

Year 9, History – 60 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.
4. **Analyse** – other jobs and skills that would need to recognise, explain and communicate and differing narratives.
5. **Reflect** – on key learnings and careers discussed during the lesson.

Timings	Activity	Details	Resources
3 mins	Starter: Think: Should Northern Ireland be 'British' or 'Irish'?	Think- Pair task – 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



Year 9, History – 60 minutes

Lesson plan

3 mins	Introduction: 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 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.	Slide 4
5 mins	Introduce & explore the role of producer and production researcher <i>Success criteria:</i> <i>Describe – what does a documentary production team do?</i>	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. b) Show the video embedded in the PowerPoint (slide 6)	Slides 5, 6
5 mins	Summarising the situation in Northern Ireland <i>Success Criteria:</i> 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.	Slide 7: Discuss with students their task: 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. Students are going to look at two interviews that Nelly has conducted to understand a) what their opinions are on the current situation in Northern Ireland and b) why they have come to those very contrasting views. Slide 8: The first part of Nelly's task is to understand the situation in Ireland. Slide 8 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
20 mins	Challenge task: Explaining differing opinions	<i>Slide 9. Students now have to help Nelly understand the two interviews she has conducted.</i>	<ul style="list-style-type: none"> • Slide 9 – 11 • Worksheet 1



Year 9, History – 60 minutes

Lesson plan

	<p>on the situation in Northern Ireland.</p> <p><u>Success Criteria:</u> 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.</p>	<p><i>Divide students into pairs or fours (if in fours, students can work together in pairs to support comprehension and analysis). Each student (if paired) or each pair (if in group of 4) will read one of the interviews conducted with a resident of Northern Ireland.</i></p> <p><i>Students should:</i></p> <p><i>1) Read the interview (Worksheet 3) in its entirety first.</i></p> <p><i>2) They then need to complete rows a and b in the column on the research table (Worksheet 1) summarising the notes for the interview they are reading. (It is best not to let them go onto c and d until after discussion with their group)</i></p> <p>A) Do they agree Northern Ireland should continue to be part of Britain?</p> <p>B) Infer: Who do they see as responsible for the political problems in Northern Ireland?</p> <p>When students have done the first two rows, ask them to each feedback to their group, who then write their findings into the column for that interview – students should then have rows a and b complete for both interviews. It is clear that the interviews contrast in their viewpoint.</p> <p>3) Students should then turn to working out why the interpretations are different. Ask them to use the Irish History Timeline (Worksheet 2) to try to find at least three pieces of evidence that supports what the interviewee is saying. There are several ways of doing this – you may want to get students to highlight them in two colours for the two interviewees on the timeline, before summarising them in their grid in row (c). <i>(Analyse: Can you select 3 events from the timeline that could have been used to support their view?)</i></p> <p>4) Students should then consider why each interviewee has come to the interpretation they have. What theories do they have? Teacher could ask this to whole class for an example or two of ideas before the group brainstorms some ideas. They do not need to write this in row d) yet.</p>	<ul style="list-style-type: none"> Worksheet 3 <p>Worksheet 2</p>
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Year 9, History – 60 minutes

Lesson plan

		<p><u>Slide 10</u></p> <p>5) Now give students the interviewee information sheet (worksheet 4). Can they a) match the person to the correct interview and explain why? Does this confirm or help them explain why people come to different interpretations of History? Write their ideas into row (d) of the research sheet (<i>Predict: Do you have any theories for why they have come to the interpretation they have?</i>)</p> <p>Whole Class discussion:</p> <p>What ideas did the students come up with for why the two people have such conflicting views of their history? Use slide 11 to reveal some of the reasons different historical interpretations are formed. (this is copied on Information sheet 4) Did the students come up with these ideas?</p> <p>Note: Information sheet 4 could be annotated by the students with the interview case study details noted onto each factor.</p>	Worksheet 4
			Worksheet 5
5 minutes	Apply: How should we represent different histories?	Class discussion: Using the prompts on slide 12, 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
10 minutes	<p>Analyse: Who else might need these skills?</p> <p>Analyse – other jobs and skills that would need to recognise, explain and communicate and differing narratives.</p>	Introduce other job roles that would require the understanding of how and why contrasting interpretations of events, past or present, are made. For each slide, the teacher can discuss the job and the key skills, using the information on the slide and can elicit from the class ideas on the situations they may need to explain why there are different interpretations.	Slides 13-18



Year 9, History – 60 minutes

Lesson plan

5 minutes	Final reflection <u>Success Criteria:</u> Reflect – consider other jobs and skills that would need to recognise, explain and communicate and differing narratives and consider personal interest in these roles	Slide 19: Students complete 2 final reflection questions on a post-it note as an exit ticket or made a note of in their exercise books. Qs 1 and 2, particularly, could feed into rich plenary discussion and do not necessarily need to be written down.	Slide 19
	Optional Extension/ Independent work	As an extension challenge or homework, students could be asked to complete the task on slide 21, which asks them to consider events or people in history which may have controversial, multiple interpretations of their impact/ significance. There are many ways this could be used, including using it to discuss any controversial history they may have studied in their history curriculum or as a research-based homework activity	Slide 20

