

HENRY V – THE BIG QUESTION

A Key Stage 3 and 4 PSHE and Citizenship
Resource



© Shakespeare Schools Foundation 2019

All rights reserved. Copyright of this curriculum resource rests with Shakespeare Schools Foundation. Any hiring, lending, redistribution, modification or copying (other than copying for the exclusive use of the school or institution which has purchased the resource) is strictly prohibited

ACKNOWLEDGEMENTS

Shakespeare Schools Foundation wish to thank the following trusts and charitable foundations, without whom this resource could not have been created.



This project has been made possible thanks to the generous support of The Childhood Trust, who fund grass roots charities and their projects to alleviate the impact of child poverty.

theBigGive.org.uk

We have been kindly supported by The Big Give, who profile the work of thousands of charities and their projects, providing a platform to promote causes and inspire people to give. We are very grateful to everyone who supported our work through The Big Give.

Curriculum Links

This KS3/KS4 Citizenship, English and Personal Wellbeing teaching sequence provides a scheme of work to help pupils learn about forming and talking through their opinions. It uses Shakespeare's plays to explore a range of topics including

- *Personal growth and maturity*
- *Responsibility at different stages of life*
- *The importance of the rule of law*
- *Young people and mental health*
- *The power of political rhetoric*
- *Forgiveness and retribution*
- *Religious and other forms of extremism*
- *Cyberbullying and the pressures of social media*
- *The importance of diversity and of respecting difference*

From the National Curriculum – Citizenship

Purpose of study

A high-quality citizenship education helps to provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society. In particular, citizenship education should foster pupils' keen awareness and understanding of democracy, government and how laws are made and upheld. Teaching should equip pupils with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments. It should also prepare pupils to take their place in society as responsible citizens, manage their money well and make sound financial decisions.

Aims

The national curriculum for citizenship aims to ensure that all pupils:

- Acquire a sound knowledge and understanding of how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government.

- Develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced.
- Develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood.
- Are equipped with the skills to think critically and debate political questions, to enable them to manage their money on a day-to-day basis, and plan for future financial needs.

Subject content

Key stage 3

Teaching should develop pupils' understanding of democracy, government and the rights and responsibilities of citizens. Pupils should use and apply their knowledge and understanding while developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action.

Pupils should be taught about:

- The development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch.
- The operation of Parliament, including voting and elections, and the role of political parties.
- The functions and uses of money, the importance and practice of budgeting, and managing risk.

Key stage 4

Pupils should be taught about:

- Parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press.
- The different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond.
- Other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom.

- Local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world.
- Human rights and international law.
- The legal system in the UK, different sources of law and how the law helps society deal with complex problems.
- Diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.
- The different ways in which a citizen can contribute to the improvement of their community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity.
- Income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent.

The Personal Wellbeing Programme of Study – non statutory

The range and content includes:

Key Stage 3

- Examples of diverse values encountered in society and the clarification of personal values.
- The knowledge and skills needed for setting realistic targets and personal goals.
- Physical and emotional change and puberty.
- Sexual activity, human reproduction, contraception, pregnancy, and sexually transmitted infections and HIV and how high-risk behaviours affect the health and wellbeing of individuals, families and communities.
- Facts and laws about drug, alcohol and tobacco use and misuse, and the personal and social consequences of misuse for themselves and others.
- How a balanced diet and making choices for being healthy contribute to personal wellbeing, and the importance of balance between work, leisure and exercise.
- Ways of recognising and reducing risk, minimising harm and getting help in emergency and risky situations.
- A knowledge of basic first aid.
- The features of positive and stable relationships, how to deal with a breakdown in a relationship and the effects of loss and bereavement.
- Different types of relationships, including those within families and between older and young people, boys and girls, and people of the same sex, including civil partnerships.
- The nature and importance of marriage and of stable relationships for family life and bringing up children.
- The roles and responsibilities of parents, carers and children in families.

- m. The similarities, differences and diversity among people of different race, culture, ability, disability, gender, age and sexual orientation and the impact of prejudice, bullying, discrimination and racism on individuals and communities.

Key Stage 4

- a. The effect of diverse and conflicting values on individuals, families and communities and ways of responding to them
- b. How the media portrays young people, body image and health issues.
- c. The characteristics of emotional and mental health, and the causes, symptoms and treatments of some mental and emotional health disorders.
- d. The benefits and risks of health and lifestyle choices, including choices relating to sexual activity and substance use and misuse, and the short and long-term consequences for the health and mental and emotional wellbeing of individuals, families and communities.
- e. Where and how to obtain health information, how to recognise and follow health and safety procedures, ways of reducing risk and minimising harm in risky situations, how to find sources of emergency help and how to use basic and emergency first aid.
- f. Characteristics of positive relationships, and awareness of exploitation in relationships and of statutory and voluntary organisations that support relationships in crisis.
- g. The roles and responsibilities of parents, carers, children and other family members.
- h. Parenting skills and qualities and their central importance to family life.
- i. The impact of separation, divorce and bereavement on families and the need to adapt to changing circumstances.
- j. The diversity of ethnic and cultural groups, the power of prejudice, bullying, discrimination and racism, and the need to take the initiative in challenging this and other offensive behaviours and in giving support to victims of abuse.

The Big Question – Henry V

<p>Learning Objectives</p> <p>Pupils use a range of balanced and persuasive argument techniques across a range of activities to formulate a viewpoint and argument related to the Big Question for this lesson.</p> <p>Pupils analyse the actions of Henry and his development as an individual and ruler.</p> <p>Success criteria (including differentiation)</p> <p>All can express an initial opinion on the ‘Big Question’ and justify their viewpoint.</p> <p>Most can develop their opinion over the course of the lesson sequence by listening and responding to others.</p> <p>Some can articulate a clear balanced argument on the ‘Big Question’, using sophisticated argument techniques.</p>	<p>Big Question: How does growing up affect our different freedoms and responsibilities?</p> <p>Vocabulary: freedom, responsibility, vulnerabilities, liberties</p> <p><i>To begin: Discover the events of Henry V using the SSF 10 Events and the instructions for exploring the story in the Appendix.</i></p> <p>Lesson Plan</p> <ul style="list-style-type: none">• Ask pupils for their reaction to the behaviour of Henry with regard to the killing of his old friend Bardolph.• Pupils explore the character of Henry as a young prince and as a ruler of England, using two roles on the walls and two differing speeches showing the character of Henry. They feed back to the rest of the class regarding the changes in the character.• Reflection – to what extent do we all go on an emotional journey to maturity? Pupils complete a ‘freedoms and responsibilities’ checklist for different stages of life (childhood, adolescence, adulthood, old age).• What are the strengths and vulnerabilities at each stage of life? How do we respect and protect those vulnerabilities as a society? How are our communities and government structured to enhance strengths and protect vulnerabilities?• Written outcome. <p>See Teaching and Learning Activities for full details:</p>	<p>Resources</p> <ul style="list-style-type: none">• Two text extracts – Henry IV and Harfleur• Freedoms and Responsibilities checklist• Henry V – 10 events• Instructions for exploring the story in the appendix <p>National Curriculum Links</p> <ul style="list-style-type: none">• Pupils explore the precious liberties enjoyed by the citizens of the United Kingdom/ the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals/the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities.• Physical and emotional change.• The characteristics of positive relationships.
---	---	---

The Big Question – Henry V

Teaching and Learning Activities

Starter – Exploring responsibility

- Give the statement. **“Henry betrayed his friend Bardolph. His behaviour is disgusting”** and ask them share their opinion.
- **Reflection** – think about the relationship between the young party prince Henry and Bardolph, and contrast this with the strong leader that Henry has become by the time we reach *Henry V*. How has Henry had to change over the years? Does this justify his behaviour in any way? Does a change in personal and public responsibility equate to a change in the way that Henry is entitled to treat those close to him? Does his kingship mean that he must make bigger and more difficult decisions?

Teaching and Learning Activity One – Role on the Wall

- Hand out the **two text extracts** – one showing some of Henry’s bawdy antics as a young man from *Henry IV Part 1* from his dying father’s perspective, and the other being the Harfleur speech in *Henry V*.
- Lead pupils in a discussion about the difference between the two different Henrys. Why are the two versions of the same man so different? (Expect a reflection on different levels of maturity/ different levels of responsibility/ the importance of rebelling against authority at a young age and the inevitability (or likelihood?) of changes to our views as we age/ the concept of ‘getting to know oneself’ as one gets older/ the concept of life as a series of lessons, from which we reject certain behaviours and embrace other behaviours.
- Divide pupils into groups – with one set of groups creating a role on the Wall for Henry as a young man (*Henry IV part 1*), and one set of groups creating a role on the Wall for Henry as ruler of England, leading the soldiers to France (*Henry V*).
- Ask pupils to create their own role on the wall for whichever Henry they have been allocated – with the characteristics, hopes, fears and personal desires of Henry written on the inside of the figure. On the outside of the figure, children provide details of how the character wishes to appear to others.
- Once the roles on the wall are done, share them with the entire class and discuss the different ‘Henrys’ that have been created. What similarities and differences are there?

Teaching and Learning Activity Two – Freedoms and Responsibilities

- Question – ask pupils to discuss the following question in groups: To what extent are we all on a road to emotional maturity in our lives? Do you think we continue to grow and learn throughout life?
- Feedback answers from groups, with examples from real life or from stories that pupils have heard.
- Hand out the **'Freedoms and Responsibilities' checklist** for different stages of life for childhood and adulthood. Each stage of life has different freedoms and responsibilities. Discuss and add to it small groups. Take feedback from the entire class.
- How do we respect and protect vulnerabilities as a society? How are children protected? How are pensioners protected? How are our communities and government structured to enhance the strengths within society and to protect vulnerabilities?
- Returning to the question of Henry V, can we argue that what he did to his friend Bardolph was done to protect society as a whole?

Plenary

- Now return to the big question and the statement in the starter exercise. Has anyone changed their minds about the way in which Henry behaved?

Written Follow Up

- Students write a balanced argument to the question: **“Henry betrayed his friend Bardolph. His behaviour is disgusting”**. They should use the learnings taken from the lesson to develop their arguments and include their own experiences of the freedoms and responsibilities which come with age.

Appendix 1

HENRY V

THE BIG QUESTION

Resources Pack



© Shakespeare Schools Foundation 2019

All rights reserved. Copyright of this curriculum resource rests with Shakespeare Schools Foundation. Any hiring, lending, redistribution, modification or copying (other than copying for the exclusive use of the school or institution which has purchased the resource) is strictly prohibited

King Henry IV's speech at the end of his life, predicting the kingship of his son Henry V (Prince Hal) from Henry IV Part 2.

Then get thee gone and dig my grave thyself,
And bid the merry bells ring to thine ear
That thou art crowned, not that I am dead.
Let all the tears that should bedew my hearse
Be drops of balm to sanctify thy head:
Only compound me with forgotten dust
Give that which gave thee life unto the worms.
Pluck down my officers, break my decrees;
For now a time is come to mock at form:
Harry the Fifth is crown'd: up, vanity!
Down, royal state! all you sage counsellors, hence!
And to the English court assemble now,
From every region, apes of idleness!
Now, neighbour confines, purge you of your scum:
Have you a ruffian that will swear, drink, dance,
Revel the night, rob, murder, and commit
The oldest sins the newest kind of ways?
Be happy, he will trouble you no more;
England shall double gild his treble guilt,
England shall give him office, honour, might;
For the fifth Harry from curb'd licence plucks
The muzzle of restraint, and the wild dog
Shall flesh his tooth on every innocent.
O my poor kingdom, sick with civil blows!
When that my care could not withhold thy riots,
What wilt thou do when riot is thy care?
O, thou wilt be a wilderness again,
Peopled with wolves, thy old inhabitants!

King Henry V's speech at Harfleur

Once more unto the breach, dear friends, once more;
Or close the wall up with our English dead.
In peace there's nothing so becomes a man
As modest stillness and humility:
But when the blast of war blows in our ears,
Then imitate the action of the tiger;
Stiffen the sinews, summon up the blood,
Disguise fair nature with hard-favour'd rage;
Then lend the eye a terrible aspect;
Let pry through the portage of the head
Like the brass cannon; let the brow o'erwhelm it
As fearfully as doth a galled rock
O'erhang and jutty his confounded base,
Swill'd with the wild and wasteful ocean.
Now set the teeth and stretch the nostril wide,
Hold hard the breath and bend up every spirit
To his full height. On, on, you noblest English.
Whose blood is fet from fathers of war-proof!
Fathers that, like so many Alexanders,
Have in these parts from morn till even fought
And sheathed their swords for lack of argument:
Dishonour not your mothers; now attest
That those whom you call'd fathers did beget you.
Be copy now to men of grosser blood,
And teach them how to war. And you, good yeoman,
Whose limbs were made in England, show us here
The mettle of your pasture; let us swear
That you are worth your breeding; which I doubt not;
For there is none of you so mean and base,
That hath not noble lustre in your eyes.
I see you stand like greyhounds in the slips,
Straining upon the start. The game's afoot:
Follow your spirit, and upon this charge
Cry 'God for Harry, England, and Saint George!'

Freedoms and responsibilities checklist

Example Childhood Freedoms and Responsibilities

Freedoms and Rights	Responsibilities
To play	To allow others to join in
To be educated	To learn and help others to learn
To be protected and cared for	Not to bully or be unkind to others
To make mistakes	To learn from mistakes
To have your own beliefs	To respect the beliefs of others
To be heard	To listen to others

Example Adult Freedoms and Responsibilities

Freedoms and Rights	Responsibilities
To vote	To learn what different candidates and parties represent and make an informed decision
To have children	To protect and care for children
To earn a salary	To work hard
To spend your earnings	To manage money and make sure that you don't spend more than you earn
To make mistakes	To learn from mistakes
To have your own beliefs	To respect the beliefs of others
To be heard	To listen to others

Henry V

10 Events

1. King Henry of England makes a legitimate claim to some disputed lands in France and is mocked by the French Herald on behalf of the Dauphin of France.
2. Henry sends Exeter to the King of France with an ultimatum. When his terms are not satisfied he declares war on France.
3. The French are so confident of winning that they do not send help to the town of Harfleur, which Henry easily captures.
4. Henry had instructed his troops not to loot Harfleur and the only English soldier lost is Bardolph who is hanged for stealing from a church.
5. The French lords arrogantly mock the English and feel sure their own army will easily beat the tired, sick and much smaller English force.
6. At night, King Henry walks among his soldiers as an equal and the next morning fills them with the courage to fight.
7. During the battle some cowardly Frenchmen raid the English camp and kill the young boys.
8. The battle is long, bloody and won by Henry.
9. Henry returns to England to greet the crowds and then back to France to agree the peace terms.
10. Terms are agreed which include Henry being given Princess Katherine for a wife.

Exploring the Story

Before you start this lesson and delve into the Big Question in the play, you might want to familiarise yourself with the story first.

- There are lots of different approaches you could take, including using the 10 point summary.
- If you and/or your students don't know the play, then the following process is a great way to introduce them to the story and some of the main characters.
- As with any lesson, do adapt this to suit the needs of your students.
- This is a great way to get the story on its feet quickly and help your students to understand the story arc.

Firstly, divide your students into groups and give them copies of the 10 point summary to explore the story order.

- Cut up and remove the numbers from the 10 point summary.
- Give each group a few minutes to rearrange them into the correct order.
 - You could print a large copy of the 10 point summary so that each one is on an A3 page and when you go through the order with the whole class you can stick them up in the correct order around the room.
 - Ensure that you correct misconceptions as you go through the points and ask your students to justify and clarify the decisions they made.
 - This will support with comprehension work across English as there are some key indicators of the story structure (E.g. Romeo and Juliet can only get married once they have met, Macbeth can only become King once he has killed the King).

Once the correct order has been established, give each group two consecutive story points and ask them to create freeze frames to show this moment. Provide them with two rules

1. Everyone must be involved.
 2. Someone/some people must read out the story point.
- Give them a strict time limit to create the freeze frame, before moving onto their second one.
 - Ask them to consider what else they could be if there are only a small amount of named characters in the scene - could they create the architecture or double up on characters?
 - After the time limit is up, give them a further two minutes to consider how they would adjust their positions so that the rest of the class can see the whole image – ask them to consider their audience.
 - With the rest of the class watching, move from one group to another, seeing each freeze frame in order and hearing the story point. Then jump into the image to ‘Thought tap’ some (or all ideally) of the characters.
 - It is really encouraging for students if they get to share their ideas, whether they are Juliet or Juliet’s wardrobe, Macbeth or one of his soldiers.
 - Ask them open questions about who they are, what they are doing and how they feel about it. Facilitate this in a light-hearted way to avoid the students feeling under pressure.
 - If they struggle with an answer, throw the question out to the rest of the group and the audience.
 - This is a great opportunity to get some interpretations of characters’ thoughts and actions but do use it to clarify facts about the story and the characters too.
 - It is also a great time to show that you don’t have all of the answers either and that you will all find out more as you delve further into the play and rehearsals.
 - You could do this ‘Thought Tapping’ as a ‘Roving Reporter’, using a prop as a microphone to interview the characters as if live in that moment.

Once you have done this for each of the 10 images, bring the class back together for a plenary.

This is a good time to recap on what they have learnt about the characters and/or the story and you could do this in a number of ways. E.g.

1. **Tell the story in a circle.** Everyone sits in a circle and adds a bit more information on the previous person's ideas. This means that those that have a good grasp will be able to share their knowledge and those who are still working towards it, will be able to add whatever they can – such as a character name or a setting for the play.
2. **Provide them with plenary cards.** Use the following examples and ask them to share responses with someone else.
 - Something they have learnt today; a new word or phrase that they have used today; something that they would like to know more about; something that they are looking forward to in the play; a question that they now have about the play.
3. **Learnt and enjoyed.** Simply ask for them to tell a partner something that they have learnt and something that they have enjoyed in this lesson.