Learning outcomes

**All students should**

- be able to describe the key facts of the Gunpowder plot
- have expressed their opinion about the method the plotters decided to take to bring about change (links to KS2 Citizenship 1a)

**Most students should**

- understand that there are different perspectives on the story and have considered the plot from these different points of view (links to KS2 Citizenship 1e, 1i and 4f)
- be able to suggest what sort of action people should take if they want to bring about change responsibly (links to KS2 Citizenship 1g)

**Some students should**

- be able to present a balanced case by offering justifications for the behaviour of the characters on both sides as well as give their own opinion on it (links to KS2 Citizenship 1e, 1i and 4f)

Prior learning and possible misconception(s)

For these sessions to be most effective the students should come to the lesson with a basic understanding of the role of Parliament and the relationship between Parliament and the Monarch past and present, i.e. that, in the past, Kings and Queens had a lot more power and authority over Parliament than they do today but that the Queen is still Head of State.

Most students at this age will be aware of the name Guy Fawkes and of bonfire night happening on November 5th every year. Many will know that bonfire night is a time when people remember the plot to blow up Parliament. These sessions will extend their existing knowledge by exploring the details of the story, the actions and motivations of the characters and the reasons behind the actions they took. The students may assume that Guy Fawkes acted alone in the plot and the fact that he had a more minor role to play may well be new to them.

These sessions should form a useful vehicle for discussing responsible and informed citizenship, e.g. what people can and should do if they wish to engage with Parliament to bring about change and the importance of tolerating different beliefs in a democratic society. The first session focuses on the facts of the story whilst the second session allows the students to discuss and explore the motivations of the people involved and look at the story from both points of view. The topic touches upon some sensitive topics such as religious intolerance, torture and capital punishment. The level of detail to which these issues are discussed is left to the judgement of the teacher.
**Activity**

**Session 1: The Gunpowder Plot**

**Starter**
Show the first slide of the presentation which asks the students if they recognise which festival the images are from (bonfire night). Ask them if they know why some people light bonfires and fireworks on November 5th. Explain that it is to remember the famous plot in 1605 when seven men attempted to blow up the King and Parliament and that it became known as the Gunpowder Plot.

**Whole class teaching**
Tell the class the Gunpowder Plot story using the presentation. At the end of the story, explain that the cellars in Parliament are still checked by guards every year just before the start of the Royal State Opening of Parliament ceremony.

**Group activity to check understanding of the story**
In small groups the students carry out a storyboarding task. They should place the storyboard cards into the correct sequence for the story.

**Small group task to summarise the key points from the story**
In small groups, pairs or individually, the students should write an acrostic poem using the words ‘Gunpowder Plot’ and selecting key points from the story.

**Plenary**
Write a class acrostic poem using ideas from their own poems.

**Differentiation**

- Higher attainers could summarise the story in their own words.
- Higher attainers should be encouraged to think about the feelings of the characters to include in their poem. A write-on sheet is provided for lower attainers and literacy support.

**Resources**

- Guy Fawkes presentation (slide 1)
- Guy Fawkes presentation
- Storyboard card sort
- Acrostic write on sheet (SEN)
### Session 2: Why did the plot happen and what do we think about it?

**Starter: reviewing the story to remember the main events and characters**
Give out the storyboard card sort from the previous lesson and run a competition to see which group can put the story together in the fastest time.

**Whole class activity: hot seating exercise to explore the motivations and feelings of the characters in the story**
Each person should choose a character from the story. In pairs they should discuss (or write down) three facts about what happened to that person and how they must have felt at different points in the story. Ask for a volunteer to ‘take the hot seat’. Ask that person (in character) a series of questions about their identity, their role in the plot, their motivations for their actions and how it made them feel. For example:

- What is your name?
- How old are you?
- Where do you live?
- What were you doing on November 4th?
- How did you feel on November 4th?
- How did you feel on November 5th?

Always reassure the students that the person in the hot seat is in character and not answering the questions as themselves. The class should try to think of questions to ask. Ask for further volunteers to take the hot seat.

**Small group activity to express their own opinion on what happened**
In pairs or small groups ask the students to ‘Have their say’ on what Robert Catesby and the gang did and what happened to them. They should record their thoughts on the ‘Have your say’ write-on sheet.

**Plenary**
Ask people to feedback their opinions from the ‘Have your say’ exercise and facilitate a whole class discussion. This exercise will allow you to explore the concept of taking responsible action to bring about change. Summarise the discussion into three or four key points. Finish off the lesson by looking at the

<table>
<thead>
<tr>
<th>• Storyboard card sort</th>
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<td>• ‘Have your say’ sheet</td>
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| Higher attainers should work together to explore the issues in more depth. |
‘Remember Remember’ poem on the last slide of the presentation. The whole class could recite this together.

**Suggested homework and / or development work**

- Class play on the Gunpowder Plot. You could use the storyboard cards and divide the class into groups to act out each scene.
- Create a class wall freeze of the story with groups contributing a poster for each scene using the storyboard cards.
- Write the letter to Lord Monteagle warning him not to come to Parliament.
- Write a newspaper article from the point of view of a reporter who watched the hanging of the plotters.
- Create a new ‘Remember Remember’ poem, song or rap.

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