

# MEASURE FOR MEASURE – THE BIG QUESTION

A Key Stage 3 and 4 PSHE and Citizenship  
Resource



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## 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
- 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 – Measure for Measure

<p><b>Learning Objective</b></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 themes of justice in Measure for Measure and relate this to the rule of law.</p> <p><b>Success Criteria (including differentiation)</b></p> <p><b>All</b> can express an initial opinion on the ‘Big Question’ and justify their viewpoint.</p> <p><b>Most</b> can develop their opinion over the course of the lesson sequence by listening and responding to others.</p> <p><b>Some</b> can articulate a clear balanced argument on the ‘Big Question’, using sophisticated argument techniques</p>	<p><b>Big Question: Is the law always right?</b></p> <p><b>Vocabulary:</b> exploitation, perception, statutory, justice, rule of law</p> <p><i>To begin: Discover the events of Measure for Measure using the SSF 10 Events and the instructions for exploring the story in the Appendix.</i></p> <p><b>Lesson Plan</b></p> <ul style="list-style-type: none"> <li>• Discuss the role of the law, the reasons for it and it’s importance.</li> <li>• Ask the students to consider their response to the Big Question by placing themselves on a Value Continuum.</li> <li>• Discuss and identify the role of the law within the play.</li> <li>• Look at the roles that people play in the story and the legal terms could we use for them.</li> <li>• Students research the legal and the criminal justice system.</li> <li>• Considering that Claudio is not given the right of a fair trial, students write a list of things that might be said in defence or against him in a court of law.</li> <li>• Come back to the Big Question in this context and discuss whether it was right to sentence Claudio to death for his crime.</li> <li>• Talk about the potential reasons for breaking laws within their own lives and throughout history.</li> <li>• Written outcome: Students create a set of laws to help the Duke get Vienna back on track.</li> <li>• Plenary Value Continuum – agree or disagree with the fact that Justice is served at the end of the play.</li> </ul> <p><b>See Teaching and Learning Activities for full details</b></p>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• <b>Measure For Measure – 10 events</b></li> <li>• <b>Instructions for exploring the story in the Appendix</b></li> <li>• <b>Cast list</b></li> <li>• <b>A <a href="#">film</a> to demonstrate what the ‘Rule of Law’ means.</b></li> </ul> <p><b>National Curriculum Links</b></p> <ul style="list-style-type: none"> <li>• Parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government.</li> <li>• Other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom.</li> <li>• 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.</li> <li>• Human rights and international law.</li> <li>• The legal system in the UK, different sources of law and how the law helps society deal with complex problems..</li> </ul>
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# Measure for Measure – The Big Question

## Teaching and Learning Activities

### Starter – Exploring the law and justice

- Show the class the following [film](#), which describes what the ‘Rule of Law’ means.
  - Rule of Law: the principle that all people and institutions are subject to and accountable to law, that is fairly applied and enforced; the principle of government by law.
- Ask the class the following questions - Why is the law important? Is justice always based in the rule of law?
- Discuss their thoughts and opinions but ensure that they justify their opinions.
- Introduce the concept of a Value Continuum by asking pupils to imagine that the room is bisected diagonally, with one corner of the room representing “Strongly Agree or YES” and the other corner of the room representing “Strongly Disagree or NO”.
- Explain to the pupils that you will ask them a question, and that they must stand somewhere on the imaginary line. They don’t have to stand in the corners. Demonstrate where they might stand if they agree quite strongly or think Yes, or if they disagreed slightly more than they agreed with a question.
- Now give them an example question so they can see how it works. E.g. ‘Is breakfast the most important meal of the day?’ or ‘Are cats better than dogs?’ Take views from different places on the line, encouraging pupils to articulate their feelings.
- Once they are used to how it works, ask them the ‘Big Question **‘Is the law always right?’** and to move to where they think they should be. Ask for responses and for the reasoning for their thoughts.

### Teaching and Learning Task One – The role of law in Measure for Measure

- If required, run through the [Measure for Measure – 10 events](#) summary again, to refresh on the events of the play.
- Ask students to identify the role of the law within the context of the play. Who enforces, breaks, sets and has their job based in the law?
- Ask the young people if they think that these crimes and punishments exist in the modern world? Do they exist here in the UK? What about in the wider world?
- What questions are raised at this stage? What do the students want to know more about at this point? Could you categorise the questions?
  - E.g. Types of laws, years they were passed/abolished; who decided on them; those who fought against them
- Log these questions for all to see and to help steer the research that comes later. This will help to focus their attention to areas of this topic that are of a genuine interest to your young people.

- Using an A3 (or larger) version of **Measure for Measure – 10 events** and the **cast list**, work together to add in some legal names against characters or events.
  - E.g. accused (Claudio), Angelo (Judge) crime, sentence, punishment.
- Ask what they notice. They should see from this exercise that the law is at the root of this story.

## Teaching and Learning Task Two – The Rule of Law

- Show the two headings and ask them for their initial thoughts – what do these terms mean?
  - 1. This country's legal system**
    - According to the Cambridge dictionary, the definition of 'Law' is as follows: *A rule, usually made by a government that is used to order the way in which a society behaves.*
  - 2. This country's criminal justice process**
    - According to the Oxford dictionary, the definition of 'Criminal Justice' is: *The system of law enforcement that is directly involved in apprehending, prosecuting, defending, sentencing, and punishing those who are suspected or convicted of criminal offences.*
- Split the class into two groups and ask them to go away and research one of the two areas. They can organise themselves however they wish, E.g. in smaller groups within these two groups to research different aspects/answer different questions.
- Use the questions that they raised in Task One and any of the following questions to help them focus their research. Provide them with some websites that might be useful, see below for a list but feel free to look further afield too.
  - They should focus initially on answering these questions with reference to the modern world but then think about how they might be answered from a 16<sup>th</sup> century perspective.
  - How are laws made?
  - What happens if you commit a crime?
  - What are the different roles of legislature and judiciary?
  - What laws are there in the UK?
  - Which type of court are most cases heard in?
  - When can young people be punished for crimes?
  - <https://www.police.uk/information-and-advice/court-service/the-process/>
  - <https://www.justice-ni.gov.uk/publications/flowchart-criminal-justice-process>
  - <https://www.parliament.uk/education-resources/11%20-%202014%20resources/KS3-Booklet-Get-to-know-your-UK-Parliament.pdf>
  - <https://www.youtube.com/watch?v=iM4CKYCrW7Y>

Each group should present their findings in any way they feel appropriate. They could create an interactive presentation, a piece of drama or a seminar style talk.



- As a final reflection on this, ask how the law is upheld in Measure for Measure? Point out, if it hasn't come up already, that there is no police force but instead the Duke makes all decisions. What impact do they think this will have? Why don't we have this in the UK?
- With regard to crime and punishment, what are the key differences between the world of this play and modern day? Steer the students towards the fact that in the UK when a crime is committed now, a trial takes place to prove guilt of the accused but that is not so in the play. Claudio is not given a chance to argue his case and he is not given a trial for his crime.

### **Teaching and Learning Task three – A mock trial for Claudio**

- Ask the class if they think Claudio should be put to death for getting his girlfriend pregnant. Discuss their ideas.
- Students imagine they are prosecution and defence lawyers and think about what they might say if they were in a court with Claudio and working against/for him.
  - E.g. He definitely did it as she is pregnant versus the law is antiquated and no one abides by it any more.
- Students work in pairs to create two columns and come up with the arguments that they could offer on either side for Claudio.
- Discuss their ideas and log them for all to see, has anyone changed their mind from before when they discussed whether they think the punishment is just? If it hasn't arisen already, raise the idea that only Claudio is being punished and, that therefore in this world, this is not the mutual 'fault' of Juliet as well.
- Come back to the Big Question now. Is the Law right (in this instance)?

### **Teaching and Learning Activity four – Is it ever ok to break the law?**

- Whatever the class decide, the fact is that Claudio broke a written law. Ask the students to now think of rules in their lives – e.g. school, home rules.
- Create a list of those they often encounter and abide by. If appropriate, try to facilitate an honest discussion about when they might break these rules?
- Thinking about their own experiences, and then in a more general way, when might it be argued that it's ok to break a rule/law? In all cases it might be interesting to discuss the context in British law or history.
  - E.g. self defence as legitimate defence to murder charge, laws made by despots or dictators such as Hitler.
- They might raise some or all of these points:
  - When there are mitigating circumstances.
  - For 'the greater good'.
  - When they are unfair.
  - When imposed by a despot or 'bad' leader.

- When they are out of date (like the fornication penalty seems to be in Vienna.)
- Ask for examples whenever they think of occasions of when it is ok to break a law/rule. The key question in every case is – who gets to decide? Link this back to the role of the judiciary in British Law. Do all of this carefully and sensitively, especially if you know that there may be students in the class who are personally affected by the law and the criminal justice system.

### Written Activity

- Ask pupils to imagine that they can intervene in the story and reach out to the people of Vienna.
- Tell the students that they have been drafted in to support the Duke to get his city back on track and they need to create a series of laws for Vienna.
- As with all crimes, they also need to consider the punishment for those who break the rules and what they might do/will provide for those who repeatedly commit crimes. Will it be rehabilitation or something else?

### Plenary

- This is a short quiz to consolidate learning and/or highlight areas for further work with your students:  
<https://www.educationquizzes.com/ks3/citizenship/crime-and-punishment-01/>
- Return to the Big Question and the Value Continuum. **'Is the law always right?'** Has anyone changed their minds? If so, they should move places. Interrogate how their understanding of the law and the criminal justice system has influenced their decision.
- Is Justice served at the end of the play? Has everyone who committed a crime been punished, has everyone been judged and punished by the same standards? What do they think will happen to Vienna next?

### Possible follow up:

- We are fortunate enough in this country to have a fair judicial system but there are many countries internationally that don't. Students can find out more about the reasons why people are wrongly convicted, punished and often put to death without standing trial by looking at the work that Amnesty International do: [www.amnesty.org/en/what-we-do/international-justice/](http://www.amnesty.org/en/what-we-do/international-justice/)
- The third series of the 'Serial' Podcast told 'extraordinary stories of ordinary cases in one courthouse each week'. It gave an interesting insight into the complexities of the criminal justice system in America. You can listen to the whole series here. [serialpodcast.org](http://serialpodcast.org)

*Please note that some of this podcast may include offensive language and content which will need to be previewed before listening with your students. Do use with caution.*

Appendix 1

# MEASURE FOR MEASURE

**THE BIG QUESTION**

Resources Pack



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# CAST LIST

<b>Vincentio:</b>	<b>The Duke of Vienna</b>
<b>Angelo:</b>	<b>The Deputy</b>
<b>Escalus:</b>	<b>An Ancient Lord</b>
<b>Claudio:</b>	<b>A Young Gentleman</b>
<b>Isabella:</b>	<b>Sister to Claudio</b>
<b>Mariana:</b>	<b>Betrothed to Angelo</b>
<b>Juliet:</b>	<b>Beloved of Claudio</b>
<b>Francisca:</b>	<b>A Nun</b>
<b>Lucio:</b>	<b>A Fantastic</b>
<b>Provost:</b>	<b>A Judicial Gentleman</b>
<b>Friar Thomas</b>	
<b>Mistress Overdone:</b>	<b>A Bawd</b>
<b>1st Gentleman</b>	
<b>2nd Gentleman</b>	
<b>Attendant to the Duke</b>	
<b>Servant to Angelo</b>	
<b>Boy Messenger For Angelo</b>	

# Measure for Measure

## 10 Events

1. Vienna is out of control. Its ruler, Duke Vincentio, hands over power to the morally upright Angelo and pretends to leave for Poland. In reality the Duke, disguised as a friar, remains in Vienna to see whether Angelo is successful.
2. Over-zealous Angelo instantly imposes the death sentence on Claudio for getting his girlfriend, Juliet, pregnant out of wedlock.
3. Claudio's sister, Isabella, a novice in a convent, is sent to Angelo to beg for mercy. Angelo is bewitched by her beauty and offers to spare Claudio if she will sleep with him.
4. Isabella refuses until the Duke, still in disguise, persuades her to agree to the deal and to send (under cover of darkness) Angelo's ex-girlfriend, Mariana, in her place.
5. The so called "bed trick" takes place.
6. To cover his tracks, Angelo orders Claudio's execution.
7. Claudio is only saved by a cunning plan to swap Claudio's head for that of a robber who conveniently died that morning.
8. The Duke invites any of his subjects with a grievance to meet him outside the gate to the city. There Isabella exposes Angelo's treachery.
9. Angelo is forced to marry Mariana.
10. The Duke proposes to Isabella.

## 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 their response 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.