



The Letter from the Trenches (Session2)

Lesson plan prepared by Seb Phillips, Cardinal Newman School

<i>Subject</i>	History - World War One
<i>Year group</i>	9
<i>Learning intention</i>	To use and investigate a series of online sources To ask and answer questions, using evidence from a range of online sources
<i>Organisation</i>	Introduction: whole class Main activity: small groups (mixed ability) Plenary: whole class
<i>Differentiation</i>	Verbatim and edited transcripts of letters available to suit different ability levels
<i>Resources available</i>	This session is ICT based. It makes use of the following resources from www.letterintheattic.org (follow link to education pack). The resources can be either viewed online or downloaded. <ul style="list-style-type: none"> - Audio interview with the grandson of Percy Whitehouse (this resource is online only) - Photos of Menin gate - Photo of Ethel and the children - Photo of Ethel in Newport Street - List of websites about <i>Percy Whitehouse and World War One</i> <p>The lesson also optionally makes use of:</p> <ul style="list-style-type: none"> - Powerpoint
<i>Preparation</i>	You may wish to listen to the audio interview with Peter Whitehouse, the grandson of Private Herbert Percy Whitehouse. This is available at: www.mybrightonandhove.org.uk/peterwhitehouse
<i>Introduction</i>	In the previous lesson, the students worked in small groups to make a brief list of questions about Percy Whitehouse and his wife Ethel. The questions were prompted by Percy's letters, and the answers will expand upon what they have learnt about Percy and Ethel's experiences in World War One. The student's task for this lesson is to seek answers to their

	<p>questions from a range of sources.</p> <p>(If they have not yet generated questions about Percy, they should do so now.)</p>
<i>Main teaching</i>	<p><i>Optionally, the students could start by creating a Powerpoint presentation which contains 5 slides, each headed with a single question. During the lesson, they will copy and write material onto the slides in response to those questions. (NB To avoid time-wasting, students could be told not to play around with formatting the fonts and colours of the slideshow till the end!)</i></p> <p>Introduce the audio interview with Percy's grandson at: www.mybrightonandhove.org.uk/peterwhitehouse</p> <p>Say who Peter is and what he talks about. The interview is split into extracts that respond to certain questions.</p> <p>Ask which questions the students want an answer to, and play the extracts. This could be done as a plenary exercise in or small groups.</p>
<i>Group work</i>	<p>The audio interview may well have give the students some answers to their initial list of five questions.</p> <p>Give them the list of online resources called <i>Percy Whitehouse and World War One</i>. Working in groups, they should look through the resources to see if they can find answers to their remaining questions.</p> <p>If they are creating Powerpoint presentations, they should copy information and images into their Powerpoint presentations.</p>
<i>Plenary</i>	<p>In the final session all groups present their findings (and Powerpoint presentations, if created).</p>
<i>Assessment opportunities/ evidence</i>	<p>Discussion with students during focussed teaching</p> <p>Powerpoint presentations created by students</p>

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Phone: 01273 571710
Email: info@letterintheattic.org