

# Year 9, History – 15 minutes

## Lesson plan

**Curriculum Link:** *discern how and why contrasting arguments and interpretations of the past have been constructed*

**Learning Objective:** To explore job roles linked to the skills of understanding and explaining the construction of different interpretations of the past in order to highlight the relevance of KS3 History curriculum for wider, career related development.

**Learning Outcomes:**

- To understand that History is constructed by people, rather than the facts of the past and as such is often contested by different interpretations.
- To analyse why two interpretations of situation in Northern Ireland.
- To understand how an awareness of differing interpretations and their construction are related to the wider workplace, with a focus on the production team for a news documentary but also by considering their application to roles such as tour guide, museum education officer and others.

**Success Criteria:**

1. **Describe** – what does a documentary production team and researcher do?
2. **Understand** – that history is contested, with different interpretations of the past which impact on events and opinions today, using the case study of the conflict in Northern Ireland.
3. **Apply** – suggest how the production team should accurately tell the narratives of different communities, taking into account two interpretations of the past in Northern Ireland.

Timings	Activity	Details	Resources
2 mins	<b>Starter:</b> Think: Should Northern Ireland be 'British' or 'Irish'?	<b>Think- Pair task</b> – present the information on the map and ask the students to discuss the question based on the map and facts - is Northern Ireland 'British' or 'Irish'? Develop students' thinking by asking students to identify their reasons for arguing it as 'British' and the reasons for arguing it is 'Irish'.  Share ideas in class discussion.	Slide 3
3 mins	<b>Introduction:</b> What is the problem?	Ask students to look at the sign photographed on the slide and answer the questions posed. This provides an opportunity for students to learn	Slide 4



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		about the impact of Brexit in Northern Ireland and link the starter activity to current affairs, in preparation for the challenge on the next slide.	
3 mins	<b>Introduce &amp; explore the role of producer and production researcher</b>  <u>Success criteria:</u> <i>Describe – what does a documentary production team do?</i>	<p>Read the challenge to the students – Caroline is a producer and has been commissioned to produce a documentary for a news channel on the situation in Northern Ireland. She has recruited Nelly as a production researcher to help her find out about opinions in Northern Ireland.</p> <p>Show the video embedded in the PowerPoint (slide 7)</p>	Slides 5, 6
3 mins	<b>Summarising the situation in Northern Ireland</b>  <u>Success Criteria:</u> <b>Understand</b> – that history is contested, with different interpretations of the past which impact on events and opinions today, using the case study of the conflict in Northern Ireland.	<b>Slide 6:</b> The first part of Nelly's task is to understand the situation in Ireland. Slide 7 summarises the situation in Northern Ireland and the two views of Republicans and Unionists. This is an important foundation for students to understand prior to launching the challenge and the teacher can talk them through this.	Slide 7 and 8
10 mins	<b>Challenge task: Explaining differing opinions on the situation in Northern Ireland.</b>	Slide 9: Students should understand now that they are going to help Nelly and Caroline in their research for a documentary on the situation on Northern Ireland for a news channel. Each student should have worksheets 1. They can work in pairs to read one interview (worksheet 2) and candidate profile each and complete a and b based on the	<ul style="list-style-type: none"> <li>• Slide 9 – 12</li> <li>• Worksheet 1</li> <li>• Worksheet 2</li> <li>• Worksheet 3</li> </ul>



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	<p><u>Success Criteria:</u> <b>Apply</b> – suggest how the production team should accurately tell the narratives of different communities, taking into account two interpretations of the past in Northern Ireland.</p>	<p>information about the interview candidates (worksheet 2).</p> <p>Task:</p> <ol style="list-style-type: none"><li>Read the profiles of the interview candidate (worksheet 3). Circled whether they think they are likely to be Unionist or Republican in their political views.</li><li>Bullet point 3 reasons they have made that prediction. Mini-plenary – class discussion on what is important in forming political viewpoints.</li></ol> <p>Part 2: This part of the task asks students to consider the how personal and political bias can influence how an individual interprets history, helping to explain why they come to differing arguments. To do this:</p> <p>Provide students with worksheet 2 and 4, in their pairs. They need to read their interview (worksheet 2) and highlight three or more events in Northern Irish History that their interviewee would find significant and which would support their argument. They can then feedback to each other and highlight in a second colour the events the other interviewee may find significant as support to evidence their argument.</p> <p><u>Mini-Plenary</u> – discuss with students how an individual's values, background, nationality, location etc may influence how their view history, helping to explain multiple narratives.</p> <p><b>NOTE: Part 1 and 2 could be split into two sections and discussion opened up if more than 1 15 minute session were available.</b></p> <p>Slide 10 could then be used to consolidate student's understanding but can be omitted if time is an issue.</p>	<p>Worksheet 2 Worksheet 4</p>
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1 minute	<b>Apply: How should we represent different histories?</b>	Class discussion: Students should think about and decide how Caroline should represent the conflicting views of History in her documentary. Which option do they agree with here and why?	Slide 12

