

THE WINTER'S TALE

– 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, including 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 – The Winter’s Tale

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| <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 the themes of relationships in The Winter’s Tale and relate this to their lives in the modern world.</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: Should I prioritise friendships over other relationships in my life?</p> <p>Vocabulary: prioritise, relationship, adapt, conflicting, puberty, conflict, ramifications, irrational</p> | |
| | <p><i>To begin: Discover the events of The Winter’s Tale 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"> • Do not divulge the Big Question at the start of the lesson. • Read through the first scene from the SSF abridgement and analyse the language used. What themes start to appear? • Ask pupils for their reaction to the behaviour of Leontes with regards to his suspicion of his wife and his best friend and the nature of their relationship. Do this via a value continuum. • Students build their own relationship map of people in their lives, grouping people into categories. • Pupils reflect on these groups, what these relationships bring to their lives and where the potential conflict lies. Pupils consider the groups who pull them in different directions. • Drawing on their ideas of what they can offer us, show the students the following film about friendships within different species. • Students compare conflict within their groups to Leontes and the price he pays for the breakdown in his relationship with Polixenes. • Written outcome – writing from the point of view of Leontes to his daughter Perdita, what advice could they give to the next generation about balancing relationships in their lives? • Plenary- How can they maintain great friendships? Students create pledges to themselves to ensure they work on their friendships. <p>See Teaching and Learning Activities for full details</p> | <p>Resources</p> <ul style="list-style-type: none"> • The Winter’s Tale – 10 events • Instructions for exploring the story in the Appendix • First scene from the SSF abridgement • Film about animal friendships <p>National Curriculum Links</p> <ul style="list-style-type: none"> • Physical and emotional change and puberty. • The impact of separation, divorce and bereavement on families and the need to adapt to changing circumstances. • The features of positive and stable relationships, how to deal with a breakdown in a relationship and the effects of loss. • Different types of relationships, including those within families. • The effect of diverse and conflicting values on individuals, families and communities and ways of responding to them. |

The Winter's Tale – The Big Question

Teaching and Learning Activities

Starter – Exploring the themes of the play

- Run a quick read through of the **first scene from the SSF abridgement**, by separating the company into three groups to read each of the three parts: Leontes, Polixenes and Hermione. Teacher to read the stage directions and the one line from Mamillius.
- Ask your students to read with conviction and make quick decisions about how to say each of their lines. Reassure them that this is an initial decision and won't necessarily be correct but it will make for a more interesting read through. Ask them to be bold!
- Clarify that as they read, they do not need to stay in time with the other people reading the same character, they can interpret it however they like, which may effect the pace they use to speak.
 - You might want to lead the group through a quick vocal warm up before starting this.
- After the read through, do a quick comprehension check and chat it through. What has happened, what do each of the three main characters want here and have they got what they want?
 - E.g Leontes wants Polixenes to stay, Polixenes wants to return to Bohemia, and Hermione wants to keep her husband and his friend together.
- Identify words that are repeated, words that are similar and words that contrast.
- Ask your class which ideas and themes are starting to develop already? They should identify, but if not then steer them toward, the themes of relationships (friendships and romantic), irrational jealousy and betrayal.
- Draw the student's attention to the use of the word **'brother'**. Who uses it and when? Who do they use it about? Why might they use this term? Ask the class what it tells them about the character?

Teaching and Learning Activity One - Value Continuum

- Explain that in these lessons you will be taking the theme of relationships further by making connections with the characters (in this very unrealistic/disconnected reality) and their own lives, using the Big Question.
- 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 if they disagreed slightly more than they agreed with the 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' '**Should I prioritise friendships over other relationships in my life?**' moving to where they think they should be. Ask for responses and for the reasoning for their thoughts.
- **Reflection** – Ask pupils for their reaction to the behaviour of Leontes with regard to his suspicions about Hermione and Polixenes.
 - It is worth clarifying here that Leontes is behaving in a way that lacks foresight and control. He is basing his decisions on irrational jealousy, which in turn leads to suspicion of the two people he cares for most in the world.
- Ask them to think about the relationship between the two men and how this type of relationship between two male friends may have changed over time.
- How might the historical context have influenced how these characters were written? Why might Shakespeare have written these relationships in this way? How important was a man's wife in comparison to his best friend, in 16th Century England? Has this changed at all?
- Ask them to now think about any friendships that they have, which may change over time too.

Teaching and Learning Activity Two – Mapping your relationships

- Ask students to make a map of the relationships that they have in their lives by writing their name somewhere on a sheet of paper and then adding the names of people in their lives onto it.
- To get them started, ask them to think about those that they see the most/spend the most time with/are closest to and to move outwards from there.
- They should also consider grouping the people in their life. You could give them suggestions such as: Friends; family; romantic relationships; colleagues; groups from hobbies or leave it to them to decide upon their own categories.
- After some time on this, reflect on which of the groups are the largest? Is it those they are closest to? Which of the categories is it?
- Ask them to now consider where the most conflict lies? Is it with those that they care the about most or those they engage with the least? Which of their categories cause them the most problems?
- Is there often conflict between two groups?
 - E.g your family doesn't like your friends? Your school friends don't understand why you spend your free time with friends from your hobbies; your girlfriend/boyfriend doesn't understand why you are hanging out with your friends all the time?

- Ask them to now talk in pairs about what friendships specifically provide them with that relationships don't. Ask why their focus might change from friendships to romantic/sexual relationships, as they get older?
 - It may/may not be appropriate to mention here that romantic/sexual relationships might provide instant gratification and can be built around animal instincts rather than longer-term thinking.
- Ask the class what they think the purpose of friendships is and whether they exist in any other species?
- Once they have shared some ideas, show the following [film](#) about friendships in specific animal groups. Were they surprised by any of this?
- **Reflection** – Ask pupils to return to their relationship map, select two or three examples from different categories and think of the potential ramifications of falling out with these people. Who are they most likely to fall out with, more often?
- Return to the story of 'The Winter's Tale and ask now, what might happen as a result of the breakdown between Leontes and his friend Polixenes? *If you have explored the story through the 10-point summary already, they may well remember key events in the story that came about because this friendship fell apart. (The story would not happen if Leontes had trusted his friend and his wife.)*
- Considering that these two friends are also Kings (of Sicilia and Bohemia), what are the further possible effects of this breakdown? And who would suffer the most? Ask if this makes them think of any other stories/ Shakespeare plays.
 - E.g Othello and Romeo and Juliet. Ask what the similarities and differences are. This also links to our examination of jealousy and the distortion of reality in the Othello Big Question lesson plan and the themes of forgiveness and retribution, which are explored in The Tempest Big Question lesson plan.

Written Activity

- Ask pupils to imagine that they are Leontes at the end of this story and they now have the responsibility to ensure that the following generation does not make the same mistakes as they did. Using all of the work completed from their own relationship maps and the discussion of the breakdown in Leontes and Polixenes' relationship, ask them to write letters of advice to Perdita (Leontes' daughter). They should focus on helping her to understand other's viewpoints, supporting her to listen to their friends and respond better than Leontes does in the play!

Plenary

- How can they help themselves to maintain great friendships? What might they be able to commit to, to ensure that their friends don't feel side-lined for someone else who might seem more important at the time/might be able to give them more immediate

reasons for hanging around with them? This is a tricky and age old dilemma so this time is about reflecting on any personal pledges or commitments that they want to make to a specific friend or group of friends and consider how they do this without risking damage to the other relationship.

- E.g Don't' cancel on friends just because my boyfriend/girlfriend wants to see me; see my friends twice a week; incorporate spending time with friends and boyfriend/girlfriend together.

Appendix 1

THE WINTER'S TALE

THE BIG QUESTION

Resources Pack



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Scene 1

Sicilia

Enter LEONTES, HERMIONE, MAMILLIUS, POLIXENES, CAMILLO and OTHERS. HERMIONE wears a distinctive jewel necklace.

POLIXENES

I multiply
With one 'We thank you' many thousands more
That go before it.

LEONTES

Stay your thanks a while,
And pay them when you part.

POLIXENES

Sir, that's tomorrow. I have stay'd
To tire your royalty.

LEONTES

We are tougher, brother,
Than you can put us to't.

POLIXENES

No longer stay.¹

LEONTES

One seve'night longer.²

POLIXENES

Very, sooth, to-morrow.
Press me not, I beseech you.
My affairs do even drag me homeward.
Farewell, our brother.

LEONTES

Tongue-tied our queen? Speak you.

HERMIONE

Will you go yet?
Force me to keep you as a prisoner,
Not like a guest: so you shall pay your fees
When you depart, and save your thanks? How say you?
My prisoner? Or my guest?

POLIXENES

Your guest then, madam.

HERMIONE

[to POLIXENES, jokingly] Not your gaoler then,
But your kind hostess. Come, I'll question you
Of my lord's tricks, and yours, when you were boys.
You were pretty lordings³ then?

¹ 'I can stay no longer'.

² One week longer.

³ Young lords.

POLIXENES We were as twinn'd lambs that did frisk i' th' sun,
And bleat the one at th' other. We knew not
The doctrine⁴ of ill-doing, nor dream'd
That any did.

LEONTES Is he won yet?

HERMIONE He'll stay, my lord.

LEONTES At my request he would not.
Hermione, my dearest, thou never spok'st
To better purpose.

HERMIONE Never?

LEONTES Never but once.

HERMIONE What! Have I twice said well? When was't before?

LEONTES Why, that was when didst thou utter
'I am yours for ever.'

HERMIONE 'Tis Grace indeed.
I have spoke to th' purpose twice:
The one, for ever earn'd a royal husband;
Th' other, for some while a friend.⁵

HERMIONE talks with POLIXENES.

LEONTES **[aside]** Too hot, too hot!
To mingle friendship far, is mingling bloods.

MAMILLIUS runs to LEONTES.

Mamillius, art thou my boy?

MAMILLIUS Ay, my good lord.

LEONTES What! Hast smutch'd thy nose? **[Wipes a mark off his nose]** They say it is a copy out of mine. Come, captain,
We must be neat.

⁴ Doctrine here means the behaviour that marks ill-doing.

⁵ 'I have spoken and achieved a good thing twice: Once earned me a royal husband forever, this second earned me a friend for a little while longer'.

POLIXENES **[To HERMIONE]** What means Sicilia?⁶

HERMIONE He something seems unsettled.

LEONTES approaches.

POLIXENES How, my lord? What cheer?

HERMIONE You look as if you held a brow of much distraction.

LEONTES No, in good earnest.
How sometimes nature will betray its folly.
[Indicating MAMILLIUS] We two will walk, my lord,
And leave you to your graver steps. Hermione,
How thou lov'st us, show in our brother's welcome.⁷

HERMIONE **[to LEONTES]** If you would seek us,
We are yours i' th' garden: shall's attend you there?

LEONTES To your own bents dispose you: you'll be found.
Go to, go to!

Exit HERMIONE, POLIXENES and attendants.

How she holds up the neb, the bill to him!⁸
And arms her with the boldness of a wife
To her allowing husband⁹

⁶ He is referring to Leontes.

⁷ Accompany Polixenes and make him feel welcome.

⁸ Commenting on how Hermione lifts her head and mouth towards Polixenes to talk to him.

⁹ She is as friendly and affectionate as she would be to her husband.

The Winter's Tale

10 Events

1. Leontes, King of Sicilia, is wrongly convinced that Hermione, his wife and Polixenes, King of Bohemia are lovers. He orders Camillo, a Lord to poison Polixenes.
2. Camillo warns Polixenes of the King's intention and they flee. Leontes imprisons the pregnant Hermione despite the protests of Antigonus, a Lord.
3. Hermione gives birth in prison and Paulina, Antigonus' wife, brings the baby to the King. He wants it killed but is persuaded that Antigonus can desert the child in a remote place away from Sicilia.
4. The Oracle of Apollo states that Hermione is innocent and that if the baby is not found the King will die heirless. Leontes does not believe it and his son dies, followed by the Queen despite Leontes' repentance.
5. After being left by Antigonus, the baby (named Perdita) is found by a shepherd and his son. The shepherd's son sees Antigonus' boat shipwrecked and Antigonus killed by a bear.
6. Sixteen years later Perdita (who has been raised by the shepherd) and Florizel, the son of Polixenes, have fallen in love. When Polixenes discovers this he disapproves and the lovers decide (on Camillo's advice) to flee to Sicilia.
7. Camillo and Polixenes pursue Perdita and Florizel. They in turn are followed by the shepherd, who wants to explain that Perdita is not really his daughter to save himself from Polixenes' wrath.
8. When everyone arrives at the court of Leontes, the secret of Perdita's birth is revealed. She is reunited with Leontes, who begs forgiveness of Polixenes and Camillo.
9. Everyone goes to see a statue of Hermione, but the statue is actually Hermione who has preserved herself, with Paulina's help, in the hope that Perdita may return. She is reunited with Leontes and Perdita.
10. Leontes refuses to let Paulina lament for Antigonus and insists that she marry Camillo.

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.