

Year – Making of the 20th Century

Focus Enquiry Question: How did events throughout the 20 th century shape the world we live in today?						
Lesson	Lesson Aim/Objective	Historical content/ concepts	Learning Activities	Resources	Differentiation	Assessment (with ref to key concepts)
Key Question:						
1	How would you sum up the 20 th Century?		<p>Starter- Pupils begin by sharing some of their own ideas of the main events, people and words to represent the twentieth century.</p> <p>(1) Pupils can then consider a PowerPoint of images of some of these events and people. Class discussion on what the pictures are of and then begin to think of a word to describe the twentieth century.</p> <p>(2) Pupils are to study Billy Joel’s “We didn’t start the fire” and participate in a class discussion.</p> <p>Plenary- Using the random name picker pupils who are chosen have say which event/ person of the 20th Century they think is the most significant and why.</p> <p>Homework- Pupils are to research one person or event from the 20th century mentioned in the lesson.</p>	PowerPoint Billy Joel, we didn’t start the fire	G and T and weak pupils can be given different topics to research according to ability.	Significance Chronology

Key Question:

<p>2</p>	<p>Why did women get the vote?</p>	<p>Vote Suffrage Suffragist Suffragette Cat and mouse Act Millicent Fawcett Emmeline Pankhurst</p>	<p>Starter-Suffragette force feed image pupils have to ask four questions about the image. (1) Analyse image of the Victorian ideal. Class discussion on why people opposed giving women the vote. (2)You tube clip, pupils have to pick out the difference between suffragist and suffragette. You tube clip showing Emily Davison at the Epsom Derby. (3) Pupils in small groups are to produce a speech, poem or song either for or against the vote for women. Plenary- Pupils are to listen to each others speeches which will recap the main arguments for and against giving women the vote. Homework- Pupils are to complete the question sheet on the Suffragettes and Suffragists.</p>	<p>PowerPoint http://www.youtube.com/watch?v=fJBdPFfnZHU&feature=related http://www.youtube.com/watch?v=TH_r6-JpO9Q&feature=related</p>	<p>Sentence starters for the lower achievers Mix ability groups so the G and T can support the lower achievers. Differentiated questions on homework sheet.</p>	<p>Causation Change and continuity</p>
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3	Why did war break out in 1914?	<p>Long term causes</p> <p>Short term causes</p> <p>Imperialism</p> <p>Militarism</p> <p>Alliances</p> <p>Nationalism</p> <p>Schlieffen Plan</p> <p>Assassination</p>	<p>Starter- Pupils are to watch a Movie Maker and discuss the reasons why wars break out.</p> <p>(1) Pupils are to watch the Blackadder clip to figure out some reasons the reasons why WW1 broke out.</p> <p>(2) To find out in more depth what happened to Archduke Franz Ferdinand pupils are to watch the BBC4 reconstruction. Pupils have to write down answers to the questions on the PowerPoint.</p> <p>(3) Pupils are to complete the steps leading to war and a blank map showing the two alliances.</p> <p>Plenary- Pupils can write a paragraph in their book answering the question why did war break out in 1914. Peer assessment-pupils can swap with the person next to them who will assess whether they have included all the steps.</p>	<p>Movie Maker</p> <p>PowerPoint</p> <p>Blackadder clip</p> <p>BBC4 reconstruction of the assassination of Archduke Franz Ferdinand</p> <p>Blank map</p>		Cause and Consequence
Key Question:						
4	Why was war fought in the trenches?	<p>Front Line</p> <p>No mans land</p> <p>Over the top</p> <p>Stalemate</p>	<p>Starter- Pupils are to label a diagram of a trench.</p> <p>(1) Pupils are to answer questions about the trenches.</p> <p>(2) To find out how trench warfare has been represented pupils are to watch a film clip from All Quiet on the Western Front</p>	<p>PowerPoint</p> <p>Image from the trench</p> <p>Film clip- All Quiet on the Western</p>	<p>Must, should and could questions.</p> <p>Mixed ability groups for the thought tracking activity.</p>	Causation

		Shells	<p>(3) Thought tracking- pupils will be given images from the trenches in small groups they will have to do a freeze frame of the image. In character of a soldier in the image pupils will have to say what they are thinking and feeling. Introduce local soldier Richard Smethurst and explain how pupils will be focusing his experience in a number of lessons.</p> <p>Plenary- You say we pay- pupils have to describe the key words from lesson without saying the actual word- e.g. no mans land, stalemate, front-line, over the top and shells.</p>	Front Images from the trenches		
5	What were the conditions in the trenches really like?	Trench Foot Trench Fever	<p>Starter- Pupils will be split into two halves. One half will be given a positive account of trench life from Smethurst's letter. The other half will be given a more negative account from the same letter. They have to figure out whether it is positive or negative. Leading to a class discussion about why there are differences.</p> <p>(1) Pupils are to be split into groups of four. Each person has to take on role of</p>	<p>Photograph of Richard Smethurst</p> <p>Letter extracts from Smethurst's letter</p> <p>Blank table- for trench conditions</p>	Letter templates	Using Evidence

			<p>checker, organiser, reader and speaker.</p> <p>Pupils have to use the information sheet to note down what the conditions of the trenches were really like. They will then have to judge what condition they think would have been the worst.</p> <p>(2) Pupils have to pretend they are a soldier fighting on the front line. They have to write a letter home explaining what life is really like. Once they have completed the letter they have to censor anything negative they have written.</p> <p>Homework- Pupils are to complete the letter if not done so in the lesson.</p> <p>Plenary- pupils have to discuss in pairs what they think was the worst condition in the trenches.</p>	Information sheets on the trench conditions.		
6	Why was the Battle of the Somme such a tragedy?	<p>Tragedy</p> <p>Lions led by donkeys</p> <p>General Douglas Haig</p> <p>Battalion</p> <p>Fusiliers</p>	<p>Starter- Pupils have to think of what a tragedy means and think of a recent example.</p> <p>(1) Pupils will have the first day of the battle recounted to them. In groups of four pupils will have to take on the role of drawer, listener, writer or examiner. The examiner will have to test the other pupil in their group on how much they have remembered.</p> <p>(2) Pupils have to pick out differences from what was planned to happen in the battle</p>	<p>PowerPoint</p> <p>Account of the battle</p> <p>Examiner checklist</p> <p>Self assessment sheet for the formative assessment</p> <p>Sources and table</p>		<p>Interpretation</p> <p>Causation</p> <p>Using Evidence</p> <p>Formative Assessment- Causation</p>

			<p>and what actually happened.</p> <p>(3) Market place activity- Pupils will be split into 4 groups. Each group will have a source sheet about a person whose life was affected by the Battle of the Somme. They have to read the sheet and complete their table. They then have to move around the room to complete the table.</p> <p>Homework- Pupils have to write an essay on the reasons why the Battle of the Somme was such a tragedy</p> <p>Plenary- Pupils have to match up the heads with the tails.</p>			
7	What can war poems and songs tell us about WW1?	<p>Wilfred Owen</p> <p>Dulce et Decorum Est</p> <p>Edward Tennant</p>	<p>Starter- Pupils are to pick a soldier from the image and discuss how they think he was feeling and what his attitude to war might have been.</p> <p>(1) Pupils are to analyse the poem Dulce Et Decorum Est and underline any words that tells them what the First World War was like. Class discussion how useful the war poems are.</p> <p>(2) Complete worksheet on poems and songs.</p> <p>(3) Pupils are to produce their own poem</p>	<p>PowerPoint</p> <p>Dulce Et Decorum Est poem by Wilfred Owen</p> <p>Worksheet on poems and songs</p> <p>Traffic light self-assessment sheet</p>	<p>Open Ended Questions asked to encourage different abilities.</p> <p>Structure for poems/ songs</p>	<p>Change and Continuity</p> <p>Significance</p> <p>Using Evidence</p>

			<p>or song as if they are soldier on the western front.</p> <p>Plenary- Self assessment traffic light. Pupils are to assess their own progress.</p>			
8	How has the First War been remembered?	<p>Poppy</p> <p>Remembrance</p> <p>Commemorative</p>	<p>Starter- An image of the Walkden memorial. Pupils have to think about what the memorial represents and its significance.</p> <p>(1) Pupils will be given the dead man's penny image. In pairs they will have to figure out what it is and think what the images within the plaque represent.</p> <p>(2) Pupils are to answer questions that are on the PowerPoint.</p> <p>(3) Pupils are to complete questions on the Treaty of Versailles after watching the video clip.</p> <p>Homework- Pupils have to design their own memorial plaque which demonstrates how they feel that the First World War should be remembered.</p> <p>Plenary- Go through the learning</p>	<p>PowerPoint</p> <p>Dead man's penny image</p> <p>Template for memorial plaque</p>		<p>Causation</p> <p>Chronology</p> <p>Significance</p>

			objectives. AFL opportunity.			
9	What were Hitler's ideas and beliefs?	Semitism Nuremburg laws Propaganda Aryan Race	<p>Starter-example of prejudice using several pupils. These pupils will not be allowed to have certain rights/privileges as other pupils. How do both sets of pupils feel?</p> <p>Pupils then explain what discrimination is?</p> <p>(1) The appeal of Hitler and why people voted for him. Pupils complete card sort activity.</p> <p>(2) Teacher narrative on the development of Jewish persecution, Pupils produce timeline 1933,1935 and 1938 showing how the persecution of the Jewish people developed</p> <p>Plenary- In pairs pupils write a short newspaper article entitled 'Today'slesson'. Pupil should give a brief summary of the format of the lesson, what was learnt and how they learnt it.</p>	PowerPoint Card sort	Differentiated	Cause and Consequence Chronology Cultural. Ethnic and religious diversity

10	What was the Final solution?	Final solution Gas chambers Zyklon B Death camps/labour camps	<p>Starter- Various images of the Holocaust, distribute one between two. Ask pupils what is happening in the image? (1) Holocaust testimonies describing different areas of the final solution (10) pupils given different testimonies. Peer discussion leading to class discussion. (2) Answer questions about the testimony. What can you understand about the Holocaust from this person's experience?</p> <p>Plenary- Pupils to write a few sentences to explain why it is important to remember the Holocaust?</p>	Images of the of final solution PowerPoint Holocaust testimonies	Differentiated testimonies	Significance Formative Assessment-Essay Why it is important to remember the Holocaust? (sig)
11	Why was the atomic bomb dropped on Hiroshima and Nagasaki? (2)		<p>Starter- image of after the bomb has been dropped, ask pupils What do you think is happening in the image? Where do you think the photograph has been taken? (1) Background information leading up to the bomb being dropped. Pupils learn about the devastation and in Hiroshima and Nagasaki and answer questions (2) Counting the cost, pupils are given the choice of which they would do drop the bomb or invade Japan pair share arguments leading to class discussion</p>	PowerPoint Hiroshima DVD (BBC)		Causation Significance

			(3) Pupils watch the DVD about the dropping of the bomb. Pupils then right a report describing the dropping of the bomb. Plenary- hot seating.			
Key Question: How important was the Civil Rights Movement within the USA?						
12	Did life improve with the abolition of slavery?	Discrimination Segregation Jim Crow laws Background-slavery etc North/South divide.	Starter: Image of lynching with strange fruit audio clip (1) Jim crow laws (2) Strange fruit audio clip and handout. the lynching poem- pupils answer questions (3) Klu Klux Klan- source extract of persecution and Roots video clip Plenary: If you was a black person living in the USA at this time what are some of the things you could do to end discrimination and gain equal status-class discussion	PowerPoint http://www.youtube.com/watch?v=VUMJ3nhCJ08&feature=related Roots clip	.	Cultural, ethnic and religious diversity
13	What were the key events during the CRM?	Non violent protest	Starter- Starter- Jigsaw puzzle of young black girl walking to school with federal officers. Ask pupils what do they think is going on in this picture, gradually reveal the image. Market place pupils analyse the four key	PowerPoint 4 handouts 4 enquiry sheets	Mixed groups for the market place	Significance

			<p>areas of the Civil rights movement.</p> <p>(1) The murder of Emmett Till</p> <p>(2) Montgomery bus boycott</p> <p>(2) Little Rock</p> <p>(4) Student sit ins</p> <p>Plenary- White board activity pupils vote which area was the most important in the Civil Rights movement. Class discussion</p>			
14	Who was more significant in the Civil Rights movement Martin Luther King Jr or Malcolm X?	MLK, NAACP MLK beliefs Figurehead or leader Black Power	<p>Starter-I have a dream script given to pupils. Ask pupils who wrote the speech and what message is this person trying to get across. Then play you tube video clip.</p> <p>(i) Split the class in half pupils one side research MLK and the other half look at Malcolm X. Working in groups of three and four pupils have to research and then present their case for who was more influential in the Civil Rights Movement.</p> <p>(ii) groups present their cases</p> <p>Plenary- Election/class vote at the end of the lesson to decide who they think was more significant. Pick on a few pupils to explain their decision.</p>	<p>http://www.youtube.com/watch?v=vVxaYz0SRMY</p> <p>I have a dream speech handout</p> <p>PowerPoint</p> <p>Handout on MLK and Malcolm X</p>	Mixed ability groups and varied handout to support research	Significance

Key Question:						
15	How did the genocide in Rwanda happen? (2)	Genocide	<p>Lesson 1 Starter- starter image of Tutsi man with knife wounds to his face Ask pupils, what do you think happened to this person? Why do you think this might have happened to him? (i) Pupils learn about the how genocide occurred and the extent of the genocide. (ii) Comprehension questions Plenary- How can we stop genocide happening again</p> <p>Lesson 2 (i) Brief introduction about the significance of Paul Rusesabagina. (ii) pupils watch the Hotel Rwanda</p>	PowerPoint Hotel Rwanda DVD		Significance
16			Freedom Writers film	Freedom Writers film		

Topic:

Key Questions to think about when teaching the topic.

Academic Literature:

School Resources:

Websites: