



THE CORONATION OF KING CHARLES III: A TEACHER'S GUIDE
Empire Club Foundation Document

*Teaching Guide for Grades 5-10 to Celebrate the Coronation of King Charles III,
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Introduction and Overview

On May 6, 2023 citizens in the United Kingdom will be celebrating the formal enthronement or royal Coronation of a new monarch, Charles III. The event, the first since Queen Elisabeth II was celebrated as a new monarch 70 years ago, will be widely televised and reported upon.

Canada's connection to Britain goes back centuries: first as a colony in 1763 until the present where we are a member of the Commonwealth of Nations. This is a political association of 56 member states, most of which were former colonies, like Canada, and consists of about 2.5 billion people - nearly a third of the world's human population.

Canada is a "constitutional monarchy" defined in one curriculum document, *Ontario Ministry of Education, Canadian and World Studies grades 9 and 10 (2018)*, as "A form of government in which executive (Crown) powers are exercised by or on behalf of the sovereign and on the basis of ministerial advice".

The Coronation of the new monarch will be broadcast on TV and the Internet around the world. This event is both an historical and a media event. Curriculum connections to social studies, history, civics or media literacy can be made. This guide supports teachers in examining this important event from a historical or media lens. The activities would be most suited to grades 5-10 but can be adapted to other grade levels.

Here are some links to the Ontario curriculum for grades 5-10. Other jurisdictions in Canada will have similar curriculum connections.

Social Studies/History

Grade 5: B3. demonstrate an understanding of the roles and key responsibilities of citizens and of the different levels of government

Grade 6: B3. describe significant aspects of the involvement of Canada and Canadians in some regions around the world, including the impact of this involvement

Grade 8: B1. assess key similarities and differences between Canada in 1890-1914 and in the present day

Grade 10: Strands: Identity, Citizenship, and Heritage and Social, Economic, and Political Context

Media Literacy

Grades 5-10: 1.3 Responding to and Evaluating Texts; 1.4 Audience Response; 1.5 Point of View/Critical Literacy

Civics and Citizenship

Grade 10: A1. Political Inquiry: use the political inquiry process and the concepts of political thinking when investigating issues, events, and developments of civic importance

B1. Civic Issues, Democratic Values: describe beliefs and values associated with democratic citizenship in Canada, and explain how they are related to civic action and to one's position on civic issues

The Coronation as A Historical Event

While the use of Wikipedia has its issues around detailed accuracy, it is a quick way to get a sense of a topic. Once students have read the online article have them answer the questions using a think-write-pair-share technique in which they:

- think about the question and possible answers
- write down their answers
- pair up with someone
- share and compare answers, prior to a class discussion, that may or may not reach a consensus.

Have students read the Wikipedia article on Coronation:

<https://en.wikipedia.org/wiki/Coronation>

Have them answer questions such as the following:

- Define "coronation" in one sentence.
- What are some other terms used for the installation of a new monarch or head of government?
- How common are coronations throughout the world?
- How did coronations change over time? Identify 3 changes you think were "major" and justify your choice.
- What interests you about the article on coronations that you are reading and why?

The Royal Coronation in the UK can be explored as a specific example of the above:

https://en.wikipedia.org/wiki/Coronation_of_the_British_monarch

- How did coronations in Britain change over time? Identify 3 changes you think were "major" and justify your choice.
- Why and how did coronations become public events?

<https://www.townandcountrymag.com/society/tradition/g40982046/history-british-coronations/> offers highlights of coronations in the 20th century including the first coronation to be photographed and the first to be filmed.

70 years ago the last Coronation in the UK was that of Elizabeth II:

https://en.wikipedia.org/wiki/Coronation_of_Elizabeth_II

<https://www.youtube.com/watch?v=52NTjasbmgw>

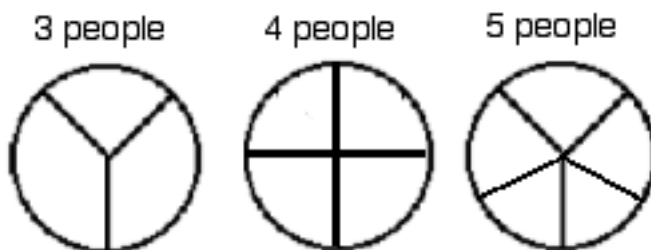
For students who explore the Wikipedia account and/or the video the following questions may serve as a guide:

- What interests you about this Coronation and why?
- What evidence is there that it was seen outside of Britain?
- Why was it a global event?
- How is it both the same and different from the Coronation of King Charles III?

Here are two classroom activities that can help students summarize any of the above.

Activity 1: Reaction Wheel Strategy is a quick way to find out what students are thinking about a particular issue or what prior knowledge they might have about a topic to be explored.

1. Form groups of 3-5 and give each group a wheel on an 8 1/2 x 11 sheet of paper.
2. Each member in the group of four example picks a quadrant. Make sure all group members sit so they can write in their quadrant simultaneously.
3. Tell the students "Write down your IMMEDIATE REACTION to the word I give you in your quadrant." You will have only a few seconds to do this, so write quickly. You have five seconds.
4. Give students a prompt in the form of a word or phrase, or visual image after the instructions in #3. The following words could be used: coronation, monarchy, commonwealth, king.
5. When time is up, have groups take a minute to share and compare reactions prior to a general class discussion.



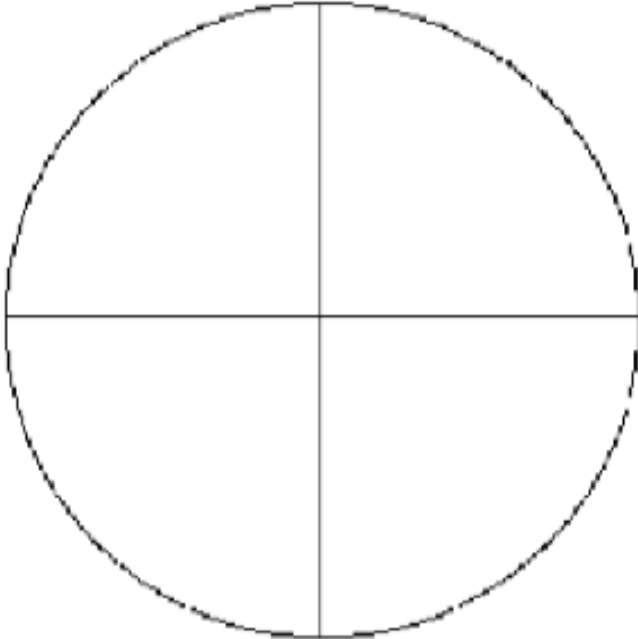
THE WORD WE HAD TO REACT TO WAS- _____

OUR REACTIONS HAD THE FOLLOWING IN COMMON-

WHAT DOES THIS TELL US ABOUT OUR **ATTITUDES/FEELINGS**
ABOUT THE WORD OR PHRASE MENTIONED

Variation 1 Give 30 seconds to view and react to a picture or visual cue.

Variation 2 Individual Wheels



Give each student a wheel and 30 seconds to write a word or phrase in each of the quadrants below so that all quadrants contain a different reaction. These reactions should represent the first four things that come to mind.

Variation 3 You can also use the wheel as a pre and post test to see changes in their attitudes or perspectives on a issue as a result of the learning. Thus it is a tool for both formative (diagnostic) and summative assessment.

Activity 2: Linking Question to the May 6 Coronation:

- What do you think a 21st century coronation should look like? What elements from Queen Elizabeth's Coronation would you keep and why? What changes would you make and why?
- How are the federal government and your provincial government responding to the upcoming coronation? After you view the Coronation ask yourself "Did my government do enough or too much to celebrate the Coronation of King Charles?"

Going Further into the Role of the British Crown in Canada’s Past and Present

Ontario high school teacher Nathan Tidridge’s website, <https://www.canadiancrown.com> has information about the role of the British crown in Canada. His work is extensive. Much of it concentrates on the historical relationship between the British Crown and Canada’s Indigenous peoples and the various treaties negotiated and signed between them.

The government of Canada has the following website about the role of the monarchy in Canada: <https://www.canada.ca/en/services/culture/canadian-identity-society/monarchy-crown.html>

Canada Guide <https://thecanadaguide.com/government/the-monarchy/> offers an easy-to-read explanation of the changing role of the monarchy in Canada and provides information on past monarchs, as well as those in line for succession.

Students delving further into the role of the monarch may wish to discuss the following:

- How is the “King of Canada” different than the “King of the United Kingdom”?
- How might different groups in Canada view the role of the monarchy? Can you find any articles or evidence to support your opinion?
- Has the role of the monarchy changed over time in Canadian history?

The Coronation as A Media Event

The upcoming Coronation of King Charles will be a media event seen around the world.

Here is a strategy to promote inquiry and offer students a chance to prepare *prior* to May 6.

Snowball (sometimes called “Consensus”) is a way to help students acquire skills in designing powerful questions for an inquiry. Such questions should:

- be engaging to students,
- be connected to important curriculum goals, and
- require an informed, reasoned answer based on evidence and clear criteria for making a judgment.

This example combines media treatment of an annual celebration. The class is discussing what to do for Coronation Day. They are going to use the local newspaper and/or news websites and collect stories, pictures, and other excerpts from the paper as May 6 approaches.

1. Individually each student writes down three questions they would like to answer about the Coronation of King Charles III.
2. Students pair and compare questions. They come to agreement on three questions they both consider important to answer.

3. The pairs combine with another pair. The groups of four come to a consensus on four questions they want answered.
4. The groups of four combine and come to agreement on five important questions.
5. Each group puts their questions on the board.
6. With the teacher's help the class comes to an agreement on 5-6 important powerful questions they want answered about the upcoming Coronation of King Charles III. As individuals, pairs, or small groups they begin a clipping file on one of these questions in order to develop a thesis to share.

During the Event

As you watch the Coronation, either in whole or in part, what catches your interest in what you see and what you hear?

Before, during and after the Event

Students analyze the event coverage as part of a **Clipping Thesis** (hard copy) or **Media File** (using internet sources).

In the case of print media, pick local or national newspapers.

If you do an online version, you might begin by working with your students to develop:

- Internet search techniques
- questions for any online investigation
- criteria for evaluating the usefulness of the website itself.

This can be made a component of the culminating end-of-unit task for any current event that has gained the class's interest. Students either individually, in small groups, or as a whole class select a question about the Coronation (see snowball technique above). They collect stories, pictures, or information, about the topic over a two or three-week period from hardcopy or online media. They prepare an analysis examining:

- historical background to the event as reported in the media
- the perspective(s) taken by the media samples: fair or biased?
- a weighting of the different perspectives to arrive at a defensible conclusion on the issue in question, this case the media coverage of the Coronation.

Post Coronation

Activity 1

Use a think-write-pair-share technique to come up with answers to questions such as:

- What did you like about the Coronation and why?
- What could be improved when the next royal coronation happens?
- How did Canadians react to the Coronation?
- Did all Canadians react the same way?

- Was the reaction in Canada the same or different as the reaction in the UK or other Commonwealth nations?

Activity 2

Invite students to interview their parents, grandparents, aunt uncles and people of an older generation who watched the Coronation.

- How does their thinking about the event compare to yours and your classmates?
- Do they remember the Coronation of Queen Elizabeth II?
- Have they watched other “royal events”?
- How do they see these events in light of being “Canadian”?

Activity 3

We celebrate a wide range of events, both personal and community-based. Have students make a list as a class or in small groups. Here is a possible list, if students need ideas:

- births
- end of the school year
- high school graduation
- first permanent job
- promotion or pay raise
- marriage
- first child
- birthdays
- the Leafs, Canucks, or any Canadian hockey team winning the Stanley Cup
- election results if our candidate is elected
- anniversaries of important events like Canada Day, end of WW1 (Remembrance Day)

Where does the Coronation rank in 2023?