

Folio 400



To be OR  
NOT TO BE



# HENRY V

## - THE BIG QUESTION

A Key Stage 2 PSHE and Citizenship Resource



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## 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 **Henry V** to look at the way in which people behave towards their friends and whether it is ever ok, in any context to abandon friendships.

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.

- 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 - Henry V

<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 relationship between Henry and Bardolph and whether Henry was right to punish his friend for his crimes.</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 it ever acceptable to leave your old friends behind?</b></p> <p><b>Vocabulary:</b> Friendship, loyalty, change, responsibility, thief, criminal, morality, conscience, hot-seating, role on the wall</p> <p><b>Starter:</b> Exploring Friendship – 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, pupils for their reaction to the behaviour of Henry with regard to the killing of Bardolph.</li> <li>• They feed back to the rest of the class regarding the relationship between Henry and Bardolph using key facts from the play</li> <li>• Pupils explore the character of Henry as a young prince and as a ruler of England, using two roles on the walls and two text extracts. They feed back to the rest of the class regarding the changes in the character of Henry</li> <li>• Pupils hot-seat Henry to find out more about his motivations regarding the killing of Bardolph</li> <li>• Pupils take part in a conscience alley to advise Henry what he should do about Bardolph when he discovers that his friend has robbed a church.</li> </ul> <p><i>Optional written activity. Pupils write either a balanced argument or a persuasive argument, taking a stance on the behaviour of Henry based on what he heard and the evidence he had.</i></p> <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 Henry and Bardolph and 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 Friendship

- Pupils to work in pairs to list the qualities of a good friend.
- Now ask them to work in pairs to list the qualities of a bad friend.
- Collect the ideas as a whole class and talk through them,
- Ask pupils to think about circumstances that might put friendships under strain or cause people to move on from a friendship. Do these circumstances differ according to the age of the friends involved? Their gender? What might cause adults to lose touch with friends or move on e.g. geography/moving away from the area, arguments or fallings out etc?

### 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 it ever acceptable to leave your old friends behind?'** moving to where they think they should be. Ask for responses and for the reasoning for their thoughts.

### Teaching and Learning Activity Two - Exploring Henry and Bardolph

- Next, give each group one of the **Five Facts** and share with the class. These show the history of the relationship between Henry and Bardolph over the course of Henry IV parts 1 and 2, and Henry V. How has Henry changed over the years? What has happened to him to put pressure on his relationship with Bardolph?
- Ask pupils for their reaction to the behaviour of Henry with regard to the killing of Bardolph. Show the following statement: **“Henry betrayed his friend Bardolph. His behaviour is disgusting”** 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 Bardolph, exploring what the character is like on the inside (inner thoughts and feelings) and the outside (what he shows to the world).
- E.g. Bardolph – *Inside the figure* – Wishes he was safe, sad that he has lost the friendship of Henry, missing his previous life in London.
- *Outside the figure* – Wants to appear jolly and raucous, tries to be a brave soldier to impress Henry, confident.
- Hand out the **Two Text Extracts** – one showing some of Henry’s bawdy antics as a young man from Henry IV Part 1, and the other being the Harfleur speech in Henry V.
- Lead pupils in a discussion about the difference between the two different versions of Henry.
- Now, divide pupils into groups – with one set of groups creating a role on the Wall for Henry as a young man, and one set of groups creating a Role on the Wall for Henry as ruler of England, leading the soldiers to France. Use the **Role on the Wall Template**.
- Ask children to create their own Role on the Wall for whichever Henry they have been allocated, with the characteristics, hopes, fears and personal desires of Henry written on the inside of the figure. On the outside of the figure, children provide details of how the character wishes to appear to others.
- Once complete, share them with the entire class and discuss the different ‘Henrys’ that have been created. What similarities and differences are there?

## Teaching and Learning Activity Four – Hot-seating

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

- The teacher should initially play the role of Henry.
- Ask pupils to think about what they already know about Henry up to this point in the story, using their existing knowledge, 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 Bardolph?
- Provide open ended **question stems resource** to pupils to ensure that they use high order questions and not just yes/no questions.
- 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 hotseating discussions if they feel confident.

### Teaching and Learning Activity Five - Conscience Alley

- Pupils take part in a conscience alley to advise Henry what he should do about Bardolph when he discovers that his friend has robbed a church.
- Explain that Henry faces a horrible decision – either to allow a disreputable friend who has broken the law to continue living (and damage Henry’s reputation as a leader) or to order that his friend be put to death.
- Ask children to work in pairs to provide advice to Henry. Either he should do his duty as King or spare his old friend.
- 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 Henry.
- Pupils who think that he should order Bardolph’s death should stand on one side.
- Pupils who think that he should not order Bardolph’s death should 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 Henry. The Resources section contains **Sentence starters (balanced and persuasive arguments)**.

### Plenary

Return to the Big Question and the Value Continuum. **‘Is it ever acceptable to leave your old friends behind?’** Has anyone changed their minds? Interrogate how their understanding of Henry’s behaviour has influenced their decision.





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Appendix 1

# HENRY V

## THE BIG QUESTION

Resources Pack

What **YOU**  
**WILL**



# Henry V

## 10 Events

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



## Five Facts about Henry and Bardolph's relationship

1. Henry V (the son of Henry IV) is the newly crowned ruler of England, and is very committed to his responsibilities as king.
2. Henry used to be known for his irresponsible behaviour and his friendships with people who were considered vagabonds and petty criminals (like Bardolph), but now that he is king he is much more sensible and has a good reputation.
3. Bardolph is a thief and a vagabond from London, who used to be very good friends with the king when he was a young Prince. Henry and the rest of their friends often mocked him for his red face, which was covered in boils and his big nose.
4. King Henry declares war on France and Bardolph takes bribes from the men wanting to avoid becoming soldiers.
5. Later, when Bardolph is a soldier, King Henry gives the instruction not to steal from the towns they invade and capture. Bardolph steals from a church in the town and is later sentenced to death by Henry, who considers it to be his duty as king to punish those for their crimes.



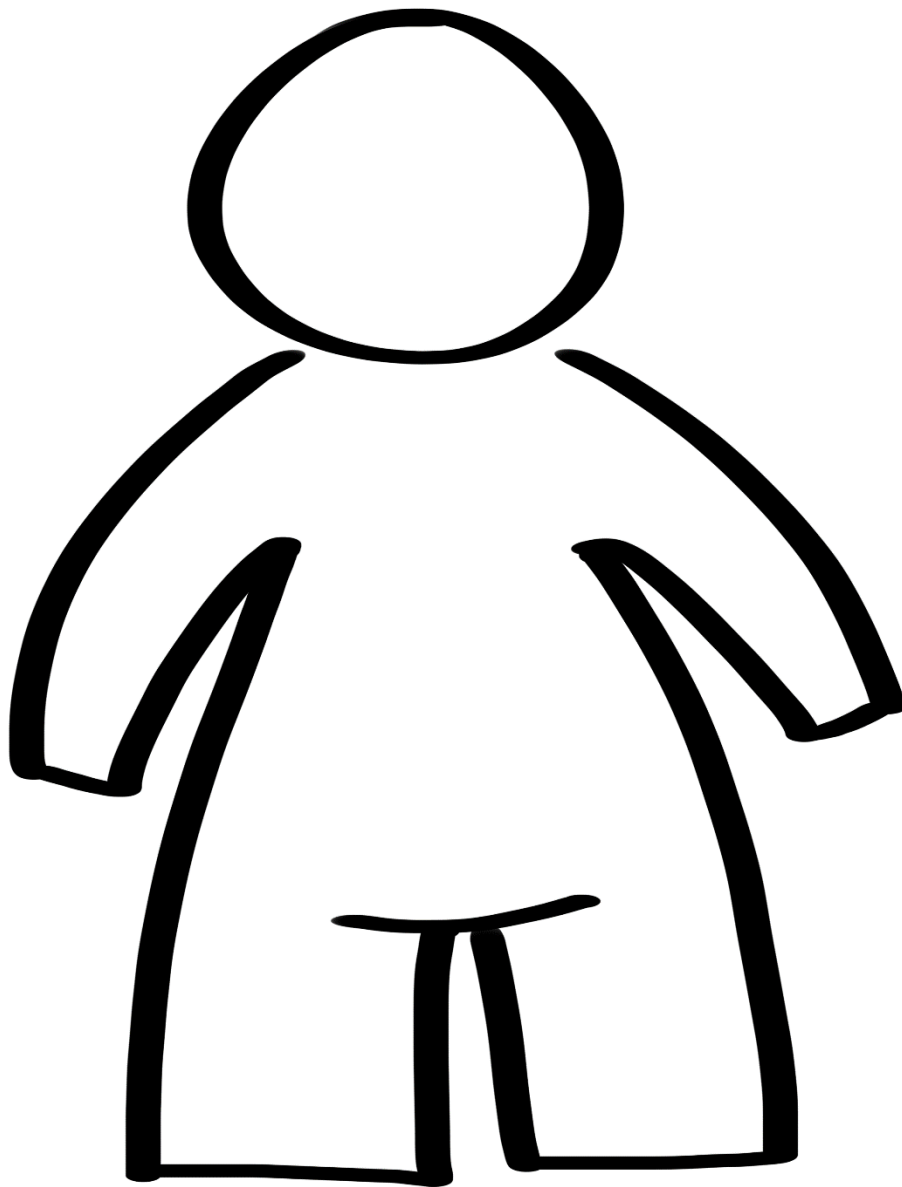
## Role on the Wall Template: (for whole class modelling)

### **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.



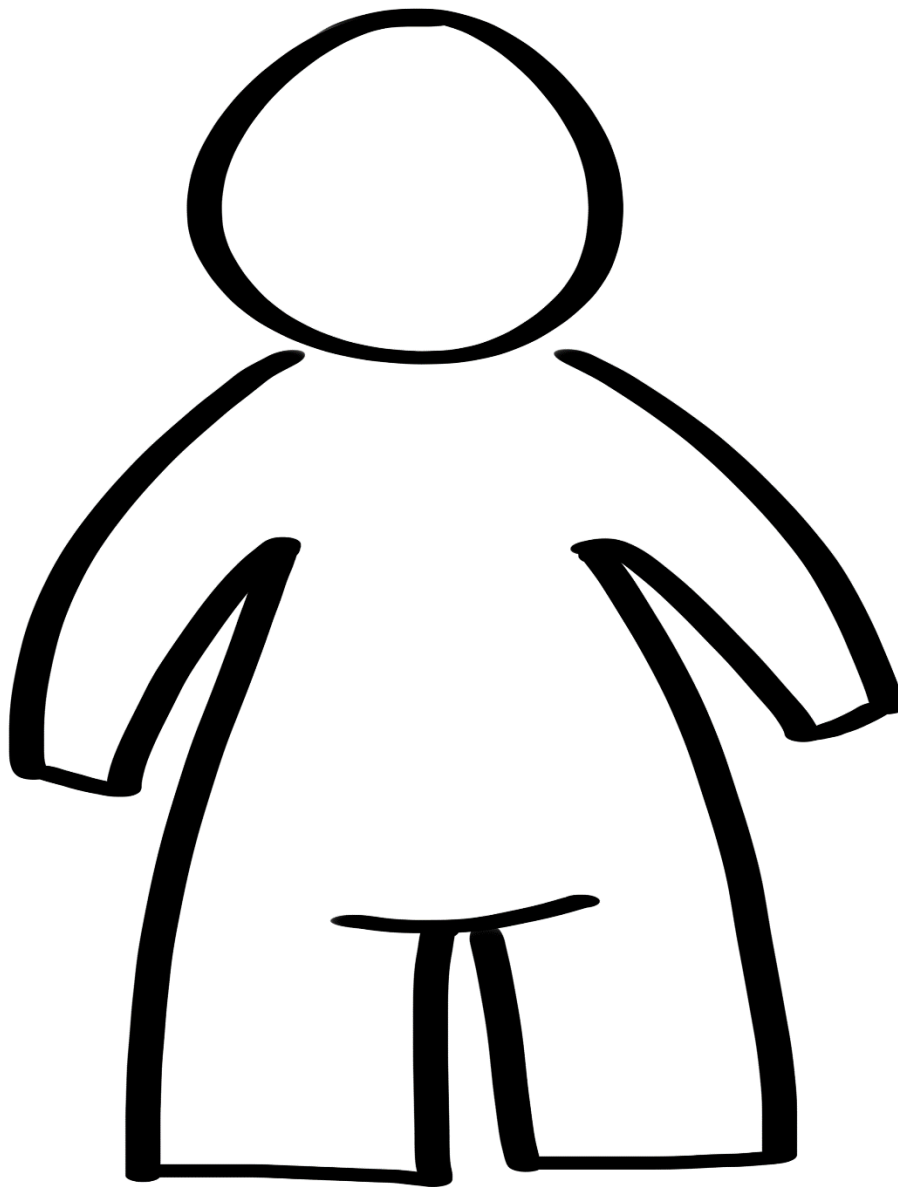
## Role on the Wall Template: (for group work)

### **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.



## Two Text Extracts

### Extract One – Henry as a young man (Henry IV Part 1, Act 2 Scene 4)

**PRINCE HENRY** Sirrah, I am sworn brother to a leash of drawers<sup>1</sup>, and can call them all by their christen names, as Tom, Dick, and Francis. They take it already upon their salvation that though I be but Prince of Wales, yet I am the king of courtesy, and tell me flatly am no proud jack, like Falstaff, but a Corinthian, a lad of mettle, a good boy—by the Lord, so they call me—and when I am King of England, I shall command all the good lads in Eastcheap.

### Extract Two– The siege of Harfleur speech from Henry V (Scene 6)

**HENRY** Once more unto the breach, dear friends, once more,  
Or close the wall up with our English dead.  
In peace there's nothing so becomes a man  
As modest stillness and humility.  
But when the blast of war blows in our ears  
Then imitate the action of the tiger,  
Stiffen the sinews, conjure up the blood,  
Disguise fair nature with hard-favoured rage.  
Follow your spirit, and upon the charge  
Cry “God for Harry, England, and Saint George!”

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<sup>1</sup> Barmen



## 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>Whilst some argue that...</b>	<b>Many maintain that...</b>
<b>It is certain that...</b>	<b>But other facts show...</b>
<b>It could be argued that...</b>	<b>However...</b>

