…?"* Etc 4. "*Um, looks like we've got a lot of work to do! We'll have to get these urgent jobs done first and make the castle safe before we start on the others."* 5. [Teacher-facilitator] "*In a moment can everyone find themselves standing up and getting into groups of four or five. Once you're in a group can you decide which job needs to be done first and what kind of equipment you're going to need. For example, you might decide the curtain wall on the north side looks dangerous, so you make a list of equipment, including scaffolding, mobile platform, ropes, etc."* 6. As the students work on the task the teacher walks round listening and offering support. 7. When an opportunity arises to model the activity, the teacher briefly brings everyone together: *"Could I ask you to stop for a moment and gather around, there is something happening over here you might be interested in."* 8. [Teacher-facilitator] *"So, here is part of the team putting a metal lid on the well. I'd just ask you to watch, see what you notice about the way they're working, and look out for anything that tells you what they are doing is important."* 9. The group enact repairing the rim of the well and fitting a heavy metal lid (or some other activity). Stop the action at various points to discuss with the students watching anything that	The team decide on what jobs need doing and start work, being careful to protect the castle and to work safely.	Ordering and sorting using a scale; planning ahead; thinking about health and safety; inventing jobs that need doing. All this will lead to writing a journal about the day's work.

	highlights the values and responsibilities of the team. For example, working together, being safe, repairing the well carefully, etc.		