StoneCrabs Theatre

HISTORY, STORYBOARDS & MUSEUM ARTEFACTS

Storyboarding activities for the classroom

Storyboarding

Storyboarding is a technique that encourages students to creatively express their ideas, perspectives, and interpretations of historical information. By creating visual sequences, students can also develop critical thinking skills as they analyse and synthesise geographic data to convey a coherent story or message, as well as sediment their learning

Methodology

StoneCrabs engaged with teachers from the Drama and History departments at Christ The King Secondary School to deliver sessions to five classes spanning from year 8 to year 11. The students learned about different museum artefacts and were tasked with creating short storyboards incorporating those artefact into their story. The session involved a mix of free selection, guided selection, and specific object selection to inspire the storytelling process. You are free to pick different museum artefacts. For this project we chose artefacts from the book *"100 Treasures and Curiosities from the collection of Carisbrooke Castle Museum"*

Tudor hornbook

NETCC: 1985.2964
Bequeathed by F.G. Poole, 1957

In the Tudor period, hornbooks were used to teach children the basics of the English language. A single sheet of either vellum or paper was covered with a thin layer of protective horn and placed within a holder incorporating a handle to make it easy for young children to hold. The holders were often made of wood, but this is a rare leather example. The writing shows the alphabet in upper and lower case, numbers, and common vowel combinations. Basic hornbooks like this played an important role in the education of Tudor children and ensured that expensive paper and vellum were protected while being used by young children.

We chose this particular artefact because it is linked to The Tudor period Key Stage 3 of the History curriculum, which is for students Year 7 - Year 9. This period in history covers the reigns of the Tudor monarchs: Henry VII, Henry VIII, Edward VI, Mary I, and Elizabeth I, spanning from 1485 to 1603.

By integrating both the Tudor hornbook storytelling prompt and the storyboard creation activity, students can deepen their understanding of the historical context while also honing their creative and visual storytelling skills. This combined exercise offers a multi-faceted approach to learning that engages students in historical inquiry, creative expression, and collaborative storytelling.

Tudor hornbook - Activity/Lesson plan

This lesson plan is to be delivered ideally over 2 lessons, but could be streamlined to fit into one lesson, or expanded towards 3 lessons.

The version below is a 2 lesson plan.

Lesson 1:

Start by introducing the Tudor hornbook to the students and explaining its historical significance during the Tudor period. Provide background information on the object and its role in education at that time.

Assign each small group a Tudor hornbook as the inspiration for their story. Ask students to imagine who would have used the hornbook and create a story set in the Tudor era that incorporates this object.

Explain the concept of storyboarding to the students and provide a brief demonstration or example to illustrate how to plan out a story visually using frames or panels. (Disney cartoons, comics, graphic novels, anime - you can use these examples to get the students to better visualise the task in hand).

Instruct students to create a storyboard with 9 frames that visually depict their Tudor hornbook-inspired story. Encourage them to include details that reflect the historical setting and characters of the Tudor period. They need to think What? The Tudor Hornbook, Where? How? When? etc

Encourage collaboration within the small groups as students brainstorm ideas, plan out their storyboard frames, and develop their storytelling approach. Emphasize creativity in how they interpret and incorporate the Tudor hornbook into their narratives.

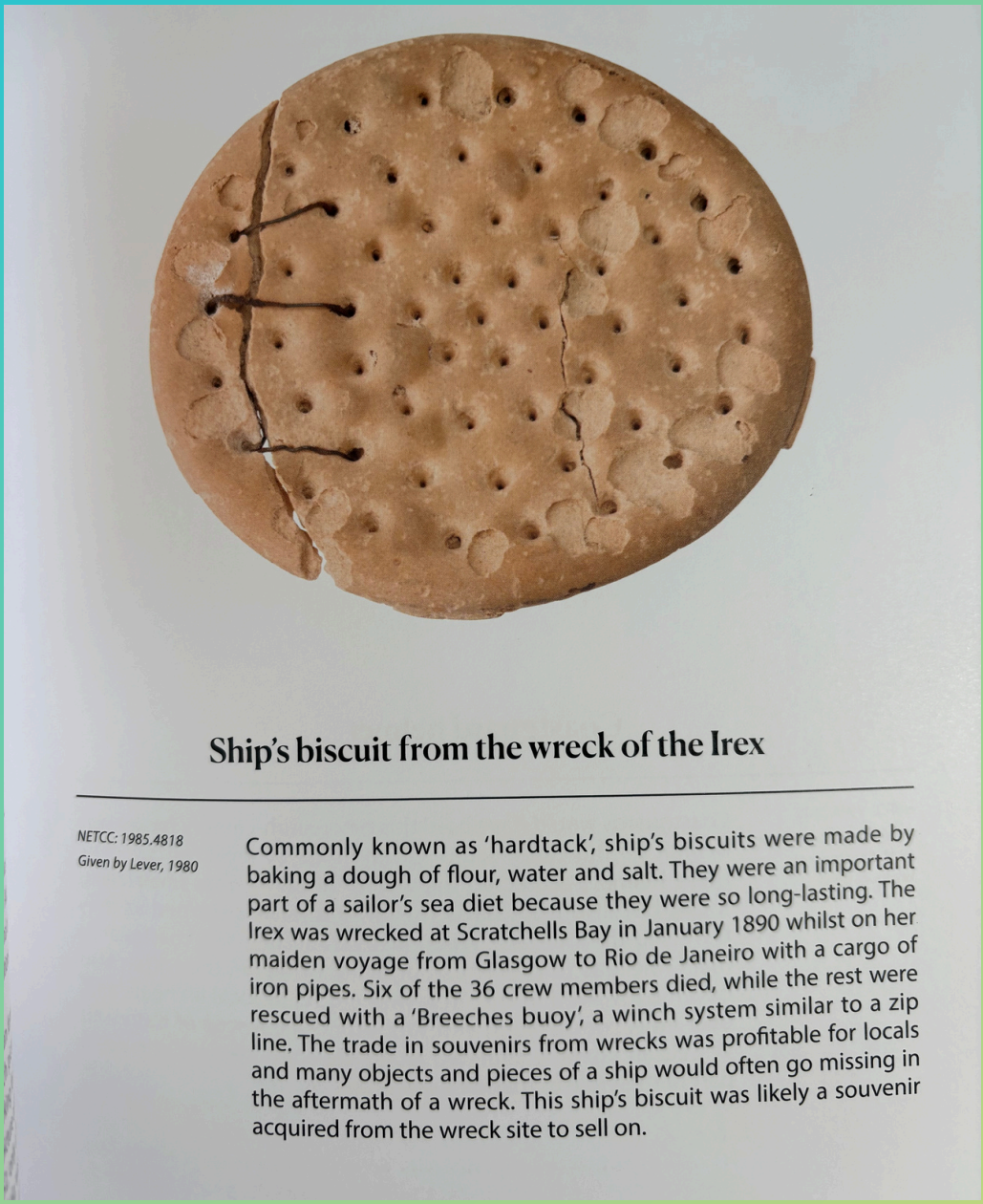
As an extra you can provide art supplies or digital tools for students to create their storyboards. Allow time for them to design and complete their visual narratives. This however works with just pen and paper.

Lesson 2

Recapping, sharing and reflecting

As a way of recapping the subject, have each group present their storyboard to the class, explaining their creative choices, storytelling approach, and how the Tudor hornbook is integrated into their story.

Facilitate a discussion about the different stories created, highlighting the connections between the Tudor era, the hornbook object, and the students' imaginative narratives. Encourage students to reflect on what they learned through this creative exercise.



Ship's biscuit from the wreck of the Irex

NETCC: 1985.4818
Given by Lever, 1980

Commonly known as 'hardtack', ship's biscuits were made by baking a dough of flour, water and salt. They were an important part of a sailor's sea diet because they were so long-lasting. The Irex was wrecked at Scratchells Bay in January 1890 whilst on her maiden voyage from Glasgow to Rio de Janeiro with a cargo of iron pipes. Six of the 36 crew members died, while the rest were rescued with a 'Breeches buoy', a winch system similar to a zip line. The trade in souvenirs from wrecks was profitable for locals and many objects and pieces of a ship would often go missing in the aftermath of a wreck. This ship's biscuit was likely a souvenir acquired from the wreck site to sell on.

Connecting the story of The Irex to the use of "hardtack" biscuits during sea voyages would be particularly relevant for Key Stage 3 - this particular artefact connects with industrialisation, global exploration, and the impact of technology on society. It also connects with local study, British History and beyond Britain.

The idea of souvenirs being taken from wreck sites and sold for profit adds another layer of complexity to the story of The Irex and the lives of the sailors involved. It also sheds light on the economic and social dynamics of the time period.

The wreck of the Irex - Activity/Lesson plan

Storyboarding is a valuable visual storytelling tool that can help enhance students' understanding of historical events like the wreck of The Irex at Scratchell Bay. Here's how you could incorporate a storyboard exercise to enrich students' knowledge of the events surrounding the wreck:

This lesson plan is to be delivered ideally over 2 lessons, but could be streamlined to fit into one lesson, or expanded towards 3 lessons. The version below is a 2 lesson plan.

Lesson 1:

Start by providing students with background information about The Irex, its maiden voyage from Glasgow to Rio de Janeiro, and the circumstances that led to its wreck at Scratchell Bay in January 1890. Discuss the key players, timeline of events, and the impact of the wreck on the crew and local community.

Divide students into small groups and assign each group a specific aspect of the story, such as the ship's departure from Glasgow, the stormy weather encountered at sea, the wreck at Scratchell Bay, the rescue efforts, or the aftermath of the tragedy. Ask students to create a series of storyboard panels that visually depict the events and emotions involved in their assigned part of the story.

Encourage students to use sketches, images, and captions to create their storyboard panels. They can include details such as the layout of the ship, the stormy sea conditions, the crew members' reactions, the use of the Breeches buoy for rescue, and the salvaging of artefacts from the wreck site.

Lesson 2

Recapping, sharing and reflecting

Have the groups present their work to the class. Each group can explain the significance of their chosen events, the historical context surrounding them, and any connections to other parts of the story. This will allow students to share their interpretations and insights with their peers.

After all groups have presented their storyboards, facilitate a class discussion on the key themes, emotions, and outcomes of the story of The Irex. Encourage students to reflect on the challenges faced by the crew, the impact of the wreck on the local community, and the ethical considerations surrounding artefact salvaging.