

Should we have a queen?

## Topic: Systems of government

<b>Lesson: Should we have a Queen?</b>	<b>KS or Year Group: KS3</b>
<b>Resources:</b> <ol style="list-style-type: none"><li>1) Resource 1 - the Queen's Christmas message</li><li>2) Resource 2 - Diamond Nine card</li><li>3) Resource 3 - Writing frame</li></ol>	<b>Outcomes:</b> <ul style="list-style-type: none"><li>• All students should understand that the monarchy is not elected.</li><li>• All students should be able to identify arguments for and against the monarchy.</li><li>• Most students will be able to describe their own opinion, based on learning in the lesson, and in some cases prior knowledge.</li></ul>

### National Curriculum

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Key Concepts: 1.1d

Key Processes: 2.1, 2.1c, 2.2b, 2.2c, 2.2b

Range and Content: 3i

### Lesson

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The lesson aims to introduce the arguments around the existence of the monarchy. It gives students a broad overview of the main arguments supporting the monarchy, and those that would prefer a republic.

The lesson is mainly an active discussion-based lesson. However, the writing frame gives students the opportunity to develop their literacy skills.

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## Starter

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- Distribute **Resource 1 - the Queen's speech**
- Discuss how they feel about the speech. Do they feel that it is still important and relevant to their own lives? Come up with a list of positives and negatives.
- Ask students to form an agreement line on the following question: should Britain have a referendum about whether we still want a monarchy? Explain that a referendum is a direct vote in which an entire electorate is asked to either accept or reject a particular proposal.

An agreement line is a kinaesthetic activity where students are asked to stand along a line in order to show their opinion.

Each end of the line is designated as an extreme of opinion – e.g. completely agree/ completely disagree.

Students are then invited to stand along the line to show the strength of their opinion. A student near the middle will be showing that they neither agree or disagree, whilst a student near to the end is showing they strongly agree/disagree. The teacher, or another student, can then start a discussion by asking students to explain and justify their opinion.

## Main activity

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### Activity 1

- Using **Resource 2 - Diamond Nine card** set. Divide class into groups, give each group a set and ask them to cut them up and sort them out into statements that support the monarchy and those that are against it.
- Students can then discuss and decide which they agree with. They can then rank the statements into which they agree with most/least with the one they agree with most at the top of the diamond and the one they agree with least at the bottom.
- Feedback to the class can be done via active learning, e.g. 'Stand up if you had x at the top/bottom' then ask students to verbally justify their opinion.

### Activity 2

- Using the Diamond Nine cards to help structure their argument, students can produce a piece of writing. This should be a two-sided argument which looks at both ideas before summarising the opinion of the students.
- **Resource 3 - Writing frame** could be provided to support lower ability students

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## **Plenary**

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Following the writing task, students could be asked to form an agreement line once more, this time answering the question 'Should we have a monarchy in the UK?' Ask whether any students have changed their opinion after hearing the arguments in this lesson. Why?

### **Aim high**

Ask students to run certain parts of the lesson, for example the agreement lines. This might help more able students, but equally can empower less able students, or help engage disruptive students.

### **Assessment**

Opportunities for speaking and listening assessment throughout the activity.

Formal assessment of the written activity

## **Check the web**

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[www.republic.org.uk/](http://www.republic.org.uk/)

<http://www.royal.gov.uk/output/Page1.asp>

[http://www.student.city.ac.uk/~rc391/jubbly/feud/feud\\_cs.html](http://www.student.city.ac.uk/~rc391/jubbly/feud/feud_cs.html)

Slightly tongue in cheek website - caution advised before directing your Y7s towards it!

### **Summary of key learning**

- All students should be able to identify arguments about the future of the monarchy
- Students will have the opportunity to share their opinion and have the chance to justify their opinion

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## Resource 1 – the Queen’s speech

### Queen’s Christmas message: the full text

Tuesday December 25, 2007

"One of the features of growing old is a heightened awareness of change.

"To remember what happened 50 years ago means that it is possible to appreciate what has changed in the meantime. It also makes you aware of what has remained constant.

"In my experience, the positive value of a happy family is one of the factors of human existence that has not changed.

"The immediate family of grandparents, parents and children, together with their extended family, is still the core of a thriving community.

"When Prince Philip and I celebrated our diamond wedding last month, we were much aware of the affection and support of our own family as they gathered round us for the occasion.

"Now today, of course, marks the birth of Jesus Christ. Among other things, it is a reminder that it is the story of a family; but of a family in very distressed circumstances.

"Mary and Joseph found no room at the inn; they had to make do in a stable, and the new-born Jesus had to be laid in a manger. This was a family which had been shut out.

"Perhaps it was because of this early experience that, throughout his ministry, Jesus of Nazareth reached out and made friends with people whom others ignored or despised.

"It was in this way that he proclaimed his belief that, in the end, we are all brothers and sisters in one human family.

"The Christmas story also draws attention to all those people who are on the edge of society - people who feel cut off and disadvantaged; people who, for one reason or another, are not able to enjoy the full benefits of living in a civilised and law-abiding community.

"For these people the modern world can seem a distant and hostile place.

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"It is all too easy to 'turn a blind eye', 'to pass by on the other side', and leave it to experts and professionals.

"All the great religious teachings of the world press home the message that everyone has a responsibility to care for the vulnerable.

"Fortunately, there are many groups and individuals, often unsung and unrewarded, who are dedicated to ensuring that the 'outsiders' are given a chance to be recognised and respected.

"However, each one of us can also help by offering a little time, a talent or a possession, and taking a share in the responsibility for the well-being of those who feel excluded.

"And also today I want to draw attention to another group of people who deserve our thoughts this Christmas.

"We have all been conscious of those who have given their lives, or who have been severely wounded, while serving with the Armed Forces in Iraq and Afghanistan.

"The dedication of the National Armed Forces Memorial was also an occasion to remember those who have suffered while serving in these and every other place of unrest since the end of the Second World War.

"For their families, Christmas will bring back sad memories, and I pray that all of you, who are missing those who are dear to you, will find strength and comfort in your families and friends.

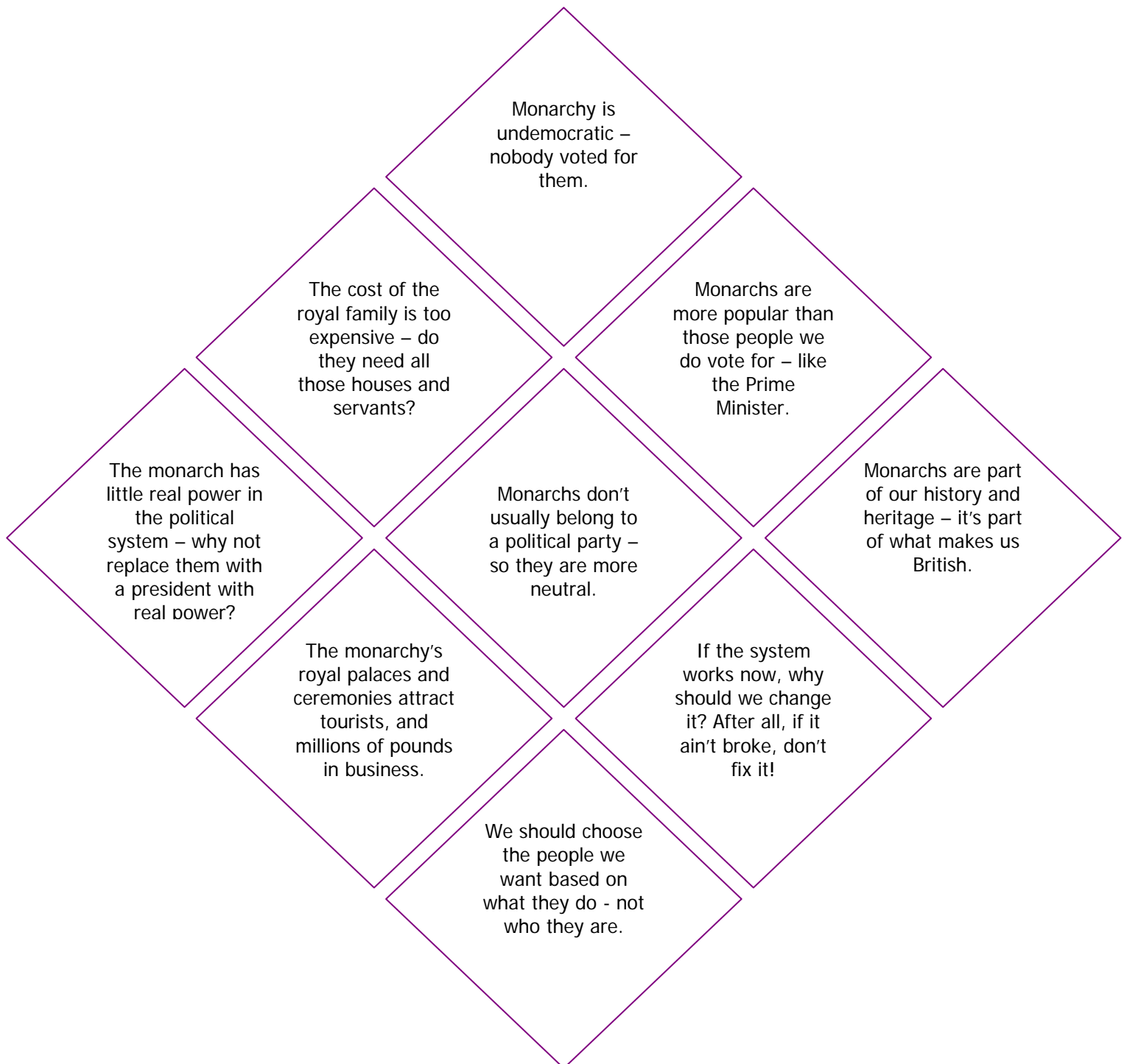
"A familiar introduction to an annual Christmas carol service contains the words: 'Because this would most rejoice his heart, let us remember, in his name, the poor and the helpless, the cold, the hungry, and the oppressed; the sick and those who mourn, the lonely and the unloved.'

"Wherever these words find you, and in whatever circumstances, I want to wish you all a blessed Christmas."

Courtesy of SKY News

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## Resource 2 – Diamond nine set



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**Resource 3 – Writing frame**



Remember to use connectives to explain your opinion. You could try to include these words or phrases: however, because, therefore, on the other hand...

*In the first two paragraphs you should think about one or two of the reasons why the monarchy are good for Britain and what Britain would be like if we didn't have a monarchy.*

The monarchy is very good for Britain. For example, just think about .....

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If we didn't have the monarchy, think how it would affect us .....

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Another reason why the monarchy is good for Britain is .....

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The reason why this is a good for Britain is because .....

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*In the next two paragraphs you should think about the reasons why the monarchy are bad for Britain and give an explanation for it too.*

Britain should abolish the outdated institution that is the monarchy. A good reason to do this is .....

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If we were a republic Britain would be much better off because .....

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Another reason to get rid of the monarch is .....

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With the monarchy gone this would make Britain a better place because .....

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*Finally, give your own personal opinion about the monarchy.*

In my opinion I believe that the monarchy are .....

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