

# Characters in Henry V



Fluellen

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He is a Welshman. (A man from Wales)

He is very patriotic. He loves his country and will fight for it.

He is a good soldier, but he has a bad temper.

He is very loyal to Henry.



Introducing  
Characters  
Listening and  
Remembering

# Henry V Characters Activity

Originally developed at Sion Manning School in Notting Hill by Pam Green and Sheila Davies. The webaddress for this activity is:

<<http://www.collaborativelearning.org/henryvcharacters.pdf>>

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## COLLABORATIVE LEARNING PROJECT

Project Director: Stuart Scott

Supporting a cooperative network of teaching professionals throughout the European Union to develop and disseminate accessible teaching materials in all subject areas and for all ages.

17, Barford Street, Islington, London N1 0QB UK Phone: 0044 (0)20 7226 8885 Fax: 0044 (0)20 7704 1350

Website: <http://www.collaborativelearning.org>

## BRIEF SUMMARY OF BASIC PRINCIPLES BEHIND OUR TEACHING ACTIVITIES:

The project is a teacher network, and a non-profit making educational trust. Our main aim is to develop and disseminate classroom tested examples of effective group strategies across all phases and subjects. We hope they will inspire you to use similar strategies in other topics and curriculum areas. We run teacher workshops, swapshops and conferences throughout the European Union. The project publishes a catalogue of activities plus lists in selected subject areas, and a newsletter available by post or internet: "PAPERCLIP".

\*These activities were influenced by current thinking about the role of language in learning. They are designed to help children learn through talk and active learning in small groups. They work best in mixed classes where children in need of language or learning support are integrated. They are well suited for the development of speaking and listening. They provide teachers opportunities for assessment of speaking and listening and other formative assessment.

\*They support differentiation by placing a high value on what children can offer to each other on a particular topic, and also give children the chance to respect each other's views and formulate shared opinions which they can disseminate to peers. By helping them to take ideas and abstract concepts, discuss, paraphrase and move them about physically, they help to develop thinking skills.

\*They give children the opportunity to participate in their own words and language in their own time without pressure. Many activities can be tried out in mother tongue and afterwards in English. A growing number of activities are available in more than one language, not translated, but mixed, so that you may need more than one language to complete the activity.

\*They encourage study skills in context, and should therefore be used with a range of appropriate information books which are preferably within reach in the classroom.

\*They are generally adaptable over a wide age range because children can bring their own knowledge to an activity and refer to books at an appropriate level. The activities work like catalysts.

\*All project activities were planned and developed by teachers working together, and the main reason they are disseminated is to encourage teachers to work effectively with each other inside and outside the classroom. They have made it possible for mainstream and language and learning support teachers to share an equal role in curriculum delivery. They should be adapted to local conditions. In order to help us keep pace with curriculum changes, please send any new or revised activities back to the project, so that we can add them to our lists of materials.

<http://www.collaborativelearning.org/henryvcharacters.pdf>

# Henry V Characters Activity Notes for Teachers

This is an activity that strongly supports our basic principles:

**Build on prior knowledge**

**Move from concrete to abstract**

**Ensure everyone works with everyone else**

**Extend social language into curriculum language**

**Provide motivating ways to go over the same thing more than once**

**Character Card Activity** - this kind of activity has now been developed for introducing all kinds of characters, ideas and things such as metals, insects, foods, mathematical principles etc. You will find it necessary to print the sets of cards in different colours so that everyone meets a different character. The idea of putting the card away while doing the introductions is designed to encourage students to internalise the information and produce it in their own words rather than just reading out the card. They can also be encouraged to draw on any previous knowledge to embellish their information. We have in the past produced sets in other first languages (so that the activity can run in more than one language in the same classroom), and in simpler texts although it is important to remember that sometimes by simplifying text you can remove context clues and make it more difficult while you are intending to make it easier!

**Here is a recent tweak!** This is how we taught the character card activity recently with Year 6. This class were not familiar with the technique, but social relations within the class were generally good and in most cases they did not make a fuss about the moving out of their normal seats to work with others.

We introduced the activity and told the pupils that we wanted them to use two voices. When they worked in threes and sixes they needed to use a 10 centimetre voice. When they presented to the class they needed to use their five metre voice.

We shuffled the cards so that nobody got the same colour as the other pupils in their 'normal' group. You may want, depending on the composition and your inside knowledge of the class, to deal from the bottom of the pack to ensure that certain individuals did not get the same colour. When we have New to English pupils in the class we 'clone' them i.e. attach them to another pupil so that they can participate by listening and watching.

## Notes for Teachers continued

We told them (we have also provided written instructions to put on the smartboard) to read their card and memorise two or three bits of information on it. Then we asked them to go and find TWO other people in the class with the same colour card and WITHOUT LOOKING AT THEIR CARD to introduce the character(s) on the card. When/If they got stuck they could check their card, but they should put it away before they carried on talking. When the three had found out about each other, they then had to find the other three with the same colour and take turns to introduce characters.

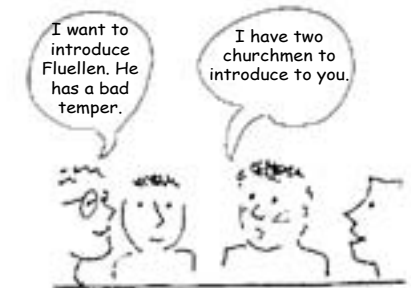
Some stood, some sat on the floor, some sat round the corner of a table. We encouraged them to sit close enough together to use their ten centimetre voice. We were able to stay close enough to listen in but not so close that they would turn to us for help. We intervened if we felt they were not on task. We encouraged them to add any information they knew which was not mentioned on the card.

We then asked them to sit in their colour groups and and prepare for presenting their partners to the whole class. You might want to collect the cards from them at this point. Alternatively you can emphasise the importance of not just reading the card.

We then collected the cards and each group of six presented to the whole class using their five metre voices.

There is a temptation to encourage the pupils to make notes for their presentation or to write a biography of their character in their own words. This rush to writing must be resisted. By all means ask them to do this later in another lesson trusting to their memories and after any group discussion. Then you can judge how well they remembered as a result of having the repeat the process more than once. We feel that quite often the quality of writing improves when it is delayed.

Please contact us if you have any questions, comments or additions.



# Henry V - Character Cards

Everyone in the class has a character card about a character or a group of characters in the play. Everyone should read the information on the card two or three times. You do not have to remember the card word for word, but have some good ideas about the information on it.

Find two people in the room with the same coloured card. Put the cards in your pocket or out of sight. Introduce your character(s) to the others:

e.g. I want to introduce you to one of Henry most loyal soldiers.....".

Everyone in the group should do the same. Remember! if you get stuck, you can take out your card and look at it. But only if you are stuck. Listen carefully to each other.

Now go to find another group of three with who have the same colour cards. Now you are six! Take turns to introduce a character without reading the cards. You group can help you out if you get stuck.

eg: "Hello! My friend here introduced two disloyal noblemen. They plotted to kill King Henry..."



# Henry V Character Cards for use with "Who am I?" activity

## Henry V

He is the son of Henry IV.

He was a rebellious and irresponsible young man, who becomes a strong and decisive king.

He is a brave soldier and a good leader.

He disowns his old friends when he becomes king.

## Lord Scroop Earl of Cambridge, and Sir Thomas Grey

These are noblemen and friends of Henry.

They are trusted by Henry as loyal men.

They are paid by the French to kill Henry.

The plot is discovered and all three men are executed as traitors.

## Archbishop of Canterbury Bishop of Ely

These are powerful churchmen.

They want war with France to get more lands and money for the church.

They are surprised at the change in Henry, now he is king.

They advise Henry to go to war with France, and Henry takes their advice.

## Fluellen

He is an officer in Henry's army.

He is a Welshman. (A man from Wales)

He is very patriotic. He loves his country and will fight for it.

He is a good soldier, but he has a bad temper.

He is very loyal to Henry.

## Pistol, Nym and Bardolph

These are Henry's old friends from the days when he was Prince Hal.

Pistol is married to the hostess, Nell Quickly. He and Nym have quarrelled because of this. Nell used to be Nym's girlfriend.

Henry orders that no one must steal from the French. When Bardolph steals from a French church, he is hanged on Henry's orders as an example to others.

Nym is killed at the battle of Agincourt.

## Charles VI

He is the king of France.

He is the father of the Dauphin and Katherine. He is disappointed in his son.

He is not a strong king.

He is not prepared for war with the English.