



UNDERSTANDING OURSELVES AND ONE ANOTHER ACTIVE LEARNING FOR HISTORY AND SOCIAL STUDIES LESSONS

Edited by

Semih AKTEKİN
Penelope HARNETT
Mustafa ÖZTÜRK
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This book is one of the outputs of the project, entitled 'Training Social Studies and History Educators for Multicultural Europe' which is being undertaken in the framework of the EU Promotion of the Civil Society Dialogue Programme between Turkey and the EU. Our guiding principles when preparing this book were that new approaches to history and social studies education are needed in Turkey, the UK and elsewhere. New approaches to history and social studies education claim that history teaching should aim on bridging gaps, taking into account differences between sexes and ages, between ethnic, linguistic and religious identities, between rich and poor, between urban and rural communities and between diverging world-views in society. Thus, multiperspectivity is fundamental to the subject of history. The past has to be systematically studied from different points of view. In this respect, this book re-considers our history and social education to promote civil dialogue, democracy, multiculturalism and innovative methodology that address such features as multi-perspectivity, sensitive issues, critical thinking and objectivity. The writers of the chapters are experts in social studies or history education and bring perspectives from Turkey, the UK and the Netherlands. Although they all might have different views on certain things, what is common for them is the need for educating future history and social studies teachers with knowledge, skills and values of a multicultural Europe. We hope that this book will be used by lecturers, teachers and students from many different schools for many years and that the results of this project will reach wider society and so influence change further.

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University of the
West of England



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Dr. Dean Smart

Introduction

Semih Aktekin and Mustafa Öztürk***

Turkey began accession negotiations with the European Union (EU) in September 2005. However, when we observe the current debates about Turkey's accession process to the EU, some opposition to Turkey's possible membership emerges both in Turkey and the EU. For both sides, one of the most important reasons for such opposition appears to be concerned with cultural identity which has been created through historical contexts. For some, since European identity is thought to be based on a Judeo-Christian heritage, Turkey has historically represented a 'Muslim other' for Europe and is considered to have hindered the development of European identity. Similarly many Turks still consider the relationship with Europe through the conditions just after World War I, particularly in the context of the Sevres Treaty in which Ottoman territories were shared amongst the Allies. Therefore, the relationship between Turkey and the EU is significantly affected by how Europe has defined and constructed the Turks historically and vice versa.

Today most European countries are multicultural societies, in part due to the large influx of immigrants as guest workers or asylum seekers into Western Europe since the Second World War. In the UK, immigration from the Commonwealth and former colonies, and more recently from central and Eastern Europe, has

created a culturally diverse society. Similarly, Turkey has gone through several transformations not only to meet the Copenhagen criteria, but ever since its establishment in 1923, to become a secular, democratic and modern country. In addition to that Turkey has started to become a multicultural society as an increasing number of foreigners choose to buy property in Turkey and come to Turkey as guest workers or asylum seekers. In this context, what is needed is to reconsider the justifications of historical adversaries which arguably result from selective reading of history between societies, in the light of a new thinking of what brings us together today. The major role in such a change falls upon our education systems, and particularly on history and social studies education.

As a result of Turkey's candidacy to the EU, Turkey has been placed in a situation to implement fundamental transformations regarding its economic and legislative structures including its education system. The issues of multiculturalism, diversity, participatory democracy and civil dialogue become key factors for a sustainable relationship between Turkey and the EU. History is one of the main subjects where the relationships between Turkey and the EU may be examined. The history curricula in most European countries include a stipulation that the learning and teaching of history has

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to reflect the situation and the time people are living in. Educating people for a multicultural society is an important aspect of this aim. Young people are part of a global society and have to understand and cope with diversity. In such contexts, one of the main tasks of history and social studies teaching should be to meet the needs of multicultural societies. Such views are represented within the history National Curriculum in England and through recent reports which emphasise the contribution of history to social cohesion.

Although the use of a historic perspective has been crucial for our peaceful well-being on this planet, today in Turkey its use and understanding by students and teachers is not at a satisfactory level. Some writers have commented particularly on the history curriculum and textbooks and state that it is traditionally superficial, ethnocentric, with too much detail which has led students to memorise rather than understand. Turkish history education has usually been criticized for having mainly a nationalist and ethnocentric structure. Teacher training institutions and in-service courses for teachers also do not address how to teach about multiculturalism, sensitive and controversial issues in history and social studies lessons. However, history and social studies education in Turkey has been undergoing a process of educational innovation for some time now. New social studies (for pupils up to 14 years old) and history curricula (for students between 14-18 years old) have started to be implemented since 2005 and 2008 respectively. These curricula changes are usually considered to be necessary as the world and Turkey is changing rapidly as a result of global processes.

Schools and universities (and teacher training institutions) should respond to these changes, adopting a universal approach by teaching social studies and history from a wider perspective. However, although the new curricula cover many recent international developments in the field, there are problems in terms of implementation. Most of the school teachers are not sure about

the theoretical underpinnings of the curricula which are based on constructivism and how to apply the theory into their practice. Teachers (and student teachers) are the most important key to educational change and they are at the heart of any successful innovation in schools. Thus, as many writers have already indicated, there is an urgent need for in-service training (for both teachers and teacher educators) which re-considers our history and social studies education to promote civil dialogue, democracy and multiculturalism in theory and practice in Turkey. On this account, we, as educators, should aim to evaluate and look for ways to re-conceptualise the history and social studies education and teacher education programmes of Turkey (and of elsewhere) to allow a different/critical understanding of the EU/Turkey and encourage students to become critical citizens who can judge events based on rational judgement and critical thinking rather than prejudices.

In such contexts, this book is one of the outputs of the project, entitled 'Training Social Studies and History Educators for Multicultural Europe' which is being undertaken in the framework of the EU Promotion of the Civil Society Dialogue Programme between Turkey and the EU and supported by the EU. This project aimed to address the needs of multicultural and sustainable societies by bringing together the main developments of the subject in the world, paying particular attention to Turkey and EU relationships and identity politics, on school history and social studies programmes and pre- and in-service teacher training programmes. The Project is coordinated by Erciyes University, Faculty of Education (Turkey). Fatih Faculty of Education from Karadeniz Technical University (Turkey) and the University of West of England (UK) are the partners of the Project. The European Association of History Educators (EUROCLIO) has contributed as an associated partner.

Teaching methods in history lessons in Turkey have been similar to methods of the

'great tradition' of Britain for many years. In this tradition the history teacher's role was didactically active; they gave 'the main facts' of historical knowledge, putting notes on a blackboard for students to copy or read textbooks around the class. After prolonged debates during the 1970s and 1980s this 'great tradition' has changed and now the 'New History' approach is popular in UK schools. The New History lays less emphasis on content and more on the process of learning. Turkish academics refer the most often to the New History approach from the UK as a good example. The New History approach is considered as a valuable experience to overcome the problems of Turkish history education. Dr. Dean Smart, Dr. Penelope Harnett and Dr. Ian Phillips from the UK have prepared different activities which reflect the ideas from the British educational system.

More particularly the project has attempted to conceptualise innovative modules in pre-service programmes of history and social studies teacher education in relation to the European dimension. It also organised in-service training in order to strengthen innovation, critical awareness, pedagogic content knowledge and the professional development of history and social studies educators. These activities were organised under the following titles by both local and international experts and delivered by the project team:

1. New interpretations of the subject matter, with a special focus on twentieth-century history.
2. Innovative teaching approaches which enhance effectiveness of the learning and teaching of history.
3. Working with new and modern history and social studies textbooks.
4. Teaching history in a multicultural society.
5. Teaching history which balances local, regional, national, European and global perspectives.
6. Multi-perspective and controversial issues in history teaching.

7. Introducing gender, human rights, sustainable development and environment in history education.
8. The use of information and communication technology in history education.
9. Curriculum and textbook development.

During this in-service training, innovative teaching materials have been developed and implemented. Some of these materials are published in this resource book. These materials focus on multi-perspectivity in history and social studies education with an emphasis on developing an awareness of stereotypical thinking. Teachers and student teachers participated in workshops and training sessions, and learned about new developments in the field from national and international experts, at the same time they expressed their views on the issues and discussed how their needs may be met.

Furthermore, study visits to England, the Netherlands and Turkey were carried out. They involved networking between the members of partner institutions, exchanging ideas, visits to local schools and local authorities. Good practice in different countries has been evaluated and made use of. Most importantly, the study visits have provided insights for all parties on pre- and in-service teacher training which the partner institutions offer especially concerning multicultural issues. People involved with the project also participated in international training conferences involving different aspects of history education. They attended HTEN, (the History Teacher Education Network) 2009 annual conference in Birmingham and the HEIRNET (History Education International Research Network) 2009 annual conference in Northern Ireland, where our research process and data were presented. These conferences were useful in that lecturers from KTU, Erciyes, UWE and from many European countries met at these conferences and shared experiences. The project team also visited the headquarters of EUROCLIO (The European Association of History Teachers) in The Hague. By attending

those events the Turkish participants became familiar with international organizations such as HTEN, HEIRNET and EUROCLIO, and strengthened their networking activities, meeting with other professionals and NGOs from across Europe.

As for the book you hold now, it is intended to fill a gap in terms of social studies and history teaching in the context of innovative pedagogy and multicultural values. In fact this book along with other project materials, aims to make a contribution to the successful implementation of the new social studies and history curriculum in Turkey. It is hoped that the project products will be useful in terms of facilitating the change process initiated by the Ministry of Education in the field of history and social studies education. Respecting human rights, participatory democracy, multiculturalism, social justice, protecting the environment and cultural heritage, reducing discrimination of gender and race are some of the values that our history and social studies teachers and student teachers should learn how to teach. The book targets lecturers in history and social studies education departments, trainee teachers and history and social studies teachers and students. However, other interested parties, such as the Ministry of Education, policy makers, curriculum developers, textbook writers, parents and the wider society could also benefit from this book. In England, teachers and trainees alike will find the resources useful in promoting discussion and developing a critical awareness of the past.

Our guiding principles when preparing this book were that new approaches to history and social studies education are needed in Turkey, the UK and elsewhere. New approaches to history and history and social studies education claim that history teaching should aim on bridging gaps, taking into account differences between sexes and ages, between ethnic, linguistic and religious identities, between rich and poor, between urban and rural communities and between diverging world-views in society. Thus, multiperspectivity is fundamental

to the subject of history. The past has to be systematically studied from different points of view. According to new approaches there is not one truth in history; however there are honest and truthful studies and interpretations based on the scholarly rules of the subject with the effort to approach the truth as near as possible. In history there is a wide variety of events and issues, which address citizenship and civil responsibility. Modern history education sees it as a vital aim to develop among young people a sense of civil responsibility and a passion for active involvement in society. As Joke van der Leeuw Roord stresses the study of history and school history shares a universal methodology. They include clear historical questions, critical use of empirical evidence, historical perspectives of interpretation, keeping in mind the knowledge, mentalities and values of the respective period and a discussion about the relevance and impact for the present. A set of organising concepts is the basis for each study: change and continuity; similarity and difference; cause and consequence; time/chronology and fact and opinion. History teaching should focus on the development of curiosity and a spirit of inquiry, the ability to think independently and resistance to being manipulated.

Concluding Remarks

Education is an important aspect of socialisation. It involves the acquisition of knowledge and the learning of skills. It also helps to shape beliefs and moral values. In this context, history and social studies have an important part to play in the socialisation process of pupils and it is an important topic for the national curriculum in many countries. In this respect, this book re-considers our history and social education to promote civil dialogue, democracy, multiculturalism and innovative methodology that address such features as multi-perspectivity, sensitive issues, critical thinking and objectivity. The writers of the chapters are experts in social studies or history education and bring perspectives from

Turkey, the UK and the Netherlands. Although they all might have different views on certain things, what is common for them is the need for educating future history and social studies teachers with knowledge, skills and values of a multicultural Europe. We hope that this book will be used by lecturers, teachers and students from many different schools for many years and that the results of this project will reach wider society and so influence change further.

Myself and the Wider World

Dr. Penelope HARNETT*

Introduction

This activity is intended for use with younger pupils or with those who are developing a spatial-chronological awareness and are beginning to think about connections with a wider area than their own immediate experience. The session is based on ‘mapping’ a personal connection with four sectors of contact with the wider

world: people; food; material goods and culture. These are, of course, quite advanced conceptual categories for some learners and they will probably require some support in understanding what the terms mean and in responding to the task. For this reason it is suggested that teachers show some of their own connections with the wider world, and show pupils the sorts of things that connect all of us with the global community.

Teaching and Learning Materials

One teaching task is provided for this lesson-

	Title of Activity	Skills and Concept Development
2.1	Myself and the Wider World in the Twenty First Century	Developing historical understanding, linking the national and global to the local

Lesson Plan: Myself and the Wider World

Key Question or Focus

In what ways do I connect with the wider world?

The Aim of the Lesson

The aim is to develop students’ awareness of connections within the wider world and the different impacts and influences of these connections.

Intended Learning Outcomes

All learners- will be able to place at least one connection within each concentric circle on the worksheet connecting to the wider world.

Most learners- will be able to place several connections within each concentric circle and explain different ways in which they are connected with the wider world

Some learners- will place several connections within each concentric circle and talk about the effect which these connections have for people connected within them.

Learning Objectives

Students will reflect on the different connections which they have with local, regional, national and global communities. They will identify different kinds of connections and begin to reflect on their impact on people’s lives.

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Preparation

Enlarge sheet 2,1 on a photocopier, or prepare a large sheet of paper so that it is like sheet 2.1

Ensure that there are enough copies for individual students.

Bring in some artefacts, pictures, foodstuffs, and so on which show how you connect with the wider world.

Starter

Begin by ascertaining students' views of near and far and the language which they have to describe distances.

Ask students to name places near to their home; places far away and places very far away.

Teachers may choose to write down on the board the comments which students are making. Talk about perceptions of distance with the students – for example being in contact with a mobile phone may lessen feelings of distance; age, terrain and speed of travel may also impact on notions of distance.

Timing

5 minutes

Main Activities

1. Talk with the students about different ways in which they know about places. This could include discussion on places which they have visited and places they have learned about at school, through their families or from the media. Refer to some of the artefacts/pictures which you have gathered to explain some of your own connections. Explain to the students they are going to record different ways in which they are connected with different parts of the world.

2. Hand out worksheet 1. Ask the students to draw themselves at the centre of the concentric circle and draw their attention to the ways in which the circles are labelled to represent distance away from them.

3. Ask students to think about their family and people they know and to draw/ write their names in the circles within the personal relations quadrant. Following completion of this quadrant, ask the students to complete the food and other quadrants. The material goods quadrant may include things such as household goods, clothing, toys, transport methods. In the 'cultural' sector students might be encouraged to think about influences such television, media, books, stories, music and films, and you may need to explain the term 'cultural' to help them.

4. When students have completed this task, ask them to show their work to a partner. Ask them to talk about interesting aspects and to identify similarities and differences between their circles. Students should be encouraged to explain and give reasons for their observations.

5 minutes

3 minutes

16 minutes

6 minutes

Extension Activities

The information from individual students' worksheets may be compiled into a class chart.

ICT The different items from individual students' worksheets could be entered into a data base package and data analysed in different ways – eg; on the frequency of particular items; the different places recorded etc.

Plenary

Students report back on some of the observations which they have shared with a partner.

Ask questions to elicit: Have all the quadrants in the circles been completed? Are some more heavily populated than others?

Encourage students to provide reasons for the distribution of items which they have included in their quadrants. Ask the students to reflect on how typical they think their data are for their age in the present world. Ask them to suggest possible differences and to explain why. What might be the impact on some of these connections be on other people's lives elsewhere in the world?

How would I build on this lesson?

I would use this activity to encourage students to compare their own lives and expectations with those of previous generations. I would ask them to complete the activities with members of older generations e.g. parents/grandparents/carers to complete.

Students could note any differences between their own sheet and explain why they might occur.

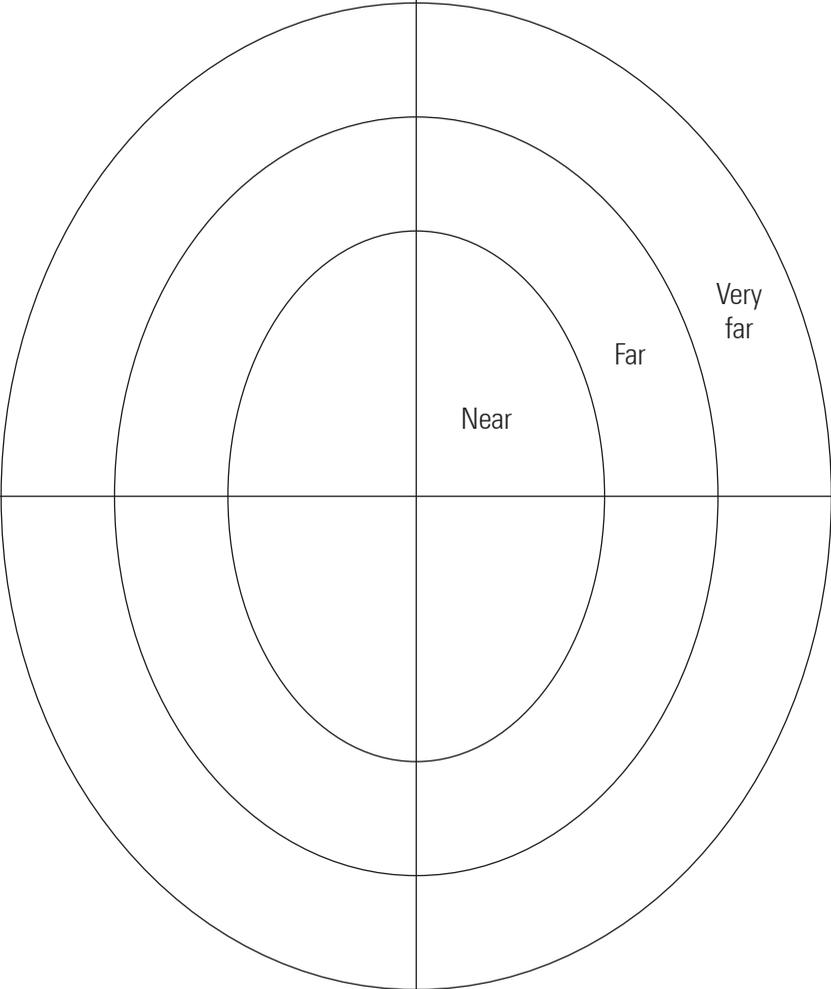
The extent to which previous generations had connections with the wider world could be discussed.

Students could also think about completing this activity for another time period.

If they had lived 100/200/300 etc years ago – what might some of the differences be?

2.1 Myself and the Wider World in the Twenty First Century

- A. Place the names of people you know in the different circles according to where they live.
- B. Think about some of your favourite foods and record where they come from.
- C. Write the names of some of the things you own – toys/ clothes/ household goods and list them in the right part of the material goods section.
- D. What TV programmes, music, films, books etc do you like watching/ listening to/ reading?
Write the names of these in the cultural quadrant.

People	Food
	
Material goods	Culture

Personal Histories: What is Significant in Our Lives?

Dr. Penelope HARNETT

Introduction

This activity is intended to be used across two sessions, and explores the nature of personal and wider significance, with younger pupils who

are focusing on the nature of 'the self' and our interactions with the world and with 'others'. The first lesson looks at the notion of personal significance, whilst the second lesson explores identity.

Teaching and Learning Materials

Four resources are linked to this theme, one for the first task and the remainder for the second session.

	Title of Activity	Skills and Concept Development
3.1	The Events in My Life	Using the concept of significance: Identifying significant personal events; selection and inference
3.2	My Identity, My Identities	Evaluation skills, Significance
3.3	Identity Squares	Influence of contextual factors
3.4	What is Significant in my Life?	Decision making, Discussion, Reaching conclusions

Lesson 1: What is significant in our personal lives?

Key Question or Focus

What is significant in our lives?

The Aim of the Lesson

The aim is to encourage pupils to think about their own lives and what has been significant for them; to compare and contrast pupils' lives.

Intended Learning Outcomes

All learners- will be able to speak about significance, and will be able to identify some significant events in their own lives and explain why they are important to them as individuals.

Most learners- will be able to recognise that there are similarities and differences in people's experiences and explain why this occurs.

Some learners- will recognise that ideas about significance may derive from a variety of circumstances, beliefs and values: e.g. location, personal, economic, political, social, religious issues.

Learning Objectives

To explore the nature of significance through discussing events in pupils' own lives. Pupils will recognise changes and significant events in their own lives and recognise that there will be similarities and differences between their lives and other pupils in their class.

Preparation

Prepare resource 3.1

Ensure that there are scissors and writing materials available.

Starter

Begin by recounting a story which is important for you in your own life. Tell the story and then let pupils ask you for any more information which they would like to know about this event.

Ask the pupils to explain why they think that this story explains something which was important in your life.

Timing

5 minutes

Main Activities

1. Ask the pupils to think about what have been the most important events in their own lives. Teachers will need to be sensitive towards pupils' home backgrounds and tell them that they only need to identify events which they feel happy about sharing with other pupils in the class.
2. Hand out resource 3.1. There are 6 squares on the worksheet. Ask the pupils to either draw or write about a significant event in their own lives in each of the squares. If they are drawing, the pupils will have to think very carefully about size of people and clues which will enable other pupils to decide their age at the event. Tell them they are not to include any dates or numbers showing their ages since they are going to use the squares to make a quiz to share with other pupils. Some pupils might find completing six squares is too demanding and therefore teachers may choose to limit the number of squares and ask them to complete less.
3. When the pupils have completed the squares, ask them to cut out the squares from the worksheet. Ask the pupils to mix up the squares into any random, non-sequential order.
4. Ask the pupils to work in pairs and arrange their partner's squares in the correct chronological order. When they have completed this task, each pupil is to tell their partner whether they have sequenced the squares in the correctly. Each pupil should also try to explain to their partner why they think the partner has chosen their events and then discuss their responses.
5. With the whole class working together, make a list of the sort of events which they have recorded in their sequence. Ask the pupils what clues helped them to sequence their squares. Make a list of the pupils' answers. You will probably find that some events are easier than other to sequence;
For example: first day at school; being born; learning to read etc since we all share similar expectations when such events occur in our own lives. These are events which we share with members of our community and society. Other events will be more difficult; e.g. birth of a sibling; a favourite holiday; learning to swim. These are events which are personal to us as individuals and which we might share with our families. Draw pupils' attention to these distinctions.
6. Ask pupils whether the same things are significant for all people. Draw attention to the fact that there might be differences between individuals, and that it is important to recognise and respect these differences.

2 minutes

12 minutes

4 minutes

6 minutes

6 minutes

5 minutes

Extension Activities

Pupils may choose to do a similar activity with other members of their family. What sort of events do other members choose? Are they the same? Why?

Plenary

Pupils may select one event from their sequence and write a short paragraph about the event; e.g. What was the event? What happened before and after the event? Why have they chosen the event and why was it important to them?

How would I build on this lesson?

I would use this as a starting point to consider the lives of other children living elsewhere in the world or in different periods of history. Pupils would be expected to research children's lives and to try and reconstruct a sequence of events which would show important events for children living in different places or at different times. The activities would develop pupils' understandings of similarities and differences between lifestyles; help them to identify different values and also provide opportunities for them to explain their own understandings and values

Lesson 2: My Identity, My Identities

Key Question or Focus

What identities are important for me?

The Aim of the Lesson

The session aims to provide opportunities for pupils to discuss their identities and what is important for them.

Intended Learning Outcomes

All learners- will be able to select cards which represent aspects of their identity which are important to them.

Most learners- will be able to select cards, order them and explain why they have created this order.

Some learners- will be able to situate their own identities within a wider context and draw implications for respecting difference and diversity in the wider world.

Learning Objectives

Pupils will discuss identities which are important for themselves and compare with identities selected by other pupils.

Preparation

Prepare resource 3.2 by cutting out the identity squares.

Prepare enough squares for pairs of pupils to work with, and ensure that there are some blank squares. Make copies of resource 3.3 or ensure that the text from the worksheet is displayed in the classroom. Teachers will need to be sensitive to some pupils' personal circumstances and recognise that not all pupils will wish to reveal some of their personal details.

Timing

Starter

Begin by asking the pupils to work in pairs.

Ask the pair of pupils to discuss what they think the word 'identity' means: How would they describe their own identity? What makes them what they are?

After 2 minutes discussion. Join 2 pairs of pupils together so that there are now 4 pupils and ask them to engage in the same task.

Allow 3 minutes for discussion and then ask the whole group of pupils to tell you and the rest of the class some of the things which they have discussed. Record what the pupils say on the board or wall chart.

2 minutes

3 minutes

3 minutes

Main Activities

1. Ask pupils to work in pairs; giving each group a set of the identity squares. Ask them to talk about which features on the cards have the most influence on their identity and how. Ask them to group them in different ways. If the pupils feel that any features of their identity are missing, they can write them on the blank cards.

2. Support pupils as they are discussing their identities by asking them to distinguish between visible aspects of their identity, e.g.: clothes, gender, age, and other aspects which are dependent on their personality (self esteem, outlook on life etc) or cultural identity (arising from origins, traditions or beliefs etc).

3. Following the discussion, ask the whole group of pupils to report back on some of the main points which they have been discussing in their groups. This could be organised by asking each pair of pupils to report back on some or any of the following;

- a) the points they found most interesting
- b) the points they agreed/disagreed on
- c) the features which they have added to new identity cards.

4 minutes

2 minutes

2 minutes

Extension Activities

Give out copies of resource 3.3 or have these definitions already prepared in the classroom on a chart or the board. Talk through the definitions of culture with the pupils. Ask the pupils which they think is the most important feature for themselves. Which features do they use to judge other people by most often?

Plenary

Ask the pupils to represent their identity. They might choose to express their ideas in a variety of ways e.g. writing, poetry, drawing, a still freeze as themselves as a statute, musically etc.

How would I build on this lesson?

I would use this lesson as a starting point for studying a past society or learning about people in different areas of the world. Pupils could establish enquiries to find out about the cultures of other peoples and what was/is important for them. Enquiries such as these could be useful in combating stereotypes about people in the past and in other areas of the world.

3.1 Events in My Life

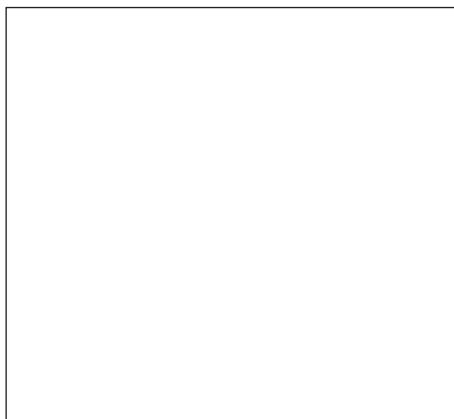
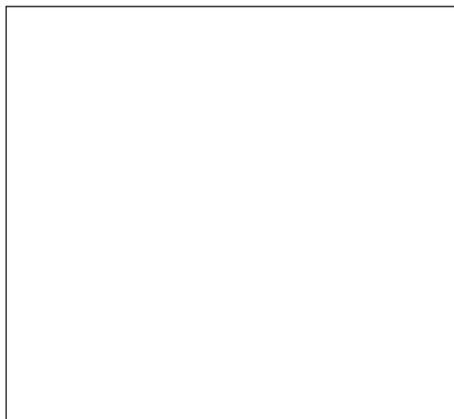
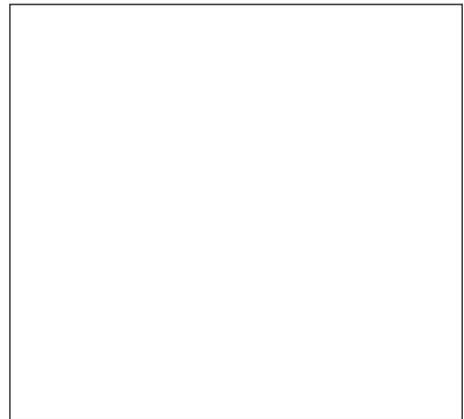
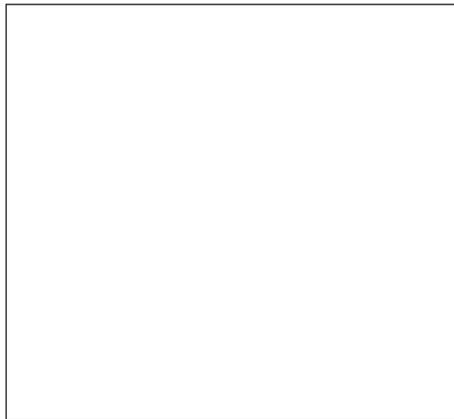
Think about things which have happened to you in your life.

Which have been the most important events?

Draw or write a sentence about an important event in each of the boxes below.

Do not put any dates or ages in the square since the squares are going to be made into a puzzle and other people will have to guess how old you are!

✂ Cut out the boxes after you finish



3.2 Identity Squares

In the squares below are different features which could influence our identities.

✂ Cut out the squares and think about which features are important for you.

If you wish- add more features in the blank square.

Where I was born	Food	Clothing
Religion	My friends	Language
Nationality	Gender	Hobbies/interests
Family	Where I live	Music, TV, films
Customs and traditions	Education	

3.3 What is significant in our lives?

Three levels of culture. Distribute these sheets to the pupils or ensure that these definitions are visible in the classroom.

1. The concrete

This is the most visible level of culture and includes aspects such as clothes, music, food, games and so on. They are the aspects of culture most often focused on during festivals and celebrations

2. The behavioural

This level of culture helps us define our social roles and includes language, gender roles, family structures, political ideas. The behavioural level is learned and reflects cultural values.

3. The symbolic

This level of culture includes values, customs, worldview, beliefs, religion. It is often the key to how people define themselves.

Source: Hildago, N (1993) 'Multicultural teacher introspection' in: Perry, T and Fraser, J. (1993) *Teaching in the Multicultural Classroom*. New York, Routledge.

Do Facts Lead to the Truth?

Exploring Accounts about a Dutch Heroine

*Joke van der Leeuw-Roord**

Introduction

The module looks into events in the life of the Dutch woman Kenau Simonsdochter Hasselaer. Her name was shortened to Kenau, and she lived in Haarlem, the Netherlands, throughout the siege of the Spanish troops in 1572, in the time of the Dutch Revolt. She eventually became a local and even more or less a national heroine during the nineteenth century. Through a range of contemporary and later sources the students are asked to answer the question: How important was the role of Kenau during the defence of the town?

Quite often history educators feel annoyed, when they read new curriculum requirements. These needs are often expressed in a theoretical manner and therefore not always easy to understand by practitioners. The way different curricula use similar concepts, often attributing very different meanings to them, contributes further to the confusion.

In the last twenty years there has been a growing common understanding about a number of notions that underpin the study of history in

order to deepen and broaden knowledge, skills and understanding. Such skills include; skills for perceiving the time and chronology; change and continuity; creative and critical thinking skills; skills to observe; to judge and solve problems; skills to promote empathy; social participation; communication and research skills; skills in using knowledge technologies; entrepreneurial skills; the skill of using language correctly, beautifully and effectively and skills for perceiving the environment. Key concepts include interpretations; cause and consequence; cultural diversity and gender. Dispositions and values are also important in history education including developing sensitivity towards cultural heritages and respecting cultural diversity.

The module addresses skills, concepts, values and dispositions in ready to use classroom group work activities. The module also demonstrates how with one activity, several curriculum requirements can be addressed at the same time. Finally the module exemplifies how modern pedagogical approaches such as group-work can be used for peer- and self-assessment procedures.

Teaching and Learning Materials

One teaching task is provided for this session

	Title of Activity	Skills and Concept Development
4.1	Kenau and The Siege of Haarlem	Source use and appreciation of their utility and reliability; Evaluation of the role of the individual; group-work; peer- and self-assessment

* Executive Director, EUROCLIO, the European Association of History Educators

Lesson Plan: Kenau and The Siege of Haarlem

Key Question or Focus

How important was the role of Kenau during the defence of the town of Haarlem?
Why do historical accounts differ?
What do sources tell us about the past and about the nature of history?

The Aim of the Lesson

The main aim of the session is to explore the concept of interpretation, and to develop an understanding of why historians and others have interpreted events, people and situations in different ways through time via a range of media.

Intended Learning Outcomes

All learners- will be able to recount some of the events related to the siege of Haarlem.

Most learners- will be able to select key issues in the story, and explain why particular elements of the story are more significant than others.

Some learners- will have a restricted awareness of the nature of historical evidence, and may not be able to differentiate between different levels of reliability and utility; whilst others will have a sophisticated understanding of these issues.

Learning Objectives

This workshop addresses a range of skills in looking at the nature of evidence and the role of the individual, including: critical and creative thinking skills; research and communication, problem solving and skills in empathy and observation; social participation skills as well as language, expression and effective argument skills.

The activity also addresses historical and other subject concepts; and allows for the exploration of what it means to be a citizen; and of the nature of war. In terms of dispositions the task offers the chance to develop a historical-scientific approach, and use of evidence to support inferences and the development and testing of opinion.

Preparation

Copy the resource sheet 4.1

Get a copy of an image of the historical character Kenau for the main part of the lesson, and of a famous contemporary person to project or show for the starter activity

Starter

Show an image of a footballer or popular music star- does the class know the person's name? Why is this person famous? Will they be remembered in the future? What might people say about them now? Will people in the future say the same sorts of things?

Timing

5 minutes

Main Activities

Divide the class into groups of up to five students.

Ask the group to read the sources, or read them together.

The task is related to an historical enquiry: ask the students to evaluate each of the sources in turn to assess their validity and utility in order to reach reasoned (historically-scientific) conclusions about the key question of the exercise: How important was the role of Kenau during the defence of the town of Haarlem? In order to help students to solve this problem there are two supporting questions, which may help reading the sources more critically:

'What was Kenau doing during the siege?' and
'Was she considered a special person in that time?'

Point out that interpretation is a complex concept as a person interprets everything they see, hear or reads. Each observation, written, oral or visual is an interpretation.

However reading sources also means that it is important to apply general questions related to analysing (historical) sources:

Why was this source produced?

What is the influence of place and time, is the source biased? (judging reliability) and Is a particular source contradictory to other sources, or is it supported by them?

Is the source written by an eyewitness or by a well informed person?

Is the source useful for answering *this* question (judging utility). This activity asks the groups to study the source materials and to answer as a group collectively the question how important was the role of Kenau during the defence of the town by preparing a written justification of the chosen interpretation.

At the end of a fixed time period pupils should be able to present a coherent, structured and substantiated report about what they have discovered, giving substantiated explanations in support of their viewpoint.

Finally you can ask the group to reflect on their own results through self-evaluation. If they compare their results with the others, how do they assess the result of their own/ group work.

40 minutes

Plus time
for short
presentations

Extension Activities

From the sources there is little factual information we can be quite sure about. The only real fact is that she delivered wood to the city. Her motives for that are not clear. It might be a contribution to the warfare or it could be that she was a business woman. All other information from the sources is rather biased. Can they find additional sources on the war, this individual and the siege of Haarlem?

Plenary

Discuss with the group which skills, concepts, values and dispositions they think they have covered in the session.

How would I build on this lesson?

The exercise also gives the opportunity for peer evaluation: after carrying out the full exercise you can ask the different groups to reflect on the results of the other groups. Did they answer the key question? Did they critically read and assess the evidence? Were they able to present a coherent, structured and substantiated account?

Encourage them to identify the strengths of other groups first, and ask for realistic comments that are not personal or too 'heavy' or bruising in terms of the feedback.

Use a Google Image search to find further images of Kenau, and use them as further sources

4.1 Kenau and The Siege of Haarlem

Task- you are going to solve a historical problem and answer a question-
How important was the role of the woman known as Kenau during the defence
of Haarlem?

You might find it helpful to think about these related questions:

'What was Kenau doing during the siege?' and

'Was she considered a special person in that time?'

› Source 1:

A painting from 1854, almost 300 years after the siege of Haarlem. It was commissioned by the City Council of the town and was exhibited in the Town Hall of Haarlem: Kenau as the commander of group of women fighters.



Barend Wijnveld Jr. (1820-1902) and Johannes Hinderikus Egenberger (1822-1897)

› **Source 2:**

From a novel from 1945, The author describes Kenau as a national heroine.

It is December 1572. There was an active Revolt of the Cities of Holland against Philip II. Haarlem has chosen the side of the rebels too. The Spanish troops are ready to attack Haarlem and to retrieve it for the King. The citizens of Haarlem prepare themselves for the attack. The city walls are heightened, the canons were brought into position.

Kenau daughter of Simon, the widow of the owner of a shipyard Nanning Borst, is worried. She is well aware of the fate of cities like Zutphen and Naarden. Those cities were besieged and conquered by the Spanish troops. Their houses were plundered and set on fire. Many inhabitants were murdered.

Then, when everybody is waiting, the first Spanish cannon charges are still a surprise. The windows break and the splintering wood is flying through the air. Trumpet sounds call the defenders to the city walls. The son of Kenau, Nicolaas, is among the defenders. His companions and he are able to stop the Spanish troops. At nightfall the troops withdraw.

But there is not much time to celebrate. The cannons damaged the walls and the holes have to be repaired. With hundreds of men and women they work to repair the walls and bring them to as good a condition as before. Now they wait for the next attack.

The Spanish besiege the town and try to starve its inhabitants. Once in a while they attack the city. They do not manage to conquer it, but the battle has many casualties. Nicolaas, the son of Kenau dies too. Kenau is distressed and decides to take revenge on the death of her son.

She visits the commander of the town and says 'Many women have, like me, lost their husbands or sons. They want to defend the town like our soldiers and our allies. Please let us defend the walls too, give us pikes and swords!' The commander turns his head and walks up and down the room. After some time he says 'Rarely or ever has a woman spoken like you, but I admire you. I can understand that you want to defend the city like the men. Create an army of women!'

The first attack after this meeting the women march to the walls, dressed in skirts but armed with daggers and pistols. Look, Kenau notices the first Spaniard on the walls. She sends her army and shouts 'Use your weapons, send them away, these murderers!' The women fight on and drive the Spanish back into the moat.

How did it end? Haarlem was defeated. Unfortunately the lack of food was so immense that they could not fight on. The Spanish troops took the town and killed thousands of people.

› **Source 3:**

Diary, Written by Arcerius in 1573 in Haarlem

'Prominent among the women was a very male woman named Kenau, she was not young any more. She was reasonably rich. She bought weapons for her money.'

› **Source 4:**

Diary written by a German soldier. He did not know Kenau personally, but had heard about her.

'It is certain that there has been a woman in Haarlem, named Kenau. Her deceased husband had been a rich ship builder. This woman walked around with a loaded pistol on one side and a sort of axe in the other. But others say that she walked with a spear on her shoulder. During the Spanish storm she stimulated the defenders and distributed bullets. She also gave them beer. Even during heavy attacks she dared to go outside to encourage the men.'

› **Source 5:**

The well known Dutch Historian Hooft wrote about Kenau in 1642.

'The people from Haarlem possessed thousands of diggers, all kind of people and also three hundred women, who did the same work under the guidance of Kenau Simons Hasselaars. She was a courageous man-wife, a forty six year old widow, belonging to the best families. She was not afraid to drive back the enemy armed with a spear and rifle and dressed in female clothes'.

› **Source 6:**

A letter from 1586 written by Kenau personally to the Mayor of Haarlem. The letter writes about the siege of Haarlem and the delivery of wood by Kenau to the City Council for the defence of the town in 1573. She complains that she did not receive any compensation, although Fl 250.- was promised. Kenau writes about her role during the siege:

'I helped to defend Haarlem as a good compatriot to the end when the city was surrendered to the atrocious enemies'

› **Source 7:**

Letter from 1589 written by the lawyer of her daughter, a year after the death of Kenau.

In the letter the city Council was again asked to pay the indebted amount, but now to her children. In the letter it is also explained why Kenau left the city after the capitulation of Haarlem and in the first years did not dare to return. The new City Council consisted of residents of Haarlem in favour of Spain. Kenau and other citizens were hated by these people. Kenau should not even try to return to Haarlem. She had risked confiscation of her belongings or other dangers.

Remembering Local Heroes

Dr. Dean SMART*

Introduction

This section of the materials relates to how we construct historical narratives, and who we identify as local and national heroes, as well as touching on the notion of ‘whose history’ do we celebrate and remember in narratives where there is a blurring of ‘truth’ and differences of opinion about historical significance or where there is contestation about perspectives on the past.

The materials provide an opportunity to look at how one individual is remembered, and learners are deliberately ‘set up’ to first encounter positive sources which suggest that the individual being studied is special and important- he has a statue in his home city in a prominent location, major buildings are named after him, and he must therefore be someone of note, and thus a ‘local hero’- except as further evidence is provided whilst all the information that has previously been available is true, it is also clear that the source of some of the wealth that was reinvested and shared in Bristol was derived from sources that today would be considered unethical.

Briefing

Edward Colston (1636-1721) was a wealthy merchant who was born in Bristol but later moved to London and died at Mortlake in Surrey. He used much of his wealth to found almshouses in King Street and on St. Michaels Hill, Bristol, and schools: the major one being Colston’s School, originally called Colston’s Hospital. He gave money to the Society of Merchant Venturers to run the school, which opened in 1710 in the Great House on St Augustine’s Back, roughly on the site of the

present Colston Hall, the City’s main concert hall. The school moved to Stapleton in 1861.

Edward Colston was elected MP for Bristol in 1710. When he died in 1721, he was buried at All Saints Church in Bristol. There are statues in memory of him in the City Centre, and in the School. Portraits of him hang in the School Dining Hall and in the main entrance to the Church of England’s Bishop’s Palace in Bristol. The day of Edward Colston’s birth was 2nd November under the old Julian Calendar, and 13th November under the Gregorian Calendar which was introduced in England in 1752. There are four Bristol Societies in memory of Edward Colston: the Colston Society (which still celebrates Colston Day on 2nd November), and the Anchor, Dolphin and Grateful Societies, which celebrate it on 13th November

Some of Colston’s income came from businesses which profited from the Transatlantic Slave Trade, and many of the African-Caribbean community in Bristol feel that it is wrong for the majority population to celebrate the life of someone who profited from the suffering of minorities.

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Teaching and Learning Materials

Six pages of teaching materials are provided as part of this unit-

	Title of Activity	Skills and Concept Development
1	The Statue (Source A)	Using a visual source, deductive reasoning
2	Sorting Cards	Awareness of inference/opinion, reliability
3	Ten Statements about Edward Colston (1636-1721) (Source B)	Extrapolation and synthesis of information, making supported historical judgements
4	An Alternative View of Edward Colston (Source C)	Evaluating historical judgements and blending evidence from different sources
5	The Debate about Edward Colston	Writing balanced accounts and constructing an historical argument
6	Extracts from the Bristol News (Sources D-G)	Engaging with multiperspectivity

Lesson Plan 1:

Key Question or Focus

Why are some people remembered as significant historical figures and local heroes?

Does this change over time?

The Aim of the Lesson

is to provide an opportunity to think about how some historical individuals are given special status, and are awarded an iconic position, with links to particular 'sites of memory' or memorials and a special place in the public understanding of history. It is intended that young people will gain an awareness of one such figure, and will develop an understanding that interpretations and values have the potential to change over time and that there can be contestation about special status.

Intended Learning Outcomes

All learners- will understand that Edward Colston was a successful merchant with strong local links, that he was a significant benefactor to the city, and that he achieved a 'special' level of recognition giving him the status of 'local hero'.

Most learners- will be able to explain why there is some contestation about Colston in modern times and can give a supported personal opinion, supported by historical evidence and some inferential thinking.

Some- Less able pupils will have a restricted awareness of how to evaluate figures from the past and may have a simplistic, polarised view of Colston or will rely heavily on assertions, drawing directly from sources of information provided.

Some- More able pupils will be able to demonstrate a more sophisticated engagement with the notion of multiperspectivity and the public understanding of history, showing that there is validity in the pro-and anti-Colston arguments, and recognising that the actions of people in the past cannot be simply judged using today's values, morals and attitudes. These pupils should be able to offer a balanced, well reasoned explanation of their viewpoint, selectively drawing on information to support the structured case that they offer.

Lesson 1

Learning Objectives

Pupils will: understand that Edward Colston was an important historical figure who generously supported particular causes, and who was remembered very positively in his native city as a result.

Note: The early exercises in this lesson depend on you NOT revealing anything about Edward Colston, but on the gradual building up of pupil views about him based on what they are discovering and deciding.

Starter

Use images of some politicians and celebrities, footballers and others- who are their heroes? Who is famous and why? Were people like this famous all through history? Do they want to be famous? What do they want to be remembered for/how do they want to be remembered by their great-great-grandchildren?

Timing

5 minutes
discussion

Main Activities

1. Use Sheet 5.1 'The Statue'

This sheet shows an image of a statue in central Bristol, and raises four questions:

- What can I see?
- What do I think is being shown here?
- What else would I like to know?
- How can I find out more?

In your introduction before pupils write on the sheet, and later when you discuss pupil responses to each question, raise the difference between observable facts, inferences, and observations- one of the aims of the task is to secure pupil understanding that some things they see are factual- e.g. it is a statue of a man; he is wearing old fashioned costume; some things are inferences- e.g. I think this is someone who was famous in the past; and some responses are observations- I think he looks like he is a nice man. The difference between inferences and observations is quite small- the former requires some form of solid fact or evidence to support it, whereas an observation is an opinion or a viewpoint which does not require any immediate proof.

Also raise the issue of most historical sources presenting us with intriguing, and sometimes frustrating unanswered queries and questions, and discuss where we might go for sources of assistance to respond to issues such as

'What else would they like to know about the image? How would they find out?'

2. Having discussed the statue (and not revealed anything about the man or his wealth/life) now use **Sheet 5.2** which lists a series of attributes. Which of these do pupils think apply to Edward Colston and why? Was he: Thoughtful, Kind, Cruel, Considerate, Harsh, Proud, Selfish, Compassionate, Common, Refined, Uncaring, Considerate, Gentle, Insensitive?

Of course the pupils are not really evaluating Colston's character- they are judging what impression of him can be gathered from what the sculptor is suggesting about him- an interpretation, and some brighter pupils may identify this as an issue.

However- do not raise this (yet) if pupils do not suggest it is an issue.

2 minutes
introduction

6 minutes
responding to
the task sheet

6 minutes to
debrief and
discuss

6 minutes to
discuss the
attributes
cards in small
groups

6 minutes
sharing time

<p>What other characteristics can they attribute to Colston from his statue?</p> <p>3. Use Sheet 5.3 which gives ten statements about Colston, to read about his life and good works. Were they right? Is this a local hero? What do we mean by local hero? Ask them to write down if he is a 'good guy' who should be remembered in Bristol as an important figure in local history.</p> <p>4. At this point I usually enter the room in an eighteenth century costume and wig in role as Edward Colston and let the pupils ask me questions- you can use an outfit from a Party or Joke shop or have a more advanced costume- or you can do this without any costume using a 'Hot Seating' drama activity- where you sit at the front of the room 'in the role of Colston' and the class can ask you questions. If they are struggling I prompt them with questions about whether Bristol still recognises its important citizens, and ask how I am remembered.</p> <p>I do not give them any negative information about Colston- although some might ask how I earned my money, and if my business dealings were legal and fair- and of course, by the standards of the time my answer to this is "yes".</p>	<p>4 minutes reading and discussion, 10 minutes writing.</p> <p>10 minutes hotseating activity</p>
<p>Plenary</p> <p>Discussion- on heroes- is Colston a hero? Should we do more to remember him and celebrate his life?</p>	<p>5 minutes</p>

Lesson 2

<p>Learning Objectives</p> <p>Pupils will: use further evidence to revisit their views of Edward Colston, revisiting the concept of 'local hero' and reflecting on what criteria we use to decide if a figure from the past is worth remembering. Pupils will be able to give a judgement about Colston and demonstrate their understanding of historical significance.</p> <p>Starter</p> <p>Show some images of the memorial activities that take place in Bristol on Colston Day- see http://www.colstons.bristol.sch.uk/09-news/ColstonDay13Nov2008.html</p> <p>Is Edward Colston seen as a hero by these people?</p>	<p>Timing</p> <p>5 minutes to discuss</p>
<p>Main Activities</p> <p>Use Sheet 5.4: An Alternative View of Edward Colston to introduce some further information on Colston- how does this viewpoint change what they think of Colston? Do they feel they should change their views or not?</p> <p>Use Sheet 5.5: The Debate About Edward Colston to look at what other people have said about Colston, to focus further discussions, and to respond to the writing task, which provides a writing frame to help young people structure their answer- but ask them to not yet write their conclusion.</p>	<p>5 minutes</p> <p>5 minutes to set up the task, 15 minutes writing time</p>

Use **Sheet 5.6: Extracts from the *Bristol News*** to look at different views of Edward Colston by contemporary Bristolians. How and why do these views differ? Would, and if so how, might a person of white-British origin differ in their view of slavery from someone of Black-British origin? Use sheet 6 to add points to the essays that pupils are writing.

At some point in this lesson you could again introduce the class to someone in role as Edward Colston- and give the class the opportunity to re-question him about his life. Now ask pupils to write the conclusion to their essay.

5 minutes
discussion,
10 further
minutes
writing

10 minutes

Plenary

Discussion- What do you think about Edward Colston- is he a 'local hero' who deserves to have important buildings named after him- or is he someone we should not hold in such respect?

Now ask pupils to write the conclusion to their essay.

5 minutes

How would I build on this lesson?

Reflecting on the Nature of Heroes and Significance

This exercise should provide the opportunity to reflect on who is important in history and how much we really know about them. It also gives a useful link into the idea of celebrity, notoriety and long term significance- and there would be value in exploring these issues further, and perhaps asking pupils to make a presentation or display about real heroes and villains.

Research and Evaluation Tasks Using ICT

Images of sites associated with the celebration of Edward Colston's life are available on the internet and could be used to create a powerpoint presentation as a stimulus exercise for the second lesson, or pupils themselves could create presentations looking at the nature of Colston and how interpretations, and the public understanding of history, change over time.

There are also opportunities to use ICT to research the nature of the Transatlantic Slave Trade, and Bristol, Britain's and other European states involvement in the trade.

A starting point could be the www.historyfootsteps.net website and the virtual slave trail for Bristol, or the website of the Understanding Slavery Initiative www.understandingslavery.com

5.1 The Statue

1. What can I see?
(Write Observable facts only)

3. What would I like to know?
(What questions does this image leave unanswered?)

> Source A



2. What do I *think* is being shown here?
(What are my inferences?)

4. How can I find out more?
(Who or what can help me?)

5.2 Sorting Cards

Thoughtful	Kind
Cruel	Considerate
Harsh	Proud
Selfish	Compassionate
Common	Refined
Uncaring	Considerate
Gentle	Insensitive

5.3 Ten Statements about Edward Colston (1636-1721)

› Source B

1. Edward Colston was an English philanthropist; he was born in Bristol on the 2nd of November 1636, the son of William Colston, a wealthy Bristol merchant.
2. Historians think Edward spent some years as a young man as a manager of the family wine and oil business in Spain. The family fortune grew bigger.
3. When he returned to England he settled in London, and began to build his own fortune. He set up a sugar refinery and had business interests in Bristol.
4. In 1681 his father died. Edward was a very generous donor to Christ's Hospital, and he became a 'Governor' - a member of the Board of Management.
5. In 1682 the Corporation of Bristol (the local government) was almost bankrupt. City records show that Edward lent the City £1800- a lot of money!
6. In 1683 he is listed in City records as a high profile member of the merchant class: he was a free burgess, a St Kitts merchant, and a Member of the Merchant's Hall (Merchant Venturer's Society). In 1684 he was appointed one of a committee for managing the affairs of the wealthy area of Clifton in Bristol.
7. In 1691, at a cost of £8000, he founded an almshouse for 24 poor men and women.
He set up a home for six sailors for at a cost of £600.
He paid for The Merchant's Almshouses in King Street.
Each year he gave large sums of money to charities for the poor, on the strict condition that support only went to people from the Church of England.
8. In 1696 he gave £8000 to set up a foundation for clothing and teaching 40 boys. Six years later he gave £1500 to rebuild the school-house. In 1708 he paid £41,200 to build and endow another school.
9. From 1710-1713 he was the Member of Parliament (M.P.) for Bristol He died in 1721 aged nearly eighty-five, and was buried in All Saints' Church, Bristol.
10. Today there are two fee paying secondary schools and one City primary school, four roads, two almshouses, the City's main concert hall and a very a large and centrally positioned office block named after Edward Colston in the City of Bristol. A statue of Edward is in the centre of the public space in the city plaza near one of the theatres and the main war memorial.

5.4 An Alternative View of Edward Colston

> Source C

'In his day, Edward Colston was a model of English philanthropy. A hugely wealthy man, he gave a large proportion of his income to the needy. In the 18th century, schools, churches, poorhouses, community groups, and hospitals all benefited from his generosity.

"Every helpless widow is my wife and her distressed orphans my children," he liked to boast. The relief he gave to some groups, however, was earned at the expense of others. Colston was a slave trader.

Hypocrisy is easy if profits are high. A more perfect arrangement could hardly be imagined: Manufactured goods were taken to Africa, slaves were then taken to the West Indies, and sugar or rum was then transported back to England.

The world's most barbaric industry was embedded into the culture of the most civilized nation on earth. Those who did not benefit directly from the trade were still deeply involved in it. The great majority of slaves ended up on sugar plantations, and the British had an insatiable sweet tooth. A cup of coffee, a bar of chocolate, a tot of rum, all bolstered the slave trade.'

Gerard DeGroot

*Professor of Modern History
University of St Andrews,
Scotland.*

5.5 The Debate about Edward Colston

Colston was involved in the slave trade as an official of the Royal African Company. A lot of his wealth came from the money he made from the slave trade. When he died he left an enormous amount of money to different Bristol schools, hospitals and churches.

Colston is still remembered in Bristol. There is a statue of him in the city centre and the City Council's main concert hall is named after him. Several roads and streets and a huge office block which dominates the view of the centre are named after him, but no mention is made of Colston's involvement in the slave trade on his memorials, statues or any of the publicly owned buildings which carry his name.

Some people feel that Colston should not be remembered since he made a lot of his money from the slave trade. Bristol is hoping to build a new concert hall to replace the Colston Hall.

The following letters which were written to the local newspaper, the *Bristol News*, show different people's views on whether the new concert hall should continue to be called the Colston Hall.

Your Task

Use the letters to the Bristol Evening Post to help you decide whether the name of the Colston Hall should be changed.

On a sheet of paper, write down your views.

You could use the ideas from the following writing frame template:

This is the...	You could start your sentences like this	These ideas might help
Starting sentence with first reason to back-up your idea	I think that the name of the Colston Hall should/should not be changed because...	Historical importance Strength of feeling
Next paragraph- a new argument and reasoning	Another reason it should/should not be changed is because...	Public views Remembering the past honestly
Another reason to support your view... maybe you can give more than three reasons?	Furthermore I think that the Colston Hall should/should not keep its name because...	The changing way we think of history
Concluding arguments and summary	So in conclusion I think that...	

5.6 Extracts from the *Bristol News***Source D:**

Dear Sir

I have been reading with interest the letter regarding the Colston Hall debate. I think that it's a shame that we have to think about changing its name.I am sure that most Bristol people feel the same way.

As Bristol was heavily involved in the slave trade, why don't we rename Bristol?.....

I wonder if people who are against Colston drive Japanese or German cars, do they have any Japanese or German electrical equipment? I bet they do. Weren't the Japanese vicious during the Second World War? We forgave the Germans for bombing our fish and chip shop- surely we can forgive Edward Colston for the things that he was supposed to have done?.....

So please, let Mr. Colston rest in peace as we have made peace with people who have wronged us in the past. Yours sincerely, Molly Griffin, aged 84

Source E:

Dear Sir,

Why should we rename Colston Hall? We cannot change history; likewise it is totally inappropriate to judge history with modern, politically correct values.

The best solution for all Bristolians is to leave all of Edward Colston's legacies well alone.

So long as the statue, the hall and countless street names remain dedicated to this man, his virtues and actions will be debated, thus providing the highest profile of historic value (good or bad)..... Yours sincerely, an angry local.

Source F:

Dear Sir,

Changing the name of Colston Hall would not be an act of historical vandalism, as many of your correspondents seem to believe. Re-naming the hall would be an historical act in itself - this is about the unfolding of history, not its unravelling.

In 100 years historians may record that the building's name was changed when those living in the city acknowledged that the original name was offensive to many of their neighbours.

That's the nub of this - many people in Bristol do find the name, with all its links, offensive.

It's not a dry academic debate - it's about how people feel inside, not their 'views' or 'opinions'..... Why tolerate permanent offence to my neighbours for the sake of a mistaken belief that to change the name of a building is to deny the past?

.....it has to be recognised that some people will be offended by the very act of change and that to pacify one group at the expense of alienating another wouldn't really help.....

So, whatever name was settled on, I believe the refurbished building should also incorporate a plaque recording its previous name and why people of Bristol chose to change it.

Yours Sincerely, Phillipa Cauldwell, City Historical Society

Source G. Web Site Discussion Board Posting:

It is crucial that a city and its inhabitants are reminded of its past. Bristol's wealth its existence today owes much to those who suffered at the hands of merchants. Many of Bristol's residents sit on wealth earned through this trade and of course they and those that will inherit it should be reminded of that fact.

Simon Nelson, African-Caribbean Community Centre

The Launch of the Steamship ss Great Britain: **Linking the Local to the National, International and the Global**

Dr. Penelope HARNETT

Introduction

The *ss Great Britain* was launched in Bristol in 1843. The launch of the ship provides the opportunity to use a local event to look at connections with wider events and to look at connections between one place and others. This unit provides two lessons and related activities to engage young people with past events and people in active, creative ways.

Background information about the ship

The ship was originally built for crossing the Atlantic, but did not make many voyages since not enough passengers chose to travel on the ship. In 1846 the ship ran aground off the coast of Northern Ireland and was sold to new owners. The new owners rebuilt the ship as a carrier taking people to Australia. A new upper deck was added and a new engine. The ship was then able to carry a total of 750 passengers in 3 classes.

For 24 years the ship undertook 32 voyages and carried over 16,000 emigrants to Australia. She was one of the fastest ships of her time, and took an average of 120 days for the return

journey to Australia. Between 1854- 1855 the ship was chartered by the British government to carry troops to and from the Crimean war, carrying over 44,000 troops. The ship also transported troops to India during 1859. In 1861 the ship carried the first ever English cricket team to tour Australia.

In the late 1870s, the engines in the ship were removed and the ship was converted into a 3 mast sailing ship transporting coal from Wales to San Francisco in the US. On her 3rd trip, the ship ran into trouble around the Cape Horn and took shelter in Port Stanley in the Falkland Islands. The ship was sold onto to store coal and wood at Port Stanley. In the First World War (1914-1918), warships used to load coal from the stores within the ship.

In 1937, the ship was no longer watertight and she was towed a short distance from Port Stanley and beached. There were several attempts to salvage the ship before a successful attempt in 1970 when the ship was towed back to Bristol.

The ship is now currently in Bristol Harbour where it has been restored and is open for visitors.

Teaching and Learning Materials

	Title of Activity	Skills and Concept Development
6.1a	The News Report	Knowledge and understanding
6.1b	News Report (Longer text) Sorting Cards	Developing chronological understanding, Sequencing
6.1c	News Report (Shorter text) Sorting Cards	
6.2	The Special Day	Decision making
6.3	Watching the Launch	Engaging with visual sources
6.4	At the Launch	Empathy

Lesson Plan 1

Key Question or Focus

What happened at the launch of the *ss Great Britain*?
Using a newspaper account to find out what happened on the day.

The Aim of the Lesson

Is to study an event in local history and to begin to contextualize the event within national and global history.

Intended Learning Outcomes

All learners- will be able to tell a sequence of events using statements from a newspaper.

Most learners- will be able to place the events on a timeline and to complete gaps in knowledge by suggesting probable activities which occurred.

Some learners- will be able recognize that the statements from the newspaper and their own suggestions for activities provide interpretations of the events of the day.

Learning Objectives

to learn the story of the launch of the *ss Great Britain* through sequencing events using statements from a newspaper. To develop awareness of the limitations of data and how this might result in different interpretations of the event.

Preparation

Read through the background notes of the day included in the starter activity. Cut out the statements recording the events of the day on **Sheet 1: The News Report**. Mix the statements up so that they are not in the correct order. Use the project website to find more pictures of the event to go with the story.

Starter

The lesson begins with providing the students with some background information about industrialization in the nineteenth century: The development of steam power was the key to industrial expansion. It improved mining in core industries such as coal and minerals. Production of manufactured goods increased as more factories were built in the growing towns and cities. More raw materials were needed and they had to be transported to the factories from all parts of the world. Once manufactured, goods needed to be transported to their national and international markets. Supply of raw materials and distribution of manufactured goods led to advances in transport. Steam locomotives began to be built in the early nineteenth century and resulted in the growth of railway networks. In the UK 6,000 miles of railways were built between 1840-1850, contrasting with 7,000 miles throughout Europe. In later decades, Europe built more railways than the UK (13,000 miles Europe contrasted with 4,000 miles UK 1850-1860). Steam was also used to power ships and in the 1830s steam ships regularly crossed the Atlantic. In 1838 Isambard Kingdom Brunel had built the *Great Western* steamship which crossed the Atlantic in 14 and a half days. A year later in 1839 the keel was laid for the biggest ship to be built so far, the *ss Great Britain*. It is within these contexts that the building and launch of the *ss Great Britain* must be seen. It was an event local to the city of Bristol, but can be contextualised within British national history and global history.

Timing

Begin with a puzzle to engage the students' interest. Tell them they are going to learn about a day in the life of Prince Albert. Prince Albert was the husband of Queen Victoria. They had married in 1840 and had 3 children. Prince Albert is travelling from London to Bristol by train. Why is he going to Bristol?

3 minutes

Main Activities

1. Tell the students they are going to find out why Prince Albert went to Bristol. We know a lot about the day since it was written up in a newspaper – the London Illustrated News. Different statements from the newspaper have been printed. Tell the students that unfortunately the statements have been muddled up and you would like them to sort them out. (There are two different sets of sorting cards and a plain text version of the news account Sheet 6.1a; within the sorting cards there is a more complex text and the less complex text versions – Sheets 6.1b and 6.1c; The sorting cards need to be copied for pupils and cut up ready-
2. Hand out the statements from the Illustrated London News (Sheet 6.1b or c) and ask the students to arrange them to tell the story of Prince Albert's day. Can they find out why Prince Albert was going to Bristol? Teachers might need to support some students in explaining unfamiliar words.
3. When they have completed the task. Ask the students to compare the sequences. Have they all arranged them in the same order? Ask them to tell you what clues they used to help them sequence the events. Check that students have the Correct Answer - e a f c b d h g
4. Using either the news report from the Illustrated London News (Sheet 6.1a) or the sorting cards which have been put into order: Ask the students to complete the time line for the day (Sheet 6.2: The Special Day). They might not know from the statements what Prince Albert was doing every hour of the day. Encourage the students to use their imaginations to think of activities which he probably engaged in. Students to report back to other students some of the suggestions which they have made.

10 minutes

7 minutes

10 minutes

Plenary

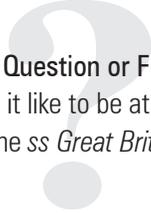
Check that all students have the correct sequence of events. Talk with the students about how we know what happened. Ask them if they think the newspaper was providing a reliable account. Could it be biased? Why might it be biased? Ask the students how they decided to complete the gaps in the timeline. What helped them to make good guesses as to what might have happened?

10 minutes

How would I build on this lesson?

This lesson provides students with background information which will enable them to re-construct a version of the launch of the ss Great Britain in a following lesson.

Lesson 2


Key Question or Focus

What was it like to be at the launch of the *ss Great Britain*?

The Aim of the Lesson

Pupils should develop empathy skills and reflect on what is likely to be recorded at dramatic events where there is a sense of occasion. They should demonstrate knowledge and understanding and use sources as stimulus materials.

Intended Learning Outcomes

All learners- will be able to make some observations about the launch of the *ss Great Britain*

Most learners- will be able to create a character and an interpretation of the event.

Some learners- will recognize that they have created an interpretation in the biographies and recording of the event and make some comments about its validity.

Learning Objectives

to use observations from a picture of the launch of the *ss Great Britain* to create an interpretation of the event. To explain the role of imagination in creating a reconstruction.

Preparation

Read through the background notes to the activity within the lesson plan. Prepare Sheet 6.3 Watching the Launch and 6.4 At the Launch. Check the following website for information and a coloured print of the launch of the *ss Great Britain*. www.historic-uk.com/HistoryUK/England-History//ssGreat.Britain.htm. Gather together any necessary props to help students act in role e.g. hats, shawls.

Starter

Remind the students about the previous activity in lesson 1. Ask the students to tell you what other evidence could be useful to find out what happened on the day. Students might suggest sources of information such as pictures, diary accounts, people's memories; souvenirs, paintings, songs etc. Ask the students which they think would be good sources of evidence.

Use the following information to provide the students with more information about the launch of the *ss Great Britain*. The ship was designed by the engineer Isambard Kingdom Brunel and built in 1843 in Bristol for the Great Western Steamship Company. Brunel designed an enormous iron 16 foot screw propeller to steer the ship. When the ship was launched she was by far the largest ship in the world – at almost 100 metres long – she was over 30 metres longer than her nearest rival. The *ss Great Britain* was the first screw propelled, ocean-going, wrought iron ship. Originally the ship was designed for the Trans-Atlantic luxury passenger trade and had accommodation for 252 first and second class passengers and a crew of 130.

Timing

4 minutes

Main Activities

1. Give the students **Sheet 3** which is a print of the launch of the ss *Great Britain*. A coloured picture of the print may be obtained from www.historic-uk.com/HistoryUK/England-History//ssGreat.Britain.htm
2. Ask the students to describe the picture. What can they see? Ask them to imagine that they were one of the people in the crowd: What could they smell? What could they hear? Encourage the students to make inferences from the picture by making observations about the picture beyond those features which are visible.
3. Talk with the students about who might be present at the launch of the ss *Great Britain* and why they might go. Remind students of the information which they had gained from lesson 1 when the sequenced statements from the newspaper.
4. Ask the students to imagine that they are someone who is present at the launch. They are going to construct a brief biography of someone. Ask the students to complete Sheet 6.4: which will enable them to record their ideas about someone in the crowd.
5. When the students have completed their biography tell them that a reporter has joined the crowd and wants to ask some of the people about what they have seen. Ask the students to suggest some of the questions which the reporter might ask. Record examples of the questions on the board or flip chart so that all the students can see them. Some questions might be:
How are you? Who are you? What is your name? What have you been able to see happening? How long have you been here? What do you think about the event? What are you going to do after the launch?
6. Ask the students to get into the role of the character whose biography they have noted on Sheet 4. They might use some clothing props to help them feel the role. For example, hats, shawls, cloaks. Select one student to be the reporter and ask the student to interview a member of the crowd about their day. The reporter might use some of the questions already recorded to support the interview. Ask different students to act as reporters and to answer questions as members of the crowd.

1 minutes

5 minutes

4 minutes

10 minutes

5 minutes

15 minutes

Plenary

Ask the students how reliable they thought the interviews were. Ask the students to record what information they had used and how much they had used their historical imagination to think about what probably happened.

How would I build on this lesson?

*I would use this lesson to show how a local event can illustrate events which were happening on a national and international scale. The ss *Great Britain* provides an example of increasing engineering and technology skills in the nineteenth century as industrialization occurred; improved communication networks and how travel and transport were developing. Students could record on a map of the world the different places which the ship visited.*

6.1a The News Report

Adapted from the Illustrated London News. 1843.

His Royal Highness and suite arrived at the Great Western Railway Terminus in London shortly before seven o'clock. The Prince was accompanied by His Royal Highness, the Prince of Saxe-Coburg and other lords. The train also brought down... Mr Smith, the inventor of the Archimedian screw as applicable to steam ships. Mr Brunel acted as engineer

His Royal Highness proceeded to Bristol and arrived at the railway terminus shortly after ten o'clock. The Prince and his attendants took their places on the platform of the terminus, which was covered with crimson cloth for the occasion. He was received with loud hurrahs from the people assembled, and the band played, God Save the Queen. His Royal Highness was dressed in a plain frock-coat, wearing the Riband of the Garter. He looked well, and appeared very pleased with his trip.

At an early hour all Bristol was astir. The streets were busy with people dressed in their holiday clothes; and during the morning many people came in from the country. Bristol is often thought of as an ugly town, but on Wednesday it looked very pretty. Every window of the houses on the Prince's route from the railway terminus to the dock was crowded with people, flags waved from church towers and steeples, and from lines drawn from roof to roof. Triumphal arches of greenery and flowers were hung up across the streets.

At the Bristol railway terminus the mayor welcomed His Royal Highness and the Prince gave his thanks. The Prince entered the royal carriage and a procession was formed. The carriages were accompanied by soldiers. As the Prince rode in his carriage from the railway to the docks, the flags and triumphal arches were pointed out to him.

The royal party spent 2 hours inspecting the ship and then went to have a banquet with important people. The banquet consisted of cold meats and ice creams and fruit for dessert. There was champagne, wine and lemonade to drink. About 600 people sat down to eat at the banquet and a band played splendid music.

After the banquet Prince Albert went with the important guests to view the launch of the ss Great Britain. The ship was decorated with the flags of many nations. All around the ss Great Britain were other ships and boats and barges crowded with people. On the dock sides there were many spectators who were all crowded together.

At 3.15 in the afternoon, after a signal the ss Great Britain moved gracefully into the water in the harbour with the cheers of thousands of people. The music of the band and the sound of the cannon firing could be heard. As the ship moved into the water, Prince Albert broke a bottle of wine against the ship and said the word, 'The Great Britain'. But the bottle missed the side of the ship. Another bottle of wine was passed to the Prince who threw it at the ship. It broke and the broken glass and wine fell on the people below.

After the launch Prince Albert returned to his carriage. People cheered him on his way to the railway station. His Royal Highness left Bristol station at 4.17 in the afternoon and arrived at Paddington Station in London at 6.57 pm. The Prince thanked the officers of the railway for looking after him so well, and for enabling him to travel 236 miles in the short space of 12 hours and pass 6 hours of that time in Bristol.

6.1b News Report Event Sorting Cards

✂ Cut out the statements and sort them into the correct order of events

<p><i>h. At 3.15 in the afternoon, after a signal the ss Great Britain moved gracefully into the water in the harbour with the cheers of thousands of people. The music of the band and the sound of the cannon firing could be heard. As the ship moved into the water, Prince Albert broke a bottle of wine against the ship and said the words, 'The Great Britain'. But the bottle missed the side of the ship. Another bottle of wine was passed to the Prince who threw it at the ship. It broke and the broken glass and wine fell on the people below.</i></p>	<p><i>a. His Royal Highness proceeded to Bristol and arrived at the railway terminus shortly after ten o'clock. The Prince and his attendants took their places on the platform of the terminus, which was covered with crimson cloth for the occasion. He was received with loud hurrahs from the people assembled, and the band played 'God Save the Queen'. His Royal Highness was dressed in a plain frock-coat, wearing the Riband of the Garter. He looked well, and appeared very pleased with his trip.</i></p>
<p><i>d. After the banquet Prince Albert went with the important guests to view the launch of the ss Great Britain. The ship was decorated with the flags of many nations. All around the ss Great Britain were other ships and boats and barges crowded with people. On the dock sides there were many spectators who were all crowded together.</i></p>	<p><i>g. After the launch Prince Albert returned to his carriage. People cheered him on his way to the railway station. His Royal Highness left Bristol station at 4.17 in the afternoon and arrived at Paddington Station in London at 6.57 pm. The Prince thanked the officers of the railway for looking after him so well, and for enabling him to travel 236 miles in the short space of 12 hours and pass 6 hours of that time in Bristol.</i></p>
<p><i>c. At the Bristol railway terminus the mayor welcomed His Royal Highness and the Prince gave his thanks. The Prince entered the royal carriage and a procession was formed. The carriages were accompanied by soldiers. As the Prince rode in his carriage from the railway to the dock, the flags and triumphal arches were pointed out to him.</i></p>	<p><i>e. His Royal Highness and suite arrived at the Great Western Railway Terminus in London shortly before seven o'clock. The Prince was accompanied by His Royal Highness, the Prince of Saxe-Coburg and other lords. The train also brought down... Mr Smith, the inventor of the Archimedian screw as applicable to steam ships. Mr Brunel acted as engineer</i></p>
<p><i>b. The royal party spent 2 hours inspecting the ship and then went to have a banquet with important people. The banquet consisted of cold meats and ice creams and fruit for dessert. There was champagne, wine and lemonade to drink. About 600 people sat down to eat at the banquet and a band played splendid music.</i></p>	<p><i>f. At an early hour all Bristol was astir. The streets were busy with people dressed in their holiday clothes; and during the morning many people came in from the country. Bristol is often thought of as an ugly town, but on Wednesday it looked very pretty. Every window of the houses on the Prince's route from the railway terminus to the docks was crowded with people, flags waved from church towers and steeples, and from lines drawn from roof to roof. Triumphal arches of greenery and flowers were hung up across the streets.</i></p>

6.1c Shorter News Report Event Sorting

✂ Cut out the statements and sort them into the correct order of events

<p><i>h. At 3.15 in the afternoon the ss Great Britain moved gracefully into the water in the harbour with the cheers of thousands of people.</i></p> <p><i>The music of the band and the sound of the cannon firing could be heard.</i></p> <p><i>Prince Albert broke a bottle of wine against the ship and named the ship 'The Great Britain'.</i></p>	<p><i>a. His Royal Highness arrived in Bristol after ten o'clock.</i></p> <p><i>The people at the station cheered him, and a band played 'God Save the Queen'.</i></p>
<p><i>d. After the banquet Prince Albert went with the important guests to view the launch of the ss Great Britain.</i></p> <p><i>The ship was decorated with the flags of many nations.</i></p> <p><i>All around the ss Great Britain were other ships and boats and barges crowded with people.</i></p> <p><i>On the dock sides there were many spectators who were all crowded together.</i></p>	<p><i>g. After the launch Prince Albert returned to the railway station. He left Bristol station at 4.17 p.m. and arrived in London at 6.57 pm.</i></p> <p><i>The Prince thanked the railway staff for enabling him to travel 236 miles in 6 hours and passed 6 more hours in Bristol.</i></p>
<p><i>c. At Bristol station the mayor welcomed His Royal Highness.</i></p> <p><i>The Prince entered the royal carriage with soldiers as an escort.</i></p>	<p><i>e. His Royal Highness arrived at the Railway Station in London just before seven in the morning.</i></p> <p><i>The Prince was accompanied by the Prince of Saxe-Coburg, other lords and the inventors Mr Smith and Mr Brunel.</i></p>
<p><i>b. The royal party spent 2 hours inspecting the ship and then went to have a banquet with 600 important people.</i></p> <p><i>There were vegetables and cold meats, and ice creams with fruit for dessert.</i></p> <p><i>There was champagne, wine and lemonade to drink.</i></p> <p><i>A band played splendid music.</i></p>	<p><i>f. Before lunchtime in Bristol the streets were busy with people dressed in their holiday clothes</i></p> <p><i>Many people came to the city from the countryside.</i></p> <p><i>Flags were waving on church towers and hung from lines drawn from roof to roof.</i></p>

6.2 The Special Day

You can use this timeline to record the events of Prince Albert's day.

You will need to use your imagination to suggest activities for some hours of the day.

What do you think might have happened?

Time	Activities
6.00 am	
7.00 am	
8.00 am	
9.00 am	
10.00 am	
11.00 am	
12.00 am	
1.00 pm	
2.00 pm	
3.00 pm	
4.00 pm	
5.00 pm	
6.00 pm	
7.00 pm	
8.00 pm	

6.3 Watching the Launch

If you were a member of the crowd ...

What can you see?

What can you hear?



What can you smell?

What are you feeling
about being there?

6.4 At the Launch

Imagine that you are someone in the crowd watching the launch.



1. Who are you?
2. What is your name?
3. What is your age?
4. Who is in your family?
5. What is your occupation?
6. Why have you come to the launch?
7. What have you seen, heard and smelled?
8. What did you do before you came to the launch?
9. What are you going to do after you have seen the launch?
10. What do you think of the launch?

The Bristol Bus Boycott

Dr. Penelope HARNETT

Introduction

This lesson relates to the Bristol Bus Boycott of 1963, when racism was exposed, and opposed by some of the people of Bristol. The activity relates to sequencing events, and discussing the chronology and nature of events.

Background

In 1963 a small group of West Indian and African origin Bristolians took on the Bristol Omnibus Company to challenge their racist policy of refusing to employ 'coloured' staff.

The result was a high profile peaceful campaign, with heated media coverage, and acrimonious exchanges of views, a High Court libel case- won by one of the campaigners against the local leader of the TGWU and a newspaper, and a mass demonstration of support in a boycott of the buses.

Learie Constantine, the former international cricket star intervened in his role as High

Commissioner for Trinidad and Tobago in London and persuaded the government owned Transport Holding Company, parent company to Bristol Omnibus, to intervene. On 28 August 1963 five hundred Bristol Omnibus workers debated the issue and agreed to lift the discrimination. On the other side of the Atlantic, on the same day Martin Luther King made his "I Have A Dream" speech.

Some historians suggest that the campaign, and the support of local Labour MPs Stan Awbery and Tony Benn, together with Labour opposition leader Harold Wilson in parliament, was part of the trigger for the introduction of the 1965 and 1968 Race Relations Acts which made discrimination in employment, in public, and in housing matters illegal.

On 17th September 1963 the first non-white bus worker began employment with Bristol Omnibus: Raghbir Singh, a local Sikh, shortly after which two Jamaican and two Pakistani men also took up jobs on Bristol's buses.

Teaching and Learning Materials

Two sheets are provided for this lesson

	Title of Activity	Skills and Concept Development
7.1	The Events of the Bristol Bus Boycott	Sequencing and sorting skills; Chronological awareness; Discussion and collaborative learning
7.2	Bristol in the 1960s	Observation and Inference skills

Lesson Plan:

Key Question or Focus

How did people campaign against racial discrimination in the 1960s?

The Aim of the Lesson

To learn about one person's campaign against racism and to consider different forms of protest

Intended Learning Outcomes

All learners- will understand the sequence of events leading to the Bristol boycott and express some views.

Most learners- will be able to express their views on different ways of protesting.

Some learners- will be able to contextualize these events within a wider framework of global history and human rights.

Learning Objectives

to learn about the story of the Bristol Boycott through sequencing events; to understand reasons why and how people may take action against injustice.

Preparation

Cut out the statements on worksheet 1. Shuffle the statements so that they are not in the same order. Prepare copies of worksheet 2. Research the event in more detail using the suggested web sites. Find a map of Europe and the UK showing the location of Bristol.

Starter

Ask the students to tell you about jobs which are done in the community. Compile a list with them on the board or flip chart. Ask the students if anyone in the community can apply for the jobs listed. Would certain jobs be only available to certain people? What might debar people from applying for certain jobs? Raise ideas linked with age, qualifications, gender, experience, race etc.

Explain to the students that they are going to learn about what happened to a young man who wanted to work on the buses for the Bristol Omnibus Company. Bristol is a city in the south west of England and it may be useful to have a map available to indicate its location.

More information about the dispute may be found at: www.englishpastforeveryone.org.uk/counties/Bristol/Projects/EthnicMinorities/Items/Black_and_white_on_the_buses.

www.breazeshare.net/blackbristolianspeoplewhocanmakeadifference/bristolbusboycottresourcessealsofbiographiesofpaulstephens

www.bbc.co.uk/legacies/work/england.bristol/article_1.shtml

Timing

5 minutes

Main Activities

Introduce the story of the bus boycott to the students. Provide the students with some background information. After the second world war there was a shortage of labour and people from Britain's colonies and former Empire, notably the Caribbean and the Indian sub continent in particular were encouraged to come to the UK to work in public services, including the health service and public transport. This is the story of one man who was qualified and who wanted to work on the buses. Show the students pictures of the buses on sheet 7.2.

5 minutes

- | | |
|--|------------|
| 1. Ask the students to work in pairs. Give the students the statements about the boycott from sheet 7.1 which have already been cut up. Ask the students to order the statements in the correct sequence. When they have completed their sequence ask the students to compare their sequence with another pair of students. Ask the students why have they sequenced the statements in that order – what clues helped them? After discussion clarify that all the students have the correct order. | 12 minutes |
| 2. Go over the events of the sequence to ensure that students have fully understood the story. Paul Stephenson knew that the Bristol Omnibus Company would not employ black people and he wanted to ensure that everyone knew how unjust this was. It was for this reason that he rang the Bristol Omnibus Company to tell them that Guy Reid Bailey who had an interview was black. | 3 minutes |
| 3. Show the students the pictures of the protests during the Bristol boycott from sheet 7.2. Ask the students to think about what action they would have taken if their interview had been cancelled. Collect the different ideas from the students. Create a conscience alley by dividing the classroom with a line marked out with string or something similar. Label one side of the line the protest side and the other side as the non-protest side. Ask students individually to walk down the line and to decide which side of the line they will stand on. Ask them to provide reasons for their choice of side. The activity enables students to listen to each others' views as they walk down the line. | 10 minutes |
| 4. At the end of the activity tell the students that it took another five years before racial discrimination was finally banned in Britain with the passing of the Race Relations Act in 1968. This Act made it illegal to refuse housing, employment or public services to people because of their ethnicity. | 3 minutes |

Extension Activities

Ask the students to think of other times which they know about when there have been peaceful protests against injustice. This could also lead onto discussion about whether non-peaceful protests are acceptable in the modern world.

Students can be told about the civil rights movement in the US in the 1960s. On the same day that agreement was made to employ black people on the buses in Bristol, Martin Luther King made his famous speech, *I have a dream*, where he looked to a future where there would be no discrimination on the grounds of race or colour. Information about another bus boycott against racial discrimination in Montgomery, US in 1995 may be found at <http://www.montgomeryboycott.com/frontpage.htm>

Plenary

Students will feedback to the class on what they think the main learning point of the lesson has been for them. Ask the students what slogan they would devise as a protest slogan to carry through the streets.

3 minutes

How would I build on this lesson?

I would use this lesson as a starting point to encourage students to think about conflict and ways in which it may be resolved. This could be through looking in more depth at the civil rights movement in the US; or examining a local conflict and how it was resolved or focusing on a contemporary event and asking students to explore different views on its resolution. I would also use this lesson as a starting point for talking about human rights and ask students to consider which rights are important in today's society.

7.1 The Events of the Bristol Bus Boycott

✂ Cut around these different statements and mix them up. Ask the students to arrange the statements in the correct sequence.

In April 1963 Bristol Omnibus Company (BOC) did not employ any black people on the buses.

A young man called Guy Reid-Bailey came to England from Jamaica. He lived in Bristol and wanted a job on the buses.

Paul Stephenson, a black youth worker in Bristol checked that there were vacancies to work on the buses. He found out that Guy had enough qualifications to work on them.

Paul Stephenson arranged an interview for Guy to work with the Bristol Omnibus Company.

The Bristol Omnibus company agreed to interview Guy.

After the interview had been arranged Paul Stephenson rang up the Bristol Omnibus Company and told them that Guy was African-Caribbean. He wanted to see if they would employ a black man.

The Bristol Omnibus company cancelled Guy's interview.

A boycott of the buses was organized. People travelled around Bristol on foot and used other forms of transport.

The newspapers and television reported the boycott.

Local and national politicians supported Guy and there were marches in support of him.

The Bristol Omnibus Company talked for a long time with the trade unions and people who were supporting Guy.

In August 1963 the Bristol Omnibus Company finally agreed to employ Black staff.

The first black person to work on the buses was appointed in September 1963. His name was Raghbir Singh.

7.2 Bristol in the 1960s



Protests in Bristol against the Bristol Omnibus Company

Active History: Thinking History

Dr. Ian Phillips*

Introduction

This section explores a number of important elements in history education:

How do you help pupils to develop a more informed understanding of the past?

How can you change their perceptions that history is nothing more than a series of lists?

How can you help pupils develop the ability to think, reason and argue historically?

Sometimes history involves just too much information: dates, facts about personalities, battles, peace treaties. Part of this difficulty arises because traditionally pupil learning is seen more in terms of being able to memorise large lists after they have been copied from a blackboard or given as dictated notes. The basis of this activity presents short pieces of information in separate and distinct blocks.

This teaching strategy – the Card Sort is widely used by many history teachers in the U.K. and as has proved to be a highly effective way of engaging pupils with text.

The key to active teaching and learning is the way that pupils are cognitively challenged – or made to think. Rather than simply recalling a list of events pupils are required to make logical connections between pieces of information and then to begin to develop reasoned explanations. The most effective way that this can sometimes be achieved is to ask pupils: ‘how did you work that out?’ As well as asking the pupils to ‘work out the right answer’ you are also asking them to explain how they worked out the answer. Tasks like Card Sorts are also active in another way in that they are ideal for promoting collaborative thinking and working – this could be simply exchanging ideas with a partner or in larger groups where there are opportunities to develop wider ranging discussions.

Teaching and Learning Materials

One teaching task is provided for this lesson

	Title of Activity	Skills and Concept Development
8.1	An Account of the Industrial Revolution	Comprehension, recall, chronological understanding
8.2	Industrial Revolution Sorting Cards	Selection and applied reasoning, inference, application of prior knowledge, discussion and groupwork skills
8.3	Map- England before the Industrial Revolution	Using historical images, knowledge and understanding, spatial awareness
8.4	Map- England after the Industrial Revolution	

Lesson Plan:

Key Question or Focus

The causes and consequences of Industrial Revolution.

The Aim of the Lesson

The exercise is based on studying the Industrial Revolution in the United Kingdom and focuses on developing pupils’ conceptual understanding of cause and consequence: teachers should focus on ensuring pupils understand that history is more than a series of narratives but is an organized form of enquiry.

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Intended Learning Outcomes

All learners- Should understand, on a simple level, why 'things happen' and able to offer a reasoned explanation accepting that there can be an element of disagreement between historians.

Most learners- Should be able to explain why evidence might be contradictory.

Some learners- will operate at a more sophisticated level and can prioritise causes and consequence, extracting key information and using it to construct their own explanations and develop a complex and balanced argument.

Learning Objectives

To provide an opportunity to engage, in an appropriately sophisticated way, with group work, sorting and selecting skills, inference and reasoned argument and higher order thinking in dealing with cause and consequence related to the industrial revolution.

Preparation

Copy the resource sheets and ensure you have adequate numbers of maps or other stimulus materials.

Starter

Read resource 8.1 with your group- this is a traditional narrative account of the Industrial Revolution which outlines a sequence of events in Great Britain in the 18th and 19th centuries. Traditionally using such accounts involves asking a series of comprehension questions which test only an ability to locate information in the text- comprehension and extrapolation (low order skills). Even if pupils get all the questions correct this is no guarantee that they will have learnt everything or understood anything.

Ask pupils some simple questions to check understanding but do not linger on the account.

Timing

6 minutes

Main Activities

Distribute the sorting cards (resource 8.2), which are formed from a series of statements about the industrial revolution, and should be photocopied and cut up into single statements. You should make enough copies of these statements for your class – one set per group or one set for each pair. To make them more robust and last longer you might want to consider copying them onto card or even laminating them.

Some of the statements focus on CAUSES, explaining why particular developments took place. For example if we want to think about factors which contributed to the changes in industrial production one obvious explanation is the growing population which would increase demand for a whole range of products. This could be a relatively simple exercise where students are simply required to identify a number of factors responsible for change, however this can be made more complex as factors are inter-dependent and one invention or development is the result of a group of factors, some might go back in time and could be considered pre-conditions. Other factors might be more immediate and act as triggers which 'make' something happen at a particular time.

20-40 minutes depending on discussion and follow up activities

It is also possible to disagree about the relative importance of these causal factors and this can help students to begin to understand how and why history is sometimes the subject of debate and disagreement. Working with resources like this in a classroom can encourage pupils to work co-operatively with each other, to discuss their ideas about how and why events happen and what the consequences of these events might be.

Working with resources like these students begin to understand how historical arguments can be constructed and how evidence drawn from different kinds of primary sources is then used to make a case for a particular explanation. A further step which again encourages thinking, discussion and debate might require students to make judgments: if they are considering the consequences of actions they might like to consider a question such as: 'Was the Industrial Revolution 'a good thing'?

Suggestion 1. Sorting to discuss significance.

- Decide if you want to use all the cards or make decisions about which cards you are going to use.
- Each person should take 2 or 3 cards, they are going to try and make a decision about the importance of the information they have. In this case it is - how important their factors are as a cause of the Industrial Revolution.
- On your tables you have two cards at different ends of the table:
- VERY IMPORTANT -----NOT VERY IMPORTANT
- If you think the card you have is an important cause of the Industrial Revolution place it on the line close to the 'VERY IMPORTANT end.
- The line is a continuum, where you place the card indicates its relative importance.
- As other members of your group place their cards along the line there may well be some disagreement.
- Once all the cards are on the line spend some time moving cards along the line to where you think they ought to go.
- Discuss with the other people in your group what you think are the important factors which made the Industrial Revolution happen.
- Finally try to construct a collective group account which explains why the Industrial Revolution happened.
 - When you are working through this activity with pupils ask them to focus on their thinking. This helps to make the learning more effective. The key to learning here is the discussion and debate which takes place between your pupils. Rather than just placing the cards on the line they should be asked to explain:
 - 'I am placing this card here because
 - I think this card is more important than X because Y...

Suggestion 2. Looking at Individual Industries: Agriculture, Textiles, Coal, and Iron...

Either all pupils in the class begin their work on the Industrial Revolution by examining the changes that took place in Agriculture or one group of pupils in the class is asked to consider the role of agriculture.

Group 1

<p>In the 18th Century the population began to grow significantly.</p>	<p>Farming became more scientific: selective breeding meant that the quality of animals increased. They became bigger and were able to produce more meat.</p>	<p>A great deal of farming land was enclosed. It became more productive and the production of wheat, barley and oats increased significantly.</p>
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20-40 minutes depending on discussion and follow up activities

Tenant farmers were able to make large profits from rising food prices. They reinvested their profits in improving the land.	Landowners realized that if their land was enclosed they would be able to increase rents.	As more land was enclosed farming became more efficient but needed fewer workers. A large number of farm workers moved from the countryside into towns.
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These causes focus on the changes which took place in agriculture, clearly the rising population was a key trend during the 18th century. Pupils might simply assume that a significant rise in the population would automatically lead to a rise in food production but they might be asked to consider how and why this seemingly logical result occurred. It could be valuable to explore the idea of supply and demand – and explore the consequences of food shortages and rising prices and ask pupils to make the link between the generation of capital and the opportunity to make money. Why for example did the farmers or landowners re-invest money rather than simply sitting back and watching their income rise?

Group 2

The focus here is on the growth of the textile industry and in particular the growing importance of cotton cloth. Again a causal link is made with the growth of the population in the 18th century but there is another complicating factor – changing fashions and tastes. Pupils might want to consider why cotton might be thought to be a better material and what this said about this new material, for example was it also cheaper? was it easier to clean? Another key issue which the development of the textile industry raises is that of the role of inventors and entrepreneurs. If Arkwright hadn't been around does this mean that the Water Frame would not have been invented? In this instance pupils might be pointed to the names of other inventors and try to discover how they were different from Arkwright – i.e. he was a businessman who knew how to take advantage of a situation.

There is also an apparent contradiction in the events here – a rising population and a labour shortage. Pupils might be asked to consider factors responsible for the location of industry – why build mills in remote rural locations where there was a shortage of labour. The obvious answer was that power was the key factor – people could be brought to rural locations where there were plentiful supplies of water power. This aspect of industrial development begins to consider the interdependence on other key areas of industrial development – the part played by millwrights and engineers who designed and built the new factories.

Group 3

Engineers like James Watt improved the design and efficiency of steam engines. They were used to power machinery in factories and pump water from mines.		
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Engineers used new materials like wrought iron to improve the design and efficiency of water wheels making it possible to build larger factories.	Abraham Darby discovered how to smelt iron using coal rather than charcoal. This enabled large blast furnaces to be built.	Cheap cast iron became an important building material. Iron girders were used to build multi storey factories. Wrought iron was used to make bridges.
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Taken in isolation the development of the iron industry does not appear to be all that significant and pupils might be encouraged to think about the consequences of increasing the production of iron: 'what was iron being used for? what material might iron have replaced? How would this have an impact on other industries? Pupils might be able to develop a series of causal links from the information available. Similarly they might be able to consider the role of individuals: e.g. was James Watt more important than Abraham Darby?

Further examples could be added which look at the way the iron industry developed in the early 19th century – the significance of producing wrought iron and the links with the railways in the 1830s. Another significant development was the invention of the Bessemer process for the production of bulk steel in the 1850s. From this you can see that some industries had long lasting industrial revolutions. Most of the changes that took place in the coal industry were in place by the end of the 18th century perhaps because mining technology remains relatively simple. In the iron and steel industry production became more complex and more scientific.

Group 4

Engineers like James Watt improved the design and efficiency of steam engines. They were used to power machinery in factories and pump water from mines.	Coal could be dug from deep underground with the invention of effective steam engines to pump water and to lift the coal from the bottom of the mine.	The production of coal increased significantly due to the demand from the iron industry and the increased use of steam engines to power factories.
Abraham Darby discovered how to smelt iron using coal rather than charcoal. This enabled large blast furnaces to be built.	In the 18 th Century the population began to grow significantly.	

The development of the coal industry is linked quite deliberately to the iron industry. This interdependence is one of the keys to understanding the significance of the industrial revolution. More difficult for pupils to understand, perhaps, is the link between the growing population and increasing coal production. Pupils might simply see this in terms of more people needing more coal to keep their houses warm but the key is in understanding how the increased demand for consumer goods – pottery, textiles etc has a knock on effect for the coal – and iron industries. Pupils might also want to explore the link between the development of efficient steam engines to pump water out of coal mines which enabled coal to be mined from deeper underground and therefore more coal to be produced.

The key to good thinking is encouraging discussion; clearly the first stage is discussion within a group. Asking them to make logical connections between the information in front of them. There are various ways that the teacher might interact with the group – supporting or scaffolding their learning. Again the nature of the resources makes this more straightforward. The teacher might challenge pupils sequencing or their assumptions: e.g. what happens if you place C before Card E or simply ask them to explain their sequence. The important element of teaching this kind of activity is that the 'right' answer is less important than the explanation. Even when you think pupils are making mistakes it is better for them to be able to re think their ideas, rather than simply being told that their explanation is wrong.

Suggestion 3: Focusing more closely on Explanations

The role of capital and infrastructure

As the population began to grow the demand for clothing increased.	Money from plantations in the West Indies was used to buy luxury goods.	Trade with the Empire changed British tastes: people began to drink tea with sugar.
Changing fashions increased the demand for cotton cloth.	Tenant farmers were able to make large profits from rising food prices. They reinvested their profits in improving the land.	In the 18 th Century the population began to grow significantly.
The canal network expanded rapidly making it possible to move heavy bulky materials like coal cheaply to industrial towns.	Cities like Liverpool and Manchester in the north of England and Birmingham in the midlands grew very rapidly.	Over the period of the industrial revolution the population of the UK grew from approximately 6 million in 1750 to 10 million in 1800. In 1841 it had grown to 18.5 million and by 1900 it was 30 million.

This section looks at some less obvious links. The focus is more on developing explanations rather than seeing direct causal links – or direct consequences. Clearly a significant explanation for many of these changes is the growing population in the 18th century which served as a stimulus for other sectors of the economy but there are other patterns apparent. These might focus on the growing wealth of the nation and the effect this had on the economy. At one end of the scale money was being made from trade with the colonies - including the slave trade. This created a significant amount of capital which was used to fund the industrial revolution. Again this is not so straightforward – did the industrial revolution happen because people invested money or was this down to changing attitudes where people wanted to do something other than invest money in landed estates? The fact that farming was also generating wealth might suggest that people were more willing to invest in other enterprises.

Britain was also possibly becoming a wealthier nation and money was beginning to trickle down. In towns like Liverpool and Manchester merchants were able to invest in new schemes such as canals or in shipping. As their wealth grew, so did their tastes for new fashionable cotton clothes and for tea and coffee and sugar.

It might be useful to also look at the way that the population grew- how long it took to double and then treble. It is not just about the size increasing but considering the consequences of there being twice or three times as many people in the UK. The consequences of rapid urban growth are also important factors to consider along with the needs of these growing populations.

The role of population and the labour force

In the 18th Century the population began to grow significantly.	Cities like Liverpool and Manchester in the north of England and Birmingham in the midlands grew very rapidly.	Over the period of the industrial revolution the population of the UK grew from approximately 6 million in 1750 to 10 million in 1800. In 1841 it had grown to 18.5 million and by 1900 it was 30 million.
As more land was enclosed farming became more efficient but needed fewer workers. A large number of farm workers moved from the countryside into towns.	One of the problems facing early industrialists was a shortage of labour in remote rural locations.	Machines like Arkwright's Water Frame did not need a skilled workforce to operate it.

The focus here is on the growth of the working population and the way that the industrial revolution had an impact on the social conditions of urban and rural poor. This section provides an opportunity for pupils to consider the effects of these changes. The way the information is presented here appears to suggest that there was a direct causal link between rural unemployment and the need for labour in the new industries but this might not be so straightforward. Industrialization was particular to certain regions – the north and the midlands but the areas most affected by changes in farming practices tended to be in the south of England. There is a tendency to think that people simply moved to the nearest town or big city.

Another factor in this was Irish immigration, in the North West there was a long tradition of migration across the Irish Sea even before the Famine years of the late 1840s

Suggestion 4: The Role of Individuals.

Engineers like James Watt improved the design and efficiency of steam engines. They were used to power machinery in factories and pump water from mines.	Engineers used new materials like wrought iron to improve the design and efficiency of water wheels making it possible to build larger factories.	Arkwright's Water Frame made it possible to spin cotton yarn in factories making mass production possible.
Abraham Darby discovered how to smelt iron using coal rather than charcoal. This enabled large blast furnaces to be built.		

In the older, traditional histories of the industrial revolution the narrative was developed through the work of famous inventors, innovators and entrepreneurs. The role of these individuals is worth exploring and pupils might be asked to consider the relative merits of the view that famous people made events happen or that the economic situation was such that many people were trying to find solutions to problems; in the textile industry for example there were a number of different attempts to build a machine which could spin yarn more effectively. The question has to be asked then 'why was Arkwright the person who was ultimately successful?' Was this down to the technical brilliance of his design or to the fact that he was a clever business man able to exploit his patent? It might also be worth considering the view that once some changes were set in motion others were almost inevitable: to fully understand the significance of this situation in the 18th century pupils might be asked to look at the way computers and digital technology have developed over the past 15 years.

Developing coherent and structured narratives:

This is where understanding is consolidated and where you, the teacher, can measure the learning that has taken place. This does involve far more than putting all the pieces of information back into the correct order, setting a class test or asking the pupils to write an essay.

- Successful learning depends upon on the question!

You need to consider:

1. What you want the pupils to know
2. What you want the pupils to be able to do
3. What you want the pupils to understand

Some Suggestions.

1. Group Presentations. These could take a number of forms, if there is good access to ICT pupils could create and then present their own PowerPoint presentations. This would involve pupils dividing up the tasks themselves and taking responsibility for - say two or three slides. Not only are pupils being taught how to develop an historical argument, they are also developing important communication skills and learning how to work together in a team. The key aspect of this activity is that they not only review the history they have learnt but that they also need to be aware of the way that they have been learning and the interpersonal skills that they have been developing.
2. Wall displays. Again these could take a number of different forms - they key issue might be the availability of ICT to help them make their work more striking and attractive. This format might simply replicate the PowerPoint. Another way would be to try and develop a Time Line which would show developments in a largely chronological manner. With imagination however Time Lines can become quite dynamic. The information would be moving from left to right - horizontally but there can be a vertical element to it. Different color coded zones could focus on Agriculture, Textiles, Coal and Iron but it would be possible to demonstrate links and connections in this way.
3. A written assignment. There is nothing wrong with this but the work would need to be challenging and matched to the age and ability of the pupils. You would need to be clear what you were trying to do, for example could the Know - Do - Understand formula referred to above be a useful guide? You would also be encouraging your pupils to develop a particular kind of writing, for example to argue historically or rhetorically or trying to argue from a particular perspective or point of view.

Extension Activities

Use resource 8.3 and 8.4- Maps of Britain before and after the Industrial Revolution.

These are simply to illustrate where the changes took place and the nature of the changes which occurred over the 200 years of the Industrial Revolution. If you are ever using maps like this with your pupils it might be a useful way to help your pupils by asking them to find the names of English football clubs in the Premiership:

The North West of England: Manchester United, Manchester City, Liverpool, Everton (in Liverpool)
Bolton, Blackburn, Wigan.

The North East of England: Newcastle, Sunderland, Middlesborough,

The Midlands: Stoke City, Aston Villa, West Bromwich Albion

London.

Chelsea, Arsenal, West Ham, Fulham, Tottenham

The Rest

Hull, Portsmouth

Plenary

Pupils will have been discussing complex, inter-related causal issues and consequences and may have been showing highly advanced historical thinking, applied recall and understanding: ensure that they get the chance to talk about, and be praised for the quality of their thinking.

Consolidate the discussion, and make a link to what you will do in the next session.

How would I build on this lesson?

This lesson on causation offers a natural lead-into lessons on consequences: social and political history which looks at urban living and working conditions, and the rural depopulation and accompanying changes in life, society, technology and the economy.

Pupils rapidly become familiar with the process of using cards for sorting and sequencing activities. To begin with they might need relatively few cards, and unsophisticated statements, and certainly less able groups should not be presented with very large numbers of complex statements. As pupils develop confidence using card sorts, develop more challenging tasks and provide opportunities to link knowledge and influential historical factors and trends, perhaps even linking to 'real' historians' work on significance, cause and consequence.

Remember to encourage and steer, but not too closely monitor discussion as pupils often best 'bounce' ideas off each other. Sometime using a tape recorder or camera can be illuminating to later check the level of their historical understanding and reasoning. Also remember that it is important to ensure that the quality of dialogue and discussion and any follow up writing is good, and reflects the best of what is done in groups.

8.1. An Account of the Industrial Revolution

This is a simple narrative chronicle which outlines a sequence of events. This might help you to understand the background to the Industrial Revolution which took place in Great Britain in the 18th and 19th centuries.

The Industrial Revolution was a period of rapid change in England which began in the 18th century. It was characterized by a rapid growth in population and improvements in economic production. One of the first areas to change was agriculture where improvements in cultivation methods, the reorganization of land holdings made it possible to improve crop yields. At the same time advances were made in selective breeding which improved the quality of livestock. As a result food production improved, prices also increased and farming became more profitable. Some wealthy landowners had also made fortunes in the colonies in the West Indies, mostly in the sugar trade. This money often financed the new methods of farming; some also used the money to invest in new industries. The iron industry was one of the first to change at the very beginning of the 18th century. Abraham Darby discovered how to turn coal into coke which could be used to smelt iron. This technological change meant the more iron could be produced and it became a more common building material. At the same time improvements in engineering, in particular the work of James Watt led to the production of efficient steam engines. At first these were mostly used to pump water out of coal mines but later Watt built steam engines which could be used to power machinery.

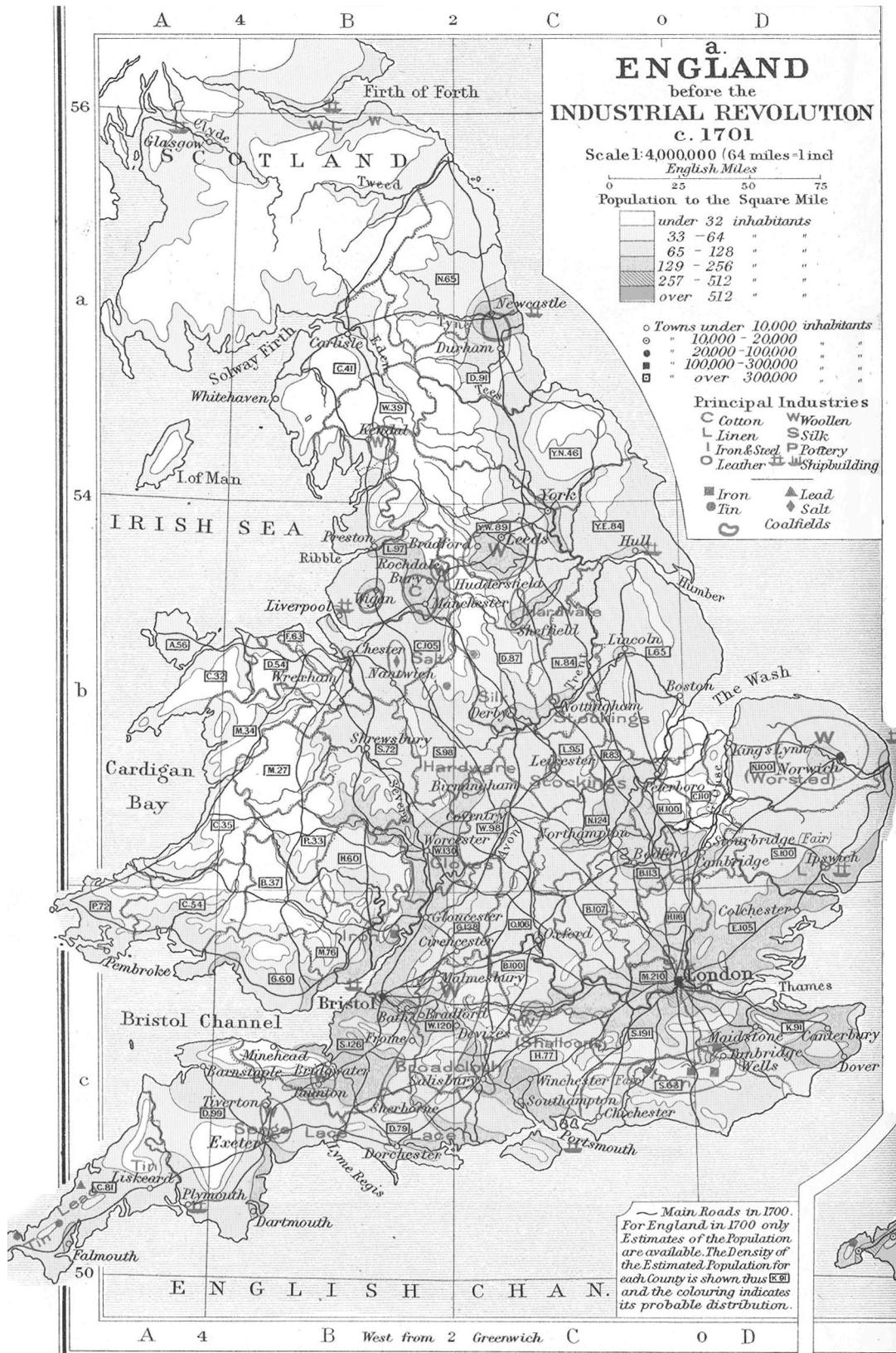
Throughout the 18th century there was an increasing demand for textiles; most clothes were made from wool but changes in fashion meant that the demand for cotton cloth increased. The first breakthrough in textile manufacturing occurred in the 1730s with the invention of the flying shuttle by William Kay. Kay's flying shuttle increased the amount of cloth a weaver could produce but it resulted in a shortage of yarn. Inventors in Lancashire came up with a series of machines which were designed to increase the amount of spun yarn. The most successful of these was Richard Arkwright's Water Frame. Arkwright was a successful businessman and patented his invention; the Water Frame could be operated by unskilled workers and was the first spinning machine which was successfully designed to be used in a factory. By the 1820s the cotton textile industry had been full mechanized and most production was taking place in large mills, powered by steam engines and located in large cities and towns like Manchester, Bolton and Oldham.

Most of this industrial development in the United Kingdom was taking place in South Wales, the Midlands, the North West of England, Yorkshire, Newcastle and the North East and in the Central Lowlands of Scotland. One feature which all these places had in common was coal, and iron. The other key industries which developed in these areas were shipbuilding, textiles – wool and cotton and engineering. Improvements in transport were also an important element of the industrial revolution. In the 18th and early 19th century a network of canals spread across England but from the 1830s this began to be replaced by a more efficient railway system. By 1860 all major towns and cities were connected by railways. This not only made it possible to move raw materials and finished goods but also made it possible to move agricultural products into towns more easily resulting in cheaper food and better quality food.

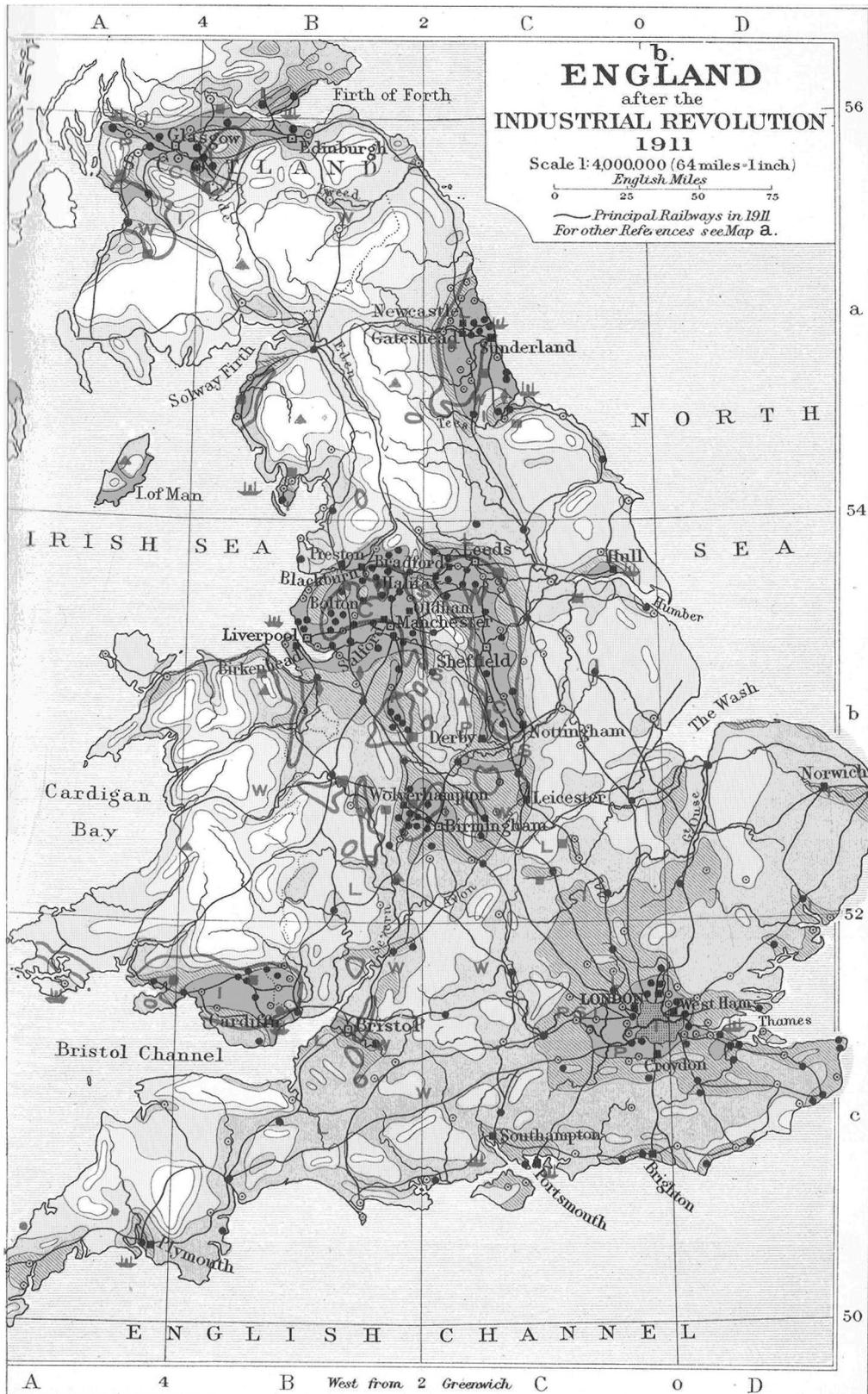
8.2 Industrial Revolution Sorting Cards.

In the 18th Century the population began to grow significantly.	Farming became more scientific: selective breeding meant that the quality of animals increased. They became bigger and were able to produce more meat.	A great deal of farming land was enclosed. It became more productive and the production of wheat, barley and oats increased significantly.
Tenant farmers were able to make large profits from rising food prices. They reinvested their profits in improving the land.	Landowners realized that if their land was enclosed they would be able to increase rents.	As more land was enclosed farming became more efficient but needed fewer workers. A large number of farm workers moved from the countryside into towns.
As the population began to grow the demand for clothing increased.	Money from plantations in the West Indies was used to buy luxury goods.	Trade with the Empire changed British tastes: people began to drink tea with sugar.
Changing fashions increased the demand for cotton cloth.	There were a series of inventions which made it possible to manufacture more cotton cloth	Arkwright's Water Frame made it possible to spin cotton yarn in factories making mass production possible.
Engineers used new materials like wrought iron to improve the design and efficiency of water wheels making it possible to build larger factories.	The earliest factories tended to be built in areas where there were fast flowing rivers and a reliable water supply.	One of the problems facing early industrialists was a shortage of labour in remote rural locations.
Machines like Arkwright's Water Frame did not need a skilled workforce to operate it.	Abraham Darby discovered how to smelt iron using coal rather than charcoal. This enabled large blast furnaces to be built.	Cheap cast iron became an important building material. Iron girders were used to build multi storey factories. Wrought iron was used to make bridges.
Engineers like James Watt improved the design and efficiency of steam engines. They were used to power machinery in factories and pump water from mines.	Coal could be dug from deep underground with the invention of effective steam engines to pump water and to lift the coal from the bottom of the mine.	The production of coal increased significantly due to the demand from the iron industry and the increased use of steam engines to power factories.
The canal network expanded rapidly making it possible to move heavy bulky materials like coal cheaply to industrial towns.	Cities like Liverpool and Manchester in the north of England and Birmingham in the midlands grew very rapidly.	Over the period of the industrial revolution, the population of the UK grew from approximately 6 million in 1750 to 10 million in 1800. In 1841 it had grown to 18.5 million and by 1900 it was 30 million.

8.3 England before the Industrial Revolution



8.4 England after the Industrial Revolution



Why was the Ottoman State so Successful and so Long Lasting?

Dr. Cevdet KIRPIK*

Introduction

This activity provides an opportunity to explore some Ottoman history, raising the question as to why the Ottoman Empire rapidly established itself as a major power and a long lasting dominant force in the region.

The activity uses a set of sorting cards related to reasons why the early empire was

successful. It is intended that pupils will work in groups, and that the cards will be used to promote discussion, with teams reporting back to the whole group after a fixed time span. The cards can subsequently be re-sorted to promote further debate. Young people will vary in their ability to make inferences, and some may need to work with less statements while others will cope with the full set.

Teaching and Learning Materials

Two resources are provided for this theme:

	Title of Activity	Skills and Concept Development
9.1	Factors Contributing to the Ottoman Empire's Long Term Success	Using the concept of significance: Identifying significant personal events; selection and inference; Influence of contextual factors
9.2	Maps of the Early Ottoman Empire	Map skills, Linking factors; Significance

Lesson Plan:

Key Question or Focus

Why was the Ottoman State so successful and so long lasting?

The Aim of the Lesson

To develop analysis skills and make inferences related to cause and consequence and to explore the factors that helped secure the prosperity and longevity and expansion of the Ottoman state.

Intended Learning Outcomes

All learners- will gain an understanding of the outline factors that helped the growth and success of the Ottoman state.

Most learners will be able to express views to explain the causes and consequences of the enlargement policies of the Ottoman state, including developing an awareness of the construction of a multicultural society.

Some-less able students will be able to make assertions about what brought success to the Ottomans.

Some-more able students will be able to make inferences about what kind of policies bring long-term success to a state, company or organisation.

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Learning Objectives

Students will use statements about the development of the Ottoman Empire to develop their knowledge and understanding of the history of the Empire and the factors contributing to its success. They will increase their familiarity with the geography of the area covered by the Ottoman empire and will use maps. In group discussion, oral presentations, and written tasks they will demonstrate their learning and list the reasons why the Empire expanded quickly, including showing an understanding of the importance of the leadership of the state. The most able will be able to compare Ottomans' policies with other successful State formations.

Preparation

Prepare copies of the worksheets 9.1 and 9.2. Cut out the statements on sheet 9.1. Shuffle the statements so that they are not in the same order (they include numbers to make it easier when discussing a particular statement, but the numbers have no other significance). Prepare copies of the maps (resource 9.2) showing the location where the Ottoman Empire was founded, or project the image using a computer and projector. The second map is orientated differently to the first, and might provide interesting possibilities for discussion about perspectives and positioning.

Starter

Ask students about successful people they know of and their road to success. Who do they consider successful? What made these people successful? Is there any common trait in their success? Does '*where you are*' bring advantages and disadvantages (e.g. urban or rural areas, remote area or capital) have any impact on the likelihood of achieving success? How can people overcome any disadvantages related to where they are or their background? How can people 'get along with other people' better? Do they have any strategies to 'win over' other people?

List the answers given by the students on the white board or flipchart sheet.

Introduce the story of the foundation of the Ottoman States to the students. Provide background information by explaining to them that compared to other Turkish seignories in Anatolia, the Ottomans expanded quickly. You could show the students the political map which shows the period of expansion up until the Ankara War in 1402.

Timing

10 minutes

10 minutes

Main Activities

1. Show students the place where the Ottoman State was founded on the physical map. Ask students to speculate about why the Ottoman Empire expanded.

Use the physical geography map to explain the motivation for, and direction of, the Ottoman expansion. Since the Ottoman state was founded in Sogut, Bursa which is a relatively hilly-mountain area, they were motivated to expand via the plains to the sea. These plains were also easier to capture than hilly areas. The expansion policy was usually to push west rather than to the east into areas of fertile land, with rich mines. On the map while brown coloured areas were indicating hilly places, green colour indicates lowlands and plains.

You could obtain a coloured version of the map via: <http://www.cografyakulubu.com/image/harita/turkiye/01marmara.jpg>

2. Get the students into groups of four and give each group a set of the statements from resource 9.1: these statements explore the factors that lead to the success of the Ottomans.

5 minutes

15 minutes working, then time to present answers

Each group should work as a team to decide what made the Empire successful. Ask students to base their discussion on sorting the statement cards in order of their importance. Every group will need to appoint someone as a reporter for their group to explain their answer to the class after a fixed time period.

3. Ask the students to re-sort the cards with respect to political, economic or religious factors. Ask students to decide which one of these main factors is the most important in terms of the expansion of the Ottomans. Ask groups to choose a new presenter each time.

15 minutes

Extension Activities

Discuss with the class if they know of any other long-lived and successful states. Are there any similarities and differences between their examples and the Ottoman Empire?

Plenary

Ask students about the main learning points of the lesson: what skills and concepts have they shown or developed today? In summarising the learning make a particular focus on the relationship between the State and the people.

How would I build on this lesson?

Link a discussion of successful states in the past with 'good government' today. What makes a government successful in today's world? Are people's welfare and democratic participation important for the sustainability of a State? How important is it to ensure the population respects differences and diversity and secures a peaceful and prosperous society? Set the task of writing a short letter to modern political leaders suggesting ways to improve life for the citizens of today.

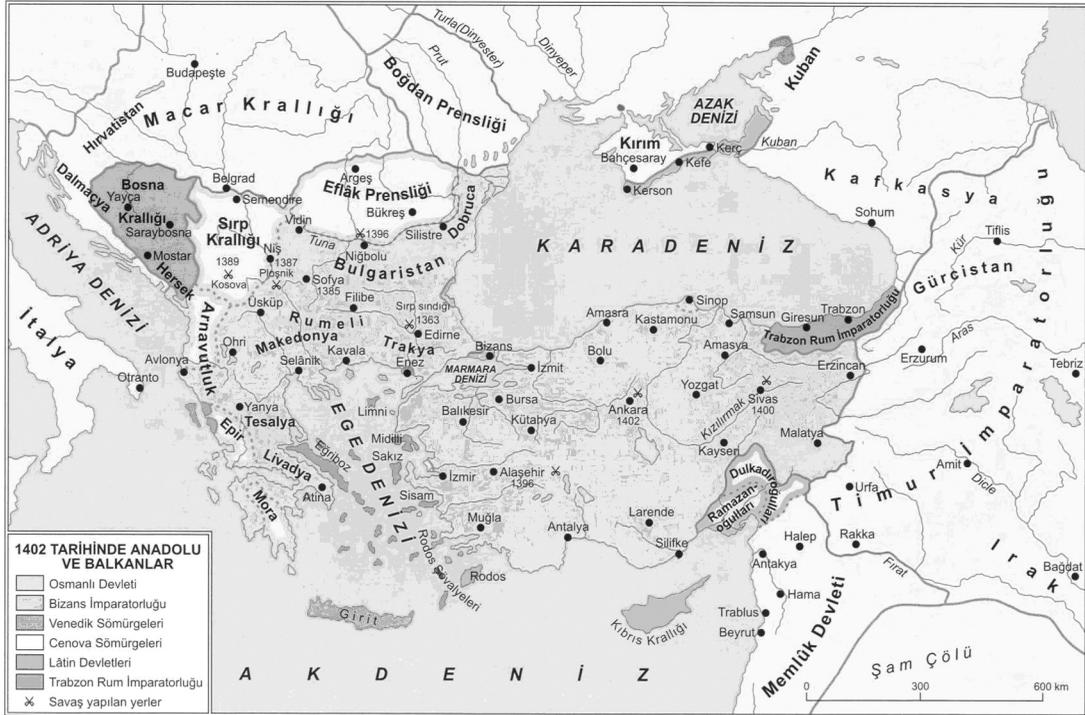
9.1 Factors Contributing to the Ottoman Empire's Long Term Success

1. The place where the Ottoman territory was founded was important as it linked the continents of Europe and Asia.
2. The area the Ottomans first captured had fertile soil suitable for farming. These lands were also on the important trading route 'the Silk Road' and close to the important waterway: the Straits of the Dardanelles and the Bosphorus.
3. The sons of the Sultan, royal Princes, were in charge of each captured area to keep a powerful family grip on the new lands.
4. The ideas of *Gaza* and *Jihad* or military campaigns to spread Islam were powerful motivators for recruiting soldiers.
5. People of Turkish origin were brought to settle in, and occupy newly captured lands.
6. Key jobs in the running the central and local government and the military were given to people of Turkish origin during the early years of the Empire's expansion.
7. The Ottoman Empire avoided conflicts with other Anatolian peoples, and concentrated on capturing neighbouring Christian States. This meant that they did not make enemies amongst their Muslim neighbours.
8. The Byzantine Empire was losing its strength. Some of its most important landowners were very harsh.
9. In the Balkans feudal lords exploited their people by setting taxes that were very high and making harsh laws.
10. The early Sultans were brought up with a strict moral code of behaviour, and were trained to be good managers and military leaders.
11. The Ottomans did not interfere with the beliefs, languages and customs of the people of newly captured regions. Their policy of tolerance was popular.
12. Tax for conquered people was often lower than before the Ottomans arrived. Forced labour (drudgery) which had been imposed on the people by the previous feudal lords was removed.

13. Ottoman organisations introduced to the conquered lands brought greater social solidarity. e.g. *Abdalân-ı Randum* (an organisation set up by Sufis and dervishes); *Bacıyân-ı Rum* (an organisation set up for solidarity between women) and *Ahiliik* (organisation set up for solidarity between tradesman).
14. Public works to improve life in the captured regions took place, such as the construction of bridges, madrasah (schools), caravansary (hostels for travellers), foundations, mosques, *hamams* (Turkish baths).
15. There was a strong desire in the Ottoman world to take revenge for the Crusades and the campaign against the Islamic world during the era of the Seljuk State.
16. Captured lands had fertile plains suitable for farming, and rich mineral resources and mines.
17. The area in which the Ottoman seigniority was first established did not have a powerful State in the surrounding area which could oppose the development of Ottoman rule.
18. Conflict between the two Christian sects: the Orthodox and Catholic Churches had been taking place since the fourth century C.E., causing disputes and weakening both groups.
19. The City States of Venice and Genoa were powerful traders, and for trade reasons stuck to a policy of keeping good relations with the Ottoman Empire.
20. The Byzantine Empire policy of supporting the rule of Ottoman Princes- the sons of the Sultan, was designed to create dynastic problems and undermine the Ottoman Empire by causing rivalries.
21. When Stefan Dusan, the King of Serbia, died it marked the start of the decline of Serbia as a very powerful central European power in the mid-14th century.
22. The idea of *Nizam-ı Alem*: the idea that justice and Islam should be spread over the world was a very powerful motivator.
23. The 'One Hundred Years War' between England and France; and a lack of common purpose in Europe weakened the possibility of treaties and alliances in Western Europe.
24. The Pope and the Catholic (Christian) church in the West were losing its power gradually.

9.2 Maps of the Early Ottoman Empire

Map A. Political Map of the Early Ottoman Empire



Map B. Physical map of Early Ottoman Territory



The Heritage of the Ottomans: Living Together with Difference

Dr. Cevdet KIRPIK

Introduction

This activity helps pupils focus on the multiethnic nature of Ottoman history, using a

briefing sheet of text, which could also be used as a listening exercise, and a mind map to help pupils select and gather together 'useful' and important information.

Teaching and Learning Materials

Two resources are provided for this theme:

	Title of Activity	Skills and Concept Development
10.1	The Heritage of the Ottoman: Living Together with Difference	Knowledge and Understanding; Selection, extrapolation and synthesis of information
10.2	Mind Map Template	

Lesson Plan:

Key Question or Focus

How did the Ottoman Empire achieve peaceful and friendly co-existence for all its peoples for such a long time?

The Aim of the Lesson

To explore what enabled people of different religions, languages, sects and ethnicity to live peacefully together in the Ottoman Empire.

Intended Learning Outcomes

All learners- will have a basic outline understanding of how the Ottoman State was ruled in terms of managing the subjugated people, i.e. its administrative structure for different groups.

Most learners will be able to explain why it was in the interests of everyone to secure peace and intercommunal harmony, and may be able to offer examples of how the Empire was administered.

Some-more able students will have a sophisticated understanding of how people of different origins/backgrounds and language could live together in the past and the importance of continuing this in today's world. Some may be able to compare and contrast features of Ottoman rule with other empires or states and make links to society today, perhaps explaining similarities and differences and exploring related issues.

Learning Objectives

Students will understand the Ottoman's administrative structure and approach, the factors and rules that helped different people to live peacefully together and the importance of a tolerant approach to governance.

Preparation

Check that the language/readability of sheet 10.1 is suitable for your pupils, and if necessary differentiate the materials.

Copy sheets 10.1 and 10.2 and ensure that there are enough copies for each student.

Provide a map showing the Ottoman lands in the 16th century C.E.

Provide post-it notes or cut squares of paper about 5x5cm.

Provide a supply of A3 white paper, and sugar (display/backing paper) in different colours to be handed out to groups of students.

Starter

Ask students if they have met any people that they considered as 'different'. If they don't come up with concrete answers, then you might open up discussion giving more specific interventions such as "do you know anyone with a different background to you in terms of religion, language, sect, ethnicity or their colour?". Then ask them to list the differences between themselves and those people who are 'different'. In what ways are they different? Are the differences obvious or obscure? When do these differences become more or less obvious?

Timing

3 minutes

Main Activities

1. Carry out a whole group brain storming activity on the theme of 'What holds people of different culture, religion and ethnicity together?'

2. Hand out the post-it notes, or small pieces of paper, to students and ask them to write down, very briefly, their view of the main reasons that allows people with differences to co-exist.

Once the students finish their task, collect their answers and list the factors written by the students on the white board or flipchart. Then, put the list to the vote and find out five most important factors that the class thought of in terms of what keeps different people together in a society.

3. Read out, or ask your students to read sheet 10.1 which explains the Ottoman administrative structure and approach. (Differentiate as necessary). Ask students to individually, rapidly, list five main factors that allowed people with different values/beliefs/backgrounds to co-exist in the Ottoman Empire according to the information provided in the text. Set a tight time limit, stressing that the answers are personal choices and not fixed 'facts'.

4. Ask the group to form pairs or groups of four and make a list of three to five key factors jointly. What did they agree about? What did they disagree about? Can they reach agreement about a list of three to five important factors?

In your debrief you could show a map of the Ottoman Empire in the 16th century CE. Draw students' attention to particular places where there was particular ethnic diversity. Ask students to identify which countries occupy those areas today.

5. Resource 10.2 is a template for a mind map. Some triggers have been provided, but most of the sheet is blank and is to be filled in by the students. Read sheet 10.1 out loud to the class again. If your pupils are unfamiliar with the concept of a mindmap you might wish to brief them on the concept, perhaps providing some examples and working through the early stages of the activity together. If they are familiar with the idea you could first ask students to complete sheet 10.2 individually and then ask them to pair with someone to compare and discuss their work.

3 minutes

9 minutes working, then time to present answers

4 minutes

3 minutes

5 minutes

3 minutes

15 minutes

6. The following questions are intended as a stimulus activity to help pupils critically engage with issues related to multiculturalism, and can be used to encourage debate:

8 minutes

A.	B.	C.	D.
What has continued and what has changed in the way that 'other cultures' were dealt with in Ottoman times and in your country today?	If you were an advisor to the Ottoman Sultan in the late 19 th century CE how would you have advised him to prevent nationalism growing?	What would be the biggest difficulties for Turkish society today if the country was to join the EU?	Can you write a short sentence that indicates your views about non-Muslims or Muslims?

Write each question at the centre of different sheet of coloured sugar paper. Give each pupil four post-it notes. They should use one notelet per question, and write down their opinion about a different question on each notelet. Once everyone has written their answer to every question ask them to come and stick their notelets on the correct large sheet, and hang them in different parts of the classroom. Then give them time to look at all four sheets.

Extension Activities

Distribute the A3 sized blank papers to the groups of four. Their task is to prepare a motto (slogan) and a poster. The theme of the poster and motto is "to provide for the continuance of the multicultural Ottomans in the mid-XIX. Century against the nationalist movements".

Once they have done this, ask them to create another slogan (motto) on the importance of living together with diverse people without creating "others" in today's world on the back side of the sheets. You could then ask groups to present their work (20 min.).

Plenary

Discuss pupils' views with them and discuss what has been learnt today (Skills and attitudes).

7 minutes

How would I build on this lesson?

This lesson focused on the culture of living together through the case of Ottomans. This historical experience provides us with clues on how to respect ways of living together with others in the same society. The next lesson's focus might be on the current practices of living together particularly in terms of continuity and change. Here you could bring up the issue of Turkey's membership to the EU and debates relating to it.

10.1 The Heritage of the Ottomans: Living Together with Difference

The Ottoman society was composed of people with different religions, languages, sects and ethnicities. Non-Muslim groups such as Greeks, Bulgarians, Serbians and Armenians lived together with Muslim groups such as Turks, Arabs and Bosnians for centuries. How did they achieve peaceful and friendly co-existence for such a long time?

Who ruled?

The governing elite and dominant element in the State was formed by Muslim citizens who governed and ruled using Islamic and Customary law (*Örfi*). According to the law Non-Muslim citizens had some rights and responsibilities, for example they were expected to be loyal to the state, should abide by the law and were expected to pay normal taxes, including the *cizye* and *haraç tax*. In response, the state guaranteed their fundamental rights such as their right to life, the ability to legally own property, to exercise freedom of belief or faith and the freedom to use their own religious services.

This administrative approach contributed very much to peaceful co-existence amongst the different societies in the Empire. Non-Muslim subjects of the Sultan (*reaya*) were ruled according to the principles of Islamic liability law. This judicial system meant that non-Muslim subjects of the Sultan (*tebaa*) had a partial-autonomous status. This was called the Systems of Nations (*Millet Sistemi*), according to which every nation, community or congregation would propose their leaders according to their own laws/systems, and the Sultan then would appoint the selected person. This person was considered to be both a religious and administrative leader of the nation, community, or congregation and therefore was responsible to the State, and given the title of Leader of their Nation (*Millet Başı*). Each of these nations was therefore autonomous in terms of applying their own rules and their own judicial system.

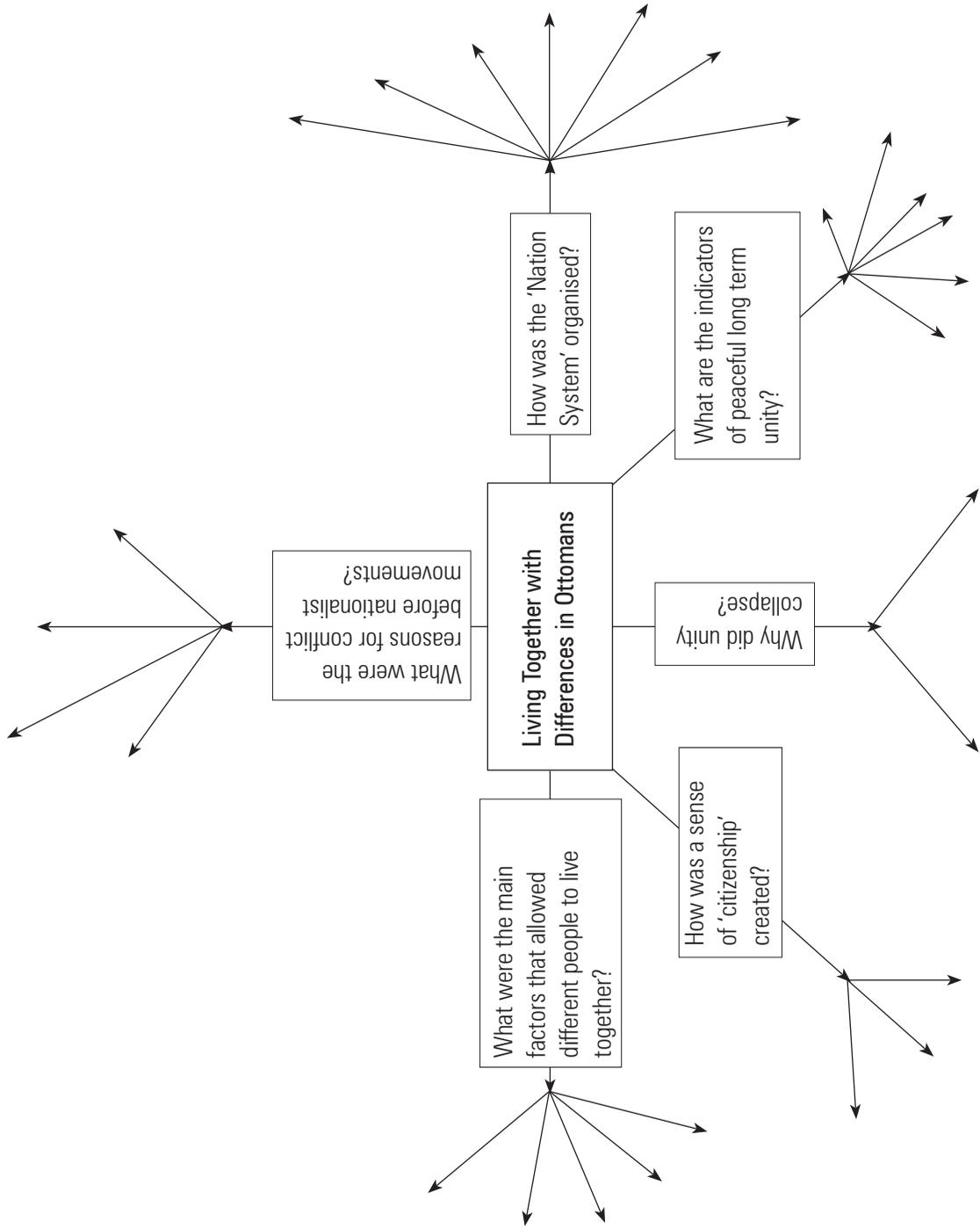
In the settlements within the borders of Ottoman State, Muslim and non-Muslim subjects of the Sultan used to live by side by side without any physical or moral walls between them in villages, towns and cities, with no 'ghettos' in a modern sense. Non-Muslims lived in densely populated areas surrounded by Muslim neighbours without a problem. Different people traded with each other and even set up business partnerships. There was no bigotry in the law and non-Muslims could win lawsuits against Muslims, using Muslim witnesses, or an Islamic lawyer.

In the Ottoman society, it was not regarded as strange that both Muslims and non-Muslims lived peacefully together and trusted one another. Having a different religion or culture was not considered as a cause for conflict. Non-Muslims could trust the State and the courts, and some non-Muslims would prefer to go to Muslim courts for personal problems such as divorce, marriage, inheritance and so on rather than to the court of their own nation, community or congregation.

Was it always a story of 'good neighbourliness'?

Of course there was some antagonism as much as solidarity, rivalry as much as partnership, competition as much as compromise. However, the conflicts were not arising from the religious or cultural differences but sociological and personality differences. Many years passed without inter-tribal alienation, until this peace was shattered in the 19th century due to the growing effects of nationalism and colonialism. These ideas were attractive to some people, but it was a blow to multiculturalism and the idea of living together.

10.2 Mind Map



A Portrait from History: The Reforms of Mustafa Reşit Paşa

M. Ahmet Tokdemir*

Introduction

This group of materials explores the nature of sources in connection with the meeting of different ethnic and religious groups. When people travel there is always an opportunity to see the ethnic or religious 'other' as exotic, as

of great interest, as 'different' or as a potential commercial partner or threat. Historical writings and images often reveal fascinating things about how people in the past regarded 'others'. Here there is an opportunity to look at one well-travelled individual, and also the images of particular groups created in the past.

Teaching and Learning Materials

Four teaching activities are provided for the two lessons in this activity.

	Title of Activity	Skills and Concept Development
11.1	Mustafa Reşit Pasha: A Portrait from History	Using written sources; reflecting on provenance, utility and reliability; evaluation of internet sources
11.2	Skills and Dispositions	This task provides an opportunity to link the past to the present and the future: what skills and dispositions were needed for a successful diplomat in the past? What skills/concepts and dispositions will they need and which might their children or grandchildren need?
11.3	Different Images, Different Interpretations?	Using visual images to consider utility, reliability, nature of sources, representation and interpretation.
11.4	Studying the Portraits	

Lesson Plan: Mustafa Reşit Pasha- Looking at a Person from the Past

Key Question or Focus

Why was Mustafa Reşit Pasha so important?
(What is the role of an individual in bringing about political and social changes?)

The Aim of the Lesson

Is to provide opportunities to think about ways in which individuals influence history and to consider who affects the political and social life in our own society.

Intended Learning Outcomes

All learners- will be able to explain elements of M. Reşit Pasha's role as a historical character.

Most learners will be able to give some reasons as to why some people have a greater impact on history than others.

Some more able pupils will be able to explore what kind of abilities and skills are needed to be an effective leader; some less able pupils will have a restricted awareness of skills and dispositions needed for leadership and 'making an impact' on history.

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Learning Objectives

To consider aspects of the life of M Reşit Pasha's life; to use written and visual materials and critique them; to engage in discussion and problem solving; to debate the significance of particular key skills at different points in history and for particular roles.

Preparation

Copy sheet 11.1: read about M Reşit Pasha's life on the internet and think about additional questions for exploring significance. Bring a set of atlases or maps of Europe to the session.

Starter

Explore the concept of 'impact' on history (significance). Why are some people from the past remembered? Why are others forgotten? Who, from today, will be remembered in 20 years time? In 50 years time? Ask to the students to think about important historical persons who were very successful, what kind of characteristic and abilities did they have? How do we know? Is history always kind to people of the past (or is there revisionism as historians continue to debate significance)?

Timing

5-10 minutes

Main Activities

1. Give out sheet 11.1 and read about M Reşit Pasha's life. The paragraphs are mixed so ask students to arrange them in chronological order. Then ask your students to respond to the questions at the bottom of the sheet.
2. Discuss the questions- what were their responses?
3. Look at Sheet 11.2 What skills and dispositions did people need to be successful: in the past? Today? Which skills might they need in the future? Tease out why they give particular reasons and encourage inference and supported reasoning. What is similar and what is different about success in the past, present and future?
4. Students write an extended prose explanation about which skills and abilities someone has to have to be successful now and which skills and abilities might be necessary in the future. To differentiate, offer less able students the opportunity to tackle an explanation of vital skills needed in the past only.

10 minutes

25 minutes

20 minutes

Extension Activities

Ask students to think about, and discuss other successful persons and their abilities from history. Some people may be from ancient times and some of them more close to our times. They can compare the abilities of the successful persons, they can understand time, continuity and change. Students can investigate/study a successful politician, journalist, artist, scientist etc. and think about useful abilities and skills in the 21st century.

Plenary

Discussion: what job would Mustafa Reşit Pasha be doing if he lived today?
Link back to the skills the students have discussed in the lesson.

How would I build on this lesson?

This exercise should provide the opportunity to reflect on who is important in history, and what kind of skills and abilities they required for their success. Discussion can provide an example on how abilities and skills changed during history. We can structure some other issues (- eg. how a person can be successful, how a successful person's life is-) from this exercise.

Lesson 2: Different Images, Different Reactions

Key Question or Focus

How did the different divisions (Muslims, minorities, foreigners etc.) in the Ottoman Empire welcome Tanzimat Firman? What was their reaction to this man?

The Aim of the Lesson

is to understand different parts of the population can think differently, they have different approaches about transformation and change.

Intended Learning Outcomes

All learners- will be able to understand the changes resulting from the actions of, and reactions to, Tanzimat Firman.

Most learners, will be able to understand there can be some disadvantages in badly delivered or unpopular reform.

Reforms are not necessarily positive in all aspects.

Some- More able pupils, will see there can be advantages and disadvantages in any event/situation and that impacts may vary: one person's happiness can cause another person's misery.

Learning Objectives

Students will discuss how different parts of the Ottoman population welcomed Tanzimat Firman and what their reactions were. Students also will investigate the reasons for their reactions.

Preparation

Copy the materials required: Sheets 11.3 and 11.4.

Starter

A volunteer should read the source from Tanzimat Firman to the class or all students can read it themselves. What key points would they pick out? What questions do they have?

Timing

3-5 minutes

Main Activities

1. Which reforms were positive for the Ottoman population and which ones were not? Who is likely to have supported Firman? Who would have been against him? Why?
2. Give the students Sheet 11.3, which contains images representing the different peoples of the Ottoman Empire: they should look at ONE image to start with. Use sheet 11.4- pupils should have a fixed time limit to write down their reactions to the image, followed by a discussion in small groups (3-5 students in each) about their comments and observations.
3. Now, without revealing to the rest of the class which role you assign to each group or individual, ask the group to take on the role of particular groups of people in the Ottoman Empire (characters from sheet 11.3). How would their character probably react to the changes introduced by Tanzimat Firman? After a fixed time for preparation, and without revealing which group they come from - they should explain why they support Tanzimat Firman or why they are against these reforms. Are the others able to say who is who from the cases being made?

3 minutes

5 minutes
working as
an individual,
7 minutes
discussing as
a group,
3 minutes
whole class
feeding back

4. Write on the board the common points from students' sentences, so all students can realize how different groups of the Ottoman population welcomed Tanzimat Firman. Ensure in your debrief that they understand which groups had advantages, and which groups were not pleased as a result of the reforms.

4 minutes

Extension Activities

Talk about another issue where public opinion is divided, e.g. belief in mankind as the source of climate change; or the reform programme in Turkey for 'Democratic Improvement' (social, political and legal changes to minority rights).

Create a poster about Tanzimat Firman or the Ottoman Empire's last era (1850-1900). All groups have to put their headline up on the poster; they can use visual and text materials; draw their characters and so on.

Plenary

Draw together the session by talking about the importance of change and continuity and the difficulty of evaluating change and reform in the short term (which is why historians are so important). Ask the students to reflect on the skills they have used, and encourage them to develop their thinking about diversity and different reactions to change.

How would I build on this lesson?

This lesson can be a good example for looking at the impact of change, with students working on their empathetic and democratic abilities, group work skills and reflective reasoning. This lesson provides us with an opportunity to teach the main thoughts after the French Revolution (Nationalism, Pan Turkism, Pan Islamism etc.) in the Ottoman Empire and how they affect Ottoman politic and social life. I would build on the session by encouraging pupils to investigate short, medium and long term changes and their nature.

11.1 Mustafa Reşit Pasha: A Portrait from History

Mustafa Reşit Pasha (13 March 1800 – 17 December 1858)

Mustafa Reşit Pasha (13 March 1800 – 17 December 1858) was an Ottoman statesman and diplomat.

Born in Istanbul, he entered the public service at an early age and rose rapidly, becoming ambassador in Paris (1834) and in London (1836), minister for foreign affairs (1837), again ambassador in London (1838), and in Paris (1841).

Appointed governor of Adrianople in 1843, he returned as ambassador to Paris in the same year. Between 1845 and 1857 he was six times grand vizier.

One of the greatest and most brilliant statesmen of his time, thoroughly acquainted with European politics, and well versed in affairs, he was a convinced if somewhat too ardent proposer of reform and the principal author of the legislative re-modelling of Turkish administrative methods known as the Tanzimat.

His ability was recognized alike by friend and by foe. His effort to promote reforms within the government drove him to promote many other reformers such as Fuad Paşa and Ali Paşa.

In the settlement of the Egyptian question in 1840, and during the Crimean War and the ensuing peace negotiations, he rendered valuable services to the state.

(From Wikipedia, the free encyclopedia)

Questions:

1. Which languages did Mustafa Reşit Pasha speak?
2. In which countries and in which capital cities did he live?

3. Mark the countries and cities in which he lived on the map below.

EUROPE



Produced by the Cartographic Research Lab
University of Alabama

Think about how interesting it is to live in new places, to mix with different cultures and to hear and speak many languages.

1- If you were M Resit Pasha What do you think he would say he found most enjoyable about his job and travels?

11.2 Skills and Dispositions

In this task you need to think about the sorts of skills and attitudes which might help someone be successful in life.

Which abilities are needed for being a successful person now/in our times? For example which languages are important?

Time Period	Skills, Abilities and Attitudes
During the Tazimat Era- 1839-1876)	
At present (nowadays, in our lives)	
In the future	

11.3 Different Images, Different Interpretations?

A



Sultan Abdülmecit (Ottoman ruler)

B



young Jewish girl from Edirne

C



Bosnian Muslim

D



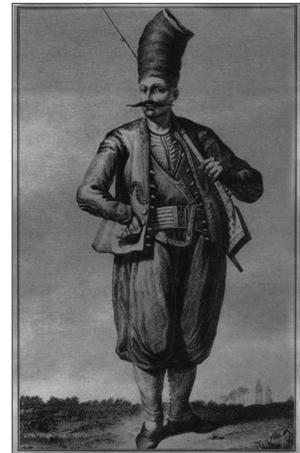
A Greek Aristocrat

E



A Jewish woman from Selanika,
Bulgarian Woman and Turkish Woman

F



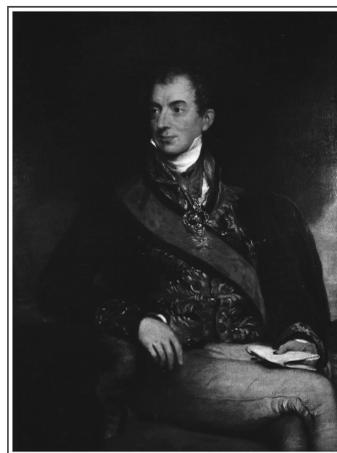
A Muslim From Albania

G



A captive from Mora

H



Klemens von Metternich (Austrian
Ambassador in Paris 1830)

11.4 Studying the Portraits

You will be asked to look at ONE of the images to start with- use these questions to help you look closely...

Image Letter:	My Comments:
1. Why did you choose this photograph or drawing?	
2. What comments can you make about the person shown in this image?	

What would your character think about the programme of reforms?

Victory at Çanakkale Savaşı/ Disaster at Gallipoli: Using Primary Sources as Teaching Materials

Dr. Dean SMART*

Introduction

This section of the materials relates to selecting and using primary source materials related to the Great War, or First World War of 1914-1918. This global conflict involved the great powers of Europe, countries in Asia, Africa and the Americas, and the Dominion states of the British Empire; Australia and New Zealand. The topic of conflict in the twentieth century is taught to pupils aged 13-14 as part of the compulsory National Curriculum that all young people must follow in England, and features as a significant part of the main History examination specification for 14-16 year olds, which is an optional choice of study.

The materials provided here all relate to directed activities related to texts, and provide examples of different sorts of ways to engage young people in dealing with written personal accounts. All too often source based work degenerates into very short and highly edited snippets of text, and questions related to reliability (trustworthiness/issues of bias) and utility (usefulness). Here there is an attempt to provide extracts which together give a narrative of the campaign, with optimism, and loss, its periods of inactivity, and the grinding nature of combat and destruction.

Five Extracts have been taken from one man's personal diary and his reactions to the fighting at Gallipoli in the Dardanelles during the Great War of 1914-1918. In the original source there are nearly sixty pages of typescript that form Corporal David Lindsay's account of his service with the Australian forces fighting the Turkish Army. He explores dealing with death on a daily basis, the monotony of waiting for things to happen and the appalling conditions that the troops faced. The extracts have been chosen to illustrate Lindsay's view of life on arrival at Gallipoli, during the campaign, and at the point of his medical evacuation. His account is very unemotional and uncomplaining, and takes the form of short descriptions of what he did and saw each day. It seems that the diary was written for his own benefit, and so it was never censored or intended for publication.

The diary and other papers were left to Dr Errol Tompkins of Sydney by David Lindsay's daughter, Jane, and the extracts have been used with the kind permission of Dr Tompkins, and of the transcriber, Geoffrey Miller. A full version of the text is available online as part of the World War I Document Archive.

Teaching and Learning Materials

Eight pages of teaching materials are provided as part of this unit

	Title of Activity Sheets	Skills and Concept Development
12.1	Roll Call	Starter activity, Using visual sources
12.2	The War Diary of David Lindsay	Contextual Briefing: Knowledge and understanding; chronological awareness
12.3	Going to Gallipoli	Comprehension, Developing historical understanding, text analysis
12.4	Writing Home about the Fighting	Awareness of genre and audience; empathy
12.5	Attacking and Defending, Summer 1915	Matching key terms and definitions

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12.6	Examining the Evidence: July 1915	Text analysis and evaluation and utility
12.7a	Gallipoli, August 1915	Simple comprehension questions directed to a text
12.7b	Gallipoli, August 1915	Extrapolation and synthesis of key points from a text- precis and recounting skills

Teachers' Notes: Çanakkale Savaşı/The Gallipoli Campaign

Lesson Plans

Key Question or Focus

Why was the Gallipoli Campaign so significant to the Australian and New Zealand people?

The Aim of the Lesson

is to explore the writings of one soldier as a way of gaining an insight into the Gallipoli campaign and its punishing nature for frontline troops. The materials allow the reader to see the initial sense of wanting to be at Gallipoli to 'do your bit', and then show the grinding nature of trench warfare and the difficult conditions faced by the ANZAC forces.

Intended Learning Outcomes

All learners- will understand that the Great War was a global event involving many people and will have an overview understanding of the nature of fighting during the Gallipoli campaign and its impact.

Most learners - will be able to explain about the heavy losses, and the immediate impact arising from this attrition.

Some- Less able pupils will have a restricted awareness of the campaign, but will be aware of the unpleasant nature of the fighting and the losses. These young people are likely to offer simple assertions in support of their answers.

Some- More able pupils will have a sophisticated understanding of the impact of Gallipoli on society as well as on individuals and will be able to make links and connections to other events and features of the war, with short and longer term impacts considered, and supported reasoning based on evidence and perhaps further research used to support well developed inferences.

Lesson 1

Learning Objectives

Pupils will: understand the nature of the response to the Gallipoli campaign and what happened in the early stages of the fighting.

Starter

Use Sheet 12.1 'Roll Call' or contemporary text from the Gallipoli conflict, to 'catch' the attention and interest of young people and discuss the item- who are these men? Why are they there?

Do not provide the information about the painting until after the pupils have attempted the task and you are ready to debrief them.

Timing

3 minutes thinking and discussion time in small groups

'Roll Call' is an oil painting by Signaller Ellis Silas of the Australian Army Corps. He was commissioned to produce the work for the Australian War Records Section, and the image now hangs in the Gallipoli Gallery of the Australian War Memorial, Canberra. According to Silas, the roll call after a battle was '... always a most heart-breaking incident. Name after name would be called; the reply a deep silence ...'

What else would they like to know about the image? How would they find out?

5 minutes to debrief and discuss

Main Activities

Briefing/Discussions

Make links to prior learning and explain where the Dardenelles are, and why Gallipoli was considered an important military target. Explain that the Gallipoli campaign was based on a poor understanding of the terrain and challenges which would be faced.

If you are using an electronic whiteboard or projector the Australian resource http://www.anzacsite.gov.au/operationclick/Topic_01/1B_WS_intogall.pdf carries useful maps and other visual sources.

Use Sheet 12.2: 'The War Diary of David Lindsay' to tell the story about the soldier mentioned, (it is a long text and you might want to tell the story rather than get the class to read it). In your discussion help the class reflect on why individuals volunteered, and why they then risked their lives, obeyed orders, and carried out acts of great courage. Use your classroom board to build up a spider diagram with the explanations they offer.

Written task: respond to the question on sheet 2, using the spider diagram to help you.

Use Sheet 12.3: 'Going to Gallipoli' to start to look at David Lindsay's diary. The right hand side of the sheet provides stimulus questions to help you focus on key elements of what has been written. Why were young men so keen to go to battle? What might have changed their minds? What sort of style does the diary take? What reasons can you give to explain this approach?

12 minutes

15 minutes

20 minutes

Plenary:

Discussion- What has the group learnt about the early stages of the Gallipoli campaign and the reaction of the soldier?

5 minutes

Lesson 2

Learning Objectives

Pupils will: develop their understanding of conditions at Gallipoli using the Diary as a source, and will become aware that fighting represents only one element of frontline life.

Starter

Use Sheet 12.4 'Writing Home About the Fighting', and read some, or all, of the sheet to consider the conditions in which the men were fighting. One approach to engage the class is to get them to close their eyes, they are to imagine that they are with David Lindsay, and he is tell them about the last few days, and as the diary is read out, you have to 'see' the events inside your head.

Alternatively use a powerpoint presentation of conditions in the trenches at Gallipoli.

Timing

5 minutes

5 minutes to debrief and discuss

Main Activities

Discuss how a letter is laid out, and how the tone and style varies depending on who is writing the letter, and to whom.

Explain that the Officers were required to censor letters, and that it was seem as unpatriotic to criticise certain people, but that soldiers and sailors often ignored the rules. How does the letter change if it is to a trusted, close friend compared to a letter to your mother?

- Use your classroom board to begin the first part of the letter in order to 'model' a response for the class or ask them to volunteer suggestions (Google carries useful maps and other visual sources.)

- Ask pupils to start the letter and write the first paragraph(s)

Use Sheet 12.6: 'Attacking and Defending' and 12.7: Examining the Evidence to further explore the nature of the fighting. This is a card matching exercise, with the intention that it helps young people develop their specialist knowledge and vocabulary. Copy enough sets of cards in advance and cut them out, keeping them together with paperclips or elastic bands/ or in envelopes. Groups of young people have to match the definition to the explanation. This activity could also be played as a sort of quiz with the whole class playing- or one half of the room competing against the other.

-Complete the letter using some of the factual knowledge that you have acquired – ensuring that you are careful to write for the intended audience- for example an upbeat letter to your mother.

5 minutes

5 minutes

5 minutes

7 minutes

8 minutes including debrief

20 minutes

Plenary:

Discussion- Why do we need to know who wrote historical sources and for whom they were intended? How does reliability and provenance impact on usefulness?

5 minutes

Lesson 3

Learning Objectives

Pupils will: begin to explore the idea of historical significance- why was Gallipoli so significant to the ANZAC countries?

Starter

Revisit the image of the men in 'Roll Call' (Sheet 1) What do we now know about the men in this image? What messages is the artist conveying in this oil painting?

Why is this image on display in the Australian National War Memorial?

Timing

2 minutes thinking and discussion time in small groups

5 minutes to debrief and discuss

Main Activities

Use Sheets 12.8a and/or 12.8b 'Gallipoli, August 1915', two different versions of the same text- the first with closed questions related to comprehension and the second more open, with 'white space' around the text to allow the teacher to work with pupils to annotate key points or vary the tasks set- and a task which uses verbal feedback rather than written answers.

- decide which sheet to use, and set a task to engage with the information so that pupils are aware of Lyndsay's exhaustion and condition by the point of his evacuation.

Use Sheet 12.8 'Significance'

What do each of the three parts (A,B, C) tell you about the impact of Gallipoli on the ANZACs and their home countries?

Group work:

Should the United Kingdom have a public holiday on the 25th of April (ANZAC Day)?

Discuss this question and be ready to report back to the larger group.

Should Turkey mark the same date? Why?

12 minutes

15 minutes
discussion
time,
3 minutes
per group to
present**Plenary:**

Discussion- What has the group learnt about the early stages of the Gallipoli campaign and the reaction of the soldier?

5 minutes

How would I build on this lesson?

There are opportunities for using a variety of secondary sources, in a variety of media, alongside the wide range of primary sources.

Using Film- *there are films in English and in Turkish about the Gallipoli campaign: the Australian origin films *Breaker Morant* (1980) and *The Lighthorsemen* (1987), and a 5-part TV series *ANZACs* (1985), the 1981 *Gallipoli*, starring Mel Gibson; the New Zealand film ***Chunuk Bair*** (1992)*

ICT activities can be developed around research tasks, for example using the Spartacus Education website at <http://www.spartacus.schoolnet.co.uk/FWWgallipoli.htm>

which provides a concise account of the campaign, with quotations from several British participants and observers; or the British Imperial War Museum site at <http://www.iwm.org.uk/upload/package/2/gallipoli/index.htm> An Australian perspective, is available at <http://www.anzacsite.gov.au/6teaching/> and some strong teaching material in English at http://www.anzacsite.gov.au/operationclick/Topic_01/1B_WS_intogall.pdf

Using Music

There are also songs about Gallipoli available online. The Australian lyricist Eric Bogle's anti-war song 'And the Band Played Waltzing Matilda' is available as lyrics at <http://ericbogle.net/lyrics/lyricspdf/andbandplayedwaltzingm.pdf>, with a link to a version of the song sung by the writer at http://en.wikipedia.org/wiki/And_The_Band_Played_Waltzing_Matilda

12.1 Roll Call

What is happening here?



What else would I like to know about this picture?

12.2 The War Diary of David Lindsay

Background Briefing

David Gardyne Stuart Lindsay was born on 3rd October 1889 at Adelaide, South Australia. From 1907 he worked in the South Australian branch of the Bank of New South Wales as a bank clerk until he enlisted in the First Australian Light Horse on the 10th August 1914.

David Lindsay wrote a Diary of his experiences during 1914 and 1915. The Diary started when he boarded the Transport ship "*Star of Victoria*", in Sydney Harbour, as part of the first convoy to Egypt. He then described his training in Egypt and his service in Gallipoli, as a corporal, between May and September 1915.

The Gallipoli Campaign took place at Gallipoli peninsula in Turkey from 25 April 1915 to 9 January 1916, during the First World War. A joint British Empire and French operation was mounted to capture the Ottoman capital of Istanbul, and secure a sea route to Russia. The attempt failed, with heavy casualties on both sides.

Following illness he was evacuated from Gallipoli and was hospitalised in Egypt. The diary ends when he had recovered from his illness and was considered fit to return to his unit. There is an entry for each day, and where there are days missing in these extracts. This is for reasons of space.

Subsequently he saw action with the 1st Australian Light Horse against the Senussi, after the Australian Light Horse had returned from Gallipoli to Egypt. He then transferred to the Artillery, where he was commissioned as an officer, and saw action on the Western Front in France at the Battle of Polygon Wood in 1917. Here he was wounded in his left wrist and was hospitalised, first in France and then at the No 3 London General Hospital in Wandsworth, London. He returned to Australia in February 1918 and resumed his banking career after demobilisation.

David Lindsay was very unusual in his unit- he survived the war when the majority of his comrades did not. The Gallipoli Campaign had a major impact on the people of New Zealand and Australia, who had sent tens of thousands of energetic, fit young men to war, but much smaller numbers of healthy men home, as well many who were tired, shattered wounded and disabled.

The Gallipoli campaign was badly planned by the Allied commanders who heavily underestimated the land and defenders, and it was not well managed. New technology had been brought to warfare, but tactics had not kept up, and the heavy price of this, poor supply and poor decision making was paid for by thousands of Australian, New Zealand, British, Indian and Canadian soldiers and sailors.

Task:

Volunteering to fight, being at the Front Line, and 'Going over the top' from the trenches seems like madness to us today.

Why do you think men like David Lindsay and his friends were so keen to 'do their bit', 'obey their duty' and followed orders?

12.3 Going to Gallipoli

Read these extracts wartime diary of Corporal David Lindsay, an Australian at Gallipoli in 1915, and then fill in the right hand column with your answers.

Diary Extract	Task:
<p>30 April 1915. Great reports of the landing of the Australians at the Dardanelles. They did great work. It makes us all feel rotten being left here and all our mates doing the hard work and making history. Why can't we go too?</p>	<p>How does David Lindsey feel about the Dardanelles campaign?</p>
<p>1 May. Rumours of large casualties in the Dardanelles. Hundreds of wounded...</p>	<p>Why do you think that it is rumoured that there were large numbers of dead and injured men rather than the soldiers actually knowing?</p>
<p>10 May. We have been told that if one of our mates gets wounded to shoot him rather than let him fall into the hands of the Turks as they are mutilating prisoners in terrible ways. Rather cheerful eh!</p>	<p>Why do you think that the Australian army encouraged their men to think that the Turks were barbaric?</p>
<p>I don't think I'll funk (behave badly) and hope to goodness I'll fight as I should.</p>	<p>Why is Corporal Lindsay worried about how he might react?</p>

Diary Source: http://wwi.lib.byu.edu/index.php/The_War_Diary_of_David_Lindsay

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12.4 Writing Home about the Fighting

At the end of May 1915 Corporal Lindsay, an Australian soldier at Gallipoli, is going to write home, and he reviews his recent diary entries. Have a look through what he wrote and then write down what you think he might write in his letter.

14 May. Nothing doing all day but slept in my dugout. The shriek of shells and the banging of bullets nearly deafens one at times. We fire very little as there is no possibility of aiming. With the periscope we can see out of our trenches and see the Turks' rifles coming up over theirs and firing at us.

It was like hell let loose in the night. I fired about 200 rounds.

16 May. Sleeping nearly all day. Fairly quiet during the night but it is an awful strain on a man in the trenches especially at night when there is nothing to be seen and when, for all we know, the Turks are creeping on us.

19 May. It is not 11 am and we are still in the trenches and have had no breakfast yet. I think they are going to give us a charge at the Turk trenches soon but hope not as I reckon it is sure murder to ask men to charge in the teeth of machine guns etc. I think it and admit it's terrible to sit here in the trenches knowing any minute may be one's last. It appears to me nothing more than a death trap here and unless one gets away wounded he will be buried here.

22 May. Got back to my dugout about 5 am. A poor chap I knew very well was struck in the head by an explosive bullet in the dugout next to mine. He was eating a biscuit. The poor chap of course has no chance of living. It rained a bit and everything is now very muddy.

26 May. One of our men was shot in the trench by his dugout first thing this morning. I suppose it was a stray shot but it will probably kill him as it went in one side of him & out the other. The poor beggar had been on duty with me all night it's a peculiar thing how one loses the horror of death when in a game like this. You pass the dead on the road almost without a thought.

Had a pretty good night's sleep.

Remember to think about:

- Who you are writing to
- What they already know about Gallipoli
- What you want to tell them

12.5 Attacking and Defending, Summer 1915

✂ Cut out the statements here and match the diary extract with the correct definition card.

<p>7 May. We were tunnelling under the Turks' trenches. The beggars were doing the same as we discovered by the sound of their picks, so we blew ours up today.</p>	<p>a Reconnaissance and Bombing</p>
<p>7 May. Our aeroplane buzzes overhead pretty frequently and last night was seen to drop two bombs about 5 miles from here.</p>	<p>b Naval Bombardment</p>
<p>28 May. Our boys had no reinforcements so had to turn round and fight their way back with bayonets leaving hundreds of dead and dying on the way.</p>	<p>c Under-mining or Mining</p>
<p>28 June. Our war boats have been bombarding all day. Over the ridge of the hills where we were shelling it looked just like an enormous bushfire. There were scores of boats, transports, torpedo destroyers etc. it was a magnificent sight.</p>	<p>d Censorship</p>
<p>28 June. At 8.45 pm all the fellows in our trenches started to cheer and yell and then put dummies over the parapet. Turks thought we were charging and chucked bombs everywhere.</p>	<p>e Hand to hand fighting</p>
<p>8 July. Wonder why they haven't published all our casualties! We have had nearly 20,000 and yet they publish them as 5,000. It's a shame for the relatives not to know.</p>	<p>f Feint (false attack)</p>
<p>8 July. When we first got here there were dead to be seen all over the hills and on the road up the valley there would always be several heaps of dead and the stretcher bearers going down towards the beach with the wounded. Now we don't see as many dead and dying and our casualties are not so heavy. All the hills are covered with saps and we walk around in comparative safety now, though of course bits of lead do go pretty close.</p>	<p>g Entrenchment</p>

Diary Source: http://www.lib.byu.edu/index.php/The_War_Diary_of_David_Lindsay

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12.6 Examining the Evidence: July 1915

This is an extract from the First World War diary of Corporal David Lindsay of the Australian Army from July 1915 when he was serving at Gallipoli.

You are writing a history of the Gallipoli campaign.

1. Read through Lindsay's comments

July	1915
18	Nothing doing today. Relieved from trenches at 4 p.m. Wrote a letter to dad today telling him how they block me here and including my form of commission (application to become an officer) and other papers and as well as £1 for now. This letter was censored by one of our officers so they know that I am aware that they keep me back. Quiet night. Read mail.
19	Nothing doing all day. Came into trenches at 4 p.m. Quiet night.
20	Nothing doing all day. Relieved at 4 p.m. Quiet night.
21	Relieved by second light horse and then back in the dugout. Nothing doing.
22	Nothing doing. We are expecting Turks to make a very big attack tonight and every preparation is being made for their reception. They may use gas so we have gas helmets. I think they will get a hell of a hiding if they do come. We stood to arms at 11:40 p.m. and again at 3 a.m. but there was nothing doing.
23	Quiet today. Had a good swim. Every precaution against being taken for the big attack. Stood to arms at 1:30 a.m. and again at 3 a.m. but no Turks came. I think something will be doing before long there - either we must attack or the Turks will. Whichever way it goes, the slaughter will be something awful. Hope I come through it safely as it will be something to remember all one's life.
24	Quiet day today. Nothing doing at all. No attack.
25	Went to a swim first thing in the morning. Communion at 10 a.m. Slept all afternoon. On outpost duty up the gully under the Turkish trenches. Quiet night.
26	Still up the gully and very quiet today. Nothing doing.
27	Nothing doing.
28	Had a good swim this morning at about 4:30 a.m. Bought three dozen eggs at two shillings and sixpence a dozen, so I will have a good feed or two if I have any luck. Received a mail. Nothing doing all day or night.
29	Quiet day. Up at 4 a.m. to get enough water to be sure of a cup of tea during the day. Nothing doing all day. Had three good meals a day - boiled rice - condensed milk - eggs and rissoles made of bully beef all smashed up with onions and rolled in flour.
30	Nothing doing all day. Very quiet.
31	Nothing doing. Inoculated against cholera today. Very hot day.

2. Now write a note to your editor which explains what you have learnt about the everyday life of soldiers at the front line.

Dear Editor, I have been reading the diary for July 1915, and it seems that...

12.7a Gallipoli, August 1915

Read the Extracts below from the wartime diary of Corporal David Lindsay and answer the questions below:

7 August. Charged at 4 a.m. At present I am lying on the side of the hill trying to keep under a bit of cover. Bombs are terrible. Dead all around. God keep and protect me. I am not scared but it's hell. Could not hold position. Bombed out of it. I was dodging bombs all the time. Writing this as I rest on the way back. Suppose we will have another go again later on. It's hell right enough. Where I was lying on the hill there were four dead chaps beside and in front of me. No one living - bombs I think. Don't think we ran when we retreated. We damned well walked.

7:30 p.m. We sent 200 men out this morning and 157 are killed, wounded, or missing. We went out at 4 a.m. and got back in about 6:30 a.m. I saw an awful charge on our left. The men seem to get about 30 or 40 yards out all right and then were bowled out over like ninepins. I don't think one of our chaps ever reached the Turks' trenches.

8 August. Had a fair sleep in the night. We were not attacked. Resting all day.

Our Regiment is now only 189 strong. I am in the trenches again tonight. We are right in the middle of the position and expect the Turks to attack us at any time. If they do it will be mighty hard to keep them back as we have so few remaining in the position and most of us, especially the survivors of the charge, are very weak and feel sore and bruised all over the body where sticks and stones hit us as they were chucked up by exploding bombs. The troop I am in was, when we left Egypt, 35 strong. Then we got down to 13. Reinforcements came to us a month ago and brought us up to 29. Tonight we have 12 of us in the trenches. Killed, wounded, missing and sick account for the rest.

We were out 2 ½ hours. I badly wanted to get some snaps but hardly thought the risk worthwhile though I did think of it. Four or five of our wounded chaps are still lying out under the Turks' trenches. I would volunteer to go and have a cut for them but it's sheer suicide and I could no more carry a man at present than fly. I'm too sore and feel very weak.... We had a fairly quiet night though keeping awake and alert was terribly hard work. A couple of our wounded got in during the night.

9 August. We were relieved from the trenches at about 11 a.m. and came down the valley for a rest... It was heavenly to be able to take off my boots and lie down and have a good sleep. Later I made a good stew and felt quite a new man. Hadn't had a decent feed or my boots off for a week.

1. Was the 4am attack on August the 7th on the Turkish positions successful?
2. What does the diary entry for the 8th of August tell you about how well the Gallipoli campaign has been progressing for the Australians?
3. What reasons does Lindsay give to explain why he did not go out to rescue his wounded comrades on the 8th of August?
4. What did Lindsay do after his platoon had been sent back from the front line on the 9th of August?

12.7b Gallipoli, August 1915

Read the extracts below from the wartime diary of Australian Corporal David Lindsay.

7 August 1915. 'Charged at 4 a.m.

At present I am lying on the side of the hill trying to keep under a bit of cover.

Bombs are terrible. Dead all around. God keep and protect me. I am not scared but it's hell.

Could not hold position. Bombed out of it.

I was dodging bombs all the time. Writing this as I rest on the way back.

Suppose we will have another go again later on. It's hell right enough.

Where I was lying on the hill there were four dead chaps beside and in front of me.

No one living - bombs I think.

Don't think we ran when we retreated. We damned well walked.

7:30 p.m. We sent 200 men out this morning and 157 are killed, wounded, or missing.

We went out at 4 a.m. and got back in about 6:30 a.m.

I saw an awful charge on our left.

The men seem to get about 30 or 40 yards out all right and then were bowled out over like ninepins.

I don't think one of our chaps ever reached the Turks' trenches.

Task:

Read this account carefully and then retell it to someone else in your own words, try and stay as true to the original sense of what happened as you can

12.8 Looking at Significance

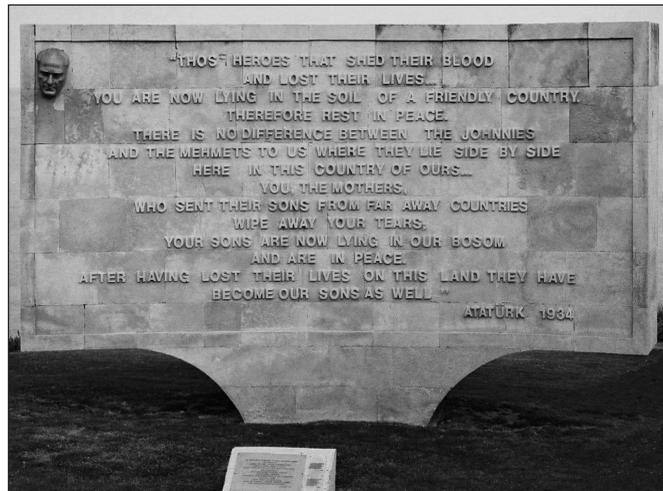
A. Statistics

	Died	Wounded	Total
United Kingdom	21,255	52,230	73,485
France (estimated)	10,000	17,000	27,000
Australia	8,709	19,441	28,150
New Zealand	2,721	4,752	7,473
India	1,358	3,421	4,779
Newfoundland	49	93	142
Total Allies	44,092	96,937	141,029
Ottoman Empire (estimated)	86,692	164,617	251,309
Overall Total	130,784	237,290	336,048

Source: Department of Veterans' Affairs, Commonwealth of Australia

B. The Memorial at ANZAC Cove

Memorial at Anzac Cove, commemorating the loss of thousands of Turkish and ANZAC soldiers in Gallipoli.



The Memorial says:

'Those heroes that shed their blood and lost their lives... you are now lying in the soil of a friendly country. Therefore rest in peace. There is no difference between the Johnnies and the Mehmets where they lie side by side here in this country of ours... You, the mothers who sent their sons from far away countries, wipe away your tears. Your sons are now lying in our bosom and are in peace. Having lost their lives on this land they have become our sons as well.'

Atatürk 1934

C. 25th April, ANZAC Day

ANZAC Day is a national day of remembrance in Australia and New Zealand, the Cook Islands, Niue, Samoa and Tonga, and is commemorated on 25 April every year. It was initially a day to honour the ANZAC troops who fought at Gallipoli, but now also commemorates all those who died and served in military operations for these countries.

Task:

Why is the Gallipoli Campaign so significant for the people of Australia and New Zealand?

The Origins of Modern Turkey

Dr. Dean SMART

Briefing

This unit is intended to provide an overview of Turkish history which begins to look at the multiethnic and multicultural nature of the predecessor states to modern Turkey, thus providing an opportunity to establish that

these states help give modern Turks diverse origins and a rich historical, cultural and ethnic inheritance. The materials provide a chance to give an overview that is inclusive and from which additional activities can further explore the history and characteristics of the country.

Teaching and Learning Materials

The modern republic of Turkey was formed from the remnants of the Ottoman Empire in the years after the Great War, and contains peoples who were descendants of citizens from a variety of religious and cultural traditions. Today's Turkey, like modern France considers all of its people citizens of the 'one nation' rather than majority and minority communities, although some regions have their own autonomy and Turkey is facing the same issues of population movement as other states with strong and growing economies, and faces similar challenges to western Europe about coping with periods of great change and development.

Nine pages of teaching materials are provided as part of this unit

	Title of Activity	Skills and Concept Development
13.1a	Modern Turkey- Take the Challenge	Starter activity, assessing prior knowledge
13.1b	What Image do you have in your head?	Challenging stereotypes, considering identity
13.2	The Turkish People in Ancient and Early Times	Developing knowledge and understanding; chronological awareness
13.3	Ottoman History on the Radio (Creating a multiethnic Ottoman Empire)	Decision making, Discussion, Reaching conclusions
13.4	The Sultan's New Soldiers- The Janissaries	Awareness of genre and audience
13.5	The Golden Cage	Text analysis; considering motivation
13.6	Making a Case	Developing extended argument and using supportive reasoning
13.7	The Role of the Individual: Mustafa Kemal Ataturk, Founder of modern Turkey	Chronological sequencing task to develop historical understanding
13.8	Modern Turkey: Diversity and Difference, Similarity and Continuity	Research and interpretation skills development

Looking at the Multicultural History of Turkey

Lesson Plans

Key Question or Focus

How important was strong leadership in the history of Turkey? (In what ways did the leaders of the past hold together a multiethnic empire or state?)

The Aim of the Lesson

are to indicate the origins of the modern Turkish people and state, exploring some aspects of the multiethnic nature of the Seljuk and Ottoman Empires; to consider the significance of the Sultan in ruling a large and complex state, and to indicate some of the reasons which led to the end of the Ottoman Empire.

Intended Learning Outcomes

All learners- will know that the nomadic tribal peoples of central Anatolia formed small states and from that the Seljuk and then the Ottoman Empire. They will have a view about what 'strong leadership' means.

Most learners - will be able to explain their views about the significance of the post and the personality of the Sultan, should be able to say why a strong leader was important, and will be able to provide supportive reasoning to back up their viewpoints

Some- Less able pupils will have a restricted awareness of the role of the Sultan/leader, but will be able to say that bad leadership was shown by some figures. These young people are likely to offer simple assertions in support of their answers, and may have an underdeveloped understanding of the complexity of leadership and historical evaluation.

Some- More able pupils will have a sophisticated understanding of the nature of power politics and the role of the individual in a large multiethnic empire, and will be able to explain that the role of the Sultan was only part of the reasons for the ultimate failure of the Ottoman Empire and the rise of the Turkish Republic.

Lesson 1

Learning Objectives and Activities

Teacher will: establish an awareness of pupils prior knowledge

Pupils will: share views about the nature of 'leadership'

Starter

This starter is intended for use with groups who may have a partial or limited awareness of Turkey as a historical and physical entity- for example younger pupils, or those who are new to a study of the country, and those who are only aware of their own immediate region. The activity sheet 13.1a is a simple quiz- and could be given again at the *end* of the series of lessons to help pupils see how much their knowledge has improved. Remember to indicate that it is not essential that they know everything that there is to know at this point- this is you getting an idea of their knowledge, and that having restricted knowledge now is not a problem. The second page, sheet 13.1b, can be used to look at what stereotypical images pupils have in their head of nationality and national preferences. The same sheet can also be used for looking at young people's stereotypes of 'ethnic others'

Timing

5 minutes quiz time and about the same to debrief

Use Sheet 13.1 Modern Turkey: Exploring Our Ideas
 What do young people know about Turkey? What do they think they *ought* to know?
 (Make a link back to this activity at the end of this unit)
 Discuss the answers and share some further information.

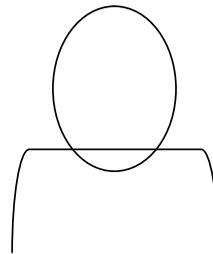
Extension Activities

use a map, further key facts about historic and modern Turkey and some images.

Main Activities

Activity 1.

Write Looking at Leadership on the board as a title. *Draw* a large, simple outline of a head and shoulders. The aim is to add the key traits required by a strong leader around and within the figure. This can be completed as a small group or as a class activity, and should provide the opportunity to explore what young people feel about leadership and power.



More able young people might ask about the context of the leader/situation- and you could introduce the idea of tribal leadership, and then ask whether/how multi-tribal leadership changes the demands placed on good leadership.

In your development of the activity explain that Seljuk Turkey was a multiethnic society when it started drawing together different groups, and the Ottoman Empire was very multiethnic. You may need to raise and discuss the idea of *diversity* with pupils and discuss the key terms *multiculturalism* and *multiethnic empire*, and perhaps explore the idea that diversity can relate to class, language, faith (or its absence), cultural habits and customs, gender and class.

Various Sultans identified the value of allowing conquered peoples the right to continue using their own language, customs and laws, and of preserving their religious practices- thus assimilating them into the Empire without problems, and at some stages of the Empire this gave some subjugated peoples more freedom, and often less of a tax or duty burden than under their previous overlords. Therefore the Ottoman Empire became a multiethnic regime and where there was population movement for trade or other reasons there were intermarriages and the nature of the population changed. The larger towns and cities, especially those on trade routes or in ports were often multiethnic.

Activity 2. The intention of the following activities is to look at some *outline* history, and focus on the development of a complex multiethnic empire over time.

Use Sheet 13. 2: *The Turkish People in Ancient and Early Times* to help pupils developing outline knowledge and understanding about the Seljuk Empire, which grew by absorbing neighbouring small states and building a successful trading and military regime.

When reading the sheet with the class you could ask:

- Why do you think the ancient tribesmen moved west?
- Why would some tribes welcome the chance to be part of a larger group or state?
- What reasons can you give to explain why the Byzantine and Seljuk Empires fought each other?
- What do you think happens in what historians call a 'golden age'?

3 minutes
 thinking and
 discussion
 time in small
 groups

7 minutes to
 discuss and
 debrief

10 minutes
 reading and
 discussion
 time

40 minutes
 working time

The task sheet uses the idea of designing stamps to commemorate historical events, and picking out key information to accompany the stamps when they are first sold. This is a creative way of focusing on historical significance and of engaging with text. The choice of what to commemorate on the stamps and the information to include is important, so you might use a map, images or other ways to help young people think about the images for the stamps. You might have ten images available and the pupils who do not wish to draw or use ICT to create their own designs could choose four for their stamps. The key element of the work to support is the text explaining which four events have been chosen and why.

Plenary:

What have young people chosen for their stamps and which elements of the information will they use on the accompanying information? Why?
What have they learnt about early Turkish history?

5 minutes

Lesson 2**Learning Objectives**

To provide an opportunity to consider the nature of leadership and how the Ottoman Empire constructed a multiethnic powerbase

Starter

Play a short (no more than five minutes) recording of a radio broadcast that deals with a topical story concisely in a few minutes. Discuss the nature of the story- how have the journalists made the story stimulating and interesting? What are key features of such short stories?

Timing

10 minutes

Main Activities

Use sheet 13.3: Ottoman History on the Radio This activity uses the premise that a Welsh radio station is planning a series of short programmes about Turkey featuring stories about the land, people and history of Turkey. Pupils will act as programme advisors and researchers for broadcasting a set of three programmes about the Sultans of the Ottoman Empire and their role in the creation and management of a multiethnic empire. The producer has been advised by a Turkish friend that he thinks that Osman Gazi was the most important of these three rulers, but she is unsure- so they have to read the information, decide if they agree- and then write her a memo explaining which Sultan they advise should be covered in the programme. The historical skills to target here are research, information selection and supported reasoning/ explanation and persuasive writing.

Use Sheet 13.4 The Sultan's New Soldiers- The Janissaries

This sheet continues the idea of the radio broadcasts-and pupils are asked to read about the Janissaries and make a script for a five minute broadcast about whether the Janissaries were a brilliant idea or a disaster. Pupils will need some steerage about selecting an appropriate writing genre and about making a balanced case rather than just recounting information. Encourage pupils to be creative and enjoy their writing.

20 minutes

Extension Activities

Ask pupils to make a recording of a programme about their chosen sultan

Plenary:

Was this a challenging task? Why? What did they decide about the Janissaries?

5 minutes

Lesson 3**Learning Objectives and Activities****Starter**

'What's In the Box?' Bring in a silk scarf or tie (or something that you can pretend is silk). Place it in a reasonably big cardboard or other box into which pupils will not be able to see. Prepare this before the pupils arrive.

The pupils have to ask a question about what is in the box, and you are only allowed to answer 'yes' or 'no' (and perhaps occasionally 'partly').

The idea is that they should listen to each others' questions and use them to pick further questions to get a correct answer (or fairly close- it's quite hard to do the first time you play the game). Thus questions about the materials of manufacture are better than random guesses ('Is it an elephant?') or slightly more focused questions related to the size of the object or its colour to start with, i.e. 'is it smaller than my pencil case?' isn't necessarily as helpful as 'was it made from something that once was alive?' since the latter would more fully narrow down the options and help the next questioner.

At the end of the game they will doubtless want to play again (and should be better at getting towards an answer, and will have also worked out that the big box was a trick to cover up a small object) If you have time to do this make the first object something other than the silk item, and use that last.

Link to the lesson: What did the Sultans use silk bowstrings for? The silk object is linked to the fratricide- the murdering of brothers on the accession of a Sultan in order to remove potential rivals, which was carried out using silk bowstrings.

Timing

4 minutes
(keep the pace of question and answer fast)

Main Activities

Use Sheets 13.5 *The Golden Cage*, and 13.6 *Making a Case*.

This activity is intended as a task to develop extended writing skills.

Read Sheet 5, which explains about the murder of male relatives and the development of alternative fates for them. Discuss or ask pupils to write the answers to the questions given.

Then introduce the notion of writing an essay which gives both sides of a case or argument, but which reaches a balanced conclusion. Sheet 6 is designed as a writing frame to assist pupils reach a balanced conclusion in written prose.

Talk through the task, decide as a class which key words, or which key items of information you might use to answer this question:

Was the 'Golden Cage' policy better for the Ottoman Empire than ensuring that there was only one person who could be Sultan?

20 minutes
reading,
discussing,
answering
questions

30 minutes
essay
preparation
and writing

Plenary:

After Tamerlane humiliated the wife of Sultan Beyazit when they were held prisoners there was a long gap before a Sultan married any of their concubines. The harem women were treated well, and given fine clothes and jewels, but they were slaves, and often from conquered territories. Thus the heirs to the throne normally had a parentage that was half-slave, and at least a half-‘foreign’

5 minutes

Lesson 4 onwards**Learning Objectives and Activities**

This activity looks at the role of an individual in history, using sorting cards related to the life of Mustafa Kemal Ataturk, and goes on to look at the State of Turkey today via a research and display task.

Starter

Show images of some world leaders or powerful decision makers. Some should be instantly recognisable, others not, such as the President of the World Bank or European Union. What do they have in common? Why are some ‘household names’ and others relatively obscure? Should we, as ‘good citizens’, be able to recognise key bankers as easily as pop celebrities or footballers?

Link back to the ‘Qualities of Good Leadership’ activity from the first lesson- was ‘visibility’ one of the key features of the list? Why? Was ‘memorability’ or impact on society amongst their criteria?

Tell the class: ‘Today we will look at an individual who is remembered and is revered in Turkey, and is seen as the founder of the modern state, and we will also look at modern Turkey.’

Timing

5 minutes

Main Activities**Activity 1.**

Explain that by the start of the twentieth century the Ottoman Empire was struggling and many of its own citizens were calling for reform. The Treaty of Lausanne had a significant impact, and the overthrow of the Ottoman dynasty took place. Modern Turkey was significantly shaped by the leader who emerged- a man still seen as a national hero today

Activity 1. Use Sheet 13.7 *The Role of the Individual: Mustafa Kemal Ataturk, Founder of modern Turkey*. This is a sorting activity which can be completed by pairs or small groups. Ask pupils to sort the cards into the correct chronological order.

Answers for Sheet 13.7.

- c. In 1881 Mustafa was born in Salonika in the Ottoman Empire, the city is now Thessaloniki, in modern Greece.
- g. At the age of twelve Mustafa began Military School, and was called ‘Kemal’ by his teacher. He completed his military training in 1905 became a Captain, and was sent to join the Fifth Army in Damascus (modern Syria).

10 minutes
+ 5 minutes
debrief.

- h. In his first year as an officer he joined with friends to set up a secret society called 'Fatherland and Freedom' with the aim of reforming the Ottoman Empire.
- e. During his early career he proved his strategic ability, and gained a reputation for personal bravery, skill, and good decision making. He was a commander at the defence of Arburnu (Gallipoli) in 1915 where British Empire forces suffered high casualties.
- i. From 1916-1919 Mustafa Kemal was promoted and given greater military responsibilities becoming a Brigadier-General, the Commander of an army group and an Inspector. His reputation and popularity amongst his troops became even stronger.
- h. Turkish historians date the start of the Turkish War of Independence from the landing of Mustafa Kemal's troops at Samsun in 1919, where they began the process of removing the foreign troops occupying Turkey after the Great War.
- b. The Turkish Grand National Assembly, formed of delegates seeking to reform their country met in Ankara in 1920, and was opened by Mustafa Kemal, who became their army leader in 1921. Meanwhile, in Istanbul the Sultan's government issued a decree ordering Mustafa's death.
- d. In 1923 Mustafa Kemal declared the formation of the Turkish state and became its first President. The international Treaty of Lausanne recognised Turkey in international law.
Ankara was declared the new national capital.
- a. During the 1920s and 1930s Mustafa Kemal modernised Turkey with a series of reforms to the law and to policy, for example using the Latin alphabet from 1928 instead of the Arabic alphabet, introducing more freedom for women, and removing religious influences from how the state was run.
- f. In 1931 the Grand National Assembly passed a law giving Mustafa Kemal the surname 'Atatürk' or father of the Turks. He continued his reforms and became hugely popular. He died in Istanbul in November 1938.

Activity 2.

Use Sheet 13.8 *Researching Modern Turkey*

Give your pupils the task of researching and designing a display or report on Modern Turkey. They must use the opportunity to find out about the diversity that makes the country such an interesting, contrasting and vibrant place, but they should not just copy things out and prepare a dull recount of other sources. Ideally they should use the materials critically and demonstrate a good level of understanding of the complexity of culture and history, belonging and ethnicity/nationality.

5 minutes to set up and then research time

Plenary:

Use this time to praise what the class did well and help them focus on next steps with their research or presentation. Help them refocus on the idea of showing *similarity* and *difference* in their final product; help them think about where they can find additional materials for homework.

5 minutes

How would I build on this lesson?

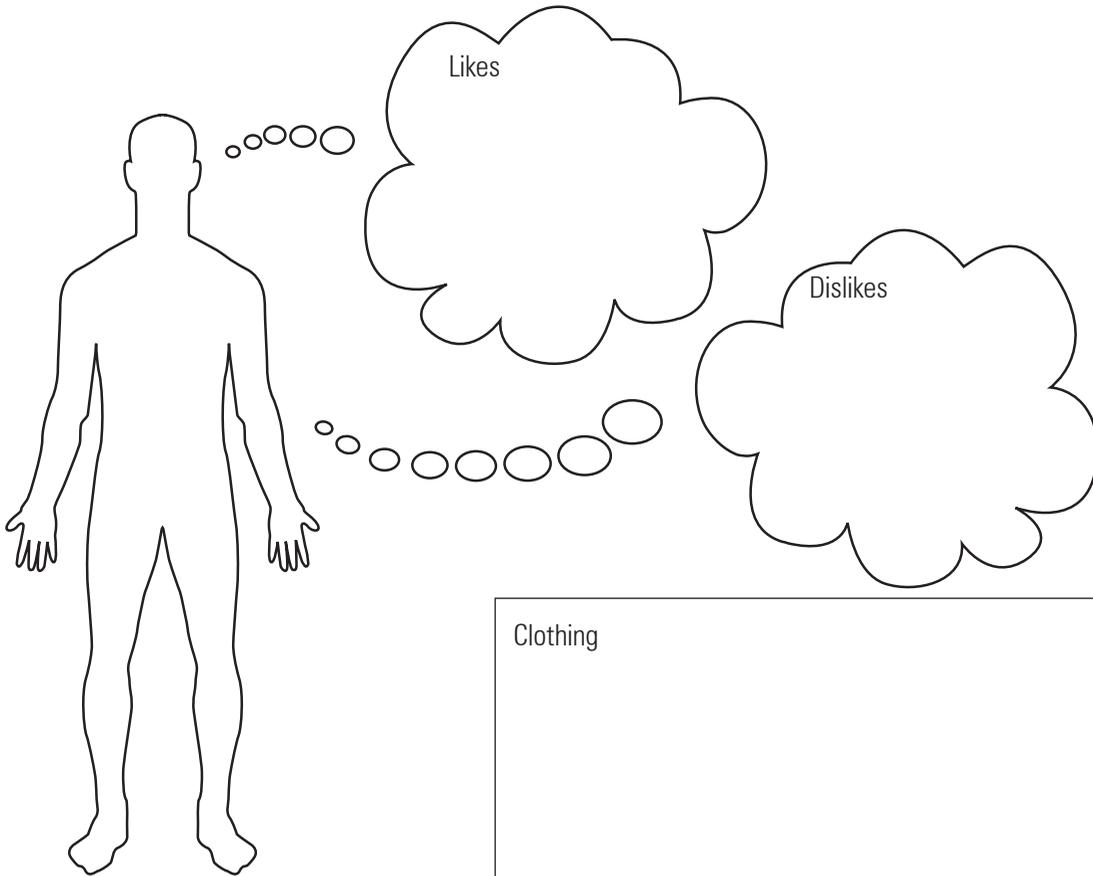
Allow a further lesson or lessons for the research and creation of the final product – and for presentation of pupil work

13.1a Modern Turkey- Take the Challenge

How many square kilometres does modern Turkey cover?	What is the current population (in millions) of modern Turkey?
What is the main religion in Turkey?	Is modern Turkey a republic or a monarchy?
Which language do Turkish people speak?	What is the capital of Turkey?
What do you know about Turkish history? (Write the main things here...)	
What is the most interesting or unusual fact that you know about Turkey?	

13.1b What image do you have in your head?

Fill in the sheet- don't spend too long on it- the idea is to test out what first comes into your head (to see what stereotypes you have).



This view is made up from a stereotype!
A stereotype is

Clothing

Favourite Drink

Favourite Food

13.2 The Turkish People in Ancient and Early Times

The Post Office is about to issue a special *First Day Cover*. This is a limited edition set of stamps, issued on a white envelope, and franked on the first day that the stamps are on sale. Stamp collectors all over the world collect these special issues. Inside there will be a card the same size as the envelope explaining the design on the stamps and what they are depicting.

Task: you have to design four stamps, and write the information card for inside the envelope.

The stamps should pick out the key historical issues or people that you think are important and interesting.

Around three thousand years BCE there were tribes of nomadic peoples in grasslands to the west of modern China and north of modern Mongolia. Ancient Chinese records from two hundred BCE mention tribes of horsemen and their sheep herders moving west and establishing small states in the huge region where Africa, Asia and Europe meet. Trading and other contact with Arab Middle Eastern peoples from the ninth and tenth centuries CE led to the conversion of these people to Islam. The descendents of some of these people became the founders, and some of the people, of the Seljuk and Ottoman Empires, and of modern Turkey.

The Greater Seljuk Empire (1040 - 1157 CE)

Who? The Seljuk Empire was established by a Turcoman tribe called the Seljuks.

When? From the mid 11th to the mid-twelfth centuries CE.

Where? A ten million square kilometre area, with a border along the Byzantine Empire which had its capital in Constantinople (modern Istanbul) and a capital in Isfahan in what is now Iran.

So What? This Empire laid the foundations for the later Ottoman Empire, and also for the years of tension between the two large imperial powers in the region: the Christian Byzantines and the Muslim Seljuk Turks, with border raids and disputes taking place, and some territories repeatedly changing hands after violent clashes.

In 1071 the Byzantine Emperor Romanus IV Diogenes led a military campaign to regain Armenia, but was defeated by the Seljuk horsemen at the Battle of Manzikert (modern Malazgirt) in 1071 and was captured and ransomed. The Seljuks enjoyed a period of strength and military success, with a number of provinces in their empire that had been captured and which contained people who were not Islamic. However, after a 'golden age' the Seljuks were placed under tremendous pressure by attacks from the Mongol Horsemen from the East, who raided across large areas of Seljuk territory from their homeland along the frontier with China. Christian Crusaders also formed a threat, and the Empire was at risk of breaking up into smaller territories throughout Anatolia. On June 26th, 1243, combined Seljuk and Byzantine forces were heavily defeated by the Mongols at the Battle of Köse Dagi near Sivas. Refugees fled west, but the Mongols pushed further across Seljuk territory before unexpectedly pulling back to their homelands, and a new leader called Osman emerged to lead the territories covered by the Seljuks.

Seljuk Emperors

Tugrul Bey (1040 - 1063)

Mahmud (1092 - 1093)

Mehmed Tapar (1105 - 1118)

Alp Arslan (1063 - 1072)

Rukneddin Beryaruk (1093 - 1104)

Mu'izzeddin Sançar (1118 - 1157)

Melik Shah I (1072 - 1092)

Melik Shah II (1104 - 1105)

13.3 Ottoman History on the Radio

Task: A radio station in Wales is running a series of short programmes about Turkey and is highlighting the diversity found in such a large country. Some programmes are about the land and people, others are about the history of the country. The producer of the series wants you to do some historical research for one of three broadcasts about the Sultans of the Ottoman Empire and how they successfully built a multiethnic empire. There is only enough time to cover one of the three Sultans mentioned here, and she has been told by a Turkish friend that Osman Gazi was the most important of these three rulers- Read the information below and decide if you agree- then write her a memo explaining which Sultan you think was most important in Ottoman history. Make sure you give enough reasons and supporting evidence to make a convincing explanation.

Possible Choices-

A. The Founder of The Ottoman Empire: Osman Gazi

The founder of the Ottoman Empire was Osman Gazi who lived from 1258-1326 CE. He was one of three sons of the tribal leader Ertugrul Gazi. He became clan leader of the Kayi in 1281, and ruler on his father's death in 1299, ruling for 27 years. His initial policy was to unite other Turocman tribes under his leadership, and to fight the Byzantine Empire. He linked up with the forces of the Seljuk leader Alaaddin Keykubat, and after Alaaddin was exiled Osman took control of the Empire in 1299.

B. The Sultan: Murad II – Murad was the first to use the title Sultan or sovereign (also called Murat II. Lived c.1403-1451CE, ruled 1421-1451, grandson of Osman)

Policies

- Expanded the Empire, capturing Salonika, battled against the Hungarians and their leader, Janos Hunyadi.
- Signed the Treaty of Szeged (1444) with the Polish led Balkan coalition, and gave up Serbia, but in 1448 retook the territory after beating the combined forces of Hungary, Serbia, and Bosnia at the bloody Battle of Kosovo.

C. Mehmet 'the Conqueror'

(Mehmet II, lived 1432-1481CE, was Sultan aged 12- 14 (1444-46), until his father returned from retirement to rule again because Mehmet wasn't making such a good job of being Sultan, and ruled again from 1451-81 after his father died)

Policies:

- His armies captured south-eastern Europe up as far as the River Danube and Anatolia as far as the River Euphrates. They conquered the Byzantine capital city of Constantinople in 1453 and renamed it Istanbul. They captured the Greek city of Athens (1456); conquered Serbia in 1459 and the Morea by 1460. This brought many different language and religious groups into the Empire.
- If territories resisted the Ottoman advance there were usually three days of looting and violence when a town or city was captured.
- In captured Christian towns and cities the largest church was generally turned into a mosque, but people who were not Islamic were allowed to continue their own way of life provided they paid taxes and obeyed Ottoman rule.
- Most territories were allowed to keep their own system of laws and local rulers.
- Expanded the Janisseries: Janissaries were Christians taken to be soldiers in the Ottoman Empire under 'the devshirme system' where families were required to give up a son for service in the Empire.

13.4 The Sultan's New Soldiers- The Janissaries

Very large territories are always difficult to manage, and usually a system of regional government passes quite a lot of power and responsibility to a small group of people. In the Ottoman Empire this sometimes led to nobles or regional governors deciding that they liked power so much that they would challenge or disobey the rule of the Sultan.

Murad II decided that he needed an army that was more loyal to him than to the different regional tribal leaders or governors, and therefore established an army that was not recruited from his Turkish subjects. Instead it was formed by young men taken from Christian families within the territories of the Empire under a tax system called *devshirme*. Families had to give up a son to serve as the Sultan's property. This was not such a terrible thing as being a slave in other cultures- the men would form part of the *kul*, or Sultan's household and could become wealthy and powerful. The young men were chosen because of their strength, good looks and intelligence. Some were promoted to the job of Grand Vizier or chief minister for the Sultan- although it could be a risky position, Sultan Selim the Grim (1512-1521) had seven Grand Viziers beheaded before he himself died from a poisonous boil!

In 1365 Murad II came up with a new plan- he would use the *devshirme* to form a new army that was totally loyal to the Sultan. Some of the young men collected under *devshirme* were sent to form a new army. They were promised they would be treated fairly, would be well paid and could rise up to high office serving the Empire. In Turkish the word *yeni* means new and *Çeri* means troop of soldiers: thus 'new soldiers' or Janissaries. These men were converted to Islam and were trained and equipped as a standing or permanent army, but were not allowed to marry while in the Janissaries.

The Janissaries wore eye-catching red boots and white linen hats, and were well equipped and trained. They marched with an unusual swaying movement, used a large bronze cauldron and two metre long ladle or spoon as their regimental symbols. Losing either in battle was considered a huge disgrace. The Janissary officers were given titles that related to cooking, Soupmen, Head Scullions, Head Cooks, Head Water Carriers.

Eventually the Janissaries were such a large and powerful force that they could influence decisions at the Ottoman court by threatening to revolt or take over. Sometimes their leader even influenced who became Sultan by murdering some of the heirs to the throne.

In 1638 Murad IV abolished the boy tribute, and from then onwards the sons of retired Janissaries were recruited to the Janissary army. By this time the Janissaries had become arrogant and not fearful of others. They met under a large tree in the centre of Istanbul, and hung people they disapproved of from its branches. If they decided to revolt they would overturn their cauldrons.

In 1807 Selim III was murdered during a revolt after he had tried to integrate some of the Janissaries into a new army he had created. In 1826 Sultan Mahmud II ('Mahmud the Reformer') crushed a revolt by the Janissaries using artillery, and forcefully abolished the group using a firman or royal decree. In Turkey the death of perhaps 10, 000 Janissaries is known as 'The Auspicious Event' because it allowed other reforms to take place, and marked the start of a new era of reforms.

Task- Write a script for a 5 minute radio broadcast-

Was the creation of the Janissaries a brilliant idea or a disaster?

13.5 The Golden Cage

When one of the Sultans died it was not automatic that the crown would be passed onto the eldest male direct heir as would happen in Western Europe, and succession could be violently disputed and the court split by power battles. In 1389 Sultan Murad I led an army into the Balkans, and during the campaign was tricked into allowing a Serb nobleman into his tent and was stabbed with a poisoned knife. His son Beyazit, also known as 'The Thunderbolt' or Yilderim took over. Immediately after winning the battle he ordered his younger brother to be strangled.

1 Why do you think Beyazit gave this order?

Beyazit got his punishment however- he was defeated by Tamerlane (Timur Lenk in Turkish) at the Battle of Ankara in 1402 and was taken prisoner. At first he was treated with respect at Tamerlane's court, but he was such an unpleasant man that he was eventually put into a cage that was too small to stand inside, and his wife was forced to act as a naked servant at Tamerlane's meal table. Whenever Tamerlane's court moved, the cage was dragged behind them. After several weeks Beyazit bashed his own brains out on the cage bars to end his torment.

2 What motive do you think Tamerlane had in treating Beyazit and his wife like this?

Back home Beyazit had started a new tradition, bumping off potential rivals- brothers, uncles, great uncles and their sons! When Selim the Grim became Sultan he had both of his elder brothers strangled, as well as their five sons, one of whom was five years old, and while it happened he listened from a room next door.

Murad II (1574-1595CE) had five younger brothers strangled, and his son Mehmet III (1595-1603) had nineteen brothers and all of his sisters strangled. His oldest brother was eleven years old.

The Sultans kept a special squad of assassins to kill important people within the court. These men had been deafened by piercing their ear drums,

and had been made mute by having their tongues split. After each murder the victim's head was cut off and the head sent to the Sultan in a velvet bag as proof that the order had been carried out. The executioners used silk bow strings to kill their victims. Of course it could have been worse. Sultan Osman II had men executed by crushing their testicles in 1622.

3 What reasons can you give to explain the use of deaf mutes as executioners?

Sultan Ahmet I (1603-1617CE), the son of Mehmet III, was a much kinder character, and he ordered that his male relatives be kept prisoner in the 'Golden Cage' or kafes, a two storey grey house within the Palace Harem.

4 Was 'the cage' a good idea?

Ahmet established the rule that the heir would be the oldest son, not the toughest or best decision maker. Life inside the Cage must have been very odd. The only men allowed in the Harem were castrated eunuchs, and the prisoners, all male relatives of the Sultan were allowed to have concubines who had been specially sterilised to prevent them becoming pregnant.

Life in the cage sent Sultan Ibrahim mad. He had been sent there aged two, but inherited the throne unexpectedly and ruled from the aged of twenty-four years old, from 1640-1648CE. One of his decrees was related to having lots of fur around him. His pet cats were given little sable fur jackets, and he wore a lot of fur and had fur wall coverings. Another order involved having two-hundred and eighty concubines tied into sacks with stones in them, and being thrown into the Sea of Marmara where they drowned. Other Sultans had usually permitted concubines from the harem to leave and marry when they were bored with them, taking their jewellery and property with them.

5 Why do you think that 'mad' Sultans were allowed to rule? neden izin verildi?

13.6 Making a Case

Writing a good historical argument means presenting a strong case, with points made that are convincing and well supported. To be most successful you need to contrast and consider different points of view, and explore whether you agree with them before reaching a balanced conclusion.

The writing frame here is designed to help you write an essay that considers multiple viewpoints and which uses evidence and explanation to support each point that you make.

Your Task

Use the briefing sheet that you have to gain a basic understanding of the issues.

On a sheet of paper, write down your views.

You could use the ideas from the following writing frame template:

This is the...	You could start your sentences like this	As a group- insert any keywords, key facts or ideas that might help in this column
Starting sentence with first reason to back-up your idea	I think that	
	My reason for thinking this is...	
Next paragraph- a new argument and reasoning	The fact that... happened is important because...	
Another reason to support your view... maybe you can give more than three reasons?	Furthermore I think that...	
	because...	
Concluding arguments and summary	So in conclusion I think that...	

If you are able to do so, then you could research the historical content, and what historians have said about the individuals or events to give you further information

13.7 The Role of the Individual:

Mustafa Kemal Atatürk, Founder of modern Turkey

✂ Cut out the statements here and sort them into the correct chronological order

<p>a. During the 1920s and 1930s Mustafa Kemal modernised Turkey with a series of reforms to the law and to policy, for example using the Latin alphabet from 1928 instead of the Arabic alphabet, introducing more freedom for women, and removing religious influences from how the state was run.</p>	<p>f. In 1931 the Grand National Assembly passed a law giving Mustafa Kemal the surname 'Atatürk' or father of the Turks. He continued his reforms and became hugely popular. He died in Istanbul in November 1938.</p>
<p>b. The Turkish Grand National Assembly, formed of delegates seeking to reform their country met in Ankara in 1920, and was opened by Mustafa Kemal, who became their army leader in 1921. Meanwhile, in Istanbul the Sultan's government issued a decree ordering Mustafa's death.</p>	<p>g. At the age of twelve Mustafa began Military School, and was called 'Kemal' by his teacher. He completed his military training in 1905 became a Captain, and was sent to join the Fifth Army in Damascus (modern Syria).</p>
<p>c. In 1881 Mustafa was born in Salonika in the Ottoman Empire. The city is now Thessaloniki, in modern Greece.</p>	<p>h. In his first year as an officer he joined with friends to set up a secret society called 'Fatherland and Freedom' with the aim of reforming the Ottoman Empire.</p>
<p>d. In 1923 Mustafa Kemal declared the formation of the Turkish state and became its first President. The international Treaty of Lausanne recognised Turkey in international law. Ankara was declared the new national capital.</p>	<p>i. Turkish historians date the start of the Turkish War of Independence from the landing of Mustafa Kemal's troops at Samsun in 1919, where they began the process of removing the foreign troops occupying Turkey after the Great War.</p>
<p>e. During his early career he proved his strategic ability, and gained a reputation for personal bravery, skill, and good decision making. He was a commander at the defence of Arburnu (Gallipoli) in 1915 where British Empire forces suffered high casualties.</p>	<p>j. From 1916-1919 Mustafa Kemal was promoted and given greater military responsibilities becoming a Brigadier-General, the Commander of an army group and an Inspector. His reputation and popularity amongst his troops became even stronger.</p>

13.8 Researching Modern Turkey

Task

There is a strict time limit for this activity.

You need to negotiate the format that your final work will take with your teacher.



Your target is to tell the story of the development of Turkey in a way that is suitable for visitors coming to the country on a first visit. Sometimes people visiting a new culture have all sorts of stereotypes about a place, and your task is to interest, stimulate and challenge the visitor- and make them want to learn more about Turkish history and the many different peoples who contributed to building what would become the modern state of Turkey.

You will need to plan carefully

You must show how modern Turkey has been built on multicultural origins, making a diverse modern nation but with people sharing lots of things in common.

You might be interested in looking at:

Key events which brought new people into the Seljuk or Ottoman Empires;

The nature of those empires and whether they were tolerant of different peoples/ideas/beliefs;

Special places;

Key individuals in the development of the country;

Different influences on the country – for example Turkish food, music or culture, faith and beliefs, cultural habits and traditions, clothing and traditional costume

Planning Tool

What has to be done?	Who will do it?	Notes