

Throwing the Spotlight on General Haig

This fits into the 20th Century World unit which is usually covered in year nine.

This lesson highlights a particular area, rather than have pupils getting bogged down in the methods of fighting the First World War. It could also be useful for a popular coursework unit on Haig at GCSE examined by AQA.



Progression

The lesson directly relates to the National Curriculum levels. For example, pupils are beginning to select and combine information from two sources to come to an opinion and identify what sources are useful for. Some students will also be discussing how different interpretations arise just by looking at some evidence.



Resources

This lesson activity should be used in conjunction with the SMART Notebook™ file 'General Haig.notebook'.

It consists of a Notebook file of nine pages.

WALT – evaluate evidence to support or challenge a statement and explain how useful a source is.

WILF – all pupils will be able to describe and make simple inferences from a picture source.

Most pupils will be able to explain what the source is useful for.

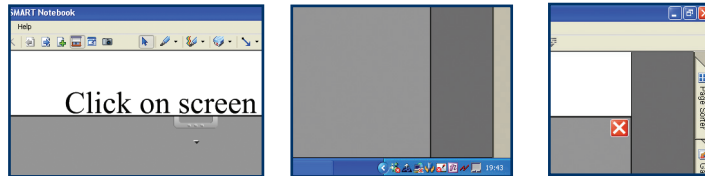
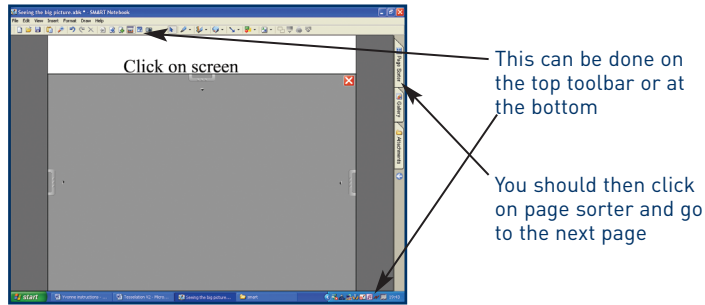
A few pupils will be able to suggest how the name has come about.



Notes

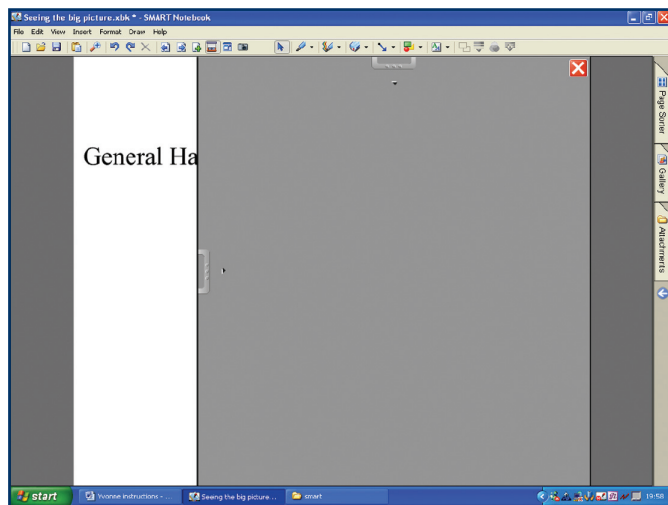
Activity 1

The first screen is just a reminder for you to turn on the screen shade.



Page 1

Use 'screen shade' to go across word by word, with pupils guessing what comes next. Teacher or pupils can annotate the phrase when revealed and try to think what this might mean. Somme and Haig are hyperlinked so that pupils can get a quick reminder of who he is and what happened at that time. (These will both be to the 'Learning Curve').

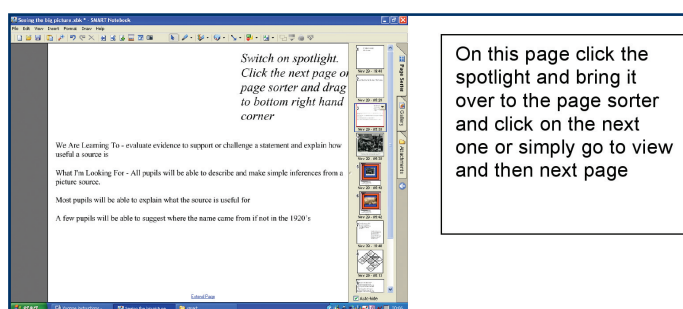


Page 2

Possible questions to ask at this point:

- Why might he be called a butcher?
- When do you think he got this nickname?
- If he had this nickname would people like him?

Using spotlight



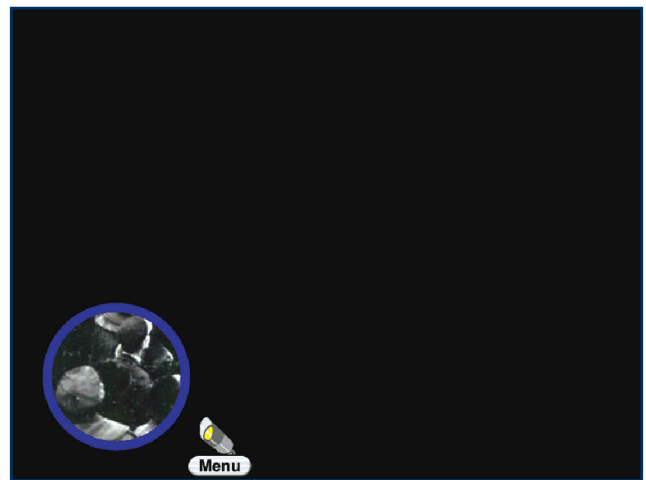
Page 3

We are using 'spotlight' here to demonstrate a vital point about source analysis - that we need to have as wide a 'picture' of evidence as possible. Pupils are going to experience this instead of being told it.

Keep the spotlight small and over one part of the picture (not the caption).

Ask them what they see at this point. Then go wider and ask again. Do this three or four times, discussing how their view has changed and what skills they are using to guess what is going on (the skill of inference - in other words the visual combined with own knowledge).

Due to the starter being the butcher quotation, some pupils might say this is a negative picture which is still good as it shows the danger in judging with too little evidence.



Page 4

Activity 2

The next slide is a standard activity in history so teachers will be familiar with it. However it will be far easier to manage on the SMART Board™ interactive whiteboard. Teachers could bring in the flash timer from the gallery for things that they can see. They could then link things they can see with inferences made.

The last box contains useful questions. It is vitally important to introduce these to pupils in Key Stage Three, rather than wait to GCSE.

On the next slide, there are some hints, so SEN or EAL pupils could come up to the board and put inferences or things they can see in the right places.

Examples:

- People are looking at something
- Lots of people are wearing hats
- There is an old car in the middle
- Somebody famous might be in there
- The famous person could be Douglas Haig
- This might be at the end of the war
- This is around the time of the First World War
- This could answer what people wore after World War 1
- If people liked Haig

SEN pupils could even make a fuss of how things you can see are phrased differently from things you can infer.

The next slide is another crowd scene from 1924-Haig in Newfoundland during a visit to the regiment who suffered very heavy losses during the First World War.

Pupils can be more independent as it replicates the previous activity. They will need more context here which is provided on the next slide.

Question for teachers to ask:

“Does this back up or contradict the first source?”

Therefore pupils have learnt about corroboration of evidence.

Activity 3

Pupils should discuss which one diamond would show Haig to be a butcher. They should then build other facts around it that would disagree with the butcher idea. The teacher or pupils can then put on the spotlight and first focus on the one piece of evidence, then opening up to reveal the wider evidence thus reinforcing what has been learnt from the picture sources.

Extension task – Pupils could suggest why this name might have appeared in later years.

Plenary

The plenary is in two parts. The first one will be simply making more concrete new found knowledge on Haig. The second part is the wider source skill that has been developed through using spotlight. This could be written or indeed recorded using ‘recorder’ with pupils talking over the diamonds activity and warning other pupils about the pitfalls of just focusing on one place for information.

Notes

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