

ITY TEACHING HONESTY RESPECT RESILIENCE CURRIC  
**E CHARACTER**   
RIT THROUGH SUBJECTS MOTIVATION FOCUS OPTIM



# HISTORY

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## Teaching Character Through Subjects – History Suite 2 Key Information

<b>Teacher</b>	Lauren Taylor	<b>School</b>	Swanshurst school
<b>Overview</b>			
<b>Curriculum Area</b>	History		
<b>Subject Focus</b>	These materials are easily translatable to various contexts and they can be slotted into any scheme of work about WW1 or about war in general, especially in year 9. The historical events considered are a good starting point for a consideration of values, and the materials focus as much on the moral dilemmas involved as on the historical circumstances.		
<b>Identified Key Character Qualities</b>	Integrity, respect (leadership and courage)		
<b>Character Focus</b>	The frame outlines how the students acquire, develop, consolidate and apply their understanding of the subject content and how they will acquire, develop, consolidate and apply their understanding of the <i>virtues</i> . The lesson plans give a strong and integrated emphasis to a consideration of moral dilemmas and decision-making and to related ideas and identified key character qualities. Booklet shows how the students' understanding of integrity been developed during the course of study and how the students have become more aware of how to apply respect. Booklets show EQ2.		
<b>Differentiation</b>	Tasks are scaffolded. Key words explored and noted in booklet. Higher order thinking skills are scaffolded. Word walls and paired activities support stretching both the lesser and most able.		
<b>Adaptability</b>	Lesson 4 could be extended. Comparisons to modern conflict: shoot to kill policy of modern day policing.		
<b>Affect on School Priorities</b>	Positive affect on remembrance and shaping a more tolerant climate. It's rare we have such a chance to explain our views and challenge and articulate our opinions of controversial issues. The idea of killing 'bad people' and what constitutes 'a bad person' was relished by the class and they have begun to evaluate authority, who sets down laws and for what effect. 2 girls have joined the school council to ensure their voice is heard in school rule planning (especially on the topic of uniform debated in lesson 1!)		
<b>Things That Worked Well</b>	Remembrance wall created in school for soldiers who died in WW1. The class made reference to those Shot at Dawn and ensured that these people were highlighted and their research		

	was discussed and displayed by the memorial in school.
<b>Things That Might Be Improved</b>	The class were weak and more time should have been spent with some individuals unpicking the character virtue (especially one EAL and one SEN student in the group) as they did not get as much out of the lessons as their classmates.
<b>Lessons</b>	
<b>Subject Focus</b>	<p>Lesson One: Why were soldiers executed? Were court martial deaths needed?</p> <p>Lesson Two: Why was Eric Poole killed? What character traits should a soldier have?</p> <p>Lesson Three: Was it right the soldiers were executed? What was the effect on the men who fired the shots?</p> <p>Lesson Four: How do we remember and respect?</p> <p>Lesson Five: Creating a memorial and respecting those who fought in WW1.</p>
<b>Character Focus</b>	<p>Lesson One: Respect</p> <p>Lesson Two: Integrity</p> <p>Lesson Three: Integrity</p> <p>Lesson Four: Respect</p> <p>Lesson Five: Respect</p>
<b>Lesson Activities</b>	<p><b>Lesson One:</b></p> <ol style="list-style-type: none"> <li><b>1. What reasons can you predict that a soldier might be sentenced to execution in World War One?</b> Justification for killing-respect and integrity, leadership evaluated.</li> <li><b>2. Circle how right and just you think it was that soldiers were shot at dawn and write '1<sup>st</sup>' in the circle.</b> <ul style="list-style-type: none"> <li>• <b>With each new statement review your opinion and circle other numbers if your opinion changes.</b></li> </ul> <p><b>Each circle should be numbered to show the change in your opinions: 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> and so on</b></p> <p>Evaluate different interpretations to the deaths, virtues and historical context.</p></li> </ol> <ol style="list-style-type: none"> <li><b>3. Task:</b> <ul style="list-style-type: none"> <li>✓ <b>Tick any charges you agree deserved the death penalty in World War One.</b></li> </ul> <p><b>Circle the most serious charge of the 16 which warranted the death penalty.</b></p> </li> </ol>

**Underline any charges you think should still carry the death penalty in the military.**

Who makes laws, do they deserve to be respected? Why are these laws needed, what would happen without them (in an historic and virtuous way)?

4 Create an argument as to why that rule is 'unjust' and why it should not be respected.

Be prepared to counter argue what the impact of abolishing that rule will be and why it should be respected. Character education impact on why a rule should or should not be respected. Link to OCR 8 mark style Paper 1 exam answer structure.

**Lesson Two:**

- 1. Layers of inference sheet.** Explain how and where the soldiers were killed (primary sources) and the mindset of those who were to be executed.
- 2. Define character traits of a good soldier.** Generate key virtues and historical virtues.
- 3. Eric Poole case study. Does she demonstrate respect and integrity?** Explore virtue in action, this enables a discussion and clarification on the theme of the virtue. Historically valid as narrates a life story and war career.
- 4. Role play of integrity.** Demonstrate how applied in the real world, its subjectivity and clarification of the definition of integrity. **Peer evaluation. Links to career and wider experiences.**

**Lesson Three:**

- 1. Moral dilemma: poem-literacy skills,** make inferences on soldiers from a virtuous and historical view point. Empathise with comrades who fired at dawn. Empathy, linked to virtuous terminology to skill the students with a wider vocabulary now the 2 main themes have been established and embedded. Links back to why the laws were in place at the time. Were they right and should be respected? Would they be right and needed today?
- 2. moral dilemma decide on their own opinion and apply it to the virtuous terminology. Paired role play,** literacy, team work, listening skills, combined with a real discussion of what their personal interpretation of the values are, how they represent these values and communicate them. Historical content drives the virtuous discussion.
- 3. Review of key virtuous language,** ranking the most pertinent to the lesson-self-reflection.

**Lesson Four:**

**Explain modern attitude towards remembering and respecting those shot at dawn. Formulating their own opinion using virtuous terms and evaluate modern memorials.**

	<p><b>Plan the virtue and theme for their own memorial.</b> In-depth and confident use of virtuous language, how does History remember the dead. Should we remember some more than others?</p>
<p><b>Notes on Differentiation and Adaptability</b></p>	<p><b>Lesson Five:</b>  <b>Create memorial</b>  <b>Historical focus on remembrance and what interpretation we have towards those shot at dawn.</b>  Character education focus on the virtues of those men and how to respectfully and fittingly remember them.  Peer assessment</p> <p>Lesson One:  Sources can be deconstructed to make them more accessible and shorter. Key words for death penalty list.  Writing frame for 8 mark style answer provided, with a focus on the 2 sides being well written, including examples then moving to evaluation.</p> <p>Lesson Two:  Give examples of times when integrity has been shown.  Groupings are crucial.</p> <p>Lesson Three:  Character education terms and virtues really needed defining. Should have been noted and displayed throughout all lessons.  Examples given to weaker students</p> <p>Lesson Four:  Resources: ranged in accessibility. Visually impaired student given a copy of all resources. Not all resources needed, but good variety and different nationalities was commented on by the students.</p> <p>Lesson Five:  Provide images for them to use in their planning. Groupings are key. Good to promote and share around the school site, especially coming up to 11th November.</p>
<p><b>Other Points Worth Noting</b></p>	<p>Some organization needed into printing and ICT support, especially for the first and 4<sup>th</sup> lessons.  Lots of girls brought in research and resources from home.  ICT support for lesson 5.</p>