



Generic lesson plan

To be used with any of the Letter in the Attic resources listed below.

<i>Subject</i>	Various - depending on resource used (see list below)
<i>Year group</i>	Key Stage 3
<i>Learning intention</i>	To use and investigate a primary source To ask and answer questions, using evidence from the primary source and associated online materials
<i>Organisation</i>	Introduction: whole class Main activity: small groups (mixed ability) Plenary: whole class
<i>Differentiation</i>	If desired, cut-down and simplified versions of the transcripts of the resources could be made available and used with different abilities in the class.
<i>Resources available</i>	<p>Any of the resources below could be used as the basis of a lesson. To explore the resources:</p> <ol style="list-style-type: none"> 1. Follow the link below each resource to the introductory page in the <i>Letter in the Attic</i> online exhibition. 2. Then follow the link at the bottom of the introductory page to the full catalogue entry for the resource. <p>For each of the topics below, the Letter in the Attic catalogue will contain original scans, transcripts and background information.</p> <p>In preparing for the lesson, the teacher could consider what other websites or resources might be available to assist with 'unexpected' or higher level questions. (Basically: 'I don't know the answer to that Jimmy - why not have a look on the Brighton Streetmap website and see what you can find out).</p> <p>A Sprig from the Vine Letters of a Georgian windmill owner, c 1825-1836 William Vine (LIA9) www.mybrightonandhove.org.uk/williamvine</p> <p>To my lifelong friend Letter of a conscientious objector, 1945 Gordon Harris (LIA10) www.mybrightonandhove.org.uk/gordonharris</p> <p>Was it not delightful?</p>

Letters on meeting her future husband in Brighton, 1860-61
Sarah Sedgewick (LIA11)

www.mybrightonandhove.org.uk/sarahsedgewick

In memory of our dear mother

Diary and memoir of a Moulsecoomb widow, 1930s
Florence and Ada Elphick (LIA12)

www.mybrightonandhove.org.uk/florenceelphick

No onions and the Great Dictator

Diaries of a Brighton cinema-goer, 1940s-60s
Hinda Harris (LIA14)

www.mybrightonandhove.org.uk/hindaharris

Hitler was supposed to invade today

Wartime diaries of a Lewes woman, 1940-1944
Margery May (LIA15)

www.mybrightonandhove.org.uk/margerymay

Damaged in enemy action

A child's correspondence in World War II, 1943-1945
Beryl Speed (LIA16)

www.mybrightonandhove.org.uk/berylspeed

This longed for day has arrived...

Letters of a Brighton Prisoner of War, 1918
Alfred Langrish (LIA19)

www.mybrightonandhove.org.uk/alfredlangrish

Applying for vacancy as advertised

Letters of a Welsh carpenter in Brighton in search of work ,
1930

Thomas Fairchild (LIA20)

www.mybrightonandhove.org.uk/thomasfairchild

A Victorian schoolgirl writes to her parents

Letters written by two Brighton schoolgirls in 1830s
Sarah and Deborah Alexander (LIA32)

www.mybrightonandhove.org.uk/alexandersisters

I expect you want a wedding cake

Letters between childhood sweethearts, 1936
George and Violet (LIA44)

www.mybrightonandhove.org.uk/georgeandviolet

My Victory Book

Schoolbooks and memoir, 1945-1947
Margaret Hutchings (LIA72)

www.mybrightonandhove.org.uk/margarethutchings

<p><i>Preparation</i></p>	<p>Select a resource and follow the link to explore the resource. From the resource:</p> <ol style="list-style-type: none"> 1. Identify a single image or single document to use as starter material, displayed on the whiteboard, to awake interest in the subject. 2. Identify a document and associated transcript to give to the class for group work. The grouping of students and the suitability of resources should be considered when doing this. 3. Identify a follow-up image or information based on the catalogue entry for the resource to give to the class in the final plenary discussion
<p><i>Introduction (plenary)</i></p>	<p>On the IWB, show the class the single image or document you have picked out as starter material.</p> <p>Ask them to speculate on the starter material to awake their interest in it.</p> <p>Put the source into context, connecting it with the topics the students are learning during the term.</p>
<p><i>Group work (extraction)</i></p>	<p>Divide the class into small groups and give them your selected transcript from the resource. You could give them a copy of the original as well.</p> <p>Ask them initially to look at the documents as investigators - what facts can they establish?</p> <ul style="list-style-type: none"> • Who is writing (and who are they writing to)? • What is it about? • When was it written? • Where was it written and where do the events take place? <p>Ask them to write down their responses in the first section of the worksheet.</p> <p>Then ask them to consider the following questions:</p> <ul style="list-style-type: none"> • Why was the document created? • What does it tell us about the people that created it? • What else does it make you want to find out? • How do you think you could find out more? <p>Again ask them to feed back their responses in the second section of the worksheet.</p>
<p><i>Plenary</i></p>	<p>Discuss the response to the worksheets from the groups.</p> <p>Introduce the final piece of information, image or document that you have selected from the resource to bring the session to a close.</p> <p>Make links with other work/topics you are covering with the class.</p> <p>Discuss how students have found working with this kind of original source. What problems did they find? How should</p>

	we refine the task next time? How do we sharpen their source skills?
<i>Application/ transformation</i>	Either in a follow up lesson, or for homework, students should be encouraged to transform the information they have discovered into a different format. This could be anything from a poster to an essay, and should fit with the overall scheme of work.
<i>Assessment opportunities/ evidence</i>	Discussion with students during focussed teaching Examine the worksheets. Use of materials in homework or 'transformation task' in the next lesson.

QueenSpark Books

Contact the project via www.letterintheattic.org or www.queensparkbooks.org.uk

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