



The Homesick Girl's Letter (Session4)

Lesson plan prepared by Tim Coxon (Cardinal Newman School) and Emma Hearn (St John the Baptist Catholic School)

<i>Subject</i>	History - Victorians
<i>Year group</i>	5
<i>Learning intention</i>	<p>To use and investigate a primary source</p> <p>To ask and answer questions, using evidence from a range of sources</p> <p>To use a range of sources to build empathy and understanding of an era</p>
<i>Organisation</i>	<p>Introduction: whole class</p> <p>Main activity: independent work</p> <p>Plenary: whole class</p>
<i>Resources including use of ICT</i>	<p>The following resources for this lesson are available from www.letterintheattic.org (follow link to education pack):</p> <ul style="list-style-type: none"> - Muriel's letter (page 1 and 2) - Muriel's letter (envelope) - Map of Brighton in 1890 - Postcards of York Road and Western Road - About Muriel Jervis (background information) <p>The letter and envelope are displayed on the interactive white board. Copies are also printed and distributed to the children.</p>
<i>Introduction</i>	<p>Remind children of Muriel and what we know about her. Look at the postcards images of the streets where she lived. How do these images help us imagine what life was like for Muriel? Can we add anything about what her life might have been like from our research?</p> <ul style="list-style-type: none"> - Do we know if she was rich or poor? - What kind of work might she have done? - What changes will she have witnessed? <p>Show children photo of Muriel as an older lady and provide them with as many details about her life as possible. The photo and information are at:</p> <p>www.mybrightonandhove.org.uk/muriel</p>

<i>Main teaching</i>	<p>Explain that we are going to create a timeline for Muriel's life. Emphasise again that for a lot of what we are saying we will be making educated guesses. We cannot be sure what Muriel was doing or what things may have affected her life.</p> <p>Model how to create a timeline for Muriel's life. What important events and changes will she have seen? e.g. World War 1</p>
<i>Independent work</i>	<p>Children create a time line for Muriel.</p> <p>Less able children</p> <p>Children could be provided with a range of dates and events to sort and order.</p> <p>High ability children</p> <p>Use digital sources to research dates and add detail to timeline. See list of websites in Session 3.</p>
<i>Plenary</i>	<p>Present timelines for display. Imagine how life was for Muriel. Ask children how they feel about Muriel and what she may have seen or been through.</p>
<i>Assessment opportunities/ evidence</i>	<p>Discussion with children during focussed teaching.</p> <p>Working with children during main activities.</p> <p>Focussed questions: How do you know? What else would you need to prove what you say? Is that fact or opinion?</p>

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