

Mary Queen of Scots Family Tree

Mary Queen of Scots is a complex historical persona. She has a significant place in Scottish, English and British history and is a required character to study for the Scottish curriculum, (which is extremely good and well worth looking at, if only to envy, if you teach in England!) She was a direct descendant of Robert the Bruce and a direct ancestor of Princes William and Harry, (Princess Diana was descended, illegitimately, from Charles the Second).

We have tried to make sure this activity is not anglo-centric and would particularly welcome feedback from Scotland. The Family Tree Activity is intended as an introductory activity to this complex lineage. Children will get practice in navigating the format and conventions of a family tree.

There are 16 character cards with various characters speaking about their relationship to Mary. The cards need to be cut up. Children should be in groups of 4. Each group needs one set of character information cards and two family trees. Children should start work in pairs, Each pair takes 8 cards to read the clues and work out the name of the character - they should then join with another pair, who have the other 8 cards, to swap information. At the end of this research they should finally be given the name labels to match to their character cards.

This activity could feed into a number of pieces of work, for example chronology of Mary's life, examination of common stories about her, discussion of the position of women in these times, annotated portrait gallery ...etc.

Web address www.collaborativelearning.org/maryqueenofscotsfamilytree.pdf

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COLLABORATIVE LEARNING PROJECT

Project Director: Stuart Scott

We support a network of teaching professionals throughout the European Union to promote inclusive education. We develop and disseminate accessible talk-for-learning activities in all subject areas and for all ages.

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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 that promote talk across all phases and subjects. We hope they will inspire you to develop and use similar strategies in other topics and curriculum areas. We want to encourage you to change them and adapt them to your classroom and students. We run teacher workshops, swapshops and conferences throughout the European Union. The project posts online many activities in all subject areas. An online newsletter is also updated regularly.

*These activities are 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 non selective 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.

*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.

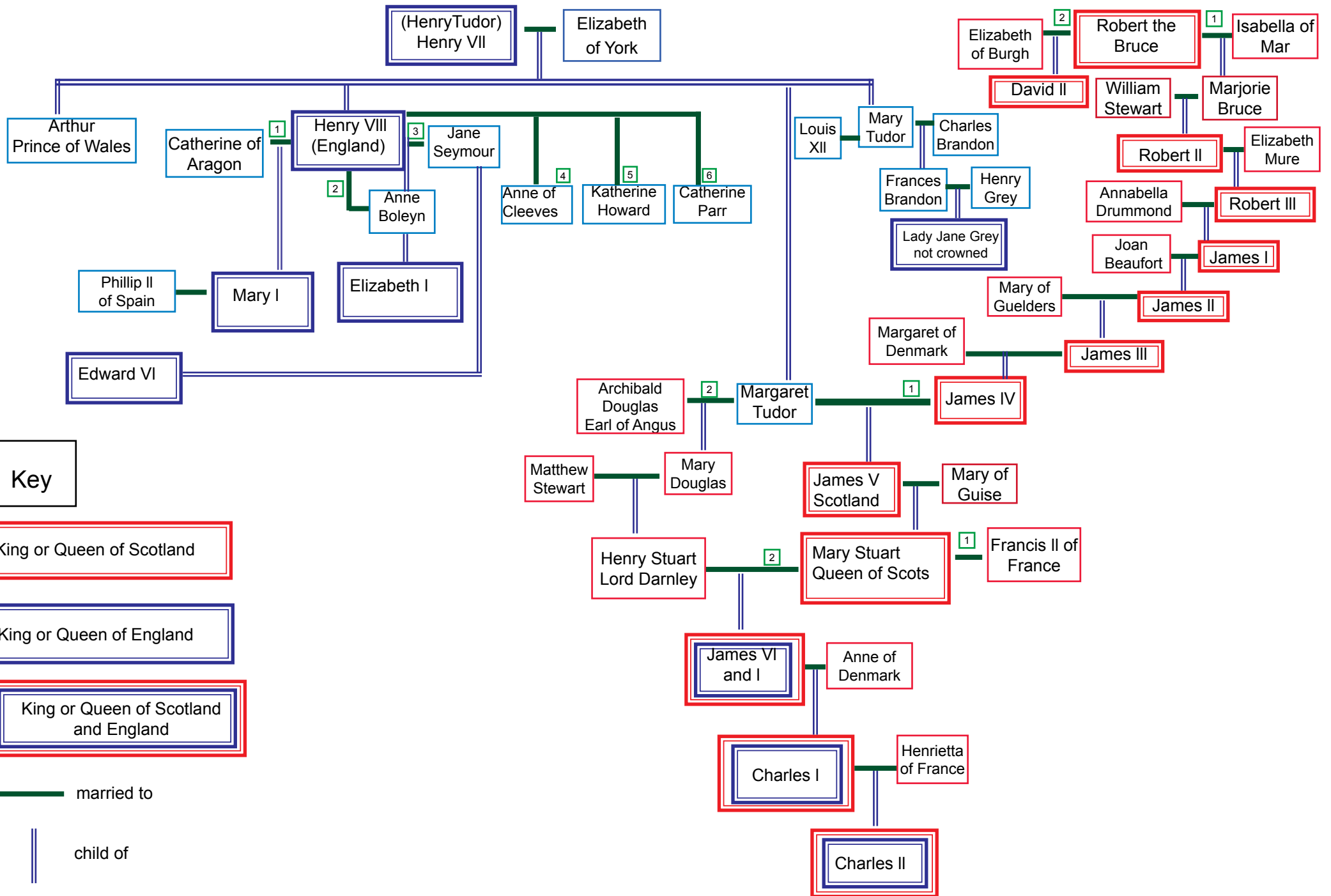
*They give children the opportunity to participate in their own words and language in their own time without pressure. Many activities can be tried out in pupils' first languages and afterwards in English. A growing number of activities are available in more than one language, not translated, but mixed, 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 more 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/maryqueenofscotsfamilytree.pdf>



Key

King or Queen of Scotland

King or Queen of England

King or Queen of Scotland and England

— married to

|| child of

Mary Queen of Scots - Family Tree Character Cards

I was Mary's mother. When she became Queen she was not old enough to rule a country so she had regents. I became regent when she was 12 and I took her to France to marry the Dauphin so she would be queen of France as well as Scotland.



I was Mary's grandmother. My father was the first Tudor king of England and my brother had many wives. When my Scottish husband died I married again and my grandson on that side of the family married Mary.



I was Mary's Great-uncle - I was king of England and had three children who were all

King or Queen of England.

I had no grandchildren.



I was Mary's son. I had the same name as my Grandfather. I never knew my mother as she went away when I was just a baby and she stayed in prison for years



Mary Queen of Scots - Family Tree Character Cards

I was Mary's father.
I had the same name as
my father and
my grandson.
My family can be traced
back to a great king of
Scotland so Mary was
also his descendant.



I was Mary's
great-grandfather. I
was descended from the
old Welsh Kings and I
became King of England
when I won the battle of
Bosworth. Three of my
grandchildren ruled
England but the Tudor
line I started died out
with my younger
granddaughter.



I was Mary's cousin and
her husband.
Our son became King of
Scotland AND England
and was the first Stuart
King of England.
I died in a big explosion.



Mary's father was my
cousin. I was worried that
people would help Mary
take my throne so I kept
her locked up in the
middle of England, far
from the sea and from
Scotland and London.
I signed her
death warrant.



Mary Queen of Scots - Family Tree Character Cards

Mary's father was my cousin.
I did not really know her but
she was supposed to marry me
when we grew up. This was
arranged when she was a
baby. I became king when
I was 9 years old and died
when I was 16.

I had no children and after I
died there was an argument
about who should be the next
ruler. My cousin's poor
daughter had her head
chopped off.



My name was also Mary and
I was Queen of England, once
I had got rid of my cousin's
daughter.

I was a Catholic
My husband was
King of Spain but we had
no children to carry on the
Catholic line in England and
England went back to being
protestant after I died.



I was Mary's grandson.

I had a difficult time being
King and ended up having my
head chopped off just
like my grandmother.

This wasn't because of a
cousin - it was because of
Oliver Cromwell



I was Mary's grandfather.
I had the same name as my
grandfather and
my grandson.

My wife's name was
Margaret and when we got
married it was supposed to
bring England and Scotland
closer.



Mary Queen of Scots - Family Tree Character Cards

My name was also Mary.
I was Mary's Great-Aunt.

I married a foreign king
who died just after I was
crowned as his Queen.

My second husband
was English and our
granddaughter was Queen
for 9 days - she was never
crowned.



I was Mary's Great great
grandmother. When I
married my husband Henry it
put an end to arguing about
who had the right to be King.
My brothers were murdered
in the Tower of London.
four of my grandchildren
were kings or queens of
England or Scotland and two
of my great-granddaughters
were beheaded because
of arguing over the English
throne.



I was Mary's first husband.
We grew up together in
France even though she was
Queen of Scotland.
I died very soon after
our wedding so she did not
have long to enjoy being
Queen of France.



I was Mary's
great grandfather.
I had the same name as my
grandfather and my grandson.
My wife was called Margaret.
My son's wife was also called
Margaret - how confusing!



Mary I	Francis II of France	James VI and I	Henry VII
Mary Tudor	Margaret Tudor	James III	Henry VIII
Mary of Guise	Elizabeth of York	James IV	Edward VI
Charles I	Elizabeth I	James V	Henry Stuart Lord Darnley