

Folio 400



To be OR  
NOT TO BE



# RICHARD III

## - THE BIG QUESTION

A Key Stage 2 PSHE and Citizenship Resource



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The logo for 'What you WILL'. It features a yellow sun-like shape with a teal feather. The text 'What you WILL' is written in a stylized font. 'What' is in black, 'you' is in teal, and 'WILL' is in black. The feather is positioned between 'you' and 'WILL'.

## Curriculum Links

This KS2 Citizenship and English teaching sequence provides lessons to teach pupils about forming and talking about their opinions. It uses Shakespeare's **Richard III** to look at the way in which people do things they know they shouldn't and whether there is ever a good enough reason to do it.

There are various opportunities to meet **KS2 National Curriculum English** requirements, including study of a significant author, fiction from our literary heritage, drama, writing, and spoken language opportunities.

**In addition, the lesson sequence includes opportunities to meet KS2 Citizenship curriculum requirements, giving children opportunities to:**

- Talk and write about their opinions, and explain their views, on issues that affect themselves and society.
- Prepare to play an active role as citizens by researching, discussing and debating issues.
- Reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences.
- Resolve differences by looking at alternatives, making decisions and explaining choices.
- Understand that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong.
- Understand that actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view.

**Examples of actions schools can take to promote Fundamental British values, include:**

- Ensuring all pupils within the school have a voice that is listened to, and demonstrating how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils.



**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 or your students don't know the play, the following process is a great introduction to the story and its 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.
- Correct any 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 the following 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's really encouraging for students if they can share their ideas regardless of their character E.g. 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. This could be done in a number of ways:

- 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



## The Big Question – Richard III

<p><b>Learning Objective</b></p> <p>Pupils use a range of balanced and persuasive argument techniques, across a range of drama activities to formulate a viewpoint and argument related to the Big Question.</p> <p>Pupils analyse the actions of Buckingham and whether he was right to what Richard asked him to do.</p> <p><b>Success Criteria (including differentiation)</b></p> <p><b>All children</b> can express an initial opinion on the ‘Big Question’ and justify their viewpoint.</p> <p><b>Most children</b> can develop their opinion over the course of the lesson sequence by listening and responding to others.</p> <p><b>Some children</b> can articulate a clear balanced argument on the ‘Big Question’ using sophisticated argument techniques.</p>	<p><b>Big Question: Is there ever a good reason to do something when you know that it is wrong?</b></p> <p><b>Vocabulary:</b> Reliable, revenge, deliberation, conscience, hot-seating, role on the wall</p> <p><b>Starter:</b> Exploring Morality – Prompt a discussion with the class to lead into the Big Question.</p> <ul style="list-style-type: none"> <li>• Ask the students to consider their response to the Big Question by placing themselves on a Value Continuum.</li> <li>• Through discussion, ask pupils for their reaction to the behaviour of Buckingham with regard to the order from Richard to murder the two young princes.</li> <li>• They feed back to the rest of the class regarding the relationship between Buckingham and his friend Richard using key facts from the play</li> <li>• Pupils explore the character of Buckingham, thinking about everything he has gone through using roles on the wall and two text extracts from the play. They feed back to the rest of the class on the difference between the Buckingham presented to the world and the one he keeps to himself.</li> <li>• Pupils hot-seat Buckingham to find out more about his motivations for siding with Richard.</li> <li>• Pupils take part in a conscience alley to advise Buckingham on the dilemma of helping Richard to murder the two young princes.</li> <li>• <i>Optional written activity. Pupils write either a balanced argument or a persuasive argument, taking a stance on the behaviour of Buckingham.</i></li> </ul> <p><b>See Teaching and Learning Activities for full details</b></p>	<p><b>Assessment Opportunities</b></p> <ul style="list-style-type: none"> <li>• Value continuum</li> <li>• Role on the wall</li> <li>• Hot-seating and conscience alley</li> <li>• Follow up written work (persuasive or balanced argument)</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• <b>10 point summary</b></li> <li>• <b>Five Facts about Buckingham and Richard relationship</b></li> <li>• <b>Two Text Extracts</b></li> <li>• <b>Role on the Wall Templates</b></li> <li>• <b>Question stems for hot-seating</b></li> <li>• <b>Sentence starters (balanced and persuasive arguments)</b></li> </ul> <p><b>KS2 English Curriculum Links (Y5/6 Programme of Study) Pupils:</b></p> <ul style="list-style-type: none"> <li>• Increase their familiarity with a wide range of books including fiction from our literary heritage</li> <li>• drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• provide reasoned justifications for their views</li> <li>• articulate and justify answers, arguments and opinions</li> <li>• participate in discussions, performances, role play/improvisations and debates</li> <li>• Use spoken language to develop understanding through speculating, imagining and exploring ideas</li> </ul>
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## Teaching and Learning Activities

### Starter – Exploring Morality

- Show the class the following five values: Honesty; Justice; Determination; Consideration; Love. **Do not use the word ‘value’ at this point.** Write the five words on large sugar paper and ask the class to carousel around the room in small groups to write down any words that come to mind when they think of this word.
- Reflect with the class on the words that come up a lot across each of the five values – why do they think these words come up often?
- Tell them that these are values and ask what they think that means. They could mean ‘standards of behaviour’ or ‘a judgement of what is important in life.’
- Ask them why these values are important to some people but not to others.
- Ask them to discuss in pairs why people may not hold these values in high regard or why they might think other things are more important.
- Ask pupils to think about circumstances where people care more for material items than these values. Do these circumstances differ according to the age of those involved? What other factors might effect why people deem them to be important or not?

### Teaching and Learning Activity One - Value Continuum

- 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 there ever a good reason to do something when you know that it is wrong?’** and to move to where they think they should be. Ask for responses and for the reasoning for their thoughts.



## Teaching and Learning Activity Two - Exploring Buckingham and Richard

- Next, give each group one of the **Five Facts** to share with the class. These facts contextualise the relationship between the two characters up until Richard has asked Buckingham to help him arrange the murder of the two young princes. What do we know for sure? What can we deduce from what we know? How does the relationship change or develop between them? What are the strengths and weaknesses of it? How do they think it will end between them? Why has Buckingham agreed to do everything so far?
- It might help to use the family tree with the class and ask how Buckingham might be feeling after seeing how powerful Richard has become and how determined he is. How has this changed him? How might he behave compared later compared to the start?
- Ask pupils for their reaction to the behaviour of Buckingham and how easily he is swept along with Richard's plan. Show the following statement: **'Buckingham is working with Richard because he is scared of him and is doing this to stay alive'** and record their thoughts on the whiteboard.

## Teaching and Learning Activity Three – Role on the Wall

- First create a shared **Role on the Wall** for Richard, exploring what the character is like on the inside (inner thoughts and feelings) and the outside (what he shows to the world)
- E.g. Richard– *Inside the figure* – Nervous of being found out, pleased that his actions have led to him to the throne, scared that he might not last long as King.
- *Outside the figure* – Wants to appear in control, that he cares about his country and he is a better ruler than any of his family or previous monarchs.
- Hand out the **Two Text Extracts** – one showing Buckingham's solidarity with Richard as he works to convince (and lie to) the mayor about Richard's suitability for the crown and the other from when he shows reluctance to kill the two young princes. (Note her with your young people how little Buckingham speaks compared to Richard and what this might tell the audience about his thoughts and feelings).
- Lead pupils in discussion about the difference between the two different Buckingham.
- Now, divide pupils into groups – with one set of groups creating a role on the Wall for Buckingham from the beginning and one set of groups creating a role on the Wall for Buckingham after he resists Richard. Use the **Role on the Wall Template**.
- Ask children to create their own Role on the Wall for whichever Buckingham they have been allocated, with the characteristics, hopes, fears and personal desires of Buckingham 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 'Buckinghams' that have been created. What similarities and differences are there?

### Teaching and Learning Activity Four – Hot-seating

This exercise allows pupils to get to know characters by asking questions and hearing them speak outside of the parameters of the story.

- The teacher should initially play the role of Buckingham.
- Ask pupils to think about what they already know about Buckingham up to this point in the story, their knowledge of the story, the five facts and their completed role on the wall. What would they like to know about what he wants and how he feels at this point in the story, especially with regard to his relationship with his King?
- Provide open ended **question stems for hot-seating** to ensure that pupils use high order questions and not simply questions that can be answered yes or no.
- Have pupils work in groups to create their questions. Aim for 4 or 5 questions from each group.
- Pupils vote for the 'juiciest' questions in their groups - the ones likely to generate the most interesting answers. These are likely to be about character motivation/ feelings/hopes and wishes, rather than factual questions such as "What did you have for lunch today?"
- Teacher in role to answer questions.
- After the teacher has answered a few questions in role, invite pupils to hot seat each other, first on their tables, in pairs, with one child asking and the other answering questions in role. Then, invite students to the front of the class to show their hot-seating discussions if they feel confident.

### Teaching and Learning Activity Five - Conscience Alley

- Pupils take part in a conscience alley to advise Buckingham what he should do when Richard tells him that the two Princes need to be killed.
- Explain that Buckingham faces a decision – either to continue to follow his King and get the power he wants or to distance himself from Richard and suffer the fate that awaits him.
- Ask children to work in pairs to provide advice to Buckingham. Either he should remain supportive of Richard or find support elsewhere.
- They must justify their decision with reference to the text or with reference to their own moral viewpoint.
- Justification is essential so therefore ask the children to practise doing this with their viewpoint, with their partner.
- The teacher should then play the part of Buckingham.



- Pupils who think that he should remain loyal to Richard should stand on one side.
- Pupils who think that he should not, stand on the other side.
- As the teacher moves along the tunnel, they should pause at every point and listen to the justifications from their left and right.
- It is vital that this is done slowly so that every point and justification is heard (otherwise this can be a very noisy and unproductive exercise!)

**Written Follow up** Children write a balanced argument giving both viewpoints to Buckingham. The Resources section contains **Sentence starters (balanced and persuasive arguments)**.

### Plenary

Return to the Big Question and the Value Continuum. **'Is there ever a good reason to do something when you know that it is wrong?'** Has anyone changed their minds? Interrogate how their understanding of Buckingham's behaviour has influenced their decision.





Appendix 1

# RICHARD III

## THE BIG QUESTION

Resources Pack



# 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.



## Five Facts about Buckingham and Richard's relationship

1. Richard asks Buckingham early on in the story what he is willing to do for him. Buckingham makes it clear that he will be loyal and use a range of skills to help Richard. He also says that he will lie, cheat and kill for him.
2. To ensure Richard succeeds the throne before others who are rightly next in line, they hatch a plan to control the people of England. They even trick the mayor into thinking that others are traitors and Richard is a holy, humble man who has refused the crown in the past. (Hoping that this will make Richard look modest, rather than the greedy, ruthless man he is!)
3. After Buckingham convinces Richard that he can pull this off, Richard tells Buckingham to stir up the common people of England again. This time, he wants Buckingham to make people think that the previous King, who is now dead, was not a good man. They also suggest that his two young heirs might be another man's sons, meaning that they would not be next in line to the throne.
4. Buckingham asks Richard if he will give him a Dukedom for all of his help, Richard says that he will make him Duke of Hereford.
5. When Richard tells Buckingham that the next bit of the plan involves him killing the two young princes, who are locked in the Tower of London, Buckingham does not say yes straight away but asks for time to think about it. Richard now thinks that Buckingham might not be loyal enough.



## Two text extracts

### **Extract 1 – Buckingham persuades the Mayor that Richard is a good man and worthy of the crown. Not in the SSF abridgement (Act 3 Scene 5)**

**BUCKINGHAM:** [To the mayor] And, see, a book of prayer in his hand,  
True ornaments to know a holy man,  
[Asking for Richard's attention] Famous Plantagenet, most gracious  
prince,  
Lend favorable ears to our requests,  
And pardon us the interruption  
Of thy devotion and right Christian zeal.

### **Extract 2– Buckingham raises concerns about Richard's next plan – to kill his two young nephews (SSF ASbridgement: Scene 12)**

**RICHARD:** [To BUCKINGHAM] Thus high, by thy advice and thy assistance is  
King Richard seated.  
Ah, Buckingham, young Prince Edward lives; think now what I  
would speak.

**BUCKINGHAM:** Say on, my loving lord.

**RICHARD:** Why, Buckingham, I say I would be king.

**BUCKINGHAM:** Why, so you are.

**RICHARD:** Ha! But Edward lives.  
[BUCKINGHAM doesn't understand]  
Cousin, thou wast not wont to be so dull.  
Shall I be plain? I wish the bastards dead.  
Say, have I thy consent that they shall die?

**BUCKINGHAM:** Give me some pause, dear lord, before I positively speak in this



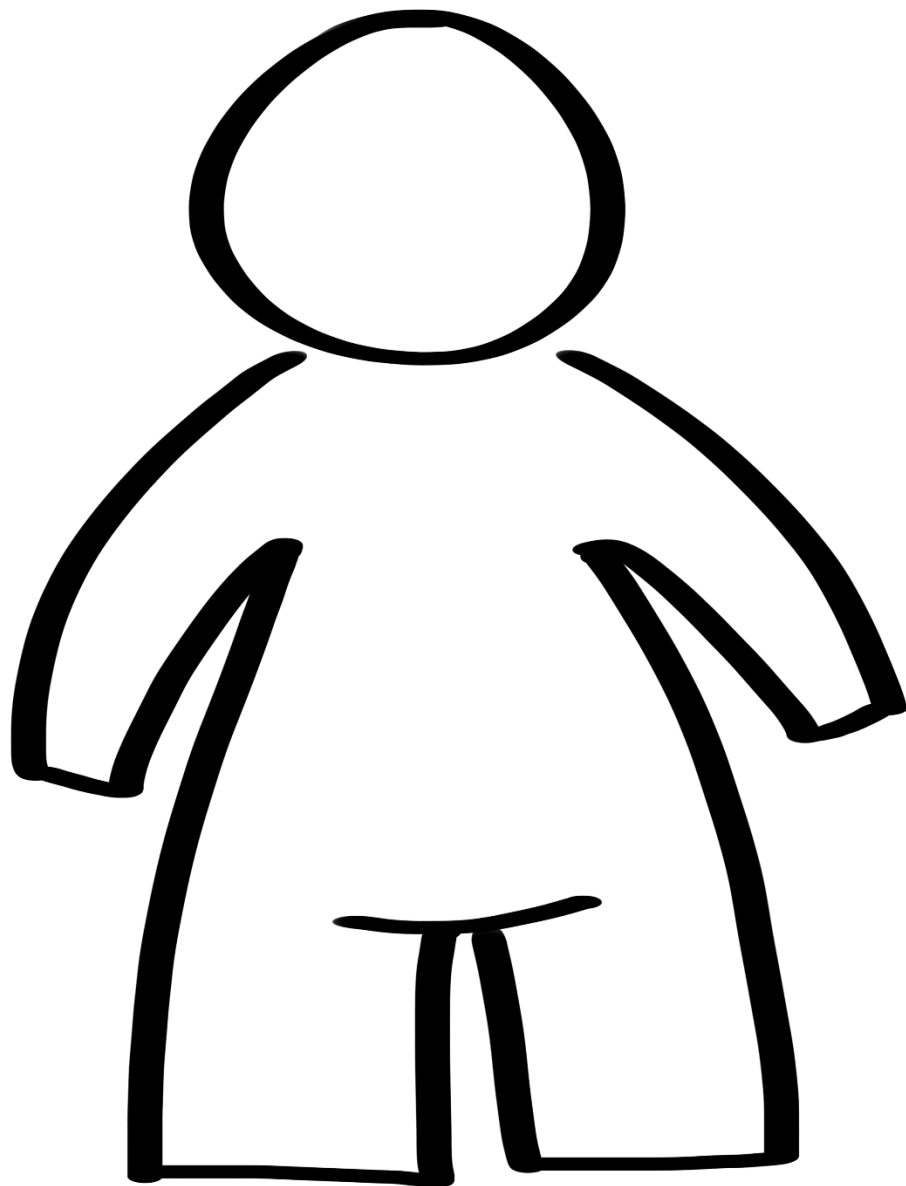
## Role on the Wall Template: (for whole class modelling)

### **INSIDE the outline:**

- **How the character feels about him/herself/ other people.**
- **What the character thinks about his/her life and/or events.**
- **His or her dreams and regrets.**

### **OUTSIDE the outline:**

- **What other people think about the character.**
- **Story/plotline about the character.**



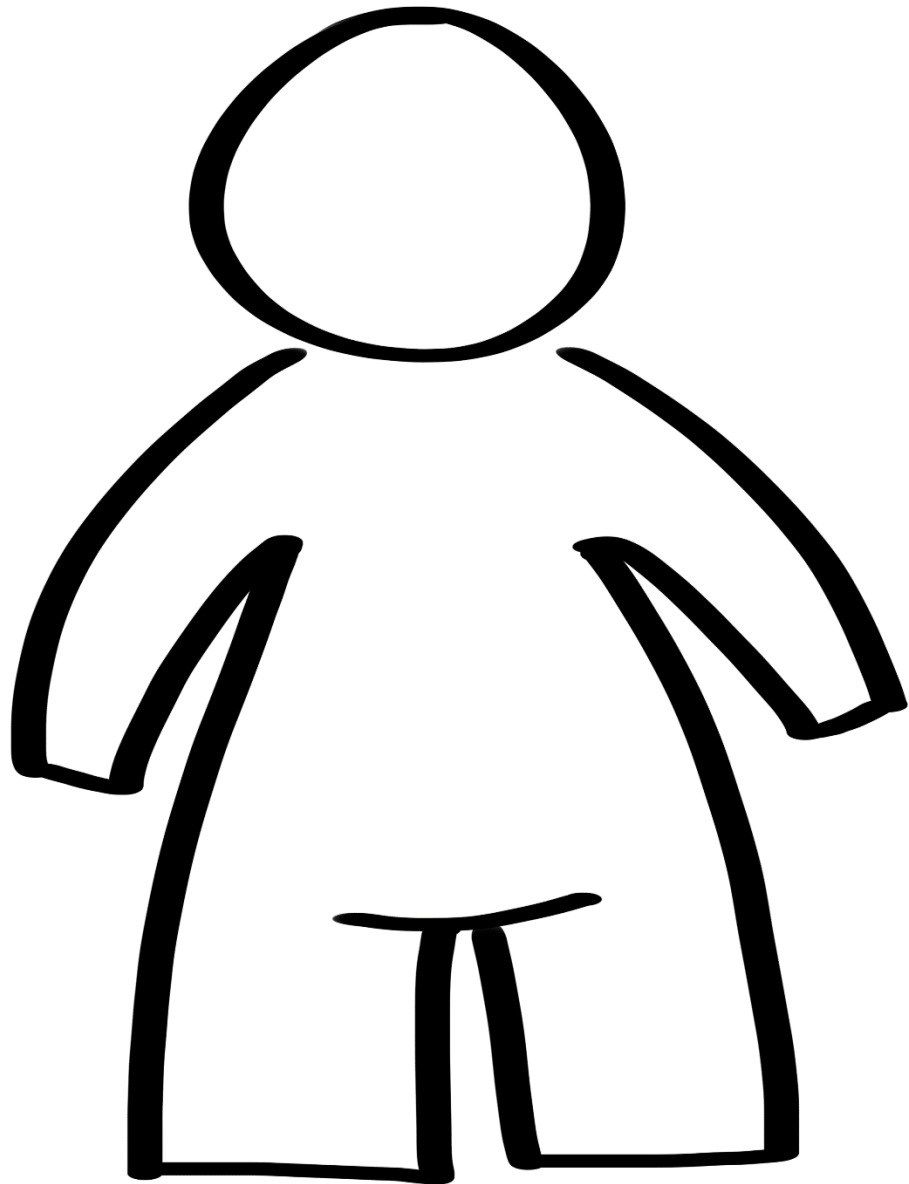
## Role on the Wall Template: (for group work)

### **INSIDE the outline:**

- **How the character feels about him/herself/ other people.**
- **What the character thinks about his/her life and/or events.**
- **His or her dreams and regrets.**

### **OUTSIDE the outline:**

- **What other people think about the character.**
- **Story/plotline about the character.**





## Question stems for Hot-seating

How did you feel when...?

Why did you feel...?

Why do you think.....?

Why did you.....?

In what ways does.....?

Explain how.....?

What might.....?

Describe what...

If you were....

What do you think about...?

Have you ever...?

Do you agree that...?



## Sentence Starters: Balanced and persuasive arguments

<b>Some people believe that...</b>	<b>Others think that...</b>
<b>On the one hand...</b>	<b>On the other hand...</b>
<b>It is clear that...</b>	<b>On the contrary...</b>
<b>There is no doubt that...</b>	<b>Alternatively...</b>
<b>It is certain that...</b>	<b>But other facts show...</b>
<b>It could be argued that...</b>	<b>However...</b>

