





<p>PowerPoint Slide 4</p>	<p>number rather than count!</p> <ul style="list-style-type: none"> <li>• On Slide 4 – tell students that today we’ll be learning about the <u>historical context</u> of Madame Tussauds. Ask students to discuss the term ‘<u>historical context</u>’ with a partner. What does it mean? What is the context in which they currently live?</li> <li>• Can students think of other figures they have seen or want to see in the attraction: what are their historical contexts?</li> <li>• <b>TAKEAWAY:</b> Marie Tussaud created her brand in a very different historical context.</li> </ul> <p><b>STARTER ACTIVITY: STEPPING INTO THE TIME MACHINE! 10 MINUTES</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• To understand the breadth of history covered by a variety of wax figures in the attraction: fame through the ages.</li> <li>• To understand the historical context in which Marie Tussaud lived in the year 1803.</li> <li>• To organise a series of historical events in Marie Tussaud’s life into chronological order.</li> <li>• To identify the types of challenges Marie Tussaud faced and how they are different to today’s challenges.</li> </ul>
<p>PowerPoint Slide 5</p>	<ul style="list-style-type: none"> <li>• <b>UNIQUE TASK:</b> Ask students to play a game of Guess Who: which wax figure do they think has been in the attraction for the longest? The least amount of time? Which new figure might Madame Tussauds consider creating in the future? (these are all site-specific).</li> <li>• Ask students: do they think fame has changed through the ages? How? (e.g. there are <u>more</u> celebrities now because there are more avenues for exposure via the media and digital platforms etc.).</li> <li>• Tell students: welcome to the Time Machine! In this workshop they are going to step back into the early nineteenth century! Perhaps ask students to spin around on the spot for 30 seconds in order to re-enact the idea of stepping back in time.</li> </ul>
<p>PowerPoint Slide 6 + Resource 1</p>	<ul style="list-style-type: none"> <li>• Tell students: they need to use empathy skills to get into character. How would life have been different for them in 1803? For example, children in those days wouldn’t be used to technology. They wouldn’t have phones or PowerPoints, etc.</li> <li>• Ask students to use their memory and historical knowledge to match the various important moments in Marie Tussaud’s life to the correct dates – putting them in <u>chronological order</u> and creating a timeline – can they remember the information from slide 1! If no ppt. then split the children into groups and give each group one of the events from MT’s life. Ask them to organise themselves by standing in the right chronological order. Then apply the dates.</li> <li>• Ask students to gain historical context: what challenges did Marie Tussaud face in the time in which she lived? How are these challenges different to today’s challenges?</li> <li>• <b>TAKEAWAY:</b> To understand the historical context of a previous time and to</li> </ul>



PowerPoint  
Slide 7 +  
Resource 2

use empathy skills to imagine life during that time.

**MAIN TASK 1: MARIE TUSSAUD'S LETTERS: 10 MINUTES**

**Objectives:**

- To analyse one of Marie Tussaud's letters from the year 1803.
- To discuss the differences in voice and style from 1803 to the modern day.
- To interpret Marie Tussaud's writing in order to empathise with her character and identify personality traits.

- Tell students: now we are STEPPING BACK IN TIME! To 18<sup>th</sup> May 1803.
- **UNIQUE TASK:** Read aloud the letter that Marie Tussaud wrote to her husband on this date. Tell students that 'Nini' is Marie's name for her eldest son.
- The letter is split into three distinct sections: MT's account of the terrible journey across the sea; her account of how brave Nini was throughout the journey; and her account of the town where she and Nini are staying. Please note: the letter is quite long and not all students will read or understand the whole thing; however, it is important to 'teach to the top' (i.e. have high expectations), but to differentiate by asking children to read only one paragraph if that's all they can manage. Some will manage one paragraph (or one line!) and some will manage the whole thing.
- Ask students to test literacy and reading comprehension skills by identifying some of the features of the letter using questions on Slide 7. Tell students, if they can only answer one question that is fine. If no ppt. ask one question at a time, reading aloud the appropriate corresponding section of the letter and asking children to listen out for the answer.
- **TAKEAWAY:** Ways of communicating were different in 1803. The style of the letter is more formal – for example, people nowadays only have to send a WhatsApp message!

**MAIN TASK 2: MAKING IT MODERN: 20–25 MINUTES**

**Objectives:**

- To understand and use the conventions of a modern interview.
- To empathise with a significant individual from history by acting in-role as that person.
- To convey a character through appearance, voice, body language, and facial expression. To perform interviews to the class using dramatic techniques.

- Tell students: step into the Time Machine again! It's time to come back to the 21<sup>st</sup> century. Perhaps ask students to spin around on the spot for 30 seconds in order to re-enact the idea of stepping forwards in time.
- **UNIQUE TASK:** Tell students to get into pairs. They now have to use their drama and role-play skills to carry out modern-day interviews with Marie Tussaud.
- First of all, they need to come up with three questions that they would ask



<p>PowerPoint Slide 8</p> <p>PowerPoint Slide 9</p>	<p>her.</p> <ul style="list-style-type: none"> <li>• Ask students to use what they have learned from the letter to emulate MT’s 1803 voice, tone and style. What would she wear to the interview, for example? (Props would be great!). How would she behave? How would she speak and what style of language would she use? Would she be confused by the modern-day format of an interview?</li> <li>• Ask students: how can they show the contrast between Marie Tussaud’s 1803-self, and the modern-day interview format? Would this be funny or interesting to watch? Why? Would Marie Tussaud be confused? Why?</li> <li>• Ask students to perform their interviews to the group.</li> <li>• Ask them to analyse any differences between Marie Tussaud and the interviewer or interview style. What effect does this have? What does this teach you about the different historical contexts involved?</li> <li>• <b>TAKEAWAY:</b> To put a character from one historical context into another context using empathy skills, to understand how times have changed and how much progress we have made in terms of how we communicate.</li> </ul> <p><b>PLENARY: A LETTER TO MY FUTURE SELF! 10 MINUTES</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• <b>To imagine a future context by writing a letter to future selves.</b></li> </ul> <ul style="list-style-type: none"> <li>• Tell students: step into the Time Machine again! It’s time to step into the FUTURE by <u>10 years</u>. Ask students to spin around on the spot for 30 seconds in order to re-enact the idea of stepping forwards in time.</li> <li>• Think about future – how will contexts have changed? Ask students to use predictive skills to consider what the future might hold: what further technological advancements will have been made?</li> <li>• <b>UNIQUE TASK:</b> Ask students to write a short letter to themselves to open in 10 years time, including a summary of the day at Madame Tussauds, and what they hope to achieve in the next ten years. How will <i>you</i> shape the future? If no space for letter writing, ask students to simply write a very short note on a piece of scrap paper and put it into their pockets to take home with them.</li> <li>• <b>TAKEAWAY:</b> that the context of the future will be different once again – and that students will play a significant role in shaping the society of the future!</li> </ul>
<p>PowerPoint Slide 10</p>	<p><b>PLENARY: SUMMARY</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• <b>To reflect on learning at the Madame Tussauds attraction and workshop.</b></li> <li>• <b>To revisit or redefine the term ‘historical context’.</b></li> </ul> <ul style="list-style-type: none"> <li>• Ask students what they have learned at the Madame Tussauds attraction today.</li> <li>• Can they revisit or redefine the term ‘historical context’?</li> <li>• <b>TAKEAWAYS:</b> that Marie Tussaud lived in a different historical context and faced challenges specific to that time; that fame has changed through the</li> </ul>



**PowerPoint  
Slide 11**

ages; that we have made significant scientific and technological advancements; and that we will continue to make advancements into the future.

- Suggest to students and teachers that they complete the post-visit activities around creating more celebrity interviews!
- Thanks!