

RICHARD III

– 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.

- 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 – Richard III

<p>Learning Objective</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 Shakespeare’s portrayal of Richard against the historical figure. They consider what can make fiction more attractive than fact and relate this to current depictions of people and events in the media.</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: Do we care more about an interesting character than historical fact?</p> <p>Vocabulary: embellish, think critically, prejudice, discrimination, interpretation.</p> <p><i>To begin: Discover the events of Richard III 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">• Pupils summarise Shakespeare’s portrayal of Richard III based on his actions, what he says about himself and what other characters say about him.• Pupils research the historical Richard III and present back to the class, deciding whether Shakespeare’s portrayal is ‘Fact’ or ‘Fiction’.• Discuss the historical context on why Shakespeare chose to embellish the character.• Pupils briefly present a real person to the group. Some of the class stick to facts, others are allowed to embellish and some can fictionalise completely. Discuss which characters were memorable and why.• Pupils consider alternative presentation of the same current event/person in the media.• Written task: Write an opinion piece for a newspaper.• Plenary: Pupils return to Richard and consider which version is more interesting and which they would prefer to have as a leader. <p>See Teaching and Learning Activities for full details</p>
<p>Resources</p> <ul style="list-style-type: none">• Richard III – 10 events• Instructions for exploring the story in the Appendix• ‘Would I lie to you?’ cards	<p>National Curriculum Links</p> <ul style="list-style-type: none">• Develop the skills needed to think critically and debate political questions.• Examples of diverse values encountered in society and the clarification of personal values.• The power of prejudice, bullying, discrimination, and the need to take the initiative in challenging this and other offensive behaviours and in giving support to victims of abuse.• KS3 History: understand how sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.

Richard III – The Big Question

Teaching and Learning Activities

Starter - Richard III, Fact or Fiction?

- Begin with a group discussion of Richard's character as Shakespeare presents him in the play. Make three columns on the board:
 - Things Richard does
 - Things Richard says about himself
 - Things other characters say about Richard
- Depending on your pupils' knowledge of the play, you could scaffold the discussion with key quotes or text extracts.
 - Two nice examples are Richard's opening soliloquy (Beginning 'Now is the winter of our discontent') and the early dialogue with Lady Anne (Scene Two in the SSF script).
- Split the class into five groups and provide each of them with a '**Would I lie to you?**' card. These are all statements about Shakespeare's Richard III.
- In their groups, they should read the statement and then discuss their thoughts in response to it. Do they agree or not agree? Some may know more than others but regardless, encourage them to go with their gut reaction to the statement.
- Pupils to research the historical figure of Richard III focusing on the statement on the card. They are aiming to discover whether this is fact or fiction.
- Groups present back. The class will discover that some aspects of the character are based in fact, others are fictional, and in some cases the truth is lost to history.
- Explain that Shakespeare was writing in the reign of Queen Elizabeth I - the granddaughter of Henry Tudor, who defeats Richard at the end of the play and ends the reign of the Plantagenet family to become Henry VII. Discuss why it would have been expedient for Shakespeare to present Richard in the way that he does.

Teaching and Learning Activity One – Remember me!

- Ask pupils to recall the first person they spoke to that day. In one minute they should write down as many facts as possible about that person.
- Tell pupils that they are going to describe that person to the rest of the class. Give them a short amount of time to plan a very short (20 seconds) oral presentation. While they are doing this, go round and tell 1/3 of the group that they must stick strictly to the facts. Tell another 1/3 that they are free to embellish the facts a little, but it must still be based in truth. The remaining 1/3 can say whatever they want and not feel at all constrained by truth.

- Standing in a circle (which makes it easier to mix the three groups) each pupil presents their person briefly to the group.
- Reflect with everyone – which characters do you remember? What made them memorable? What did we believe or disbelieve? Did we stop listening to anyone because we knew it wasn't true? Reflect on how we are often more drawn to a coherent or sensational narrative than to facts, which can be quite ordinary, conflicting or confused.

Teaching and Learning Activity Two – Comparing Sources

- Choose a recent local or national news story, ideally with a controversial figure at its centre. Divide the class into groups and ask them to gather information about the event and the person involved. Give each group a different source to look up – e.g. that person's website, a tabloid paper, a broadsheet, Twitter.
- Each group presents back.
- Discuss the discrepancies between the different portrayals of the same event and person. How might historians in 600 years describe them?
- Ask pupils to think for themselves of one word to describe the person in question, then go round the class and hear them. There will probably be differences in opinion.

Written task

Pupils write their own opinion piece for a newspaper, persuading the reader to view the person in the same way as them and using the event as central evidence.

Plenary

Returning to Richard III, pupils vote on:

- Which is more interesting – Shakespeare's Richard or the historical Richard?
- Which they would prefer as a leader?

Useful follow up

- If you would also like to explore the issue of disability with your class and compare contemporary attitudes to disability with those from Shakespearean times, see below for links to organisations who provide information and support on living with a disability.
 - <http://www.scope.org.uk/about-us> - campaigning for a fairer society as well as providing practical advice
 - <http://www.cool2care.co.uk/organisations-to-help-disabled-people-in-the-united-kingdom/> - for an excellent comprehensive list of organisations dedicated to helping people with disabilities in the UK
 - <https://www.disabilityrightsuk.org/policy-campaigns> - working for independent living, career opportunities, and influencing public attitudes and behaviours.

Appendix 1

RICHARD III

THE BIG QUESTION

Resources Pack



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'Would I lie to you?' cards

Richard was responsible for the murder of his loyal friend Buckingham.	Richard plans to marry his niece to secure his right to the throne.	
Richard was a hunchback.	Richard arranged the murder of the princes in the tower.	Richard was a usurper.

RICHARD III

10 Events

1. After a civil war, Edward is crowned, his brother Clarence is imprisoned and his other brother Richard plots his way to power and woos the widow of the Prince of Wales.
2. The ailing king's two sons now fall under the protectorate of Richard.
3. Clarence is murdered on Richard's orders. The king dies.
4. Richard begins to execute his fellow conspirators, beginning with Hastings.
5. Richard is crowned King. His wife, his sister-in-law and his mother lament.
6. The insecure king arranges the murder of his two nephews, much to the consternation of his right-hand man Buckingham.
7. Richard also arranges to have his wife killed so he can marry Elizabeth, his young niece, in order to secure his crown.
8. Buckingham realises he will not achieve his ambition with such a treacherous leader and defects to Richmond of Wales. Richmond amasses armies against King Richard.
9. Richard is cursed by his mother and by the ghosts of those he has killed on the eve of battle.
10. Richard, now abandoned, is slain by Richmond who becomes king.

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.