

Introduction: Who's Who in the Wars of the Roses, 1449-85

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This pack of resources is intended to provide an introduction to the key characters of the Wars of the Roses between 1449 and 1485. There are so many people with the same name or multiple names that students could easily get confused. The 'Who's who?' document provides a short summary of the role and background of each person – there may be too many or too few for your requirements, but you can always remove or add people as necessary.

Furthermore, the pack is intended to get students to engage with this document. There is always a risk that giving out several sheets of paper without doing something with them means students will file them in their folders and then forget about them, so the family tree activity and the 'Who's who in 1450' activity are just a couple of ideas for getting students to make use of the document. Equally it is intended to make the task of learning all these people a little less daunting (hopefully!). Some of these activities are quick, others are longer and all could be used to introduce key characters or could easily be adapted for revision activities.

Finally, this pack is intended to act as a model for other periods or topics. The resources could easily be adapted and copied to take in a wider date range (for example going up to 1499 or 1509 or even starting in 1399) and the activities could easily be used for any topic where there are large numbers of people to learn about. The activities can be done in groups or as a whole class, on paper or as an active role-play – it is entirely up to you!

Objectives

- To get students to engage with their 'Who's who' document
- To introduce students to some key characters in the Wars of the Roses
- To get students to begin to make links between key characters and understand their impact on events

Resources

For students:

- 'Who's Who 1449-1485?' document
- Family tree cards (n.b. there are two 'Richard, Earl of Cambridge' and 'Anne Neville' cards deliberately as their marriages mean they need to appear in different places on the completed tree.)
- 'Who's Who in 1450?' activity sheet

In addition for teachers:

- A copy of the family tree for teacher reference

Possible activities

1. Family Tree – card-sort
2. Family Tree – role-play
3. Who's who in 1450?

1. Family tree: Option A – card-sort

Setting up

'Who's who?' document for students

Family tree for teacher

Enough sets of cards for your class to work in groups of about four

Arrange desks in blocks so that the students have enough space to lay out all the cards

Coloured ribbon/wool to denote marriages or parental relationships OR a family tree outline drawn out on to large pieces of cardboard so students can see where cards should go and then just have to work out who goes where. (This may depend whether this is done as an introductory or revision activity.).

The activity

Step 1 - Issue the 'Who's who?' document to students

Step 2 - Issue the card-sorts. Using the 'Who's who?' and the information on the cards can they construct the family tree. This should get them to begin to engage with the 'Who's Who?' document.

Review

Go through level by level – the teacher can give some commentary on these characters as you review.

I would get students to create their own family tree rather than give them a pre-prepared copy. They will learn it best if they have to create their own

Possible questions you could ask about the family tree

What do the colours mean?

What relationship was Henry VI to Edward III?

What relationship was Edward IV to Edward III?

What relationship was Henry VII to Edward III?

Why was Richard, Duke of York heir apparent until 1453?

Why was the Beaufort claim to the throne weaker?

Who else, other than Henry Tudor, might have had a claim to the throne in 1483?

What do the pictures on the cards tell you about how much we know about what people looked like?

Which pictures are contemporary? What do you learn by looking at who we do and do not have contemporary images of?

What has the activity taught you about the nature of relationships in the later Middle Ages?

2. Family tree: option B – role-play

Setting up

'Who's who?' for students

Family tree for teacher

Set of Family tree cards (and/or tabards?)

Desks cleared or a large enough space for students to spread out a bit

Optional - Blu Tack & coloured board markers

Optional - Coloured ribbon/wool to show marital or parental relationships

It is unlikely that you will have enough students to create the whole family tree, so there are various options for approaching this:

- You could select only the most important characters you have the numbers for, but this may mean people being left out
- You could recycle students as their character dies. Give students multiple cards at the start, ensuring that one role will be over before another starts (see table below). If you choose option 2, in order to keep the structure of the tree
 - o You could lie tabards on the floor to show the pattern of relationships
 - o You could nominate a student as 'Blu-Tacker' and drawer of marital/parental lines – they could stick the cards up on the board once a student has explained their role and you have moved on to the next level/branch of the tree.

The activity

Step 1 - Issue the 'Who's who?' document to students

Step 2 – Issue one card from a family tree set to each student – they should use their 'Who's who?' to find out who they are. This should get them to begin to engage with their 'Who's who?' document.

Step 3 – Get students to move to stand with others they are connected with. You should ask them to explain why they are where they are.

Step 4 – Begin to construct the family tree. You will need to start with Edward III and his five sons (The Black Prince, Lionel, Duke of Clarence, John of Gaunt, Edmund, Duke of York and Thomas, Duke of Gloucester). Get each of these characters to explain a little about themselves and their role and relationships. (At this point you could start creating visual links with wool/ribbon or by Blu-Tacking and drawing on the board.)

Step 5 – Build up the layers of the family tree

- You could do this chronologically, by asking the children of Edward III's sons to come forward, and then their children and so on.
- Or you could do a branch of the family at a time, beginning with the Black Prince and then working through the descendants of each brother in turn.

Review

I would get students to create their own family tree rather than give them a pre-prepared copy. They will learn it best if they have to create their own

Possible questions you could ask about the family tree:

What do the colours mean?

What relationship was Henry VI to Edward III?

What relationship was Edward IV to Edward III?

What relationship was Henry VII to Edward III?

Why was Richard, Duke of York heir apparent until 1453?

Why was the Beaufort claim to the throne weaker?

Who else, other than Henry Tudor, might have had a claim to the throne in 1483?

What do the pictures on the cards tell you about how much we know about what people looked like? Which pictures are contemporary? What do you learn by looking at who we do and do not have contemporary images of?

What has the activity taught them about the nature of relationships in the later middle ages?

Chronological list of key characters for role play

Group A	Edward III, The Black Prince, Lionel of Antwerp, John of Gaunt, Edmund of Langley, Thomas of Woodstock, Blanche of Lancaster, Katherine Swynford
Group B	Richard II, Philippa of Clarence, Henry IV, John Beaufort - earl of Somerset, Joan Beaufort, Ralph Neville – Earl of Westmoreland, Edward – Duke of York, Richard – Earl of Cambridge, Anne of Gloucester.
Group C	Roger Mortimer – 4 th Earl of March, Henry V, Catherine of Valois, Owen Tudor, John Beaufort – 1 st Duke of Somerset, Edmund Beaufort – 2 nd Duke of Somerset, Richard Neville – Earl of Salisbury, Cecily Neville, Richard Plantagenet – Duke of York, Humphrey Stafford – 1 st Duke of Buckingham
Group D	Edmund Mortimer – 5 th Earl of March, Anne Mortimer, Henry VI, Margaret of Anjou, Edmund Tudor, Margaret Beaufort, Henry Beaufort – 3 rd Duke of Somerset, Edmund Beaufort – 4 th Duke of Somerset, Richard Neville – Earl of Warwick, Edward IV, Elizabeth Woodville, George – Duke of Clarence, Richard III
Group E	Edward of Lancaster, Anne Neville, Henry VII, Isobel Neville, Henry Stafford – 2 nd Duke of Buckingham, Elizabeth of York, Edward V, Richard – Duke of York, Margaret – Countess of Salisbury, Edward – Earl of Warwick, Edward of Middleham

3. Who's Who in 1450?

Setting up

'Who's who?' for students

'Who's who in 1450?' activity sheet

The activity

Step 1 - Issue the 'Who's who?' document to students

Step 2 – Issue the activity sheet using the 'Who's who?' can they carry out the tasks on the sheet.

Review

Ask students to explain the role of each character and any links they have made.