

THE UNIVERSITY OF LEEDS

"A study of the effect of teaching method on the
growth of logical thought with special
reference to the teaching of history."

A Dissertation

Presented as Part of the Requirement for the Degree of Ph.D.

by

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APPENDICES

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APPENDIX A.

Passages used as the criterion tests with the pupils in the two age groups. Only the initial questions are shown: normally, supplementary questions were also asked.

I The Primary Pupils

Passage 1. Ancient Sparta and Athens

A simplified sketch map of Greece

Passage 2. Mary, Queen of Scots

Passage 3. Moving Westward

A simplified sketch map of North America.

A simple diagram to show how the waggons altered their positions.

Passage 4. Henry 8th and Sir Thomas More.

II The Secondary Pupils

Passage 1. Ancient Sparta and Athens

A simplified sketch map of Greece

Passage 5. The Norman Conquest

Passage 6. The Russian Revolution

Passage 7. Slavery

Passage 1.

ANCIENT SPARTA AND ATHENS

The Spartans, Athenians and Corinthians lived in three important cities in Ancient Greece. The Spartans had a tremendous number of slaves. They were always frightened that the slaves would rise up against them and there were more slaves than Spartans. Therefore all the Spartan boys were trained as soldiers in special schools from the age of seven onwards.

The boys were taught to run, jump, wrestle and use weapons like the spear and javelin. They always went barefooted and wore a thin tunic both in winter and summer. Sometimes one boy was whipped by the master in front of the other boys. If he cried, all the other boys laughed at him. The boys were made to steal food to show they could look after themselves if they were fighting in a far away place. If a boy did not find any food he was beaten, not for stealing, but for failing. There is a story, probably not true, that one Spartan boy stole a fox and hid it underneath his tunic. When he was stopped by his teacher the boy let the fox eat his stomach rather than tell the teacher what he had stolen. The boy fell dying to the ground.

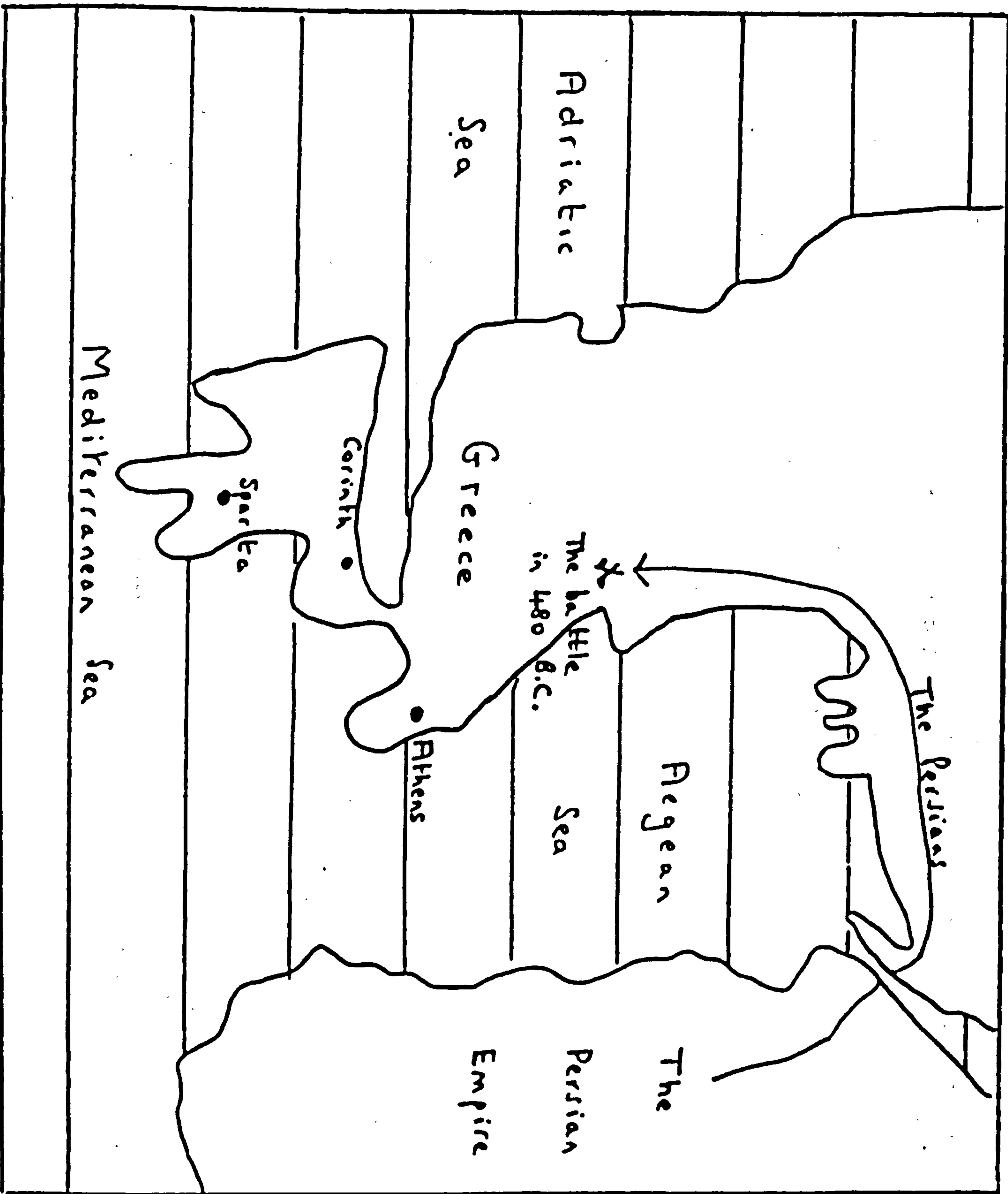
In one battle in 480 B.C. three hundred Spartans faced thousands of Persians. The Spartans fought until they had no weapons left except their bare hands. All the Spartans were killed. After the battle a pillar or memorial stone was put on the battlefield. On it were these words: "Stranger, tell the Spartans that we lie here obedient to their laws".

In Athens the sons of rich parents were taught "music" and "gymnastics". "Music" meant learning to say poetry. Many poems were said accompanied by a kind of guitar so the boys learnt how to play a musical instrument. The Athenian boys also learnt how to run, jump and throw the discus and javelin in their "gymnastics".

Questions:

- (1) (a) Can you tell me some people who lived in Ancient Greece?
(b) Were all the people who lived in Sparta Greeks?
(c) Were there more Spartans than anyone else in Greece?
- (2) Why aren't the boys in your class trained like the Spartan boys?
- (3) (a) Why do you think the boys were whipped when they had done nothing wrong?
(b) Do you think that the Spartan boys would think that their masters were cruel?
(c) Do you think that whipping helps to make boys into better people? - to improve them?
- (4) (a) Was it wrong of the Spartan boys to steal food?
(b) Do you think the story of the Spartan boy who stole the fox is a true story?
(c) Why do you think the Spartan mothers and fathers told their children this story?
- (5) (a) Do you think it would have been all right for some Spartans to refuse to fight in the battle?
(b) What do you think the words on the stone mean? What "laws" are meant?
- (6) (a) Why did the people of Athens call the learning of poetry "music"?
(b) Did the boys in Athens and Sparta have the same kind of teaching?
- (7) In which city would you have liked to live - Sparta or Athens?

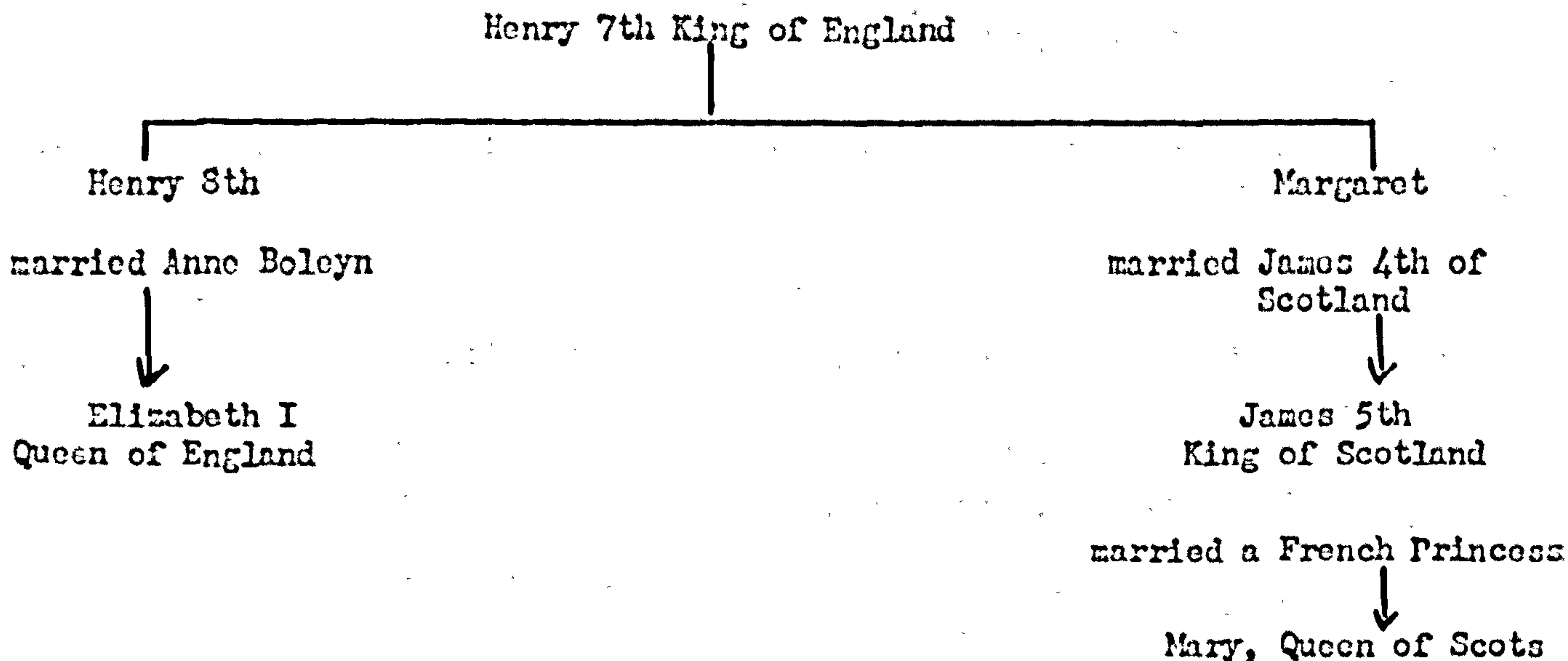
A simplified sketch map of Greece



Passage 2

MARY, QUEEN OF SCOTS

Mary's father died when she was only one week old and she became Queen of Scotland. Her mother was a French Princess. She sent Mary to be taught in France. There Mary later married the French King. Unfortunately, he died one year later and Mary, a widow, had to return to Scotland as its Queen. Mary also had a claim to the throne of England. The following family tree will show you Mary's claim:



At first Mary was liked in Scotland. She fell in love with her cousin, the handsome Lord Darnley, and married him. She soon grew to dislike him and began to spend a great deal of time with her Italian secretary, David Rizzio. This made many people angry, including Darnley. Some nobles and Darnley burst into her private room when she was having a meal with Rizzio. Mary stood in front of Rizzio to try to defend him but they killed him and threw his body down the stairs.

A year later, when Mary was at a large party, a great explosion was heard; the house in which Darnley was living had been blown up. Darnley's body was found in the garden - strangled.

Questions:

- (1) (a) Who died when Mary was a week old? Can you find his name for me?
(b) Of how many countries was Mary Queen? What were their names?
- (2) Looking at the family tree, can you tell me the relationships of the following people? *
 - (a) Elizabeth I to Henry 8th
 - (b) Elizabeth I to Henry 7th
 - (c) Henry 8th to Margaret
 - (d) James 5th to Elizabeth I
 - (e) Mary, Queen of Scots to Elizabeth I
- (3) Do you think Lord Darnley was the main person behind the plan to kill Rizzio?
- (4) (a) Do you think Mary had anything to do with the murder of Darnley?
(b) Which do you think was the worse: the murder of Darnley or the murder of Rizzio?
- (5) What was the name of Mary's second husband?
- (6) What do you think about Mary? Do you think she was a good woman, a bad woman, or what? What do you think about her after reading this short story?

* This question of 'relations' was discussed in great detail with the individual children, using examples from their own families.

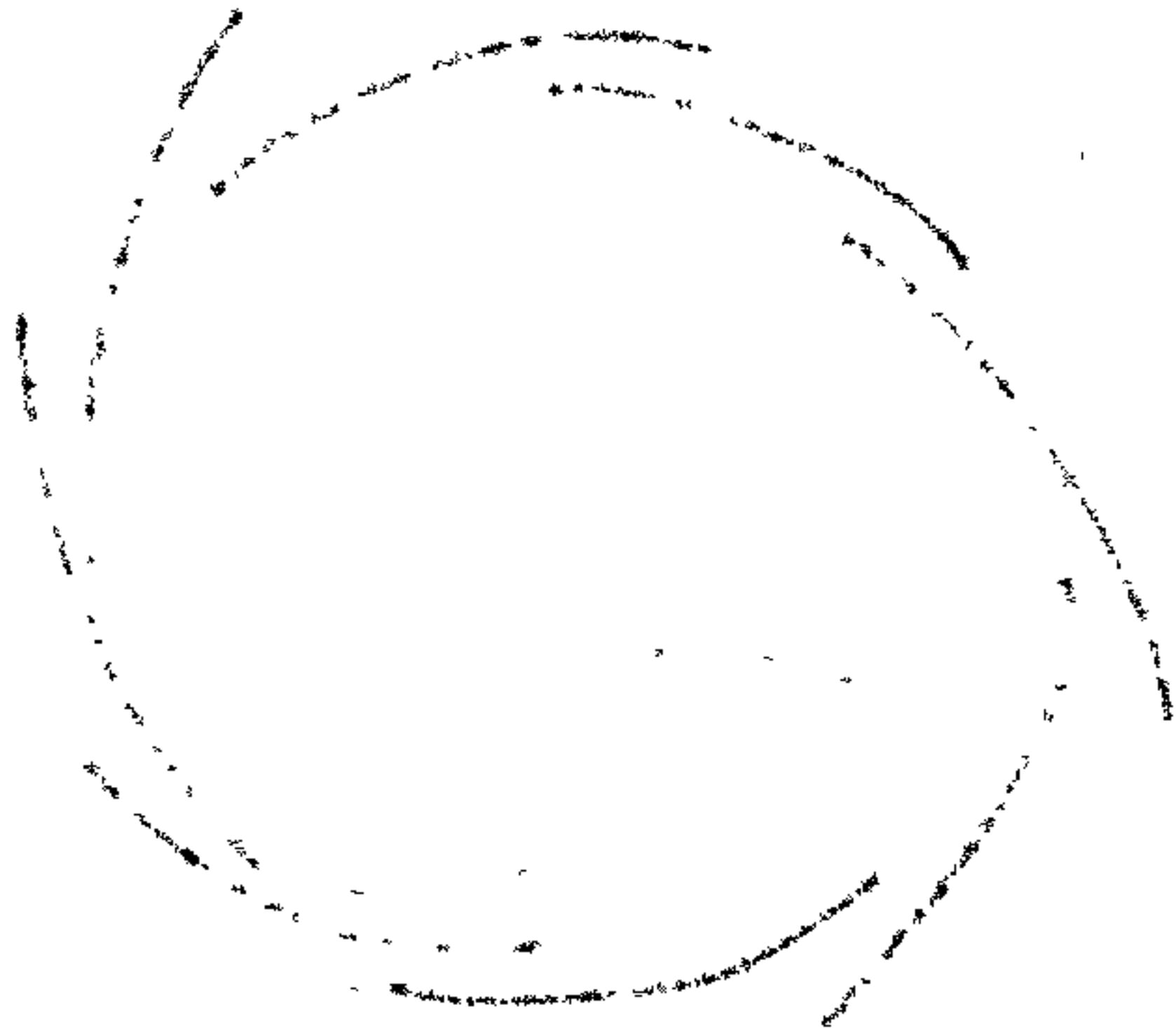
Passage 3

MOVING WESTWARD

From 1970 onwards thousands upon thousands of people left the fairly peaceful East of America and went westward. They had many different reasons for going: some hoped to get more land; some were bored (fed up) with their lives in the East; others were running away from the law; some were missionaries who wanted to teach the Indians about Jesus Christ.

These frontiersmen, as they were called, kept having to fight the Indian tribes living in the West. Some of the tribes are named on the map: can you find the Blackfeet, Crow, Sioux and Cheynee? The Sioux were the strongest and the most intelligent; the Crow were their enemies. The Crow were friendly with the white men. Nearly all the Indians thought the settlers were trespassing on their land and attacked them.

The settlers therefore followed well known waggon trails and were led by guides. The guides liked to have at least fifty waggons at a time. Everyday the waggons changed their position on the trail, the front waggon of one day going to the back on the next day. At night the waggons were corralled, that is, put in a circle as in the sketch.



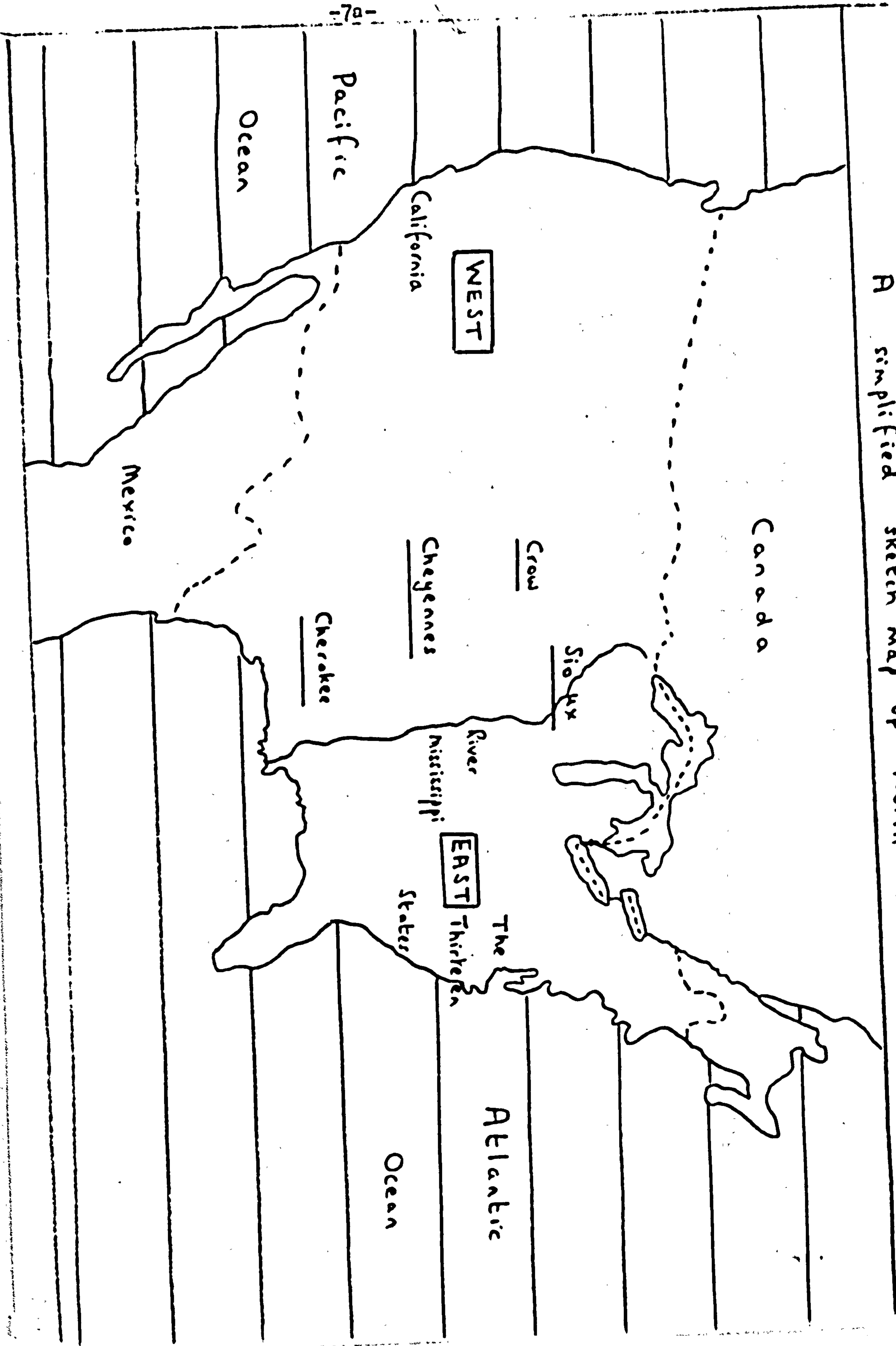
Many settlers were murdered by the Indians. Often the Indians had real reasons for being angry. They were always being pushed off their

land where they hunted the buffalos. Promises were made with the Whites which were often broken. One Indian chief said that white men talked with "crooked tongues".

Questions:

- (1) Do you watch Indians on television?
- (2)
 - (a) Did all the people who went Westward hope to obtain more land?
 - (b) Which people had the best reasons for going, do you think?
 - (c) Which people had the worst reasons for going, do you think?
- (3)
 - (a) Were there only Indians in North America?
 - (b) Do you think there were more Sioux than Indians?
 - (c) If you had been in the waggons, which Indians would you have liked to meet?
 - (d) What do you think the word "frontiersmen" means?
- (4)
 - (a) Why do you think the guides liked to have at least fifty waggons?
 - (b) Why do you think the waggons changed their positions every day?
 - (c) Why did they put the waggons in a circle?
- (5)
 - (a) Do you think the Indians were wrong to attack the white men?
 - (b) What did the Indian chief mean when he said that white men talked "with crooked tongues"?

A simplified sketch map of North America



Passage 4.

HENRY 8TH AND SIR THOMAS MORE

Henry 8th became King of England and Wales in 1509. Both he and his wife, Catherine of Spain, were Roman Catholics. When Henry wanted to divorce Catherine, the Pope would not let him do so. Henry finally broke away from the Roman Catholic Church and tried to make everyone in England swear an oath saying that he, Henry 8th, was Head of the Church.

Henry's friend, Sir Thomas More, would not swear the oath. He was condemned as a traitor by Henry 8th and executed in 1535. Before he died, More said, "I die the King's good servant, but God's first".

Questions:

- (1) Why might Henry 8th have wanted a divorce?
- (2)
 - (a) Who is the Pope?
 - (b) Where does he live?
- (3)
 - (a) What is an 'oath' when it says 'to swear an oath'?
 - (b) Why do you think Henry wanted everyone in England to swear the oath?
- (4)
 - (a) What is a 'traitor'?
 - (b) Do you think Sir Thomas More was a traitor?
- (5) What do you think Sir Thomas More meant when he said, "I die the King's good servant but God's first"?

- (6) Can you think of any results of Henry 8th's divorce today?
- (7) What do you think of the two men after reading this story :
 - (a) Sir Thomas More?
 - (b) Henry 8th?

Passage 5

In 1066 William of Normandy defeated the Anglo-Saxons at the battle of Hastings. A Norman soldier wrote: "It would have been just if wolves and vultures had devoured the flesh of those English..... But such a fate seemed cruel to the duke and he allowed all who wished to do so to collect the bodies for burial". The Normans soon conquered the rest of England but in 1069 the English in the North obtained help from the Danes. The Danes sailed up the Humber with 240 ships. York was captured and its Norman garrison killed. The Danes then returned to Denmark so William was able to reconquer the North of England. He carried out a terrible revenge upon the English. Many houses and cottages were burnt; the animals were killed or driven away; most of the people, perhaps the more fortunate, were killed; some fled to other parts of England but of those that remained the greater part died of famine. A man who lived at that time wrote: "men, women and children died of hunger; they laid them down and died in the roads and fields; and there was no man to bury them ... Between York and Durham every town stood empty, and in their streets lurked only robbers and wild beasts".

About twenty years after this punishment William sent men around to find out information about every part of England. These men wrote down that many villages in the North of England were "waste". For example, Seacroft in the time of King Edward the Confessor, the Saxon King who died in 1065, was worth £4 but in 1086 it was worth twenty pence. Tadcaster, however, had been worth 40/- in the time of King Edward but in 1086 was worth one hundred shillings.

Questions:

- (1)
 - (a) Can you name some people who were in England in 1066?
 - (b) Do you think there were more Normans than anyone else in 1066?
 - (c) Can you put the following into order as they came to England: Danes, Anglo-Saxons, Normans?

- (2) Why did the Norman soldier write: "It would have been just (correct, fair) if wolves and vultures had devoured (eaten) the flesh of these English"?

- (3)
 - (a) Why did William destroy the North of England?
 - (b) Was it right to carry out such a severe (heavy) punishment?
 - (c) Can you think of anything else he could have done?

- (4) William sent men to every village in England to discover how much England was worth. Why do you think he did this?

- (5) Some actual words written by men who lived in Norman England are used in this account.
Do you think we can believe everything written by men who lived at the time of the events they are describing?

- * (6)
 - (a) What do you think happened to Tadcaster during the punishment of the North of England?
 - (b) Why do you think Tadcaster increased in value when nearly all of the other villages in the north were "waste"?

- (7) Do you think William of Normandy was a cruel man?

*Footnote:

An atlas was used to show the positions of York, the Humber, Tadcaster and Seacroft.

Passage 6

THE RUSSIAN REVOLUTION.*

Before the First World War of 1914-1918 the Russian people were ruled by emperors known as Tsars. Most of the people lived in very poor conditions, having to work on the land for rich landowners. Only a few people were allowed to help the Tsar organise the country.

The First World War, in which Russia helped France and Britain fight Germany, increased the miseries of the Russian people. There were great shortages of food, fuel and clothing; soldiers went into battle without guns or shoes; millions were killed in the fighting. In March 1917 the people in the capital city, Petrograd, rose up in anger against the Tsar's government. He had to surrender all his power and was exiled with his family to Siberia. A year later they were murdered by a group of Bolsheviks.

The Bolsheviks followed the teaching of Karl Marx. He had argued that the working classes should overthrow all the rich people and take control of all the land and industries. Marx's cry was: "Workers of the world, unite. You have nothing to lose but your chains". The Bolshevik leaders had not been allowed to live in Russia but when the Tsar was exiled they began to return. The leader of the Bolsheviks called Lenin had been in Switzerland. Although they were fighting Russia the Germans arranged for him to be taken from Switzerland across Germany so he could reach Petrograd.

The new government in Petrograd decided to continue the war against Germany. This was a bad mistake for them as most Russians were sick of war. This gave Lenin and the Bolsheviks their chance. With the slogan of "Peace, land and bread" the Bolsheviks managed to seize control of the government. Lenin became the new leader of Russia. He immediately

made peace with Germany, letting Germany have certain areas ruled by Russia. All money owed to foreign countries including Britain was cancelled. The peasants were told to occupy the land previously owned by nobles.

Many people in Russia opposed the Bolsheviks and formed "White Armies" to try to defeat them. These "White Armies" were supported by Britain, the United States of America and France with money and troops. A terrible civil war followed in which millions of Russians died. The Bolsheviks won the war and in 1920 began to make Russia into a Bolshevik state.

Questions:

(If the pupils were writing their answers, the following instruction was included: Try to answer the following questions as fully as possible, giving reasons for your answers.)

- (1) (a) Why did the Russian people rise in rebellion against the Tsar?
 (b) Why was Petrograd the centre of the revolution?
- (2) Why do you think the Tsar and all his family were murdered?
- (3) (a) What do you think Karl Marx meant by these words: "Workers of the world, unite. You have nothing to lose but your chains"?
 (b) Do you think that all the land in a country should be owned by all the people in that country?
- (4) Why do you think the Germans helped Lenin return to Russia when Germany was at war with Russia?

- (5) Why was it a mistake to continue the war against Germany after the Tsar was exiled?
- (6) What did Lenin mean when he said: "Peace, land and bread"?
- (7) Why do you think France, Britain and the U.S.A. helped the "White Armies" against the Bolsheviks?
- (8) Can you think of any effects that the Russian revolution of 1917 has had in the world?
- (9) What do you think the following words mean?
 - (a) Nobles
 - (b) Peasants
 - (c) Civil war

*If the pupils answered the questions individually, an atlas map was used to show the position of Petrograd, Switzerland, and so on. The map could be referred to at any time during the discussion. When JC answered the questions in writing, a sketch map was drawn on the blackboard and the relevant places indicated.

Passage 7

SLAVERY.*

Slavery has a long history. The Ancient Greeks and Romans kept many slaves. In the sixteenth century A.D. the Spanish occupied lands in America where valuable crops like sugar, rice and tobacco can be grown. The work in the hot sun was too hard for white men or the natives of America so negro slaves were taken from Africa to America.

Ships used to go from European countries like Spain, France and England to the west coast of Africa. The captains usually bought the slaves from African chiefs. The Africans were used to having slaves but their slaves had certain rights like being allowed to marry. The European slave traders, however, hardly looked upon the African slaves as human beings. Sometimes the slaves were branded with hot irons as though they were cattle.

The slave traders stayed in Africa for about six months, from November to April each year. It was difficult for them to decide when to stop buying slaves and sail for America. For example, they had to balance the wish to cram their ships even more full with slaves against the fact that the first slaves to reach America fetched more money than those sold later. On the journey over the Atlantic Ocean many slaves died from their cramped, unhealthy conditions. Ill slaves were sometimes thrown overboard even though they were alive. Those who reached America had a very hard life awaiting them. Some plantation owners overworked their slaves so they could replace them with fresh, young slaves when they died.

Very few English people before the eighteenth century thought that there was anything wrong with selling slaves. John Newton, when he was first appointed the captain of a slave ship, said these words:

"Praise be to God They that go down to the sea in ships they see the works of the Lord".

Later Newton became a clergyman and was against the slave trade. When people began to protest against the slave trade the plantation owners and slave traders used many arguments against them. They said that if the slave trade stopped, sailors and ship-builders would be out of work. If England gave up her share of the trade, this would mean that other countries would increase their share and England would suffer. One clergyman said that negroes were fortunate to be made slaves because it brought them into contact with the benefits of white civilization.

After a long struggle against such arguments slavery was abolished in the British Empire in 1833. Even today, though, some people are still sold as slaves.

Questions:

(If the pupils were writing their answers, the following instruction was given: Try to answer the following questions as fully as possible, giving reasons for your answers.)

- (1) (a) Were only Africans made into slaves?
 (b) Did only the English buy and sell slaves?
- (2) Why do you think African chiefs sold other Africans to the slave traders?
- (3) (a) Why did the slave traders usually sail for America in April?
 (b) Can you think of any other reasons?

- (4) (a) What do you think John Newton's words mean: "Praise be to GodThey that go down to the sea in ships they see the works of the Lord"?
- (b) What do they tell us about him?
- (5) If you had wanted to stop slavery what arguments would you have used?
- (6) Can you give an opinion about each of the following arguments which were used to support slavery:
- (a) Sailors and ship builders would be out of work.
- (b) If England gave up her share of the trade, this would mean other countries would increase their share and England would suffer.
- (c) Negroes were fortunate to be made slaves because slavery brought them into contact with the benefits of white civilisation.
- (7) Can you think of any other arguments which might have been used to defend slavery?
- (8) Can you think of anything in the world today which might be a result of the slave trade?
- (9) What do you think the following words mean:
- (a) Slave
- (b) Plantation owner
- (c) Civilisation?

*If the pupils answered the questions individually, an atlas map was used to show the countries involved in the slave trade and to indicate the triangular slave route. When 3E and 3T answered the questions in writing, a sketch map was drawn on the blackboard showing the route and the relevant places.

APPENDIX B.

Questionnaires completed by the headmasters, staff and children in the primary schools.

1. Two items from the N.F.E.R. Sentence Reading Test I
2. Social questionnaire answered by headmasters
3. Social questionnaire answered by the children
4. An item from the Terman-Merrill questionnaire
5. Series and Numerical Analogies Test
6. The scores of the headteachers and classteachers on an assessment of their attitudes to some educational issues.

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IN ENGLAND AND WALES**

SENTENCE READING TEST 1

by A. F. Watts, M.A., D. Lit.

There were 35 items ranging from:

1. Come with me to the shops to buy some (fire, water, stone, sweets, motors).

to

35. The political dangers of monopoly seem to have been much (exasperated, excised, exaggerated, expropriated, expostulated).

Social Questionnaire answered by headmasters

Name of Child: _____

| | Father | Mother | Don't Know |
|------------------------------------|--------|--------|------------|
| 1. (a) Occupation of parents | | | |
| (b) Education of parents, if known | | | |

| | | | |
|--|-----|----|------------|
| 2. Emotional tension of a domestic origin* | Yes | No | Don't Know |
|--|-----|----|------------|

| | | | |
|---|-----|----|------------|
| 3. History of anti social behaviour in family | Yes | No | Don't Know |
|---|-----|----|------------|

Could you answer these questions on a five point scale, if possible

| A | B | C | D | E | |
|------|------------|---------|------------|------|------------|
| Good | Quite good | Average | Quite poor | Poor | Don't Know |

4. Housing standard of the home neighbourhood

5. Appearance and cleanliness of child

6. Behaviour of the child in school

7. Child's speech suggests good language models at home

8. The child and education
(a) attainment
(b) attitude

9. Parents' attitudes to education

| Yes | No | Don't know |
|-----|----|------------|
|-----|----|------------|

(a) Shows concern over child's progress

(b) Shows knowledge of child's progress

(c) Mother visits school

(d) Father visits school

(* Note: This description was chosen by one of the headmasters)

Social questionnaire answered by the
children

Name

Marks
awarded

Section A

1. Do you borrow books from school?

| | | | |
|----------------------|-----|----|---|
| once a week | Yes | No | 3 |
| once every two weeks | Yes | No | 2 |
| once a month | Yes | No | 1 |
| once a term | Yes | No | 0 |
| never | Yes | No | 0 |

2. Are you a member of the town library or another library?
(not the school library) 1

3. Do you borrow books from the town library

| | | | |
|----------------------|-----|----|---|
| once a week | Yes | No | 3 |
| once every two weeks | Yes | No | 2 |
| once a month | Yes | No | 1 |
| once a term | Yes | No | 0 |
| never | Yes | No | 0 |

4. Do you read in your spare time at home? Yes No 1/0

5. What is the name of the last book you read in your
spare time? 1 for
a title

6. Do members of your family borrow books from the libraries?
Yes No 1/0

Name _____

Section C (not used in factor analysis)

1. My house

My house has _____ rooms

_____ people live in my house

They are:

- mother _____
- father _____
- brothers _____
- sisters _____
- other grown ups _____
- other children _____
- and myself _____

my house has:

| | | |
|---------------------|-----|----|
| a telephone | Yes | No |
| a garden | Yes | No |
| a bathroom | Yes | No |
| taps with hot water | Yes | No |
| a garage | Yes | No |

Tick which one of these your house is like

An item from the Terman-Merrill questionnaire

Name _____

Ratings on Physical, Mental, Social, and Moral Traits

The raters are asked to compare each child with the **AVERAGE CHILD OF THE SAME AGE**. Below each line, they have to underline the words that tell how certain they feel about the judgements.

An example:

TRAIT 5. WILL POWER AND PERSEVERANCE.

| | | | | | | |
|--|---|-----------------------|--------------------|---------------------------------|---|---|
| Extraordinary will power. Persistent in overcoming difficulties. Extremely steadfast. Never gives up | Decidedly strong- willed and persevering | Rather persevering | Average for age | Gives up rather easily | Decided lack of will and persi- stence | Extreme lack of will power. Easily dis- couraged and gives up at slightest difficulty |
|--|---|-----------------------|--------------------|---------------------------------|---|---|

Was your judgement on the above trait very certain, fairly certain, rather uncertain, very uncertain? (Underline)

Marks are given on each trait from 7 (high) to 1 (low)

Series and Numerical Analogies Test

Name _____

Practice Tests

A. Continue the series in each case for one more number.

- (1) 1 2 3 4 _____
- (2) 3 6 9 12 _____
- (3) $\frac{1}{2}$ $1\frac{1}{2}$ $2\frac{1}{2}$ $3\frac{1}{2}$ _____
- (4) $\frac{1}{2}$ 1 $1\frac{1}{2}$ 2 _____
- (5) 2 5 8 11 _____
- (6) 12 10 8 6 _____

B. Supply the missing number in each case.

- (1) 2 4 (2) 3 27
- 3 9 2 8
- 4 _____ 4 _____
- (3) 10 5
- 12 6
- _____ 8

C. Answer the following questions.

- (1) 2 is to 4 as 3 is to _____
- (2) 1 is to 2 as 6 is to _____
- (3) 1 is to 3 is to 6 as 2 is to _____ is to _____

The scores of the headteachers and classteachers on
an assessment of their attitudes to some educational
issues

| Scores | +2 | +1 | 0 | -1 | -2 | | | | | |
|--|----------------|-------|---------|----------|-------------------|--------------|----|---------------|-----|----|
| | Strongly agree | agree | neutral | disagree | strongly disagree | Headteachers | | Classteachers | | |
| | | | | | | IE/IC | IT | IE | IT* | IC |
| 5. It is of little use trying to challenge the thought of children who are below average ability | | | | | | -2 | -1 | -2 | -1 | -1 |
| 9. It is better for children to find out for themselves even if they only cover a small part of what the teacher could tell them | | | | | | +2 | +1 | +1 | -2 | +2 |
| 12. Children's activity is crucial in the development of their thinking skills | | | | | | +2 | +1 | +2 | +1 | +1 |
| 23. One of the teacher's major tasks is to pose problems to children | | | | | | +1 | 0 | +2 | -1 | +1 |
| 25. Activity methods are generally a waste of time | | | | | | -1 | -1 | -2 | -1 | -1 |
| 27. Neat, accurate work copied from the board is of more use than ill-spelt, untidy original work | | | | | | -2 | -2 | -2 | -1 | -1 |
| 32. Knowing how is more important than knowing a body of knowledge | | | | | | +1 | +1 | +1 | +1 | 0 |
| 38. Children learn more by pursuing their own interests than by working constantly in a teacher-directed situation | | | | | | +1 | -1 | +2 | -1 | +1 |
| 1. Streaming makes slow children feel inferior | | | | | | +2 | 0 | +2 | -1 | +1 |
| 10. Bright children should not be streamed off from the rest of their age group | | | | | | +2 | -1 | +2 | -1 | +1 |
| 16. The bright children will be neglected in non streamed classes | | | | | | -2 | 0 | -2 | +1 | 0 |
| 22. Bright children deserve a special academic course in a separate school when they are 11 years old | | | | | | -2 | +1 | -1 | +1 | -1 |
| 13. Form positions about twice a year keep to maintain academic standards | | | | | | +1 | +1 | +1 | +1 | +2 |
| 31. Competition against others is the best way to keep a form working | | | | | | -1 | +1 | +1 | -1 | 0 |

| | Headteachers | | Class teachers | | |
|---|--------------|----|----------------|----|----|
| | IE/IC | IT | IE | IT | IC |
| 19. The curriculum should be largely based on children's interests | +2 | +2 | +1 | +1 | 0 |
| 20. Children learn more through working on their own than in groups | -1 | -1 | -2 | -1 | 0 |

+2 strongly agree -2 strongly disagree
 0 neutral
 +1 agree -1 disagree

*Note of amendment by the teacher of IT

"My answers re "streaming" would be different if there were under 30 in the class. I think it is part of a child's education to be part of a group which is a real cross-section of the community but under present conditions, I personally, find it impossible to teach the A, B and C children in the manner most suitable for them at the same time. Again, if there was room to spread them out into different rooms the answers on "activity" methods would be different."

APPENDIX C

Examples of answers at different operational levels
on the four passages used in the primary school
research

Examples of answers at different operational levels*

ANCIENT SPARTA AND ATHENS

Preoperational

An inability to separate classes from sub-classes, combined with a type of transductive thinking in that because this pupil's own teacher is a woman, therefore the teacher in Sparta was presumably a "lady teacher".

AN (1E¹: I.Q. 107; N.F.E.R. 96)

Question 1(a) "Can you tell me some people who lived in Ancient Greece?"

"The boys at the sort of school; the headmaster and a lady teacher"

"A lady teacher? Whom do you mean?"

"I can't remember that"

"Why do you say that there was a lady teacher in Greece?"

"There was a teacher. It tells you"

(b) "Were all the people who lived in Sparta Greeks?"

"No, some have come from other places just out of the town and they've come to join the Spartans and fought against the Greece."

(c) "Were there more Spartans than anyone else in Greece?"

"No, it says on the paper they were scared in case the other ones - Greeks or Spartans - sprang up and jumped on them and give them a surprise."

A lack of reversibility of thought so that events are judged from the stand-point of the present day; implicit "and" associations made, typical of transductive reasoning.

*The I.Q. scores are derived from N.F.E.R. Verbal Test I for 1E and 1T, and from Moray House V.R.86 for 1C. The reading scores (N.F.E.R.) are derived from N.F.E.R. Sentence Reading Test I.

¹ refers to the first occasion of testing, ² to the second.

WRI (1T¹: I.Q. 109, N.F.E.R. 101)

Question (2) "Why aren't the boys in your class trained like the Spartan boys?"

"Too young"

"The Spartan boys were young as well"

"We don't battle anybody in fights"

"Would the boys today be trained like the Spartans if we did fight?"

"Nowadays you have different things to learn, shooting and all sorts of different things."

Ignoring of the information given; an inability to regard the data from a viewpoint contemporaneous with the events; deciding that "any act that shows obedience to a rule is good" (Piaget 1932, p. 106), which is moral realism for Piaget.

TOW (1T¹: I.Q. 119, N.F.E.R. 103)

Question 4(a) "Was it wrong of the Spartan boys to steal food?"

"Yes"

"Why do you think that?"

"First, it's one of the commandments and I don't think it's very nice stealing."

Concrete operations

The ability to judge the situation from a contemporary standpoint.

WIN (1E^I: I.Q. 107, N.F.E.R. 105)

Question 3(b) "Do you think that the Spartan boys would think that their masters were cruel?"

"No"

"Why not?"

"They were brought up to it"

Using the information available; tending to judge a verbal problem in terms of its own content

HO (1E²: I.Q. 106, N.F.E.R. 113)

Question 4(b) "Do you think that the story of the Spartan boy who stole the fox is a true story?"

"No - I mean, he wouldn't die instead of showing the teacher what he'd stolen because they want them to steal."

Ability to forecast a result from the evidence available but not to formulate a mature hypothesis after considering all the implications of the story.

IRE (1T²: I.Q. 105, N.F.E.R. 114)

Question 4(c) "Why do you think the Spartan mothers and fathers told their children this story?"

"To tell how brave the Spartans were"

"What did they hope their children would do?"

"The same."

The ability to separate the two major classes of Spartans and Athenians, and also the sub-classes within Athens.

GRI (1T²: I.Q. 125, N.F.E.R. 127)

Question 6(b) "Did the boys in Athens and Sparta have the same kind of teaching?"

"No"

"What differences were there?"

"The boys in Sparta learnt to be soldiers and fighters and boys in Athens - if they came from rich parents - learnt to do music and gymnastics."

"Was there anything similar - the same - in their education?"

"Yes - boys in Sparta learnt a bit of P.T. for training, sort of games."

Moving beyond the concrete operational stage

Very occasionally a child showed that he/she was not limited to the data given but could make a valid comment on the information, indicating a move towards analysing the variables and trying out possibilities in a systematic way.

PA (1E²: I.Q. 133, N.F.E.R. 113)

Question 4(a) "Was it wrong of the Spartan boys to steal food?"

"Well, it wasn't wrong for them but the person who was in the wrong was the person who made those laws."

"Why do you think it was wrong of the person to make those laws?"

"People shouldn't steal: they shouldn't take other people's things."

MARY, QUEEN OF SCOTS

Preoperational

Intuitive thought: not making use of the information provided

WRI (1T¹: I.Q. 109, N.F.E.R. 101)

Question 4(a) "Do you think that Mary had anything to do with the murder of Darnley?"

"No"

"Why not?"

"Mary, she seemed to be more sensible than doing things like that."

KEN (1E¹: I.Q. 112, N.F.E.R. 112)

Question 6 "What do you think about Mary"

This boy seemed to link royalty with "good" actions.

"A good woman"

"Why do you say that?"

"Because she helped the poor"

"Why do you think that?"

"I don't know"

Movement from one element to another without considering all the factors involved: the juxtaposition of elements.

MOO (1E¹: I.Q. 105, N.F.E.R. 101)

Question 4(b) "Which do you think was the worse: the murder of Darnley or the murder of Rizzio?"

"Darnley. He was strangled and David Rizzio was killed and they just threw his body down the stairs but he was found strangled."

"Why was Darnley's murder the worse murder?"

"Because he was a cousin to the Queen and they got married."

Concrete operations

Questions 1, 2 and 5 were marked on the basis of whether the answers were right or wrong, and these will not be considered here.

Using the information available; tending to judge a verbal problem in terms of its own content

CLE (1E¹: I.Q. 84, N.F.E.R. 83)

Question 4(b) "Which do you think was the worse : the murder of Darnley or the murder of Rizzio?"

"The murder of Rizzio"

"Why do you think the murder of Rizzio was the worse?"

"It weren't David Rizzio's fault; it was Mary's because she went off with David."

Ability to compensate one statement by another

BU (1E²: I.Q. 106, N.F.E.R. 105)

Question 6 "What do you think about Mary"

This boy was able to consider two aspects of her character which seemed revealed most obviously in the story (courage and intrigue).

"Don't know"

"Why don't you know?"

"In some ways she was right and in other ways she was wrong."

"In what ways do you think Mary was right?"

"She wanted to defend the person she loved - David Rizzio"

"In which ways do you think she was wrong?"

"The way she put a plot to kill Lord Darnley."

DOB (1E¹: I.Q. 118, N.F.E.R. 115) reached this conclusion a year earlier than BU.

"She'd be a bit of both"

"What do you mean?"

"She'd tried to protect Rizzio and then I think she'd tried to kill Darnley."

Moving beyond the concrete operational stage

AN (LE¹ : I.Q. 106, N.F.E.R. 96)

Question 4(a) "Do you think Mary had anything to do with the murder of Darnley?"

Before the teaching programme began, this boy seems able to go beyond the data of the passage and enter Peol's area of "imagined possibilities", but he is limited to a "concrete" image in the last clause. (Table IX, pp. 189-191)

"Yes"

"Why do you think that?"

"That was the one who took her away from David so she got some of the men and planned a murder for him."

"Why was Mary at a party then?"

"To (make people?) think she wasn't involved with it. To think someone else had planned it - so she wouldn't get hurt when the house blew up."

MOVING WESTWARD

Preoperational

Egocentricity

OM (1T¹: I.Q. 114, N.F.E.R. 96)

Question 2(b) "Which people had the best reason for going?"

"Those who hoped to obtain more land"

"Why do you think"

"Because I wished I had a right lot of land and I wouldn't let other people live on it."

Movement from one element to another without considering all the factors involved; a tendency to make associative "and" connections rather than true causal relations in a chain of reasoning.

CRM (1T¹: I.Q. 106, N.F.E.R. 112)

Question 4(b) "Why do you think that the waggons changed their position every day?"

"So that they would have turns being first and could get on with their riding."

"Why would they want to take turns being first?"

"So that they wouldn't be at the back all the time and it wouldn't be fair if they were at the back all the time."

"Why not?"

"Those at the front have a better chance of getting to the place where they were going."

LA (1T¹: I.Q. 100, N.F.E.R. 95)

Question 4(c) "Why did they put their waggons in a circle?"

Most children realised that the circle was for defensive reasons but LA thought the defence was against animals and argued transductively at the conclusion of his answer.

"If there'd be wild animals outside and if all the waggons are together the wild animals couldn't get to them unless they were snakes - no big animals could get through."

"What about the Indian?"

"They could get through. They could get under horses or under the back (?) waggons."

Concrete Operations

The ability to give an organised answer but limited to what is apparent in the text.

WA (IE¹: I.Q. 111, N.F.E.R. 97)

Question 3(b) "Do you think there were more Sioux than Indians in North America?"

"I don't know"

"Why don't you know?"

"I haven't been there and seen."

"Can you make a guess?"

"Might have been (more Sioux)"

"Why might there have been more Sioux than Indians?"

"It says that they were brainer"

"Does that mean that there would have been more Sioux?"

"It doesn't mean that they'd be more but they'd know more than the Indians do. There might have been more Indians."

"Looking at the map - do you think there were more Sioux than Indians?"

"No"

"Why not?"

"The Sioux is only a little part of the land."

"What about the Indians?"

"They lived in quite a large part of the land."

Ability to forecast a result from the evidence available

COL (IT²: I.Q. 116, N.F.E.R. 106)

Question 4(c) "Why did they put the waggons in a circle?"

"Because if at night the Indians came to fight, all the men would be inside the waggons and when they (settlers) got the guns, they'd be able to fire through the spaces in (between) the waggons -"

(he pointed to the spaces in the diagram (Appendix A))

CIE (1E¹: I.Q. 84, N.F.E.R. 83)

Question 5(b) "What did the Indian chief mean when he said that white men talked 'with crooked tongues'?"

There seems a strongly visual influence behind this answer.

"They lie and have bad thoughts and when they promise and say, "We give you beads to make a town", they make a town and don't give them."

"What do you mean by "beads"?"

"And coats and jewels."

GRI (1T²: I.Q. 125, N.F.E.R. 127)

Question 2(b) "Which people had the best reasons for going westward, do you think?"

"Missionaries"

"Why do you think they had the best reason?"

"If they made peace with the Indians by teaching them about Jesus Christ, it would be easier for other people to go."

"Why would teaching the Indians about Jesus Christ lead to peace?"

HENRY 8TH AND SIR THOMAS MORE

Preoperational

Transductive thinking; a tendency to make "and" connections

BRI (1T²: I.Q. 112, N.F.E.R. 113)

Question 3(b) "Why do you think Henry wanted everyone in England to swear the oath?"

"Because if they didn't - when everyone wouldn't go to his Church, they'd go to other Churches"

"Why did Henry want them to go to his Church?"

"Because he broke a law against the Pope."

"Why did this make Henry 8th want them to go to his Church?"

"Because he didn't like the Pope for not letting him divorce Catherine."

Isolated centrings on one feature only

GROS (1C²: I.Q. 122, N.F.E.R. 103)

Question 4(b) "Do you think that Sir Thomas More was a traitor?"

This boy was unable to abstract the action of disobeying the King from having to go to Church on Sunday.

"No, not really. I suppose he didn't have to swear the oath, not if he didn't want to go to Church every Sunday. He might want to go off on business. If he was in hospital he couldn't go to Church, could he?"

Syncretic reasoning

HAR (1T²: I.Q. 118, N.F.E.R. 107)

Question 7(b) "What do you think about Henry 8th after having read this story?"

"He was stupid for marrying again because when a Roman Catholic is 16 or so they swear by the Bible that they won't marry again."

Concrete Operations

Ability to forecast a result from the evidence available

EA (1C²: I.Q. 91, N.F.E.R. 116)

Question 3(b) "Why do you think Henry wanted everyone in England to swear the oath?"

"So he could divorce Catherine."

"How would being Head of the Church help him to do this?"

"If he was Head of the Church he could divorce Catherine if he wanted to because if everybody said he was Head of the Church that means he could divorce Catherine if he wanted to."

ALE (1E²: I.Q. 122, N.F.E.R. 130)

Question 1 "Why might Henry 8th want a divorce?"

"Because he wanted to marry Anne Boleyn"

"Can you think of any other reasons why he wanted a divorce?"

"He was fed up of Catherine - she was getting too old to have a baby, and he wanted a son and she had a girl."

"Why did Henry want a son and not a girl?"

"Because he thought that everyone in England would want a King and if there was a Queen he thought they wouldn't obey a Queen."

This reply seems to show a move beyond the concrete. The early part essentially is a recapitulation of information in a logical manner which can be typified as concrete, possibly it can be dignified as the "agreed historical knowledge" mentioned by Elton (1967, p. 59). But the final sentence seems to enter the realm of the conditional, "considering the probable and possible" (op. cit., p. 82). The answer cannot be graded at fully formal since ALE should have examined the assumptions of the sixteenth century which led people to object to being ruled by a woman, but she is certainly reasoning beyond the given data.

APPENDIX D.

The Piagetian Experiments

1. The combinations of colourless liquids
 - (a) Photograph
 - (b) Criteria for analysing the pupils' answers
 - (c) Examples of answers from the primary pupils.

2. Equilibrium in the balance
 - (a) Photograph
 - (b) Criteria for analysing the pupils' answers
 - (c) Examples of answers from the primary pupils.

The combination of colourless liquids



The combination of colourless liquids

Criteria for analysing the pupils' answers. (cf. Hughes 1965, pp. 26-27)

The combinatorial system is manifested in the subjects' potential ability to link a set of correspondences with each other in all possible ways so as to draw from them the relationships of the sixteen combinations (Inhelder and Piaget 1958, p. 107).

Substages

- 1A. The subject is without any system and pairs bottles haphazardly; he can give no objective account of his actions. No adequate explanation is given if, by chance, the subject obtains the yellow colour - it "just came".
- 1B/2A The subject is limited to one or two combinations but he is able to appreciate the part played by bottle G.
- 2A. There is spontaneous and systematic association of the element G with the other individual bottles, but the subject does not continue to associate G with two and three bottles unless prompted.
- 2B. The subject is able to use spontaneously "two by two or three-by-three combinations (each time with G). This is the true innovation of this substage" (op. cit., p. 115). These combinations, however, are not systematic. While the subject discovers the negative effect of bottle 4 this is, "but by direct (and fortuitous) formulation and without having a specific method of proof" (ibid, p. 115).
- 3A. According to Piaget, two new features mark this stage:
- (a) the appearance of systematic $n \times n$ combinations,
 - (b) the realisation that the colour is due to a combination as such.

Once the successful combination of 1 x 3 x G has been discovered, the subject is not satisfied with a single solution to the problem but looks for others.

The subjects are able to exclude bottles 2 and 4: for example, bottle 2 is judged neutral because it is sometimes present, sometimes absent in a coloured combination as well as in other combinations.

3B. There is a difference of degree at this stage. The proofs appear in a more systematic and controlled manner. From the start the experiment is organised with an eye to proof: "the combinatorial system becomes an instrument of conclusive deduction" (op. cit., p. 121).

Examples of answers

Substage IA.

HA. (IE²: I.Q. 98)

There seems little system in HA's organisation of the bottles.

"3 (gazes into the beaker). Can I put another one in?"

"Yes"

"And G"

"Why did you put G in?"

"I don't know."

"4 + G"

"1 + 4"

"3 + G"

"Have you done that mixture before?"

"Yes" (sits, doubtfully looking at the bottles)

"Would you like to try three bottles?"

"4 + G + 2"

"1 + 3 + 4"

"G + 4 + 2 Can I try with two colours?"

"What do you mean?"

"I'll put two waters in - 1 and 3"

"Why do you call them two waters?"

"I don't know - because they look like water."

"G + 4"

"Any other mixtures you would like to try? -
using 4 bottles."

"G + 3 + 1 + 4"

"1 + 4" (gazes into beaker and shakes the solution)

"Any other mixtures you would like to try?"

"No"

Substage 1B/2A

WIL. (1E²: I.Q. 98)

While there is some system evident in this protocol, WIL ignores the role of G at times.

"G + 4

G + 3

1 + G

1 + 2

2 + G

G + 4"

"Try using three bottles"

"G + 3 + 1 - yes"

"Any other three bottle mixtures you could try?"

"4 + 2 + G

G + 2 + 1

4 + 1 + G"

"What about four bottles?"

"G + 1 + 3"

"That's three bottles; I wanted you to try four bottles"

"Oh yes - and G"

"You've used G once; try another bottle"

"This one - and 3"

"Any other four bottle mixtures you could try?"

"I don't know."

"Do you think bottle 4 helps or doesn't help to make the yellow mixture?"

"Yes - it helps."

"Why do you think this?"

"It has yellow on the bottle" (on the label)

"Can you find out if it helps to make the yellow?"

"4 + 3 - how many shall I try?"

"However many you want to try."

"+ 1 + G"

"What do you think?"

"It hasn't made it"

"Why did you put those bottles in the beaker?"

"Which ones?"

"Those you used just now."

(Silence) "I think it is G"

"Which ones make the yellow colour?"

"Was it G? - and 2 + 1"

"Do you think bottle 2 is water?"

"Yes - it looks like water."

Substage 2AB

TO (1E²: I.Q. 102)

TO was able to do more than merely associate G with the individual bottles but she could not discover the effect of bottle 4: hence, her protocol could not be graded at 2B.

"3 + G"

3 + G" (shakes)

"Haven't you done that mixture before?"

"I don't think so."

"4 + G"

G + 1

Can you put two or three bottles in?"

"Yes"

"+ 3" (turned yellow)

"What are you going to do next?"

"1 + 2 + G"

3 + 1 + G

I don't really know more"

"Try using four bottles"

"1 + 4 + 3 + G

2 + 3 + 4 + G"

"Any more mixtures?"

"No"

"Can you find out if 4 helps to make yellow or not?"

"3 + 4 + G"

"Why did you make that mixture?"

"I don't know"

"What do you think about bottle 4?"

"Nothing really"

"Do you think bottle 2 could be water?"

"It could be - yes."

"Can you find out if it is?"

"No"

"Any other combinations you would like to try?"

"No"

Substage 2B

DOB (IE²: I.Q. 112)

DOB is able to combine spontaneously more than one bottle with G but his combinations are not systematic. Moreover, he seems to have discovered the negative effect of bottle 4 by chance since 3 + G had produced a yellow liquid which was situated in front of him.

"G + 3 (shakes the mixture) - no - and 1" (yellow)

"Did you remember that mixture from last year?"

"No."

"If you hadn't got the colour with those bottles, what other bottles could you try?"

"4 + 3 + G

4 + 2 + G

1 + 2 + 3 + 4 + G"

"Any others you can use?"

"G + 4

2 + 1 + G

3 + 2 + G

G + 3

4 + 1 + G

1 + 2 + 3 + G

4 + 3 + 2 + G

3 + 4 + 1 + G

2 + 1 + 4 + G"

"Any more you can try - just using two bottles?"

"G + 2

G + 4

G + 1

G + 3"

"Do you think bottle 4 can help to make the yellow liquid?"

(He poured 4 into G + 3, which had gone yellow)

"It makes the yellow disappear"

"Could bottle 2 have water in it?"

(He poured 2 into his mixture of G + 3 + 4)

"Could be"

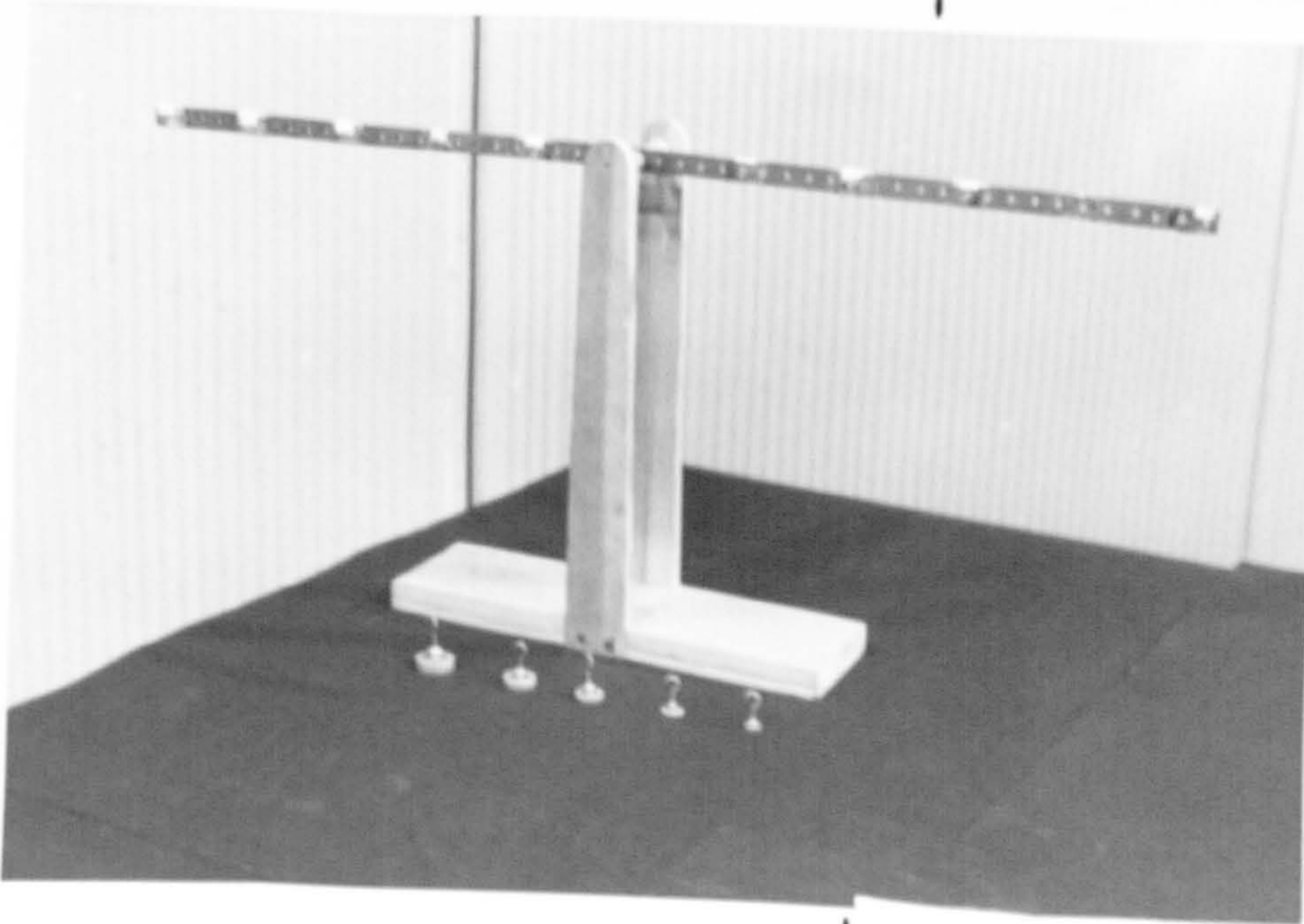
"Why do you say that?"

"It looks like water"

"Is there any experiment you could do to find out if it is water?"

"No."

Equilibrium in the balance



Equilibrium in the balance

Criteria for analysing the pupils' answers (cf Hughes 1965, pp. 22-23)

Inhelder and Piaget devised this experiment in order to study how the "proportionality schema develops as it is linked with the equilibrium schema" (1958, p. 164)

Substages

1. The subject fails to distinguish between his own action and the external process, for example, through constantly interfering with the apparatus.
- 1B/2A The subject realises that weight is needed on both sides and that the weights should be approximately equal. The approach, however, is unsystematic and weights may be added and subtracted in an haphazard manner. The child has no idea of the role of distance.
- 2A. Trial and error methods are used to co-ordinate weight and distance. Since the subject has, as yet, no grasp of the principle involved, he cannot generalise from individual successes and approaches each situation by further trial and error. (op. cit., p. 169). Success is thus achieved by a gradual process of elimination and not by any planned approach.
- 2B. The problem of unequal weights and distances is resolved, not yet by metric proportion, but "by qualitative correspondences bordering on the equilibrium law: 'The heavier it is, the closer to the middle'" (op. cit., p. 171). The subject is working towards a law but without the possession of metrical proportions. He can quantify the weights ($B = 2A$, and so on)

as well as the distances (measurable by the number of holes), but cannot resolve problems through the proportionality schema.

3A. For the first time the subject appreciates the proportion involved with regard to weight and horizontal distance. In effect, he can deal with the formula $\frac{W}{W^1} = \frac{L^1}{L}$ "(where W and W¹ are two unequal weights and L and L¹ the distances at which they are placed)" (op. cit.; p. 173)

3B. There is now much more economy of effort throughout the whole experiment. The subject appreciates the concept of 'work done' and may comprehend unaided the relationships involved in the formula $\frac{W}{W^1} = \frac{L^1}{L} = \frac{H^1}{H}$

Examples of answers

Substage 1B/2A

FO (1C¹ : I.Q. 100)

This pupil exhibited an unsystematic approach, weights being moved in a haphazard manner. He seems to have no idea of the role of distance.

1. 20g v 10g

"10 g on 23L

20g on 7R, 21R, 17R, 12R, 11R, 13R.

10g on 25L

(250 x 160) 20g on 3R, 8R"

2. 5g v 2g

"2g in 7R

5g in 3R - Yes"

3. 10g v 5g

"5g in 16R

10g in 7L"

"Why did you put the weights there?"

"I just thought it would balance"

"Why?"

"They're nearly the same numbers"

4. Balancing 10g and 2g against 20g in 10L and 1g in 20L

"10g in 16R

(220 v 210) 2g in 25R"

5. Not given to FO

6. "Can you think of a rule about the weights and making the bar level?"

"When you put the heaviest weight next to the middle and the next heaviest on the outside and the same one further out and the smallest near the outside."

"What happens then?"

"It makes it straighter."

Substage 2 AB

WRI (IT²: I.Q. 109)

This boy approaches each problem by using a trial and error method, yet he appreciates the equilibrium law: "The heavier it is, the closer to the middle." There seems a movement towards the law but he does not express his comprehension of that law very well.

1. 20g v 10g

"10g in 13R

20g in 14L, 11L, 6L, 7L

(140 v 140) 10 in 14R"

"Why is the bar straight now?"

"They're even"

"Why are they even?"

"It's the same weight on each side."

"Why is it the same weight on each side?"

"I've put them in the holes so the bar will go straight"

2. 5g v 2g

"2g in 17R

5g in 20L, 17L - oh, it can't balance"

"Why can't it?"

"Because 5g is heavier and it will weigh it down"

"Why will the 5g weigh it down at hole 17?"

"Because 5g is heavier

(34 v 35) 5 in 12L, 9L, 7L - yes"

3. 10g v 5g

"20g in 5R

10g in 15L and then 10g in 10L."

"Why is the bar level?"

"I took 5 away from 15 to get to hole 10"

4. Balancing 10g and 2g against 20g in 10L and 1g in 20L
(weights on the left bar remain static)

"10g in 25R - oh

10g in 21R

(220 v 10g in 22R

230) Now! - 2g in 20R, 2g in 5R. That's all right"

5. 5g v 2g + 1g

"5g in 13L

2g in 13R

2g in 17R)

1g in 19R)

simultaneously

1g in 20R

(65 v 56) 1g in 22R"

6. Can you tell me a rule?

"If I've got a 10(g) and a 20(g), put 20g in hole 1 and 10 in hole 10"

"Why do you put 10 further out from the middle?"

"To make it evenor - it's further out so there's more weight on that side."

Substage 2B/3A

HAM (1T²: I.Q. 94)

HAM seems to appreciate the proportion involved in the earlier problems and moves fairly quickly towards the correct solution. He reverts to trial and error methods on problems 4. and 5., hence, his protocol cannot be graded at 3A. It seems, however, better than level 2B.

1. 20g v 10g

"20g in 10L and 10g in 20R"

"Why have you put them there?"

"20g will have a half - 20 is heavier than 10 and double the 10 is 20 so I put it in (hole) 20."

2. 5g v 2g

"5g in 2L and 2g in 3R

No - 2g in 5R"

"Why is the bar level now?"

"I don't know"

"Can you think of a reason?"

"I put 2g - 5 will go into 2 so 2 will go into 5."

3. 10g v 5g

"10g in 5L and 5g in 10R" (simultaneous placing)

"Do you know why the bar is level?"

"That's more (the 10g) so if you put that closer (= 10g) and that one (5g) farther out"

4. Balancing 10g and 2g against 20g in 10L and 1g in 20L

"10g in 20R and 2g in 21R - No

(takes both off)

10g in 15R and 2g in 20R

10g in 17R and 2g in 19R

It wants just a bit more

(220 v 220) 2g in 20R and 10g in 18R. That's it."

5. 5g to be balanced against 1g and 2g

"5g in 1L and 1g in 2L,

5g in 3L; 1g in 2R and 2g in 5R Yes."

6. Can you think of a rule about the weights and making the bar level?"

"Say you've got a 10g on one side and 5g on the other side, you put 5g in 10L and 10g in 5R."

"What happens if you haven't got weights like 5g and 10g?"

"You try to work it out."

"Do weights weigh more in a certain place?"

"If you put it at the end it will weigh more, but if you put it closer in, it weighs less."

APPENDIX E

The lesson notes for 1E and 1T.

The lesson notes for 1E

October
3rd

Objective: Children to draw histograms representing
(a) their own ages and (b) one parent's age since chronology
is an essential characteristic of history.

Aids: Graph paper, rulers, coloured pencils

Plan:

- (1) Blackboard to be divided into squares to correspond with those on the graph paper.
- (2) Explanation that 1 square can equal 1 year, etc.
Histograms of the ages of two children to be drawn on the blackboard with the help of the class.
- (3) Each child to draw on the graph paper, scale 1 square to 1 year:
 - (a) a histogram for his age
 - (b) a histogram for the age of his mother or father. To draw a histogram of someone aged 30 years if parents' ages not known.

October
5th

Objective: To continue the graphical representation of time

Aids: as on October 3rd

Plan:

- (1) To revise the work of October 3rd through drawing on the blackboard a histogram of the age of one pupil's grandparent
- (2) Children to draw a histogram for one grandparent's age and a histogram representing 100 years
- (3) To explain how a century can be shown on other scales and to draw a line for the last 500 years.
- (4) To relate the concept "twentieth century" to 1967, "nineteenth" to 1867, and so on.

- (5) To draw a time line in preparation for the work on Leonardo.

October
10th

Objectives:(1) Through discussion on reproductions of some of Leonardo's paintings, to describe the chief events of his life.

- (2) To begin placing those events on the time line prepared on October 5th.

Aids: Large reproductions of paintings such as "The Virgin of the Rocks" and "The Last Supper".

- Plan:
- (1) To ask the children what they find noticeable about the paintings, for example, colours, flowers, etc. in "The Virgin of the Rocks".
 - (2) To narrate the chief events with questions and answers.
 - (3) To have the children show on a blackboard time line where the various events in Leonardo's life should be placed, then to enter them on their time lines.

October
12th

Objectives:(1) To revise the major events in Leonardo's life
(2) To read the dialogue and discuss the questions

Aid: Sheet I: Leonardo da Vinci

- Plan:
- (1) Through question and answer to revise the major events and complete the time line.
 - (2) To read the dialogue aloud to the children. After discussion, the children to read it, different children taking the parts on two readings.
 - (3) To discuss the questions and begin writing the answers.

Sheet I

LEONARDO da VINCI

A Street in Florence in 1506.

Giovanno: Hello there, Filippo

Filippo: Good morning, Giovanno. You look excited.

Giovanno: I've just been allowed into Leonardo's workshop and seen his painting of Giocondo's wife. It's the strangest painting I've ever seen. All dim greens and a peculiar rocky background.

Filippo: H'm - let's hope he finishes this one. I'm getting rather tired of hearing how wonderful Leonardo is. Do you remember all the fuss when he went off to Milan and all the great things he was going to do?

Giovanno: Why he made the most magnificent statue of a horse. It was twenty four feet high.

Filippo: 'Was' is the right word. What happened? He never got it made into metal and then the French soldiers used it for target practice for their arrows so not it's destroyed. All that time he spent on it and there's nothing left.

Giovanno: What about 'The Last Supper' then? Everyone in Italy flocked to see it. (laughs) Do you know who he used for the face of Judas: The chief of the monastery who kept pestering him to finish the painting.

Filippo: I don't think that's funny. Why shouldn't he make him finish it? The monks had paid good money. And I hear he used the wrong kind of paint for a wall so the picture is already peeling away. Twelve years he took on it!

Giovanno: Well, I think this one of the 'Mona Lisa' will be a wonderful one. He's taking great pains with it. Why, he never paints on a sunny day, only on a dim one. And he has musicians playing all the time to keep that strange smile on her face. He even has

performing monkeys.

Filippo: It's about time he did something worthwhile. I agree, Giovanni, he has wonderful ideas. It would be marvellous if we could have cities built as Leonardo suggests with fresh running water to all houses and two levels, one for carts and the other for people. But he never thinks how he's going to carry out these great plans. That flying machine! Who ever heard of men flying? And he's even tried to make a machine that will go underneath the water. We'd be much better off with men with their feet on the ground and not with their heads in the air like Leonardo.

Giovanni: I don't agree. I think that Leonardo will be famous even when we're dead and forgotten.

Questions on the dialogue

1. What did Giovanni think about Leonardo?
2. What did Filippo think about Leonardo?
3. Do you agree with Giovanni or Filippo? Give reasons for your answer.
4. Do you think that Leonardo would be surprised if he returned to the present day?
5. Why do you think that Leonardo is remembered as a great man?
6. Which painting did you like best? Give your reasons.
7. How many years ago did Leonardo live? In which century did he live.

October
17th

- Objectives: (1) To link invention of printing with Leonardo's inventions through discussion.
- (2) Explanation of manuscripts and the "new printing"
- (3) Completion of work on Leonardo.

Aids:

Sheet II : Sketches and map.

Examples of "illuminated" letters from books

Half potatoes

(See 1T October 12th)

Plan:

- (1) Discussion on great inventions and which they consider the greatest.
- (2) Explanation on the development of printing.
- (3) Revisionary work through question and answer on the Leonardo sheet.
- (4) Map of Italy drawn on blackboard with Milan, Florence and Rome shown. Children to draw their own map as they finish the written work on Sheet I.
- (HO's answers are in Appendix G)

October
19th

- Objective: A revision on printing followed by a description of Caxton's life and work.

Aid:

Sheet II.

Plan:

- (1) Question and answer on the production of manuscripts
- (2) Narration with question and answer on Caxton and the printing process.
- (3) Map to be finished (17th October). Two sentences to be written describing manuscripts and the letter to be copied and coloured.

Text cut off in original

October
24th

- Objectives: (1) To read and discuss the play on the scribe and the printing press.
- (2) Class to answer questions concerned with the development of printing.

Aid: Power R. "Kingsway Histories" Book 3. (Evans Bros. 1960)*

- Plan: (1) Different pupils to read the parts from the play (Chapter 2, pp. 21-25), followed by class discussion of these questions
- (a) If you had been living in the Middle Ages and wanted a book, what would you have done?
 - (b) Who brought the first printing press to England?
 - (c) Imagine you are a lady or gentleman of Edward IV's Court and tell of your visit to Caxton.
 - (d) Do you think the invention of printing was useful?
 - (e) Why was the scribe angry?
- (2) Children to write their answers to the questions
(See Appendix G for MOR's answers)

*Three sets of books were available for IE.
Power R. "Kingsway Histories" Book 3 (Evans Bros. 1960)
Unstead R. J. "Great Tudors and Stuarts" (Black 1956)
Unstead R. J. "Looking at History Book III" (Black 1961)

After the initial reference in the lesson notes, each book will be described simply by the name of the author and the date.

October
26th

- Objectives: (1) To complete the written work.
(2) To discuss how various opinions can be held of the same person, relating this to Henry 8th.

Aids: Power R. 1960.
Routh C. R. N. "They Saw It Happen 1485-1688"
(Blackwell, 1965)

- Plan: (1) After revisionary discussion, class to complete the work started on 24th October. Those finishing, to choose drawings from the duplicated sheet and use them in order to illustrate their work.
(2) To discuss the portrait of Henry VIII (Power 1960, p. 54) and read various contemporary reports on Henry.
(3) If time is available, to discuss why the various pieces of evidence, (not to use this term with children) differ from each other.

October
31st

Half Term

November
2nd

- Objectives: (1) To revise the work on how and why differing impressions of a person can be given.

(2) Written work on Henry 8th.

Aids: As for 26th October.

- Plan: (1) To remind the pupils how two people may give quite different interpretations of someone.
(2) To collect adjectives from them which they think describe Holbein's depiction of Henry 8th (Power 1960, p. 54), warning them about subjective impressions.

(3) To discuss why the Italian's description (op. cit., pp. 54-55) was different from the picture.

(4) The pupils to answer these questions:

(a) Describe what Henry 8th looked like in the picture.

(b) What did the Italian say about Henry?

(c) Does the description by the Italian sound like the man in the picture?

(d) Why is there such a difference?

(e) Draw a picture of Henry 8th if you have time.

(See Appendix G for MOR's answers)

November 7th Objectives: To exemplify and explain the relationships within the Tudor royal family through relationships within the pupils' own families.

Plan:

- (1) Ask the children about their families, explaining the term "relations" and discussing the reasons for someone being, say, a child's cousin.
- (2) Build up on the blackboard the family tree of one child.
- (3) Act out the formation of two families e.g. "BET you are Mrs. Smith, choose two girls as your daughters." One daughter marries (BRO), has a son (AND): what relation is AND to BET?

November 9th Objective: To introduce the members and relationships of the Tudor royal family.

Aids: Power 1960.
Postcard reproductions of the Tudors from the National Portrait Gallery.

**PAGE
MISSING
IN
ORIGINAL**

- Plan:
- (1) To form another imaginary family through action.
 - (2) To discuss the photographs and have the children place each member correctly on a wall chart.
 - (3) Read pp. 55-61 in Power and discuss the background to Henry's divorce.
- November 14th Objectives:
- (1) To narrate the story of More
 - (2) To answer questions on the relationships within the Tudor royal family.
- Plan:
- (1) To describe in simple terms More's life and ideas, and why he disagreed with Henry.
 - (2) To build up on the blackboard with the children's help the Tudor royal family.
 - (3) Children to answer eight questions aimed at discovering whether they understand the various relationships. For example:
What relationship was Mary Tudor to Henry 8th?
What relationship was Mary, Queen of Scots to Elizabeth Tudor?
- November 16th Objectives: To read Unstead's account of More, discussing the meaning and reasons for More's remarks quoted within that account.
- Aid: Unstead R. J. "Great Tudors and Stuarts" (Black 1956)
- Plan: The children are to read sections of Unstead's account, some by themselves and others aloud, depending on the dramatic nature of the different sections. Questions to be asked at appropriate points in the story, for example, in discussing the meaning of some of More's comments.

November Objective: To give the children a revisionary test in order to
21st discover the extent to which they recall and use
the material studied to date.

Aids: Power 1960
Sheet III : Revisionary Test

Plan: (1) Explain to the children that they are to answer
the questions on the sheet.
(2) Those finishing, to read Power 1960, pp. 57-61
on Henry 8th and More.
(3) If time is available, all the class to read the
passage on Sheet IV

Sheet III

Test. November 21st.

Answer these questions as clearly as possible

(1) Fill in the spaces

Leonardo was born in _____. He painted two famous pictures. They were : (1) _____

(2) _____

He was also an inventor. He invented a _____

(2) Would Leonardo be surprised if he came to earth now?

I think _____

(3) The printing press was brought to England by _____.

A scribe was angry about the printing press because _____

_____. Printing is a useful

invention because _____

(4) Henry 8th married first _____. Their child

was _____ Tudor. His second wife was _____.

Their child was _____ Tudor.

(5) The _____ in Rome said that Henry could not marry

a second time.

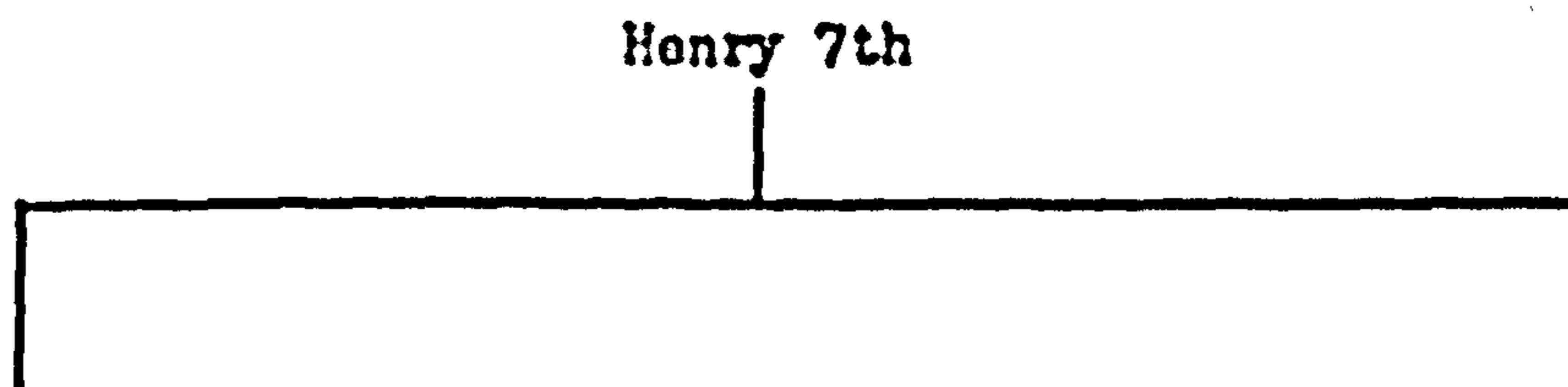
He would not let Henry remain a member of the _____ Church.

Henry therefore made himself Head of the _____ of _____.

Sir _____ would not agree that Henry was the

Head and so he was _____.

(6) Draw the family tree of Henry 7th's family, showing his children and grandchildren



November
23rd

Objective: To revise and complete the questions set on More.

Aid: Sheet IV : Sir Thomas More.

Plan: (1) To return the marked papers to the children.
(2) To read the passage, discuss the questions, and
try to complete the written answers.

Sheet IV

SIR THOMAS MORE

Sir Thomas More was a very clever man. He became Henry 8th's chief lawyer but gave up this important position when Henry divorced Queen Catherine. He did not agree with the divorce.

Then Henry 8th ordered everyone to swear on oath saying that Henry was the Head of the Church in England and not the Pope. Thomas More refused to swear the oath, even though he knew he would be looked upon as a traitor by Henry 8th, and executed. More was kept in the Tower of London for a year. Many people including his wife and daughters tried to make him change his mind but he would not. In the last days in the Tower he was not even allowed to have a pen so he had to use a piece of coal to send a last message to his daughter. He wrote:

"Farewell, my dear child, and pray for me, and I shall pray for you and for your friends."

When More was taken to the execution block he saw that the stairs leading up to it were not very safe. He made a joke about this, asking the executioner to help him up the stairs:

"See me safe up; for coming down, I can look after myself."

He knelt by the block and said his prayers, saying that he died

"the King's good servant but God's first."

Then he was executed.

Answer these questions as neatly as possible. Write in sentences.

1. Why was Thomas More executed?
2. If you had been Thomas More, would you have changed your mind?
3. Why or why not would you have changed your mind?
4. Did Thomas More seem frightened? Give reasons for your answer.
5. What is a traitor? Do you think More was a traitor?

Sheet IV Cont'd.

6. What did Thomas More mean by these words?
- (a) "See me safe up; for coming down, I can look after myself"
 - (b) "I die the King's good servant but God's first."
7. Do you think More should have been executed? Give reasons.
8. What does his death tell us about religion in the sixteenth century.

November
28th

- Objectives: (1) To finish the answers on More.
(2) To discuss monasteries in Lancashire and the reasons for their decay.

Aids: Sheet IV : Sir Thomas More.
Sheet V : Monasteries and Henry 8th I

- Plan: (1) Revise through question and answer the last four questions on Sheet IV.
(2) Complete the written work. Those who finish, to begin tracing the map of North Lancashire.

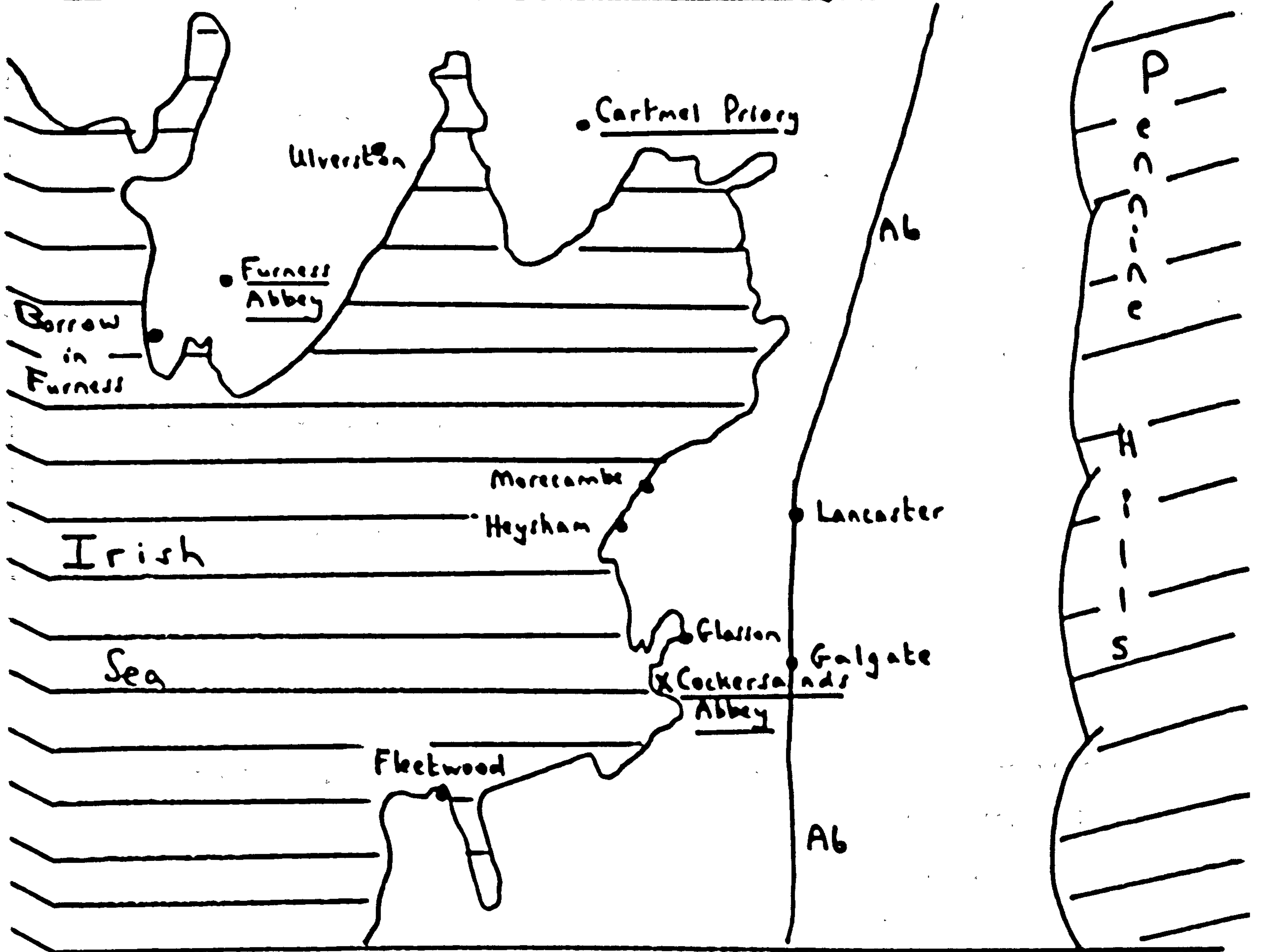
November
30th

- Objectives: (1) To explain the reasons for the dissolution.
(2) Drawing of the map of N. Lancashire.

Aid: Power R. 1960.
Sheet V : Monasteries and Henry 8th I

- Plan: (1) To ask the children to find the names of the monasteries on the map and discover if any one has visited the monasteries.
(2) An explanation, with questioning, on how the monasteries were dissolved.
(3) Copying the map.
(4) Reading Power 1960, pp. 61-63, for those who finish early.

Sheet V : Monasteries and Henry 8th (I)



Some monasteries in Lancashire

December 5th, 7th and 12th

Objective: To write a play about More and record it.

Aid: Tape recorder.

Plan: (1) In groups, the children to write a play on More in three scenes:

- I In More's garden
- II "In a Big dark pleas in London tower" (CLE's written description)
- III Outside the Tower of London (See Appendix G for a play written by DOB's group)

December 14th The children were needed by the school.

December 19th The Series and Numerical Analogies Test.

SPRING TERM

January 9th

Objective: After revisionary discussion on the monasteries of North Lancashire, to explain through question and answer the reasons for their dissolution.

Aid: Sheet V : Monasteries and Henry 8th I
Sheet VI: Monasteries and Henry 8th II

Plan: (1) Revise what happened to the local monasteries.
(2) Question and answer, combined with simple role-playing. (Imagining themselves as commissioners) as a means of helping to explain the reasons for dissolution.
(3) To begin to examine the implications of the passage on Glastonbury Abbey.

January 11th

Objective: To examine the implications of the commissioners' Statements and answer three questions on the dissolution.

Aid: Sheet VI: Monasteries and Henry 8th II

- Plan:
- (1) The four children who imagined they were commissioners on 9th January to give their reasons why monasteries should be abolished.
 - (2) Two pairs of children to invent a conversation between Henry 8th and Cromwell on why the monasteries should be abolished.
 - (3) Passage on Glastonbury read aloud. Through question and answer and dramatic improvisation to show how the investigators seemed to be determined to find evidence against the Abbot.
 - (4) To begin answering these questions:
 - (a) Imagine you are Henry 8th and say why you have decided to abolish the monasteries.
 - (b) Do you think that the Abbot had a fair trial? Give reasons for your answer.
 - (c) Should he have been executed as a traitor? Give reasons.
 - (d) Did the investigators seem sorry for him? Give reasons. (See Appendix G. for some answers by ALE)

January 16th Objective: To examine aspects of the early life of Princess Elizabeth.

Aid: Unstead R. J. 1956.

- Plan:
- (1) To revise the Tudor royal family from the photographs on the wall chart.
 - (2) To select certain pages from Unstead, read these and use them to:
 - (a) Examine causation in human affairs (p. 23 - "Why did Henry want a son?")

Sheet VI

MONASTERIES AND HENRY THE EIGHTH (II)

Monasteries in North Lancashire

Copy the following sentences and fill in the missing words:

C _____ Abbey near Glasson was destroyed by the sea after the monks left it. The seats for the _____ in the P _____ Church in L _____ were taken from C _____ Abbey.

The people of C _____ would not let the church of the monastery be destroyed. They kept it as _____.

Why Henry Eighth had the monasteries abolished

1. Henry was short of money and wanted to sell the land belonging to the monasteries.
2. The monks were accused of being lazy.
3. Some monks did not agree with Henry 8th being Head of the Church.

The investigators at Glastonbury Abbey

Men were sent to bring back reports on the monks. Here is part of a report:

"We came to Glastonbury on Friday last past, about ten of the clock in the forenoon; and for that the abbot was then at Sharpham, a place of his a mile and somewhat more from the abbey, we, without any delay, went into the same place, and there examined him in certain articles. And for that his answer was not then to our purpose, we advised him to call to his remembrance that which he had then forgotten, and so declare the truth, and then came with him the same day to the abbey, and there anew proceeded that night to search his study for letters and books; and found in his study secretly laid, as well a written book of arguments against the divorce of the king's majesty and the lady dowager, but we could not find any letter that was material..... so with as fair words as we could we have conveyed him from hence into the tower being but a very weak man and sickly."

A note taken from Thomas Crowwell's diary.

"Item. The Abbot of Glaston to be tried and executed there."

- (b) Examine the validity of written statements concerned with history (e.g. p. 23 "How do we know that Anne's eyes filled with fear?")
- (c) Contrast the education of a sixteenth century princess with their own (p. 26)
- (d) Discuss why Spaniards were hated (pp. 29-30)
- (e) Discuss the character of Elizabeth as seen in this account of her imprisonment in the Tower (pp. 30-31)

January
18th

- Objectives: (1) To revise and complete the work on the monasteries.
(2) To begin written work on the early life of Elizabeth.

Aids: Sheet VI : Monasteries and Henry 8th II.
Sheet VII: The Princess Elizabeth (Unstead 1956.)

- Plan: (1) Volunteers to ask the questions set on the dissolution (see 11th January) and class to answer them.
(2) Improvisation by volunteers of the interrogation of the abbot of Glastonbury.
(3) Complete the questions set on Sheet VI.
(4) Those finishing, to start on the second sheet of questions on Elizabeth. (Sheet VII)

January
23rd

- Objectives: (1) To revise the work done to date from October
(2) To answer the questions on the worksheet.

Aid: Sheet VII : The Princess Elizabeth

- Plan: (1) Discussion of the written work on the monasteries, citing certain children's answers.
(2) Question and answer on aspects of the work to date from October 3rd.
(3) Writing the answers to the questions on the worksheet on Elizabeth (Sheet VII).

Sheet VII

THE PRINCESS ELIZABETH
from "GREAT TUDORS AND STUARTS" by R. J. Unstead.

Read these lines carefully and try to answer the questions.

Pages 23, lines 1 to 23

1. Which baby was christened?
2. What was the name of her mother?
3. Why did the mother wish that her baby was a boy?
4. How far is it correct for the writer to say that "The Queen's dark eyes were filled with fear" (lines 10 and 11)?

Pages 23, lines 28 to page 24, lines 1 to 4.

1. How soon after his second wife's execution did Henry get married again?
2. Does this tell you anything about him as a person?
3. How old was Elizabeth when her mother died?
4. Who was Elizabeth's half sister?
5. Why did she dislike Elizabeth?
6. What was the name of her mother who had been cruelly treated by Henry 8th?

Pages 24, lines 15-32.

1. Was Elizabeth treated like a proper Princess?
2. Why was her governess worried about Elizabeth being treated as a grown lady at the table?

Page 26, lines 1 to 25.

1. Do you think Elizabeth was a clever girl? Why?
2. These are the lessons you might learn in one day:
Arithmetic, Geography, English, P.E., History
Write down five different lessons which Elizabeth might have learnt.
3. Would you rather learn your lessons or Elizabeth's? Why?

Page 28, lines 24 to page 31, line 12.

1. What religion did Mary believe in? (Page 29)
2. Why was Elizabeth arrested? (Page 30)
3. Where was she taken? (Page 30)
4. What did she mean by these words:
 - a) "Here landeth as true a subject as ever stood on these steps" (Page 30)
 - b) "such suspected by me, Nothing proved can be" (Page 31).
5. Was Elizabeth a prisoner during the last years of Mary's reign? (Page 31)

January
25th

Objective: To give the children a revisionary test in order to discover the extent to which they can recall and use the material studied to date.

Aids: Sheet VIII : Revisionary Test, January 25th
Sheet IX : Tudor Houses
Unstead R. J. "Looking at History" Book III (A. and C. Black Ltd., 1961)

Plan: (1) Revisionary test asking for answers which consider:

- (a) Reasons for actions and emotions.
- (b) Interpretation of historical statements.
- (c) Factual recall.

(2) Those finishing, to read Unstead, pp. 9-11 and begin answering the questions on Sheet IX.

REVISIONARY TEST, JANUARY
25TH

1. The scribe was angry about the printing press because _____

2. Leonardo da Vinci painted _____ and invented _____

3. Sir Thomas More was executed because _____

4. Henry 8th thought More was a t _____ because he would not obey him.
5. A traitor is a person who _____
6. The last letter More wrote was to his _____
7. Some of the last words of More were
 - a) "See me safe up; for coming down, I can look after myself."
What did he mean? _____

 - b) "I die the King's good servant but God's first."
What did he mean? _____

8. One monastery destroyed in Lancashire was _____ Abbey near Glasson Dock.
9. What is a monk? _____
10. What is an abbot? _____
11. Give two reasons why Henry 8th decided to abolish monasteries.
 - a) _____
 - b) _____
12. All these questions are about the abbot of Glastonbury. Give reasons for your answer, not just "Yes" or "No".
 - a) Did the abbot of Glastonbury have a fair examination?

 - b) Should the abbot have been executed as a traitor?

 - c) Did the investigators seem sorry for the abbot?

SHEET VIII Cont'd.

12.Cont'd. d) These words tell us about the trial of the abbot:
"The abbot of Glaston to be tried and executed there"
Did he have a fair trial? _____

13. Fill in the spaces of this family.

HENRY 8TH

(1) His first wife was

Their child was

(2) His second wife was

Their child was

The two children were _____

(relations)

January
30th

Objectives: A discussion on the differences between their own houses and Tudor houses, followed by answering questions on Sheet IX.

Aids: Sheet IX : Tudor Houses
Unstead 1961.

Plan: (1) Return the marked tests for inspection and discussion among themselves. Allow time for any queries to be addressed to myself.
(2) Children to read Unstead 1961, pp. 11-12, then class question and answer on questions (1), (2), (3) and (4) on the sheet.
(3) Children to answer the questions, helping each other if necessary.

February
1st

Objective: To continue working from the sheet on houses.

Aids: Unstead 1961
Sheet IX : Tudor Houses.

Plan: After revision through question and answer on how the earlier questions should have been answered, to continue working through the sheet.

February
6th

Objectives: (1) To complete the worksheet.
(2) To describe the main events in the life of Raleigh

Aids: Unstead 1961 and 1956
Sheet IX

Wall map of the world

Plans: (1) Revision through question and answer, and examples of answers volunteered by the pupils, to questions (5), (7), (16).
(2) About ten minutes to complete as many answers as possible. Those finishing early to begin reading Unstead 1956, p. 59 onwards.

Sheet IX

TUDOR HOUSES

You will find the answers to these questions on the pages in "Tudors and Stuarts" by R. J. Unstead.

- p.9 1. a) What material were Tudor houses made of?
 b) What are your houses made of?
 c) Which kind of house do you think is safer- yours
 or the Tudors? Why?
- p.11 2. Was glass valuable then? How do you know?
3. How did rich people cover their walls? How are their walls
 different from the walls in your house?
- p.12 4. a) Where were carpets put?
 b) Why do you think carpets are put on the floor now?
5. What might you have disliked about a Tudor house?
6. Why were big houses built in an E shape?
- p.13 7. Describe 3 things which happened in the Long Gallery.
- p.14 8. How were bedrooms in those days different from your
 bedrooms?
9. How was a bed different from your bed?
10. Why did Tudor beds have curtains around them?
- p.15 11. Describe 2 jokes which Tudors had in their gardens.
- p.16 12. Would you have liked a Tudor breakfast? Why?
13. What foods were used to flavour the meat? What do you use
 to make food taste more interesting?
14. Would your mother cook meat as the Tudors did? Why not?
- p.17 15. Name a vegetable that was a special treat in those days.
- p.19 16. Did most people in Tudor England have homes with Long Galleries?
 Why do you think that?

DRAWINGS.

Choose TWO or THREE pictures from pages 9 to 19 and draw them neatly.

- (3) Description of Raleigh's life supported by
Unstead 1956 and wall map.

February Objective: After having read the chapter on Raleigh in Unstead,
8th children to answer the questions on the worksheet.

Aids: Unstead 1956.

Sheet X : Sir Walter Raleigh.

- Plan:
- (1) Some children to read the whole chapter, others selected pages (numbered on the blackboard)
 - (2) Discussion on how to answer the first four questions, with the children supplying the information. Guidance by friends for those who cannot find the information.
 - (3) In small groups or individually (as the children wish), to start answering the questions on Sheet X.

Sheet X

SIR WALTER RALEIGH

Read the chapter on Raleigh (pages 59-67) in "Great Tudors and Stuarts" by R. J. Unstead. Then try to answer these questions by looking at the pages mentioned.

- p.60 1. Why did Queen Elizabeth admire Raleigh?
- p.61 2. What did Raleigh want to do?
- p.62 3. Where did he send men to settle?
- p.62 4. Why was that new land called Virginia?
- p.62 - 5. What new things did he bring to England from America?
63
- p.63 6. What was El Dorado?
- p.63- 7. Draw Raleigh and his men searching for El Dorado. You
64 can see the kind of ships in which they sailed on pages 26 and 27 in "Tudors and Stuarts".
- p.64 8. Why was Raleigh put in the Tower of London?
- p.66 9. Pretend you went with Raleigh on his second voyage. Write a letter back to England telling a friend of the journey and what happened.
- p.66 10. Do you think Raleigh was foolish to return to England? Why?
- p.67 11. What did Raleigh mean by saying that the executioner's axe was "a sure cure for all diseases?"
12. What do you think about Raleigh after reading this story?
13. Was it right of James I to have him executed? Give reasons for your answer.

February Objective: After discussion, to continue answering questions
13th from the worksheet.

Aids: Unstead 1956
Sheet X : Sir Walter Raleigh

Plan: (1) Revision through question and answer of Raleigh's
life
(2) Class discussion of the last four questions on
the worksheet in order to contrast ethics of the
sixteenth century with those of 1968.
(3) Continue to answer the questions
(See Appendix G for some answers by BRO)

February Objectives: (1) Complete the work on Raleigh.
15th (2) Begin heuristic work on aspects of life in the
sixteenth century.

Aids: Unstead 1956
Worksheets XI
Various books referring to life in sixteenth century
England.

Plan: (1) The selection of books to be displayed on the
teacher's table. A brief description of the
contents of each book.
(2) After a short period of oral class revision,
children to complete the sheets on Raleigh.
(3) As each finishes, to look through the books
available for the future heuristic work,
and to start deciding which one to select.

AN ELIZABETHAN LADY OF THE MANOR, (ed.) P. Pearco (O.U.P.)

You will find most of the answers to the questions on the pages in the red book.

- p. 2. 1. a) What letter does the large house in the picture look like?
b) Why did Tudor people build houses in that shape?
- p. 3. 2. a) What sort of road linked Storbeck Hall with the outside world?
b) Who used that road?
- p. 4. c) How was the road repaired?
- p. 4. 3. Where did Sir Roger's sons go to school?

ONE PAIR NOW ANSWER THE QUESTIONS ON "ELIZABETHAN SCHOOLS AND SCHOOLBOYS". THE OTHER PAIR SHOULD CONTINUE WITH THESE QUESTIONS.

4. Name TWO things about Storbeck Hall that astonished the villagers.
- p. 5. 5. a) How were windows made?
b) Why did Storbeck Hall not have large windows?
- p. 6. 6. a) How many servants were employed by Sir Roger?
b) How much did a maidservant earn?
c) Why did a village girl want to work in the Hall?
7. Whom did Lady Alice have to look after?
8. What time did people get up in Elizabethan England?
- p. 8. 9. a) Draw Lady Alice.
b) Then read pages 7 and 8 and describe her clothes.
- p. 9-10. 10. Had Lady Alice gone to a great deal of trouble for her husband's homecoming?
- p. 10. 11. a) What kind of meat did they have to eat in winter?
b) Why couldn't they have fresh meat in winter?
c) What other kinds of food did Lady Alice have besides meat?
- p. 10. 12. a) When was it illegal to eat meat?
b) What does "illegal" mean?
c) What did rich people eat instead of meat?
d) Why was the eating of meat forbidden?
- p. 12. 13. a) Describe some strange things which Lady Alice had preserved
b) What foods which people eat now seem strange to you?
c) Name THREE goods which English seamen brought to England from overseas.
d) Where were these luxuries landed?
- p. 13. e) How did they reach Storbeck Hall?

Sheet XI(a) Cont'd.,.

- p. 14. 14. a) What was the largest room in the house?
b) How were the walls covered?
c) What was the gallery used for?
d) How were the floors covered?
e) How did Lady Alice try to make the floors smell sweet?
f) When did Lady Alice's family not eat in the hall? Why?
- p. 15. 15. a) How did the girls greet Lady Alice?
b) What was Joanna doing?
- p. 16. c) What were Jane and Charity doing?
d) Why was their work important?
- p. 17. e) What were Anne and Isobel doing?
f) Draw and colour the pattern made by Lady Alice.
- p. 18. 16. a) What is the maid in the picture making?
b) How did she do that?
- p.18-19. 17. a) How did Lady Alice cure burns?
b) Why was Lady Alice like a doctor?
- p. 20. c) What else were herbs used for besides curing illnesses?
d) How were musty rooms made more sweet-smelling?
- p. 21. 18. Why were bees important in those days?
- p.22-23. 19. Draw Sir Roger on his return. Colour the clothes.
- p. 24. 20. a) What was the usual time for the main meal - dinner?
b) Can you think of any reasons why it was so early?
- p. 24. 21. Why had beggars gathered outside the gates?
- p.24-27. 22. Pretend you were a guest at the homecoming meal. Describe what happened, the food you enjoyed and how long the meal lasted.
- p.27-28. 23. What sport did Lady Alice and her husband follow in the afternoon?
- p.28-30. 24. What happened in the Long Gallery after supper? Name TWO different activities.
- p. 30. 25. a) Why were the bedrooms draughty?
b) Describe Lady Alice's bed.
c) Why were the curtains around the bed useful?
- The last page. 26. Describe THREE ways in which we know about Elizabethan home life in manor houses.
-

The yellow book tells you what might have happened to Sir Roger's sons in Lancaster.

- p. 2. 1. Draw some of the things which a schoolboy might have in his satchel.
- p. 1-2. 2. Name THREE things which a boy would have in his satchel.
- p. 2. 3. Describe how these were made:
a) the pens
b) the ink.
- p. 4. 4. How did boys blot their work?
- p. 6. 5. Can you make a timetable for a boy's day?
- p. 10. 6. What was the most important lesson?
- p. 11. 7. For how many weeks did boys attend school?
- p. 11. 8. Why were the schools called grammar schools?
- p. 25. 9. a) How were boys punished for bad behaviour?
b) What did the master think was bad behaviour?
- p. 28. 10. What happened in winter after the lessons had ended?
- p. 29-30. 11. Would you have enjoyed the half day holiday on Thursday? Why?
- p. 30. 12. What happened on a Saturday?
13. Which school would you prefer to attend - an Elizabethan one or your own? Why?
-

You will find the answers to most of the questions by looking at the pages in the red book.

- p. 3. 1. Where did John Duke see his first play?
 2. Did every child go to school in Elizabethan England?
 3. Can you think of any reasons why every child in England goes to school today?
- p. 4. 4. What did John learn?
 5. Would you have enjoyed his education? Give reasons for your answer.
 6. How did the master punish them?
 7. What do you think is the best way of making children do their work in school?
- p. 4-5. 8. Why did John go on journeys around England?
 9. Would you have enjoyed the journeys? Why?
 10. How were the roads different from our roads?
- p. 6. 11. What did the new master teach the boys?
 12. Did people like actors in those days?
 13. Do most people like actors today? Why?
 14. How did actors protect themselves against being thrown into prison?
- p. 8. 15. If a boy in Form 4 had wanted to be an actor, what parts would he have been given? Why?
- p. 9. 16. (a) How many actors were there in the company which John joined?
 (b) What happened if there were a lot of parts in the play?
 17. Would you like to have been an actor like John? Give reasons.
 18. What parts did John play?
- p. 11. 19. Pretend that the actors have just come to town. EITHER draw a picture of them (Look on p. 13) OR write as though you were telling your mother about them.
- p.11-12. 20. Where did the plays take place?
 21. Look at the scene in the innyard on p. 38 in "Tudors and Stuarts". EITHER draw a scene in the innyard OR describe what happened there.
- p. 16. 22. Why did the Lord Mayor of London not like actors?
 23. Who helped them?
- p. 17. 24. What was a dangerous disease in those days?
 25. Are there any diseases like that today?
 26. Which famous company of actors did John join?
- p. 18. 27. Who was a writer as well as an actor?

Sheet XI(c) Cont'd....

- p. 18-19. 28. Write down the punishments which might be given to an actor.
29. If you had been John, would you have been worried by a shilling fine? Why?
- p. 20-21. 30. Would you have liked to learn the part of Romeo? Why not?
- p. 23. 31. What was odd about the way in which the "Globe" theatre was built?
- p. 23-24. 32. Who would be pleased that the "Globe" was built outside London? Why?
33. Where was the "Globe" built?
34. Read p. 39 in "Tudors and Stuarts" and look at pages 26-27 in this book. Draw a plan or a picture of the theatre.
- p. 28. 35. What would we think was odd about the costumes used in "Julius Caesar"?
36. Why was a flag flown?
- p. 30. 37. (a) Where did the various kinds of people sit or stand?
(b) Where would you have liked to sit? Why?
- p. 30. 38. Pretend you are describing the scene in the theatre to a friend. Make your description as exciting as possible.
39. What would you put in a "pretend" advertisement?
-

Sheet XI (d)

AN ELIZABETHAN SAILOR

You can find the answers to most of these questions on the pages in the book.

- p. 2. 1. Look at the map. Which land did the ship "Unicorn" go to?
- p. 4-5. 2. How did Tom help his father?
- p. 5. 3. Where did they sell their fish?
4. (a) Draw the ship on p. 5.
(b) How many masts did it have?
(c) What were the ships made of?
(d) Can you think of any reasons why there are no Elizabethan ships today but there are still Elizabethan houses?
- p. 6. 5. Why did trading ships have cannons on board?
6. English wool— goods were exchanged for Spanish w—.
- p. 7. 7. (a) How old was Tom when he became one of the crew of the "Goodwill"?
(b) What does "crew" mean?
(c) Where did he go on the "Goodwill"?
(d) Draw the "Goodwill".
(e) How many masts did the ship have?
- p. 8. 8. Name one thing which came to England from each of the following places: (a) The East
(b) Africa
(c) The Baltic Sea.
Try to find these places on a map.
- p. 8. 9. (a) What country was Muscovy?
(b) Why was it called Muscovy?
- p. 9. 10. (a) Describe the "Swallow".
(b) What were the "castles" used for?

Now look at pages 25, 26 and 27 in "Tudors and Stuarts" by Unstead.

- p.25-26. 11. (a) What was the "castle" at the front or fore of the ship called?
Unstead. (b) Who lived there?
(c) What was the castle at the back or the stern of the ship called?
(d) Who lived there?
12. (a) The castle at the fore of the ship was called the f———.
(b) The castle at the aft of the ship was called the p———.
13. Would you like to have been a sailor on a Tudor ship? Read page 27 (Unstead) and pages 10-11 in the red book before you answer the question. Give your reasons for your answer.

Sheet XI (d) Cont'd....

Return to the red book now.

- p. 11. 14. Is there anything which seems odd about the sailors' life at sea?
- p. 11-12. 15. The journey to Russia.
15. What was the crow's nest?
16. What does navigation mean?
- p. 13. 17. What strange thing happened to daytime as the "Swallow" went further north?
- p. 14. 18. (a) How far was the journey from London to Archangel?
p. 15. (b) Which Russian goods were sent to England?
(c) What are "hides" and "tallow"?
19. What sort of weather was there in August near Archangel? What seems odd about the weather?

The journey to Africa.

- p. 16. 20 (a) Which ship went to Africa?
(b) What did the sailors hope to bring back from Africa?
(c) What else did the sailors think might happen?
(d) Can you think what the Spanish would call the sailors if they captured a Spanish galleon full of gold?
- p. 17. 21. (a) What food and drink did the sailors put on board the ship?
(b) Why did they put tin, beads, knives and hatchets on the ship?
(c) Why was the "Unicorn" well armed?
(d) Why did the "Unicorn" sail in October?
- p. 19. 22. (a) Draw the "Unicorn".
(b) Look at p. 7. What differences do you notice between the "Goodwill" and the "Unicorn"?
- p. 20. 23. (a) Draw a picture showing what happened when the men tried to get fresh food and water.
(b) How did the captain frighten the natives?
- p. 21. 24. How many men were killed?
25. Pretend you are Tom. Write down the things which you dislike about the journey.
- p. 21-22. 26. (a) What did the sailors hope to see when they rowed up the river?
(b) What did they find?
27. What happened to the sailors as they went further southward towards the Equator?
- p. 23. 28. What did the natives give in exchange for:
(a) Bright beads and knives?
(b) Red cloth?

Sheet XI (d) Cont'd.....

- p. 24. 29. (a) What was the cargo of the "Soloman"?
(b) Where was the cargo to be sold?
(c) What do you think about this trade?
30. (a) How many men were left of the original crew of the "Unicorn"?
(b) Which do you think was the better plan: to go on to the Gold Coast or to return to England? Why?
- p. 25. 31. Was Tom lucky on that voyage? Why?

The Armada

- p. 26. 32. How did Tom help the ship going to fight the Spanish Armada?
- p. 27-28. 33. Why did the south west wind help the Spanish and cause trouble for the English ships?
- p. 29. 34. What happened to the Armada after it had left Plymouth?
- p. 31. 35. Give TWO reasons why we know that the stories of the voyages are true.
-

Sheet XI (a)

ELIZABETHAN VILLAGE by A. Fletcher (Longmans)

You can find the answers to most of these questions by looking at the pages in the book.

- p. 2. 1. Look at the plan of Harwell village in 1600 on p. 2 and read p. 7. Then try to answer these questions:
- (a) How many fields for growing crops were there in Harwell? (Arable means "for growing crops").
 - (b) What were the names of the fields?
 - (c) Were the fields divided up by hedges and fences?
 - (d) What does "open field" mean?
 - (e) Two inches on the map equals a quarter of a mile. How far was it in miles from Broadway to Courthouse Lane?
- p. 5. 2. These are questions about the houses in Harwell:
- (a) What were the frames of the houses made of?
 - (b) What were the walls made of? (Look on p. 92 to help you).
 - (c) Draw the new type of house on p. 5.
 - (d) Describe TWO things about this house which might have made the other villagers feel jealous.
- p. 6. (e) Draw a cruck cottage.
- (f) How was a cruck cottage made?
- (g) What were the disadvantages of a cruck cottage?
- p. 11. 3. (a) John Woodley lived in a _____ cottage.
- (b) How much land did he rent?
- p. 12. (c) Pretend you are one of John Woodley's children. Describe your house.
- (d) Name TWO luxuries which John Woodley could not afford. Why were they luxuries to him?
- p. 12-13. 4. Look at the picture and read pages 12 and 13. What were the worst things about a labourer's cottage?

The Lodgers

- p. 15. 5. (a) Which dreadful disease killed John Loder?
- (b) Are there any diseases today which cannot be cured?
- p. 16-17. 6. Draw or describe TWO pieces of furniture which belonged to John Loder.
- p. 18. 7. (a) What kind of mattress did he have?
- (b) Did everyone have that type of mattress?
- p. 21. 8. (a) Did the three men who worked for the Loder family earn a lot of money? (One pound now was worth about forty pounds then)
- (b) Which man earned the most money?
- p. 23. 9. (a) Why were fields left fallow? (Look on p. 90 to help you).
- (b) Which seeds were planted in the fields?

Sheet XI (c) Cont'd.....

- p. 24-25. 10. In winter horses and cattle were kept in the buildings at the farm
(a) Which animals were given the best food?
(b) Why were they given the best food?
- p. 26. 11. When was the seed sown?
- p. 29. 12. Can you notice anything odd about the picture on p. 29?
- p. 31. 13. Mary Loder got nearly everything she wanted from the farm or the village. Look at p. 86 and name FOUR things which she could not buy in the village.
SO—
SA—
FRUIT such as R—S and C—S
SPICES such as G— and P—R
- p. 32. 14. Name some of the places where these goods had come from.
- p. 32. 15. Would your mother like to cook in a sixteenth century kitchen? Why or why not?
- p. 33. 16. How were chickens and meat cooked?
17. Why did the frying pans have very long handles?
- p. 34. 18. Why was cooking unpleasant?
- p. 35. 19. (a) What happened to cattle and pigs in autumn?
(b) Why did Mary Loder put spices on the meat?
20. (a) Describe how rush lights were made.
(b) Why did the Elizabethans have to use rush lights?
(c) For how long would a rush light burn?
- p. 37. 21. Would you like to have worked at Princess Manor? Why?
- p. 37-38. 22. What was the main meal of the day?
- p. 38. 23. (a) Draw the hot water bottle of those days.
(b) How was it used?
- p. 40. 24. (a) Name THREE important craftsmen in the village.
(b) Which do you think was the most important? Why?
- p. 42. 25. (a) Describe some of the jobs of the village blacksmith, John Poulton.
(b) Why was it difficult for him to earn enough money?
(c) Did John die a rich man? Give reasons for your answer.
- p. 47. 26. (a) Draw Harwell Church.
(b) What happened if a household did not send someone to Church?
p. 48. (c) Where did the important people sit?
(d) What happened to the poorer people in Church?
(e) Do you think that this was right?

Sheet XI (c) Cont'd.,.,.,.

- p. 48. 27. (a) What language had the services been in before Elizabeth's reign?
(b) Describe how the walls had been altered.
- p. 56. 28. (a) For what reasons were the church bells used?
p. 57. (b) Why were the bells pulled on these dates:
i. 17th November
ii. February, 1587
iii. 30th July, 1588.
(c) How did the villagers learn about the Armada?
(d) Name TWO ways in which we learn about news today.

Law and Order

- p. 65. 29. (a) Where were law breakers tried and punished?
(b) Where was the court held?
- p. 68. 30. Name some reasons why a man would be called a "common nuisance".
- p. 70. 31. Draw and name TWO ways in which men were punished.
- The next questions deal with changes during Elizabeth's reign
- p. 73. 32. (a) Why were there more houses in the village?
(b) Name TWO new things which people had in their homes.
- p. 75. 33. Name TWO changes which had happened in the church.
34. Did many villagers move away from Harwell?
-

Sheet XI (c)

"ELIZABETHAN CITIZEN" - H. Reeves and P. Hodgson (Longmans)

You will find the answers to most of these questions on the pages in the book.

- p. 1. 1. (a) How many people lived in England and Wales in the time of Elizabeth I?
(b) What is the population of England today? (Look at the Dunlop "Book of Facts", p. 76)
2. (a) How many people lived in London then?
(b) How many people live in Greater London now? (Look at the Dunlop "Book of Facts", p. 81)
- p. 2. 3. Was Lancaster one of the biggest towns in Elizabethan England? How did you find out your answer?
- p. 2. 4. Can you name an important city now which was not important in Elizabethan England?
- p. 3. 5. How were men's clothes then different from men's clothes today?
6. Look at pages 29-31 in "Tudors and Stuarts". Draw a rich man and colour his clothes using the colours mentioned on p.3.
- p. 3. 7. How is Lancaster different at night from an Elizabethan town at night?
8. Find TWO other differences mentioned on page 3 between Lancaster and Elizabethan towns. Describe them.
- p. 4. 9. Describe the houses and street in the drawing. What differences can you think of between the street on p. 4 and the street where you live?
- p. 6. 10. If you would like to draw Simon's house at the top of p. 6.
- p. 5. 11. Describe TWO new luxuries in Elizabethan houses.
12. What is a luxury?
- p. 7-8. 13. How were the walls covered in Simon's house?
- p. 9. 14. (a) Draw a chair
(b) Is it different from the chairs in your home? How?
- p. 12. 15. (a) EITHER draw OR describe Simon's bed.
(b) What is a tester? (Look on page 93).
- p. 14. 16. Who dealt with aching teeth in Tudor England?
17. Could Simon's wife wear what she wanted?
- p. 15. 18. (a) How much earlier did Simon get up than you?
(b) Can you think of any reason why people in Elizabethan England arise so early?
19. What differences are there in your breakfast and in Simon's?
20. What things were made at home which buy in shops?

Sheet XI (r) Cont'd.....

Fun and Games

- p. 41. 41. What happened on Shrove Tuesday?
- p. 44-45. 42. (a) What did the Elizabethans do on a summer evening?
(b) What do you do?
- p. 45. 43. Why did all the boys have to practise archery?

Vagabonds

- p. 50. 44. Who were vagabonds?
- p. 51. 45. Name the THREE vagabonds with the most interesting names.
What did their names mean?
46. Which rhyme reminds us of the vagabonds?
- p. 52. 47. What dreadful disease might vagabonds take to a town?
- p. 53. 48. How did the Town Council try to keep the town clean? Why did they want a clean town?

Theatres in London

- p. 84. 49. (a) Where were the theatres built?
(b) Why could they not be built within the city?
- p. 85. 50. Draw a picture of the theatre.
51. Where would a person go:
(a) if he had a shilling
(b) if he had a penny?
52. Describe what happened if people did not like a play.
- p. 87. 53. What kind of money did Elizabethans have?
- p. 88. 54. Choose FOUR things bought in Elizabethan times and find out what they would cost today.
-

Sheet XI (g)

ELIZABETHAN SHIP by Gregory Robinson (Longmans)

You will find the answers to most of these questions on the pages mentioned in the book.

- p. 3. 1. Name Drake's ship.
2. Draw the ship on page 4 or page 9.
- p. 5. 3. We do not know what size Drake's ship was. There is information, though, which tells us something about the ship. What does the number of men tell us about the ship?
- p. 6. 4. What unusual things were in Drake's cabin? that you would not expect to find in most captain's cabins?
- p. 7. 5. (a) How were sea cooks chosen?
(b) Would you have liked the food on board ship? Why?
6. Which treasures did Drake bring back to England?
- p. 17. 7. Draw a neat plan of the ship.
Try to find out what the following were:
(a) Ballast
(b) Cables
(c) Forecastle
(d) Wardrobe
(e) Poop

LOOK ON PAGES 25-27 in "TUDORS AND STUARTS" by UNSTEAD. (T. and S.)

- p. 23.T. & S.(a) What food were the sailors allowed each week at sea?
- p. 27.T. & S.(b) Why was the food unpleasant?
- (c) Did the men always get there food? Why?
- (d) What disease did sailors suffer from?

RETURN NOW TO ROBINSON'S BOOK

- p. 50. 9. How much did the following men earn on a large ship
(a) in 1582
(b) in 1602?
i. A master
ii. A master Gunner's mate
iii. A cook.
What happened to their wages in the twenty years from 1582 to 1602?
-

Sheet XI(h)

"PLYMOUTH HO" by P. Donahue = P.H. (Longmans)
"TUDORS AND STUARTS" by R. J. Unstead = T. and S.

You can find the answers to these questions by looking at the pages in "Plymouth Ho" or "Tudors and Stuarts".

Answer the questions as carefully and fully as possible.

- p.iv. P.H.1. Three ways in which we know about the people living in Queen Elizabeth's time are:
- i.
 - ii.
 - iii.
- p.3.P.H. 2. How many people lived in England and Wales then?
3. How many people live in England and Wales now?
(Look at p. 76 in Dunlop Book of Facts.)
- p.4.P.H. 4. Name two towns today that are bigger than London was in the sixteenth century.
(Look at p. 80 Dunlop.)
- p.5.P.H. 5. (a) What land was called "The New World"?
(b) Why do you think it was called that name?
6. Who had conquered many lands in the New World?
- p.6.P.H. 7. What did the Spaniards find in the New World?
8. The King of Spain was angry with England for two reasons. Name those reasons.
9. Look at these pages in "Tudors and Stuarts" - pages 20, 21, 22, 25.
(a) Draw an Elizabethan ship.
(b) Copy these words and fill in the spaces with the correct answers.

Drake set out in the year _____ with _____ ships.
The chief one was called "The _____". He entered the _____ Ocean and robbed the _____ treasure ships. He reached England with _____ million pounds of _____.

10. Do you think Drake was a pirate? Why?

Now read pages 25, 26 and 27 in "Tudors and Stuarts".

11. Where did sailors sleep?
12. What was the name of the captain's rooms?
13. Draw a Spanish galleon.
14. How were Spanish ships different from English ships?
15. What did sailors have to eat?
16. Why did sailors suffer from scurvy?

Return now to "Plymouth Ho".

- p.9.P.H. 17. When the Germans were expected to attack in 1940, what inventions helped the men defending Britain?
18. How did the people of 1588 send a warning that the Spanish were near?

Sheet XI(h) Cont'd....

- p.10.P.H. 19. Draw and label the warning of 1588.
- p.12.P.H. 20. What does the word "Armada" mean?
21. How many Spanish ships were sent to attack England?
- p.13.P.H. 22. How much would 8d. in Elizabeth's time be worth now?
- p.15.P.H. 23. Did the English have more ships than the Spanish?
- p.16.P.H. 24. The people of Plymouth saw the Armada on July, 21st, 1588.
How long did they have to wait before they knew what had happened to the Spanish ships?
25. Why did it take so long to learn the news? How would we get to know today?
- p.16/17 P.H. 26. Describe how the fire ships made the Spanish go northwards.
27. What were fireships?
28. Where did the Spanish get driven to?
- p.28.P.H. 29. What discovery did Drake make on his voyage around the world?
- p.48.P.H. 30. Many people died from the plague in Elizabethan England.
(a) What spread the plague?
(b) Which animals were wrongly blamed?
(c) What helped to spread the plague?
(d) Did all towns have a doctor in these times?
(e) Were there dentists then?
- p.63.P.H.
- p.73.P.H. 32. What holidays do you have which people in those days did not have?
33. Would you like to have taken part in a game of hurling? Why?
- p.74.P.H. 34. Name two other sports which boys played.
35. Name two sports that are not allowed nowadays. Why do you think they have been stopped?
36. Would you like to have lived in Elizabethan times? Give reasons for your answer.
-

Sheet XI(1)

A SIXTEENTH CENTURY CLOTHWORKER (ed.) P. Pearce
(O.U.P.)

You can find the answers to most of these questions on the pages in the book.

- p.3. 1. (a) How old was Christopher when he left home?
(b) Why did he have to leave home?
(c) What was he going to become?
- p.4. 2. (a) How long was Christopher to live with Master Webb?
(b) What did Master Webb have to teach Christopher?
(c) Can you think of any jobs for which you have to be apprenticed today?
- p.6. 3. (a) Where did Christopher sleep in his master's house?
(b) How many boys slept in the same bed?
(c) Which part of the bed did Christopher have to sleep in? Why?
- p.7. 4. Where did Christopher get washed?
5. What was the first thing he had to learn for his apprenticeship?
- p.15. 6. What was the next thing he learned?
- p.16. 7. What was the machine called on which wool was woven?
- p.17. 8. What does the piece of cloth look like?
- p.21. 9. (a) How were dyes made?
(b) Name the plant which made the blue dye.
- p.23. 10. (a) What was the machine called which stretched the cloth?
(b) What happened to the clothier if the cloth was stretched too much?
- p.26. 11. (a) Where was Christopher allowed to go as a treat?
(b) What did he have to learn about at the Fair?
- p.27. 12. How were the stalls arranged at the Fair?
- p.30. 13. Describe THREE things which Christopher saw at the Fair.
- p.27. 14. (a) What were boys called after they had finished their apprenticeship?
(b) What did the word mean?
(c) What could Dick do once he had become a trained clothworker?
(d) What present was Dick given by Master Webb?
- p.31. 15. Draw Dick and colour his clothes.
- p. 5. 16. Draw the house which belonged to Master Webb.
- NOW LOOK AT "TUDORS AND STUARTS" by UNSTEAD.
- p.18. 17. Why were the windows in Master Webb's house small?

Sheet XI(i) Cont'd.....

18. (a) What did people used to sleep on and use for a bolster (pillow)?
(b) How had the bedding become more comfortable?
- p.33. 19. (a) Draw the merchant and his wife.
(b) Why did they have to wear plain clothes?
20. (a) How were apprentices dressed?
(b) What happened if they wore jewels or embroidered shoes?
- p.31. 21. (a) Draw the clothes a rich noble used to wear.
(b) What were ruffs?
(c) Does the wearing of ruffs seem an odd fashion to you? Why?
(d) Can you think of any present day fashions which might seem odd in the future?
- p.32. 22. Draw the lady's dress. What do you think about it?
-

Sheet XI(k)

ELIZABETHAN COURT by M. E. REEVES (Longman)

You will find the answers to these questions on the pages in the book.

- p. 1. 1. What language did Elizabeth know when she was 10 years old?
- p. 3. 2. Why did Elizabeth receive a good "school report"?
- p. 4. 3. How old was Elizabeth when she became Queen?
- p.10. 4. Draw a picture of Queen Elizabeth in one of her magnificent dresses.
- p.11. 5. What happened to her hair?
- p.13. 6. How many dresses did Elizabeth have when she died?
- p.14-15. 7. Describe THREE things which Elizabeth might do during one day in her life.
- p.14. 8. What do you think the writer means when she writes that Elizabeth "was a great deal more than just a gorgeous peacock"?
- p.18. 9. What was odd about Elizabeth's breakfast?
- p.19. 10. Look at her signature on p. 19 and on p.1. What happened to her writing?
11. People often thought that Elizabeth was mean. Why?
- p.21. 12. What did the Queen enjoy?
- p.22. 13. Why did the people of London adore Elizabeth?

The Queen's Palaces

- p.28. 14. Did Elizabeth live in Buckingham Palace as the present Queen does?
- p.29. 15. What does your classroom have which is better than Elizabeth's great palaces?
- p.30. 16. What was put on the floor?
17. Where were carpets placed? Why?
18. Describe the Queen's bedroom.
- p.32-33. 19. Draw and label TWO pieces of furniture.
- p.34. 20. What had to go with Elizabeth when she moved from one palace to another?
21. Why did she never live in the Tower?
22. Who lived in the Tower?
- p.37. 23. How many people had to be fed when she visited Hampton Court Palace?

Sheet XI(k)Cont'd.....

- p.39. 24. Draw the Queen's coach.
25. Where is she going? Why was she glad to go there?
- p.42. 26. Draw the young man's clothes. What do you think about them?
- p.43. 27. How much money could a suit cost? Why would they cost so much?
- p.44. 28. What things did men wear which we would think odd today?
- p.46. 29. Why did the Queen admire Sir Walter Raleigh?

The Queen's Progresses

- p.50. 30. What was a "progress"?
31. Why did Elizabeth go on those "progresses"?
32. What difficulties happened during a tour?
- p.51. 33. Would you like the present Queen to visit Lancaster as Queen Elizabeth I did?
- p.51-52. 34. What did the Mayor mean by his speech to Elizabeth?
- p.52. 35. Why did the Queen have a food taster?
36. Why would the people of Sandwich in 1573 be pleased that she did not let her taster eat the food first?
- p.55. 37. Would you have liked to entertain Queen Elizabeth? Why? Give TWO or THREE reasons.

A visitor to Elizabeth's Court

- p.62. 38. Why was Sir James Melville, a Scotsman, be called a foreigner in those days?
39. Why did Elizabeth fear her cousin, Mary?
40. Why did Sir Melville think that Elizabeth was a vain woman?
- p.63. 41. What shows that Elizabeth was jealous of Mary?

War against Spain

- p.77. 42. Which ship returned to England in 1581? Where had it been?
43. What happened when Elizabeth visited the ship? Draw a picture.
- p.79. 44. Read the last four lines of Elizabeth's speech to her troops when the Spanish Armada was attacking England. Do you know what they mean?
- p.81. 45. What words were put on the Armada medal?
46. What do they mean?
- p.85. 47. Name THREE things which told the writer of the book about Elizabeth and her times.
48. How is the life of the present Queen different from Queen Elizabeth I's life?

Sheet XI(k) Cont'd.....

49. Would you prefer to live now or in the days of Elizabeth I? Why?

50. Think of THREE differences between your clothes and those worn in Elizabeth's reign.

February Objective: Children to work in small groups answering
20th & questions on the book they have selected.
22nd

Aids:

List A

Reeves M. E. "Elizabethan Court" (Longmans)

Reeves M. E. "Elizabethan Citizen" (Longmans)

Fletcher A. "Elizabethan Village" (Longmans)

Robinson G. "Elizabethan Ship" (Longmans)

Donahue P. "Plymouth Ho" (Longmans)

Pearce A. "People of the Sixteenth Century" (O.U.P.)

General reference books

Unstead 1961

Firth C. "History Bookshelves - Yellow Shelf"
(Ginn)

Dunlop Book of Facts 1966

Plan:

1. Remind and show the children the various books available (List A), describing each briefly.
2. Books to be investigated and selected, small groups being formed of those reading the same book.
3. Through collaboration and teacher advice, to begin answering the questions on the worksheets.

February HALF TERM
27th

February Objective and Plan: Continuation of the heuristic work.
29th

March Objective: To complete the heuristic work
5th

Plan:

1. Give ten minutes for the completion of any work.
2. Each group to chose a representative who is to tell the class what were the most interesting/unusual things the group discovered in their topic.

March
7th

Objective: To use costumes as a concrete means of showing some of the differences between life in the sixteenth century and today.

Aids: Sheet XII : Clothes worn by nobles about 1580

Unstead 1961

Various reference books such as

Brooke I "English Costume in the Age of Elizabeth"
(A. and C. Black)

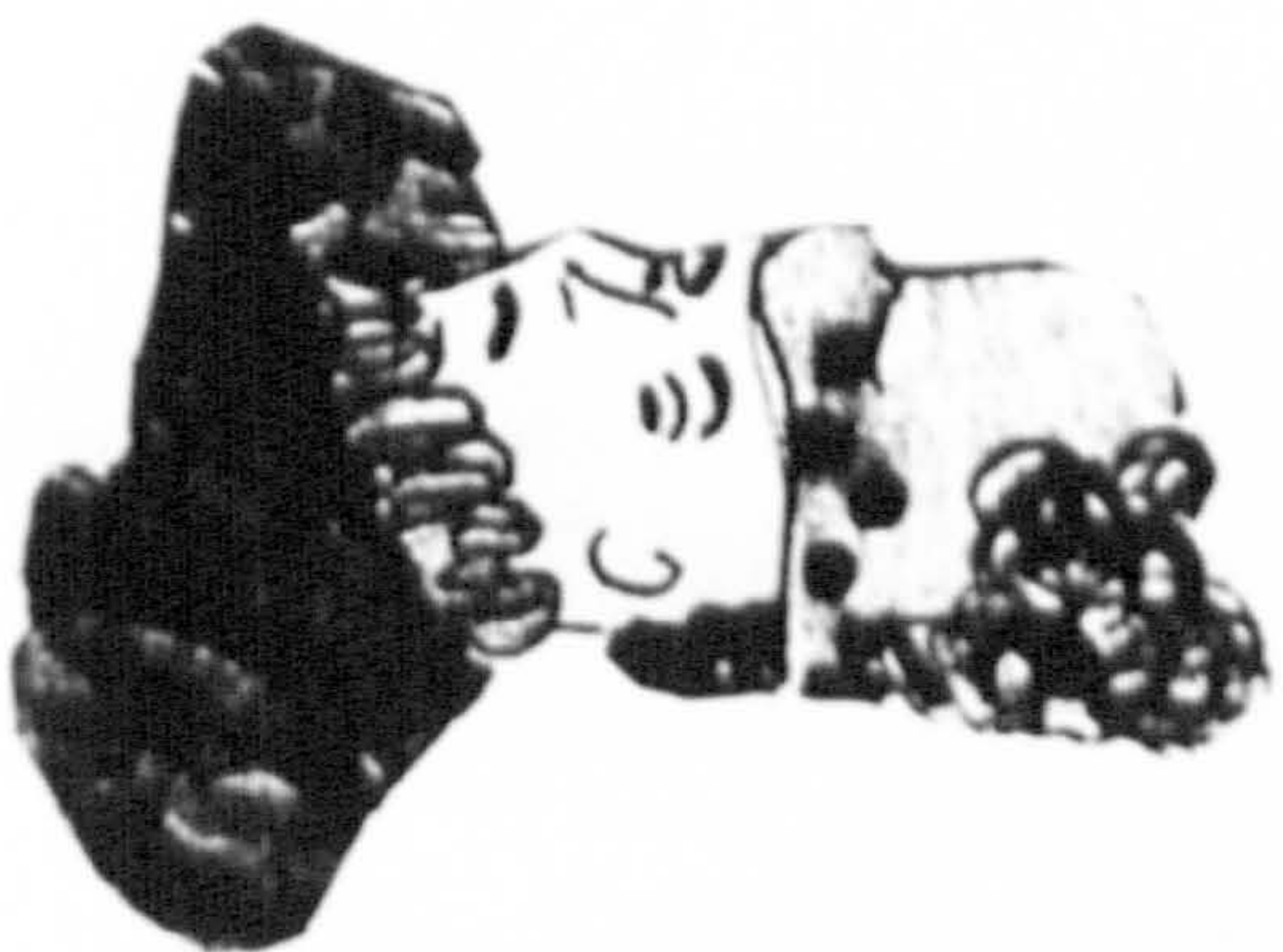
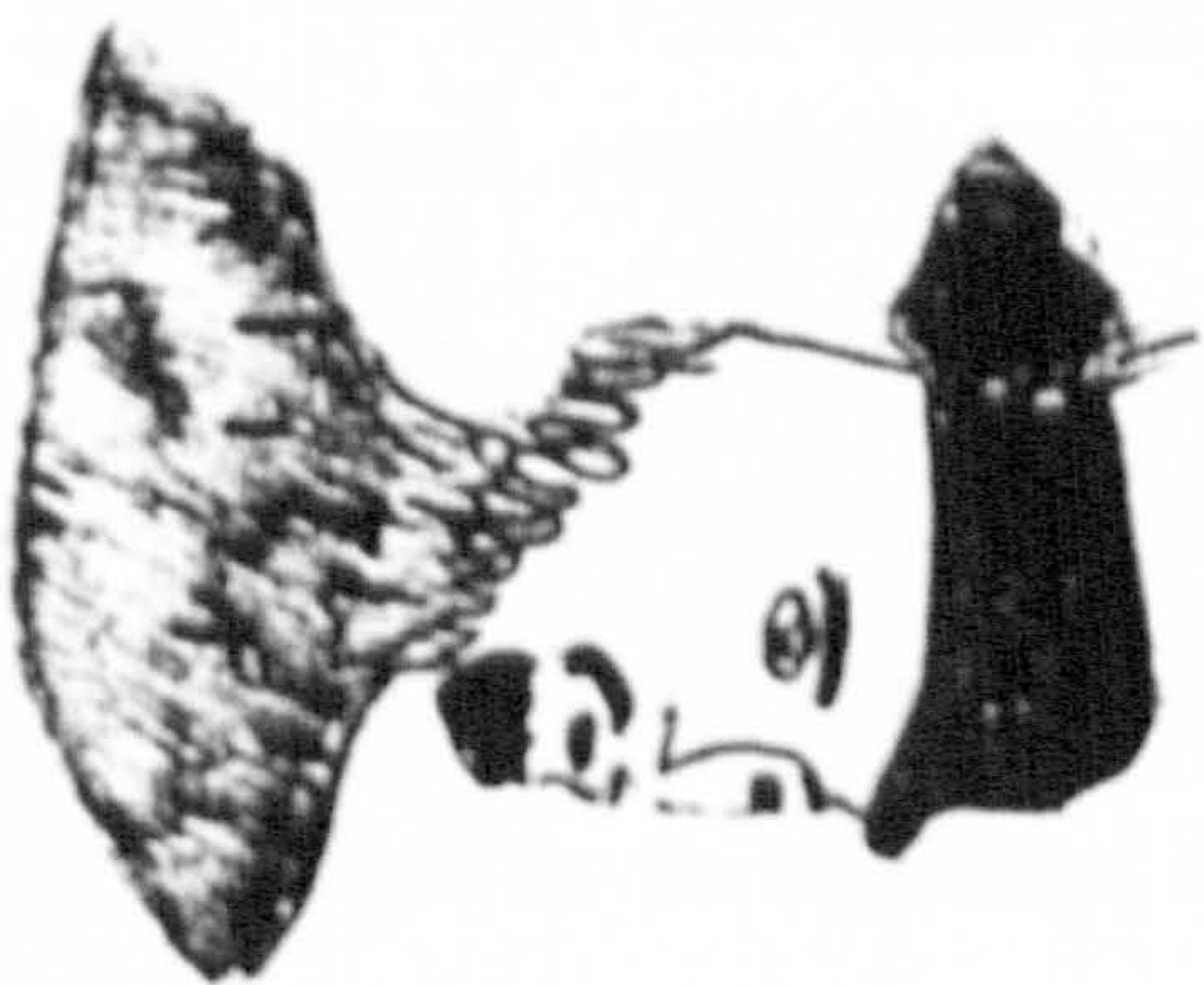
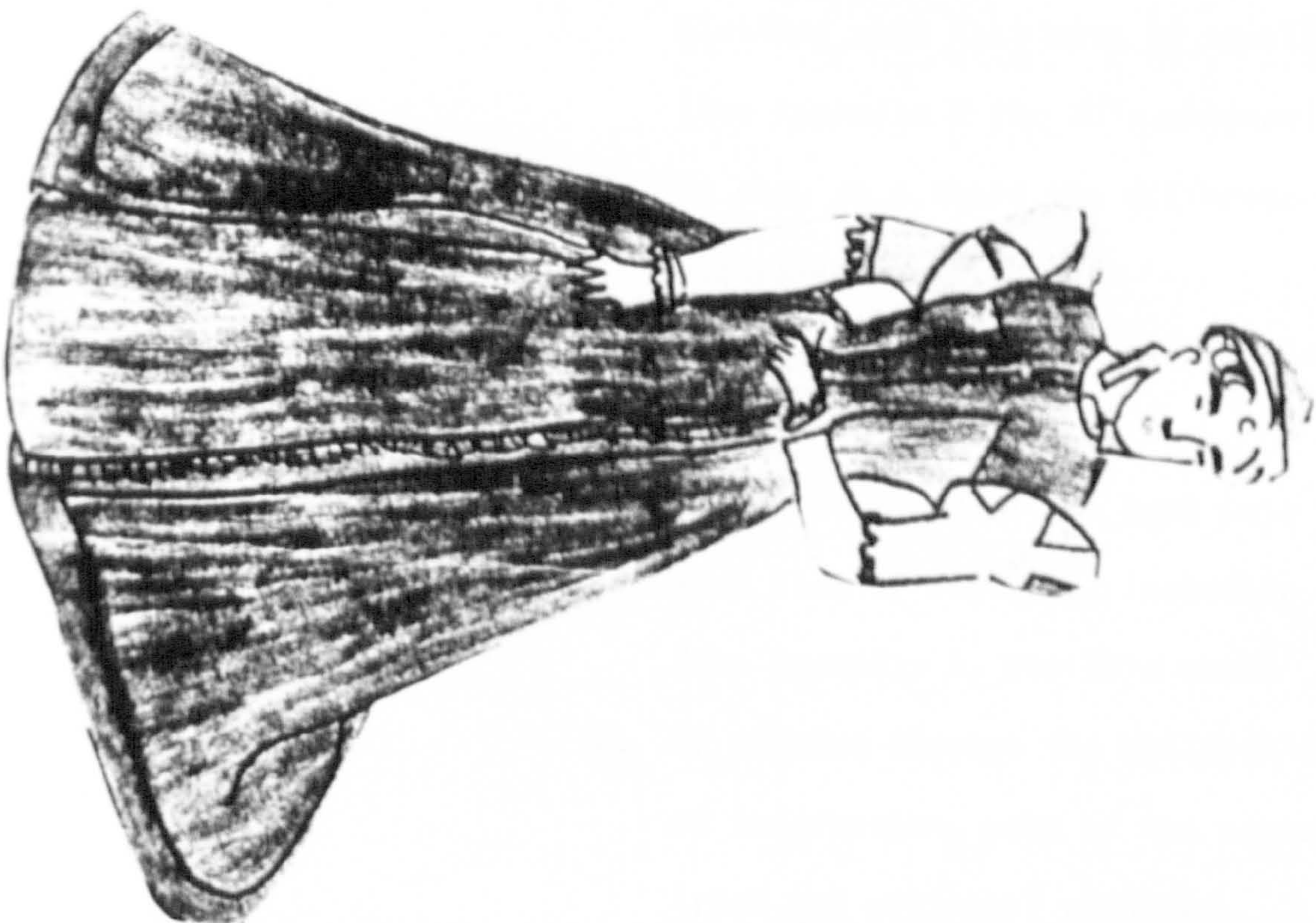
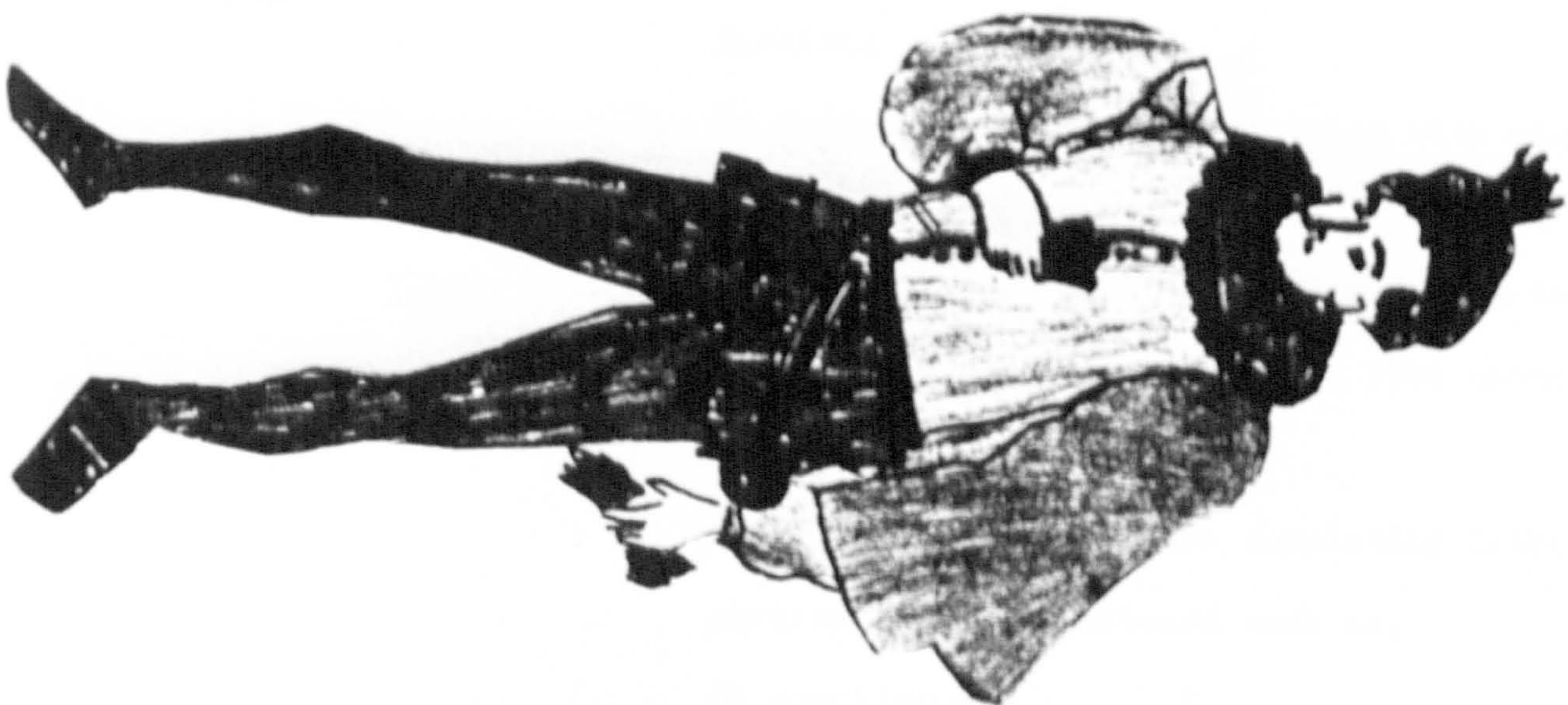
and Reeves M. E. "Elizabethan Court" (Longman)

Wall pictures of costumes.

- Plan:
1. Ask the children what they notice about the costume of the man on the sheet, on the wall picture, and in Unstead.
 2. Discussion and explanation on such aspects as:
 - a. "a courtier"
 - b. the reasons for such fashions as the "peascod belly"
 - c. why only the nobles were allowed to wear silks and velvet
 3. Colouring and labelling of the courtier's clothing.

Sheet XII

Clothes worn by nobles about 1580



March
12th

Objectives: 1. To revise the reasons behind some of the men's fashions

2. To contrast a courtier's clothing with mine.

Aids: as on 7th March.

Plan: 1. Revision through question and answer on the reasons for some items of men's 16th century clothing.

2. Own written work based on completing introductory phrases on the blackboard such as,
"A courtier was"

3. Starting at the head, contrasting the courtier's clothing with that worn by myself.
(See Appendix G for EU's answers)

March
14th

Objectives: 1. To show on a chart the differences in clothing discussed on March 12th

2. To discuss aspects of women's clothing.

Aids: As on 7th March.

Plan: 1. To divide pages of the book into two and contrast each item of clothing, including some reasons
(See Appendix G. for EU's work)

2. To discuss through the children's volunteering of information, some of the aspects of women's (rich and ordinary) clothing.

March
19th

Objectives: 1. To describe some events in the early life of Mary, Queen of Scots.

2. To explain and discuss aspects of the relationships existing between Mary and Elizabeth.

(See Transcript A. in Appendix F).

Aids: Power 1960.

- Plan:
1. Through an "action family" (see November 7th) to explain how Mary had a claim to the English throne.
 2. A brief description of the early years of Mary's life until her return to Scotland.
 3. Read Melville's report of his conversation with Elizabeth (Power 1960, pp. 116-117) and discuss these points:
 - a. What does his report seem to tell us about Elizabeth?
 - b. In how many ways did Melville have to compare the two queens?
 - c. He seems to have been very tactful - how?
(See Transcript A in Appendix F.)

March
21st

- Objectives:
1. Explain the family relationship of Mary and Elizabeth.
 2. Revision on Mary and completion of the story as far as the escape to England, 1567.

Aids: Sheet XIII : Families

- Plan:
1. Through placing the names of people from their own family on the sheet, to lead to a realization that Elizabeth and Mary were half cousins.
 2. Revision of the events in Mary's life through question and answer, until her return to Scotland.
 3. Narration, with question and answer, of the events until 1567.

From : Power R. 1960 pp. 116-117

TWO QUEENS

A Piece from a Scotsman's Diary

(Once Mary Queen of Scots sent one of her courtiers with a message to Elizabeth I. Elizabeth wanted to know what Mary was like and asked many questions. Here is a piece from the courtier's diary:)

"Queen Elizabeth desired to know of me whether my Queen's hair or her's was best and which of the two was fairest I said she was the fairest queen in England and mine the fairest queen in Scotland She inquired which of them was of highest stature. I said, 'My Queen.' 'Then,' saith she, 'she is too high, for I myself am neither too high nor too low' She asked if she played well. I said reasonably for a queen She inquired whether my queen or she played best. In that I found myself obliged to give her the praise She inquired whether she or my queen danced best. I answered the queen danced not so high as she did

"Then again she wished that she might see the queen I offered to convey her secretly to Scotland clothed like a page She appeared to like that kind of language, only answered it with a sigh, saying: 'Alas, if I might do thus!'

**TEXT BOUND INTO
THE SPINE**

March
26th

Objective: Oral and written work on the Ruthven passage
(See Transcript B. in Appendix F.)

Aids: Routh 1965

Sheet XIV : The Murder of David Rizzio.

Plan: 1. Reading the account by Ruthven and discussing
the questions set on this passage. Miming or
acting any difficult sections.

(See Appendix F. Transcript B.)

2. Written answers.

March
28th

Objective: To write a play based on the events at Holyrood
1565.

(See Transcript C. in Appendix F.)

Aids: As March 26th.

Plan: 1. Discuss what is needed for a play.

(See Transcript C. in Appendix F.)

2. Volunteers to act the scene in the palace.

3. Children to begin writing the play in small
groups.

Sheet XIV

THE MURDER OF DAVID RIZZIO

These words are taken from the writings of one of the Scottish noblemen who broke into the Queen's private room.

1. "The nobles found her Majesty at supper, at a little table, the
2. Lady Argyll at one end of the table, and David at the other end, his
3. cap on his head. Lord Darnley was speaking to her Majesty, with his
4. hand about her waist."

5. One of the nobles said to Lord Darnley, "Sir, take the Queen
6. your wife to you". But he stood all amazed and did not know what to do.
7. Then her Majesty rose upon her feet and stood before David". More men
8. rushed into the Queen's private room and the table collapsed, the
9. candles falling onto the floor.

10. The chief noble then put the Queen into Lord Darnley's arms. He
11. told her "that all this was done at the wish of Lord Darnley. "David
12. was thrown down the stairs from the palace where he was killed". Lord
13. Darnley's dagger was found sticking in his side.

TRY TO ANSWER THESE QUESTIONS.

1. Who were the following people?
 - a. The Queen
 - b. Lord Darnley
 - c. David.

 2. Why do you think the nobleman mentioned that David had his cap on his head? (Line 2/3)

 3. What do you think the nobleman meant Darnley to do when he said, "Sir, take the Queen your wife to you"? (Line 5/6)

 4. What does the following sentence tell us about Lord Darnley? "But he stood all amazed and did not know what to do". (Line 6)

 5. Which sentence tells us that Mary acted bravely?

 6. Can you find TWO ways in which the nobleman tried to put the blame for the murder on Lord Darnley? (Line 11 and line 13).

 7. EITHER a) Draw a picture showing what happened in the Queen's private room.
OR b) Try to write a short play about what happened in the Queen's private room.
-

April
2nd

- Objectives: 1. To complete the writing of the play
2. To begin to revise for an end-of-term test.

Aids: Unstead 1956 and 1961.

- Plan: 1. Quick oral revision through questions and answers of the main events at Holyrood in 1565, followed by the writing of the play in small groups.
2. As each group finishes, to begin to compose and write down questions from their own note-books and Unstead 1956 and 1961 on
- a. Sir Walter Raleigh
 - b. Tudor Houses
 - c. Tudor costume.

April
4th

- Objectives: 1. To record a version of the play compiled by myself from the writings of a number of children.
2. The children to present to each other the questions devised on April 2nd.

Aids: Tape recorder

Sheet XV : A play about the murder of David Rizzio

- Plan: 1. Discuss and read the play
2. Recording of the play twice by two groups of volunteers.
3. Individual pupils to set the questions and the pupils to write down the answers.

Sheet XV

A PLAY ABOUT THE MURDER OF DAVID RIZZIO

People : Mary, Queen of Scots
Lord Darnley
David Rizzio
Lady Argyll
Nobleman

Scene : In Queen Mary's private room.
Mary, Lady Argyll and Rizzio
seated at the table eating
supper. A door opens and
Lord Darnley enters.

Lord Darnley: Ah, my dear, I see you are having supper late.

The Queen Is it any concern of yours what time or with whom
I have my meals?
(Lord Darnley does not answer)
I asked you a question; please answer
(All of a sudden nobleman burst into the room)

The chief Nobleman There he is. Get him.

The Queen Get behind me, David. Who unlocked the door?

The chief Nobleman All this is done at Lord Darnley's wish. Sir, take
the Queen, your wife to you.
(Lord Darnley stands still, looking puzzled)

The Queen What are you doing in my private room?
(The chief Nobleman moves Mary into Darnley's arms)
(The other Nobleman move towards David)

David Help, get off me

(There is a struggle, the table goes over with a
bang)

Nobleman Come on, get him outside.

(Lady Argyll grabs a candle and holds it up)
(Sounds of fighting outside and a scream)

The Queen (to Darnley) Where is your dagger?

Lord Darnley I do not know

The Queen Well, I shall find out.

April
9th

Objective: To give the children an end-of-term revisionary test in order to discover the extent to which they can recall and use the material studied to date.

Aid: Sheet XVI : Easter Test

Plan: The children to answer individually the questions on Sheet XVI. Those seek for answers which should show the ability to give:

- a. reasons for events, actions, emotions
- b. factual recall
- c. conceptualisation
- d. an understanding of certain statements made in history.

EASTER HOLIDAY

EASTER TEST

Answer these questions as neatly as possible in the spaces.

TUDOR HOUSES

1. Rich people had very tall chimneys because _____

2. Tudor windows were made of very small pieces of glass because _____

3. Persian carpets were put on tables and not on floors because _____

4. Large houses were built in the shape of a letter E because _____

5. Four poster beds had curtains around them so that _____

6. The Long Gallery was used for _____

7. Did every Tudor house have a Long Gallery? Tick Yes or No
I put that answer because _____
8. Two things different in my house from Tudor houses are:
a. _____
b. _____

SIR WALTER RALEIGH

1. Was Raleigh a courtier? Yes or No
2. What is a courtier? _____

3. Did Raleigh sail to Virginia? Yes or No
4. Why was the new land called Virginia? _____

5. Why did James I say that Raleigh was a traitor? _____

6. What do you think a traitor is? _____

Sheet XVI Cont'd.....

7. James I allowed Raleigh to search for El Dorado
- a. What does El Dorado mean? _____
 - b. Was there a city of El Dorado? _____
 - c. Where did Raleigh search for the city? _____
-
- d. Whom did his men fight? _____
8. Why was Raleigh executed when he came back to Britain? _____
-
9. Was it right for him to be executed? _____
-
10. He touched the axe and said, "This is a sure cure for all diseases".
What did he mean? _____
-

TUDOR COSTUME

1. What did men wear in the sixteenth century instead of these clothes

Modern Men

Sixteenth century

Collar

Sportscoat or blazer

Overcoat

Trousers

Stockings

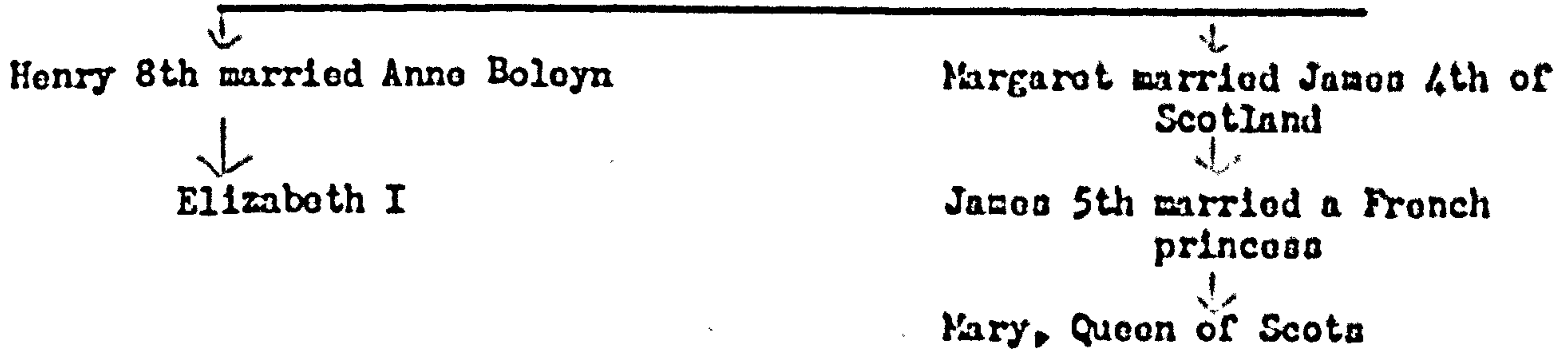
2. Why did Elizabethan courtiers sometimes dye their hair red?

3. What happened to apprentices who tried to wear silk and velvet? _____
-
4. Why did courtiers not like apprentices and merchants wearing silk and velvet? _____
-
5. Men do not wear swords today because _____
-

MARY, QUEEN OF SCOTS

1. Look at this family tree, then try to answer the questions

Henry 7th



- a. What relation was Mary to Henry 7th?
- b. What relation was Mary to Elizabeth?
- c. Why would Mary be Queen of England if Elizabeth died without having any children?

2. Who was Mary's second husband? _____

- 3. "All this is done at Lord Darnley's wish"
 - a. Who said this? _____
 - b. When did he say it? _____
 - c. Why did he say it? _____

4. Where was Lord Darnley's dagger found? _____

5. Why do you think it was found there? _____

SUMMER TERM

April
25th

Objectives: To complete the story of Mary, Queen of Scots and discuss some of her characteristics.

Aids: Routh 1965

Plan:

1. Quick oral revision, followed by narrative as far as Mary's execution
2. Discussion on what the children think about Mary.
3. Children to suggest words which describe Mary and to support their written answers with evidence from her life.

(See WA's comments in Appendix G)

April
30th

Objectives: To explain the essential attributes of the concept "slave" and describe the triangular slave route.

Aids: Wall map

Atlases

Sheet XVII : Duplicated map (When Drake sold slaves to the Spanish in America)

Plan:

1. Discussion of "slave" through a comparison of "servant" and "slave".
2. Description of the route, using questions and answers.
3. Short written explanation by the children of "slave" and "triangular slave route".

May
2nd

Objectives:

1. Recapitulation on the work of 30th April.
2. Description of Drake's early life.

Aids: Unstead 1956

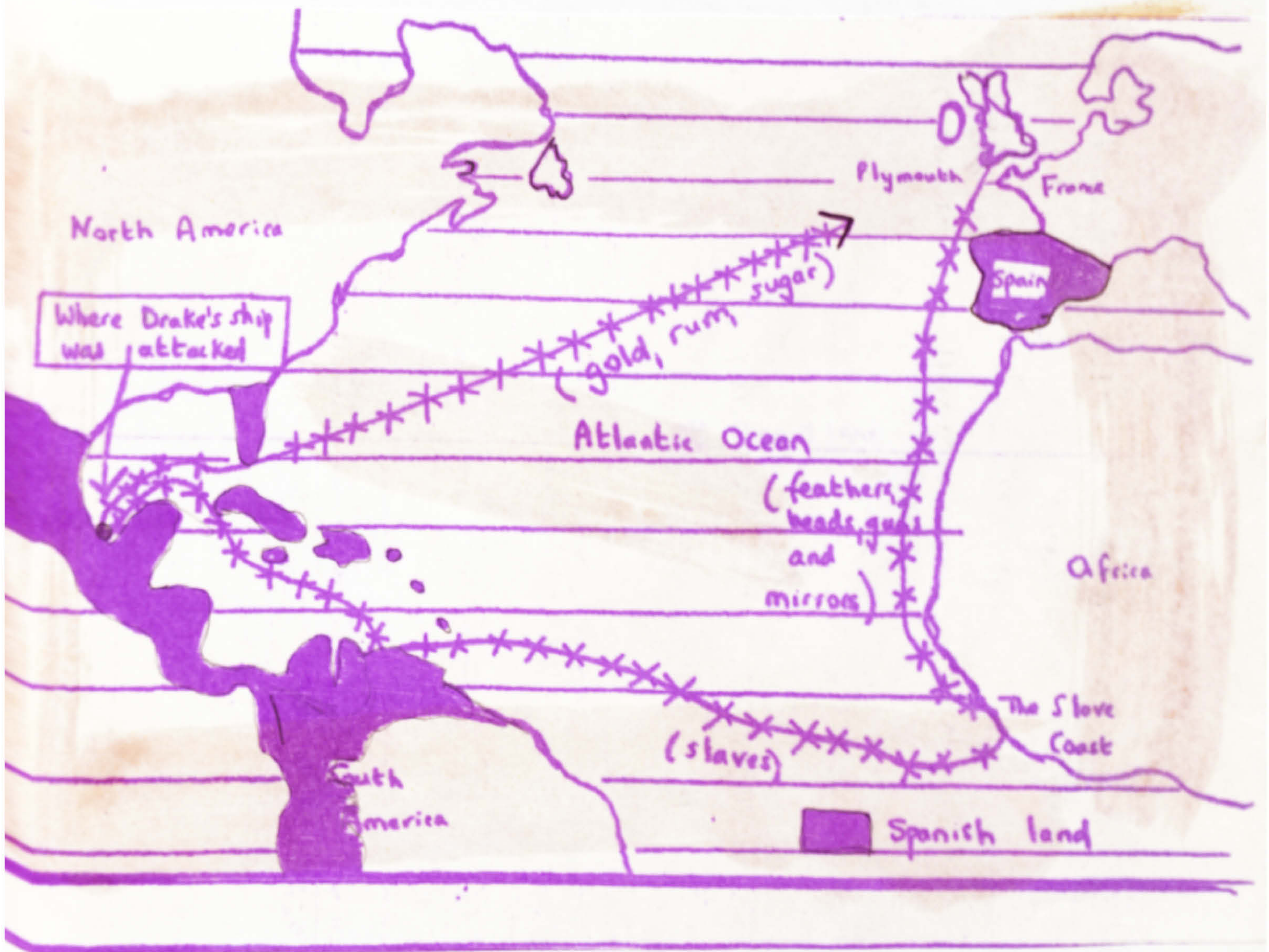
Knight F. "The Young Drake" (Parrish)

Plan:

1. Have two children read out their correct definitions of 'slave' as there were many inaccuracies. After discussion, children to write their definition of

Sheet XVII

WHEN DRAKE SOLD SLAVES TO THE SPANISH IN AMERICA



'slave' again.

2. Describe Drake's early life, emphasising some of the differences between the Roman Catholic Church and the Church of England.
3. Children to write an account explaining why the Drake family had to leave Devon.

May
7th

- Objectives:
1. After revisionary work, a discussion on the morality of slave owning and slave trading.
 2. Introduction to the 1567 San Juan episode.

Aids: Sheet XVII : Duplicated map (When Drake sold slaves to the Spanish in America)
Unstead 1956.

- Plan:
1. Basing the work on the map, a revision of the trade and some of the concepts needed like "barter", "plantation".
 2. A discussion on how far the trade was cruel in our eyes and how far from the sixteenth century viewpoint.
 3. Description of the expedition in 1567 followed by own reading of Unstead 1956, pp. 35-37.

May
9th

Objective: After a discussion on the evidence for some of Unstead's statements (1956, pp. 35-37), class to write their own "newspaper" account of the 1567 expedition.

Aids: Sheet XVII : Duplicated map (When Drake sold slaves to the Spanish in America)
Sheet XVIII: An imaginary newspaper
Unstead 1956 and 1961

- Plan:
1. Through question and answer, to revise the major events in the 1567 expedition.

THE LONDON DAILY NEWS

English Ships Attacked

In Spanish Port

Only two escaped

Fine Persian
Carpets for Sale

Hang one in
your hall

£5 each

Have some
beautiful new
chimneys on
your house

Drake swears revenge.

What will he do next?

2. To discuss how far we can believe such statements as Hawkin's argument that a bargain had been struck with the Spanish Governor at San Juan.
3. Explanation and discussion of how to write a 'newspaper' account; how "advertisements" need to be true to the sixteenth century, as far as possible.
4. Beginning of written work.

May
14th

Objective: Oral revision on San Juan and completion of written work.

Aids: As on May 9th

- Plan:
1. Oral revision.
 2. Completion of the 'newspaper'
 3. Those finishing, to answer these questions:
 - a. Copy and fill in the gaps in this sentence:
Drake sold s_____ to the S_____ in
S_____ A_____.
 - b. Can we believe - how can we know - that the Spanish promised not to attack the ships at San Juan?
 - c. What does 'revenge' mean?

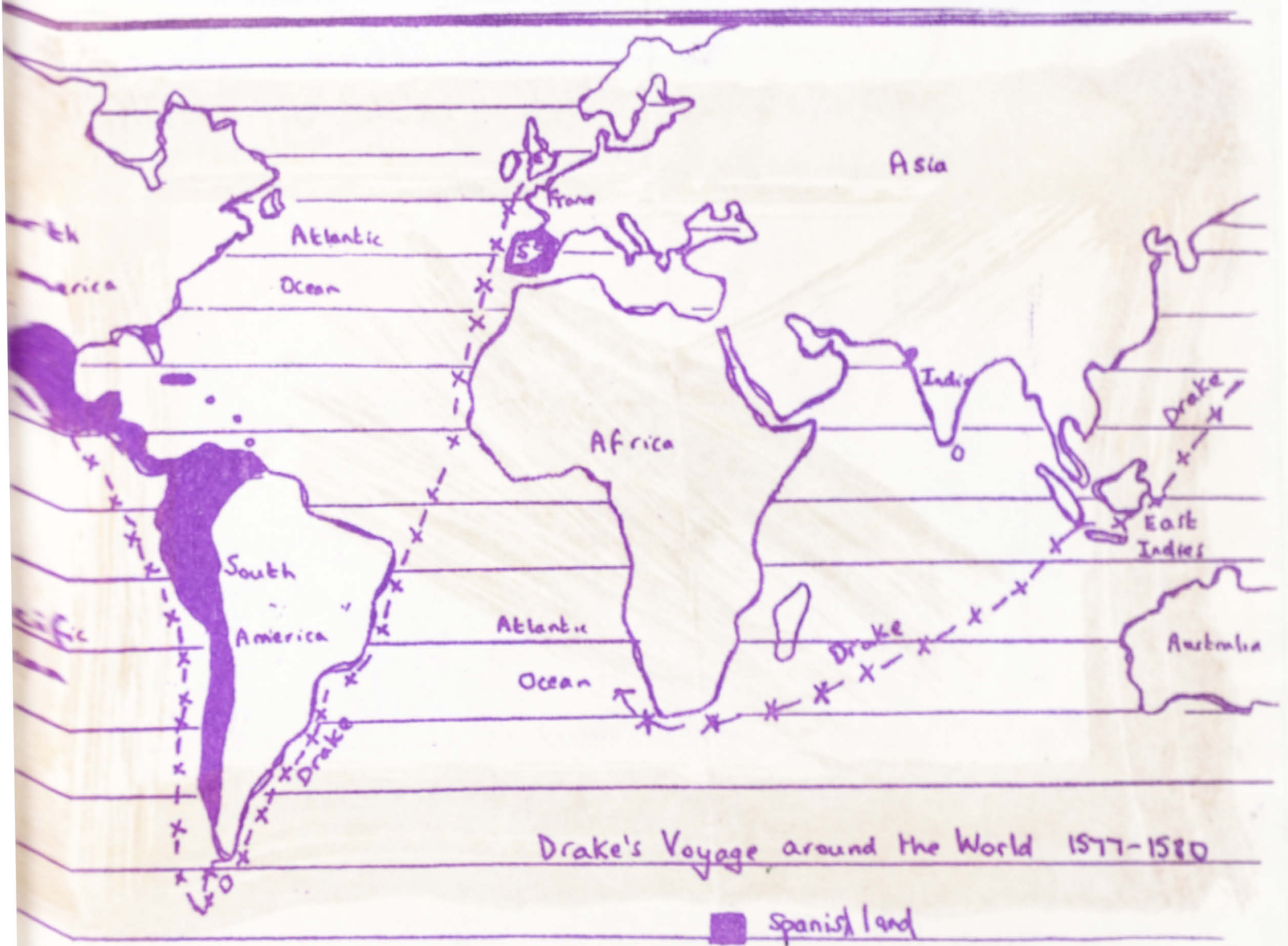
May
16th

Objective: Through narration and an "action map" to describe Drake's voyage around the world 1577-1580.

Aids: Sheet XIX : Duplicated map (Drake's voyage around the world 1577-80)

- Plan:
1. Map of the world drawn on the classroom floor. Children to identify and name the major places for the 1577-80 story.
 2. A narration of the events, referring to the duplicated map.

Sheet XIX



Drake's Voyage around the World 1577-1580

■ Spanish land

3. Volunteers to "go on the voyage" telling the rest of the class what happened at the different places: Volunteers to change at crucial points so all have a chance to take part.
4. Completion of written work from May 14th.

May
21st

Objective: Revision and written work on Drake's voyage 1577-80.

Aids: As on May 16th.

- Plan:
1. Oral revision through question and answer, emphasising in particular the problems Drake faced in returning to England.
 2. Class to answer the following questions:
 - a. What was the aim of the voyage?
 - b. Describe the events until they reached the Pacific.
 - c. Why was the ship re-named "Golden Hind"?
 - d. Describe each way he could have tried to return to England. Explain the difficulties in each way.
 - e. What do you think about Elizabeth knighting him on his return to England?

May
23rd

Objective: To compare and contrast the voyages of Drake and Chichester.

Aids: Classroom display on Sir Francis Chichester's voyage around the world.

- Plan:
1. Discussion of the similarities and differences between the voyages of Drake and Chichester.
 2. Compilation with the class's help of a diagram showing these aspects of the two voyages.
 3. Any work not completed during this lesson to be finished on May 28th with the class teacher.
(See BET's work in Appendix G)

May
28th

Absent.

May
30th

Objective: To explain the main events in the Armada through an "action map".

- Plan:
1. Map of Spain, France etc. drawn on the classroom floor. Children to show and name the major countries.
 2. Description of the major events, asking the class to discuss through the floor map such problems as these:
"Where would you have placed the English ships?"
"Why were the Spanish in such danger at Gravelines?"
"Which way could they escape from Gravelines?"
 3. Repetition of the major events through volunteers (as occurred with Drake's voyage on May 16th)

June 4th)
June 6th) Half term.
June 11th)

June
13th

Objective: To revise the main events in the Armada and answer questions upon these.

Aid: Sheet XX: The Spanish Armada.

- Plan:
1. Revision through question and answer and actions upon the floor map.
 2. Class to answer the questions from the duplicated sheet.



The Armada, 1588

Sheet XX(b)

In your answer books try to answer these questions.

1. Name countries -
A
B
C
D
2. Who was King of Country A in 1588?
3. Name Place X.
4. Who was waiting there for the Armada?
5. Give two reasons why the King of Country A sent the Armada?
6. What does the word 'Armada' mean?
7. Why did the Armada form a semi-circular shape going along the Channel?
8. How did the English send messages to London that the Armada had arrived?
9. Queen Elizabeth made a speech to her soldiers near London. These are some of the words. What do you think they mean?
"I know I have the body of a weak and feeble woman, but I have the heart of a King and of a King of England,
10. What did the English do to the Armada when it reached Holland?
11. When the Armada was defeated the English had a medal made with these words on it: "God blew and they were scattered". Why do you think they put these words on the medal?
12. After the Armada, which religion might people think God supported?

June
18th

Objective: To give a simple explanation of the division of land in a sixteenth century village.

Aid: Sheet XXI : An Elizabethan Village.

Plan:

1. Discussion in general on fields and crops; e.g. "What is a meadow?"; "Why do crops need manure?".
2. Children to represent barley, wheat and fallow and show through movement what 'rotation of crops' means.
3. Children to represent villagers and work out the necessity for the division of fields into strips; e.g. through walking from the "village" in the centre of the School Hall to the various corners of the Hall.

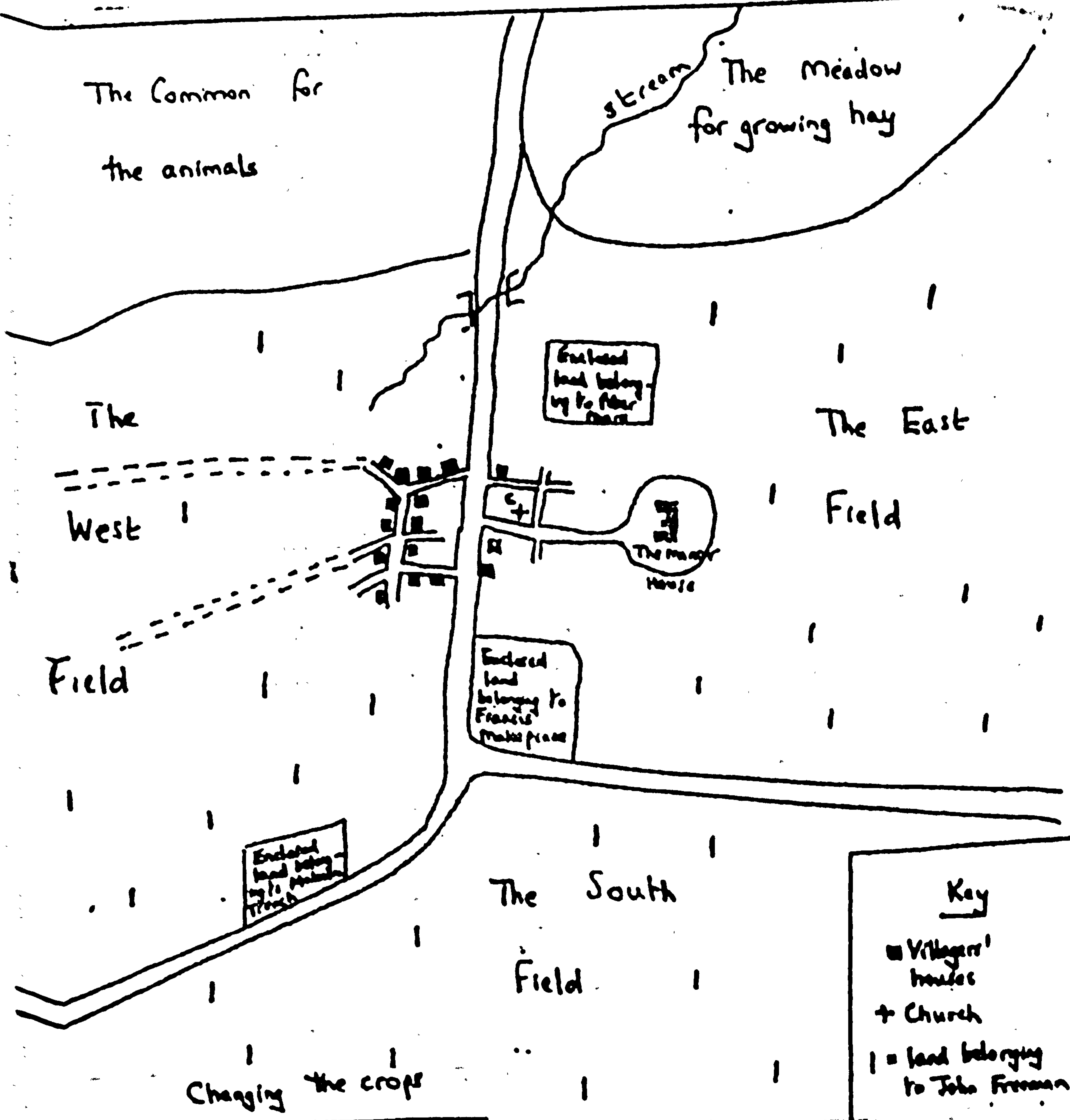
June
20th

Objective: Revision through action and written work of the chief arable features of the sixteenth century village.

Aid: As on June 18th.

Plan:

1. Revision of the concept of the rotation of crops through questions and answers and by representing rotation in groups in the hall.
2. Pupils to complete a diagram showing the rotation of crops.
3. Discussion through question and answer of the disadvantages of strip cultivation and the beginning of enclosures.
4. Pupils to do the following written work -
 - a. Explain in their own words why the fields were divided into strips, and the disadvantages of this system.
 - b. Give two reasons why men wanted to enclose land in the sixteenth century.



Changing the crops

| | East Field | West Field | South Field |
|----------|------------|------------|-------------|
| Year I | Wheat | Barley | Fallow |
| Year II | Fallow | Wheat | Barley |
| Year III | Barley | Fallow | Wheat |
| Year IV | Wheat | Barley | Fallow |



a villager's cottage

The lesson notes for 1T

THE LESSON NOTES FOR 1T

October 3rd. Objective: To describe and discuss the chief events in Leonardo's life.

Aids: Francis F. B. "Leonardo da Vinci" (Hutchinson)
Large reproductions of a number of paintings such as "The Virgin of the Rocks" and "The Last Supper".

Plan:

1. To have prepared on the blackboard a time line of Leonardo's life on which the main events will be entered during the lesson.
2. To describe, with illustrations from books and reproductions, the major events of Leonardo's life.
3. To discuss (a) why he is famous
(b) would Leonardo be surprised if he returned to Italy today.

October 5th. Objective: To revise the events in Leonardo's life.

Aids: As on October 3rd.
Phillips' Intermediate Historical Atlas (Geo. Philip & Son Ltd.)

Plan:

1. Map of Europe drawn on the blackboard.
2. Revisionary questions and answers, using the reproductions of the paintings.

*Three half sets of books were available for 1T
Airne C. W. "The Story of Tudor and Stuart Britain" (Hope and Sankey Hudson, no date)
Unstead R. J. "Looking at History Book III" (Black 1961)
Phillips' Intermediate Historical Atlas (Geo. Philip & Son Ltd. 1957)

After the initial reference in the lesson notes, each book will be described simply by the name of the author and the date.

3. These notes to be copied from the blackboard

Leonardo was born in 1452 in Italy

1. He was a famous painter
"Mona Lisa"
"The Last Supper"

2. He was an engineer
A tank
A helicopter

3. He was a sculptor
An enormous horse with a rider

4. He planned new, clean towns on two levels.

4. Those who finish early are to find in the atlas
the major places associated with Leonardo's life.

October
10th

Objectives: 1. Recapitulation on Leonardo through copying a map.
2. Discussion on inventions, in particular on the
printing press.

Aids: Sheet I : Sketches and map (see 1E Sheet II, October 17th)
Atlases

Plan: 1. Map of Europe on the blackboard
2. Children to find in the atlases the important
places related to Leonardo's life and to point
out their location on the sketch map on the
blackboard.
3. Children to trace the map from the duplicated
sheet and name the places.
4. Discussion of what they consider to be important
inventions, followed by an explanation of the
importance of the printing press.

October
12th

Objectives: 1. After explaining the nature of manuscripts, to
describe Caxton's life.
2. Writing and drawing on aspects of the change from
manuscripts to printing.

Aids: Sheet I (as for October 10th)
Half potatoes with letters cut into them (reversible "typos").

Plan:

1. Class to be asked what they notice about the so-called "manuscript letter" on the sheet, then to contrast this letter with ones made from the potatoes.
2. Narration of the story of Caxton and the introduction of the printing press.
3. Copying and colouring of the "manuscript letter"; printing their own names in reversible type; copying a sentence on Caxton. Those who finish early are to invent and colour their own "manuscript letter".

October 17th Objective: To describe Henry 8th's youth and his first two marriages.

Aid: Large reproduction of Holbein's portrait of Henry.

Plan:

1. Narration with question and answer.
2. To begin to copy notes from the blackboard, on Henry's youth.

October 19th Objective: Revision through oral and written work on Henry 8th.

Aid: As on October 17th.

Plan:

1. Revisionary questions and answers.
2. The children to help with the designing of a simple family tree showing some of the relationships within the Tudor royal family.
3. Finish the notes and draw a picture of Henry, if there is time.

(See Appendix G).

- October 24th Objective: To narrate the main events in More's life.
Aid: Unstead 1961.
Plan: 1. Description of More's life.
2. Division of a page into four sections. Simple notes and drawings to be made on More.
(See Appendix G for EJT's work)
- October 26th Objective: To explain why and how monasteries were dissolved.
Aids: Sheet II : Monasteries and Henry 8th (I)
(See 1E Sheet V, November 28th)
Large picture of the ruins of Fountains Abbey.
Unstead 1961.
Plan: 1. Explanation of the dissolution, using questions and answers, with reference to monasteries in North Lancashire.
2. The drawing of part of a ruined monastery (e.g. from Unstead 1961, p. 5).
- October 31st HAIF TERM
- November 2nd Objective: To revise and complete the written work on the dissolution of the monasteries.
Aid: As on October 26th.
Plan: 1. Revisionary questions.
2. Copying of notes from the blackboard on the monasteries of North Lancashire and the copying of the map on Sheet II to show their location.
- November 7th Objective: To describe the chief events of Mary Tudor's reign.
Plan: 1. A brief narration of the main events.
2. Simple notes and drawings (for example, the drawing of an altar and many candles to illustrate what might be seen in a Roman Catholic Church).

- November 9th
- Objectives: 1. To complete the written work on Mary Tudor
2. To narrate the main events in Elizabeth's youth.
- Aids: "Elizabeth I" (Oldbourne Press and Max Parrish)
Unstead 1956 (teacher's copy)
- Plan: 1. Revisionary session followed by the copying of notes and drawings on Mary Tudor.
2. Description of Elizabeth's life until the death of Mary Tudor, extracts being read from Unstead (1956) by myself.
- November 14th
- Objectives: 1. To revise and make notes on the early life of Elizabeth.
2. To narrate the story of Mary, Queen of Scots as far as her escape to England.
- Aids: Kyle E. "Mary, Queen of Scots" (Nelson)
Unstead 1961.
- Plan: 1. Revisionary questions and answers on Princess Elizabeth with the chief points being written on the board so that the children can make their own notes. A drawing of Elizabeth to be made by those finishing before the others.
(See MA's notes in Appendix G)
2. Narration of the story of Mary until 1567.
- November 16th
- Objectives: 1. Revision on Mary's life until 1567.
2. Illustrative work on Mary.
- Aids: As for November 14th.
- Plan: 1. Revisionary questions and answers, combined with narration (see Appendix F, Transcript D).
2. Division of two pages into eight sections.
Children to copy a simple sentence for each section

from the blackboard. Then they are to start illustrating the earlier sections.

November 21st Objectives: 1. After revisionary work, narration of the story of Mary until her death in 1586.

2. Completion of the illustrative work.

Aids: As for November 14th.

Plan: 1. Revision on the main events detailed in their exercise books.
2. Pupils to finish their drawings.
3. Those finishing early to read through their notes in preparation for a revisionary test on November 23rd.

November 23rd Objectives: 1. A revisionary test on the work to date (see 1E, 21st November)

2. Completion of the story of Mary, Queen of Scots.

Aid: Sheet III Revisionary Test (see 1E Sheet III, 21st November)

Routh 1965.

Plan: 1. Explain to the children that they are to answer the questions on Sheet III by themselves.
2. Final revisionary oral account of Mary, including the reading of an abbreviated version of Mary's death from Routh.
3. Completion of any written and drawing work.
(See 1O's sketches in Appendix G)

November 28th Objective: To describe Drake's early life.

Aid: Knight F. "The Young Drake" (Oldbourne and Parrish)

- Plan:
1. Return the marked papers to the children.
 2. Narration, with extracts read from Knight's book.
 3. Children to write their own accounts of the events from outline notes put on the blackboard.

November 30th Objectives: To explain how Drake took part in the triangular slave route.

Aids: Sheet IV : Duplicated map (when Drake sold slaves to the Spanish in America)
(See 1E Sheet XVII, May 7th).

- Plan:
1. Have on the blackboard a sketch map of the lands bordering the Atlantic.
 2. Description, with questions and answers, of the triangular slave trade and the events of 1567 at San Juan.
 3. The children to draw their own sketch map of the triangular slave route.

December 5th Objectives:

1. To complete the work of November 30th
2. To prepare a map so that this may be used on December 7th.

- Aid: Wall map
Atlases
- Plan:
1. Roller map of the world to have been entered in the books and a sketch map of the world drawn on the blackboard.
 2. Revision on the triangular slave route and the 1567 episode at San Juan. Children to write their own account of Drake's part in the slave trade.
 3. Children to find in the atlases the chief places needed to explain Drake's voyage around the world, and to enter them on the map duplicated in their books.
- December 7th Objective: To narrate the story of Drake's voyage around the world.
- Aids: As on December 5th.
Sheet V : Drake's voyage around the world 1577-80
(See 1E Sheet XIX, May 16th).
- Plan:
1. A descriptive account of Drake's voyage.
 2. The completion of the map.
- December 12th Objective: To revise and illustrate Drake's voyage 1577-80.
- Aids: As on December 5th.
- Plan:
1. Revision through question and answer.
 2. To divide a page in the exercise book into half.
Simple notes to be made on the left hand side and illustrations on the right.
(See HUL's sketches in Appendix G)
- December 14th The children were needed by the school.
- December 19th The Series and Numerical Analogies Test.

SPRING TERM

- January 9th
(this lesson had to be of a shorter duration than usual)
- Objective: To revise and complete the work on Drake.
- Plan:
1. Revisionary questions on the main aspects of his life studied during the Autumn Term.
 2. Completion of any written or drawing work left unfinished from December 12th.
- January 11th
- Objective: To explain the causes and chief events of the Armada 1588.
- Aids: Sheet VI : The Spanish Armada (see 1E Sheet XX June 13th)
Wall map.
- Plan:
1. A sketch map on the blackboard.
 2. Explanation, with question and answer, of the reasons for the Armada.
 3. Narration of the events.
- January 16th
- Objective: To draw a map of the Armada's route and begin making notes.
- Plan:
1. Revision through question and answer and simple acting of scenes in front of the class.
 2. The children to make their own sketch map of the Armada from the one on the blackboard.
- January 18th
- Objective: To continue the work on the Armada.
- Plan: After revisionary questions, notes to be written on the blackboard with gaps for the crucial words. Children to copy the notes, filling in the missing words.

January
23rd

- Objectives: 1. To revise the work done to date.
2. To finish the notes on the Armada.

- Plan: 1. Revision through questions and answers on all the work to date.
2. Copying of the final notes on the Armada from the blackboard.

January
25th

- Objective: To give the children a revisionary test in order to discover the extent to which they can recall and use the material studied to date.

Aid: Sheet VII (see 1E Sheet VIII Revisionary Test).

- Plan: 1. Revisionary test asking for answers which consider:
(a) Reasons for actions and emotions.
(b) Interpretation of historical statements.
(c) Factual recall.
2. To describe different types of ships which took part in the Armada.

January
30th

- Objective: To study a drawing of a Tudor warship, then to sketch it.

Aid: Airns.

- Plan: 1. Return the marked tests for inspection and discussion among themselves. Allow time for any queries to be addressed to myself.
2. With the help of a diagram on the blackboard and Airns, a discussion on the main parts of a Tudor warship.
3. The children to draw and label the ship from Airns p. 34.

February Objective: To discuss and note the implications of
1st various aspects of Tudor houses.

Aids: Airne
Unstead 1961.

Plan: 1. Ask the children what they think is remarkable about the Tudor houses shown in the books. An explanation of the causes of some of these features, e.g., decorated chimneys, wide doorways, types of windows.

2. Completion of the drawing of the warship.

3. Begin to copy notes on houses from the blackboard, supplemented by their own sketches of features of Tudor houses.

February Objective: To revise and complete the work on Tudor
6th houses and furniture.

Aids: As on February 1st.

Plan: 1. Revision through questions and answers.

2. Discussion of further aspects of the houses such as the Long Gallery and bedroom, types of furniture.

3. Completion of the notes to be copied from the blackboard. These are to be supplemented by

their own drawings. Those finishing early to make their own notes on Tudor furniture.

February Objective: To discuss Tudor gardens and the reason why gardens
8th came into existence in the sixteenth century.

Aids: As on February 1st.

Plans: 1. After having studied the pictures in the books, the children to comment on the gardens.
2. Compilation on the blackboard of notes about Tudor gardens with the pupils' advice. Copying of the notes.

February Objectives: 1. To discuss causes of unemployment today and in the
13th sixteenth century.

2. To describe Abraham men and hookers.

Aids: Dover Wilson "Life in Shakespeare's England" (Pelican) Unstead 1961.

Plan: 1. Ask for reasons for unemployment today to lead to an explanation of some of the causes in the sixteenth century.
2. Description, with extracts from Dover Wilson, of Abraham men and hookers.
3. Finishing any incomplete work. Copying of blackboard notes on the causes of Tudor unemployment.

February Objective: Revision and written work on Tudor rogues and
15th vagabonds.

Aids: As on February 13th.

Plan: 1. Questions and answers on the work of February 13th
2. Description of freshwater sailors, priggers of prancers, and the types of punishment for begging.

3. Writing own notes on hookers and one other type of rogue, and on the types of punishment.

Children to make drawings to illustrate the written work.

- February 20th Objectives:
1. To finish any incomplete work on Tudor rogues.
 2. To describe the origin and main facts about Elizabethan theatres.

Aids: Airne
Unstead 1961.

- Plan:
1. Study the pictures of a Tudor theatre in Airne and Unstead. Discussion on what they notice about the theatre and if they can see any differences from theatres they have visited.
 2. Explanation of some of the chief aspects of the Elizabethan theatre : scenery, spectators, actors.
 3. To begin discussing how to draw an "advertisement" which could have been used to advertise one of Shakespeare's plays at the Globe.

February 22nd Objective and Plan: After revision on the theatre, to complete the "advertisement"
(See GRI's "advertisement" in Appendix G)

February 27th HALF TERM

- February 29th Objectives:
1. To complete the work on the Elizabethan theatre.
 2. To describe Raleigh's life.

Aids: Unstead 1956 (teacher's copy) and 1961
Airne.

- Plan:
1. Revision through questions and answers on the theatre (see transcript E, Appendix F)

2. A description of Raleigh's life, reading extracts from Unstead 1956.
3. Notes on the Globe theatre to be copied from the blackboard.

March
5th

Objective: To revise and write about Raleigh's life.

Aids: Unstead 1956.

Airne.

Plan:

1. Questions and answers on the account given on February 29th.
2. The children are to divide one page in their note books into four sections, each to contain a simple explanatory sentence on Raleigh and a drawing by the children, to illustrate that sentence.

March
7th

Objectives: 1. To complete the work on Raleigh.
2. To discuss and draw the clothes of an Elizabethan courtier.

Aids: Sheet VII : Clothes worn by nobles about 1580 (see
1E Sheet XII, March 7th).

Airne.

Unstead 1961.

Plan:

1. Through a blackboard sketch and the other visual aids, to discuss characteristics of the courtier's clothing.
2. To complete any unfinished work on Raleigh and begin drawing the courtier's clothing.

March
12th

Objective: To discuss and draw features of women's clothing from the Elizabethan period.

- Aids: As on March 7th.
- Plan:
1. Through a blackboard sketch and the other visual aids, to discuss characteristics of the woman's clothing.
 2. To finish all the drawings, labelling them, and choosing any illustrations to copy from Airne or Unstead.
- March 14th
- Objective: To describe the life of an apprentice in the sixteenth century.
- Aids: Pearce A. "People of the Sixteenth Century" (O.U.P.) Unstead 1961.
- Plan:
1. Description, with questions and answers, of the life of an apprentice.
 2. Children to copy brief notes from the blackboard on the conditions governing apprenticeship in the sixteenth century.
 3. Children to write their own account of a day in the apprentices life.
- (See TOW's account in Appendix G)
- March 19th
- Objective: Explanation and written work on guilds.
- Aid: As on March 14th.
- Plan:
1. Explanation of guilds and discussion on the reasons for their rules.
 2. Drawing of a Tudor shop front and copying of notes on the guilds from the blackboard.
- March 21st
- Objective: To describe the school life of wealthy Elizabethan boys.
- Aid: Firth C. "Elizabethan Schools and Schoolboys" (Ginn)

- Plan:
1. A description, with as much reference to present-day conditions as possible, of the conditions in Elizabethan schools : timetable, lessons, control.
 2. Copying a timetable for an Elizabethan schoolboy, from the blackboard
- March 26th
- Objective: To revise the work of March 21st and describe the education of wealthy girls in Elizabethan England.
- Aid: Firth C. "Elizabethan Schools and Schoolboys" (Ginn)
Firth C. "Girls at Home" (Ginn)
- Plan:
1. Revisicnary questions on the boys' schooldays.
 2. Description and discussion on the education of wealthy girls.
 3. Children to write their own account of the girls' education.
- March 28th and April 2nd
- Objective: To describe various sports enjoyed by the Elizabethans.
- Aids: Unstead 1961
Airne.
- Plan:
1. Using pictures on the books, to study various sports such as bear-baiting, cock-fighting, fencing, dancing and so on. Children to be asked questions about the cruelty often involved in such sports.
 2. Children to write their own accounts of some of these sports and draw pictures, (if they wish).
- April 4th
- Objective: Revision for an end-of-term test.
- Plan: Through question and answer, and with the children answering in writing certain questions set by the teacher, to revise the following topics studied during the year:

- a. Raleigh
- b. Costume
- c. Houses
- d. Mary, Queen of Scots.

April 9th Objective: A revisionary test (see 1E, April 9th).
Aid: Sheet VIII : Easter Test (See 1E Sheet XVI, April 9th)
Plan: As for 1E

EASTER HOLIDAY

SUMMER TERM

April 25th Objective: To explain the basic structure of a three field village in the Elizabethan period.
Aids: Sheet IX : An Elizabethan Village (see 1E Sheet XXI, June 18th)
Fletcher A. "Elizabethan Village" (Longmans) Unstead 1961.
Plan: 1. Using the duplicated sheet, and imagining that the school is a sixteenth century village with "fields" stretching away from it, to explain the three field system and the uses made of the meadow and the common.
2. The children to begin copying the plan of the village.

April 30th Objective: After revision on the content of April 25th, to complete the written and drawing work on the village.
Aids: As on April 25th.
Plan: 1. Question and answer session for revisionary purposes.

2. Children to copy notes from the blackboard, filling in any words omitted from the account.
3. Children to finish the plan of the village and draw the diagram of the rotation of crops.

May
2nd

Objective: To describe the types of people living in an Elizabethan village and their houses.

Aid: Richardson H. "An Elizabethan Lady of the Manor"(O.U.P.)

- Plan:
1. Revision on the plan of the village.
 2. Description, quoting from Richardson's book, of the most interesting sections of Lady Alice's day.
 3. Children to write their own account of Lady Alice's life in the manor house.

(See PA's account in Appendix G)

May
7th

Objective: To describe and illustrate the villagers' lives.

Aid : Fletcher A. "Elizabethan Village" (Longmans 1967)
Unstead 1961.

- Plan:
1. To describe the lives of a husbandman's family and a poor labourer's family.
 2. To copy drawings and notes from the blackboard and sheet.

May
9th

Objective: To describe one day in the life of the village.

Aids: Airne

Unstead 1961.

- Plan:
1. Description, with comparisons with the children's own lives, of a 'typical' day in a villager's life.
 2. To compile on the blackboard the timetable for a villager for one day. Children to copy and illustrate this timetable.

May
14th

Objectives: 1. To explain the type of trading in a sixteenth century village.

2. To explain simply the enclosure movement.

Plan:

1. After a discussion on what their parents need to buy, asking the children what might the sixteenth century villagers need to buy from travelling salesman.

2. Brief notes to be made by the children on the types of goods that would be bought at Lancaster market.

3. Explanation of the reasons for enclosures (strips exchanged and sheep fetching higher prices than wheat) and the social effects.

4. Brief notes to be copied from the blackboard.

May
16th

Objectives: 1. To explain why James VI of Scotland became King of England.

2. To discuss Puritan ideas and describe the lives of the "Pilgrim Fathers" until they reached New Plymouth.

Aids:

Gill W. J. "The Pilgrim Fathers" (Longmans 1964)

Sheet X : The Coming of the Stuart Kings.

Plan:

1. Explanation and discussion of the relationships within the Tudor and Stuart families.

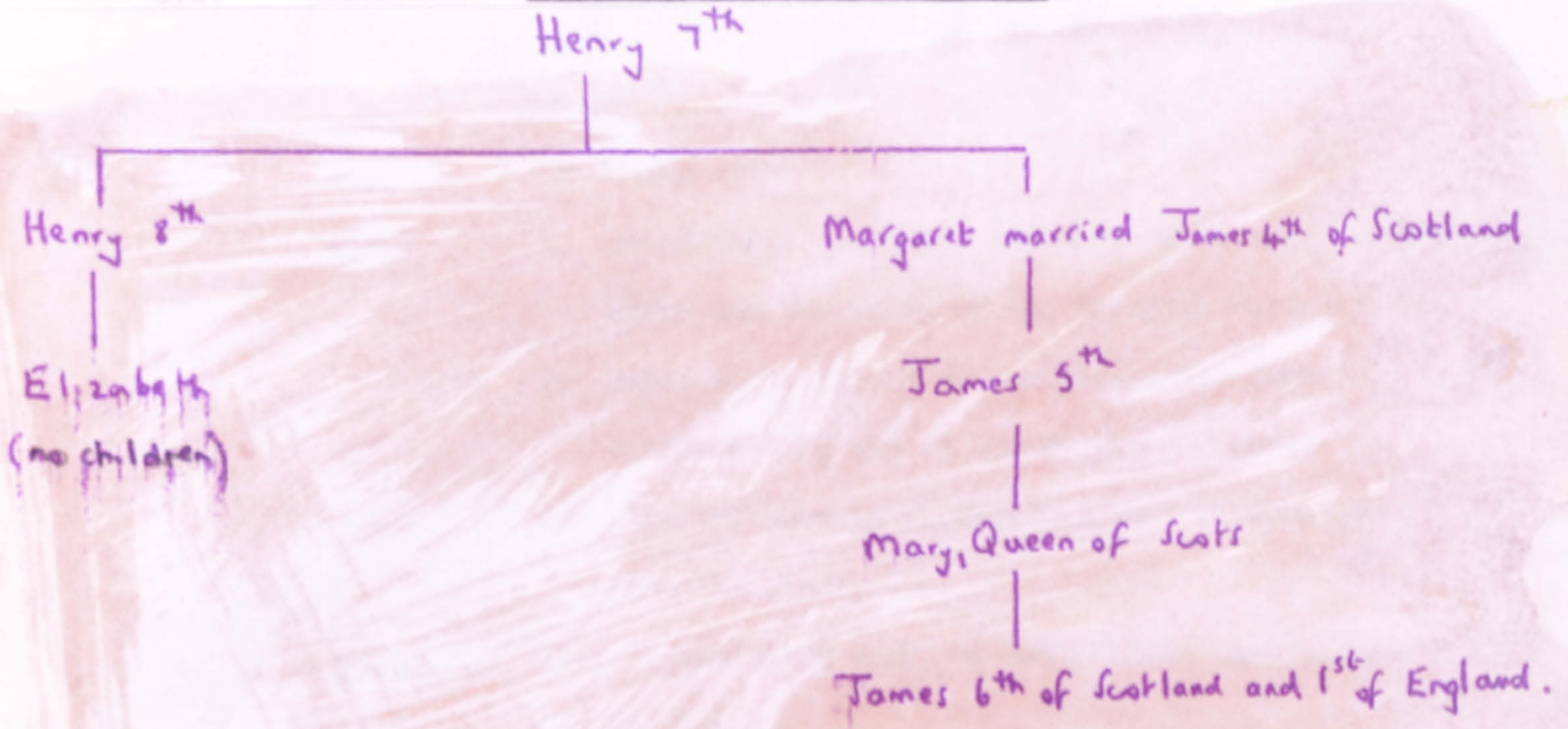
2. Discussion of Anglican services and the reasons for the changes which the Puritans wanted.

3. Description of the "Pilgrim Fathers" until 1620.

4. Copying the family tree from the duplicated sheet.

Sheet X:

THE COMING OF THE STUART KINGS.



The Pilgrim Fathers, 1620



The Mayflower

May
21st

Objectives: After revisionary work on the content of May 16th, to describe aspects of the settlers' lives at New Plymouth.

Aids: As on May 16th.

Plan:

1. Revisionary questions and answers on the relationships and the story of the "Pilgrim Fathers".
2. Notes to be copied on the reason for James' becoming King and on the Puritan demands.
3. Draw the Puritan figures and the "Mayflower" from the sheet.

May
23rd

Objective: After revisionary work, to write about the journey and settlement.

Aid : As on May 16th.

Plan:

1. Questions and answers to establish the main details of the "Pilgrim Fathers".
2. Children to make their own notes on the journey to the U.S.A. and the early settlement at New Plymouth.
(See SIM's description in Appendix G)
3. Children to copy the map from the sheet.

May
28th

Absent

May
30th

Objective: To discuss the Gunpowder Plot of 1605.

Aid: Routh 1965.

Plan:

1. To ask the children what they know about November 5th, and if they can think of any results at the present day.
2. An explanation of how the plot was discovered, with a reference to the strange circumstances surrounding its discovery.

3. A discussion of some events today occurring as a result of the Gunpowder Plot
4. Children to copy notes from the blackboard on the main events and to write their own comments on some of the results of this plot at the present day.

June 4th)
June 6th)
June 11th)

HALF TERM

June
13th

Objective: To try to explain in very simple terms why the Civil War occurred.

Plan:

1. Through discussion of such questions as, "Why do you have to come to school?" (a law made by Parliament) etc., to try to reach a more developed concept of "Parliament" than its being merely a building. Discussion of the meaning of a civil war.
2. Explain: a. the concept of divine right and the trouble this caused,
b. why Prince Charles' marriage with a Roman Catholic led to distrust.
3. To divide one page of the exercise book into four sections and copy simple sentences on causes of the Civil War into two of them.

June
18th

Objectives: 1. To study the costumes of Cavaliers and Puritans as a method of giving a rudimentary distinction between the two sides.
2. After revisionary work, to explain further causes of the Civil War.

Aid:

Sheet XI : The Civil War 1642-1646.

- Plan:
1. Children to say what they find noticeable about the drawings on the sheet. Explanation of some aspects of the clothing.
 2. Revision through question and answer on the work of June 13th.
 3. Discussion of taxation, the closing of Parliament, the need to recall Parliament.
 4. Children to copy two more sentences on causes of the Civil War, then illustrate each of the four sections.

(See HAR's work in Appendix G).

June
20th

Objective: After revisionary work, to complete the drawings and make a short note on the war.

Aid: As on June 18th.

- Plan:
1. Questions and answers on the four main reasons detailed in the previous lessons for the causes of the Civil War.
 2. A description of the war, concentrating mainly on events in Lancashire.
 3. Drawings of the costumes from Sheet XI; the making of short notes on the war.

Sheet XI:

THE CIVIL WAR 1642-1646.



A Cavalier and His Wife

A Puritan and His Wife

Sheet XI Cont'd.....



APPENDIX F.

Extracts from some primary school
lessons which were tape-recorded

Transcript A. 1E March 19th

Transcript B. 1E March 26th

Transcript C. 1E March 28th

Transcript D. 1T November 16th

Transcript E. 1T February 29th

Class 1E

TRANSCRIPT A.

19th March

Extracts from an introductory lesson on Mary, Queen of Scots.
(Hold up reproduction of Henry 8th)

"Who is this man? Who is he? - H?"

"Henry 8th."

"Henry 8th. Now, it is his father whose name I have on the board - Henry 7th. So - his child, I'll put a line down from Henry 7th and his child will be Henry 8th. Who was Henry 8th's child? Does anyone remember? Who was the child of Henry 8th? MOR?"

"Elizabeth"

"Elizabeth, that's right - the person we've been talking about, Elizabeth."
(Write her name on board)

"And what was she to Henry 7th - what relative?"

(Several voices) "Granddaughter"

"Ssh - PPE., what relation was she to Henry 7th?"

"Granddaughter."

"Granddaughter, that's right - she was his granddaughter. Now, over here (on board) Henry 7th had a daughter and she was called Margaret and she was married to the King of Scotland. Now in those days Scotland and England weren't together; they weren't one country, they were different countries and they had different kings. Nowadays some of the people in Scotland want to be on their own; they don't want to be ruled by England, they want to be all by themselves and in those days they certainly were very different countries. They used to dislike each other and if we'd lived in this part of England then, we'd have been in a dangerous position because the Scots are not so far away and they were always fighting each other. There was a big battle quite near here."

(Question and information inaudible on tape)

"So this daughter was married to the King of Scotland. Why do you think her father would marry her to King of Scotland if the Scots and the English were always fighting? NIC.?"

"There would be peace."

"Yes then there'd be peace between them; that is what he was hoping for. Yes, AN?"

"Did she hope this?"

"Her father did; he was hoping there'd be peace between the two countries. Then they had a baby and he was called James 5th." (Write on board.)
"Now who had any idea on what relations Elizabeth and James 5th were? We've done this with families.
Good, I can see hands going up. AT?"

"Cousins."

"Good, well done. Yes, cousins. And what relations were there then here - Margaret and Henry 8th?"

(Time to let hands go up.)

"BU?"

"Brother and sister."

"Good, yes; they were brother and sister. Now let's have some people in the middle of the classroom. Who will be Henry 7th? Yes, DOB., you can. Now his son - who's that - yes, HO., Henry 8th. You can come out. Now I want somebody to be HO's or Henry 8th's sister - I want her name from whoever is going to come out. All right, BET., what was her name?"

"Margaret."

"Margaret, yes. Henry 8th's sister was Margaret. Good. You stand there, (positioning BET. in line with HO.)

Now I want the husband of Margaret - come on CAR., stand next to BET.... James 5th - I want someone to be James 5th. WIN. you can do it if you can answer this - what relation are you to DOB. (Henry 7th)?"

"Grandad."

"Grandfather! I'll Grandad you! You're not his grandfather. What are you to DOB.? You're his?"

"Grandson."

"Yes, grandson, you're there, you see. (Position him). And very unfortunately you had a very short life; you didn't live very long. (laughter) But you had time to get married to a French Princess. Here, is where the French princess can stand - (AR. is positioned also) and we want Henry 8th's daughter - MOO. here you are. Now what relation is MOO. to this one here - to WIN.?"

"Sister." (voice)

"No - try again."

"Cousin." (voice)

"Yes, cousin. And now the last lady of all, the most important lady for this part of history - GAR. - and this is the daughter of the James 5th and the French princess and she is called Mary, Queen of Scots. Now stand in a line - these people have died when we start the story - these are all dead (go around group making them "die" = slump to floor)

Henry 7th and Henry 8th.

Margaret and her husband.

And James 5th just after a battle between English troops and Scottish troops. He's dead as well.

Whom have we left? Queen Elizabeth of England here. Now, think carefully, this is a French princess (indicating AR.) (Mary of Guise) Her Scottish husband the king has died - who will be Queen of Scotland?

(Some talk)

"Yes, ALE.?"

"Mary."

"Yes, Mary. Why?"

"She's the daughter of the real king."

"Yes, she is the daughter of the real king. If Queen Elizabeth of England died now - our present Queen Elizabeth II - who would become the King of England?"

(Silence for a while)

"Prince Philip."

"Not Prince Philip because he's not

"The king." (voice)

"He's the husband of the Queen. Keep trying, any answers? BRO.?"

"Prince Charles."

"Yes, Prince Charles, the Prince of Wales because he's the son. So, looking back to our family here, when Mary's father died she was 6 days old - 6 days old and she became Queen of Scotland at 6 days old. Last question - what relations are the Queen of Scotland and the Queen of England? Now think, think. CO.?"

"Cousins."

"Cousins, yes. But what kind of cousins? Not full cousins but"

"Half cousins." (chorus)

"Half cousins, yes. Now this Queen of Scotland is a Catholic a Roman Catholic. This Queen of England is a"

"Protestant." (voice)

"Protestant or belonging to the Church of.....?"

"England." (voices)

"Now a lot of people think this one (touching MOO.) shouldn't be the Queen - the Catholics think she shouldn't be Queen so if she was killed (slumps on the floor) who would be left?"

"Mary." (voices)

"Yes, Mary. A lot of people said Mary, Queen of Scots should really be the Queen because she was from this (pointing to DOB. = Henry 7th) King of England. They thought who was really Queen of England as well as Queen of Scotland. So Mary, Queen of Scots was a very important young woman. Thank you very much. You can go back to your seats now. We'll try that again on Thursday.

"I want you to turn now to page 116. You may have to share these books some of you. Page 116."

(Allow time to find place)

This is a piece out of this Scottish man's diary - what's a diary? S?"

(Inaudible)

"You write down in it what happens every day. Yes. I'll read this out to you now.

"Queen Elizabeth desired to know of me whether my Queen's hair or hers was the best."

"What does that word mean - desired? Give me a word that means the same."

"She wanted to know."

"She wanted to know which was the better - Mary's hair or her own, Elizabeth's hair. Well, what colour was Elizabeth's, do you remember? What colour was Elizabeth's hair?"

"Red." (chorus)

"Say in this class someone said to me

"Who's the prettier, Mr. Hallam, me or that other girl?"

"What does that show about the person who's asking the question?"

"Jealous." (voice)

"Yes, jealous. She's a bit jealous of her by asking this -

"Whose hair is the best?"

"And Elizabeth also asked the man,

"Which of the two of us is the fairest?"

"In other words, which of us is

"The bonniest face."

"The bonniest, yes. The prettier, the better looking. That's not a very good question is it to this man because he's come from the Queen of Scotland and what can he say to a lady who asks

"Which is better looking, your Queen or me?"

"Is your Queen better looking than I am?"

"Well, if he said "Yes" what would the Queen be? If he said to her,

"Yes, you're the better looking."

"Proud."

"Yes, she'd be proud. Anything else? CU?"

"Important."

"She might tell the other Queen and then that man would get into trouble. So what did he say? What was his answer? Can you try to find it in the book? Yes, LES.?"

"You won't" (inaudible)

"No, he didn't say that. Look again. A lot of people have found the answer, Have a look again - 3 lines from the top. Can you find it?"

(No answer)

"Well, I think HO. had his hand up first."

"He said that she was fairest in England but his was fairest in Scotland."

"Yes. He said

"You're the fairest in England but my Queen is the fairest in Scotland."

"Is that very clever of him?"

"Yes." (voices)

"Why is it clever, CAR.?"

"If he said she was" (inaudible)

"He'd get into trouble with Queen Elizabeth?"

"Yes."

"Therefore"

"He gets out of it."

"Yes. He gets out of it; he says they're both good looking. So then Elizabeth said,

"Which of us is the highest stature?"

"That's hard. It means which of us is"

"The highest." (CAR.)

"Yes, which of us is the tallest - which of us is the taller of the two Queens? So he says what does he say? LAW.?"

"My queen."

"Yes, my queen, the Queen of Scotland; she was very tall, you'll remember. And what did Elizabeth say to that? At the bottom of page 115. Yes?"

(Inaudible)

"No, she didn't say that. Look again, EU....."

"She is too high - for myself I am neither too high nor too low."

"That's right - she's too high because me - I'm just right. I'm just a right height. What does that tell us about Queen Elizabeth? She's a bit ..."

"Jealous." (voice)

"Yes, jealous, but what else? TO.?"

"Ordinary height."

"Yes, she's ordinary height but she says who's tallest, me or Mary? And he says, she's taller, Mary, so Elizabeth says that's too tall because I'm just right, I'm neither too high nor too low - she's a bit"

(Silence)

"What? A bit"

"Jealous." (voice)

"Jealous. A bit proud? Do you know the word 'conceited'?"

"No." (voices)

"Stuck up. You know the word Stuck up; she's a bit proud of herself. I'm just right."

"A bit vain." (BET.)

"A bit vain, yes, that's the word."

TRANSCRIPT R.

March 26th

"I want you to read now the story on this paper because remember I told you last time what happened. I was trying to describe what happened in her room. I want you to read to yourself these top 15 lines on the paper."

(Class read silently while I read the paper to CAR.)

"I hope you remember this from the end of the last lesson, how David Rizzio was killed in Mary's private room. And this nobleman - the chief man among the noblemen who burst into the room - he wrote it down later and we've got this information telling us about what happened in Mary's room. Now, what can you tell me about this murder of David Rizzio? What things did you notice about the murder? Yes.....?"

"Lord Darnley was jealous of him."

"Lord Darnley was jealous of him, ALE. says. Why does ALE say that Lord Darnley was jealous? L.?"

"He thought his wife fell in love."

"Possibly he felt his wife was too fond of David."

"He was seeing her too much."

"HO. says Darnley thought Mary was seeing too much of David. Anything else?"

(Silence)

"What do you think Lord Darnley had got to do with the murder, BU.?"

"Mary thought Lord Darnley had done the murder." (BU.)

"That's right. Mary probably thought Lord Darnley had done the murder - why should she think that?"

"His knife was in his side."

"Yes Lord Darnley's knife was in David's side. Do you think he had done the murder?"

"No." (Several voices)

"Why not?"

"Because he was talking to Her Majesty in the room - well er... I don't know - er - other persons." (BRO.)

"You've got muddled, have you?"

"Other persons threw him down the stairs." (BRO.)

"MOO.?"

"He was in the room."

"Yes, Darnley was in the room with her. What do you think the noblemen were trying to do to Darnley? AN?"

(Silence)

"DOB's got it. STE?"

"Fix it on him."

"Yes, fix the murder on him; blame him. There are two things that tell us that. What are they, MCR.?"

(Silence)

"His knife."

"His knife was in his side and there's something else in the story, line 12, look at that. AR.?"

"He was thrown down the stairs."

"Well, that wouldn't put the blame on Lord Darnley, would it, if he was thrown down the stairs? All right, MOO.?"

"The nobleman said all this is done at Lord Darnley's wish."

"That's right, the nobleman said,

"All this is done at Lord Darnloy's wish"

"Let's look at the questions here. Number 1 - I think I'll leave you to work out. Number 2 - Why should the nobleman write down that David had his cap on his head?"

(Silence)

"Why would he say that? Say you went into tea with your cap on your head and sat down at the table, what would your Mother say to you?"

"Bad manners."

"It's bad manners. Why do you think the nobleman mentioned it? Why do you think he wrote it down?"

"Because it was bad manners." (DOB.)

"Because it shows David had no manners." (A.)

"Yes. Next one. What do you think the nobleman meant when he said,

"Sir, take the Queen, your wife to you?"

"What had he to do - WIN?"

(No answer)

"Well, DOB. and MOR. come here. And STE. can be the nobleman. DOB. will be Lord Darnley standing amazed, not knowing what to do. And Mary, Queen of Scots - who was hiding behind her?"

"Rizzio."

"Yes, Rizzio. You, CAR. can be Rizzio hiding behind Mary, and with your dagger out trying to defend yourself. And STE. is the chief nobleman. You have to say what he says."

"Take your wife to you, Sir" (STE.)

(DOB. stands looking stupid)

"He stood not knowing what to do." That's right. So what do you think the nobleman meant him to do?"

"Love her."

"Well, to take her away and look after her and here we've got?"

"David Rizzio."

"Yes, David Rizzio on his own. And what will the noblemen do?"

"Kill him."

"Well, come on, then. They didn't actually kill him but they dragged him out (they drag away)

Thank you. So it says:

"Lord Darnley stood all amazed and did not know what to do."
It sounds a bit.....?"

"Barmy, daft."

"Yes, daft, stupid, a bit slow, not very intelligent."

"Simple" }
"No brains" } voices

"Question number 5 now. Which sentence says that Mary acted bravely, that she wasn't cowardly?"

(Silence)

"Well, you've just been watching the play. The men burst into the room, they'd come to get David Rizzio - what did she do?"

(Silence)

"She didn't run away into another room. What did she do? R.?"

"Stand in front of Rizzio."

"She stood in front of him, she went and stood in front of him. That was brave. And I think you can do Numbers 6 and 7 yourselves. So I want you to turn to your writing books."

TRANSCRIPT C

March 28th

"Last lesson we were talking about Mary, Queen of Scots and you wrote down some answers in your books and it was very good work on the whole. Now what we're going to try to do today, we're going to do one or two different things. First of all, we're going to have a play acted at the end of the afternoon and we've obviously got to write the play first. I want you to try and remember what we learnt about writing plays when we did one on Sir Thomas More. What things can you remember about writing plays?"

(Silence)

"What things can you remember that we need for a play? WIL.?"

"Some people."

"Right, we need some people for a play. Which people do we need for this play, Mary Queen of Scots? CAR.?"

"The Queen."

"The Queen, yes. Who else do we need, BET.?"

"Lord Darnley."

"Lord Darnley, good. Who was he, H? Who was Lord Darnley?"

"Her husband."

"Her husband, good. Anyone else, AN? BU.? Yes, BU.?"

"Rizzio."

"That's right, David Rizzio, good. Yes, ARK.?"

"The people that came in."

"The people who came bursting into the room. What were they called, HO.?"

"Noblemen."

"Noblemen or what?"

"Courtiers." (MOR.)

"Courtiers, good. And we shall want a chief nobleman. Was there anyone else? I remember that GAR. drew a picture of the lady."

(Silence)

"Who was sitting at the table and she held the candles so they could see what was going on? C.?"

"David Rizzio."

"No, we've got him. MOO.?"

"The maid."

"No, she wasn't a maid. When I said 'lady-in-waiting' last week it means an important lady who goes about with the Queen and helps her if she needs help. B. knows her name. Anyone else? LA?"

"Lady Argyll."

"Yes. What else do we need? ALE?"

"The clothes."

"Yes, you'd need the clothes but I'm afraid we can't find the right clothes for the play. What else, M.?"

"The table."

"The table, yes. We want a table. If we are doing it properly, what else do we need?"

"A stage."

"We need a stage, yes, L."

"Men on the ship."

"Oh, do you think we ought to write a whole play about Mary and start when she came from France on a ship?"

"Yes")
"No") voices

"Or just one scene where Rizzio is murdered?"

"Just one scene." (voices)
(Vote taken - majority for one scene.)

"Now what else do we need that you've got to have in a play? Now think about it - we had this problem last time when we wrote about More. When people are in a play on television they've got clothes, they've got the stage - they've got to have the?"

"Audience."

"Yes, they've got to have the audience."

"The script."

"The script, says K. Good. And what's the script, BROW?"

(Silence)

"HO?"

"Something you learn from."

"Yes, something you learn from. And what is there on it? WIN. do you know?"

(Silence)

"A.?"

(Silence)

"K.?"

"What you have to say and do."

"That's right, DOB., what you have to say and do. We have to write down the words that they say to each other. And if we want the actors to do something how do you tell the actors to do something in the play?"

(Silence)

"CAR.? WA.?"

(No volunteers.)

"You put the actions in brackets. We first of all put down the scene - what's happening. Now where is this taking place, W.? Where's the scene?"

"In a room."

"In a room, yes. Where? Which room is it, COW.?"

"Private room."

"In her private room in her - where?"

"Palace."

(Written on board and repeated)

Scene: Mary's private room in her palace.

"What else was happening? AN.? Say the stage is there, and the curtain comes up or you switch the television on and what will you see in this private room? What's happening, LA.?"

(Silence)

"What things can you see in this room? TO.?"

"What they're doing."

"Yes, what are they doing? What are they having?"

"Talking."

"Yes, they're talking. CAR.?"

"Supper."

"Yes, they were having supper, they were having a meal. And we'll have a table - (desk organised with chairs). We need actors. We'll have BET. etc... Who is sitting where?"

(Various children arranged round table.)

MOO.= Lady Argyll, BET.= Mary, DOB. = Rizzio

"What do you need, DOB.?"

"A cap."

"Yes. Does anyone have one?"

"No."

"We'll just have to imagine you with a cap on your head showing your very bad manners. And who comes in next? Who walks into the room? WIN.? HO.? KEN.?"

"Lord Darnley."

"All right, K., you be Lord Darnley. Now you walk into the room, your wife is sitting here, and you walk in. What do they do?"

"Talked."

"Yes and it is said in the story of last lesson that he stood with his hands about her waist. We won't make you do that, but Mary must have stood up to talk to him. Stand up, BFT. - you're talking to Lord Darnley here. So they're talking, David sitting with his cap on his head and Lady Argyll sitting quietly. What happens then? BRO.?"

"The noblemen come in and the table goes over."

"Well, noblemen burst in. You can be him, BU., WIN. and CAR. can be followers - other noblemen. First of all the chief nobleman comes in. You're the chief nobleman, BRO. What does he say?"

"You've been seeing too much of this David."

"Yes, he might have said that - "You've been too friendly with this David." Yes, go on."

"Take your wife to you and love her."

"Well, look after her, I think. Say it again. "Take your wife to you." And what does Darnley do?"

"He stood there."

"Yes, he stood there all.....?"

(Silence)

"Puzzled, amazed and did not know what to do. So look a bit puzzled."

(Organise scene for Mary to protect David)

"She must have known they'd come for David and moved immediately in front of David."

(Scene continues - great joy dragging Rizzio out)

"Now you're out of the way. Now after all those things have happened, what do you say to your husband? What does Mary say to her husband? "Where is.....?"

"Where is your dagger?" (BET.)

"And he says.....?"

"I don't know. I don't know where it is." (BRO.)

"Now what did she say?"

(Silence)

"We....."

"We shall find out." (BRO.)

"And where was his dagger all that time, WIN.?"

"In David."

"Yes, in David Rizzio."

(Scene re-enacted with more spontaneous remarks by the children)

"What you're going to write down in the play are the words that they said now to each other. And if you want to put down instructions - what they have to do, put it in brackets."

"Do you remember when I talked to you about Mary, Queen of Scots? What happened to her? Anything you can remember? HA., speak up nice and clearly."

"Mary, Queen of Scots was put in a castle on a lake."

"Where was she brought up - where did she have her education? Where was she taught?"

"In France."

"Yes, HUL. Her Mother married the King of Scotland and she was sent abroad to be educated."

"First of all Mary was the Queen of France." (Children)

"Yes, she married the King of France when both were very young, only 16 years and within a year he died. Then she was told she had to go back to Scotland to be Queen of Scotland. Who's been to Scotland - any body?"

"Oh, a lot of people."

"Who's been to Edinburgh? MAW., what do you remember about it?"

"There's a castle in the street - right in the middle." (MAW.)

"Yes, LA?"

"There's flowers all round it."

"Yes. Has anyone been to Holyrood Castle? It's not the big castle on the hill. It's down at the bottom of a long street called the Royal Mile."

"Sir, I've seen it and, Sir, I didn't go in it."

"What kind of city is Edinburgh like?"

"It's got a big car park."

"It's also a very dark, very grey city - and it can be very cold. When Mary came back from France she didn't like it very much but she was young. She began to enjoy herself. Some of the people of Edinburgh were horrified that she should enjoy herself so much. Then she fell in love with her cousin. He was called Lord -? IRE.?"

"Darnley."

"Good, well done! Yes. He was good-looking, blonde, handsome but very stupid, not a clever man. She soon got tired of this Lord Darnley and she had a kind of secretary - a man who used to help her. He used to write letters for her and so forth. He had a first name like someone in this class. It begins with a D."

"David."

"Yes, LEW. Then his second name began with an R - David Riz----."

"Rizzio."

"Yes, good, say it. Where did he come from with a name like that? PO?"

"France."

"No, it was Italy. He came from Italy. Some people thought Mary was too friendly with David and we think some very important men - what are men called who are near the Queen? First of all there's the Queen and then the people around her?"

"Sir, the horse guards."

"No, not horse guards."

"Coast-guards, sir."

"Oh, sorry, no. Not coast-guards."

"Lady-in-waiting."

"That's women. The men begin with N-----."

(Silence)

"Does no one know? They are Nobles. With Lord Darnley they probably hatched a plot. You remember Mary, Queen of Scots was having a meeting with David Rizzio and one of her ladies-in-waiting. They were in her private room, in her private dining room. It's well worth going to her room in the palace - you go up some private stairs and through a big door into one room which leads into her private dining room. And up these stairs came the Nobles and Lord Darnley and they rushed in and said,

"We want David Rizzio. We ask your Majesty to let us have that man David who has been too friendly with you for too long a time."

"Mary got up and she stood in front of him and he went behind her to try to be protected. Then one of the chief Nobles got hold of her and said,

"No harm will come to you."

"and he moved her to the side of Lord Darnley. We're told that Lord Darnley stood there and didn't know what to do; he just stood there next to his wife. There was a scuffle and the table went over. They didn't have electric lights as we do nowadays. What do you think they used? Yes, HA.?"

"Candles."

"Yes, candles. All the candles went over. There was a big scuffle and they took off David Rizzio. His body was found at the bottom of the stairs with a lot of stab wounds in and he had to be carried on to a big box and he lay there. Now, what do you think Mary would think about this murder?"

"He'd gone to his grave."

"Yes. Anybody else with any ideas? He'd gone to his grave, says MOO. Yes?"

"She'd be angry with Lord Darnley."

"She'd be angry with Lord Darnley, says PA. Now why should she be that? Yes COL?"

"Because he never did anything; he just stood there."

(I repeat COL's statement) "What might she have wanted him to do?"

"She might have thought Lord Darnley had planned it all."

"Yes, she might have thought Lord Darnley had planned it all. Yes, she certainly might have been angry with him, we don't know. She became friendly with Lord Darnley for a while and then one night, you remember, there was a large party - a large dance, not the kind of party you go to - but a dance with a lot of important people. Yes, TO.?"

"Then they heard a big bang from David Rizzio's house."

"David Rizzio?"

"Yes. They heard a big bang from a building."

"Who was in the building, PAT?"

(Silence)

"COL.?"

"Lord Darnley."

"Why was he there? What had he got? There was something in the paper the other day about a boy who came from Africa and he'd got it. It's a dreadful disease - if you catch it you might die with it. TIL.?"

"Smallpox."

"That's right, Smallpox. He was in the house and a big explosion was heard. When people went out to this house they found what? BE?"

"Lord Darnley's body."

"Yes, where was it?"

"In the garden."

"Yes, and he had been what?"

"Strangled."

"Yes. So the scene is this : there's Mary at the party and Lord Darnley's house is blown up and he is found strangled. Obviously someone did it. The man they suspected was the man Mary was friendly with at that time, and she was very very foolish. What do you think she did that would be foolish?"

"She did more than that. She married him. She allowed herself to be captured by him, taken off to his castle, then he said she had to marry him. So some of the nobles said,

"This is terrible; she's not fit to be a Queen."

"So they rose up in rebellion against her and she was defeated. The man she had married had to escape and Mary was sent to a Castle in the middle of a lake - Loch Leven which is near Edinburgh. You can still see the place now and the castle there. Then she persuaded a man to help her. One night he got her out of the castle, into a boat and got her across the lake and she escaped into England. Who was Queen of England at that time?"

(Silence)

"You've just been drawing the Queen of England at that time. Who was it?"

"Mary Tudor."

"No, not Queen Mary Tudor, Queen -? DI.?"

"Elizabeth."

TRANSCRIPT E.

29th February

"Page 17"

One or two people have already found page 17.

"NO., what is the name of the theatre where they used to put the plays on?"

"Don't know."

"NE?"

"The Globe."

"The Globe theatre, that's right.

This theatre here. What time would the play be put on. PAT?"

"2 o'clock."

"2 o'clock that's right. Why not in the evening, LOR.?"

"'Cos of -" (inaudible)

"'Cos of the light. What about the light?"

"'Cos the Globe was open to the air and the light came through the roof."

"Yes. Why else PA?"

"They had no electric light."

"They had no electric light then, yes that's it. And in this theatre where did you go and watch the play? Which part would you go, G?"

"To the balcony."

"Up on the balcony. Where would you go HAR.?"

"In the pit."

"HAR. says she'd go in the pit. M.?"

"In the balcony."

"Yes - COH., I mean CO. rather."

"On the balcony."

"I'd go in the pit," (voice)

"You'd go in the pit. Why?"

"You can sit down,"

"You can sit down in the pit. Can you?"

"No."

"No - what happened there?"

"They stood."

"Yes, they stood there. Where else might you go RUT?"

"People who wanted to show off their clothes. They sat on edge of stage."

(I repeat the answer.)

"That's right.

What part would you play if acting in a play, WHI?"

(Silence)

"CO."

"A boy."

"Yes - a boy. Would girls be able to act in the play, CI?"

"No."

"No - who took parts of girls then?"

"Boys."

"Boys - that's right they took parts of girls. What else didn't they have on stage?"

"Background." (voice.)

"Background. That's right. What's another word?"

"Scenery." (voice)

"Yes scenery. How did they used to show scenery, CRO?"

(Silence)

"What things did they need, SIM?"

"A plant."

"What would a plant show -?"

"A forest."

"A forest, that's right.

Now we are going to leave theatre for the time being and I'm going to tell you about a man called Sir Walter — who?"

"Raleigh."

"Raleigh - that's right. What do you know about him - what things? PO?"

"He went to America and brought potatoes back."

(I repeat his answer)

"Did you read this book? This book is "Great Tudors and Stuarts" by Unstead. That's where you read about it. Anyone else know anything about Raleigh?"

(Silence)

"Well Sir Walter Raleigh was a handsome - yes OUT?"

"And he brought back tobacco."

"And he brought back tobacco yes. He was a handsome young man. He'd got the usual pointed beard they used to wear then, very dark, curly hair he was very good looking and he went up to Queen Elizabeth's court....."

APPENDIX G.

Examples of work by the pupils of 1E
and 1T

A. The pupils of 1E

1. Answers by HO. on the passage concerned in the Leonardo da Vinci
(October 12th and 17th)
2. MOR's answers on the printing press (October 24th)
3. MOR's answers on Henry VIII (November 2nd)
4. The play on Sir Thomas More written by DOB's group. (December 5th,
7th and 12th)
5. ALE's answers to the questions on the dissolution of the
monasteries (January 11th and 18th)
6. Some answers by BRO. on Raleigh (February 8th and 13th)
7. & 8. BU's answers on courtiers' clothing (March 12th)
9. WA's comments on Mary, Queen of Scots (April 25th)
10. Ways in which BET. compared and contrasted Drake's and
Chichester's voyage around the world (May 23rd)

Answers by HQ. (I.Q. 106, N.F.E.R. 113) on the passage concerned with Leonardo da Vinci

- (1) Giovanni thought that Leonardo was a good inventor and he thought that it was a good idea to make a helicopter and he thought that it was a good idea to make a submarine and he thought that they would work.
- (2) Filippo thought that he would never finish them and he thought that it was a horrible idea and he thought that no man would fly and he thought that he would never make a submarine.
- (3) I agree with Giovanni because Giovanni thinks that when they die Leonardo will always be remembered as a good inventor.
- (4) Leonardo would not be surprised because he would see most of the things he had invented and he would see that our streets were clean and he would see that we had clean water to drink and he would see our cars and not horses and carts.
- (5) Leonardo is remembered as a great man because he was a great artist and he was a good inventor.

MOR's answers on the printing press (October 24th)

2

Some answers by MOR (IQ 94; N.F.E.R. 97) ^{October} 24th
(see Appendix E, October 24th)

a

One day I went to the shop with William Caxton and we saw a man. He put some letters in a frame he dab it with ink and then put it on a piece of paper. Then thump, thump the press came down. And then up it come and they was a piece of paper with printing on it. Good

piece
piece
piece
piece

b

I think a printing press was very useful. Because it would be quicker and ^{booky} will [^] cost less.

c

The scribe was angry because he thought the people would not want books. They would have the cheap. And then he would be out of work.

9
1
6

Good work,
Linda



MOR's answers on Henry VIII (November 2nd)

③

Answers by MOR (IQ 94; N.F.E.R. 97) November 2nd
(see Appendix E, November 2nd)

King Henry VIII

①

I think Henry looked chubby, fat, stern, fierce, strong and happy.

②

He was good at music, riding, sports. Spoke good French, Latin and Spanish. good at chess.

③

The description does not sound like him. he is old in the picture and the work it is. I dislike him when he was

④

In the picture he is old and in description he is young.



⑧

December 5th, 7th and 12th

The play written by DOB's group.

(DOB., the leader, had an I.Q. of 118, N.F.E.R. 115)

Sir Thomes More

People

| | | |
|-----------------|---------------------|--------------------------|
| Henry 8th | execusher | Margaret Mores dauter |
| Sir Thomes More | Alice Mores wife | prison keeper |

Scene I In More's garden

Henry 8th Your garden is looking beautiful. May I have some more strawberry I like them very much

More Certainly your magesty.

Henry 8th You know Thomes I am thinking of devorsing queen Catherine.

More May I speak my mind your majesty.

Henrey 8th Yes do

More I think this is very wrong for a Roman Catholic.

(Henry 8th gets angry)

Henry 8th Send for my boat I must leave you now.

Scene 2 In the tower

(More has been taken to the tower and his wife is visiting him)

Alice Now look where yor'v got youself now.

More Id rather stay here than swear the oath.

Alice Why do you not swear the oath your children and I have sworn it.

Moor I can not swear the oath I am a Catholic.

Alice I must leave you now I am very angry with you Thomes.

(More has been in the tower nearly a a year and is writting his last letter to his dauter.

More I had better write my last letter to my dauter.

Look I have not evon got a pencil to write with, I will

have to use this pice of coal.

What shall I say to her. Ah.

Fare well my dear child pray for me and I shall pray for you.

Scene 3

(Outside of the Tower of London. More come out with a guard)

Guard This will be your last chance to change your mind

Steven Here come the fool that is going to get his head chopped off just because he would not say that Henry is head of the church.

Terry He is not a fool he is brave man

Margret Oh my poor father.

More Help me up I can look after myself coming down.

I die the kings good servent but Gods first.

My beard has cormited no sin so it had better not be cut off.

(The the axe came down on Mores neck.)

January 11th and 18th

Answers by AIE (I.Q. 122; N.F.E.R. 130)
on Henry 8th and the monasteries

- (a) As you know I am very short of money I would like to have the monks lands they own a lot. Go and accuse them of anything but get rid of them say that they do not believe I am head of the church say anything but get them of the land.
- (b) I don't think the abbot did have a fair examination the men admitted that they could not find any real evidence.
- (d) Yes they did seem sorry for him it says they took him as kindly as they could.

February 8th and 13th

Some answers by BRQ. (I.Q. 106; N.F.E.R. 111)
on Paleigh

1. Because he was well mancard man.
2. He wanted to be a sea man.
3. Virginia
4. because of the queen
5. potatoes tobaco
6. the golden one
7. -
8. because he was gilty of treson.
9. That they disobeyd orders.
10. Yes because he knew what was going to happen.
11. You wouldnit get any more
12. I think he was a trustivo man.
13. Yes it was james I told him that he shouldnt fight
the Spanyards.

March 12th

BU. (I.O. 106; N.F.F.R. 105)

The courtiers
and mr

Clothing
Halams clothing

The courtiers

mr Halams

Hair was dyed
Red sometimes
to please the
queen

Not dyed

Hat made of
velvet with
Broch

Plain hats

Ruff

collar and tie

Boublet

~~overcoat~~
JACKET

Cloak

overcoat

March 14th

BU's contrasting of sixteenth and twentieth century clothing

⑧

BU's contrasting of sixteenth and twentieth century clothing

March 14th.

Trousers

TROUSERS

hose

SOCKS

Shoes

Shoes

Sword

No sword
Because there
is police to
protect us

Many colours

Plain colours

Only
courtiers could
wear silk and
velvet

11

BU's answers on courtiers' clothing

A courtier was.
1 He was a person ^{who} lived in the
Kings court or a use. ✓

2 Only courtiers could wear
velvets and silk. If an apprentice
wore silks he would be whipped in
public. ✓

Ordinary people could not
wear cloths like the courtiers
because they were not important. ✓

men wore big padded doublet
because they wanted a good
figure. ✓

⑧ Foot wear

April 25th

WA's (I.Q. 111; N.F.E.R. 97) comments on
Mary, Queen of Scots

Brave Because she stood in front of David. And never made a
noise when she was Executed.

Sometimes She was foolish to reply to the letter.
foolish And foolish to be a freind of David Rizzio

Not. She planned to kill Elizabeth. And made plots a
Loyal gainst here
to
Elizabeth

May 23rd

Ways in which BET. (I.Q. 112, N.F.E.R. 101) compared and contrasted Drake's and Chichester's voyage around the world

The Same

Drake

Chichester

Both

Francis.

Both

sailed around the world.

Both

went around Cape Horn.

Both

came from England.

Both

were knighted.

Both

were nighted by an Elizabeth

Differencos

Drake

Chichester

Guns

No guns

5 ships

1 ship

stole gold from
Spanish

Tudor times

20th century

Crew

himself

went diffrent ways round the world.

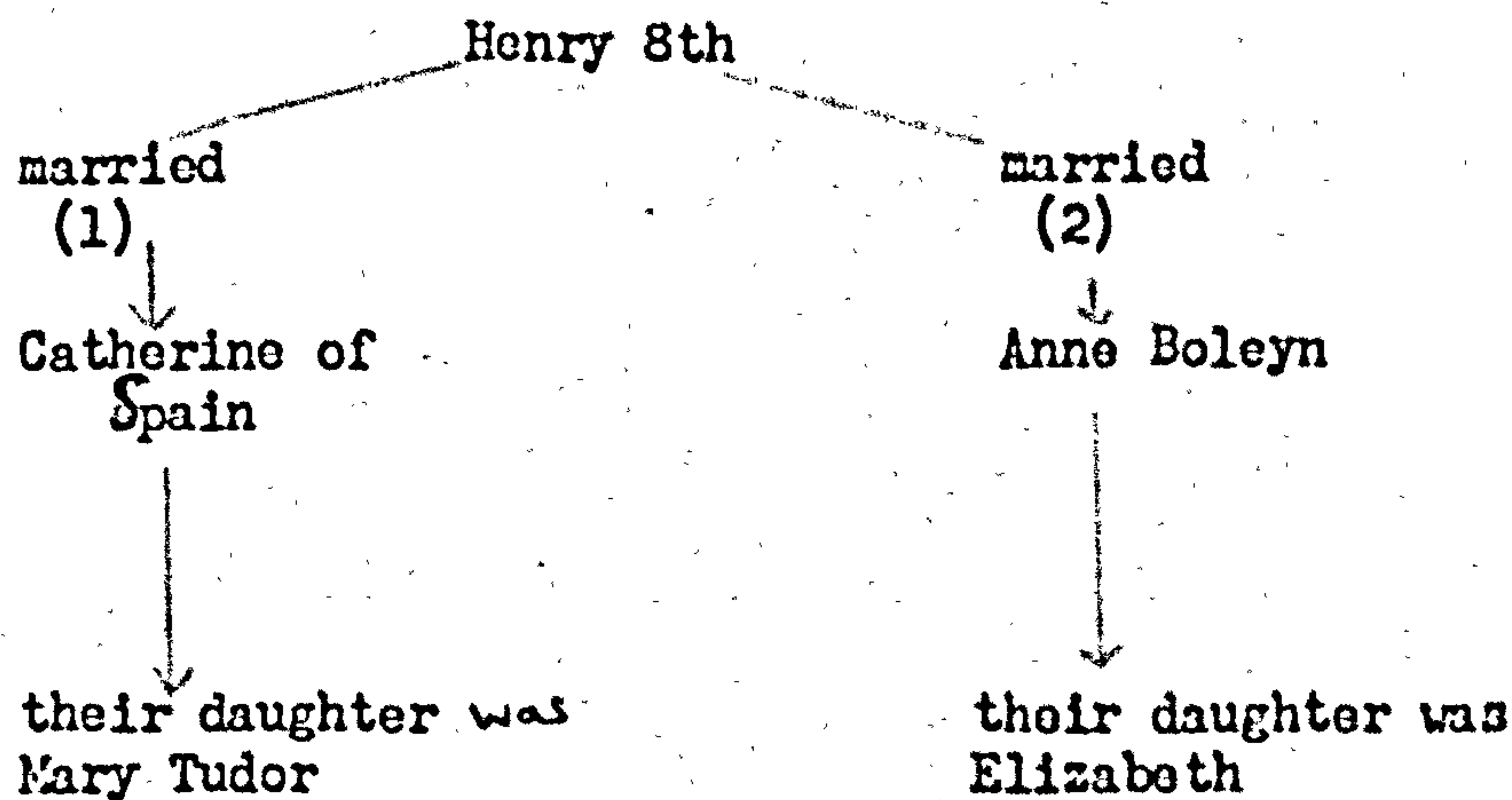
Examples of pupils' work from IT

1. Notes on Henry 8th copied from the blackboard (October 17th and 19th)
2. RUT's work on More (October 24th)
3. MA's notes on Elizabeth I (November 14th)
4. LO's sketches on Mary, Queen of Scots (November 21st)
5. HUL's sketches on Drake's voyage around the World (December 12th)
6. GRI's "advertisement" for the Globe Theatre (February 22nd)
7. TOW's account of an Elizabethan apprentice (March 14th)
8. PA's account of life in a manor house (May 2nd)
9. SIM's description of the first settlement at New Plymouth
(May 23rd)
10. HAR's drawings on causes of the Civil War (June 18th)

October 17th and 19th

Notes on Henry 8th copied from the blackboard

Henry became king of England when he was 18 years old. He was thought handsome and clever, He married Princess Catherine of Spain. They had one girl, Mary Tudor. Henry wanted a son because he thought a girl would not be able to control England when he was dead.



Henry and Catherine were Roman Catholics and the Pope said they could not be divorced. When Henry said he was no longer married to Catherine the Pope threw him out of the Catholic Church. Henry therefore made himself Head of the Church of England.

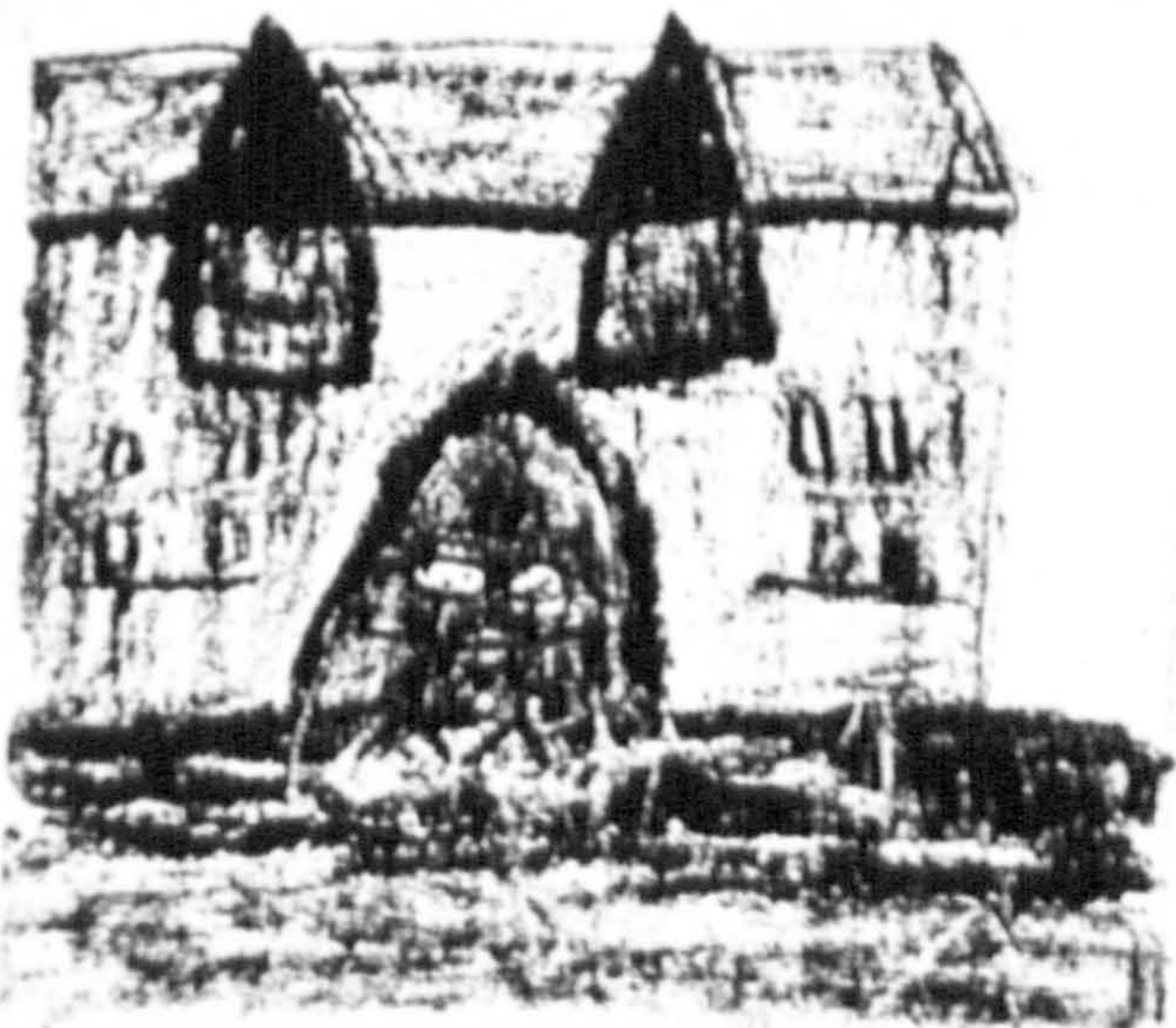
October 24th

RUT's (I.Q. 127, N.F.E.R. 109) work on More

② RUT's (I.Q. 127, N.F.E.R. 109) work on More October 24th

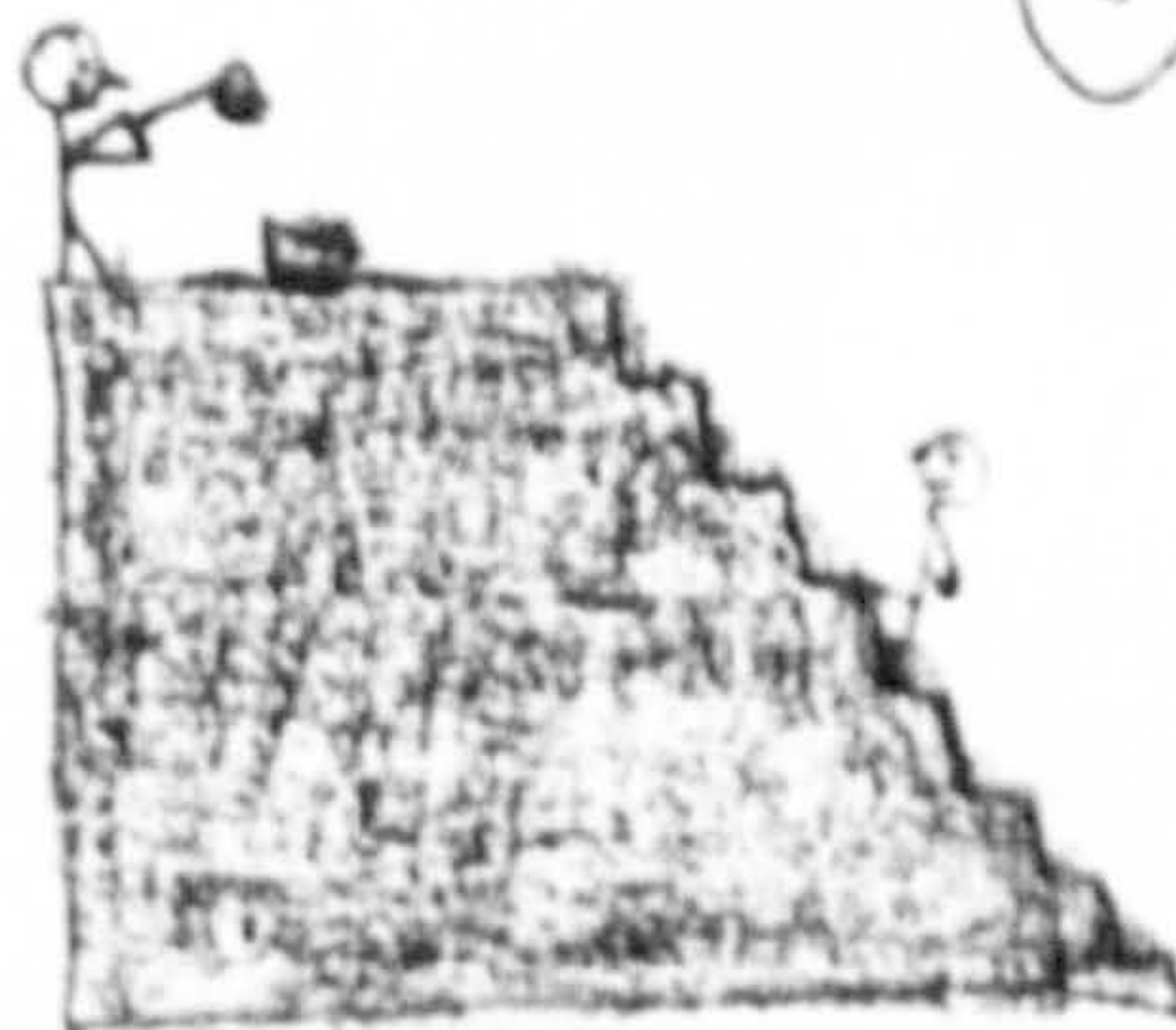
①

Sur Thomas More



Chancellor = Prime Minister
✓

Henry 8th and Thomas More Thomas More became the
were friends. Chancellor of England



⑧ Good

Thomas More did not agree Henry should be Head of the Church of England.

Thomas More was executed for disobeying Henry.

November 14th

MA's (I.Q. 120, N.F.E.R. 106) notes on Elizabeth I

Elizabeth had a strange child hood Because one minito he was with her the next he wasent. When she was 13 years old Honry 8th died then her sister Mary became Queen of England.

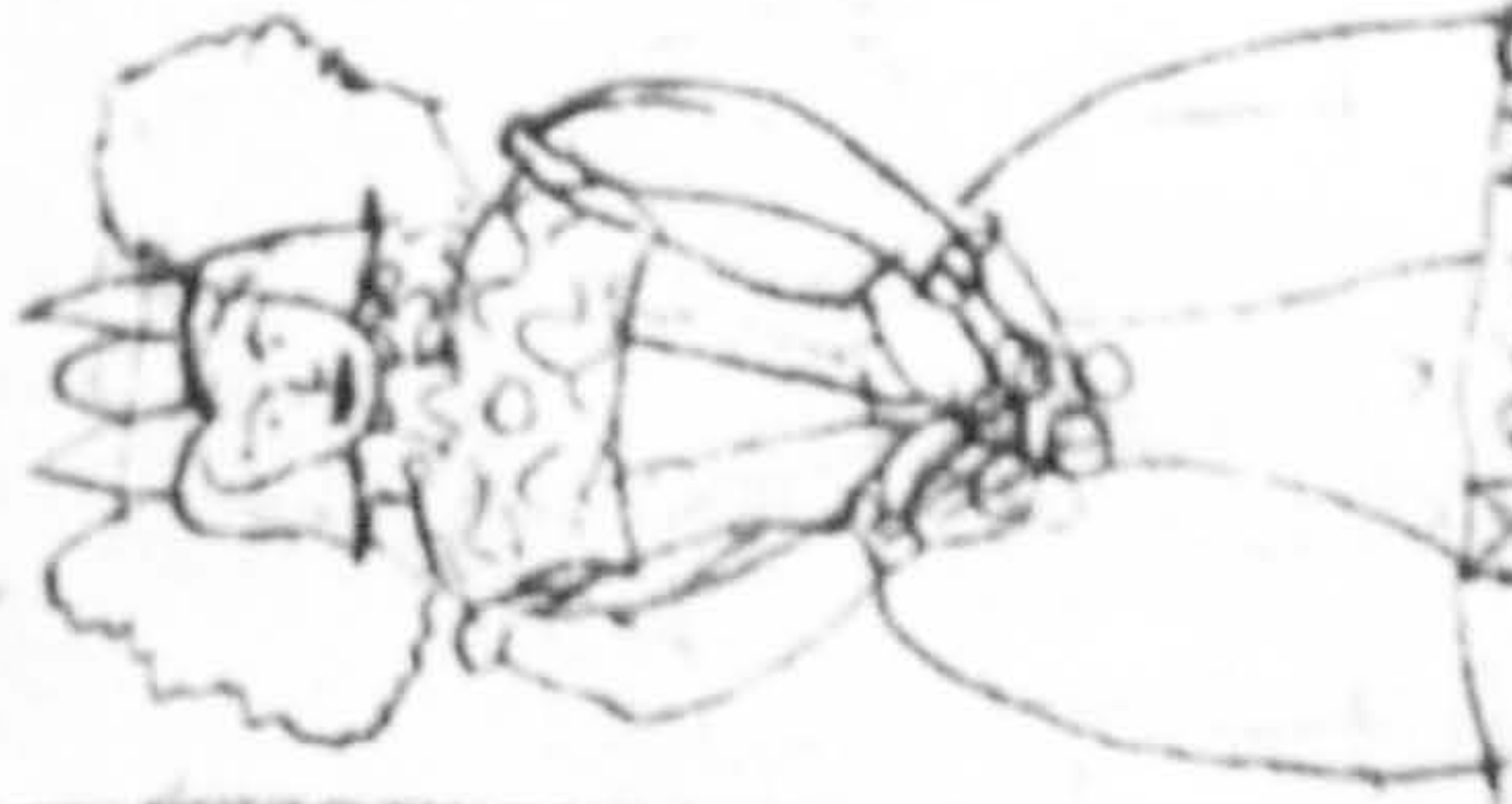
There was a rebellion against Mary because se married the king of Spain.

Some men wanted Elizabeth to be Queen. Elizabeth was sent to the Tower of London but nothing could be proved against her. She was kept a kind of prisoer in a big house until Mary died.

1 Mary, Queen of Scots, 1542-1587

Mary Queen of Scots

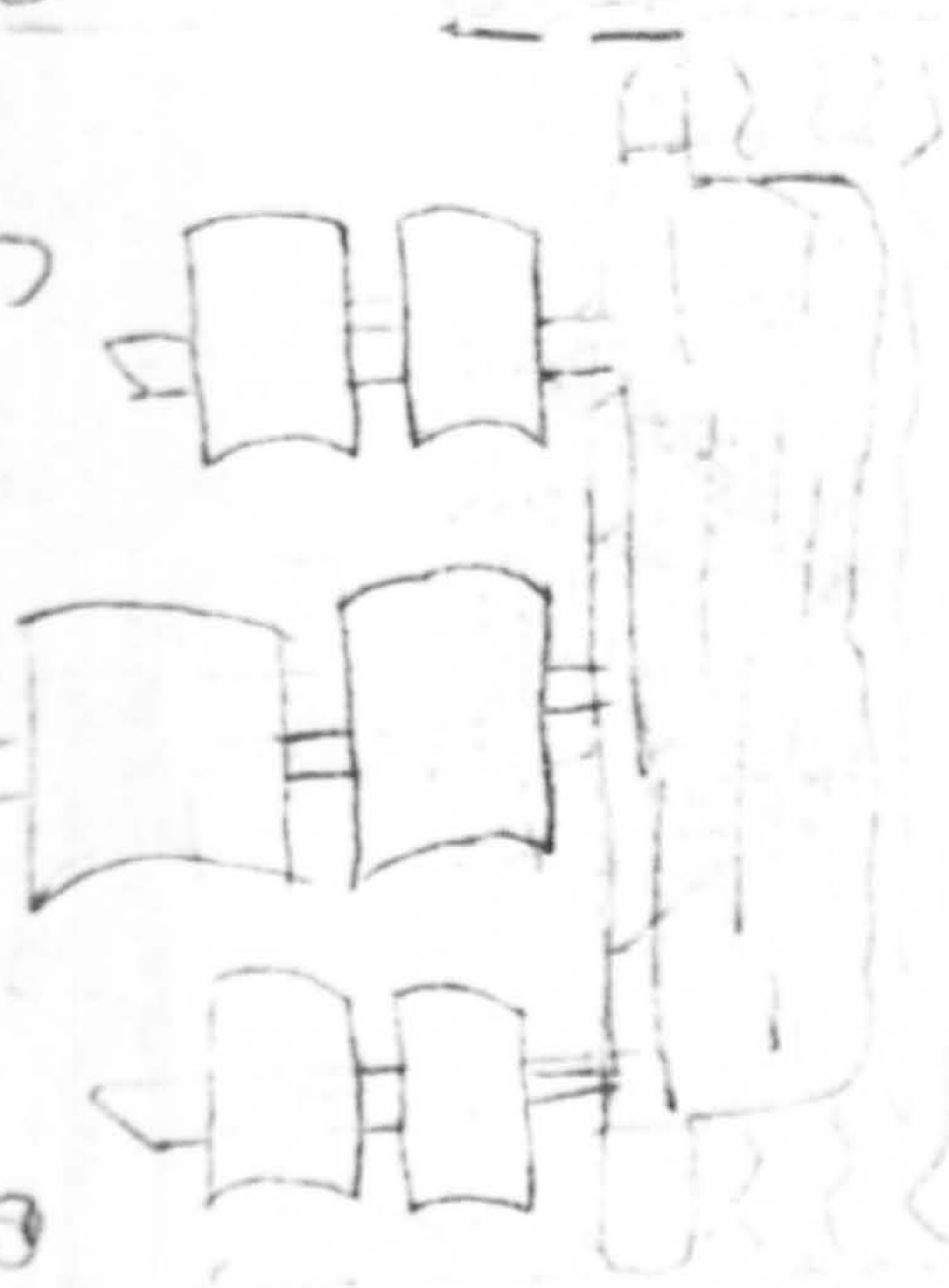
①



MARY MARRIED THE KING OF FRANCE.

⑤

②



HE DIED AND SHE RETURNED TO SCOTLAND.

⑥

③



SHE

THEN MARRIED LORD DARNLEY.

⑦

④



SHE WAS WITH MURDER.

⑧



Darnley's House was blown up. His strangled body was found in the garden.



Mary had a new Queen was etc

Letter

In England Mary made lots of plots against Elizabeth

December 12th

HUL's (I.Q. 130; N.F.E.R. 115) sketches

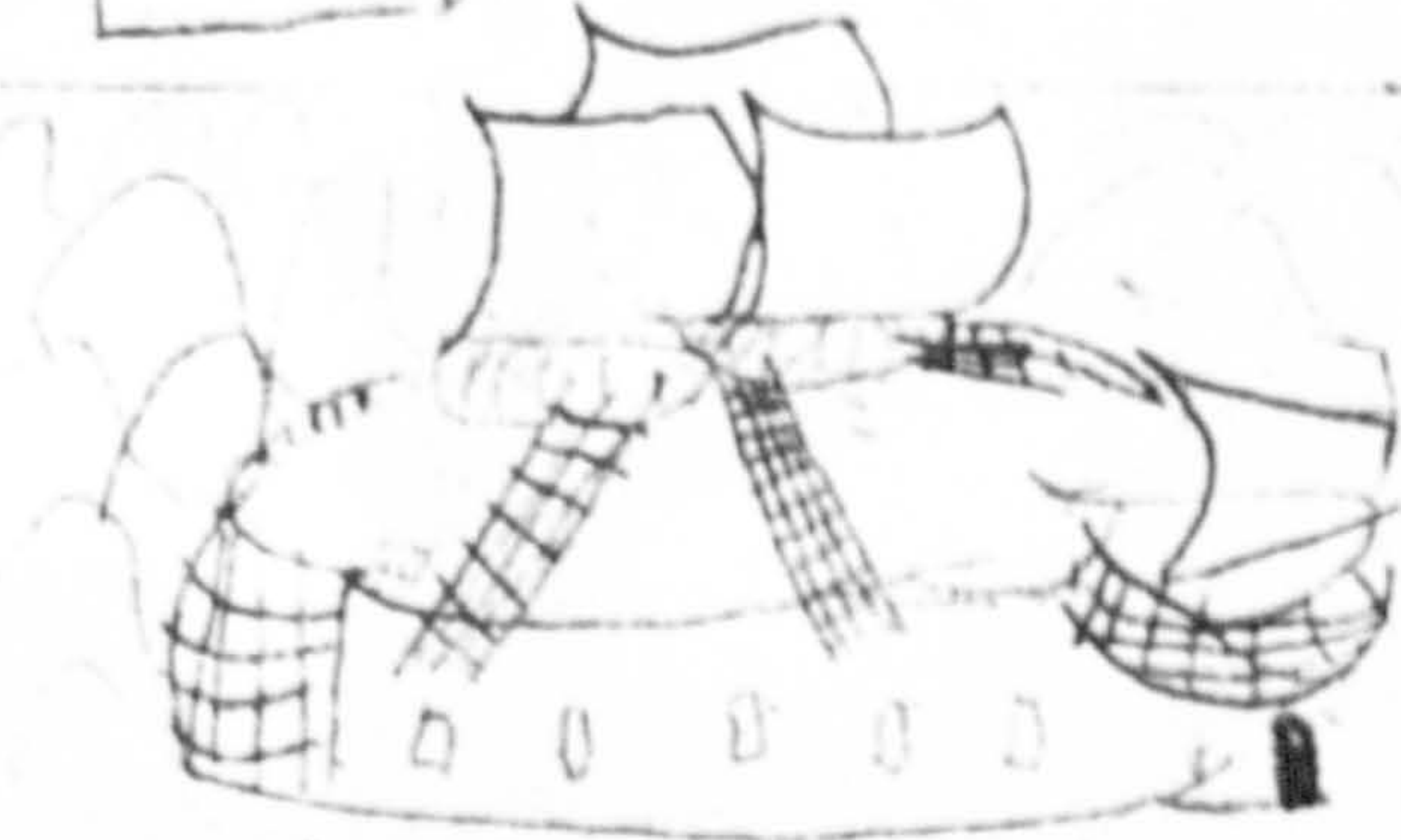
HUL's (I.Q. 130; N.F.E.R. 115) sketches

December 12th

Drake's Voyage around the world
Drake's friend tried to start a mutiny. Drake cut his head off.



Only Drake's ship sailed around Cape Horn. It was called the "Golden Hind".



Drake captured many Spanish gold ships



Queen Elizabeth knighted him on his return to England. The voyage took three years.



Good

9/10

February 22nd.

THE GLOBE

Macbeth

by William Shakespeare

by

The Lord Chamberlain's Men

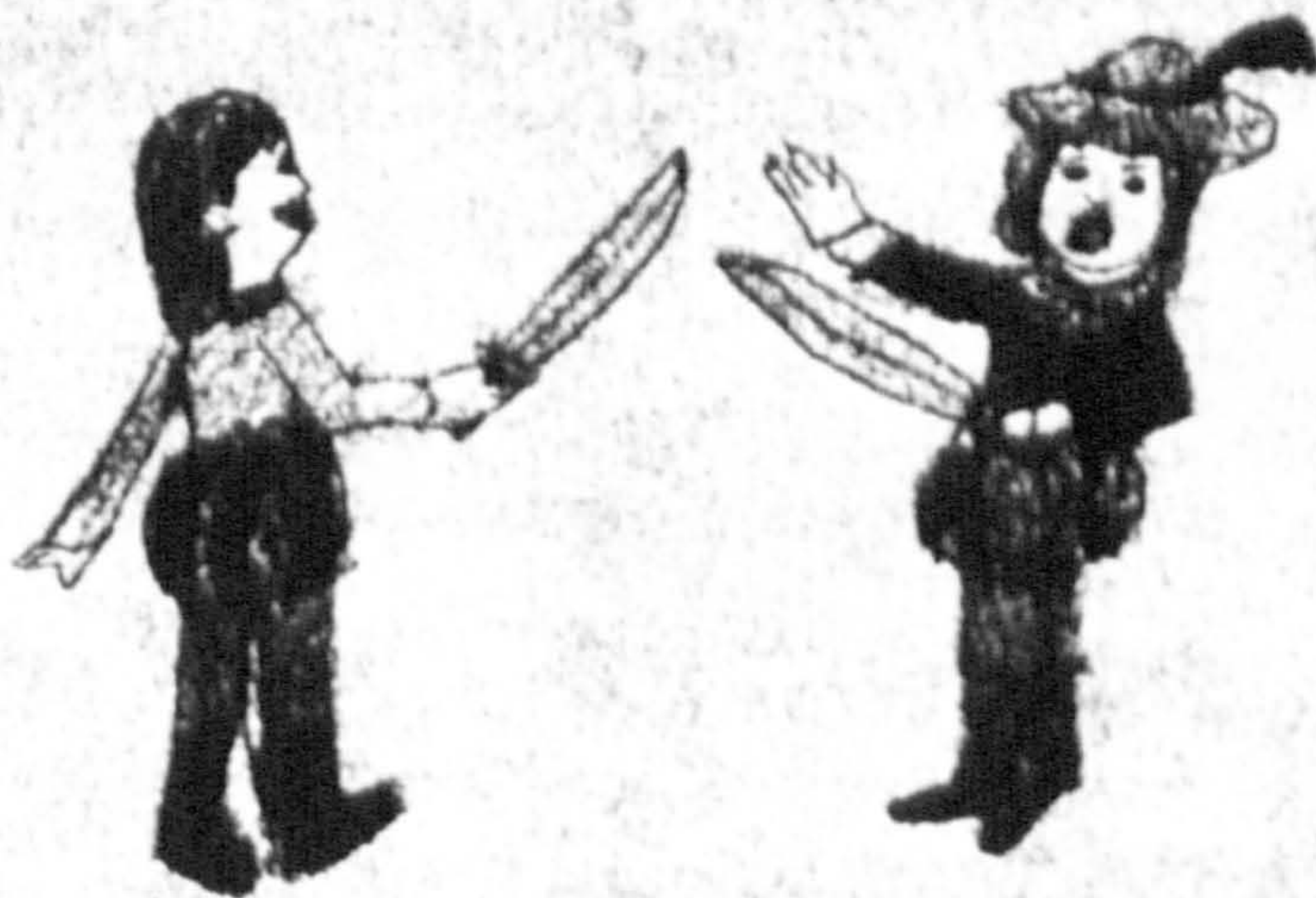
At 2 p.m.

Admission

2d the pit

9d the balcony

1/- the stage



9

Good

Nuts, apples and ale will be sold.

An "advertisement" drawn by GRI (I.C. 125; N.F.E.R. 127)

May 2nd

PA's (I.Q. 133; N.F.E.R. 113) account of life in a manor house

Why the fields were divided into strips of land.

- ① Every villager had to walk the same distance.
- ② If a field had good and poor land every villager had a share of both kinds of land.
- ③ People living in the village

① The squire and his family lived in the manor house.

Lady Alice and her husband Sir Roger Ashworth lived in a huge manor house, built in the shape of an letter E near Bentham. They had plenty of maids and servants, whose wages were 8 shillings one year, which is now worth about £20. This is not much money, they had to get up at 5 o'clock in the morning, but they did get food and lodging. Their boys went to the Lancaster Grammar School. The house was big and comfortable, it had a huge hall with a gallery above where they had feasts and parties. One morning the maids and servants had to get up one hour earlier than usual, to prepare a feast for Sir Roger who was returning home from London, that day. Lady Alice went into the kitchens to see that the maids and servants were doing everything right. Then she went to her cupboard and where she kept spices like nutmeg, ~~salt~~ pepper, cinnamon and such like. Certainly Sir Roger was going to have a fine welcoming.

✓ 10 Excellent

May 23rd

SIM's (I.O. 113; N.F.E.R. 88) description of the first
settlement at New Plymouth

The Puritains chose Plymouth because it water was calm They was a stream near by They was leek and onions. When gowning A lot of the people had disease. The men was frightened of the Indian The Indian took they tool One day a Indian was walking down they road. When he came to the man who was talk English he told the that he had learnt it from the fishamen They could not catch Fish because they hook were too big. The next day some more Indian came and ask then to see they chief.

June 18th

HAR's (I.Q. 118; N.F.E.R. 107) drawings

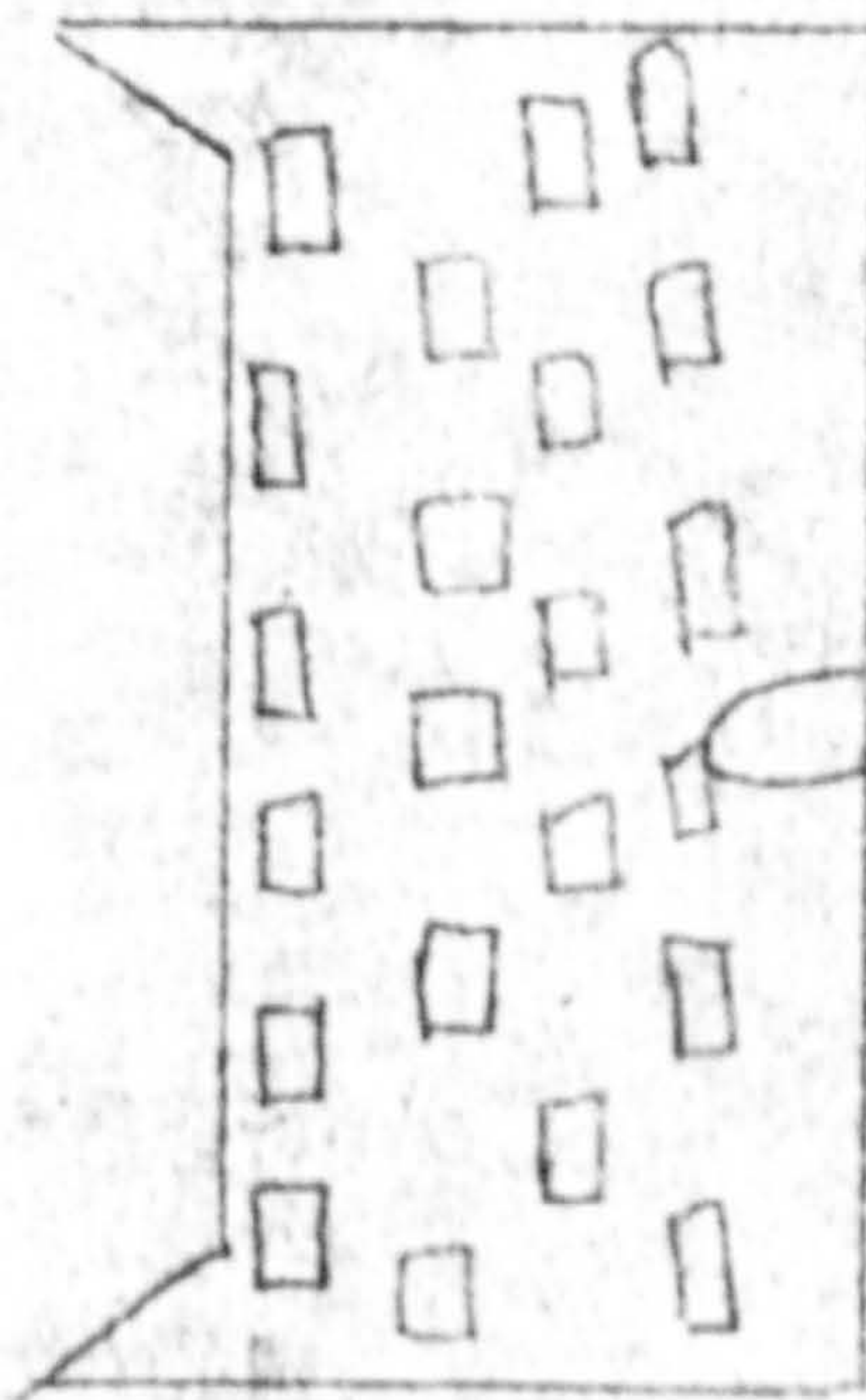
June 18th

HAR's (I.Q. 118; N.F.E.R. 107) drawings

Why the King and Parliament fought each other.

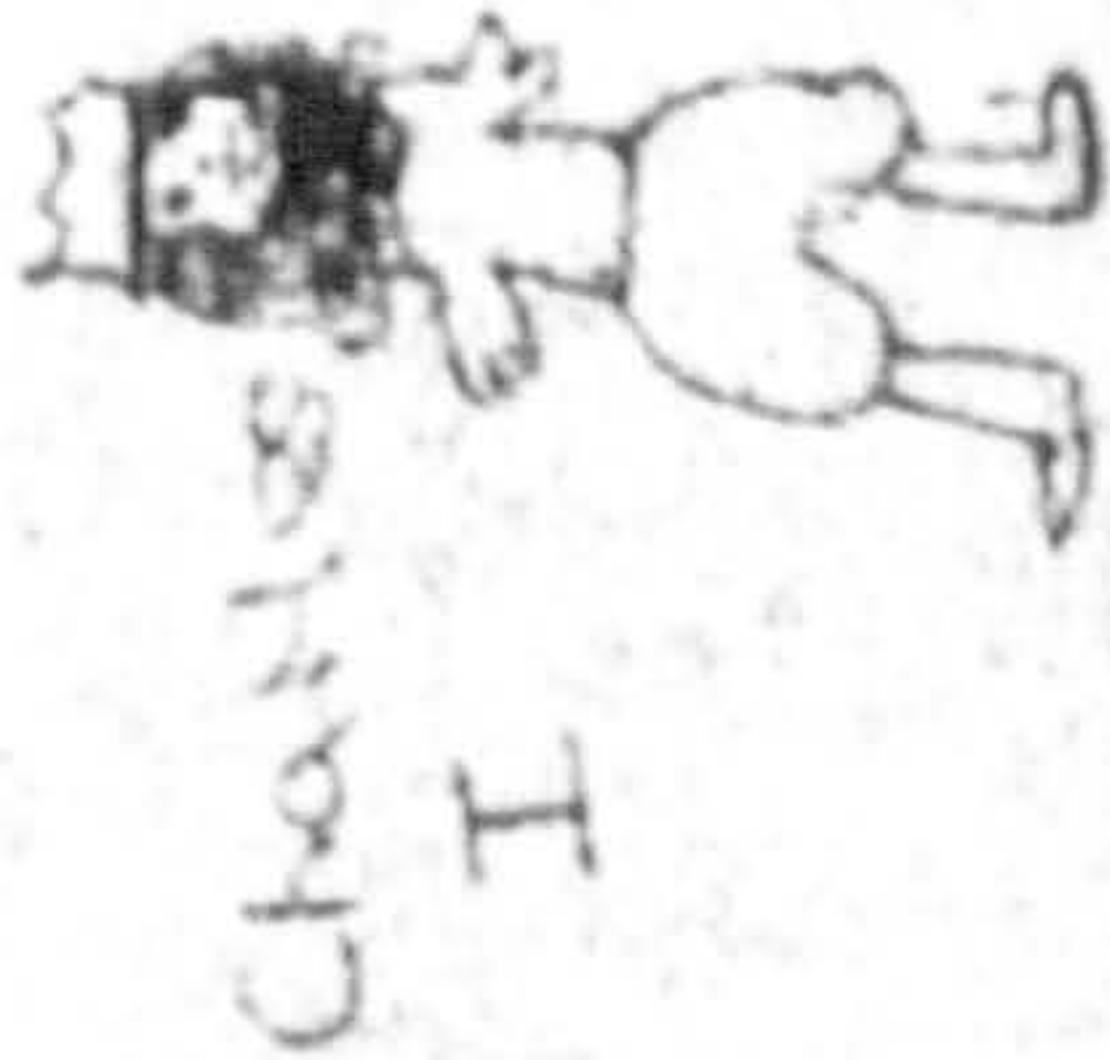


James I and Charles I believed that only God could tell them what to do.

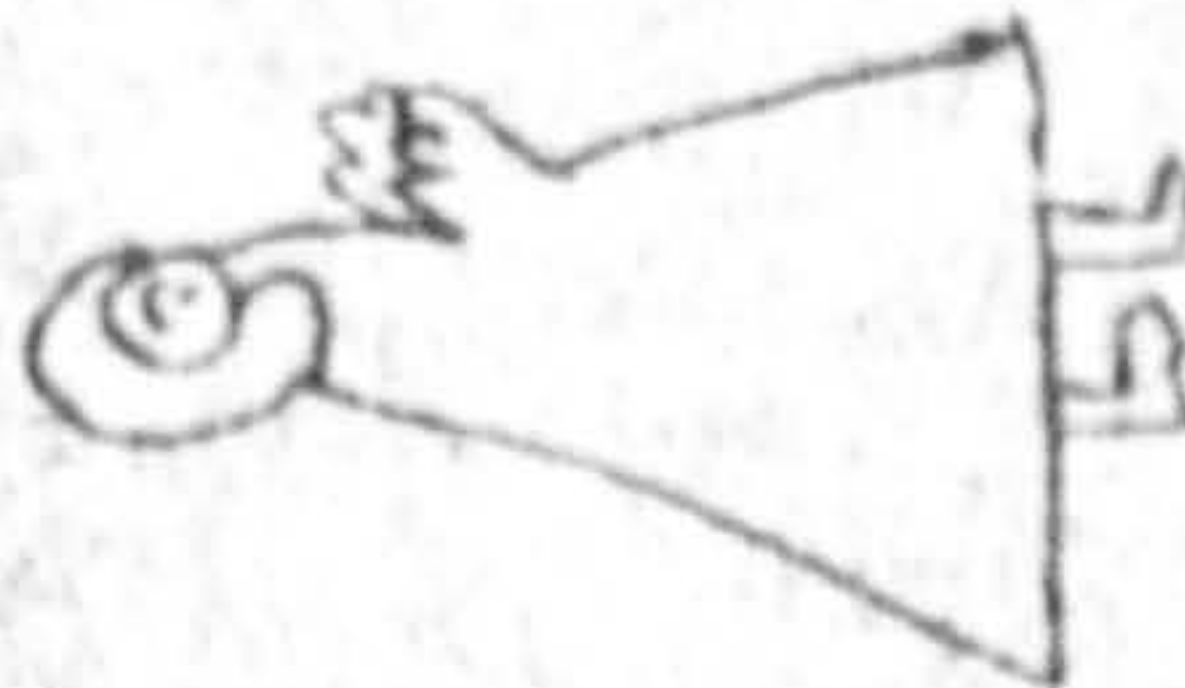
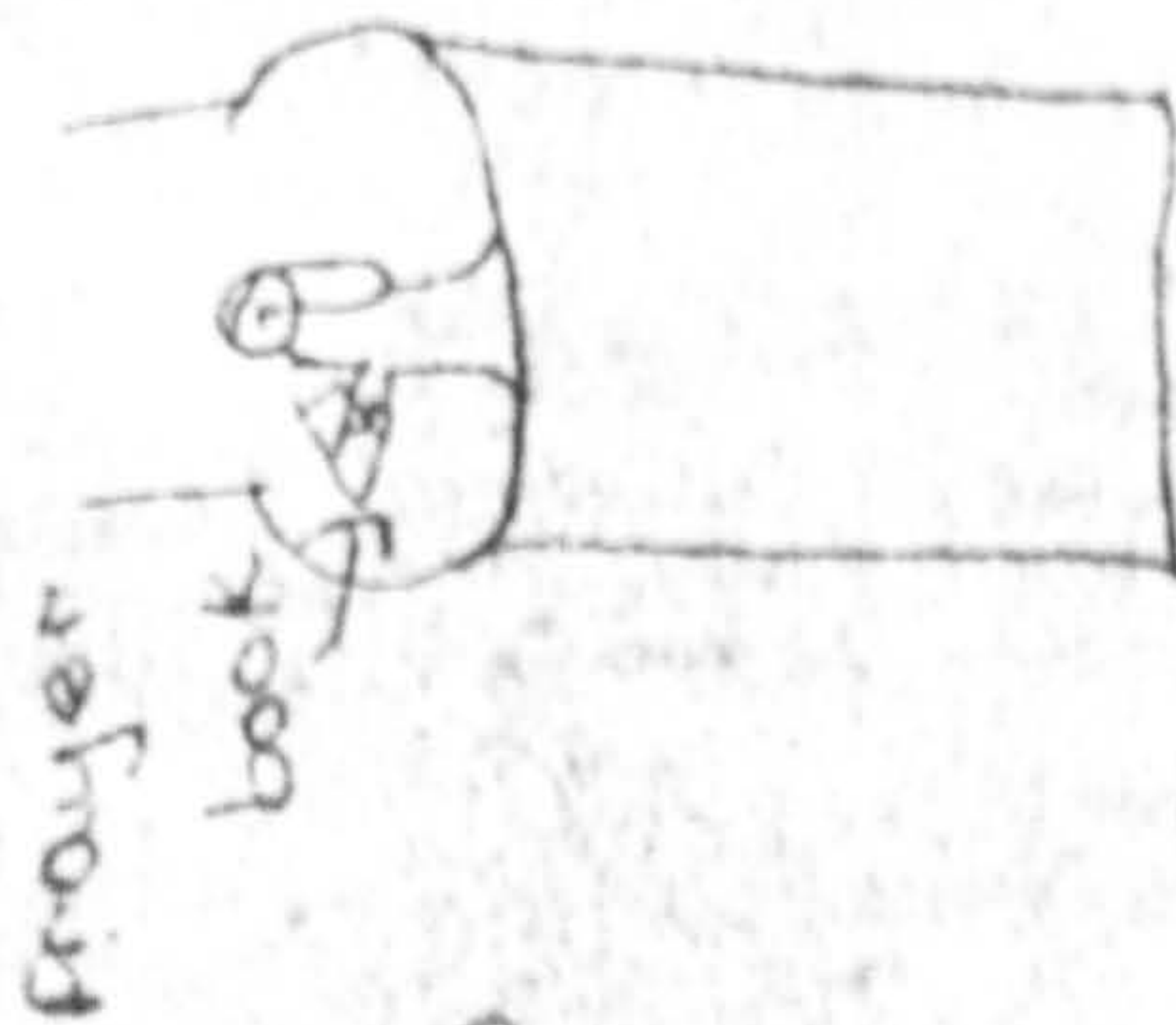


closed by order of Charles I

Charles I was so angry with Parliament that he closed it for eleven years.



Parliament did not want Charles to marry a Catholic Princess in case their children became Catholic. This made the King angry.



The King tried to make Scotland use the prayer book. The Scots started a war.

APPENDIX H.

Additional measures of assessment used with the
Secondary pupils

1. The Osgood Semantic Differential Test of Attitudes.
2. The Aberdeen Academic Motivation Inventory.

Bipolar pairs of adjectives used in the Osgood
Semantic Differential Test of Attitudes

Name

Age

Word

- E Good _____ Bad
- P Weak _____ Strong
- E Important _____ Unimportant
- A Easy _____ Difficult
- E Successful _____ Unsuccessful
- E Meaningless _____ Meaningful
- P Heavy _____ Light
- E Valuable _____ Valueless
- E Negative _____ Positive
- E True _____ False
- A Fast _____ Slow
- E Pleasant _____ Unpleasant
- E Foolish _____ Wise

E = "Evaluative" adjectives
A = "Active" adjectives
P = "Potency" adjectives

ABERDEEN ACADEMIC MOTIVATION INVENTORY

Here are some questions about school and school work. In all the questions you must answer either 'yes' or 'no'. Put a circle round the answer you wish to give. Answer ALL the questions TRUTHFULLY but quickly.

| | | <u>'Correct' Response</u> |
|-----|--|---------------------------|
| 1. | Do you like being asked question in class? | Yes |
| 2. | Does your mind often wander off the subject during lessons? | No |
| 3. | Do you enjoy most lessons? | Yes |
| 4. | Do your parents want you to start work when you are 15? | No . |
| 5. | Do you think school is rather a waste of time | No |
| 6. | Do you like to leave your homework to the last minute? | No. |
| 7. | If you were given lower marks than usual in a test, would this make you unhappy? | Yes |
| 8. | Do you expect school to provide you with good qualifications for a job? | Yes |
| 9. | Is it important to you to do well at school? | Yes |
| 10. | Are you happier working with your hands? | No |
| 11. | When you are given a difficult problem, do you enjoy trying to find the answer? | Yes |
| 12. | Do your parents expect you to go to university or college? | Yes |
| 13. | Do you generally find lessons rather dull? | No . |
| 14. | Do you dread being given a test on your homework? | No |
| 15. | Do your friends think that you never take work seriously? | No |
| 16. | Would you like to leave school as soon as possible? | No |

- | | | |
|-----|--|-----|
| 17. | Do your parents tell you to enjoy yourself and not to worry about school? | No |
| 18. | Do you work hard most of the time? | Yes |
| 19. | Do your parents think that you must do well at school if you are to succeed in later life? | Yes |
| 20. | Do your teachers think that you misbehave too much? | No |
| 21. | Do you worry about not doing well in class? | Yes |
| 22. | Are you more interested in games than school work? | No |
| 23. | Do you find it difficult to keep your mind on your work? | No |
| 24. | Do you always try your hardest to get your homework right? | Yes |

(1962)
(Entwistle N. J. "Academic Motivation and School Attainment", Brit. Jou. Educ. Psychology Vol. 19)

APPENDIX I.

Examples of answers at different operational levels
on the four passages used in the secondary school
research.

Examples of answers at different operational levels*

ANCIENT SPARTA AND ATHENS

Preoperational

An inability to differentiate between the superordinate and subordinate classes.

TA (3T¹: 13:1; I.Q. 123)

Question 1(b) "Were all the people who lived in Sparta Greeks?"

"There were Spartans and Greeks"

"Do you think that all the people in Sparta were Greeks?"

"Yes - more or less"

A lack of reversibility of thought so that events are judged from the stand-point of the present day.

HA (3T¹: 13:0; I.Q. 131)

Question 2 "Why aren't the boys in your class trained like the Spartan boys?"

"Well - wars are not likely to break out"

"Have you got any other reasons?"

"If they did (Wars break out), there wouldn't be any fighting for us."

"Why wouldn't there?"

"Men would fight."

The juxtaposition of elements.

CAR (3T¹: 13:7; I.Q. 141)

Question 5(b) "What do you think the words on the stone mean?"

"It says at the top (of the passage) there were more slaves than Spartans so here it probably means that a lot of slaves had been killed and the slaves are still obedient to Spartan laws."

*The I.Q. scores are derived from the Manchester General Ability Test (Sen) 2.

¹ refers to the first occasion of testing, ² to the second.

"What 'laws' do you think were meant?"

"I don't know."

Concrete operations

An ability to forecast a result from the evidence available

FUR (3E¹ : 13:6; I.Q. 124)

Question 3(a) "Why do you think the boys were whipped when they had done nothing wrong?"

"A test of strength"

"In what way?"

"To see if they could stand the whipping without crying."

Using the information available, tending to judge a verbal problem in terms of its own content.

FUR (3E¹ : 13:6; I.Q. 124)

Question 3(b) "Do you think that the Spartan boys would think that their masters were cruel?"

"No, because it was done to all of them; (it was) their way of testing; they'd just think it was normal"

Moving beyond the concrete operational stage

The tendency to try out possibilities in a systematic way; the separation of variables

ADA (3T¹ : 13:6; I.Q. 142)

Question 4(a) "Was it wrong of the Spartan boys to steal food?"

"Yes, I think it was, although it was for the good of the country in the end if it was going to help them survive in wars."

"So - what about stealing in Sparta? Was it wrong of the boys?"

"It was really because the people whom they stole off might not be so well off and the wars might not concern them."

ADA's answer possibly exemplifies some of the criteria from TABLE IX (pp. 190-191): a reasoned discourse in terms of cause and effect relations (Peel 1971); considering the probable and possible as well as the obvious (Elton 1967). While the answer was perhaps not completely formal (for example, should a formal reply consider the implication that there might have been a break-down of society if stealing went unchecked and unpunished?), this answer was considered to merit a grade of "6", intermediate between the concrete and formal levels?

THE NORMAN CONQUEST*

Preoperational

An inability to handle classes and sub-classes.

LAR (3E¹: 13:10; I.Q. 113) decided that there would have been more Normans than anyone else in England in 1066, "because the Normans defeated everyone."

Not relating the question to the information provided

PAR (3E¹: 12:11; I.Q. 118)

Question 4. "William sent men to every village in England to discover how much England was worth. Why do you think he did this?"

Despite having had pointed out to him in the passage the relevant sentence, "about twenty years after", PAR gave this answer:

"To see if it was worth while trying to become King of England."

Isolated centrings on one feature only

COL (3E¹: 13:10; I.Q. 116)

Question 6(a) "What do you think happened to Tadcaster during the punishment of the North of England?"

"Tadcaster had the same as the punishment."

(b) "Why do you think Tadcaster increased in value.....?"

"Don't know."

WAR(3E¹ : 13:0; I.Q. 112)

Question 7. "Do you think William of Normandy was a cruel man?"

"Yes - he burnt all the cottages."

"Anything else about William?"

"He must have stopped the food getting into towns because a lot of people died of famine."

*Footnote:

Examples of answers at different levels can be found also in Hallam 1966 and 1967.

Transductive reasoning : movement from one element to another without considering all the factors involved; a tendency to make associative "and" connections

FER (3E¹: 13:2; I.Q. 142)

Question 6(a) "What do you think happened to Tadcaster during the punishment of the North of England?"

"It was conquered."

"Anything else to say?"

"No."

"Why do you say it was conquered?"

"Its value had gone up."

6(b) "Why do you think Tadcaster increased in value"?

"The richer people would probably go there."

"Any other reasons why its value went up?"

"There'd be more work for the people from Scacroft."

"Where would there be more work?"

(Silence) "In the little places where they sold things."

"Which little places?"

"Shops"

"Where would these shops be?"

"In Tadcaster."

Concrete operations

Tending to judge a verbal problem in terms of its own content.

COL (3T¹: 13:9; I.Q. 123) initially seemed to understand the Norman soldier's remarks, but supplementary questioning revealed she had a "visual image" of the information rather than appreciating the inference within the quotation.

Question 2. "Why did the Norman soldier write : 'It would have been just (correct, fair) if wolves and vultures had devoured (eaten) the flesh of those English?"

"He didn't think the English were good people and he wanted William to conquer England so if the English had been devoured they could have conquered England easier."

"What was the soldier's attitude towards the English?"

"He wouldn't like them because they'd just had a battle; he'd probably think they weren't good fighters because they'd been beaten then."

"Why would he want wolves and vultures to eat them?"

"It would be easier if they'd been eaten up because they would have been dead and they (the Normans) could have conquered England without battles - just taken over."

The ability to give an organised answer but limited to what is apparent from the text.

NOR (3T¹ : 13:8; I.Q. 128)

Question 3(a) "Why did William destroy the North of England?"

"Because the Danes had helped the English to win back all the North of England and they did so. When they went back, William sent the Normans to punish the English and win back the North."

Ability to forecast a result from the evidence available but not to formulate a mature hypothesis; ability to compensate one statement by another.

OG (3E¹ : 12:11; I.Q. 129)

Question 5. "Do you think that we can believe everything written by by men who lived at the time of the events they are describing?"

"It's likely to be partly true but might be a bit biased depending what side they belong to."

"Why might the writers be biased?"

"The Normans wrote against the Saxons saying that they should have had wolves and vultures devouring them and a man who lived at the time wrote about the bad things William the Conqueror had done."

"Why might the writers exaggerate?"

"So that people, if they heard them, they'd go to their side - to convince people."

SAV (3E² : 13:9; I.Q. 133)

Question 4. "William sent men to every village in England to discover how much England was worth. Why do you think he did this?"

"Then he could find out what he owned and he could keep a record of whether a town was growing or diminishing. Then, from what a town is worth, he could take away so much for taxes."

TA (3T¹ : 13:1; I.Q. 123) replied with what seemed almost literally a "concrete" answer to Question 6(a)

"It (Tadcaster) would be rebuilt by the Normans and increased in splendour by the Norman population from the things they had in Normandy. Some of them might have been more wealthy and they built in Tadcaster and increased in wealth."

"Which things would have made it more wealthy?"

"Building materials and indoor accessories to houses."

Movement from one point of view to another but little co-ordination between the two points of views.

SU (3T¹ : 13:3; I.Q. 138)

Question 7. "Do you think William of Normandy was a cruel man?"

"In some cases he was and in some he wasn't (cruel)."

"When was he?"

"He had to kill all the people up in the North for the sake of the crown of England because if they raised an army he might be overthrown; he would not be King of England any more."

"So - was he cruel then?"

"Yes, he was."

"When wasn't he cruel?"

"It says when the English were killed he let the wives and mothers and fathers collect the dead and bury them - they wouldn't like to see wolves and vultures getting at them."

"So, what does this tell you about William?"

"He had his cruel streak and his bad streak."

Intermediate between concrete and formal operational thinking.

Going outside the known data in the story to form hypotheses but not too successfully.

MID (3T¹ : 13:8; I.Q. 127)

Question 3(a) "Why did William destroy the North of England?"

"Because he had given them chances and after defying those and taking no notice in a sort of ungratifying way he wanted his revenge and he carried it out."

"Why do you say that he had given them chances?"

"He hadn't killed them all straight off - he wasn't a proper tyrant. They had not given him much chance so that he could prove his worth to them as a good king."

(Compare NOR's answer, p. 211)

TO (3T¹ : 13:9; I.Q. 139)

Question 7. "Do you think William of Normandy was a cruel man?"

"If we'd been living then, we'd have thought him cruel but he did what he thought was right even though people have different views."

"What is your opinion now about William? You said, 'If we'd been living then, we'd have thought him cruel.'"

"He's cruel because he killed all the people and made the land unhappy."

"Anything else you want to say about him?"

"If he hadn't done this, some people might have rebelled against him but because he did this (? devastation), some people didn't; they were stopped."

"So what does this make you think on the question whether he was cruel or not?"

"He was revenging against people who had defied him."

Formal operations.

The child "commits himself to possibilities"; hypotheses are postulated and these can be confirmed or not by the data.

ADA (3T¹ : 13:6; I.Q. 142), in reply to Question 6, began with an implicit analysis of the comparative values of Tadcaster and Seacroft and developed some reasons for Tadcaster's increase in value. The last part of the answer seems, however, rather "concrete" in imagery.

"It's possible they hadn't joined with the rebellion; they'd been content to stay with the Normans or if they'd been in some place of refuge, they might have escaped (the devastation) and returned later."

"Why do you say this?"

"It seems a possible reason why there is so much difference (in value) between Tadcaster and Seacroft seeing they were so near together."

"Have you any other ideas why Tadcaster went up in value?"

"Maybo there were things there that people were beginning to make - perhaps they discovered what other towns wanted and that would have raised the value."

THE RUSSIAN REVOLUTION

Preoperational

Intuitive thought.

FER (3E¹ : 13:2; I.Q. 142)

Question 1(b) "Why was Petrograd the centre of the revolution?"

"Probably the main city."

"Why would that make Petrograd the centre of the revolution?"

"The other towns around it would be fighting."

"Fighting whom?"

"The Tsar."

"Why do you think the Tsar and all his family were murdered?"

"Disliked"

"By whom?"

"The Bolsheviks"

"Why did the Bolsheviks dislike the Tsar and his family, do you think?"

"They were opposing him in a battle."

Inability to keep premises unaltered during a reasoning sequence.

WAR(3E¹ : 13:0; I.Q. 112)

Question 2. "Why do you think the Tsar and all his family were murdered?"

"They weren't liked."

"Why weren't they liked?"

"Because - er - he had to surrend all his power."

Concrete operations

The ability to give an organised answer but limited to what is apparent from the text.

BAT (3E² : 14:4; I.Q. 119)

Question 1(a) "Why did the Russian people rise in rebellion against the Tsar?"

"Because there were great shortages of food, fuel and clothing."

"Why did they turn against the Tsar because of that?"

"Because the Tsar was the ruler."

MOR (3E² : 13:11; I.Q. 124)

Question 1(b) "Why was Petrograd the centre of the revolution?"

"Because it's the capital city."

"Why would that make it the centre of the revolution?"

"All the main important things happened in Petrograd."

COL (3T² : 14:9; I.Q. 123)

Question 5. "Why was it a mistake to continue the war against Germany after the Tsar was exiled?"

"Because they're sick of war and wouldn't really want the government to stay in power if they were going to have war all the time."

"They" - whom do you mean?"

"The ordinary people of Russia."

SAV (3E² : 13:9; I.Q. 133)

Question 7. "Why do you think France, Britain and the U.S.A. helped the 'White Armies' against the Bolsheviks?"

"Because Russia owed France and Britain and the U.S.A. a lot of money and the Bolsheviks had just cancelled all the debts."

"Any other reasons you can think of?"

"They'd stopped the war with Germany and they wasn't helping Britain, France and the U.S.A. at all."

"Yes - any other reasons?"

(gazes at the passage) "I don't think so."

Tending to judge a verbal problem in terms of its own content.

MORR (3E² : 14:0; I.Q. 125)

Question 3(a) "What do you think Karl Marx meant"?

"All the workers together and the slaves together up and (they) would lose - oh - their bonds that made them attached to their owners."

"'Bonds' - what do you mean by this word?"

"The slaves were kept in chains."

ROB (3E² : 14:3; I.Q. 124)

Question 4. "Why do you think that the Germans helped Lenin to return to Russia when Germany was at war with Russia?"

"The Germans hoped that they could control some of European Russia."

"Why did they help Lenin to return to Russia?"

"So if he became the leader, he would grant the Germans this (land). It was more likely that he would know that the Tsar was dead."

"Why was it likely that he would grant the land to Germany?"

"Because the Germans helped him."

An ability to forecast a result from the evidence available

COL. (3T² : 14:9; I.Q. 123)

Question 8. "Can you think of any effects that the Russian Revolution of 1917 has had in the world?"

"I think it's helped to make Russia and the West more separated because the Russians left the side of the others - France, Britain and the U.S.A. - and they didn't like this."

"Any other effects; any other results?"

"It's brought Communism into Russia and - (silence) - that's all, I think."

Intermediate between concrete and formal operations

More advanced logical thinking, at a more abstract level, but limited by concrete elements.

NORM (3E² : 14:3; I.Q. 119)

Question 7. "Why do you think France, Britain and the U.S.A. helped the White Armies against the Bolsheviks?"

"Didn't want them to stop the war with Germany."

"So why would they help the White Armies to attack the Bolsheviks?"

"If they managed to overthrow the Bolsheviks, the White Armies would be in power so they could carry on with the war then."

"Any other reasons why France, Britain and the U.S.A. helped the White Armies?"

"Might not have wanted Karl Marx's ideas to spread into such a big place."

"Which ideas?"

"Everything owned by the state and couldn't inherit things."

"Why would France, etc., not want such ideas to spread?"

"France, Britain and America were - er - they had land occupied by rich people."

"Any other ideas why they supported the White Armies?"

"Because Russia had cancelled all the money that they owned and they might want it back."

Beginning to relate different variables; going outside the known data in the story to form hypotheses but not too successfully.

MID (3T² : 14:8; I.Q. 127)

Question 8. "Can you think of any effects that the Russian Revolution of 1917 has had in the world?"

MID shows that he was able to use information presented during the term or garnered from the media, and apply this to the question in a logical manner. While still having recourse to concrete elements such as the reference to "Concorde", he is trying to separate out variables and does make references to abstract concepts, for example, Russia's "leaning towards Europe" and "capitalist ideas".

"Communism has spread to poorer countries where the very poor people are in the majority like in China and Vietnam."

"Any other results?"

"Some of the Communist ideas have been adopted everywhere like income tax and death duties. And the Russians, instead of being like what Peter wanted, leaning towards Europe, have kept themselves to themselves like the space project. You never know what they're going to do until they've done it."

"Why do you think they keep themselves to themselves?"

"They obviously hate the kind of rule we live in - the capitalist ideas. And they seem to be doing all right. I mean, we're boasting about the Concordo and their version of it came out much before us."

Formal operations

The following answer might be considered to fall more correctly at the intermediate level on the Piagetian scale (Part VI, Table XXII) and it has been placed variously at 2B/3A or 3A. It would seem to satisfy some of Pecl's criteria at the Comprehensive-Imaginative level (Table IX, pp. 189-190). No answer from the 78 subjects at the secondary level reached the developed hypothetico-deductive level of the reply from the 1966 research, quoted on p. 31 of the main text.

Separating variables and trying out possibilities in a systematic way.

OG (3E² : 13:11; I.Q. 129)

Question 7. "Why do you think France, Britain and the U.S.A. helped the "White Armies" against the Bolsheviks?"

"The Bolsheviks, when they came to power, cancelled all the debts to France, Britain and the United States, and because the Bolsheviks wanted to make Russia into a Communist country and the three countries were democratic and they didn't want it to happen."

"Why didn't they?"

"Oh, because they probably thought if Russia became a Communist country then a lot of other - their countries might become Communist."

"Why wouldn't they want that to happen?"

"Because Lenin - they thought they, the rulers, would lose power and it might become a dictatorship."

"Why a dictatorship?"

"Because - er - the Communists - the Bolsheviks - didn't think there should be elections. They just seized power after they lost the election." (i.e. November 1917)

SLAVERY¹

Preoperational.

Isolated centrings on one feature only

DI (3C² : 14:0; I.Q. 107)

Question 1(a) "Are only Africans made into slaves?"

This question was set to discover if pupils would separate "African" from "Slave", for example, by asking whether the Greeks and Romans had kept African slaves.

"Yes, because Africa has a hot climate and the Africans would be used to working in hot conditions like it would be in America."

Concrete operations

Limited to what is apparent from the text

BUT (3C² : 14:0; I.Q. 127)

Question 2. "Why do you think African chiefs sold other Africans to the slave traders?"

"They wanted things that the slave traders gave them for slaves."

BAR (3C² : 14:0; I.Q. 102)

Question 3(a) "Why did the slave traders usually sail for America in April?"

"Trade might have been better."

"Where might the trade have been better?"

"In America, and the crops would be starting to grow and they wouldn't be going back from America across the sea when it was bad weather."

"When was it bad weather?"

"After April - September and onwards to December. The later ends of the year, but I think it would all be due to the crops, when they were ripening."

1. Since the questions on "Slavery" were answered in writing by 3E and 3T, the answers used here (apart from one) will be taken from 3C, the class which had individual interviews. All the quotations are from the second occasion of testing.

Concrete

Using the information available

CRAW (3C² : 14:1; I.Q. 114)

Question 4(b) "What do Newton's words tell us about him?"

"He was very kind at heart and in his way he pitied the slaves. That is why he gave up his job as a captain of a ship and became a clergyman."

This description is merely involving an account of the phenomenon "without reference to other ideas." (Peel 1917, p. 26).

KAT (3C² : 14:3; I.Q. 116)

Question 5. "If you had wanted to stop slavery what arguments would you have used?"

"That some of the Africans didn't even reach the country and they were thrown overboard if they were ill even if they were alive, and plantation owners overworked them when they got there and they weren't thought of as human beings."

Ability to negate a statement but not able to co-ordinate negation and reciprocity (compensation)

JAH (3C² : 14:4; I.Q. 125)

Question 6. "Give your opinion about each of the following arguments:

- (a) Sailors and ship builders would be out of work.
- (b) If England gave up her share of the trade, this would mean other countries would increase their share and England would suffer.
- (c) Negroes were fortunate to be made slaves because slavery brought them into contact with the benefits of white civilisation.

(a) "What do you think about that argument?"

"Not much."

"Why not?"

"Sailors and ship-builders have other things to do; they can sell other things."

(b) "England might suffer."

"So - is this a good argument to defend the slave trade?"

"Better than the last one."

(c) "They weren't fortunate."

"Why not?"

"They often died."

Ability to forecast a result from the evidence available.

HARR (3C² : 14:8; I.Q. 125)

Question 8. "Can you think of anything today which might be a result of the slave trade?"

"There's more negroes as descendants from Africa in America."

"Can you think of anything else which might be a result?"

"No."

Intermediate concrete and formal

Going outside the known data to form a hypothesis

BOY (3C² : 14:6; I.Q. 125)

Question 1(a) "Are only Africans made into slaves?"

"No, about everybody does it - the East Indies and Pacific Isles, there's a lot. It's the sign of a primitive civilisation, I think."

CRAW (3C² : 14:1; I.Q. 114)

Question 2. "Why do you think African chiefs sold other Africans to the slave traders?"

"He'd expect them to be treated as well as they'd (African chiefs) treated them, being allowed to marry."

If CRAW had stopped here, this would have been an answer at the concrete level, forecasting a result from the information available. She went on, however:

"But he'd want money for the goods the British brought and the only way he could get these things was by selling slaves because he wouldn't have money as money."

EV (3T² : 14:2; I.Q. 124)*

Question 6. "Give your opinion about each of the following arguments which were used to support slavery" (see Appendix A)*

Question 7. "Can you think of any other arguments which might have been used to defend slavery?"

EV was able to negate the statements in Question 6 and also provide compensating arguments. He goes outside the known data in the story here and in Question 7, but as the latter in particular relied on information learnt

* This answer is taken from a pupil in 3T since no few in 3C gave an answer beyond the concrete level.

during the year, it was decided that the answers as a whole fell at the intermediate level.

- 6(a) "This argument can easily be overcome. Sailors could have traded in other things. Shipbuilders would still be able to build ships. Just because men are out of work it does not mean to say that a bad activity is made good."
 - (b) "England could trade in other things. Even if she did get poorer she would be helping to put a stop to slavery. This argument is not really true because there are so many other things for a country to trade in."
 - (c) "Negroes did not benefit from white civilization, they served it. They would rather be free in any circumstances."
7. "Slavery was essential because it gave some men time to think about such things as sciences and arts while slaves did the work. Slaves were essential as labour to help the economy of the country."

APPENDIX J.

One pupil's answers judged at the formal level
on the two Piagetian experiments.

The combination of colourless liquids

MET's¹ (14:3 yrs.; I.Q. 141) protocol was judged at the advanced formal level since he showed a systematic method, even if not the "classic" method of first eliminating the two bottle combinations. (1 + G, 2 + G, etc.) He also spontaneously analysed the affects of bottles 2 and 4 with economy of effort. His ignoring of the combination 1 + 2 + 3 + 4 + G was presumably due to this neither being needed nor requested.

"G + 1, and then I'll try each different one with it.

G + 1 + 2

G + 1 + 3 (success)

G + 1 + 4

G + 2 + 3

G + 2 + 4

G + 3 + 4"

"Any other combinations you can think of?"

"G + 1 + 2 + 3"

"Any comments on what might be in bottle 2?"

"Something that doesn't make any difference to the colour; something that dilutes it."

"What could that be?"

"Water?"

"Any other combinations?"

"G + 1 + 2 + 4

G + 2 + 3 + 4

G + 1 + 2 + 3 + 4"

"Have you learnt anything?"

1 Note also this subject's answers to Question 8 on "The Russian Revolution" on pages 61 and 62 of the main text.

"G + 1 + 3 make it go yellow, 2 dilutes the yellow and 4 cancels it out altogether, I think. I'll just test that : I'll make some yellow and add 2."

"Why are you doing that?"

"Just to prove it dilutes it. Now I'll add 4 to see if that cancels it altogether. Yes, it does."

"Can you think of any 2 bottle combinations you might have used?"

"G + 1

G + 2

G + 3

G + 4"

Equilibrium in the balance

At substage 3A the subject appreciates the metrical proportion involved with regard to weight and horizontal distance. Inhelder and Piaget seem to expect that at substage 3B the subject's attention will turn "to the distance in height to be covered; this may lead him to an explanation in terms of equal amounts of work" (op. cit., p. 173).

Therefore, in order to discover whether the subjects were capable of understanding the height covered by the weights and the concept of "work done", problems as in Question 6 were given to the secondary pupils; these were not answered by the primary pupils.

MET's (14:3yrs.; I.Q. 141) protocol was rated at substage 3A because he could not solve these additional problems. He shows, however, some understanding of the principles involved and would seem to be progressing towards the advanced formal level.

1. "10g at 10R and 5g at 18L"

"Can I do it by calculation?"

"Yes - certainly"

He wrote:

$$10 \times 10 = 100$$

$$5 \times x = 100$$

$$x = 20$$

"I'm saying the distance times the weight is the same on each side."

2. "20g at 10L and 1g at 20L to be balanced by 10g and 2g"

He wrote

$$\begin{array}{r}
 10 \times 20 = 200 \quad) \\
 1 \times 20 = 20 \quad) \\
 \hline
 220
 \end{array}$$

"To get the 200 I'll put 10g at 20R
To get the 20 I'll put the 2g at 10R"

3. "5g v. 2g"

"5g at 10L which equals 50. So I put 2g at 25R and that should be 50 as well."

4. "10g and 5g v. 20g"

"10g at 5R and that is 50
5g at 10R and that is 50
Equals 100 altogether
So I put 20g at 5 to get 100"

5. "Any rule or guide?"

"The distance times the weight on one side is the same as the weight times the distance on the other side."

6. "Placing 10g at 18L and 20g at 10R"

a. "What can you tell me about the angles between the bar and the horizontal?"

"Both the same."

"Why are they?"

"Because they're opposite angles"

"What kind of opposite angles?"

"What do you mean, "What kind?""

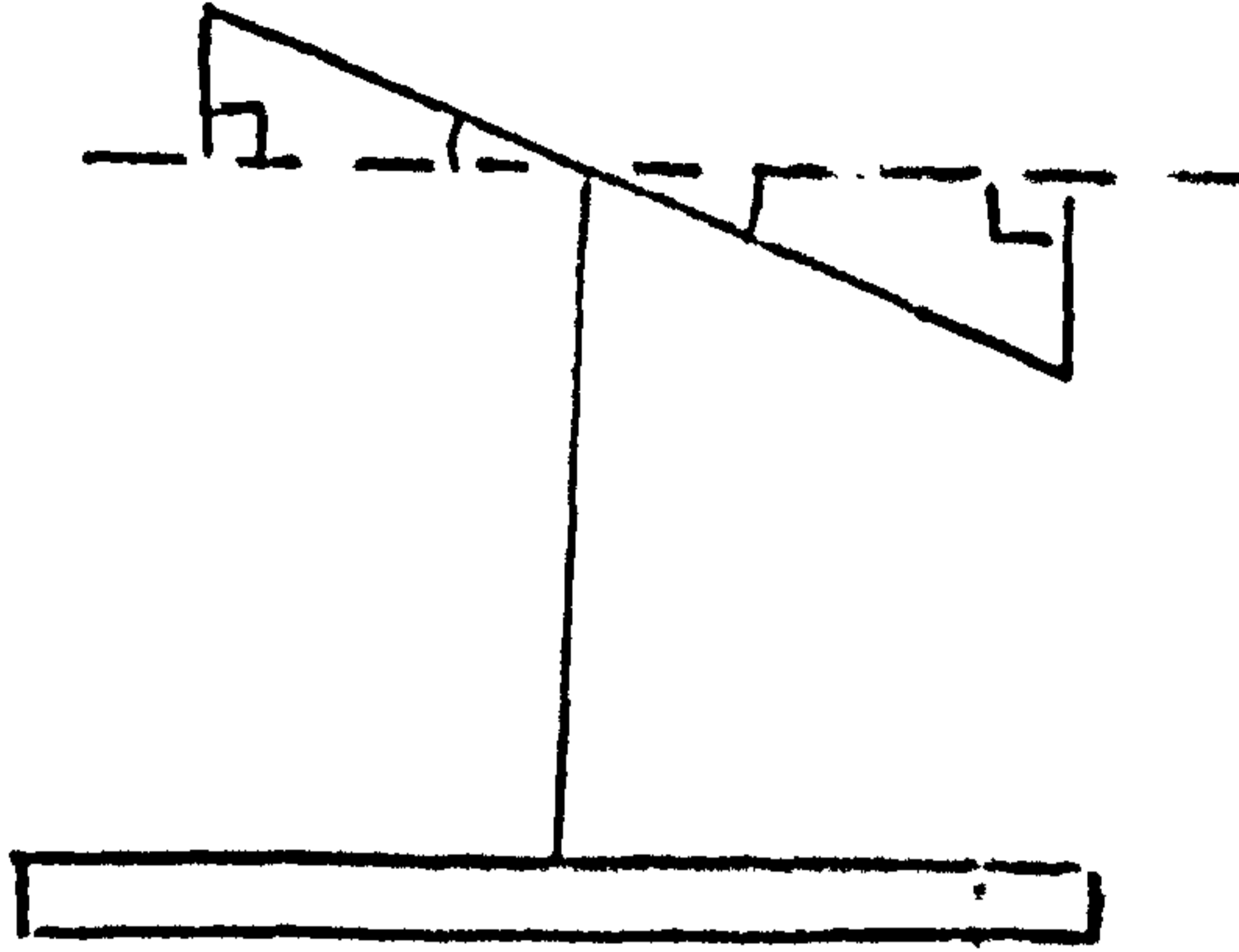
"They have a special name."

"Congruent, is it?"

b. "Can you tell me anything about the distances the two weights have moved?"

"Both the same because you could make a triangle with the distance, the horizontal and the bar, and the angles nearest the fulcrum are vertically opposite and the angles between the vertical and the line - this angle and the other angle - are right angles."

"Could you draw what you mean?"



"And so when you have two angles that are the same the two triangles are the same so the distances are the same."

- c. "What can you tell me about the amount of work done on the two sides of the fulcrum?"

"It takes a force of 180g on one side to make 10g go up and it will take a force of 200g on the other side to make it go down."

"Does either side do more work?"

"The 200 side."

- d. "Why doesn't the 20g weight swing the bar all the way to the base?"

"Because it is only 20g force while on this side there's the 10g weight on and so it will balance it at this angle of the bar. It won't be horizontal but it will stop it going right down to the vertical."

APPENDIX K.

The lesson notes for 3E and 3T.

3E

Term I : U.S.S.R.

September Objective: To help the pupils to deduce the influences of
10th geographical factors on the history of the U.S.S.R.
(cf. Bruner 1960, pp. 21-22)

Aids: * Earl A. "The Story of Russia" (U.L.P. 1967)
Treharne R. F. and Fullard H. "Muir's New School
Atlas" (Philip and Son, 1960)
Wall map of Europe with Asia.
Duplicated Sheets I and II

Plan:

1. Ask the pupils what they know about the U.S.S.R.;
what impressions they have of the U.S.S.R.
2. An inspection of the map in Muir p. 54, and a
discussion on what they notice initially about the
geography of the U.S.S.R.
3. Distribution of Sheets I and II
 - a. Explanation, with questions and answers, of the
temperature and rainfall figures on Sheet I.
Try to make them visualise the type of conditions
in winter and summer at the various places
indicated.
 - b. Explanation and discussion of the types of
vegetation mentioned on Sheet I.
4. Read out and discuss as a class question (1) on
Sheet II.
5. Pupils to write their own answers to Question (1)
on Sheet II, using information gathered through the
lesson and Earl, pp. 10-12.

* The text-book for this term.

Comments¹

Very little was known about the U.S.S.R., the girls not being to volunteer any information or ideas. Quite able to function at the descriptive level as in 3(a) in the Plan, but less success with a question such as this:

"Why is a climate like Manchester's easier to live in than one like Verkhoyansk's?"

Footnote:

1. A comment on a lesson will be included only when it seems appropriate to illustrate a particular aspect of a lesson, for example, the type of reasoning shown or a contrast in the responses of the pupils of 3E and 3T.

The U.S.S.R. - Climate



| | <u>January temperature</u> | <u>July temperature</u> | <u>Annual Rainfall</u> |
|-------------------------|--|-------------------------|------------------------|
| Verkhoyansk | -50°C (only five months above freezing point) | +20°C (= 70°F) | 5 inches |
| Irkutsk | -25°C | +22°C (= 75°F) | 15 inches |
| Vladivostok | -15°C | +18°C (= 65°F) | 22½ inches |
| Barnaul | -22°C | +22°C (= 75°F) | 14 inches |
| Astrakhan | -10°C | +30°C (= 80°F) | 6 inches |
| Moscow | -15°C | +20°C (= 70°F) | 21 inches |
| Leningrad | -10°C | +20°C (= 70°F) | 19 inches |
| Note: <u>Manchester</u> | <u>+5°C (= 35°F)</u> | <u>+18°C (= 65°F)</u> | <u>3¼ inches</u> |

Sheet II

The U.S.S.R. Vegetation



- ||| Steppes (rich grassland)
- x x Forests (coniferous in the northern parts)
- == Tundra (small, stunted trees, thin soil, short summers)
- Ice-bound seas in winter

- (a) Why you chose certain areas
 - (b) Why you thought certain areas were not suitable for habitation.
-
2. Why has Russia often been cut off from the rest of the world during her history?
-
3. Countries surrounding Russia have often been frightened of Russia conquering them. Why should Russia want to expand?
-
4. "The U.S.S.R.'s great size is both a weakness and a strength"
 - (a) Why is it a weakness?
 - (b) Why is it a strength?

September Objectives: 1. To study the U.S.S.R. and its position in the world.
 17th
 2. To study the U.S.S.R. and its position in the world.

September Objective: To revise the work of September 10th and complete the
12th questions on Sheet II.

Aids: As for September 10th

Plan: 1. Revision through questions and answers of some of the reasons for settlement in different areas of the U.S.S.R.

2. Division into groups of their own choosing for discussion of the remaining questions on Sheet II. I shall go from group to group. At appropriate intervals, groups to report to the rest of the class through a spokesman. I shall try to ensure that these points are covered in the general reporting sessions:

(a) Question 2: Cut off because of frozen seas, mountains and deserts acting as barriers - but an excellent overland route to Europe.

(b) Question 3: Expansion through need of an ice-free port; all rivers flow into useless seas.

(c) Question 4(i) The size is a weakness because of frontiers to be defended; difficulty of communications; scattered population; much of the land no good for farming.

(ii) The size is a strength because the U.S.S.R. reaches out to most parts of the world; militarily is strong because almost impossible to conquer; great wealth in natural resources.

3. Work to be written up for homework.

September Objectives: 1. To revise the final question of September 12th.
17th 2. To describe the early history of Russia with special reference to Kiev.

Aids: Earl (1967) pp. 13-15.

Wall map

Sheet II

- Plan:
1. Ask for suggestions with regard to question 4. on Sheet II. Pupils to write their own answers.
 2. Exposition (with questions and answers) of the formation of the first Russian state through the invasion of the Vikings, and of its contacts with Constantinople.
 3. Reading of pages 13-15 in Earl.

September Objective: To revise the oral work of the previous lesson so that
19th the pupils are able to answer three questions in writing on the Land of the Towns and Cities.

Aids: As for September 17th.

- Plan:
1. Revisionary questions to be answered orally:
e.g. "Why is Russia called that name?"
"Why is Russia so open to people entering from the West?"
 2. The following questions to be written on the black-board:
 - (a) Why can it be said that Russia is a bridge between Europe and Asia? (Earl p. 12)
 - (b) How did the invasion of the Vikings lead to the formation of the Land of the Towns and Cities (Earl p. 15).
 - (c) Why did Kiev become the most important city in the Land of the Towns and Cities? (Earl, p. 15).The pupils in their voluntary groups to discuss their solutions to the questions, referring to Earl if necessary.

3. Each group to report to the class through a spokesman. Notes to be taken and answers to the three questions written at home.

Comment: The girls of this group give examples at times of just "grasping at facts". For example:

"Why is Russia called that name?"

FCX replied, "From Rus"

"What does that mean? Any body?"

COL: "The Union of the Soviet Socialist Republics."

September Objective: To discuss and write about the reasons for the importance
24th of Constantinople in the ninth and tenth centuries.

Aids: Sheet III

Wall map.

Plan: 1. With the help of the maps to discuss the main reasons for Constantinople's importance:

(a) Ask the pupils for reasons why any city develops.

(b) Examine together the position of Constantinople.

(c) Explain, using questions and answers, how

Constantinople was: (i) the remaining great city of the Holy Roman Empire,

(ii) the headquarters of the

Greek Orthodox Church.

2. Pupils to write their own accounts.

Sheet III

The Byzantine and Islamic Empires c. 800 A.D.



Amber, Slaves, Furs

Jewels, Spices

Jewels, Gold, Spices

Carpets, Drugs, Silks, Spices

Red Sea

Byzantine Empire

Islamic Empire

Remains of the Roman Empire

September Objectives: 1. As the pupils appeared to have difficulty in the
26th

previous lesson with the concept "civilisation",
to have them follow a linear programme on this
concept. (cf Stones 1967).

2. To revise orally and complete the written work on
Constantinople.

(Notes: The homework timetable has been modified:

homework now on October 1st, October 8th etc.)

Aids: Linear programme (Sheet IV)

Plan: 1. To explain the scheme behind a programme.
2. Complete the programme.
3. Oral revision and written work on Constantinople.

Sheet IV

Civilisation

Cover all this page except for sentences (1) with a sheet of paper. Read the first sentences and write in the correct word in the space. Pull the covering sheet down to the next line and check if your answer is right. Work you way through the programme in this way

Tick or cross here

- 1. "Civilisation" and "civilised" come from the Latin word "civis". "Civis" is a _____ word.

- 2. "Civis" means a citizen or city-dweller. The word for a city-dweller was _____ in Latin. Latin

- 3. The Romans thought that only people living in cities could lead _____ lives. civis

- 4. People not living in cities were thought _____ by the Romans civilised

- 5. These country people had to spend all their lives growing enough to live on. They had little if any _____ time. uncivilised

- 6. In a city each man usually had a special job. Jobs were _____ in cities. spare

- 7. Men who, perhaps, sold food and men who made tools or clothes _____ their goods. specialised

- 8. In this way, _____ grew up in cities. exchanged or bartered

- 9. Each man in a city, therefore, usually had a _____ job. trade

- 10. Life in a city depended on _____, men exchanging their goods. specialised

- 11. Such trade meant that everyone in a city usually had enough to _____

ent or live on

12. Because jobs were _____ some men had time to think about other things than just finding enough to eat.
-
13. Such specialised men might invent a kind of _____ to help people to write to each other. specialised
-
14. Other men might invent _____ to help the shopkeepers keep a check on what they sold. alphabet
-
15. Some men might learn how to build _____ for worshipping the gods. number or arithmetic or mathematics.
-
16. A city or country is therefore called _____ when men have _____ (one word) special jobs. temples
-
17. In a civilised country men invent such things as: 1. al _____ 2. m _____ 3. t _____ civilised
-
18. The word "civilised" comes from the Latin word " _____ " or city-dweller. alphabet mathematics temples
-
19. It means really that people had _____ jobs. civis
-
20. "Civilised" has come now to mean "not rough" or "more _____". specialised
-
21. "Civilised" therefore today means to most people that men are (a) _____ and have (b) _____ manners. educated or developed or polite
-
22. To the Romans, though, "civilised" meant the people who lived in a _____ (a) not rough or educated (b) good or polite
-
- city

October
1st

Objective: Through the early history of Kievan Russia to introduce the pupils to the examination of a transcribed original document (cf. Keatinge 1921, p. 31).

Aid: Sheet V.

Plans:

1. A quick oral revision of "civilisation"
2. Questions and answers to help the class remember the two main divisions of Christianity about 800 A.D.
3. Discussion and explanation on Moslem practices
4. An explanation that the Russians were pagan, and what that means, and that Vladimir, the Grand Prince of Kiev (980-1015), decided to investigate the various religions near to the Land of Towns and Cities.
5. A pupil to read the extract from Sheet V. Children to be asked for any comments or queries they might have.
6. Class discussion on Question 1. during which these points must be elicited:
 - (a) Accuracy? - are the monks writing from their own point of view?; note the date of the Chronicle; how far is this extract true to the original account?
 - (b) Writers prejudiced? - the seemingly biased versions of the three religions.
 - (c) Invention? - impossible to say.Children to take notes after this discussion.
7. If time is available, pupils to think of reasons why Vladimir joined the Greek Orthodox Church. During the reporting stage these points should be covered:

The Acceptance of Christianity

(source: "The Primary Chronicle" written between 1037 and 1118 by Greek Orthodox monks in Kiev)

987A.D. Prince Vladimir of Kiev sent men to observe different types of religion so that he could decide which one to adopt. Here is what they supposedly reported:

"We beheld how (the Moslems) worship in their temple, called a mosque The Moslem bows, sits down, looks hither and thither like one possessed, and there is no happiness in them, but instead only sorrow and a dreadful stench. Their religion is not good. Then we went among the Roman Catholics, and saw them performing many ceremonies but we saw no glory there. Then we went to Greek temples and we knew not whether we were in heaven or on earth We only know that God dwells there among men, and their service is fairer than the ceremonies of other nations." (from "The Primary Chronicle")

Try to answer these questions as fully as possible

1. "The Primary Chronicle" is the main document telling us what happened in Kievan Russia.
 - (a) Do you think that such a document is likely to be completely accurate? Why or why not?
 - (b) Is there anything in the information or in the passage which might make you think that the writers were prejudiced against other religions than the Greek Orthodox?
 - (c) Do you think that the monks who wrote "The Primary Chronicle" might have deliberately invented this story? Why or why not?
2. Prince Vladimir chose to join the Greek Orthodox Church, the headquarters of which were at Constantinople. Can you think of any reasons apart from those given in the "Chronicle" which might have made him join the Greek Orthodox Church?
3. "The Primary Chronicle" is our main source for the history of Kievan Russia. If it is not completely accurate, how can historians make use of it?
4. Can you think of any results which joining the Greek Orthodox Church might have had for Russia?

(a) Constantinople - the most important city near to Kiev.

(b) A link possible with its civilisation

(c) trade easier

(d) the Patriarch in the Greek Orthodox Church was less important than the King, unlike the Pope's position.

8. Answers to questions 1. and 2. to be written for homework.

Comment: A general memory of "civis" but they could not develop the concept into an appreciation of "civilisation". They found the idea of specialisation leading to the development of writing etc. especially difficult. Rather limited and superficial ideas in relation to the extract.

October
3rd

Objectives: 1. Through discussion and pupils' own writing, to answer questions 3. and 4. on "The Primary Chronicle".

2. To examine some of Earl's explanations for the fall of Kiev.

Aids: Sheet V.

Earl (1967) pp. 16-17.

Plan: 1. Class to volunteer ideas on questions 3. and 4., to be developed by discussion and explanation.

2. Pupils to write their own answers to these questions.

3. Reading of Earl pp. 16-17 in order to lead into a discussion of these questions:

(a) What does the writer mean when he writes, "the Princes (of Kiev) had never been able to form a strong united state"? Why is a "united

state" so important for a country?

- (b) Why does he say, "it was trade that held together the empire of Kiev"?

October
8th

Objectives: 1. To complete the reasons for the decline of Kiev.
2. By inspecting the maps on Earl (1967) pp. 24-25 to discuss the causes of Moscow's growing importance.

Aid: Earl (1967)

Plan: 1. Oral revision of the importance of trade for Kiev.
2. Class to read Earl p. 17 and supply the information on other aspects of Kiev's growth.
3. Description of the Tartars and their effect on Kiev.
4. Class contribution on rough notes in preparation for the homework: "Explain the reasons for the decline of Kiev."
5. Discussion of what information is revealed from the maps (Earl, pp. 24-25), for example, why being in deciduous forests yet near the steppes was important for Moscow.

October
10th

Objective: To continue the work on the rise of Moscow through oral revision, the text book and map-making.

Aid: Earl (1967)
Blackboard sketch maps.

Plan: 1. Oral revision on the geographical factors influencing Moscow's rise.
2. Explanation, with reference to Earl, on how these factors helped Moscow:
(a) the policy of the princes
(b) the fall of Constantinople
3. Class to draw own map showing Moscow at the centre

of a navigable river system and to write their own explanation of how geographical factors contributed in its rise to importance.

October
15th

Objective: To revise the work to date for a test on October 17th.

Plan:

1. This question to be written on the blackboard:

"What effects has Russia's geography had on her history?"

In small groups, and with reference to the text - and exercise books, class to try and answer this question.

2. A skeleton answer to be built up on the blackboard through group contributions.

3. Pupils in the same groups as in 1. to compose own questions on the rest of the course to date, then in turn ask the rest of the class for answers.

4. Revision of all the work to date for homework.

October
17th

Objective: Through a revisionary test to examine the pupils' ability to recall some of the major aspects of the history course to date.

Plan:

Class to work their way through these questions.

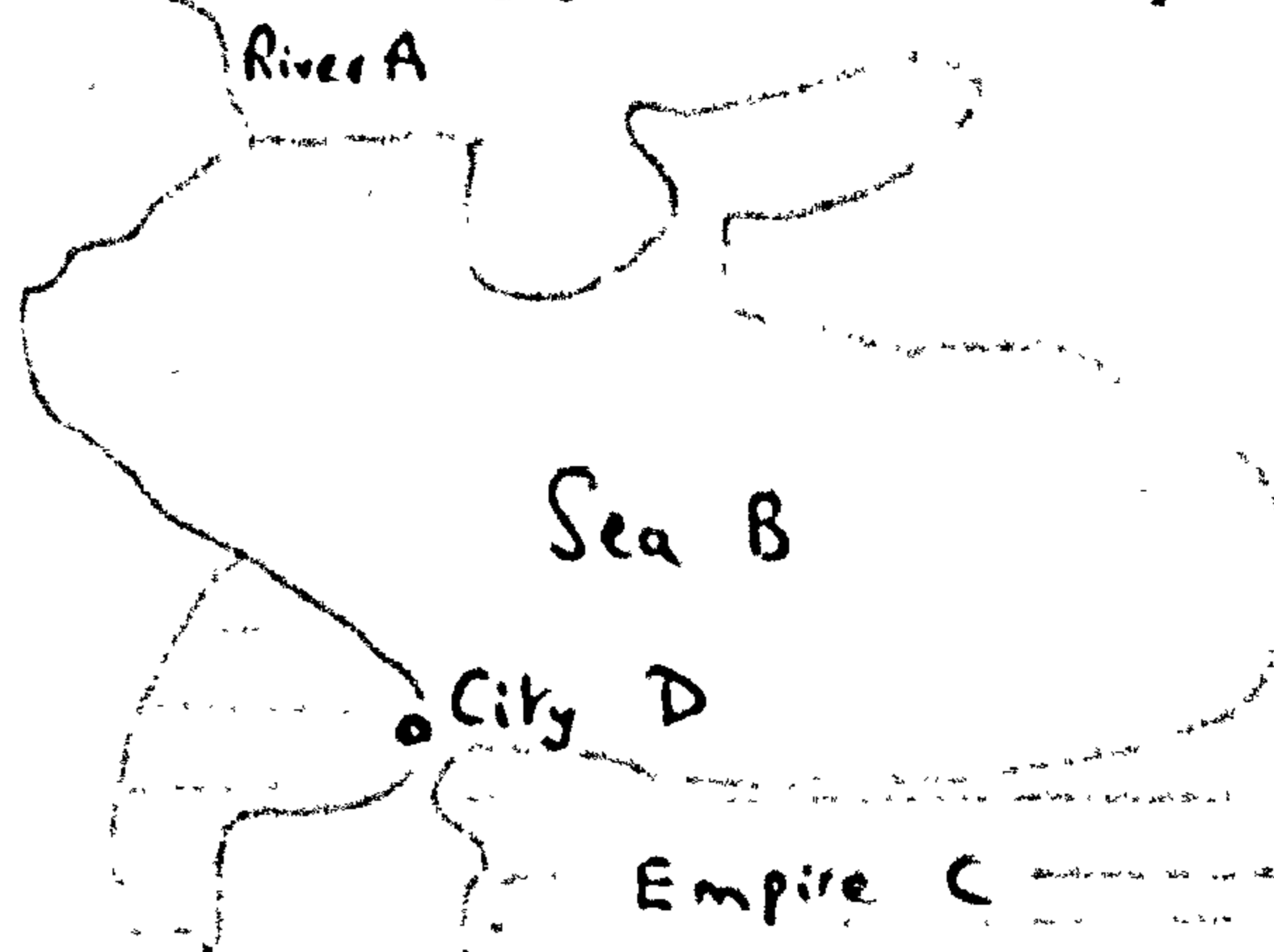
1. Explain ONE effect on Russia's history of each of these geographical factors:

(a) Her climate

(b) Her great size

(c) The surrounding mountains and frozen seas

2. Name the following places on the map



3. What is the meaning of the word 'Russia'?
4. What do you understand by the word 'civilisation'?
5. Give three reasons why the Princes of Kiev were attracted towards Constantinople.
6. Name the prince who made Kiev become Christian
7. The prince chose to join the Greek Orthodox Church. Give two probable reasons why he chose that church instead of the Roman Catholic or Moslem Churches.
8. "The Primary Chronicle" gives us the information about 7. Give two reasons why such a document might not be completely accurate.
9. How might historians make use of "The Primary Chronicle" if it is not completely accurate?

October
22nd

- Objectives:
1. To comment on the test results.
 2. To discuss other influences beside geographical ones on the rise of Moscow.
 3. To discuss how far one can judge any historical character and to relate this to Ivan the Terrible.

Aid: Earl (1967).

- Plan:
1. Without naming any particular pupil, mention some of the answers, good and poor, and ask for comments on such a remark as: "The mountains are a barrier and the Russians have to climb over them."

2. With the help of Earl (pp. 26-31), to discuss the importance of these factors on Moscow's growth in importance:
 - (a) the princes and their relations with the Tartars
 - (b) how the destruction of Constantinople led to the princes thinking of Moscow as "another Rome" and themselves as "Tsars".
3. Introductory discussion on how a king should be judged; what aspects of his life should people look at. During this, it must be emphasised that the public and private aspects of a ruler's life, although they may affect each other, should be differentiated. For example, in relation to Earl (p. 37):
 - (a) private life - if consider cruelty, bad manners, etc., do so by comparing them with people in a similar position living at the same time, but not from our times.
 - (b) More important - what did the ruler do for the country.
4. Groups of 4 or 5 pupils to be formed to discuss the features that should be taken into account when judging a king.
5. After the reporting back session, pupils to read Earl (pp. 32-33) on Ivan's youth and to be asked how the events might have affected him later.
6. Homework: To finish the written work on Moscow and describe the early life of Ivan and his marriage to Anastasia (Earl p. 34).

October
24th

HALF TERM.

October 29th
(this lesson was taped; see Appendix N)

Objectives: To complete the discussion of the characteristics of kings as related to Ivan the Terrible.

Aid: Earl (1967)

Wall map.

- Plan:
1. Class discussion on Ivan, referring to relevant pages in Earl when necessary. For example, the reference to his living in an age of "the terror of Bloody Mary" (op. cit., p. 37) will be examined
 2. Class discussion on what makes a king a worthwhile king, a "good" one, aiming to have at least three features covered:
 - justice
 - the prosperity of a country
 - the reputation of a country - probably conquest of lands, and how far this is always valuable.
 3. Homework : to write about the following:
 - (a) Ivan's cruelty, compared with other people of the sixteenth century.
 - (b) His public life
 - (i) What is a "good" king
 - (ii) The effects of Ivan's policies on Russia, namely, the abolition of the boyars, the establishment of the Streltsi, the conquest of more territory.

October 31st

Objective: To give a chronological framework for the main events in the history of the U.S.S.R. by means of a time line.

Plan: Have a twelve inch time line on the blackboard from 800 to 2,000 A.D. Pupils to draw the line in their books and then suggest events which should be included on the criteria of importance. Each event to be discussed, stressing its importance for the history of the U.S.S.R., then entered on the time line.

November 5th Objectives: 1. To revise the importance of considering a king for his public actions.

2. To discuss reasons for the isolation and backwardness in the seventeenth century.

Aid: Earl (1967)

Plan: 1. Ask certain pupils to read out their answers on the questions set on October 29th: "Why should a king be admired?"

2. Explain that Ivan's policies did not lead to Russia's becoming strong and stable and that Russia was backward compared with Western Europe

3. After asking the pupils what they think would make a country backward, to have them read Earl pp. 40-42, then discuss this reading.

4. Discussion on how to develop a country - what is needed.

5. Homework: To write answers to these questions:

- (a) What makes a country backward?
- (b) Why were Moscow and Russia backward in the seventeenth century?
- (c) How can a country be made more developed?

November 7th Objective: Pupils to learn some facts about Peter's life on which to base subsequent lessons trying to evaluate his achievements.

Aids: Sheet VI
Earl (1967)

- Plan:
1. These questions to be written on the blackboard
 - (a) What was the importance of Peter's youth?
 - (b) What was the German suburb? Why did he visit it?
 - (c) Why did Peter visit Europe from 1697 to 1698?Class to find the answers which Earl gives (op. cit., pp. 43-45). From this information, and the class discussion of each question, pupils to write their own answers.
 2. Exposition and discussion of the changes which Peter made on his return from Europe.
 - (a) Everything traditional which reflected Russia's backwardness was to be destroyed.
 - (b) Russians to go abroad.
 - (c) Birth to count for nothing (cf Paros 1962, p. 241)
 - (d) Education compulsory for the gentry
 - (e) The position of the serfs.
 3. Those who finish the written work to start drawing the map from Sheet VI.

Sheet VI



Gains of land during Peter's lifetime

European Russia during the Reign of Peter 1682-1725

November
12th

Objectives: 1. To continue to provide the information necessary for the evaluation of Peter's achievements.

2. To discuss the Archbishop's speech (Sheet VIII).

Aids: Sheets VII and VIII.

Plan:

1. Oral revision on Peter's youth and the changes he introduced.
2. Sheet VII given out, to be read silently, then each pupil to tick which he considers are the four most important changes. Pupils to stick the sheet in their note books.
3. Individuals to report on which changes they chose. Class discussion on why these were important, were there more important ones on the sheet?
4. A pupil to read aloud the Archbishop's speech (Sheet VIII). Then the four improvements mentioned in the speech to be cited by the class. Explanation of how to answer Question 2, with pupils giving illustrative examples.
5. Remind pupils of the work we did on the characteristics of a king (October 22nd and 29th).
6. Homework: To answer the questions on Sheet VIII.

Comment:

The four changes most commonly selected seemed to be education, changes in clothing, transport and foreign conquests.

Sheet VII

Some changes carried out on Peter's orders

1. He tried to destroy all the outward signs that Russia was traditional and backward.

For example:
 - a. Men could not have beards
 - b. The more important people had to wear European clothes
 - c. A book was written telling people how to behave - no spitting on the floor or dancing in boots.
2. He encouraged young men to study abroad, especially ship building.
3. Men were made into gentry (= nobles) if they served Russia well. Birth did not count for promotion.
4. All the gentry and children of the gentry were to be educated. Schools were to be built in the chief towns. The gentry became more educated but they became separated from the mass of the Russians. For example, they spoke French and not Russian in the eighteenth century.
5. While Peter seemed sympathetic to the serfs, he made their conditions worse. Everyone in Russia had to pay a poll tax (tax on heads). Serfs could not leave their lord's land without his written permission. Serfs were used in the wars and thousands died building St. Petersburg.
6. The army was enlarged and made more efficient. About 30,000 men were called up each year.
7. The navy was enlarged.
8. Peter tried to improve industries and communications. For example, ironworks were built in the Ural Mountains; some canals were built.
9. The Greek Orthodox Church often annoyed Peter because it went against his changes. The Patriarch (like an Archbishop) was abolished. In future a group of bishops ruled Russia's church. When they met, one man represented the Tsar - "the Tsar's eye". This meant they often dare not speak out against the Tsar. The Greek Orthodox Church was more than ever under the control of the Tsar.
10. St. Petersburg was built as the new capital of Russia - "a window on the west".
11. Peter's wars to try to reach seas bordering Europe, especially a warm sea port. Azov gained for a while; from 1709 Peter had land on the Baltic Sea.

Sheet VIII

TWO DIFFERENT OPINIONS OF PETER THE GREAT (He reigned from 1682 to 1725)

I

A speech at Peter's funeral 1725 by a Greek Orthodox Archbishop.

Peter the Great "like a true father of the fatherland has given birth to Russia and nursed her What manner of man did we lose? Finding an army that was disorderly at home and laughed at by the enemy, he created one that was terrible to the enemy. In defending his fatherland he at the same time returned to it lands that had been taken away previously and gained new lands.

He has carried out a deed unknown before in Russia - the building of a new fleet This opened up to thee, Russia, the way to all the corners of the earth Thy power which had been based on land, he also established on the sea, firmly and permanently.

He received from the Lord reason and wisdom in great plenty. This is proved by his showing to his subjects many inventions unknown to us before his time. He has also changed and improved our customs and external experience."

Try to answer these questions as fully as possible.

1.
 - (a) What is meant by the words "a true father of the fatherland"?
 - (b) How had Peter "given birth to Russia and nursed her"?

 2.
 - i. Explain in your own words four different improvements described by the Archbishop. (Do not use the example of the army). Then say:
 - ii. why he thought each was an improvement.
 - iii. Also try to say how valuable you think each of Peter's changes was for Russia.
For example:
 - (a) The army
 - (i) Peter made a strong army.
 - (ii) The Archbishop praised it because it terrified the enemy.
 - (iii) A strong army was probably useful to defend Russia's scattered possessions and long frontiers.

 3.
 - (a) Do you think these improvements mentioned by the Archbishop are the most important reasons why a king should be praised? Give reasons for your answers.
 - (b) Are you surprised at a Greek Orthodox Archbishop praising Peter for these changes? Give reasons for your answer.
 - (c) Can you think of any other actions besides those which might cause any King to be praised as a "good" king to his country?
-

November
14th

- Objectives:
1. To revise from the questions on Sheet VIII.
 2. To try to lead the pupils into forming a balanced opinion of Peter by considering opposed contemporary views of his character and achievements.

Aids: Sheet VIII and IX.

- Plan:
1. Certain pupils (eg. BAT, W, WA) to report on the noteworthy answers done at home.
 2. Three pupils to read aloud the antagonistic contemporary views on Peter (Sheet IX).
 3. Class discussion of Questions 1. and 2. (Sheet IX)
 4. Class to divide into groups of 4 or 5 pupils to consider Question 3. and their opinion of Peter and whether he deserves to be called "the Great".
 5. Reporting back of as many groups as possible.

Sheet IX

Two different opinions of Peter the Great - II

People who were opposed to Peter the Great's changes.

Three contemporary views of Peter (contemporary means "living at the same time")

1. A cartoon of 1725 with the title: "The mice bury the cat".
2. "Peter tries to pull Russia uphill on his own while millions of his subjects are trying to drag him down".
3. Many Russians thought that "Holy Russia" would be ruined by coming into contact with the new ideas and discoveries of the West. Wearing traditional clothes and beards was a sign of Russia's past and of their belief in the Greek Orthodox Church. Such people believed that Peter was possessed by the devil - that Peter was the Anti-Christ. "Ah, that is why he hobnobs with the Germans why he tortures the Streltsi why he stole eight years from God why he shaves his beard why he left Moscow and built accursed St. Petersburg". (Shmurlo in Raef "Peter the Great" 1963, p. 74).

Try to answer these questions as fully as possible.

1. (a) Who were the "mice" and who was the "cat"?
(b) What does the cartoon title suggest people thought of Peter? Why?
2. (a) Why did the ordinary people oppose Peter's changes?
(b) Was there much in common between what the people opposed and what the Archbishop praised? Give reasons for your answer.
3. Do you think the people were right to go against Peter's new ideas?

YOUR OPINION

You have now studied two different views of Peter held by people who lived when he did. The argument still continues whether he was a great king or not. Thinking only about his public life, do you think he deserves to be called Peter the Great? In your answer refer to the changes he made.

November
19th

- Objectives:
1. To conclude the discussion on Peter.
 2. To begin to set the scene for 1917 through a description of some facets of Russia in the eighteenth and nineteenth centuries.

Aids: Sheet IX

Earl (1967)

Plan:

1. Groups to continue explaining their decisions on Peter.
2. Revision of the questions to be answered at home (Sheet IX) and completion of the map of Peter's conquests.
3. Discussion of the results of Peter's changes for the gentry and serfs, how they became separated from each other, and why the serfs did not rebel.
4. Explanation of the influence of the ideas of the French Revolution; some time will need to be spent on the French Revolution itself.

November
21st

Objective: The pupils to select the major factors from Earl (1967) in order to put the events of 1917 into some form of historical context.

Aid: Earl (1967)

Plan:

1. After an introductory session, the class to read pp 50-51 and tell me what crucial factor which might lead to a revolution can be found there (separation of gentry from the rest of the population). Notes to be written on blackboard and copied.
2. Class to read relevant paragraphs pp. 51-52 and write their own answers to this question.
"Why were the landlords called 'absentees'?"

3. Class to read relevant paragraphs pp. 51-52 on the serfs. Again, ask the pupils to decide on the main points, then write their own accounts.
4. Ask the class: "What do you think is meant by the word 'democracy'?" Some discussion. Then read p. 59 on the ideas behind the French Revolution. As some difficult concepts are used by Earl, class to discuss what were the demands in the French Revolution.
5. Ask them which people would be frightened by these revolutionary ideas. And what might they do to stop them spreading. Refer to p. 60, if necessary.
Class to make own notes.

Comment: Some experienced surprising difficulty in extracting the relevant point e.g. LAR decided for 1. that the crucial factor was that St. Petersburg was an important city; MAW quickly corrected her.

November 26th Objectives: 1. To complete the work on the background to the 1917 Revolution.

2. To introduce and discuss aspects of Marxism.

Aid: Sheet X.

Plan: 1. Revision through questions and answers the five points dealt with during the previous lesson.
2. Explanation of the emancipation of the serfs 1861 and how this led to masses in the growing industrial towns.
3. Class to read the information on Sheet X.
(a) Explanations from the pupils of the four concepts in 1.

Communism.

Karl Marx (1818-1883) was a German. Through studying subjects such as law and history he decided that European countries were ruled only for the good of the rich people (= capitalists) and not for the good of the ordinary working people. In 1848 his book "The Communist Manifesto" was published. Here are some of the ideas in that book.

"The Communist Manifesto" 1848

"The whole history of mankind has been a history of class struggles, fights between the ruling and oppressed classes." Marx said that it was time that the oppressed people like factory workers fought for their freedom. They had to rise up against the men who controlled all the money (the capitalists). Once this revolution happened, then these changes could be carried out:

1. All private property should be abolished.
2. People should pay increasing income tax according to how much they earned.
3. No one should be allowed to inherit land or money.
4. The State (= the country) should take charge of banking, transport and factories.
5. Free education should be given to all children in State schools.

The "Manifesto" ended by saying, "these aims can be reached only by the forcible overthrow of all existing conditions. Let the ruling classes tremble at a Communist revolution. Workers of the world, unite! You have nothing to lose but your chains."

-
1. Try to explain what these words mean: (a) Capitalist, (b) Communism, (c) Manifesto, (d) oppressed classes.
 2. What do you think Marx meant by the last words in the passage? - "Workers of the world, unite. You have nothing to lose but your chains."
 3. (a) Can you think of some peoples in the world today to whom these ideas of Marx might seem attractive?
(b) Can you name three countries which follow Communist ideas today?
 4. (a) What examples can you find in Britain today which seem to follow Marx's ideas?
(b) Which type of people would be frightened of these ideas? Why?

.....
Sheet X Cont'd....

5. What do you think of these Marxist ideas?
(1) no private property (2) no right to inherit (3) income tax.
6. Can you think (a) of any good effects of Marxist ideas?
(b) of any bad effects of Marxist ideas?
7. Communists sometimes call all those who do not agree with them capitalists.
 - (a) Can you name two capitalist countries
 - (b) Can you think of any good and bad effects of the capitalist system?

(b) Division into small groups to discuss questions 2, 3, 4 and 5.

(c) Reporting back on the group decisions.

4. Homework: After leaving a space to complete the earlier notes, class to answer the first five questions on Sheet X.

November
28th

- Objectives:
1. To complete the notes on the emancipation of the serfs.
 2. Revision of the first five questions on Marxism by asking for volunteers to quote their answers.
 3. Discussion of questions 6. and 7. on a class basis.
 4. Writing of their own answers to 6. and 7.

December
3rd

Objective: To describe the main people and events in the Russian Revolution 1917.

Aids:

Earl (1967)

Pethybridge R. (ed.) "Witnesses to the Russian Revolution" (Geo. Allen and Unwin 1964)

Plan:

1. Revision on Marxism and introductory questions aiming to discover what they know of Lenin, Bolsheviks, etc.
2. Description of the beginnings of the Bolshevik Party.
3. Introductory questions on the 1914-1918 war, description of Nicholas II, Rasputin (read account of his death Pethybridge, pp. 74-82), the war disasters.
4. Explanation of the First revolution 1917 and the new government's decision to continue the war.
5. Homework: To read Earl pp. 74-81 and find out any information they think is worthwhile about the 1917 Revolution.

- December 5th Objectives: 1. To revise the events explained on December 3rd and continue with the Bolshhevik Revolution.
2. Each pupil to start his own "newspaper" for November 8th, 1917 (New Calendar)
- Aid: Earl (1967).
- Plan: 1. Revision with questions and answers.
2. Explanation of Lenin's return to St. Petersburg, the overthrow of the Provisional Government.
3. Discussion of how to plan a contemporary "newspaper" : headlines, types of stories, style, accuracy as far as possible.
4. Own work on the "newspaper".
- December 10th Objectives: 1. To revise and attempt to clarify the confusion evident on December 5th over the two revolutions of 1917.
2. To complete the "newspapers" and expand the time chart (Sheet XI).
- Aids: Earl (1967)
Sheet XI
- Plan: 1. Read aloud to the class the more interesting main stories and editorials written on December 5th.
2. Revise through question and answer the main events in 1917.
3. Complete the "newspapers", allowing pupils to inspect each other's, and expand the time line with events they consider worthy of note, (Sheet XI, p. 264).
4. Homework: To finish the "newspaper" and time chart.

Sheet XI

The Bolshevik Revolution, November, 1917.

1917

February -

The Tsar overthrown March, 1917 (p. 76)

April -

Lenin returned to Russia April, 1917 (p. 74)

June -

August -

October -

The Bolsheviks seized power in Petrograd (p.80)

Elections, November 25

December 1918 -

(p. 81) November 7th, 1917 (N.S.)

Delegates to the new parliament driven home, January, 1918
(p.81)

February -

Treaty of Brest-Litovsk, March 3rd, 1918

(p. 83)

April -

Scale: 1" = 2 months

December
12th

Objectives: 1. Quick revision of the 1917 events through the time line, and explanation of Brest Litovsk.

2. Discussion on the Civil War 1918-1920.

Aids:

Earl (1967)

Sheets Xi and XII.

Plan:

1. Revisionary questions and answers based on the time line.

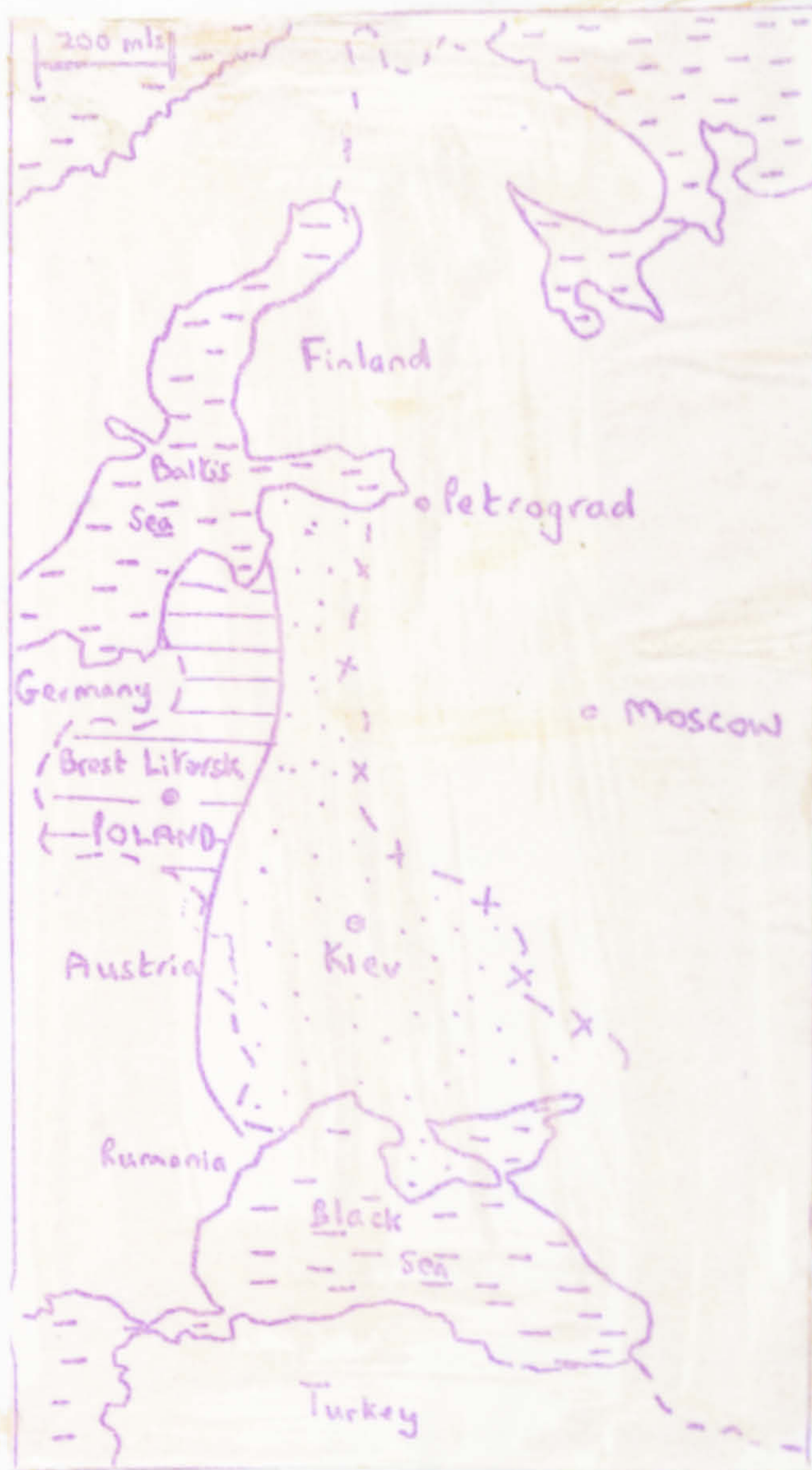
2. Read Pethybridge (1964) pp. 289-292 on the death of the royal family; discussion on the necessity for this action.

3. Explanation of the Treaty of Brest Litovsk (Sheet XII).

4. Ask which groups of people would object to the Bolsheviks taking power. Refer to Earl pp. 81-83 on this.

5. Ask if any had seen "Dr. Zhivago" as an introduction to the Civil War and the intervention of the foreign powers. Discussion on why these countries intervened.

The Treaty of Brest Litovsk, March, 1918



Boundary of Russia
1914

Front line at the
Armistice, December, 1917.

Territory given at the
Treaty of Brest Litovsk

Territory occupied by
Germany and her allies
in 1918.

December 17th Objective: After a revisionary session, children to discuss the values of the 1917 Revolution.

Aid: Earl (1967).

- Plan:
1. Revision through questions and answers of the situation in 1918.
 2. In groups, pairs or on their own, as they wish, to think of arguments which (a) a pro-Bolshevik and, (b) an anti-Bolshevik would put forward on the value to Russia of the 1917 Revolution.

December 19th Objective: As this is the last day of the term, to have a discussion on Bolshevism and a quiz on the term's work.

- Plan:
1. The motion: "This form would not have supported the Bolsheviks" to be suggested for a debate, then volunteers will face each other and argue for and against the motion.
 2. If the pupils do not wish to have a formal debate, they will discuss the motion in groups, then
 3. If time is available, a quiz between the boys and the girls, with the pupils devising their own questions.

3E

Term II : The U.S.A.

January
7th

Objective: To analyse through discussion the main reasons for emigration, relating twentieth century reasons with those obtaining in the sixteenth and seventeenth centuries.

Aid: Hooper M. "Land of the Free" (Blond 1968)*

Plan:

1. General discussion on what is known about the U.S.A.
2. Ask the children for reasons why people emigrate, relating these, whenever possible, to 16th and 17th century reasons for emigrating to the U.S.A. For example:

(a) For a better job - cf. enclosures in 16th century England; the end of the war with Spain 1604.

(b) To obtain more money - cf 17th century desire for gold.

(c) Religious freedom - cf the "Pilgrim Fathers"

3. Class to read the questions set by Hooper (1968) p. 14, then general discussion on the reasons for emigration; the meaning of 'cosmopolitan' (Q 2.); and so on. Questions to be answered at home.
4. Pupils to indicate with whom they would wish to work in group work in order to prepare a sociogram.

January
'9th

- Objectives:
1. To discover the European countries from which people emigrated.
 2. To survey the main details about the settlements at Roanoke and Jamestown.

*The textbook for this term.

Aids: Trehame R. F. and Fullard H. "Muir's New School Atlas of Universal History" (Phillip and Son 1960)
Hooper (1968) pp. 6-7.
Andrews C. M. "Our Earliest Colonial Settlements"
(Cornell, Ithaca, N. Y. 1966)
Gill W. J. C. "Captain John Smith and Virginia"
(Longmans 1968)
Sheets XII and XIII.

Plan:

1. Using the Atlas and Sheet XIII, explain the settlements in Virginia: (a) Raleigh's and (b) at Jamestown from 1604 to 1610. Use questions and answers as much as possible.
2. In groups, according to the sociogram analysis, or in pairs, pupils to discuss Question 1 on Sheet XIII.

Comment: Quite a lively discussion at the beginning of the lesson on "cosmopolitan" since PA's dictionary had given two definitions, "free of prejudice" and "derived from many peoples". He said that the Americans were derived from many peoples, yet were not unprejudiced. We examined in Muir and on Sheet XII some of the place names which indicate the settlers' origins.
During the story of Pocohontas' protection of Smith I said that it sounded "fishy". MAW rejoined: "I don't think so. Why can't it be true?" This led to a discussion on how far any historical story might be true, and why Pocohontas should have thrown herself on Smith's head. MOR said, "She might have fancied him"; ILL thought that her father might have told her to do this. No one could work out why her father might have told her to protect Smith.



European Colonisation
in North America during
the Seventeenth Century.

Early British Settlements in America

Sir Walter Raleigh's attempts in the sixteenth century.

1584 He sent two captains to explore the coast of America. They occupied Roanoke Island for Queen Elizabeth I. The area was named Virginia in honour of the Queen.

Raleigh sent expeditions in later years to try to start a colony in Virginia but they failed, mainly because Raleigh did not make sure that regular supplies were sent to the men.

The seventeenth century colony at Jamestown, Virginia



1604 War ended with Spain. London merchants were ready to use their capital (= money etc.) to start a colony in America. They hoped that the goods sent back from the colony would make profits for them.

1607 Men landed at Jamestown, the most important being Captain John Smith. They immediately began building a fort and filling the ships with timber to send back to London. Smith went hunting for food and was captured by the Indians. He said he was saved from death by Pocahontas, the chief's daughter.

1608 The men had made little attempt to start a proper colony, for example, by growing crops and building houses. Instead, they had

spent far too much time searching for gold. In September, 1608 Smith became Governor for a year and made the colonists train as soldiers and work much harder.

1609 Smith was injured by a gunpowder explosion and returned to London

1609-1610 "The starving time" - 440 colonists died.

1610-1620 How the colony improved:

1. Governors were very strict; grumblers were flogged and lazy people hanged.
2. Women joined the men to make it a more permanent colony.
3. Tobacco was grown and exported to London in 1616 by Pocahontas' husband, John Rolfe.
4. 1616 Land was given to individual settlers. They worked harder for their own profit.

Sheet XIII Cont'd.....

Questions

1. Try to think of four or five reasons why the colonies were not successful until 1610. With these in mind, write a set of rules which might have been useful in a new colony such as Roanoke or Jamestown. Explain why you have chosen the rules.

2. Which complaints and requests might John Smith have put in a letter to the London Company in January, 1609?

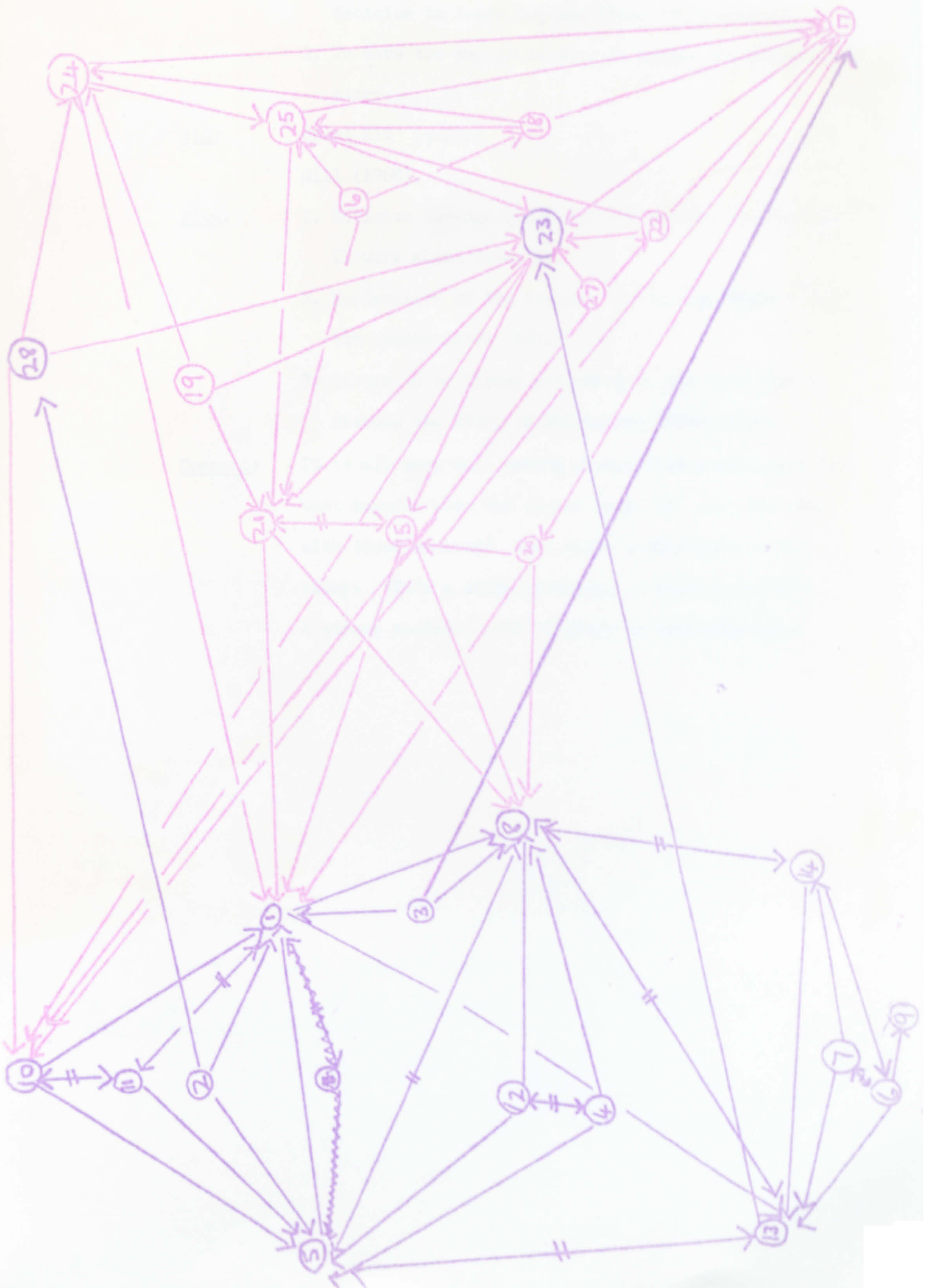
January
14th

Objective: To revise the details of the first English settlements in Virginia and complete the written work.

Aids: Sheets XIII and XIV.

- Plan:
1. As there were a number of pupils absent on January 9th, volunteers to give the ideas they decided upon for Question 1. on Sheet XIII.
 2. Distribute Sheet XIV and explain how they are to copy the sketch map and write two sentences on each of the two settlements attempted in Virginia. Ask for volunteers to give the type of sentences they think suitable.
 3. Groups to be formed according to the sociogram (Sheet XV) and discussion on Questions 1 and 2 on Paper XIII, followed by a reporting back session.
 4. Homework: To copy up the map, write the sentences, and answer Questions 1 and 2 on Paper XIII.

Modification: The boys had to go to the school hall for twelve minutes. There was not time for group work and class discussion had to be used to prepare for the homework. Answering question 2 on Paper XIII was made voluntary.



January
16th

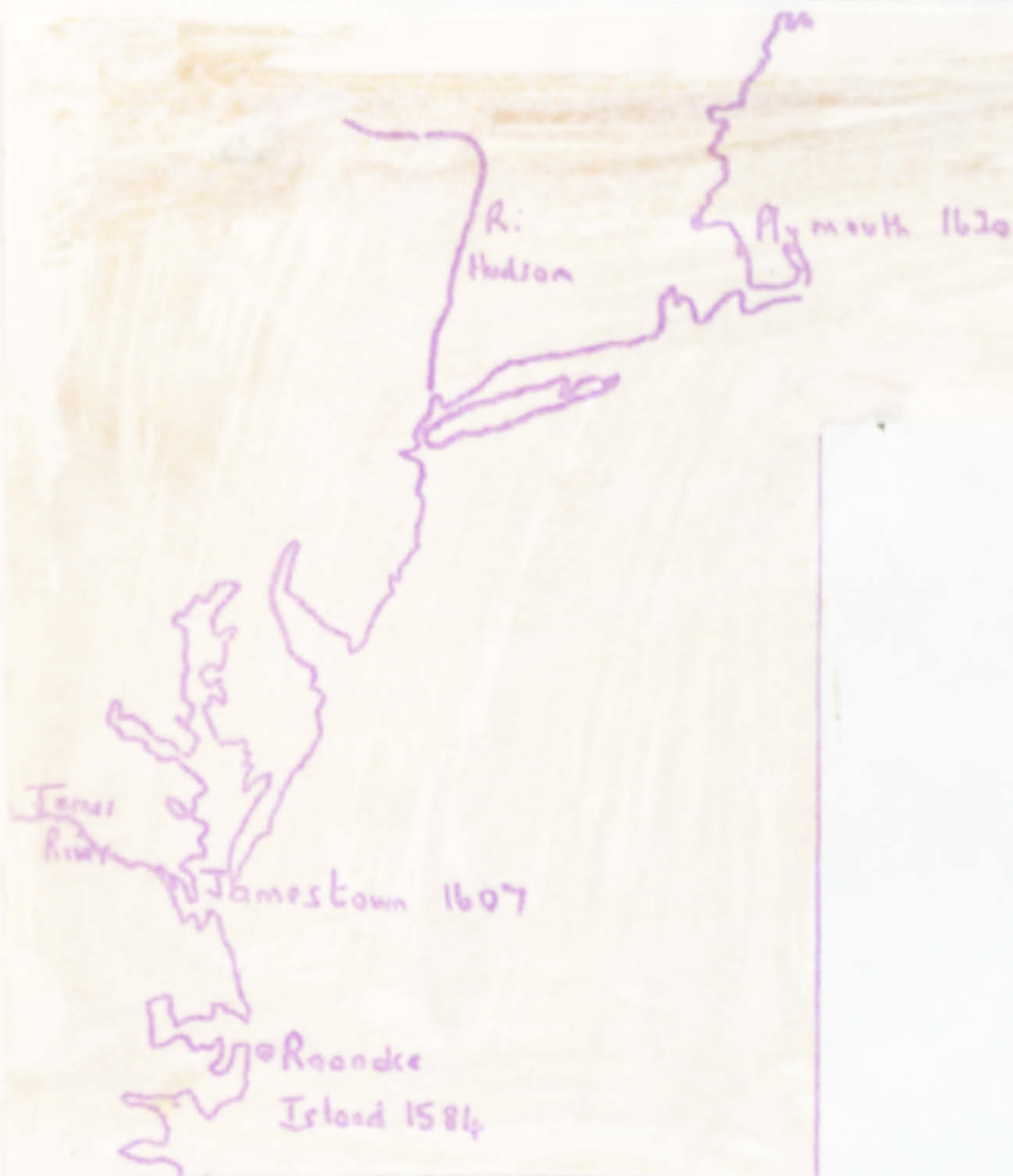
- Objectives:
1. To revise the background to the "Pilgrim Fathers" decision to leave England (Year II syllabus).
 2. To have the pupils discuss in groups the Pocohontas story.

Aid: Sheet XIV (p 276)
Gill (1968).

- Plan:
1. Revision through questions and answers on the Year II work about James II.
 2. Explanation of the reasons for leaving England and the events until 1620.
 3. Groups to be formed according to the sociogram to discuss the story of Pocohontas (Sheet XIV).

Comment: It is all very well making groups from a sociogram but what happens when the chosen (e.g. PA) will not work with those choosing? Some girls indifferent to the story: "It's a silly question. I don't know why".
A strong contrast with 3T girls in work attitudes.

Early British Settlements in America II



Copy this map into your book and print two sentences explaining the main facts about the settlements at:

1. Roanoke Island
2. Jamestown 1607-1620
3. Plymouth 1620

Use lines and boxes like this

| | |
|-------------|--------------------|
| Roanoke | Raleigh sent |
| Island 1584 | |

How Captain John Smith was saved by Pocahontas in January, 1609

(From W. J. C. Gill "Captain John Smith and Virginia"
(Longmans, 1968 pp. 41-43)

Indian braves were going to beat out Smith's brains. Then, "Pocahontas, the King's dearest daughter, when no entreaty could prevail, got his head in her arms and laid her own (head) on his to save him from death; whereat the King was contented he should live to make him (the King) hatchets, and her bells, beads and copper."

This is a famous story but some people do not believe that it is true.

1. Can you think of any reasons why it might not be a true story?
2. Do you think it might be a true story? Why?

(Note: Smith did not tell this story in the first edition⁽¹⁶¹⁶⁾ of his book; Pocahontas died in 1617).

January
21st

- Objectives:
1. To complete the written work on Pocahontas.
 2. To describe the events leading to the landing of the Pilgrim Fathers in 1620.

Aids:

Sheet XIV
Gill (1968)
Hooper (1968)

- Plan:
1. Revision through questions and answers of the events described on January 16th.
 2. Description of the events until 1621, with extracts being read from Gill.
 3. Write answers to the questions on Sheet XIV.
 4. If finished, read Chapter I, Hooper.
 5. Homework: Design 15 questions on last term's course on Russia for a revisionary session on January 23rd.

January
23rd

Objective: Revision for a half term test on Russia.

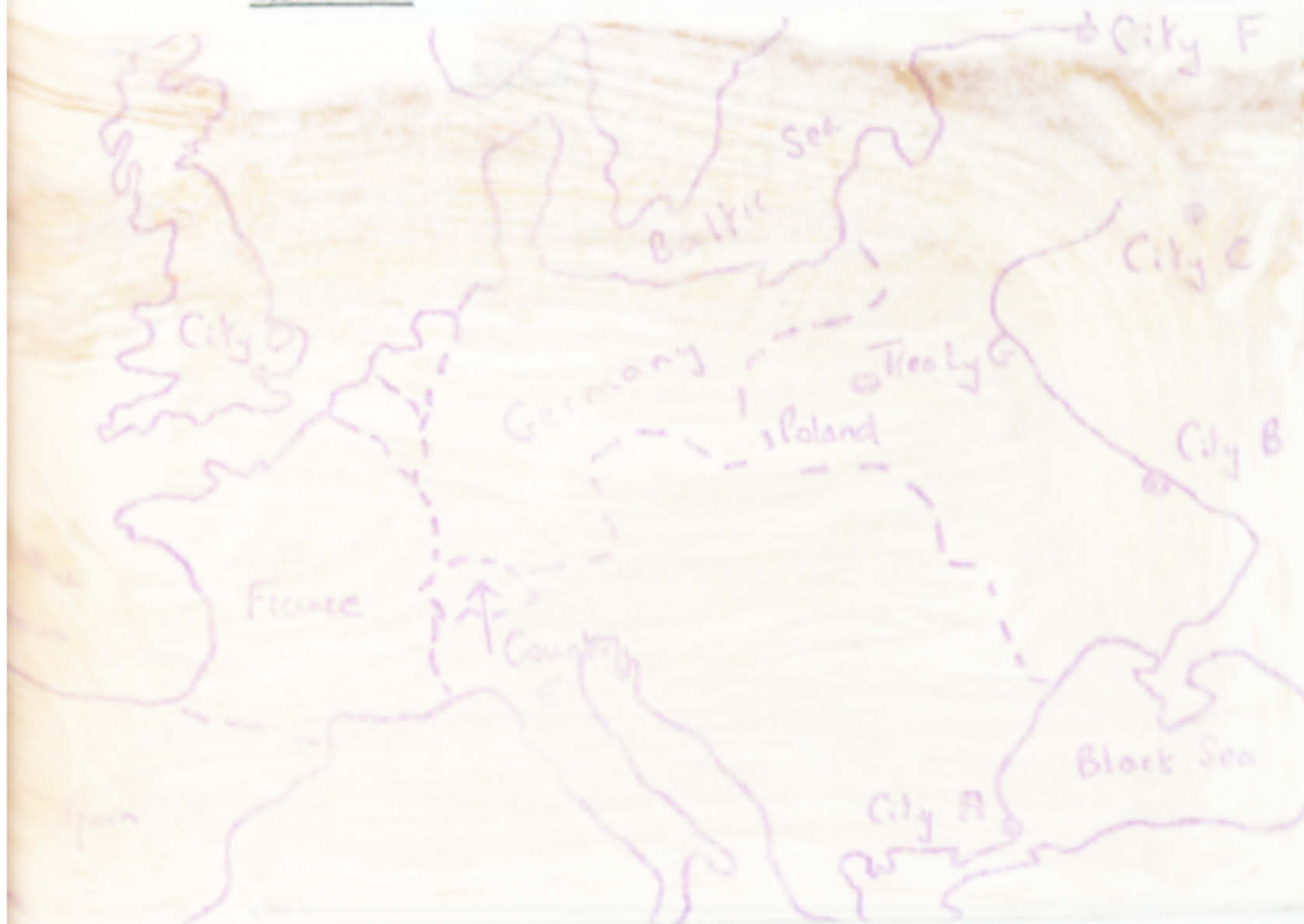
- Plan:
1. The pupils to cross question each other using their fund of fifteen questions.
 2. Pupils to write down one important detail concerned with crucial events, if these have not been covered in the cross questioning. For example, capitalism, the 1903 meeting of the Bolsheviks, Erest Litovsk, etc.

January
28th

Objective: In an attempt to consolidate the pupils' memories of the first term's work, to give them a revisionary test.

Aid: Sheet XV

Plan: Pupils to work individually through the questions on Sheet XV



A simplified map of Europe and European Russia.

Look at the map and then answer these questions as clearly as possible.

1.
 - (a) Name City A.
 - (b) Why was this city considered a civilised city in the middle ages?
 - (c) Why did Russia wish to control this city during the eighteenth and nineteenth centuries?
2.
 - (a) Name the Prince of City B who made his people become Christians in 988 A.D.
 - (b) Name the document which tells us about this event.
 - (c) Give two reasons why he might have decided to join the Greek Orthodox Church.
3. Give two reasons why City C became the most important city in Russia after the invasion of the Tartars in 1237 A.D.
4. City D in England has two important connections with the beginnings of the Communist party in Russia. What were they?
5.
 - (a) Who lived in exile in Country E.
 - (b) Why was he allowed to travel across Germany to Russia when Germany was at war with Russia in 1917?
 - (c) What was he suspected of because of this journey?
6. Describe clearly but simply TWO revolutions which happened in City F during 1917. Try to give the months of the two revolutions.
7.
 - (a) Name treaty place G.
 - (b) What happened at this treaty place?
 - (c) Name a result of this treaty to the Bolsheviki.

Sheet XV

Part B

Answer these in order.

1. (a) Explain what you understand by the word "communism".
(b) Give an advantage and a defect in communist ideas.
2. (a) Explain what you understand by the word "capitalism".
(b) Give an advantage and a defect in capitalist ideas.
3. "Workers of the world, unite! You have nothing to lose but your chains."
 - (a) Who wrote these words?
 - (b) In which document were they written?
 - (c) Why has that document and its ideas been so important in the twentieth century?
4. (a) Why did Peter the Great (1682-1725) want Russia to adopt European ways?
(b) Choose the two reforms carried out by his orders which you think were the most important. Say in each example why you think they were important.
5. "That he (Ivan the Terrible) was violent and cruel cannot be denied On the other hand, Ivan lived when cruelty and violence were commonplace." (Earl, p. 37).
 - (a) Do you think this is a good argument when dealing with the character of a king?
 - (b) What worthwhile actions might lead a King to be admired as a leader of his country. Try to think of two such actions.

Part C

Write a sentence on each of the following. Make sure that the sentence contains an important fact.

- (a) Batu (b) Shuyski (c) The streltsi (d) Boyars (e) The "German suburb" (f) the "Tsar's eye" (g) Alexander II (h) Rasputin (i) Trotsky (j) The Red Army.

January
30th

Objective: After oral revision on the "Pilgrim Fathers" to distribute Sheet XVI on which the pupils will work in groups.

Aid: Sheet XVI.

Plan:

1. Questions and answers on the main details about the "Pilgrim Fathers".
2. After distribution of Sheet XVI ask for any immediate problems about the questions, then divide into groups for discussion and answering of the questions.

Comment: Again, group work not always as smooth as in theory. MAW refused to give her ideas to "this stupid lot" and worked on her own. But some groups were having lively and relevant discussions.

The "Pilgrim Fathers"

The Hampton Court Conference 1604

"If you aim at a Scottish Presbytery it agreeth as well with a monarchy, as God and the Devil Then Jack and Tom and Will and Dick shall meet, and at their pleasure censure me and my Council Then Will shall stand up and say "It must be thus", then Dick shall reply and say "Nay, marry, but we will have it thus" (to the bishops present) But if once you were out, and they in (your) place, I know what would become of my supremacy: "No bishop, no King" as before I said "I shall make them (the Puritans) conform themselves or I will herry them out of the land, or else do worse." (A. B. Hart "Source Book of American History", The Macmillan Coy. 1899) pp. 37-38.

Presbyterian (from a Greek word for 'elder'). One who does not believe in the Church being governed by bishops but believes in government by elected 'elders' = important men in the Church.

1. Why were the people wanting changes called Puritans?
2. What did King James I mean by the first sentence?
("If you aim and the Devil")
3. Why was James I so angry about the Puritans' suggestion that there should not be any bishops?
4. Find out what 'democracy' means. Do you think that these ideas on Church government might have led to some kind of democracy among the Puritans? Give reasons for your answer.
5. Describe briefly where the Puritans who later became some of "The Pilgrim Fathers" went between 1603 and December, 1620.
6. Can you think why we do not have to belong to one church such as the Church of England today?

February Objectives: 1. To revise commonly misunderstood aspects of the
4th test paper of January 28th.

2. To have the groups of January 30th report their decisions about the questions on Sheet XVI.

3. To copy the map of the "Old Thirteen" (Sheet XVII).

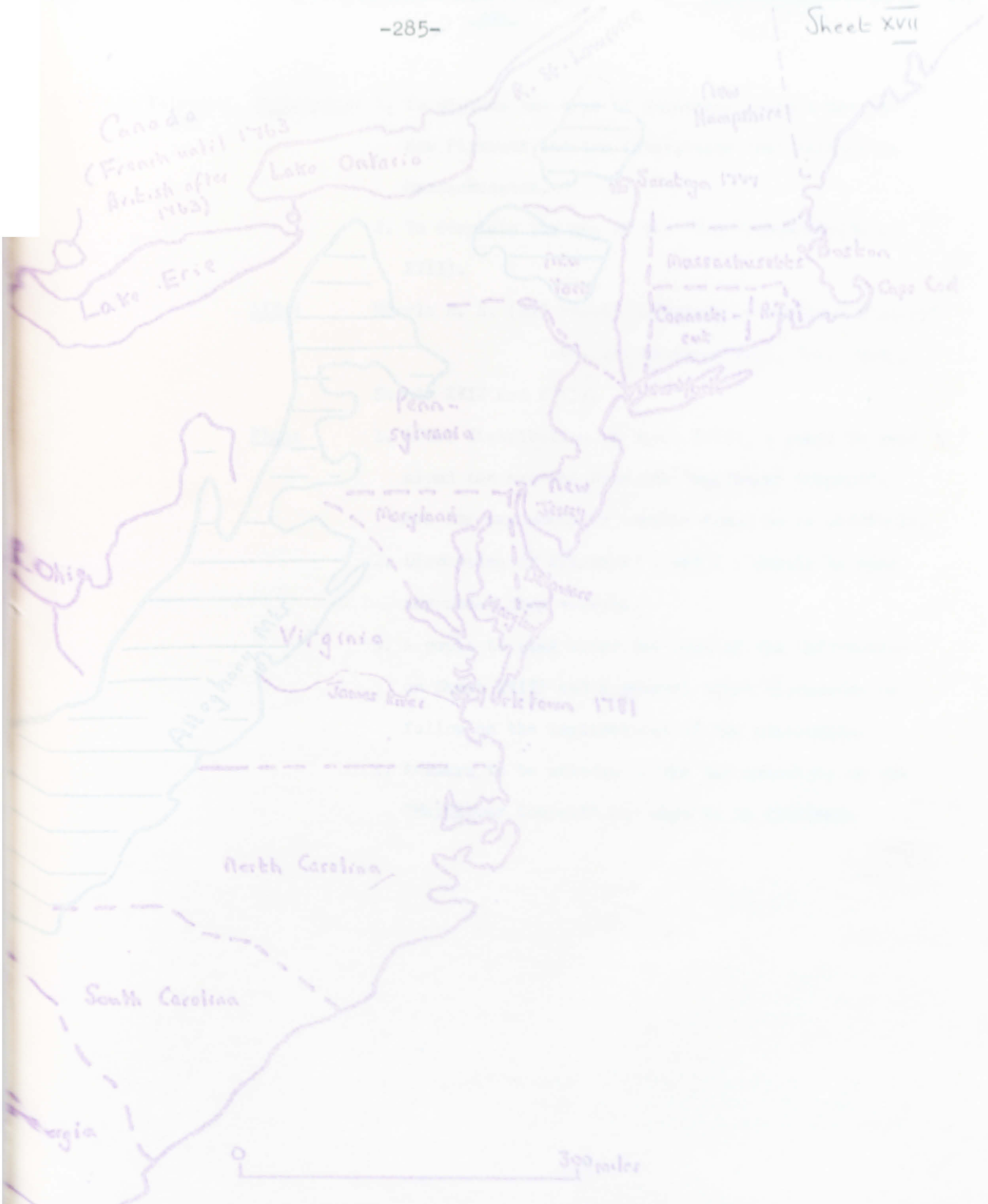
Aids: Sheet XVII

Plan:

1. Revisionary questioning around the class on the test.

2. Groups to report and pupils to take any notes they need for their homework, which is to answer the six questions on Sheet XVI .

3. To begin copying the map in the hope that the action of copying will help them remember the geographical features. (Sheet XVII)



The "Old Thirteen"

February
6th

Objectives: 1. To discuss the type of democracy established in New Plymouth and the intolerance that existed in Massachusetts.

2. To complete the map of the "Old Thirteen" (Sheet XVII).

Aids:

Morris R. B. (Ed) "Basic Documents in American History"
(D. Van Nostrand Coy., Inc. 1965).

Sheets XVII and XVIII.

Plan:

1. After distribution of Sheet XVIII, a pupil to read aloud the extract from the "Mayflower Compact".

Ask for any words or phrases found to be difficult.

2. Discussion of Questions 1 and 2 - pupils to make any notes they require.

3. A pupil to read aloud the rest of the information on Sheet XVIII and a general class discussion to follow on the implications of the statements.

4. Answers to be written to the two questions on the "Mayflower Compact" and maps to be finished.

The Puritans in New England



The Mayflower Compact, November 21st, 1620

This agreement was drawn up by 41 adult males on the "Mayflower" as she lay at anchor off Cape Cod.

"We do combine ourselves together into a political body and by virtue hereof do frame such just and equal laws and offices, from time to time, as shall be thought most meet and convenient for the general good of the colony."

1. This agreement has been considered the beginning of democracy in North America. Why did these words lead to a type of democracy?
2. It was not a complete democracy. Why?

Later Colonists in New England.

In 1629 Charles I allowed other Puritans to emigrate to North America. They were richer than the "Pilgrim Fathers" and settled in Massachusetts. Although they followed the type of government started in Plymouth by the "Pilgrim Fathers" they did not allow freedom for everyone.

For example: If people would not believe in the Trinity, their tongues were bored through.
Some men were burnt for following a different religion and refusing to leave Massachusetts.
1641 Slavery was made legal in this statement

"There shall never be any slavery among us unless it be lawful captives taken in just wars and such strangers as willingly sell themselves or are sold to us" (p. 15. "Basic Documents in American History" by R. B. Morris. D. Van Nostrand Coy., Inc. 1965)

The Indians were attacked. Here is how one Puritan described a victory. "It was horrible to see them frying in a fire "and horrible was ye stinck and sente thereof: but ye victory seemed a sweet sacrifice, and they gave praise thereof to God."

A group of Puritans led by Roger Williams disagreed with the lack of freedom of worship. In 1636 they went to live in Rhode Island "Keeping that one Principle, that everyone should have liberty to worship God according to the light of their own consciences."

Sheet XIX

Answer these questions as fully as possible.

1. Describe three ways in which the Puritans showed that they did not believe in freedom for everyone.
 2. The Puritans wanted freedom of worship for themselves but would not allow it to other groups.

Can you think of any people today who are rather like the Puritans in this policy?
 3. Was everyone in the seventeenth century like the Puritans in believing that there should be only one set of beliefs?
 4. Do you think everyone should be allowed freedom of speech.
 5. The Puritans were very religious yet they allowed slavery.
 - (a) What do you think of the law in Massachusetts which starts: "There shall never be any slavery among us"? Look especially at the words underlined.
 - (b) Does this law make you think that the Puritans were hypocrites, that is, they said one thing but did something quite different?
 6. The Puritans allowed wars against the Indians.
Can you think of any reasons why they were ready to kill the Indians?
 7. Can you think of any reasons why the Americans today tend to look back on the "Pilgrim Fathers" as the first settlers in America rather than the men at Jamestown?
-

- February 11th Objective: To discuss the intolerance in New England in the seventeenth century.
- Aids: Sheets XVIII and XIX.
- Plan:
1. To discuss certain questions as a class, namely, 1, 3, 5 and 6.
 2. Group discussion of the other questions.
 3. Homework: To answer as many questions as possible in the time allowed for homework.
- February 13th Objective: To study the different reasons people had for emigrating to the U.S.A.
- Aids: Hooper (1968)
Sheet XX
Muir
- Plan:
1. To discuss the photograph of the Statue of Liberty and Lazarus' poem (Hooper, pp. 13-15)
 2. From their maps of the "Old Thirteen" and Muir, to ask the pupils if they know how some of the states were started, e.g., Pennsylvania, Georgia. Extra details to be given by myself.
 3. Each pupil will receive an envelope containing Sheet XX cut into 40 separate sections. The pupils are then to classify the pieces of paper (e.g. into dates, settlements) and then place them into the correct formation, thus:
"Pilgrim Fathers" 1620 New Plymouth To Worship
freely
 4. Pupils to say which are the correct solutions and each child to check his own arrangement.

Sheet XX

Settlers and settlements in North America

| | | | |
|--|--------------------------------------|--|--|
| "Pilgrim Fathers" | 1620 | New Plymouth | To worship freely |
| Paleigh's captains | 1584 | Roanoke Island | Gold (? El Dorado) |
| The Company which sent settlers including Captain John Smith | 1607 | Jamestown | Send supplies such as timber back to England; find gold |
| Puritans after the "Pilgrim Fathers" | 1628 | Massachusetts | To worship as <u>they</u> wanted |
| Roger Williams | 1636 | Rhode Island | Religious freedom for everyone |
| William Penn | 1681 | Pennsylvania | Religious freedom for Quakers and everyone else |
| General Oglethorpe | 1733 | Georgia | To give debtors another chance in life |
| Traders | 17th Cent. and early 18th Cent. | All Colonies but mainly in the south | To sell Slaves to work, especially on plantations. |
| People like poor Europeans; Scots and Irish | 17th Cent. and 18th Cent. | All colonies | A better chance to earn a good living in America |
| The British Government | late 17th cent. and early 18th Cent. | All colonies but mainly the middle and the South | Prisoners to work for a number of years on the land in America |

Note: Each column was originally written in different colours.

5. If time, pupils to begin writing their own notes on other reasons for emigrating to America. Under these sub-headings: William Penn, General Oglethorpe, Poor people, Traders, The British Government.

February
18th

Half Term.

February
20th

- Objectives:
1. To complete the reasons for people emigrating to the U.S.A.
 2. To describe, with questions and answers, some of the causes of the War of American Independence.

Aids: Thistlethwaite F. "The Great Experiment" (C.U.P. 1967)
Hooper (1968)

- Plan:
1. On the left of the blackboard will be the five main organising bodies for emigration (see February 13th). On the right hand side will be a mixture of reasons for people going to the U.S.A. The pupils have to relate the correct reason with the appropriate organising body. Class discussion on the answers.
 2. Questions and answers, combined with description, of some of the causes of the War of American Independence.
 - (a) How would some of these emigrants, e.g. prisoners who had to work for their freedom in the U.S.A., feel towards Britain?
 - (b) Trading conditions and how these affected relationships between Britain and the Thirteen States.
 - (c) The end of the danger of attack from the French in Canada after 1763.

(d) Danger from the Indians - therefore, troops needed which had to be paid for.

Recapitulation through questioning of these four major points.

3. Pupils to write their own notes on:

(a) Other reasons for emigrating to America

(b) How some colonists might feel towards Britain.

February Objective: To revise the background causes of the war and discuss
25th the questions set on the imaginary letter (Sheet XXI)

Aids: Hooper (1968)

Sheet XXI

Plan:

1. A sketch map of the American colonies and Canada on the blackboard. Pupils asked who settled in which areas and why.
2. Revision through questions and answers on the main causes of the war (see also Hooper, pp. 21-22).
3. Explanation of the "Boston Tea Party" 1773, the British government's reaction, and the realisation by some colonists that they had to rule themselves (see Hooper, p. 24).
4. Pupils to read to themselves the imaginary letter, then class discussion on the questions.
5. Homework: To answer the first four questions (Sheet XXI).

Some causes of the War of American Independence 1776-1783.

An imaginary letter from Boston, Massachusetts in October, 1772.

My dear brother,

I am gazing out of the window at the deep, deep snow and wondering how our beloved Lovell Hall is looking at this time of the year. Are you also surrounded by snow drifts or are the golden leaves still clinging to the trees? As you will gather, I am rather homesick today. Why did I have to fall in love with a man whose home and work is 3,000 miles away from England?

I am probably so gloomy because the fear of complete separation from England grows stronger all the time. These wretched laws which are hindering American trade! They don't help America and I'm sure they can't help Britain all that much. It must be impossible for the English Parliament to realise what great anger they cause. Imagine that in the present bitterly cold weather, there is a shortage of fur hats here in Boston because we have had to send all the raw fur to England. We cannot even manufacture a fur hat here in case it takes away work from England. And now we have to await delivery from England! The words "Mother Country" are being used more as an insult than as they should be - for our beloved country. The Americans are also angry because they have to send nearly all their goods to England. How much more sensible it would be if we could exchange our iron and timber for the sugar and rum of the West Indies. But no! - we are expected to send everything worthwhile - in theory - to England so that your merchants can make the profits and not ours. But as you may guess, John, there are so few officials here that a great deal of illegal trade is carried on with foreigners. If this foolish, foolish policy is continued, I fear that the fights over the Stamp Duty in 1765 will seem but a small warning of worse things to come. There is much angry talk over the fact that if any tea is imported into America it has a duty on it. People still repeat the slogan, "NO taxation without representation". And then what will become of me? - an English woman married to an American merchant?

Your loving sister,

Amelia.

-
1. Describe briefly the "wretched laws" mentioned by the imaginary Amelia. Why did they annoy the colonists?
 2.
 - (a) What was the Stamp Duty and why was it passed?
 - (b) What happened to this Duty?
 - (c) Which type of lesson might the Americans have learnt?
 3. What did the Americans mean by "No taxation without representation"? What do you think of this argument?
 4. Write a short letter from John, putting the viewpoint of the English Parliament about the laws. Try to make it imaginative - for example, by sympathising with his sister.
 5.
 - (a) What happened when tea was taken to Boston in 1773?
 - (b) Do you think the British Government dealt with this action in the best way? Give reasons for your answer.

February 27th Objectives: 1. Through class and group discussion to analyse some of the statements in the Declaration of Independence 1776.

2. To make notes on the "Boston Tea Party".

Aids: Hooper (1968)

Sheet XXII

Plan: 1. Using the photostat copy of the Declaration as printed in "The Pennsylvania Evening Post" (Hooper, p. 25) to read and discuss certain words and phrases in that Declaration e.g. How are all men created equal?

What rights might men have been given by God?

2. Notes to be copied from the blackboard on the "Boston Tea Party" and how the war began.

3. Division into ^{more} teacher-organised groups since the sociogram produced two groups of girls who did little but chat, to discuss these questions:

What do you think about these points from the Declaration?

(a) All men are created equal.

(b) All men have been given certain rights by God.

(c) Among these rights are:

(i) Life (ii) Liberty (iii) The pursuit of happiness
Could (ii) and (iii) cause trouble within a country?

(d) Governments derive (get) their powers from the consent (agreement) of the people governed.

(e) It is the right of people to make new governments if their rights are destroyed.

Which events in American history might have led to these beliefs?

The Declaration of Independence, 1776

"Land of the Free" p. 27.

Read carefully the beginning of the Declaration, then discuss these questions. Write down any arguments which you think are worth telling the rest of the class.

1. What do you think about these points from the Declaration?
 - (a) all men are created equal
 - (b) all men have been given certain rights by God
 - (c) among these rights are the right to
 - i. Life
 - ii. Liberty
 - iii. the pursuit of happiness
(and what do people mean by the word 'happiness'?)
 2. Can you think how the last two "rights" (ii and iii) could cause trouble in a country?
 3. The Americans argued that governments derive (= get) their powers from the consent of the people governed.
 - (a) Which events in American history before 1776 have led to this belief?
 - (b) Can you think of any kinds of governments which would not agree with this belief?
 4. Which part of the Declaration would frighten governments in the eighteenth century? Why?
-

March
4th

(This lesson
was taped;
see Appendix
N)

Objectives: 1. Groups to report on their conclusions of
February 27th, with class discussion.
2. Discussion of why the thirteen states needed some
form of central government and how it was achieved.

Aids: Chandler J. "America Since Independence" (O.U.P. 1965)
Hooper (1965)
Sheet XXII.

Plan: 1. Class discussion following the group decisions taken
on February 27th. Pupils to take notes if wish for
homework which will be to answer as many questions
on Sheet XXII as they wish, or within time allowed
for homework.
2. Questions and answers on why the Americans needed
to be united after 1783; what differences there were
among the states; how these differences could be
reconciled. Use the analogy of the responsibilities
of the British government and the county councils
but ask the pupils for ideas on which areas of
responsibility should belong to the national govern-
ment.

March
6th

Objectives: To explain and discuss federal organisation within the
U.S.A.

Aids: Hooper (1968)
Sheet XIII.

Plan: 1. A pupil to read the relevant section from Hooper
(p. 27) on the need for a constitution.
2. Revision of the meaning of 'federal' and which
responsibilities are likely to be given to the
federal government.

The American Constitution

A Constitution states how a country should be governed.
(read p. 27 from "In the middle of the crisis" to the bottom and explain
(a) why a constitution was needed
(b) how it was made in the U.S.A.)

How the American Constitution works

| | Job |
|--|---|
| <u>Congress</u> = (1) House of Representatives (1 member for every 30,000 people) (2) Senate (2 for each State) | Makes the laws |
| <u>President</u> elected every four years and is not a member of Congress | Leads the nation and carries out the law |
| <u>Supreme Court</u> = judges appointed for life | Judges the law, for example, if a law has been broken |

The Federal Government sits at Washington and deals with all matters which concern the U.S.A. as a whole.

Each State has its own powers for certain matters.

defence

issue of currency

Federal Authority

external trade

collecting taxes

Virginia Ohio Georgia etc.

Questions

1. Why are there three different sections for governing the U.S.A.?
2. What tasks can the President of the U.S.A. not do?
3. (a) List three important jobs of the Federal Authority.
(b) Explain in each case why you think that job was given to the federal government.
4. Read pp. 30-31 Text book. Find two references to federal authority. Describe in each case how the federal authority over-ruled the State's authority in the 1950's

3. Sheet XXIII to be given out. After some discussion of the three bodies within the federal government, pupils to answer the questions on their own, in pairs or in small groups, as they wish.

March
11th

Objectives: 1. To complete the written work on the American constitution.

2. To introduce the causes of the American Civil War.

Aids: Hooper (1968)

Sheet XXIII

Plan:

1. Have written on the blackboard these instructions:

Read pp. 30-31 in Hooper (describing Little Rock

1957 and the 1954 Supreme Court decision). Describe

how the federal authority over-ruled the authority

of the individual state twice in the 1950's.

Pupils to finish any work from March 6th and follow this instruction.

2. Once they finish the work, to read pp. 33-36 in

Hooper on slavery in the U.S.A. To make short notes

on (a) why people wanted slavery abolished

(b) why the southern states wanted to keep

slavery as an institution.

3. Pupils to report back on what they have selected

and these arguments to be written on the blackboard

so that there should be two columns, thus:

Against slavery

Wrong to have men unequal;
against the Declaration of
Independence (p. 33)

Slaves were treated as
things, not as people
e.g. no legal rights (p.34)
sold at auction (p. 34)

For slavery

The need to cultivate
cotton in the southern
states - America's
largest export (p. 33)

Some slaves were quite
well treated (p. 34)

4. Discussion on any other arguments they can think of for and against slavery, e.g. slavery is necessary for such civilised activities as art, architecture; or, if the slaves were given equal opportunities, they could help to govern the U.S.A.
5. Explain that the Civil War was not openly a quarrel over slavery but over the rights of states to be independent from federal authority.
6. Homework: To write a dialogue between a Northerner and a Southerner over the rights and wrongs of slavery.

March
13th

Objective: To discuss and write about some of the causes of the Civil War.

Aids: Beecher Stowe H. "Uncle Tom's Cabin" (Harvard Ed. 1962)
Hooper (1968)
Sheet XXIV

- Plan:
1. To read the story of Eliza from "Uncle Tom's Cabin" to give the emotional impact of this book on the Civil War.
 2. Using the map on the front cover of Hooper to explain how the crucial issue was whether slavery should be allowed in the new states as they joined the union. Pupils to enter the names of the Confederate states on the outline map (Sheet XXIV) from Hooper (indicated with the Confederate flag).
 3. Brief discussion of the War, relying on what the pupils know about it in the main.
 4. Questions and answers on the results of the War - e.g. separations continuing, the Klu Klux Klan.



2. Are there any other states which you might have expected to join the Confederate rebel states? Which are they, if any, and why would you expect them to have joined the confederates?
3. Look at Plate 15 b on page 38. The "submarine" is flying the early Confederate flag. Draw this flag and answer this question:
How many stars were there? Why?

5. Written work - to answer these questions on their own, in pairs, or small groups, as they wish
 - (a) Read Hooper p. 36, second paragraph, and explain why the making of the new states in the West helped to lead to the Civil War.
 - (b) Read Hooper p. 36, paragraphs 3, 4 and 5, and state why the southern states insisted that they had the right to break away from the Union.
 - (c) What was Lincoln's argument about the Union which led to the Civil War?

Comment: Great interest and concern over the story of Lisa.

Interesting that some could not find the names of eleven states, although all are indicated clearly in Hooper e.g. some pupils included Oklahoma. A number seemed to find the written work difficult.

March
18th

Objectives: 1. To discuss some events in the after-math of the Civil War.
2. To introduce some of the events in the movement westward.

Aids: Hooper (1968)

Chandler (1965).

Hart A. B. "A Source Book of American History" (Macmillan 1899)

Plan: 1. Discussion on Lincoln's assassination and the results for the South of the Civil War.
2. Read extract by Cody (Hooper pp. 41-42) by themselves to introduce discussion on famous names of the American West.
3. Illustrative material to be read by teacher from Chandler (pp. 6-7) and Hart (p. 237).

4. Discussion of how the story of the West could be told through one family using the format of a film script.

5. Homework: To answer these questions:

(a) Why was Lincoln's assassination such a disaster for the U.S.A.?

(b) Give two results of the Civil War (Hooper p. 32 and p. 40).

(c) Begin to draft a film script for one family leaving, say, Alabama and moving into Oklahoma (though any accurate areas could be chosen).

March
20th

Objective: Through discussion and explanation, to develop the story of the movement Westward.

Aids: As for March 18th. and Sheet xxv

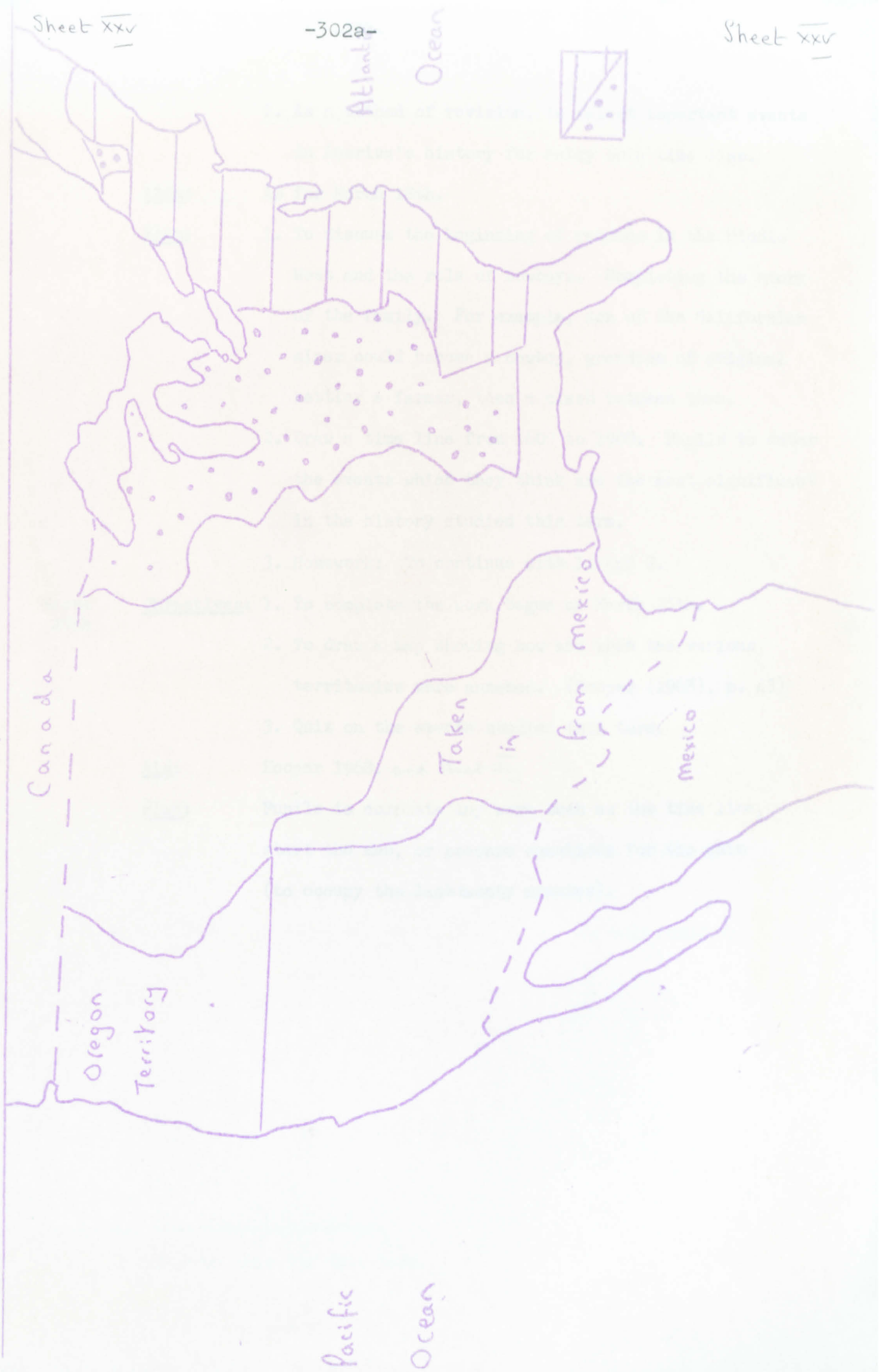
Plan:

1. Ask the class to comment on the dates on each state to lead to an explanation why California was a state in 1850.
2. Ask the pupils to describe ways in which the eastern states were linked with the West. Amplify, if necessary, such methods as the pony express, stage waggons, railways.
3. Development of the story of the imaginary family e.g. one son could have gone to California in 1848-9; another could have gone on the Oregon Trail.
4. Continue with the writing of the script or making notes, since some preferred to do the latter on March 18th.

March
25th

Objectives: 1. To complete the account of the occupation of the West.

How the U.S.A. expanded westwards



2. As a method of revision, to select important events in America's history for entry on a time line.

Aids: As for March 18th.

- Plan:
1. To discuss the beginning of ranches in the Middle West and the role of cowboys. Completing the story of the family. For example, son of the Californian miner could become a cowboy, grandson of original settler a farmer, then a clash between them.
 2. Draw a time line from 1600 to 1900. Pupils to enter the events which they think are the most significant in the history studied this term.
 3. Homework: To continue with 1. and 2.

March
27th

- Objectives:
1. To complete the work begun on March 25th.
 2. To draw a map showing how and when the various territories were annexed. (Hooper (1968), p. 43)
 3. Quiz on the events studied this term.

Aid: Hooper 1968. and sheet xiv

Plan: Pupils to complete any work such as the time line, start the map, or prepare questions for the quiz (to occupy the last twenty minutes).

Term III : Africa

April
17th

Objectives: 1. Since relationships between racial types will feature strongly in this term's work, to help the pupils find out about the three main racial types and where they are distributed in Africa.

2. To complete the map of the U.S.A. (Sheet XXV)

Aids: * Hatch J. "Africa : the rebirth of self-rule"
(O.U.P. 1967).

Sheets XXV and XXVI

Wall map.

Plan: 1. To ask the children what they know about Africa - today or historical.

2. A discussion on the theory of evolution, citing Peking man, Proconsul and Swanscombe man. If early man is similar in features, why differ now?
(cf. Hatch, p. 8)

3. Ask pupils to help in a classification of the three main racial types, with examples. List to be written on blackboard.

4. Complete maps of the U.S.A. and begin work on Sheet XXVI.

*The text book for this term.

The main races of the world

(see p 8 Hatch)

C _____

N _____

M _____

(Three examples are:

① _____

② _____

③ _____)

(Three examples are:

① _____

② _____

③ _____)

(Three examples are:

① _____

② _____

③ _____)



The main
racial groups
in Africa

Look at the map on p 8 Hatch. Then on this map show the areas and names of three main races in Africa. Print and use colour if possible.

Check with p 8 Hatch if necessary and the right hand map of p 39 Hatch, then complete the following sentences:

All three main racial types are found in Africa:

① C _____ in the _____, for example, _____

② N _____ in the _____ and _____, for example, _____

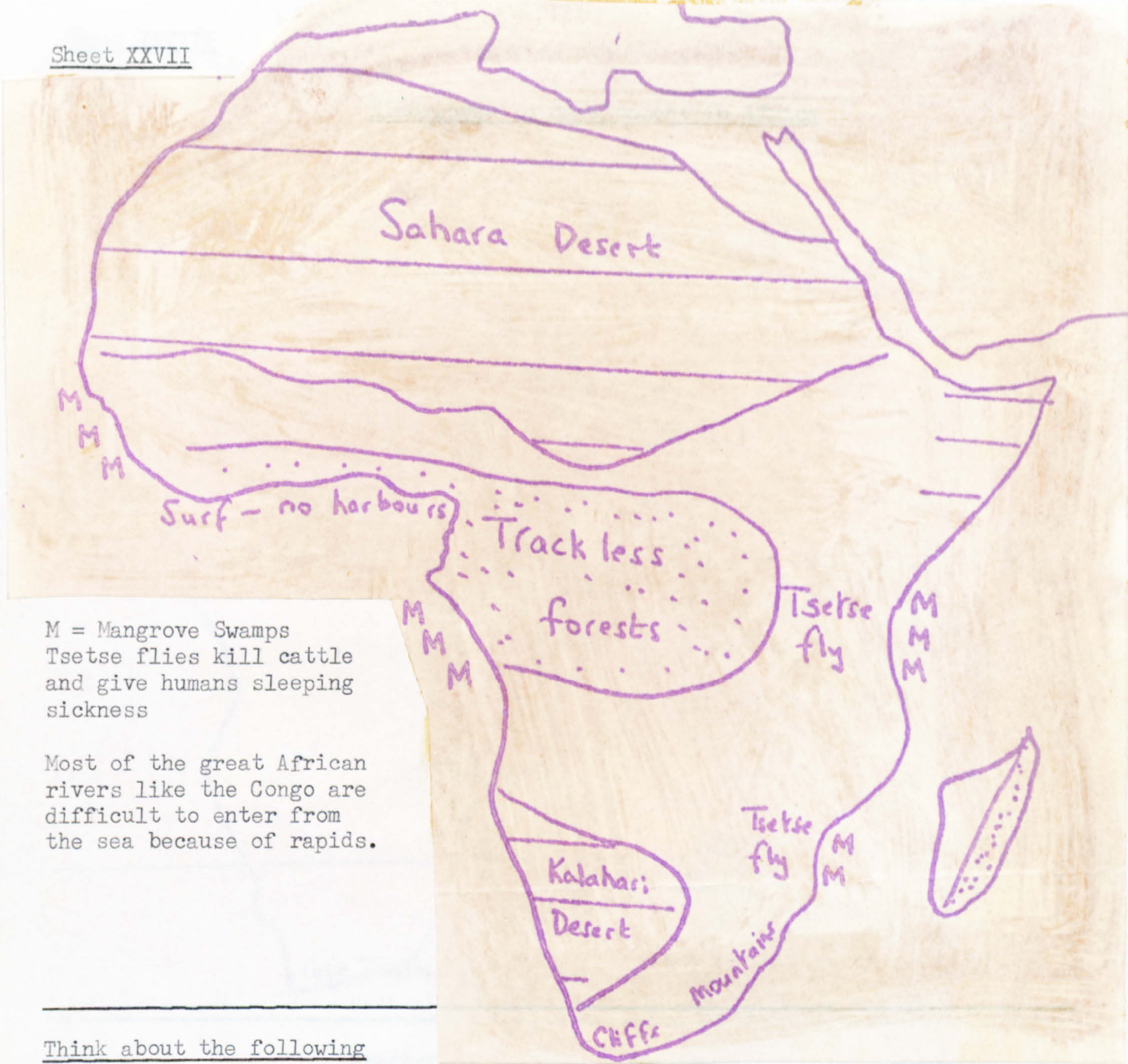
③ M _____ in _____ and _____, for example, _____

April
22nd

- Objectives:
1. To revise and complete the work on racial distributions in Africa.
 2. To consider and prepare for homework some of the hindrances to development in Africa.

Aids: Hatch (1967)
Sheets XXVI and XXVII

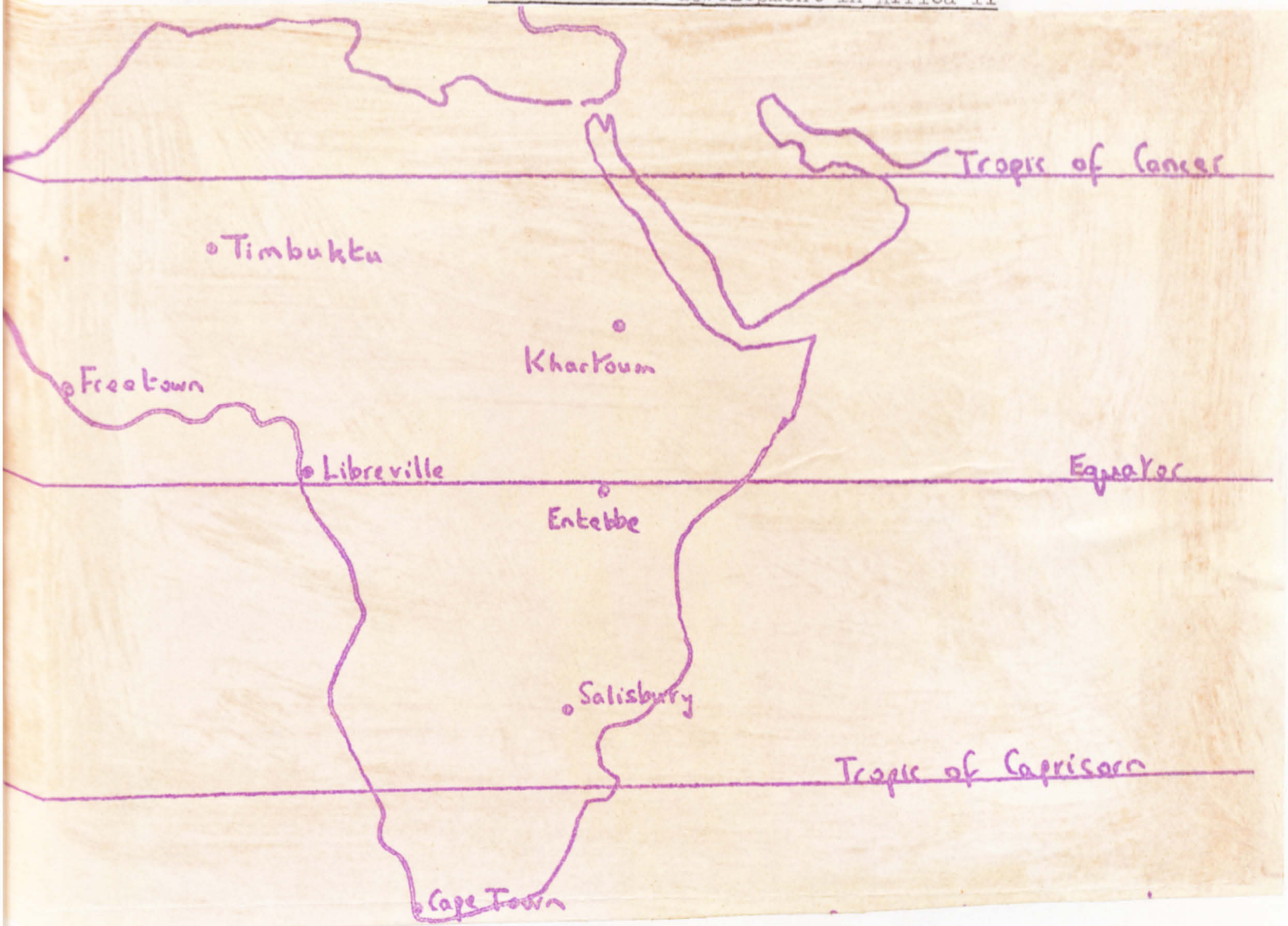
- Plan:
1. Oral revision on the main racial types, referring to Hatch p. 18 if necessary.
 2. Study map of distribution of races on p. 18; emphasise where the Mongolians live in Africa (cf. Hatch p. 8). Ask who had heard of S. Africa in the news to introduce a discussion on apartheid and the difficulty of distinguishing between Coloured and White.
 3. Ask the pupils which parts of Africa are developed or civilised - and what does 'civilised' mean? What would they expect if a place was not civilised?
 4. Class investigation of question 1. on Sheet XXVII through studying the map and questions and answers.
 5. Homework : to answer the three questions on Sheet XXVII.



This map and information give you some of the reasons why Africans in most parts of Africa have found it difficult to develop an advanced civilisation such as those in the Roman Empire or in Europe today.

1. Where would Africans find it difficult to live and grow crops and rear animals easily?
2. Why was it difficult for Africans to maintain contact with the outside world?
3. Can you think of any ways in which contact with other areas in the world can help a country to develop?

Hindrances to development in Africa II



| | Average January Temperatures | Average July Temperatures | Annual Rainfall |
|------------------------|------------------------------------|---------------------------------|--------------------|
| Timbuktu | 72° F | 95° F | 8.6 inches |
| Freetown | 80° F | 80° F | 157.2 inches |
| Khartoum | 70° F | 90° F | 5.2 inches |
| Libreville | 80 F | 80 F | 97.2 inches |
| Entebbe | 70 F | 70 F | 58.0 inches |
| Salisbury | 70 F | 60 F | 34.4 inches |
| Cape Town | 70 F | 55 F | 25.0 inches |
| N.B. <u>Manchester</u> | <u>35 F</u> | <u>65 F</u> | <u>34 inches</u> |

.....
Sheet XXVIII Cont'd.....

Answer these questions

1. What do you notice about the climate (temperature and rainfall) of many places in Africa?
2. How might heat and heavy rainfall affect people's wish to work?
3. Can you think of any insects harmful to man, and animals which like such hot climates?
4. (a) Which places have pleasant climates for Europeans?
(b) Do you know anything about these places today?
5. (a) Which animals are useful to man? Name three.
(b) Name three common African animals.
(c) What do you notice about points (a) and (b)?

Final Question

Why has most of Africa failed to develop as quickly as Britain, the U.S.A. and other areas in the world?

April
24th

- Objectives: 1. After an initial discussion session, pupils to work in groups on some of the hindrances to development in Africa (Sheet XXVIII).
2. To prepare the work for Tuesday, April 29th.

Aids: Hatch (1967).

Wall map.

Sheets XXVII and XXVIII

- Plan: 1. Preliminary discussion on some geographical aspects of Africa, e.g., the tropics, climate modified by altitude (e.g. Entebbe cf. Libreville)
2. Class to read questions on Sheet XXVIII and raise any initial difficulties they find in them.
3. Group work on the questions.
4. Final ten minutes. As I shall be absent on April 29th, to discuss the questions set on Ancient Egypt on Sheet XXIX. Remind them to revise all the work on America for their homework next week.

April
29th

- Objectives: 1. Pupils to write their answers to the questions on Sheet XXVIII.
2. To try and contrast the relatively developed state of Egypt with the recently under-developed parts of Africa, pupils to answer Questions 1. and 2. on Ancient Egypt (Sheet XXIX).

Aids: Hatch (1967)

Sheets XXVIII and XXIX

- Plan: Pupils to work through the questions on their own or in pairs, whichever way the supervising teacher prefers, as I shall be absent for this lesson.

Sheet XXIX

Work for Tuesday, April 29th.

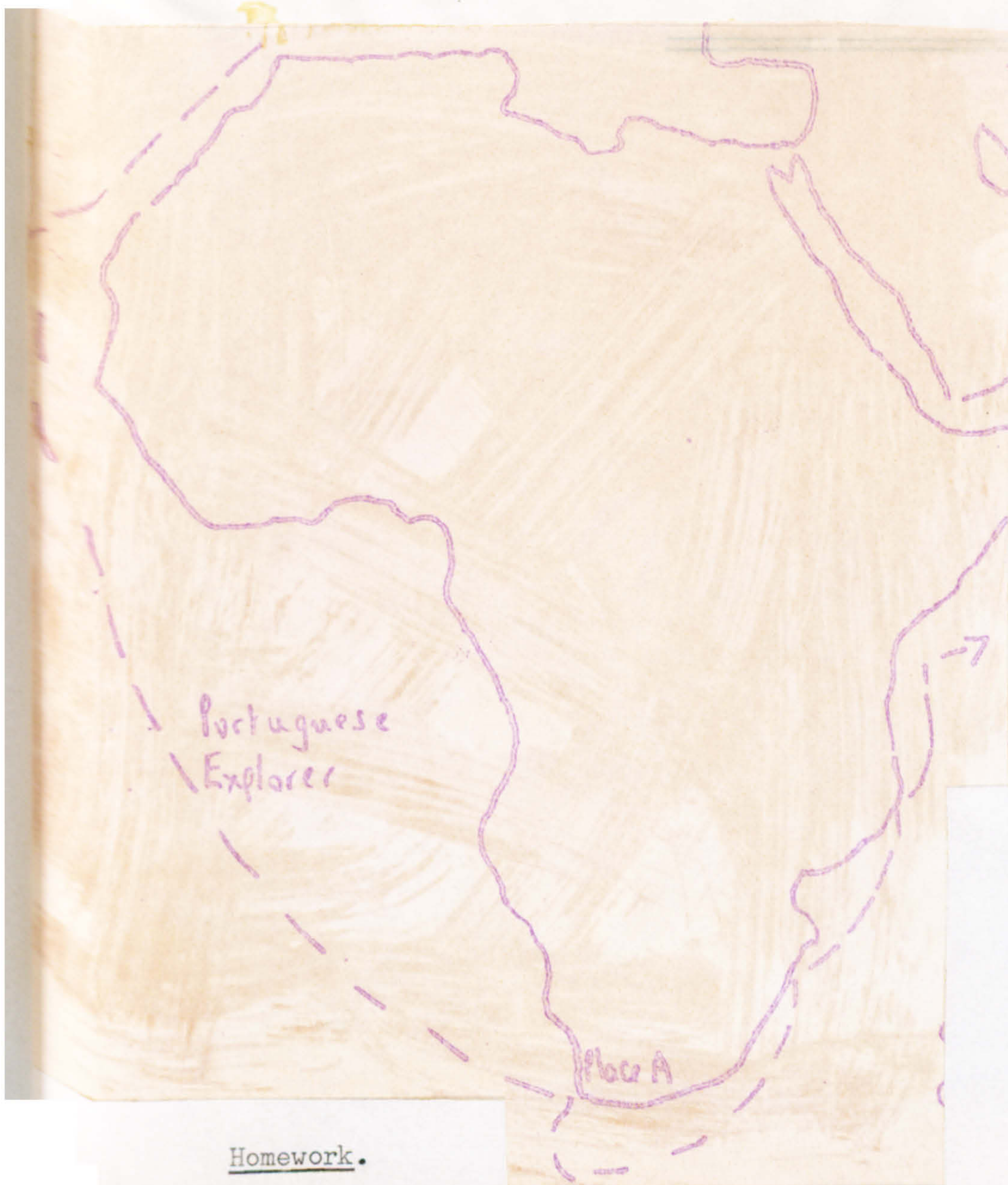
(Copy these notes - lines 1, 2, 3, 4)

Ancient Egypt

Although there are many difficulties hindering the development of Africa, one of the oldest civilisations in the world existed in Africa - Ancient Egypt.

(Now read pages 9, 10, 11 in the text book and then try to answer the following questions as fully as possible)

1. Why can it be said that Ancient Egypt was a civilised country? (Look at p. 9, the last paragraph, in particular)
2. Describe three developments in Ancient Egypt which shows that it was not a primitive, uncivilised country (read page 10).



Arabs and Europeans in Africa

1. Name the people who conquered the North of Africa and along the east coast (p. 22.)
2. Give another name for the Moslem religion beginning with I _____ (p. 22)
3. What do you remember about the Moslems from the history of Russia?
4. Name two important Moslem towns on the east coast. (p. 22)
5. Name the Portuguese explorer who sailed around Africa in 1497-1499. (p. 27)
6. Name place A. (p. 27).
7. Look at the map on the right hand side of p. 39 and name 3 areas in Africa still controlled by Portugal.

Homework.

Revise all the work on America for a test on Thursday.

May
1st

Objective: To consolidate memories of the history of the U.S.A.
by answering a revisionary test.

Aid: Sheet XXX.

Plan: Pupils to work through the questions.



- ① Why did the attempts to start a colony on Island A fail in the sixteenth century?
- ② Why did London merchants send out colonists to Island B?
- ③ Give one main reason why this settlement did badly until 1616.
- ④ What was the name of Settlement C?
- ⑤ Why was it given that name?
- ⑥ Roger Williams led colonists to Colony D in 1636. Why?
- ⑦ Why did General Oglethorpe help colonists to settle in Colony E?
- ⑧ What opinion of Britain might such colonists have had?
- ⑨ How did the American government gain possession of Area F in 1803?
- ⑩ How did the finding of gold in Area G lead to the Americans moving into the West?

Sheet xxx

Answer as many as possible

1. Explain briefly why the Americans can be called a cosmopolitan people.
2. Give one reason why the English governments in the seventeenth century supported the idea of people emigrating to start new colonies.
3. What impression have you gained of Captain John Smith? Write about THREE or FOUR sentences, giving reasons for your opinion.
4. "If you (the bishops) once were out, and they (Puritans) in your place, I know what would become of my supremacy : "No bishop, no King", as before I said."
 - (a) Who said these words?
 - (b) What did he mean by them?
 - (c) Which event in American history did they help to cause.
5. "We do combine ourselves together into a political body and do frame such just and equal laws and offices, from time to time, as shall be thought most convenient for the general good of the colony."
 - (a) On what occasion were these words written?
 - (b) Why are they very important to Americans today?
6. Some of the settlers in Massachusetts, New England, have been called hypocrites, that is, they said one thing and did something different. Give two examples why they have been called hypocrites.
7. "No taxation without representation"
 - (a) On what occasion were these words said?
 - (b) What did they mean?
 - (c) Was it a sensible argument for those days?
8. "All men are created equal, ... they are endowed by their creator with certain ... Rights, ... among these are Life, Liberty and the pursuit of happiness."
 - (a) On what occasion were these words written?
 - (b) Write about THREE sentences giving your opinion of them.
 - (c) Give two reasons why they were written in 1776.
9.
 - (a) What do you understand by the word 'Constitution'?
 - (b) Why did the Americans have to write a constitution in 1787?
 - (c) What are the three sections in the American constitution?
 - (d) Why are there these three sections?
 - (e) What do you understand by the term 'federal government'?

May
6th

- Objectives: 1. Through questions and answers to revise the work on Ancient Egypt and the Arab and Portuguese conquerors.
2. To introduce the concept of "slave" and the sixteenth century triangular slave route.

Aids: Hatch (1967)
Sheets XXIX and XXXI

- Plan: 1. Questions and answers to deal with the work on Egypt, the Arab conquests in Africa and the Moslem religion (Sheet XXIX).
2. The pupils to recall what they can of their study of Portuguese explorers in Year II and the areas conquered.
3. Through questions and answers, and reading Hatch pp. 34-35, to discuss the concept of a "slave", contrasting "domestic" and "economic" slavery.
4. Written work and homework : Complete outstanding work on Sheet XXIX and answer Questions 1. and 2. on Sheet XXXI.

Comment: Still great difficulty over "civilisation", not really got this concept e.g. they could grow crops, they could use animals for meat. Little remembered about the Portuguese explorers. Only OG had a sophisticated concept of "slave". From others came "lower than a servant" (MAW) "had to work and hardly any wages" (IAR). After their reading of Hatch pp. 34-35 I asked, "Why were the Africans ready to sell other Africans as slaves?" Only OG's hand went up. So, I altered the question to, "What kind of slaves did the Africans have?" A host of hands, and COL gave the correct answer. Then I asked, "What did the Europeans do with slaves?" Again

A diagram of the triangular slave route



Work

- ① Fill in the empty places in the words on the diagram (see p 35 middle to help).
Cellotape the completed map into your book.
- ② In a sentence name Four European countries which took part in the slave trade (p 34 map)
- ③ Write a short dialogue between an African captured in war and working on an American plantation and one of his captors who has also been made into a slave later and sold to the same plantation owner. Bring out the reasons in this dialogue why Africans were ready to sell other Africans (p 35 top)

the class could give the answer from Hatch. But when I asked, "Why do you think the Africans were ready to sell other Africans as slaves?" only FU and OG could relate the two separate pieces of information and infer that the Africans might have thought the Africans sold as slaves would be given the privilege of "domestic" slavery.

May
8th

- Objectives:
1. To revise the questions which they found more difficult in the revisionary test.
 2. After preliminary discussion on the two types of slavery, and explanation of English involvement, to introduce the imaginary dialogue between two Africans (Sheet XXXI).

Aids: Martin B. "John Newton and the Slave Trade" (Longmans 1961)
Hatch (1967)
Sheet XXXI.

- Plan:
1. Discuss the test results and ask for answers to these questions on which many were wrong.
 2. Ask the class to recapitulate on what they remember about the two types of slavery.
 3. Explanation of the English share in the triangular slave route, how few men thought this was wrong, then the case of the abolitionists.
 4. Class to read Hatch pp. 34-35 and note the two types of slavery, then to discuss in small groups now write the dialogue (Sheet XXXI, Number 3.)

Comment: The pupils had to go in groups to the Hall for a photographic session so the last section 4. was not completed.

May
13th

- Objectives:
1. To revise the two types of slavery evident in Africa in the sixteenth century.
 2. To discuss an imaginary dialogue aimed at making the pupils oppose the features in each type of slavery.
 3. To read and discuss the imaginary speech by Barrett.

Aid:

Hatch (1967)

Sheets XXXI and XXXII

Augier F. R. and Gordon S. C. "Sources of West African History" (Longmans 1962).

Plan:

1. Revise the concept of "slave" and the two types of slavery mentioned in Hatch p. 35.
2. In small groups or individually, pupils to draft out rough notes for the dialogue between the two slaves (Sheet XXXI), then a general class discussion. Dialogue to be written for homework.
3. A pupil to read the imaginary speech by Barrett opposing the abolition of the slave trade (Sheet XXXII). Pupils to make comments on his arguments.
4. Homework : To write out the five main arguments in Barrett's speech and put counter-arguments.

An imaginary speech by a Member of Parliament called Barrett opposing the abolition of the slave trade. Arguments such as these were used in the early nineteenth century.

Sources. F. R. Augier & S. C. Gordon "Sources of West Indian History" pp. 186-188 (Longmans 1962)

"Gentlemen, I must speak out against the arguments of the honourable member for Hull by pointing out the many and dreadful results of such a proposed abolition of the slave trade.

What would happen to our brave and loyal sailors taking the slaves from Africa to the West Indies if the trade stopped? How many ship builders making ships for the slaves would be thrown out of work? Is any other work to be found for them? And if so, what type? Can you tell me that?

Moreover, once you throw away this slave trade, France and other countries will be anxious to gain it, growing rich at our expense! Can we in Britain bear to face this loss to our country's wealth?

How will the wives of our abolitionists like it when their sugar - grown, I need not remind you, on the slave plantations of the West Indies - costs more, once the slave trade is abolished. Indeed, how much sugar will there be in the future? Are we to take away the very sweets from our children's mouths?

Has any gentleman lived in the West Indies and seen how happy negroes are under the loving care of a thoughtful master? Not for them the fear of being captured by the press gang; not for them a sick wife and no doctor to attend her. A negro has a master and that master supplies all the negro wants. Indeed, it can be said, gentlemen, that negroes are fortunate to be made slaves since they can thus live with white men and learn from them; they have the great benefit of being brought into contact with white civilisation, unlike their more unfortunate brothers still living in the jungles of Africa."

- May 15th Objectives: 1. To discuss arguments for and against the slave trade (Sheet XXXII).
2. To describe briefly the struggle to abolish the slave trade and discuss some results of that trade.

Aids: Hatch (1967)
Sheet XXXII.

- Plan:
1. Ask pupils in turn to select Barrett's main arguments. Take the arguments in turn and ask for rejoinders. These to be listed on the blackboard for reference purposes.
 2. Ask why people might have started to become concerned over the slave trade. Then a brief description of the efforts of the abolitionists.
 3. In small groups or individually, to think of some of the results of slavery and the slave trade today.

May
20th

- Objectives: 1. To complete the work on the slave trade.
2. To describe the life and achievements of Livingstone.

Aid: Hatch (1967)

- Plan:
1. Revisionary questions to have the pupils explain how the attitude towards the slave trade changed during the sixteenth and seventeenth centuries.
 2. Revisionary discussion on some results of the slave trade and slavery.
 3. After asking what the pupils know about David Livingstone, a description of his life and achievements.
 4. Homework : To write about the Changing Attitudes towards the Slave Trade. Some results of

slavery and to make some comments on Livingstone's work.

May
22nd

Objectives: 1. Pupils to classify occupying countries with African countries.

2. Discussion on some contemporary issues in Africa.

Aids: Sheets XXXIII and XXXIV

Hatch (1967)

Plan: 1. In small groups, pairs or individually, the pupils to answer the questions on Sheet XXXIII.

2. The answers to be reported to the class and marked by each pupil. Question 5. should result in a class discussion of such things as apartheid, the Rhodesian problem, the Portuguese territories.

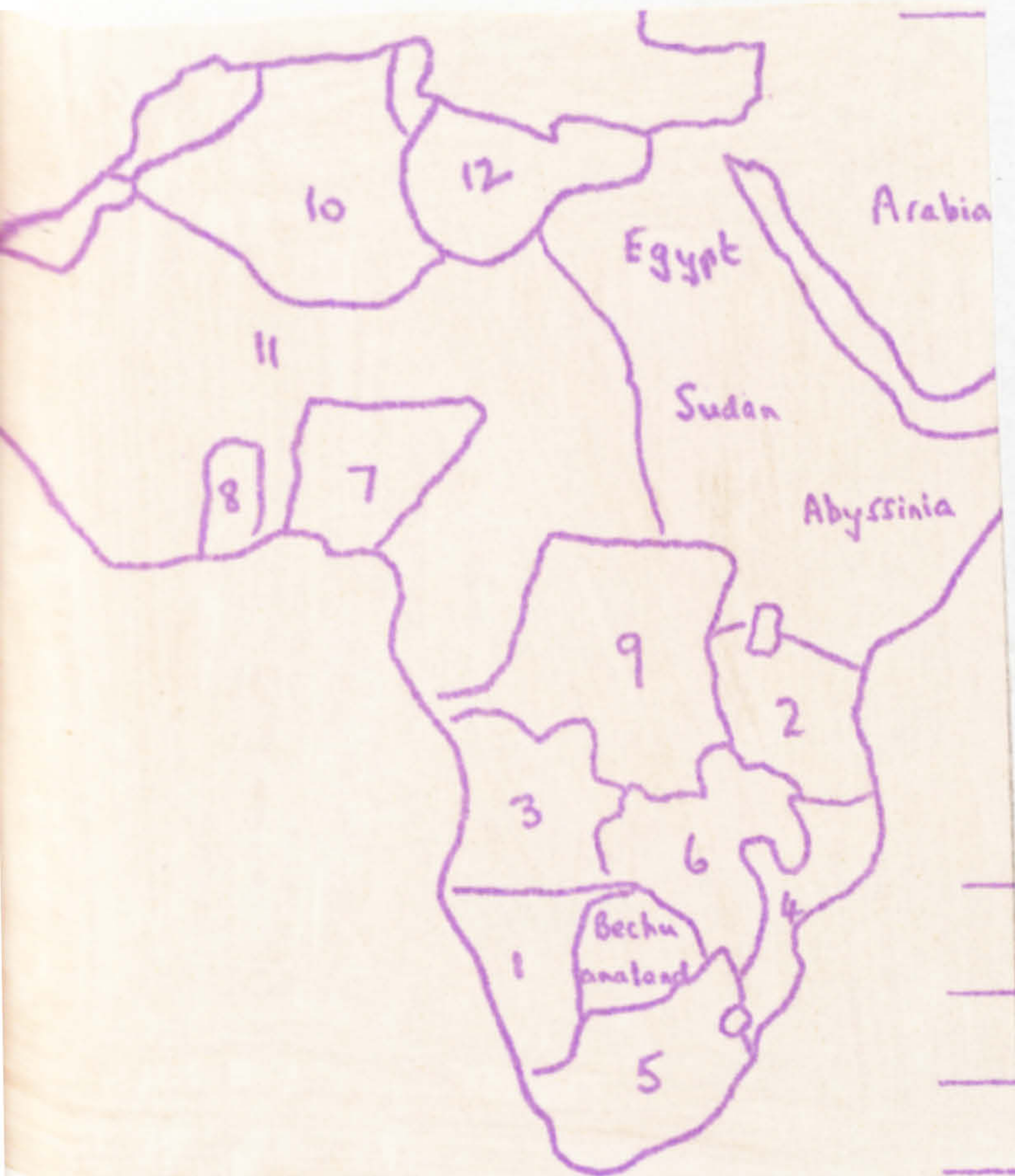
3. If time, to consider the "headlines" on Sheet XXXIV, asking the pupils why there has been so much controversy recently over South African policies.

May
27th
and
29th

Half Term.

European Colonisation in Africa
or "The Scramble for Africa"

Look at the right hand map on p. 39 in Hatch. Name the countries marked on the outline map and the countries which controlled them in 1914.



| <u>Number</u> | <u>Country in Africa</u> | <u>European country in control</u> |
|---------------|--------------------------|------------------------------------|
| 1 | S.W. Africa | Germany |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |
| 7 | | |
| 8 | | |
| 9 | | |
| 10 | | |
| 11 | | |
| 12 | | |

Answer these questions

1. Why did the explorations of men like Livingstone and Stanley lead to the European countries occupying Africa? (see p. 79 Hatch)
2. Which Conference was held to decide how Africa should be occupied?(p.40)
3. What decision did the Conference reach? (p. 40)
4. Describe what happened frequently to African tribes because of the new boundaries. (pp. 40-41)
5. Can you think of any results of this European occupation of Africa?

June
3rd

Objectives: 1. Pupils to answer the questions on Sheet XXXIV
2. To discover details in Hatch (1967) about the relations of the Boers and British 1830-1906.

Aids: Hatch (1967)
Sheet XXXIV

Plan: 1. Go through questions 1, 2 and 3. with the whole class, asking them for possible answers.
2. Groups to tackle the rest of the questions on Sheet XXXIV.
3. As individuals and groups finish the work, hand them Sheet XXXV and point out the relevant pages to be read, explaining that notes could be made for future reference.
4. Homework : To write up the answers to the questions on Sheet XXXIV.

Comment: It was interesting to see that confusion could occur on relatively simple questions. For example, Question 5, FOX had an answer that the Bantu came from "North Africa". I pointed out that the book stated they came from "the north of South Africa". She still couldn't understand. We had to have a sketch map on the blackboard and examples of "the north of Bournemouth!" etc. before she seemed to grasp the point.

Some headlines in connection with South
Africa

- 1948 South African government adopts apartheid as a policy

- 1961 South Africa leaves the Commonwealth

- 1967 Girl now re-classified as Coloured

- 1968 South Africa barred from the Olympic Games

- 1968 Cape Coloured D'Olivera not chosen for England

- 1968 Vorster refuses British team with D'Olivera

- 1969 Pop singer plays to segregated audiences
"Politics not my business", he says

- 1969 Students plan demonstrations against S. African team

- 1969 South African couple married in England accused of immorality
in South Africa

-
-

Answer these questions in your exercise book under
the title

South Africa

1. What do you understand by the term apartheid? Explain fully
(refer to p. 116 also)
2. How are ordinary people injured by this policy?
3. What do you think of the pop singer's argument?

Now read pages 97, 98, 99 in Hatch.

4. The Afrikaans are in charge of South Africa today. Why are they
called that name? (See page 99, top)
5. Where did the black people, the Bantu, come from? (p. 98)
6. Who are the ancestors of the Cape Coloured people? (p. 99)
7. Why was Britain involved in South Africa?(p. 99 bottom)

1904 An Interview with an Afrikaner in
Transvaal

A British reporter has been sent to the Transvaal after the Boer War of 1899-1902. He is interviewing one of the original Settlers who went as a boy on the Great Trek of 1836, discovering a typical Afrikaner's attitude to the events which led to the War and to the War itself.

Try to cover the following points in the interview. You will need to read the pages in the textbook and make sure you understand them by asking the teacher if you are in any doubt.

The Great Trek 1836 (bottom p. 99 - top p. 100 and top p. 101)

The Discovery of Gold at Johannesburg 1885-1886 (bottom p. 101 and p. 103)

Rhodes and the Jameson Raid 1895 (pp. 103-104)

The Boer War 1899-1902 (p. 104)

The Peace 1902 (p. 104- top p. 105)

An idea on how you might begin the interview

Interviewer: Mr. Botha, you're one of the oldest Afrikaners living in the Transvaal. How long have you lived near Johannesburg?

Jan Botha: I came as a boy on the Great Trek. That was an adventure, facing mountains, unknown plans, angry Zulus.

Interviewer: You must have seen many changes from when the Transvaal was just occupied by a few Boer farms to now - this great city of Johannesburg almost at the back of your farm.

And so on. But remember to include details of the historical events.

June
5th

Objectives: 1. To introduce the class to three types of questions they will have in their annual examination (Sheet XXXVI)

2. To read the relevant sections on the history of South Africa (Sheet XXXV).

Aids: Hatch (1967)

Sheets XXXV and XXXVI.

Plan: 1. Explain that they will have three new types of questions in the examination:

(a) multiple choice

(b) quotations (= evaluation on internal and external criteria)

(c) causal links (= filling in missing connections)

2. In groups of their own choosing, to answer the questions on Sheet XXXVI; each group reporting back to the class on its suggestions.

3. Reading and more description by myself on The Great Trek, Gold at Johannesburg, and the Jameson Raid.

June
10th

Objectives: 1. To give as dramatic account as possible of the main events leading to the Boer War 1899-1902, with questions on how they would have tried to solve certain issues such as the guerrilla warfare.

2. Discussion in groups of how to deal with the interview with the Afrikaans (Sheet XXXV).

Aids: Hatch (1967)

Sheets XXXV and XXXVII

Wall map.

Plan: 1. After an introductory session on the causes of the War, ask if they can think of any recent examples of a small nation fighting a stronger one (e.g. Vietnam).

The type of questions you might be asked

Tick in the column at the side one of the four choices which you think is the correct one.

A Slave is

- (a) a person who works for someone else without payment
- (b) a man doing a job which machines could do
- (c) a person who belongs completely to his owner
- (d) a man who does a job but really doesn't want to.

Civilisation means

- (a) knowing all the things about having a better living
- (b) not barbaric, people having education and living in communities
- (c) people knowing what is going on in the world
- (d) having televisions sets, cars and enjoying life

Communism means

- (a) people are not allowed freedom of speech
- (b) people work together
- (c) everyone can vote for the government
- (d) the land and property of a country belongs to all the people.

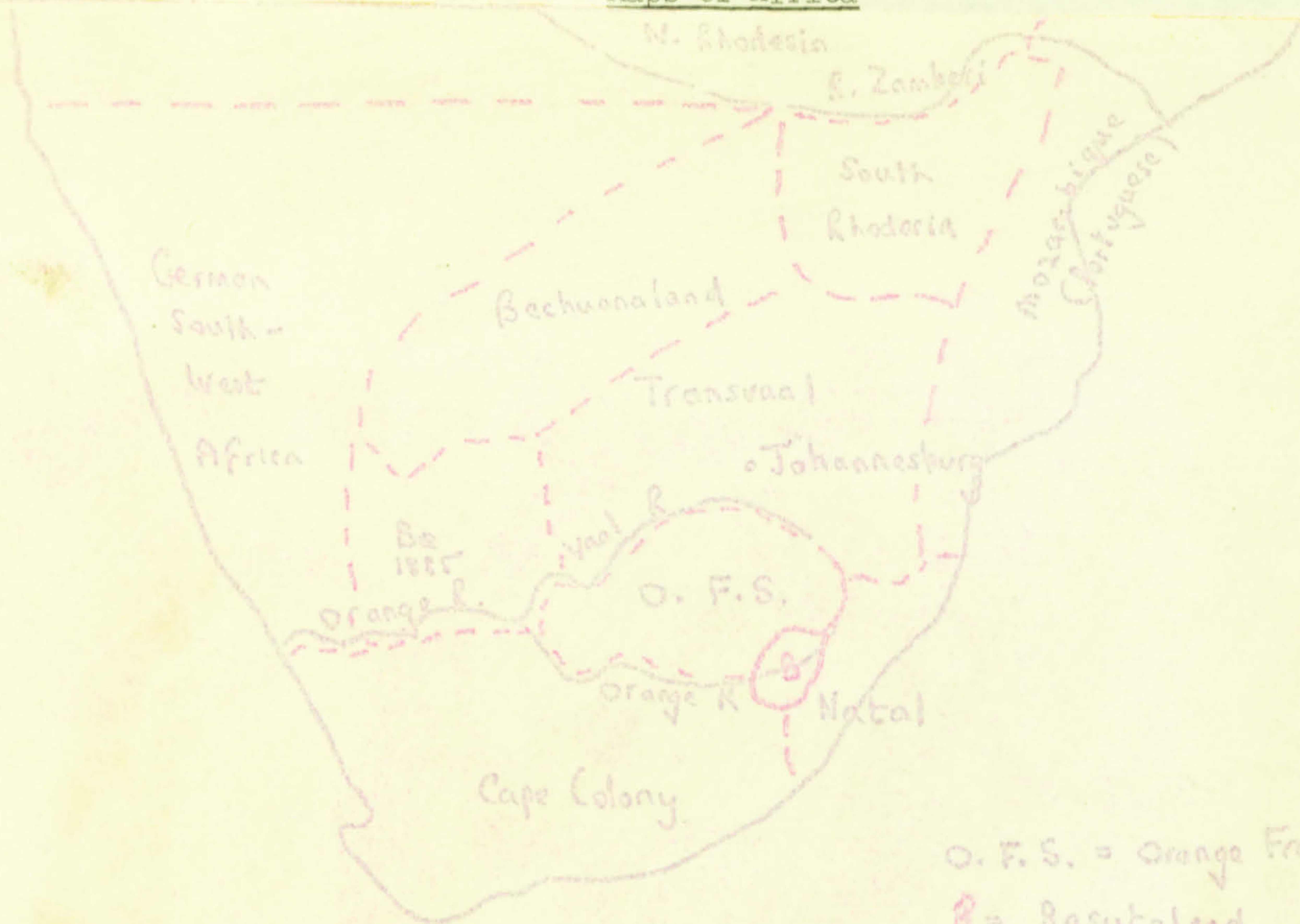
Read each of the following extracts carefully and Answer the questions in your rough books. Give reasons for your answers

1. "As soon as I've become a doctor, I'm going to jump into that all white swimming pool"
 - (a) Which sort of person said this? Where would he be living?
 - (b) Which policy is he referring to?

2. "'The poison hasn't acted', I replied. They stared at me in amazement. "It's impossible", cried the Grand Duke. "Did he take the lot?"
After a discussion, we agreed to go down in a group and strangle him" (1916).
 - (a) Who was the man they were trying to kill? Why do you think it was that man?
 - (b) Why were these men trying to murder that man?

3. "The history of the present King of Britain is a history of repeated injuries all having the direct object of establishing absolute power over these states."
 - (a) Which document do you think this was in? Why?
 - (b) What followed on?

Maps of Africa



South Africa.



A simplified map of East-Central Africa

(Compare sketch page 87)

2. Description of the 1899-1902 War but asking them for possible solutions and reasons for actions, e.g., why pay the Boers £3 millions in 1902?
3. Group or individual work on the proposed interview.
4. Homework : To write up the interview or make notes (as they wish).

June
12th

Objective: To revise aspects of the history of the U.S.A. studied during Term II.

Aids: Sheet XXXVIII.

Plan: 1. To have written on the blackboard quotations from documents used during Term II with the types of questions that might be set in the examination.

For example:

"We do combine ourselves together into a political body."

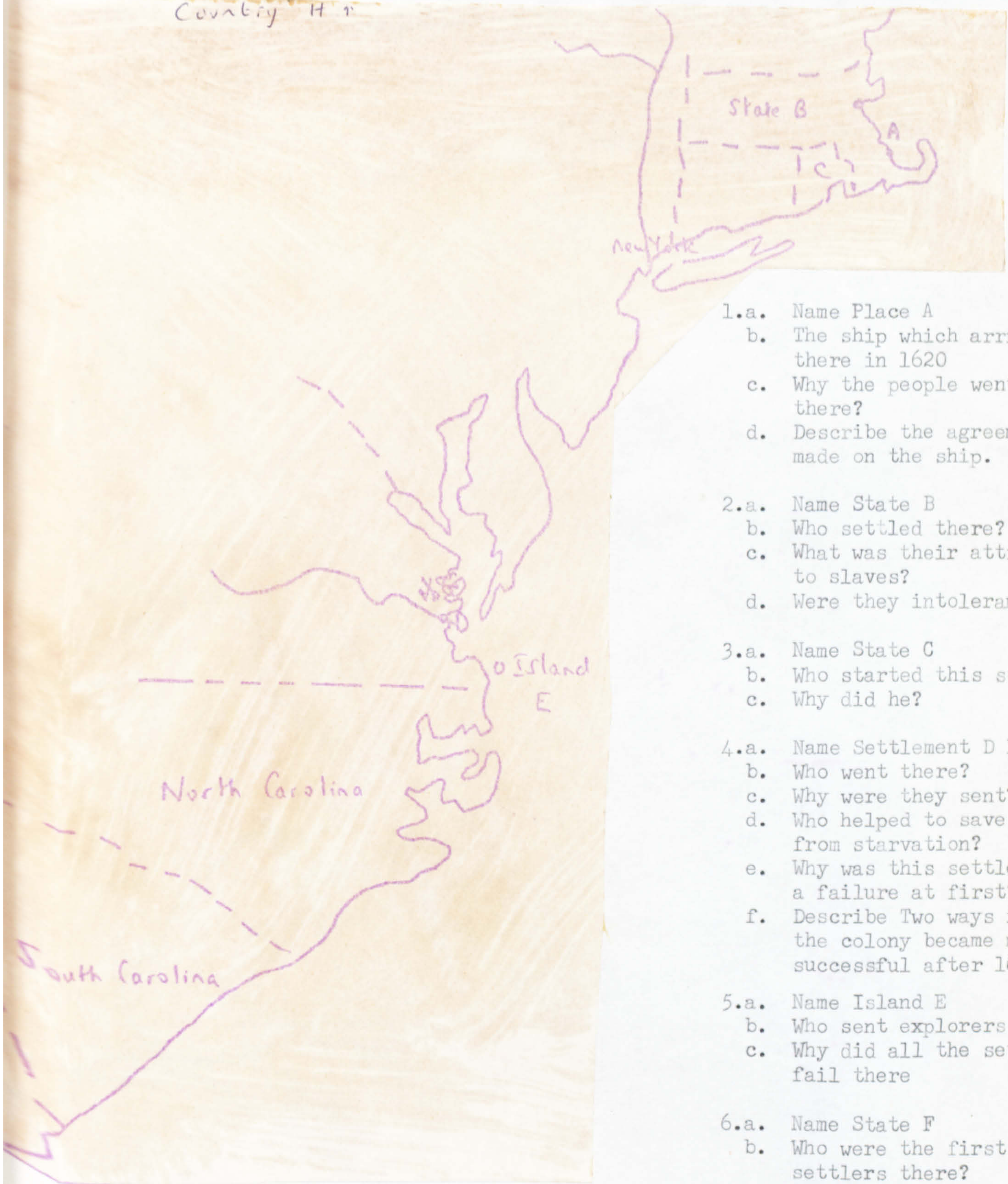
Who did this? What is the document called?

How was it continued? Why is it an important document in American history?

Pupils to work on their own or with neighbours, asking any questions they wish.

2. Revision of the answers.
3. To work through the questions on Sheet XXXVII as in 1. and to revise through class answers.

Sheet XXXVIII
Country H r



- 1.a. Name Place A
- b. The ship which arrived there in 1620
- c. Why the people went there?
- d. Describe the agreement made on the ship.

- 2.a. Name State B
- b. Who settled there?
- c. What was their attitude to slaves?
- d. Were they intolerant?

- 3.a. Name State C
- b. Who started this state?
- c. Why did he?

- 4.a. Name Settlement D 1607
- b. Who went there?
- c. Why were they sent?
- d. Who helped to save them from starvation?
- e. Why was this settlement a failure at first?
- f. Describe Two ways in which the colony became more successful after 1616.

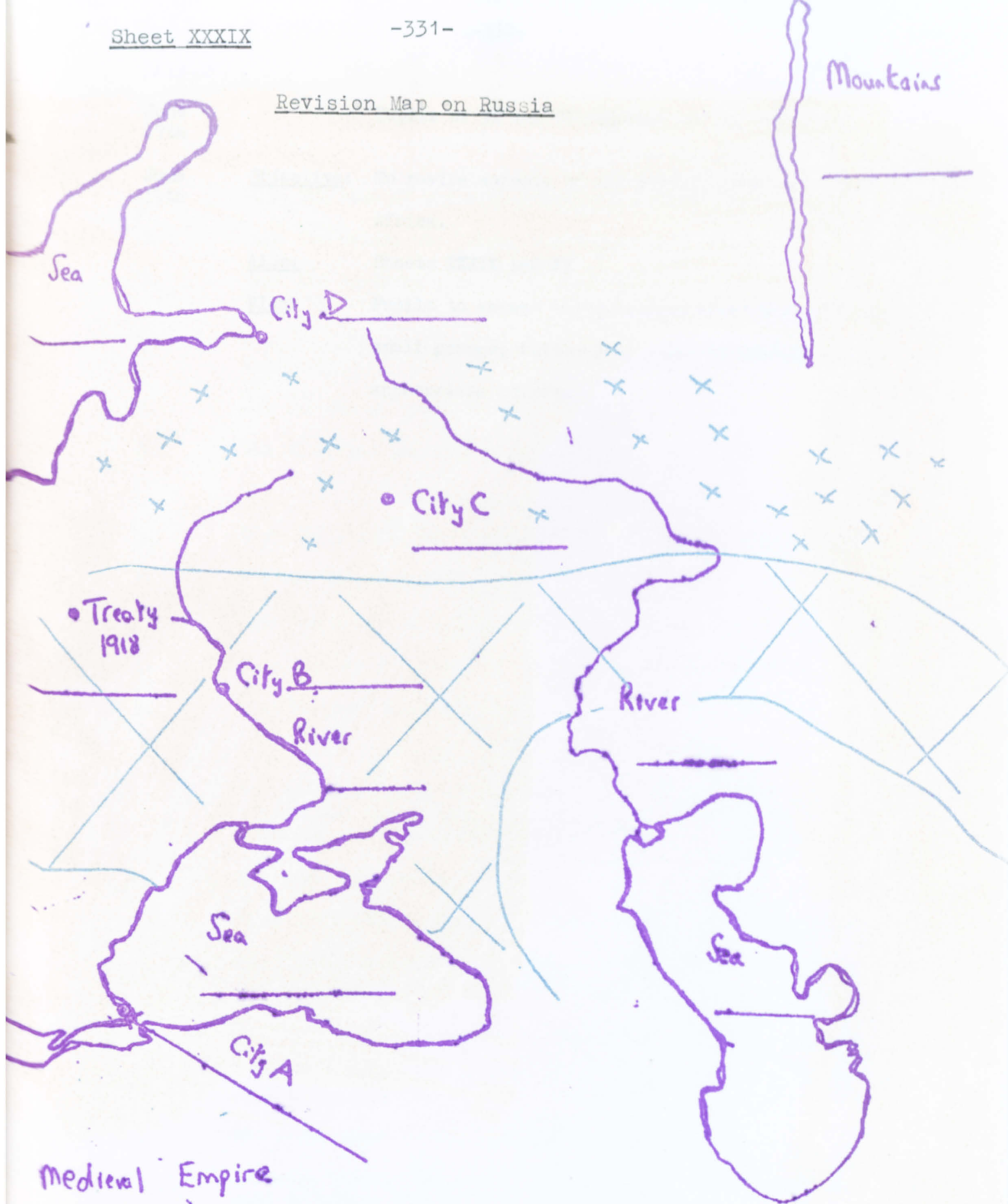
- 5.a. Name Island E
- b. Who sent explorers there?
- c. Why did all the settlements fail there

- 6.a. Name State F
- b. Who were the first settlers there?
- c. Who sent them?

7. Name battle G 1781

8. Who controlled country H before 1763?

Revision Map on Russia



Mountains

Sea

City D

City C

Treaty 1918

City B

River

River

Sea

City A

Sea

Medieval Empire



Vegetation



Vegetation

Name

3 seas

4 cities

1 mountain range

2 zones of vegetation

1 medieval empire

1 treaty place

June
17th

Pupils of 3E and 3T required by the school.

June
19th

Objective: To revise aspects of the history of Russia and Africa.

Aids: Sheets XXXIX and XL

Plan: Pupils to answer the questions individually or in small groups, followed by class discussion at appropriate points.

1. Give TWO reasons why City B lost its medieval importance.
2. Name the prince who reigned in City B in 987 A.D.
3. Name the document which tells us about his decision to adopt Christianity.
4. Explain which religion he chose and why he rejected two other religions.
5. How far can we trust this information? (in 4.)
6. Who destroyed the city in 1237 A.D.?

-
1. Give ONE reason, not geographical, why City C became important.
 2. Why was City C called "The Third Rome"?
 3. Name the ruler of City C in the latter part of the 16th century.
 4. Name the boyar who mocked this ruler and the ruler's wife.
 5. What happened possibly as a result of the events in 4.?

"Like a true father of the fatherland (he) has given birth to Russia and nursed her He has carried out a deed unknown before in Russia - the building of a new fleet."

1. Who said these words? About whom?
2. Name THREE other important reforms carried out by this ruler.
3. How did the ordinary people react to this ruler's reforms? Describe TWO which they particularly criticised.

"The whole history of mankind has been a history of class struggles."

1. Who wrote these words? In which document? When?
2. Describe briefly TWO ideas in this document which could be said to affect life in 20th century Britain.

Name

1. The "majority party" which won the vote in London in 1903
2. The forces organised by Trotsky in the Civil War

3. The leader of the Provisional Government in 1917 in Petrograd.
 4. The peoples who founded cities like Malindi and Kilwa in Africa.
 5. The explorers who
 - (a) reached India in 1499
 - (b) discovered the Victoria Falls
 - (c) wrote "Through Darkest Africa".
 6. The conference deciding how Africa should be colonised.
 7. The Dutch names for
 - (a) foreigners in the Transvaal in the late 19th century
 - (b) their language in South Africa
 - (c) farmers
 8.
 - (a) The President of Transvaal
 - (b) P.M. of Cape Colony
 - (c) The _____ Raid 1896
-

June
24th

The school examinations

onwards

The pupils of 3E and 3T were given Sheet XII.

The questions were attempting to assess the
pupils on the following skills:

concepts

factual information

relationships in history

evaluation of evidence

Name

Form

ANSWER ALL THE PARTS OF THE EXAMINATION PAPER. REMEMBER TO HAND IN THE QUESTION PAPER WITH YOUR ANSWER SHEETS.

Part I.

This part of the examination is to discover how well you understand certain important words learnt during the year. Tick clearly in the space at the side one of the statements which you think is the best explanation for each of the underlined words.

1. Constantinople was regarded as a civilised city during the Middle Ages because
 - a. people had a good living there
 - b. it was the centre of many trade routes
 - c. it was not a barbaric place and many of the citizens were educated
 - d. it was the headquarters of the Greek Orthodox Church.

2. People in Russia before 1861 were called serfs because
 - a. they had to do jobs which they didn't really want to
 - b. they belonged completely to a landlord
 - c. they lived in miserable, one roomed huts
 - d. they were paid very poor wages

3. Communism means that
 - a. people are not allowed freedom of speech
 - b. the land and property of a country belongs to all the people
 - c. everyone can vote for the government
 - d. people work together.

4. Capitalism means that
 - a. rich people have poor people working for them
 - b. there are class distinctions
 - c. men are allowed to control their own money and make profits
 - d. men should not receive anything they do not work for

5. The Bolsheviks were called this name because in 1903
 - a. they said they received the majority of the votes for their ideas
 - b. they were always trying to cause a revolution in Russia
 - c. they supported Lenin
 - d. they were always causing trouble with other Communists.

6. Democracy means
 - a. everyone is equal
 - b. there is no racial prejudice
 - c. there are no kings or queens
 - d. government of the people by the people.

7. Colonies are
 - a. new settlements in America
 - b. places in new lands where people rule themselves
 - c. places in new lands where English people live
 - d. settlers in a new country in some way under the control of the mother country.

HISTORY

8. America can be called a cosmopolitan country because
 - a. there is no prejudice there
 - b. people from many different countries live there
 - c. people live in many cities
 - d. there are many crowded areas

9. A constitution means that
 - a. there are rules by which the country is governed
 - b. a country has political parties like Labour and Conservative
 - c. there is not a dictatorship
 - d. the government of a country.

10. Federal government means
 - a. the country is ruled by a parliament or congress
 - b. a country has the government in the most important city
 - c. certain tasks are carried out by the central government and certain by different states
 - d. each state rules itself.

Part II

Write the names of the following in the space below: *

Russia

1. The leader who destroyed Kiev in 1237
2. The nickname for the man who watched the Greek Orthodox bishops
3. The monk who influenced the Tsarina before December 1916
4. The leader of the Provisional Government March-November 1917
5. Lenin's chief supporter who organised the Red Army in 1918.

Africa

6. Sign writing in Ancient Egypt
7. The explorer who sailed around Africa to India 1497-99
8. One Portuguese possession in Africa today
9. "The smoke that sounds" discovered by Livingstone
10. The Conference which decided how Africa should be colonised by European powers in 1885
11. The man who worked for the abolition of slavery
12. The man who encouraged Dr. Jameson to invade Transvaal
13. The name for the Dutch language in South Africa
14. The name given to the gold miners at Johannesburg.

U.S.A.

15. The island where Raleigh's captains landed
16. The settlement where the Pilgrim Fathers landed, December 1620
17. The man who led the Puritans to religious freedom in Rhode Island
18. The state where Quakers settled
19. The colonist who first grew tobacco successfully in Jamestown 1616
20. The author of "Uncle Tom's Cabin"

Sheet XL1 Cont'd.....

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
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- 11.
- 12.
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- 15.
- 16.
- 17.
- 18.
- 19.
- 20.

HISTORY

Part III

Read each of the following extracts carefully, then answer the questions as clearly as possible on your answer paper. Use a different line for each part of the answer.

A. Russian History

1. "The Moslem bows, sits down, looks hither and thither like one possessed, and there is no happiness in them, but instead only sorrow and a dreadful stench. Then we went among the Roman Catholics but we saw no glory there. Then we went to Greek temples and we knew not whether we were in heaven or on earth." (Written between 1037 and 1118 A.D. in Kiev).

- a. What is the name of this document?
- b. Which ruler sent out the men to observe the religions?
- c. Which religion did he decide Kiev should follow?
- d. Give one reason why he chose that religion.
- e. Give one result of his choice for Russian history.
- f. Can we accept this as a completely accurate account?
Give reasons for your answer.

2. "That Ivan was violent and cruel cannot be denied. Even as a boy he would climb the walls of the Kremlin and hurl his pet cats to the ground below On the other hand, Ivan lived in an age when cruelty and violence were commonplace". ("The Story of Russia" page 37).

In about THREE sentences explain what you think of this statement when judging an historical character such as Ivan the Terrible.

3. "Ah that is why he hobnobs with the Germans why he stole eight years from God why he shaves his beard why he left Moscow and built accursed St. Petersburg." (some comments on Peter the Great 1682-1725).

- a. Who were "the Germans"?
- b. How had Peter stolen "eight years from God"?
- c. Why were Russians so opposed to shaving their beards?
- d. Why did Peter build St. Petersburg and leave Moscow?
- e. Peter tried to carry out many other changes in Russia. Select TWO of these changes and explain why they were important.

4. "Let the ruling classes tremble at a Communist resolution. Workers of the world, unite! You have nothing to lose but your chains." (Karl Marx).

- a. In which document were these words written?
- b. Describe briefly two of the reforms suggested in the document and explain how each has partly affected Britain.

Sheet XII Cont'd.....

5. "The oppressed classes themselves will form a Government' now begins a new period in the history of Russia one of our tasks is to end the war at once." (October 25th old style, 1917).
- a. Who do you think was the speaker? Give reasons
 - b. Which war did he mean?
 - c. Why was it necessary to end that war?
 - d. Name the treaty which ended the war.
 - e. Describe briefly one result of that treaty for the speaker.

Africa

6. "Racial discrimination in the salaries of hospital doctors will stay for ever'. Thus Dr. Carel de Wet assured his Parliament recently." ("Sunday Times" June 1st, 1969, p.11)
- a. In which country do you think this speech was made? Try to give TWO reasons for your choice.
 - b. Give another word beginning with 'a' for the policy of "racial discrimination".

The United States of America

7. "If you aim at a Scottish Presbytery it agreeth as well with a monarchy, as God and the Devil" (Hampton Court Conference, 1604)
- a. Who said these words?
 - b. What did he mean?
 - c. What do you understand by the term 'presbytery'?
 - d. Why was the speaker so angry?
8. "There shall never be any slavery among us unless it be lawful captives taken in just wars and such strangers as willingly sell themselves or are sold to us" (1641)
- a. Who wrote these words?
 - b. What do you think of this decision?
9. "That to secure these rights, governments are formed among men, obtaining their just powers from the consent of the governed." (1776)
- a. In which document were these words written.
 - b. What happened as a result of this document?
 - c. Why was this an unusual argument in the eighteenth century?
10. "I believe this government cannot endure permanently half slave and half free. I do not expect the Union to be dissolved but I do expect it will cease to be divided." (1858)
- a. Who do you think said these words?
 - b. Why have you chosen that person?
 - c. With which event are these words connected?

PART IV

Answer each of these questions.

1. Describe briefly how geography has affected each of the following in the history of Russia:
 - a. The choice of Moscow as the capital city in the middle ages.
 - b. Russia's efforts to expand southwards.
 - c. Russia as a link between Europe and Asia.
2. Give TWO important reasons why most of Africa has failed to develop as quickly as Britain and the U.S.A.
3. Explain briefly why the Americans tend to remember the "Pilgrim Fathers" as the first English settlers in America rather than the settlers at Jamestown in 1607.
4. How far do you think the story of Pocohontas saving Captain John Smith is true? Give reasons.
5.
 - a. Describe in a sentence the tasks of the three separate sections in the American government
 - i. Congress
 - ii. President
 - iii. the Supreme Court.
 - b. Explain why America has the three separate sections.

PART V.

Write down on your answer paper either in a sentence or in a phrase the connecting link between each of the following pairs of statements.

- | | | |
|----|--|---|
| 1. | Nomadic tribes attacking the trade routes along the River Dnieper | medieval Kiev lost its power |
| 2. | Anastasia, Ivan's wife died mysteriously | Ivan became supreme ruler of Russia |
| 3. | "Peace, land and bread" | Bolsheviks in power in Petrograd, Nov.1907 |
| 4. | H.M. Stanley explored the Congo and wrote "Through Darkest Africa" | The "Scramble for Africa" |
| 5. | Balance of trade theory | The American States rebelled against Britain. |

3T Lesson notes.

Term I : Africa

September Objectives: To describe the three main ethnic groups and their
10th distribution in Africa.

Aids: *Hatch J. "Africa : the rebirth of self-rule" (O.U.P. 1967)

Wall-map

Outline map of Africa for tracing purposes.

Plan: 1. Ask the pupils what they know about Africa and its history.

2. Exposition of Early Man (Pekin Man, Proconsul, Swanscombe Man) and how man has differed in features because of breeding and in response to climatic conditions.

3. Explanation where the three main types are found today in Africa (Hatch, p. 8)

4. Class to copy

(a) a blackboard summary of the three types with examples and

(b) the map from Hatch p. 18 showing the main ethnic groups in Africa.

September Objective: To explain some of the major hindrances to development
12th in Africa.

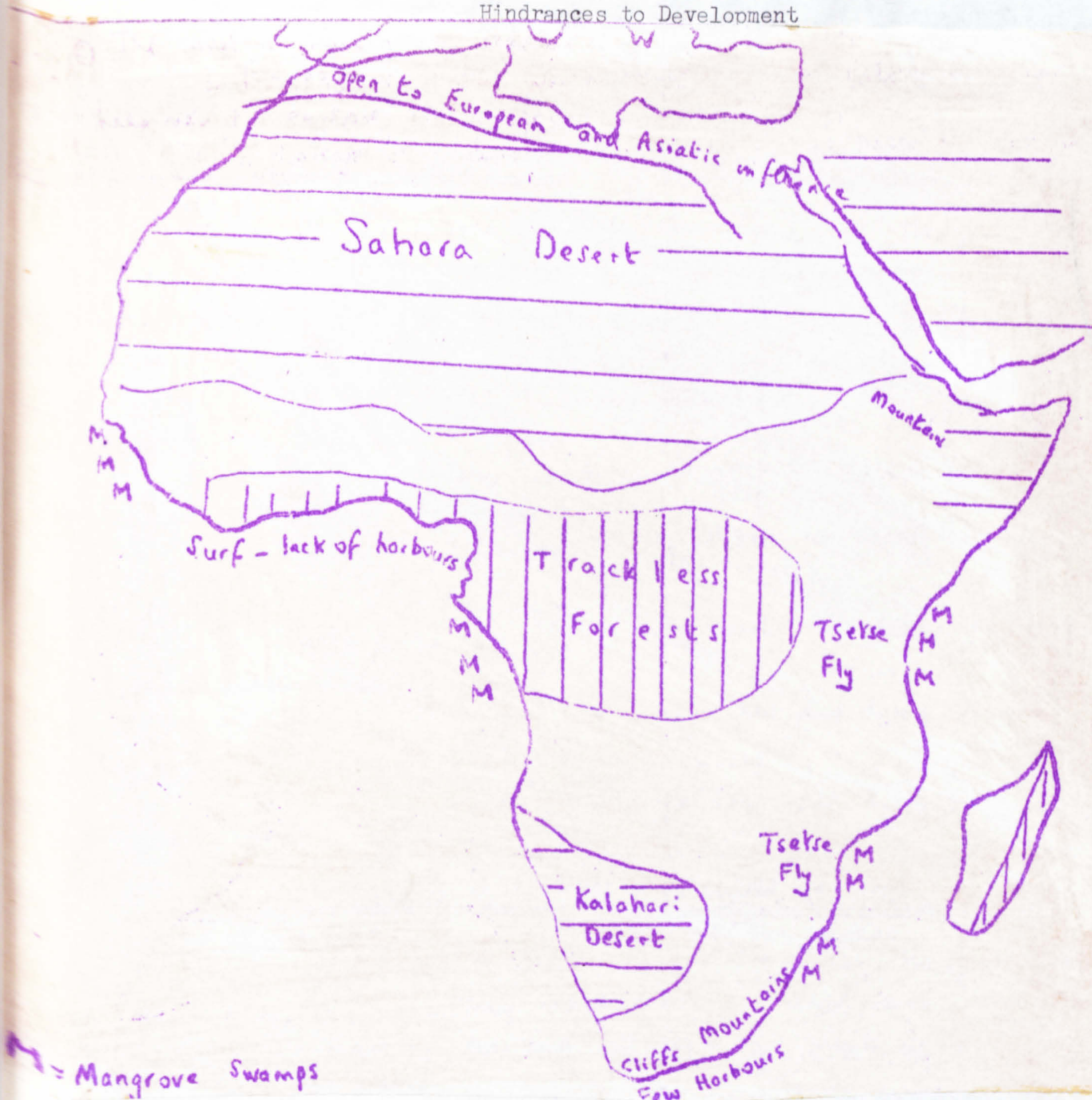
Aid: Hatch (1967)

Sheet I

Plan: 1. Ask the pupils for their definition of "civilisation", then an elaboration and/or explanation by myself.

2. Explanation of what is needed for people to develop in civilisation citing Egypt as an example of an early civilisation.

Hindrances to Development



1. The nature of the land

- (a) The interior of Africa is a great plateau. The rivers, therefore, drop in waterfalls and rapids when they reach the sea. This meant that the people of the interior were more or less cut off from the people of the coast and from other parts of the world.
- (b) Tropical forests and deserts - difficult if not impossible to live in and cross.
- (c) The coast is smooth and regular
 - i. few bays or inlets which would provide shelter for ships and help men to explore the interior
 - ii. a shortage of islands which would act as bases for explorers.

- | | | |
|-----|--|-----|
| 17. | Do your parents tell you to enjoy yourself and not to worry about school? | No |
| 18. | Do you work hard most of the time? | Yes |
| 19. | Do your parents think that you must do well at school if you are to succeed in later life? | Yes |
| 20. | Do your teachers think that you misbehave too much? | No |
| 21. | Do you worry about not doing well in class? | Yes |
| 22. | Are you more interested in games than school work? | No |
| 23. | Do you find it difficult to keep your mind on your work? | No |
| 24. | Do you always try your hardest to get your homework right? | Yes |

(1962)
(Entwistle N. J. "Academic Motivation and School Attainment", Brit. Jou. Educ. Psychology Vol. 19)

Sheet I Cont'd.....

2.

The climate

- (a) Africa lies largely within the Tropics. The moist heat, leads to lethargy - makes people disinclined to work.
- (b) Many disease carrying insects live in the hot and damp regions e.g. malaria is carried by mosquito^s and sleeping sickness by the tsetse fly.
- (c) Crops are ruined by locusts; buildings devoured by white ants; tsetse flies kill animals.

3.

African animals

A shortage of animals which could be used for transport - only camels in the north and oxen in tsetse free areas.

3. Exposition, using Sheet I, of some of the main hindrances to development in the rest of Africa.
4. Written work : Notes on the meaning of "civilisation" and why Egypt developed into an early civilisation to be copied from the blackboard. Then pupils to copy or select notes from Sheet I.

September Objective: To describe some of the major features in the history
17th of Ancient Egypt and Ancient Carthage.

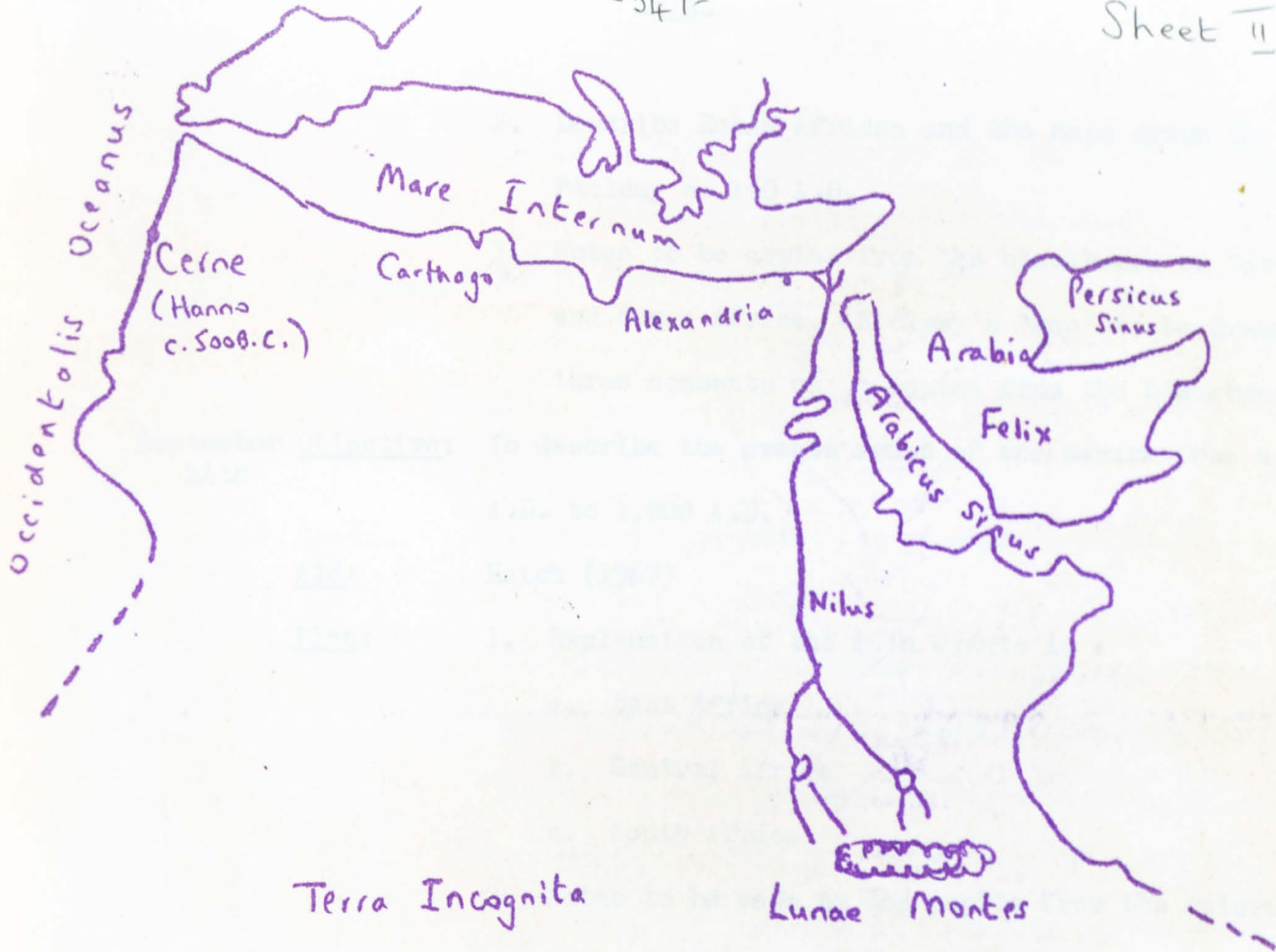
Aids: Hatch (1967)
Sheet I.

- Plan:
1. Ask the pupils for reasons why advanced civilisations did not develop in Africa, as far as we know.
 2. Description of features of Ancient Egypt.
 3. Description of Ancient Carthage and the contacts made with the rest of Africa until the destruction in 146 B.C.
 4. Written work, to be completed at home :
 - a. Draw or copy the map showing the hindrances to development
 - b. Write a short account of what you consider to have been the most important features in the history of Ancient Egypt. Use Hatch pp. 9-12.

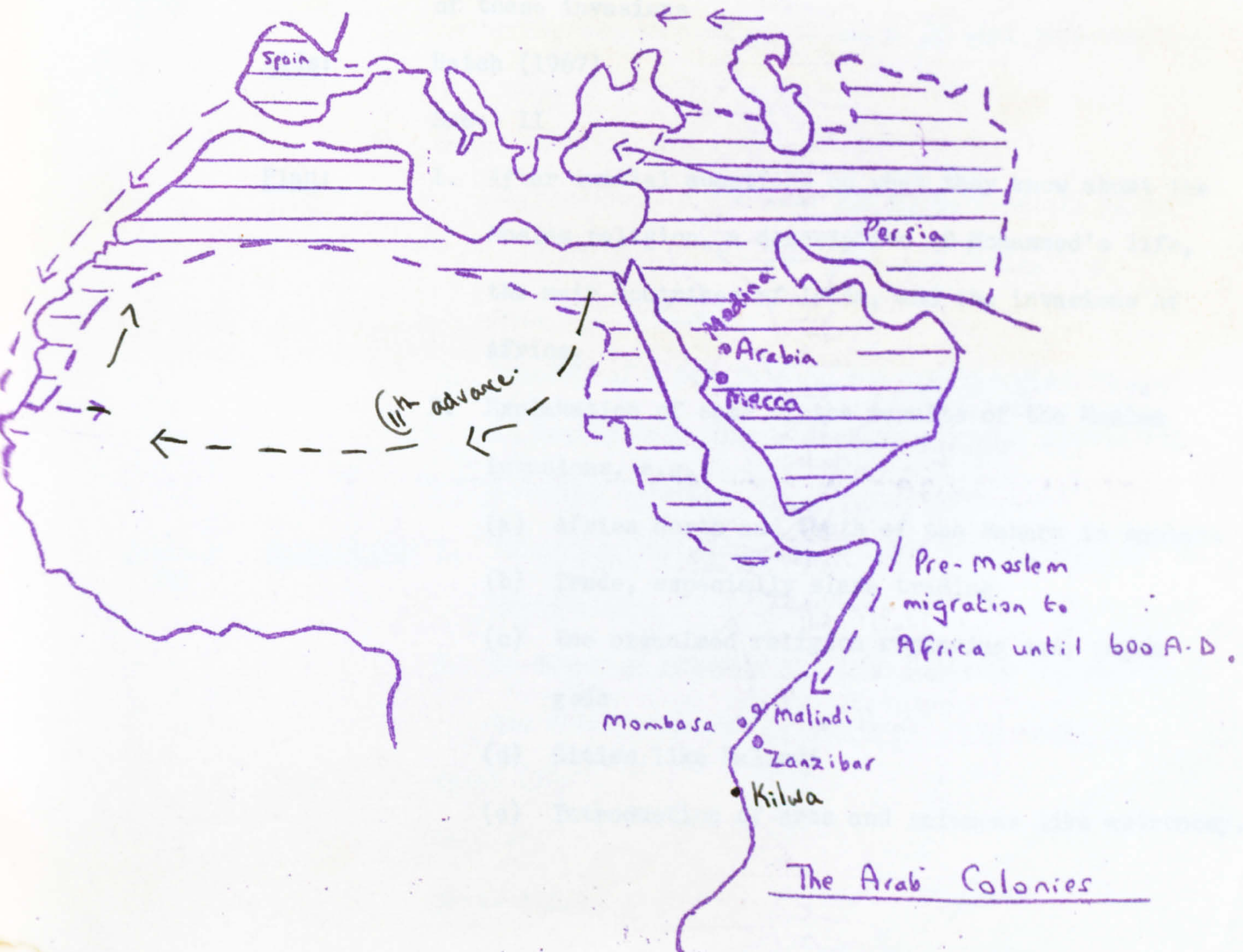
September Objective: To revise the history of Africa studied to date and
19th describe the maps drawn by Ptolemy.

Aids: Hatch (1967)
Sheet II.

- Plan:
1. Revise the work on Egypt and Carthage through questions and answers.



Africa according to Ptolemy about 150 A.D.



2. Describe Roman African and the maps drawn by Ptolemy c. 150 A.D.
3. Notes to be copied from the blackboard on Carthage and Roman Africa. Ptolemy's "map" to be drawn and three comments on it copied from the blackboard.

September Objective: To describe the events south of the Sahara from c. 400
24th A.D. to 1,000 A.D.

Aid: Hatch (1967)

- Plan:
1. Explanation of the main events in :
 - a. East Africa
 - b. Central Africa
 - c. South Africa
 2. Notes to be made by the pupils from the relevant pages in Hatch.

September Objective: To describe the Moslem invasions and some of the results
26th of these invasions

Aids: Hatch (1967)

Sheet II

- Plan:
1. After initial questions on what they know about the Moslem religion, a description of Mohammed's life, the main doctrines of Islam, and the invasions of Africa.
 2. Explanation of some of the results of the Moslem invasions, e.g.
 - (a) Africa North and South of the Sahara in contact
 - (b) Trade, especially slave trading
 - (c) One organised religion replacing many pagan gods
 - (d) Cities like Malindi
 - (e) Introduction of arts and sciences like astronomy.

3. Class to copy notes from the blackboard on the main doctrines of Islam and the invasions of Africa.

October
1st

- Objectives: 1. To complete the work on the Moslem invasions
2. To introduce the topic of the Portuguese explorers.

Aids: Hatch (1967)
Sheet II.

- Plan:
1. Through questions and answers to revise the work on the Moslem invasions.
 2. Completion of the notes from September 26th.
 3. Copying of the map on Sheet II, incorporating on this map the information from Hatch, p. 23.
 4. Homework : Finish all work not completed in class and read Hatch Chapter 2, pp. 23-33 on the Portuguese explorers.

October
3rd

- Objective: To describe the reasons for the Portuguese intervention in Africa and some of the results of that intervention.

Aids: Wall map.
Hatch (1967).

- Plan:
1. Explanation of the need for goods from the East (spices, etc.); Prince Henry the Navigator; Diaz and da Gama.
 2. Drawing of a map to show the voyages with "boxes" at appropriate places listing the main events that occurred there.

October
8th

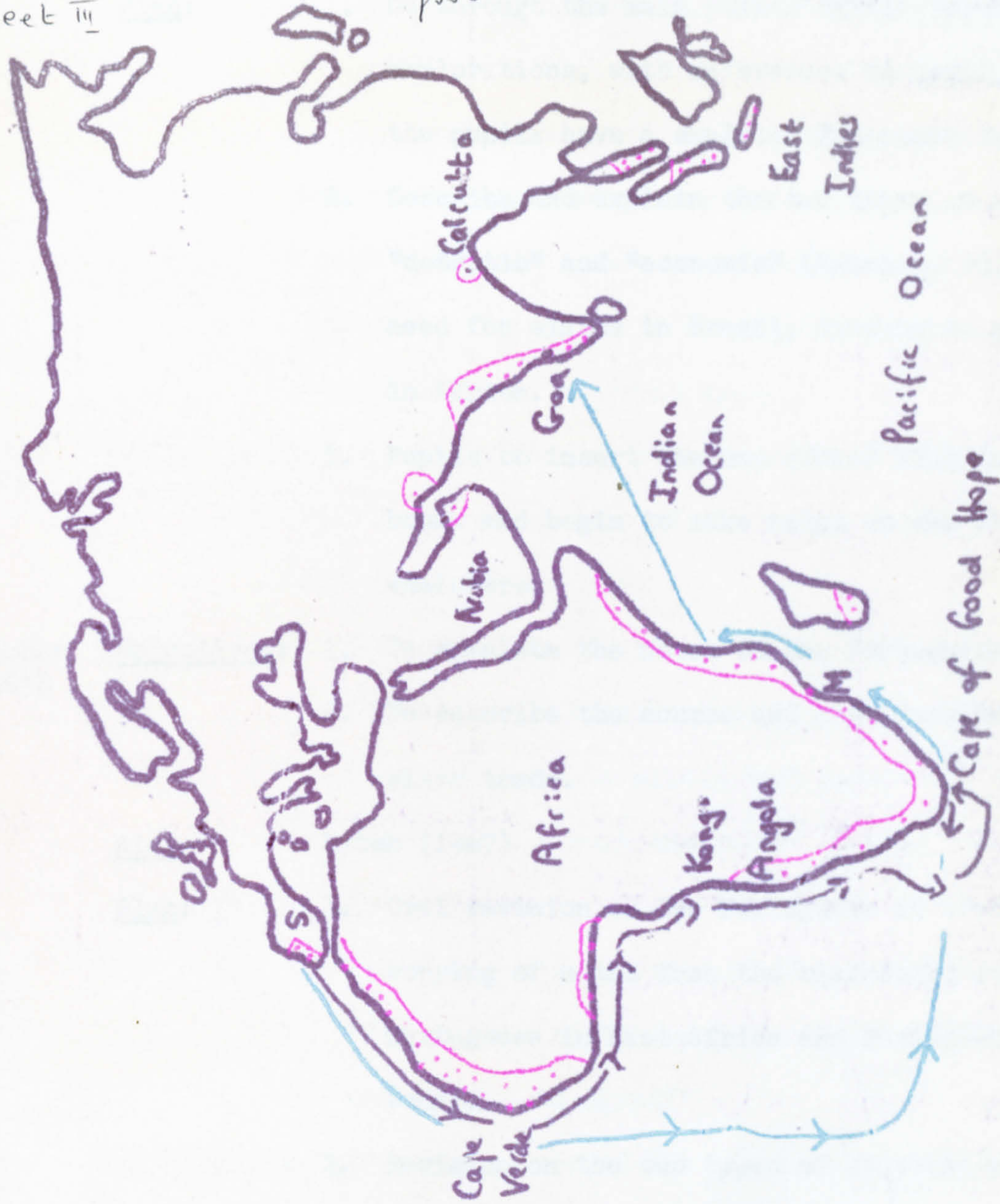
- Objectives: 1. To revise the main points about the Portuguese explorations.
2. To describe slavery in Africa and the beginnings of the Portuguese slave trade.

Aids: Hatch (1967)
Wall map
Sheet III.

Sheet III

p350

Portuguese Possessions about 1600



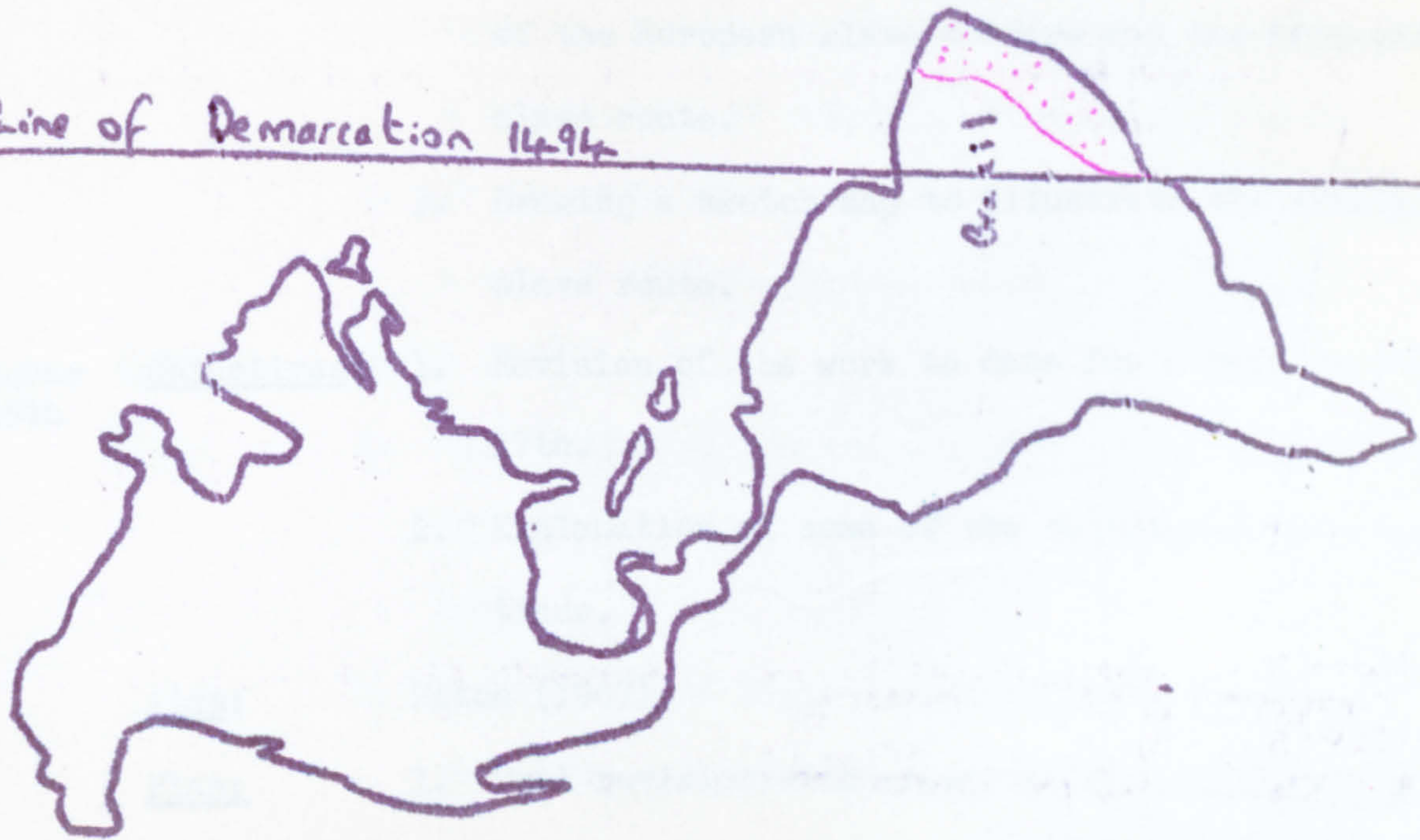
Portuguese lands

M - Mozambique

→ Bartholomew Diaz 1486

→ Vasco

The Line of Demarcation 1494



- Plan:
1. Go through the main points of the Portuguese explorations, with references to Hatch, so that the pupils have a skeleton framework for homework.
 2. Describe and explain the two types of slavery, "domestic" and "economic" (Hatch p. 35) and the need for slaves in Brazil, leading to civil war in Africa.
 3. Pupils to insert the map (Sheet III) into their books and begin to make notes on the Portuguese explorers.

October
10th

- Objectives:
1. To complete the notes on the Portuguese in Africa.
 2. To describe the course and some results of the slave trade.

Aid:

Hatch (1967)

Plan:

1. Oral revision on the Portuguese in Africa. The copying of notes from the blackboard on the Portuguese in East Africa and Portuguese possessions today.
2. Revision on the two types of slavery, explanation of the European slave traders and the triangular slave route.
3. Drawing a sketch map to illustrate the triangular slave route.

October
15th

- Objectives:
1. Revision of the work to date for a test on October 17th.
 2. Explanation of some of the results of the slave trade.

Aids:

Hatch (1967).

Plan:

1. Oral revision with questions from teacher and pupils answering from memory or referring to notes and Hatch.

2. Revision by teacher on the two types of slavery; notes to be copied from the blackboard.
3. Oral explanation of some of the results of slavery.

Comment: Some of the girls were very alarmed about the idea of a test : "We don't have tests except in the summer term."
A general willingness to answer the questions apart from some of the more reserved girls

October
17th

Objective: Through a revisionary test to examine the pupils' ability to recall some of the major aspects of the history course to date.

Plan: 1. Through a blackboard sketch map to set questions demanding the recall of places and people.

2. Oral questions to elicit both knowledge and understanding, although the latter depends on learning.

For example:

"What do you understand by the word "civilisation"?"

"Why did one of the earliest civilisations in the world start in Egypt?"

October
22nd

Objectives: 1. To explain some of the arguments propounded for and against slavery and the slave trade, together with a description of people's changing attitudes.

2. To describe which countries are to be included on a map of Africa. (Hatch, p. 39).

Aid: Hatch (1967)

Plan: 1. Explanation of how and why people's attitudes changed to wards slavery; notes to be copied from the blackboard.

2. Explanation of arguments put forward in support of the trade. To be listed as follows (abbreviated in these lesson notes) and copied:

Arguments for slavery
and the slave trade

Counter arguments

1. Sailors and ship-builders would be out of work
 2. Other countries would grow rich at England's expense
 3. Sugar would cost more
 4. Negroes were fortunate to be made slaves since:
 - (a) they were protected
 - (b) they were brought into contact with white civilisation.
-

3. Explanation of which countries to mark on a map of Africa on their books (Hatch, p. 39).

October
24th

Half Term.

October
29th

- Objectives:
1. To suggest arguments against those put forward to support slavery.
 2. To make notes on some results of the slave trade.
 3. To describe some aspects of Mungo Park's life and discoveries.

Aids:

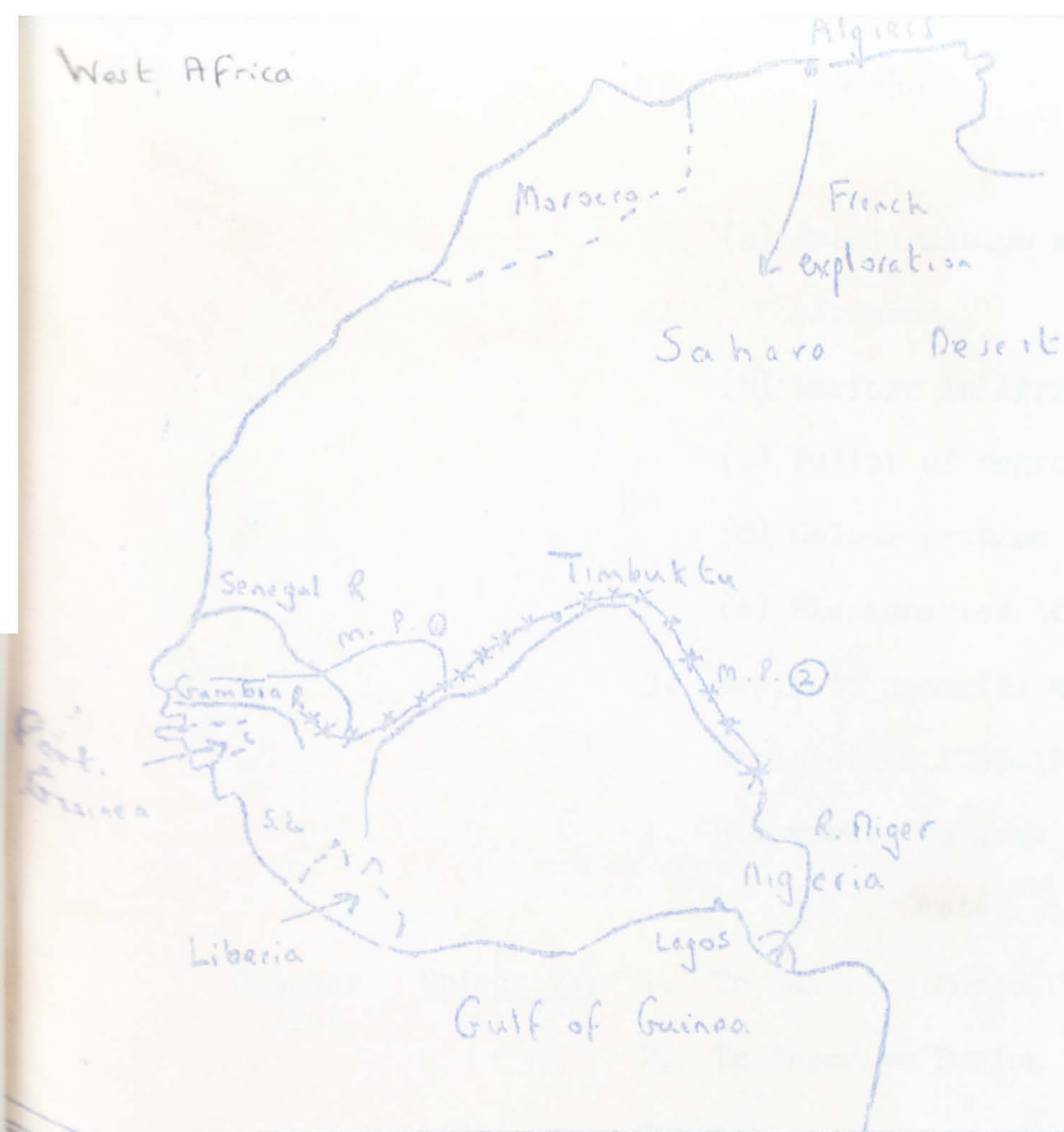
Hatch (1967)

Sheet IV

Kamm J. "Men who Served Africa" (Harrap 1957)

Plan:

1. Review the arguments through reading the notes made on October 22nd. Ask for suggested counter arguments; these to be written on the blackboard and copied.
2. Explanation of some results of the trade, notes put on blackboard and copied. These covered these points:



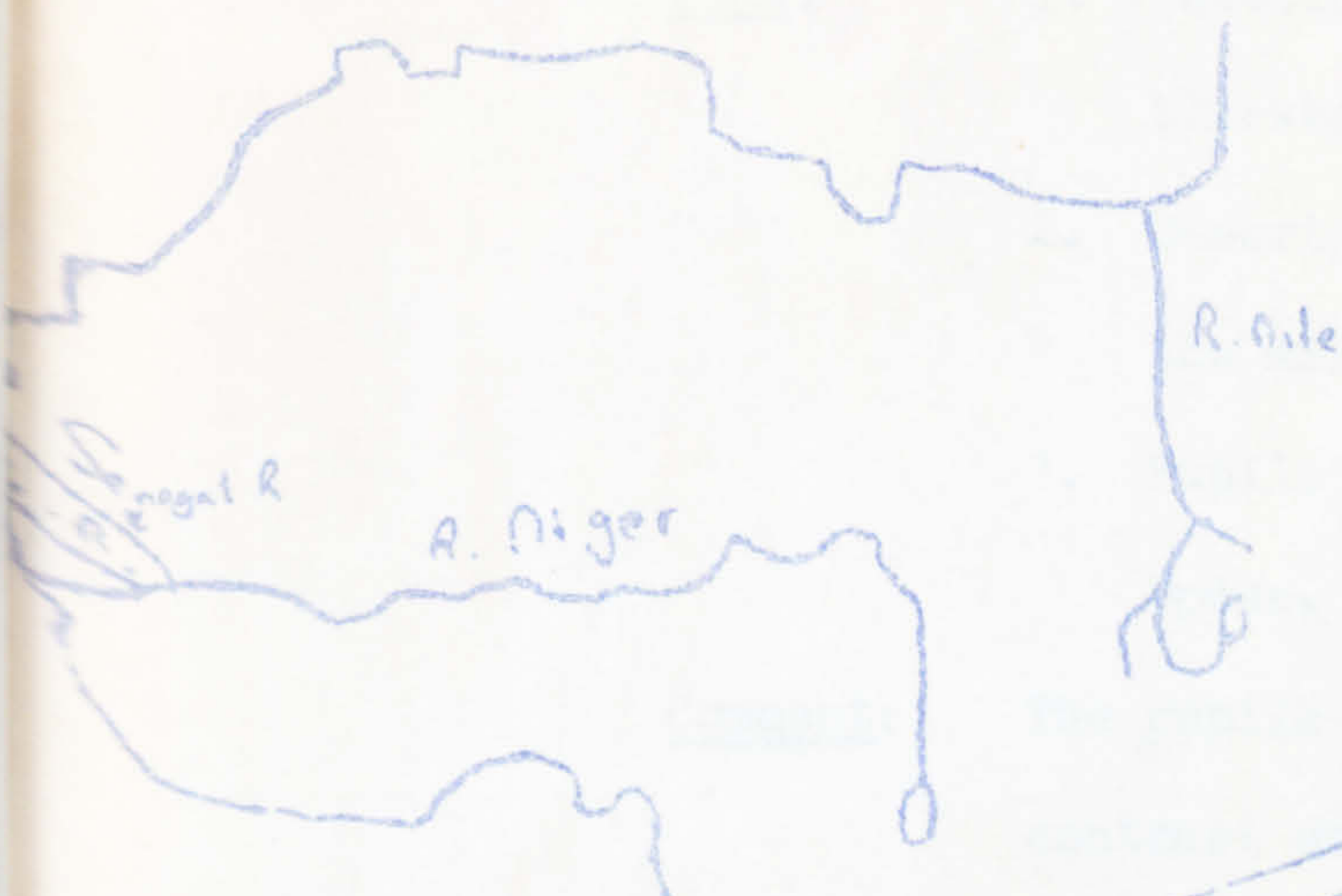
Key

M.P. ① Mungo Park 1795-1797

M.P. ② Mungo Park 1805

S.L. Sierra Leone - a home for freed slaves started by Britain

Liberia - a home for freed slaves started by Americans

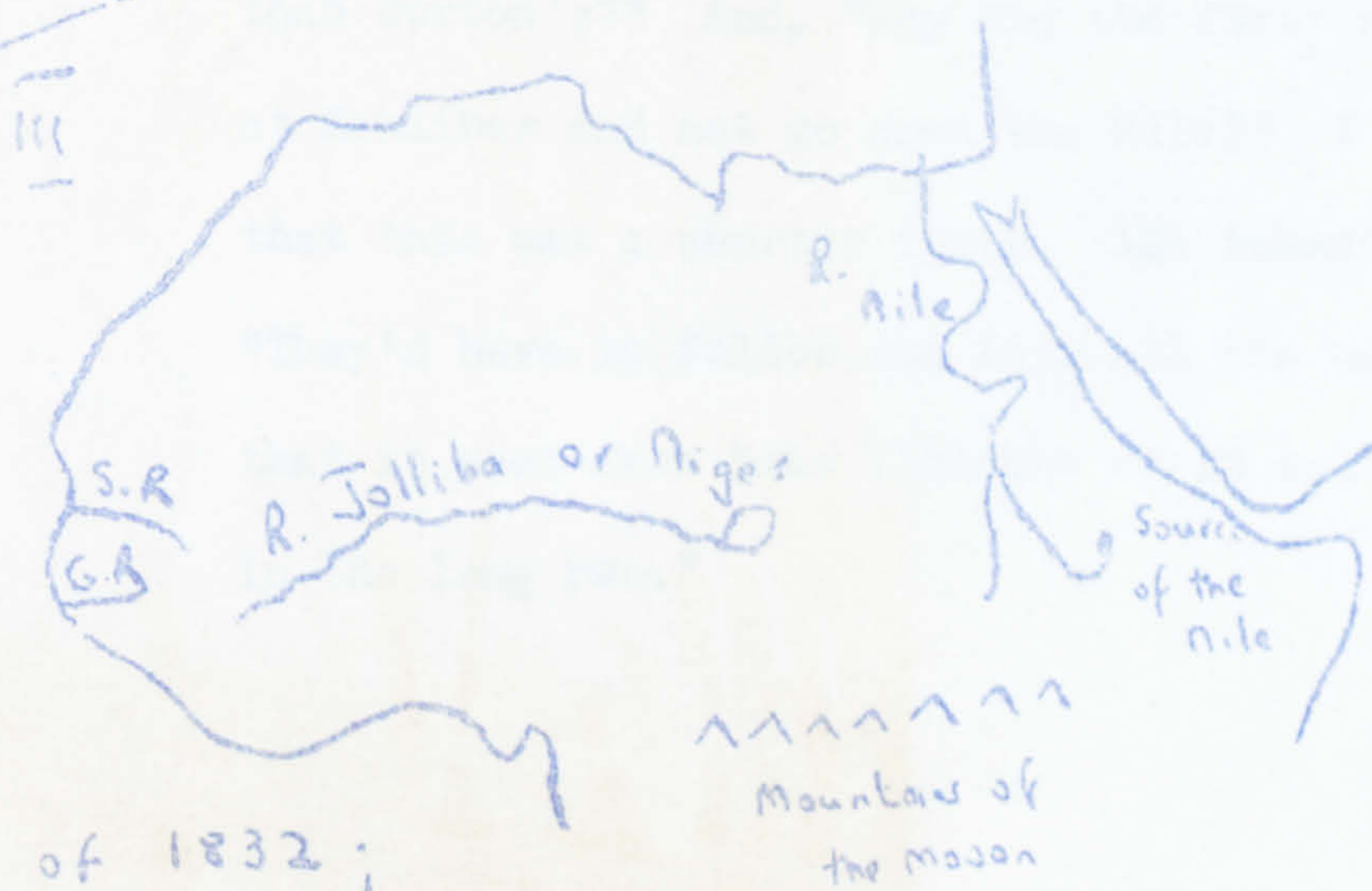


From a Geography published in 1774, showing the Senegal and Gambia rivers as outlets of the Niger

G.R. = Gambia River

S.R. = Senegal River

G.R. = Gambia River



Mountains of the moon

From a School Atlas of 1832;

The Niger's outlet is still

not known - nor is the true source of the Nile

(a) Relationships made worse between Europeans and Africans.

(b) Warfare in Africa.

(c) Belief of negro inferiority.

(d) Colour problem in U.S.A.

(e) Missionaries to Africa.

3. Begin to describe Mungo Park's early life and first exploration 1795-1797.

4. Homework: To draw Map I from Sheet IV and write up notes on 2. (if not finished) and 3.

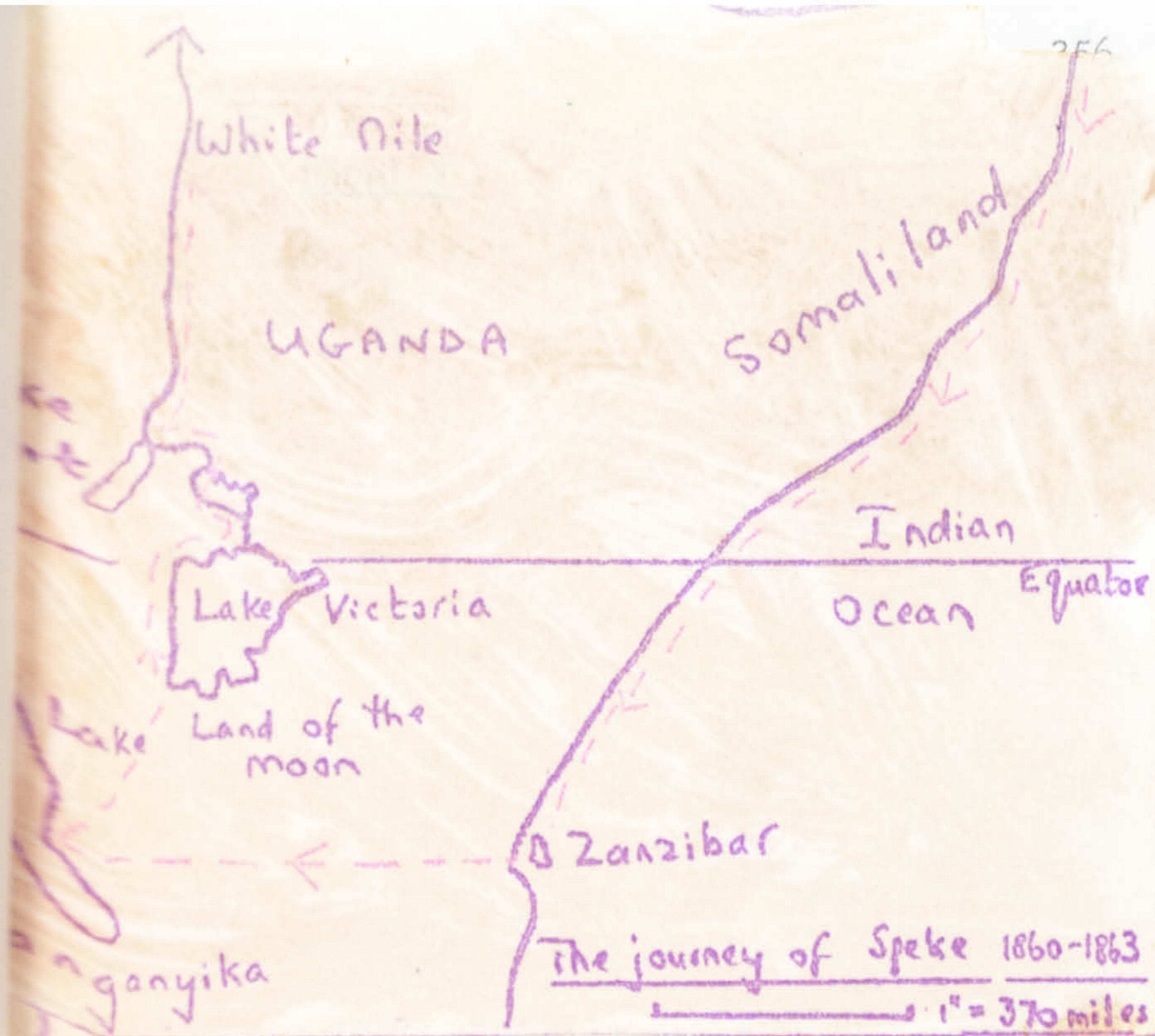
October
31st

Objective: 1. To describe Mungo Park's second exploration 1805.
2. To describe Burton and Speke's explorations.

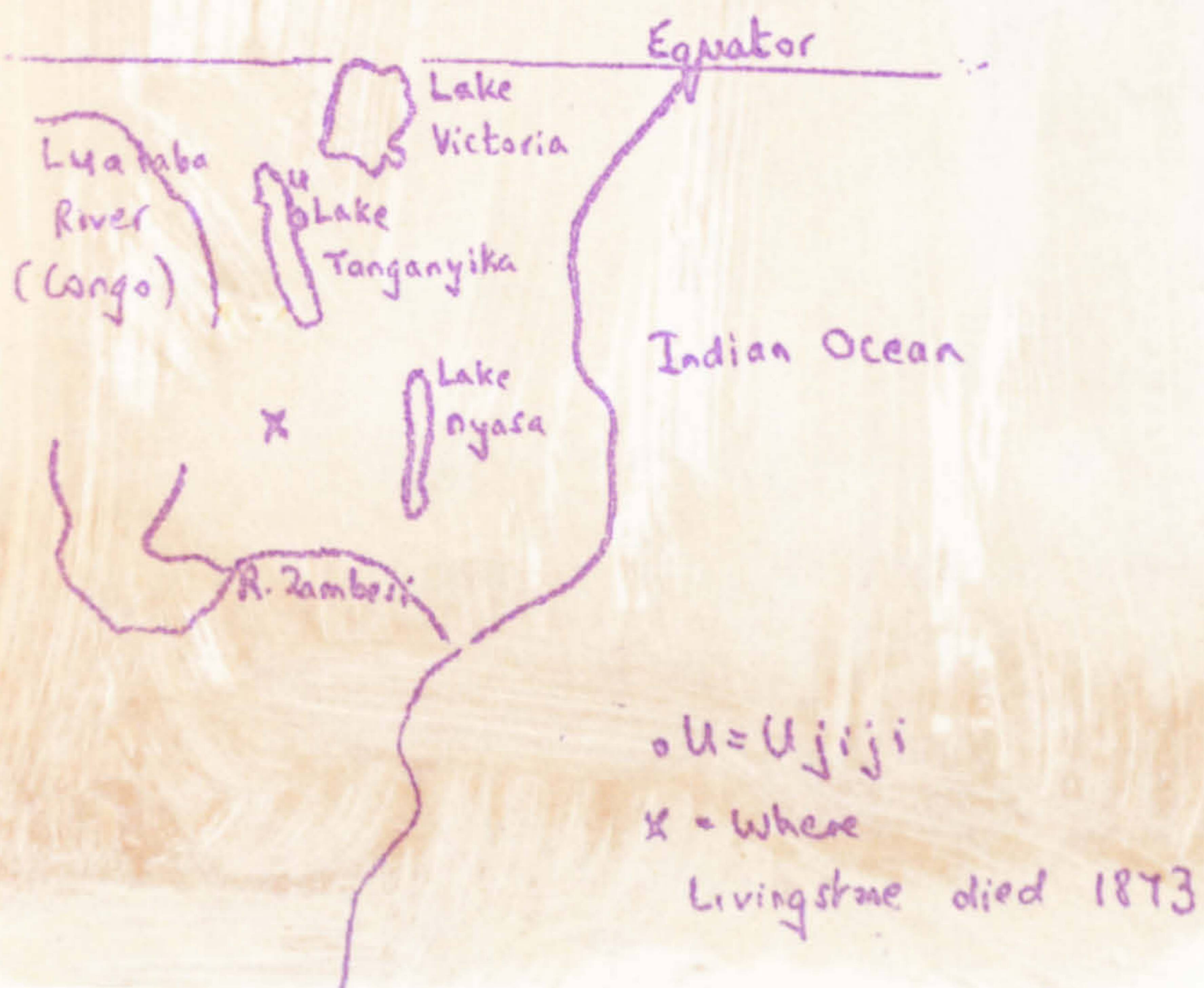
Aid: Sheet V.

Plan: 1. Description and short notes to be copied from the blackboard on Mungo Park.
2. Description of Burton and Speke's explorations of the Nile and the 1864 meeting.
3. Pupils to write their own accounts of Burton and Speke.

Comment: The pupils themselves ask questions in this form which contrast with many in 3E. For example, "If Speke had Grant with him, wouldn't their two opinions be stronger than Burton's?" And, "Why did the first search start at Zanzibar and not go down the Nile?" I suggested that this was a shorter route. ADA immediately riposted: "They'd have to follow the Nile all the way to prove that it went from Lake Victoria so it couldn't be shorter in the long run."



Livingstone's later journeys



1857 Burton and Speke discovered Lake Tanganyika - the north

1858 Speke reached Lake Victoria from the south

1862 Speke reached the source of the White Nile in Lake Victoria

1852-1856 Livingstone crossed Africa from east to west and discovered the Victoria Falls of the Zambesi

1859 Livingstone reached Lake Nyasa

1866 Livingstone discovered the south of Lake Tanganyika

1871 Livingstone reached the Lualaba River (Congo)

1877 Stanley followed the Congo to its mouth.

- November 5th Objectives: 1. To finish the written work on Speke and Burton.
2. To describe Livingstone's life and explorations.

Aids: Sheet V.

Hatch (1967).

- Plan: 1. Revision of Speke's two journeys, followed by completion of the notes.
2. Description of Livingstone's life until 1856
3. Homework: To write their own notes on Livingstone.

- November 7th Objectives: 1. To finish the story of Livingstone.
2. To describe Stanley's early life and the exploration of the Congo.
3. To explain why European countries became so interested in Africa after 1877.

Aids: Sheet V.

Hatch (1967)

- Plan: 1. Description of Livingstone's life from 1858 to 1873.
2. Notes to be copied from the blackboard on 1.
3. Description of Stanley's life; pupils to write their own short notes on Stanley and "Through Darkest Africa".
4. Explanation of the "Scramble for Africa"; notes to be copied from the blackboard.
5. Explanation of the need for the Berlin Conference 1885; again, short notes to be copied.

- November 12th Objective: To describe the main events in the history of South Africa from the seventeenth to nineteenth centuries.

Aid: Hatch (1967).

- Plan: 1. Ask the pupils what they know about South Africa.
2. Description, with the help of a sketch map on the blackboard, of the original inhabitants; the Dutch

settlers; the English in South Africa, resulting in the Great Trek 1836.

3. Copy notes from the blackboard on the original inhabitants and Dutch; to make own notes with the help of Hatch (p. 99).

November 14th Objective: To describe the events leading to the Boer War 1899-1902 and the main fighting.

Aid: Hatch (1967)
Sheet VI (cf 3E Sheet XXXVII, June 10th)

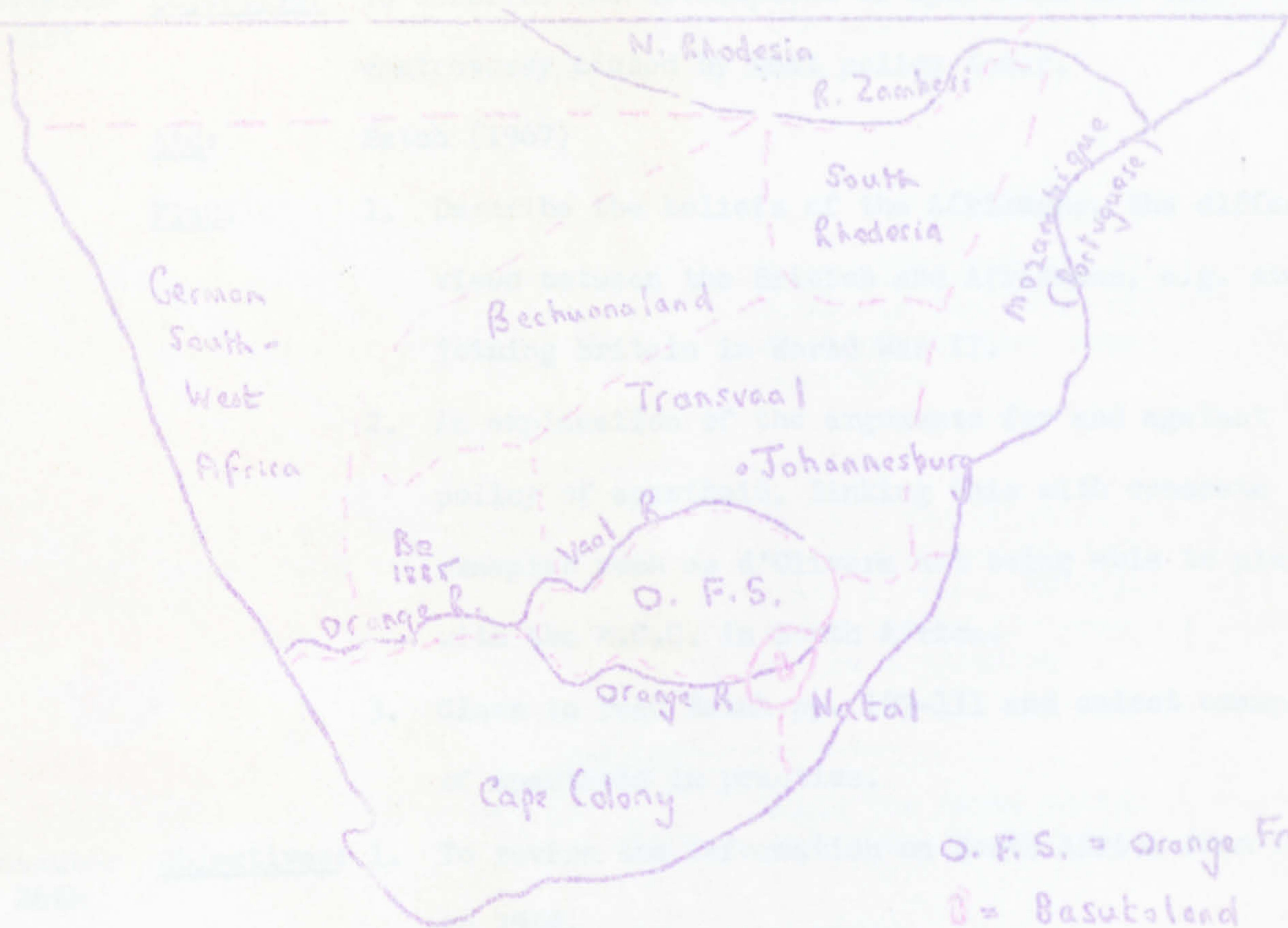
- Plan:
1. Describe Kruger, Rhodes, The Jameson Raid and the War.
 2. Class to copy map of South Africa from Sheet VI.

November 19th Objectives: 1. To complete the map of South Africa and make note headings on the Boer War 1899-1902.

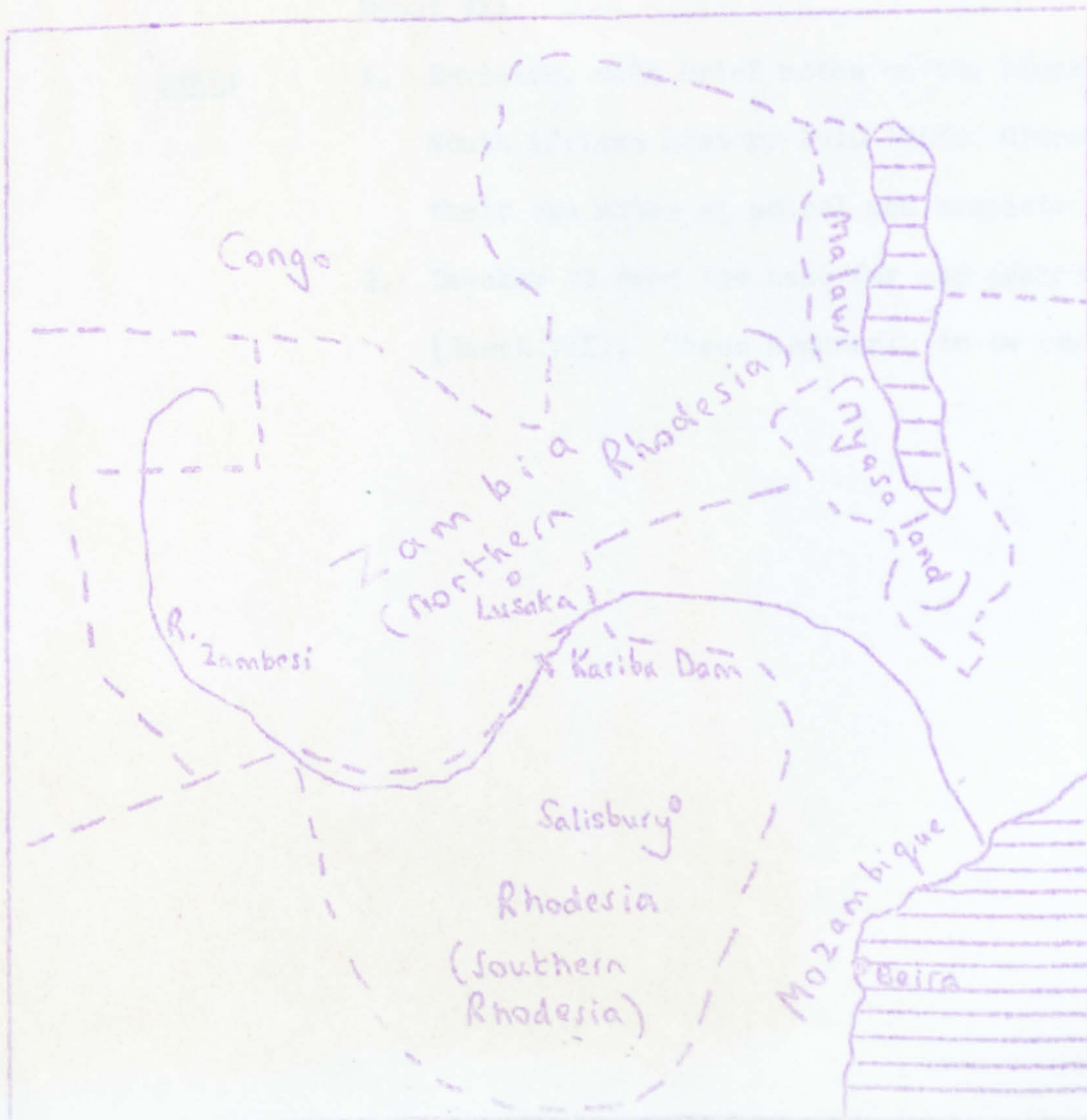
2. To introduce the background factors to apartheid.

Aids: Hatch (1967)
Sheet VI

- Plan:
1. To complete the map; those finishing before the others to read Hatch pp. 104-110.
 2. To revise the events described on November 14th; class to take note headings and brief notes from blackboard to form the basis for the homework.
 3. By reference to a programme about South Africa on "Panorama", to discover what the pupils know about apartheid. Then describe the developments in South Africa from 1902 to 1910.



South Africa.



A simplified map of East-Central Africa

(compare Harch page 87)

November 21st Objective: To describe the development of apartheid and the controversy caused by that policy today.

Aid: Hatch (1967)

- Plan:
1. Describe the beliefs of the Afrikaans, the differing views between the British and Afrikaans, e.g. over joining Britain in World War II.
 2. An explanation of the arguments for and against the policy of apartheid, linking this with concrete examples such as d'Olivera not being able to play with the M.C.C. in South Africa.
 3. Class to read Hatch pp. 109-111 and select examples of apartheid in practice.

November 26th Objectives: 1. To revise the information on South Africa from 1910 to 1948.

2. To examine the arguments for and against apartheid.

Aids: Hatch (1967)

Sheet VII

- Plan:
1. Revision, with brief notes on the blackboard, of South African history 1910-1948. Class to make their own notes at school and complete them at home.
 2. Teacher to read the case for and against apartheid (Sheet VII). These arguments to be copied at home.

Sheet VII

The case for and against the South African policy on apartheid

FOR

AGAINST

- | | |
|---|--|
| 1. The living standards for the Bantu in South Africa are higher than in many other parts of Africa | The wealth of South Africa is based mainly on the mines and industries which are worked largely by Bantu labourers. |
| <hr/> | |
| 2. More Africans are educated in South Africa than in other African countries | In 1950 £30 millions were spent on the education of the Europeans in South Africa. £8 millions were spent on the Africans - perhaps 80% of the population |
| <hr/> | |
| 3. South Africa is well organised | Would the Bantu prefer self-government even if they did make mistakes? |
| <hr/> | |
| 4. Law and order are maintained | South Africa has the highest number of hangings in the western world (a newspaper report) |
| <hr/> | |
| 5. The Bantu have their own areas - the Bantustans - where they can rule themselves. | The Bantustans cover about 10% of the land for about 80% of South Africa's population. |
| <hr/> | |
| | Is it right to stop a whole people from helping to run the country because of the colour of their skin? |
| <hr/> | |
| | The world as a whole and other African nations in particular are opposed to apartheid. Might there be a war in South Africa between the Europeans and non-Europeans? |

November 28th Objective: To copy the time chart (Sheet VIII) and make their own

for 1800-2,000 A.D.

Aids: Hatch (1967)

Sheet VIII

- Plan:
1. Check that the pupils understand time lines by asking about different scales.
 2. Point out that the years 1,800 to 2,000 A.D. have more recorded events than the rest of the period on the time chart. Therefore, they are to make their own expanded time chart for those years, referring to their notes and Hatch (1967).
 3. Class to copy Sheet VIII and start on the time chart for 1,800-2,000 A.D.

Sheet VIII

A time line of the history of Africa

B.C. Ancient Egypt - for example, the Pyramids 3,000 B.C.

200 - - Destruction of Carthage 146 B.C.)
) Rome in
 A.D. - The Birth of Christ) North
) Africa
 - Ptolemy's map 150 A.D.)

400 - Arabs in
 East Africa

600 - Mohammed fled from Mecca 622 A.D.
 The Moslem Conquest of North Africa began 640 A.D. Bantu
 moving
 South

800 -

1,000 - Moslems moving across Central Africa from Egypt
 Primitive
 peoples
 in South
 Africa

1,200 -

1,400 -

1,600 -) Bartholomew Diaz 1486 and Vasco da Gama 1497-1499
) THE SLAVE TRADE
) The first Dutch (Afrikaans) landed at Cape Town 1652
)
) The Anti-Slavery Society formed 1765 (Wilberforce)

1,800 Slavery abolished in British possessions 1833
 The Berlin Conference 1885
 Ian Smith declared Rhodesia independent 1965

2,000 -

Scale : One inch = 200 years

December 3rd Objective: To describe, referring to Hatch (1967), the major aspects of Britain's involvement in Central Africa.

Aid: Hatch (1967).

- Plan:
1. Describe the following major aspects, with pupils reading relevant pages in Hatch as we proceed and making rough notes:
 - (a) Cecil Rhodes (Hatch pp. 84-85)
 - (b) Differences between Rhodesia and other British possessions (op. cit., p. 85).
 - (c) Federation 1953 of Southern Rhodesia, Zambia and Nyasaland.
 2. Map to be drawn of East-Central Africa
 3. Notes to be made for homework.

December 5th Objectives:

1. Revision of the federal arrangements 1953.
2. To explain why and how Southern Rhodesia declared independence.

Aid: Hatch (1967)

- Plan:
1. Revision through explanation and blackboard diagrams of the federation.
 2. Explanation of the steps towards the declaration of independence by Southern Rhodesia.
 3. Explanation of the three policies open to Britain: send troops; appeal to U.N.O.; impose sanctions.
 4. Notes to be copied from the blackboard on 2. and 3.

December 10th Objectives:

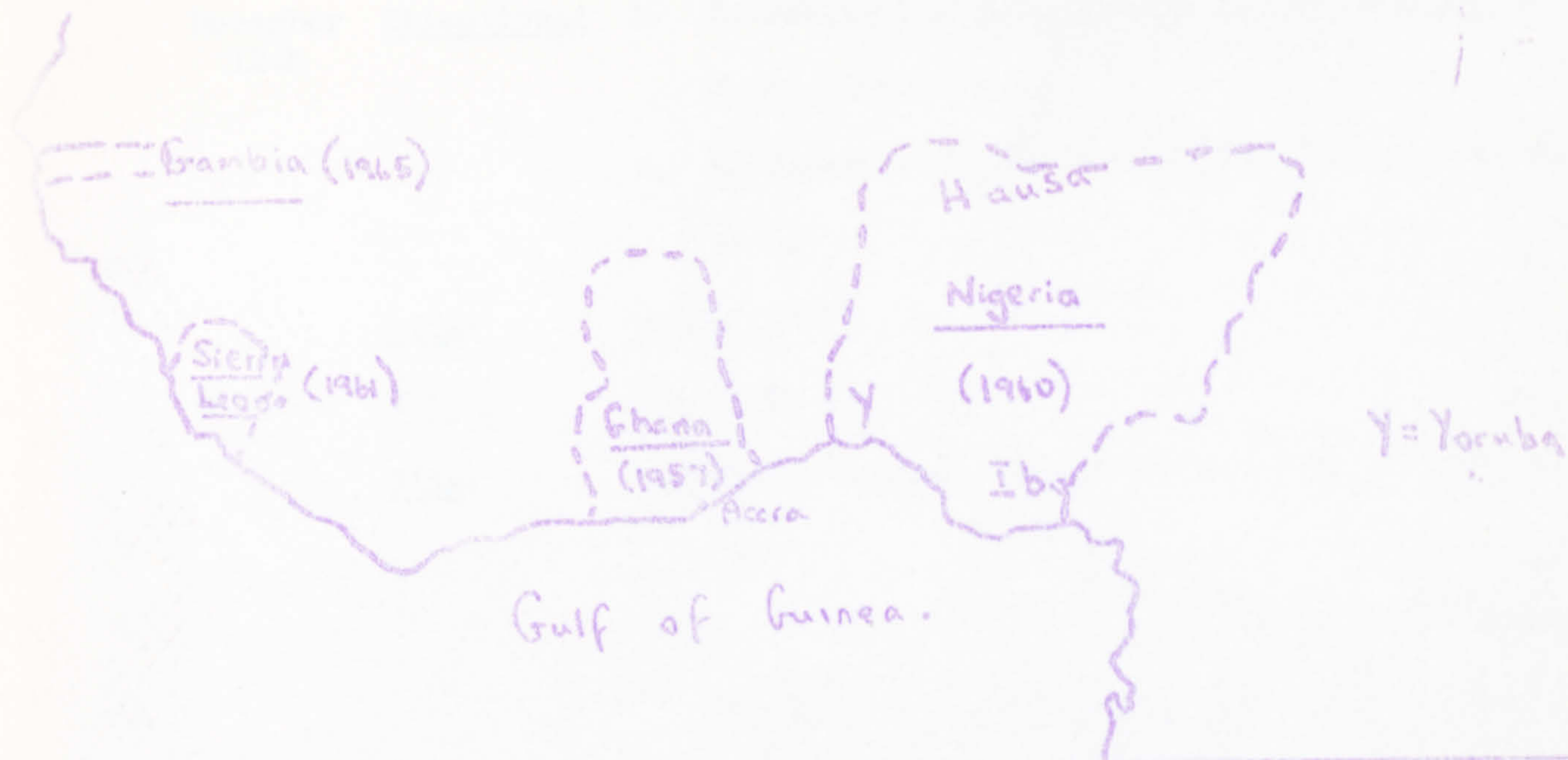
1. To complete the notes on Rhodesia
2. To explain briefly Nkrumah's background, Ghana's independence and the quasi-dictatorship.

Aids: Hatch (1967)

Sheet IX

- Plan:
1. Examine the top map on Sheet IX and in Hatch, p. 43. Explain how the Europeans cannot endure for long the West African climate, hence not the same rivalry for possession as in East Africa.
 2. Description of Nkrumah's government differed from a parliamentary system.
 3. Draw the maps on Sheet IX and complete notes on Rhodesia for homework.

Britain and West Africa



Nigeria

- December 12th Objectives:
1. To revise the main details in the history of Ghana 1945-1966.
 2. To describe Nigeria's internal troubles since 1964.

Aids: Hatch (1967)

Sheet IX.

- Plan:
1. Oral revision through question and answer on Ghana.
 2. Description of the three main tribes of Nigeria, the internal rivalry, and Britain's policy.
 3. Written work: A mixture of notes copied from the blackboard and the pupils' own notes. Copying of the lower map on Sheet IX.

Comment: Again, the boys in particular showed a spontaneous interest in these topics. For instance, a number pointed out that the Preventive Detention Act of Nkrumah's could be compared with South Africa's 90 day law and instanced other examples of dictatorships.

- December 17th Objectives:
1. To conclude the description of the situation in Nigeria.
 2. To explain some of the future problems in Africa.

Aids: Hatch (1967)

Sheet X.

- Plan:
1. To revise by exposition the situation in Nigeria.
 2. To explain the implications of each of the five main points on Sheet X.
 3. Copying of notes on Nigeria.

4. Homework : Duplicated sheet to be copied or
read and stuck into the exercise
books.

Revisionary questions to be found
for an end-of-term quiz on Africa.

December 19th Objective: To revise some aspects of the term's work through
a quiz.

Plan: Two teams of boys and girls to question each other.

The Future of Africa

1. Nationalism (= feeling towards, loyalty to one's country)

During the "scramble for Africa" boundaries were drawn without any regard for the people living along them. Often a tribe was cut into two by a boundary. Yet Africans tend to feel stronger loyalty to their fellow tribesmen than to fellow country men. The new African states have kept these boundaries because they fear that if they allow one tribe to unite, then all the different tribes will want to unite. The leaders of each country fear that the country will break up into many different tribes, as is the fear in Nigeria.

2. Pan-Africanism (= the union of all Africans)

Many African leaders want to join all the African states together into something like a United States of Africa. The plan is to unite two or three countries at first, then the countries in certain regions and eventually all Africa. White supremacy in South Africa and Rhodesia is at present an obvious hindrance to such a plan.

3. O.A.U. - the Organisation of African Unity

Practically all the African heads of state met in Addis Ababa in Ethiopia in May, 1963. There they set up the O.A.U. which aims at uniting all Africa and at settling all disputes in Africa. The heads of state meet annually.

4. Communism

The African leaders do not want to be involved in the disputes between the Communists and Non-Communists. They say that there are no great differences between classes in Africa and therefore no need to follow Communist ideas. As Africa becomes more industrialised and more Africans become wealthy, Communist ideas may start to have more influence.

5. One party states

Many African states began independence with two or more political parties, for example, in Ghana. Since independence they have become one party states. This may be because once one man was elected as head of the state, the other parties felt they had to support him as so many urgent problems like education and transport had to be solved. They did not have time for arguments between parties. Furthermore, parties tend to be based on the tribes but each leader wants to organise a nation and cannot allow tribes to dispute his decisions. In the future there may be political parties in Africa as in Britain and the U.S.A.

Term II : U.S.S.R.

January
7th

Objective: To explain some of the geographical features helping to determine aspects of the history of the U.S.S.R.

Aids: *Earl A. "The Story of Russia" (U.L.P. 1967)
Treharne R. F. and Fullard H. "Muir's New School Atlas" (Philip & Son, 1960)
Wall map of Europe with Asia
Duplicated sheets XI and XII (see 3E. Sheets I and II September 10th-17th)

Plan: 1. With the use of the various maps, explain to the pupils the following main geographical influences on the history of the U.S.S.R.:

- (a) On population distribution
- (b) On contact with the rest of the world
- (c) The desire for expansion

2. With the help of Earl pp. 10-15 and outline notes on the blackboard, pupils to write their own notes for homework.

January
9th

Objectives: 1. To explain the strengths and weaknesses caused through the geography of the U.S.S.R.
2. To explain the importance of Constantinople.

Aids: Earl (1967)
Sheets XI and XII
Sheet XIII (see 3E Sheet III, September 24th)

Plan: 1. To explain and write notes on some of the strengths and weaknesses caused through the great size of the U.S.S.R. Pupils to copy the notes.

*The textbook for this term.

The meaning of the word "civilised"

"Civilised" comes from the Latin word 'civis' which means a 'citizen' or 'city-dweller'. The Romans thought that country people did not have time for anything except producing enough to live on. In cities, however, where people had specialised jobs life was so well organised that certain citizens had time to think and invent such things as an alphabet, mathematics and temples to gods. "Civilised" has come to mean 'not rough' and 'educated' but to the Romans 'civis' meant 'a person who lives in a city'.

The Land of the Towns and Cities

1. Russia is a bridge or link between Europe and Asia because there is only flat land which is fairly easy to cross. This link is shown today in the Russian control of Poland, Czechoslovakia and other East European countries.
 2. The Vikings or Rus from Scandinavia showed how easy it was to enter Russia when they tried to reach Constantinople in the ninth century. They wished to reach Constantinople for these reasons:
 - (a) Constantinople was admired as the capital of the last remaining part of the Roman Empire; as the most civilised place in Europe.
 - (b) More important, the Vikings wanted to trade at Constantinople since Constantinople was the centre of trade routes.
(Explain which goods would be exchanged at Constantinople)
 - (c) Constantinople was the Head of the Greek Orthodox Church. The Christian Church had divided into two sections on the fall of the Roman Empire: the Roman Catholic in the West and the Greek Orthodox in the East. Because the Empire - now called the Byzantium Empire - still continued in the East, the Greek Orthodox Church tended to be dependent on the Emperors. In the West, however, with the destruction of the Empire, the Church gained independence from the kings and princes.
 3. The Rus conquered a large area in Russia. Kiev became the most important city there.
(See pages 14-15 in the text book)
-

2. Description of the importance of Constantinople in the early middle ages, the desire of the Vikings to reach it.
3. Copying the central section of the map (Sheet XIII) for a sketch map entitled: "The Position of Constantinople".

January
14th

Objective : To explain about the beginnings of the Land of the Towns and Cities.

Aids: Earl (1967)
Sheet XIII (see 3E Sheet III, September 24th)
Sheet XIV.

- Plan:
1. Pupils to complete the map on Constantinople.
 2. To read the definition of "civilised" (based on the programme given to 3E September 26th.)
 3. Explain through the notes on Sheet XIV and the map in Earl p. 14, of the beginnings of the Land of the Towns and Cities.
 4. Homework - To copy up the notes from Sheet XIV, expanding them where indicated through using Earl, p. 15.

January
16th

Objective: To explain methods of analysing an "original document" ("The Primary Chronicle").

Aid: Sheet XV (see 3E Sheet V October 1st).

- Plan:
1. Read through again the definition of "civilisation" on Sheet XIV.
 2. Point out that we need to be cautious of written reports. For example, the "Observer" printed a report on Robert Kennedy's funeral and the reporter was not there.

3. Explain that the Russians were pagans and that Vladimir (980-1015) decided to investigate the various religions near to the Land of the Towns and Cities.

4. A pupil to read aloud the extract from "The Primary Chronicle". I shall explain:

(a) Any words which are found difficult

(b) Point out that the Chronicle was written

between 50 and 131 years after the events

it describes, therefore, distortion is possible.

Give an example of what they could be writing

about now e.g. the Great War 1914-18.

5. Exposition, building up these notes on the blackboard:

(a) How far is such a document accurate?

i. Was it written from the monks' point of view?

ii. What could have happened in the interval between the events described and the writing of the Chronicle?

iii. Has the document been altered since the twelfth century since we do not have the original document.

iv. Can translation alter the meaning of words?

(b) Can we accuse the monks of prejudice?

i. Note how little information we learn about the practices in the Moslem Church and underline the words which give a poor impression like "a dreadful stench".

ii. Note that little is said about the Roman Catholic Church, and what is meant by, "we saw no glory there."?

iii. Note the exaggerated language with regard to the Greek Orthodox Church.

6. Notes to be copied from the blackboard placing the document in context. Using the skeleton notes, pupils to write own notes on the accuracy of the document.

January
21st

Objective: To continue with the analysis of the "Primary Chronicle".

Aid: As for January 16th.

- Plan:
1. Revision by myself on the question of how far is the Chronicle an accurate statement.
 2. Revision, with skeleton notes on the board, of how far the monks might have been prejudiced. Pupils to expand these.
 3. Explanation, building up skeleton notes on the board, of some of the reasons why Prince Vladimir chose the Greek Orthodox Church:
 - (a) Constantinople was the headquarters of the Greek Orthodox Church and the most important city near to Kiev : joining the Church might lead to increased links with Constantinople.
 - (b) Trade might be easier with Constantinople
 - (c) The Greek Orthodox Church tended to take orders from the kings instead of the Roman Catholic Church where the Pope was thought to be more important than the kings.
 4. Explanation of ways in which historians can make use of "The Primary Chronicle" if it is not completely

Objectives: To be accurate. For example, they could compare it with other documents; examine it from their wide knowledge of the period; use it and say that it is probably inaccurate but the best evidence they have.

5. Notes to be copied from the blackboard.

6. Homework : To finish any notes and revise the work on Africa for a revisionary test on January 28th.

January
23rd

Objectives: 1. To revise some aspects of the history of Africa.
2. To complete the notes on "The Primary Chronicle".

Aid: As for January 16th.

Plan: 1. Pupils to write down answers to questions set by myself. For example:

- | | | |
|------------------|---|--------------------------------|
| (a) Cecil Rhodes |) | |
| |) | |
| Matabele |) | |
| |) | |
| NIBMAR |) | What have all these in common? |
| |) | |
| Sanctions |) | |
| |) | |
| Kaunda |) | |

(b) Sketch maps on blackboard showing the routes of explorers. Pupils to write answers to specific questions on these routes.

2. Explanation and copying from the blackboard of some possible results of Vladimir's joining the Greek Orthodox Church.

(a) The links were made with Constantinople and the East, not the West.

(b) The Church became obedient to the rulers

(c) Kiev became more civilised

(d) Kiev became one of the finest cities of the early Middle Ages.

January
28th

Objective: In an attempt to consolidate "memory traces", a revisionary test on the work of Term I.

Aid: Sheet XVI.

Plan: Pupils to answer as many questions as they can within the 40 minutes.



Look at the map and then answer these questions as clearly as possible.

1. Give one reason why Country A became one of the earliest civilisations.
2. (a) Name Moslem people B.
(b) Describe one of their beliefs.
3. (a) Who explored River C in 1805?
(b) Give one reason why he went on such an exploration.

Sheet XVI Cont'd.....

4. (a) Name the leader of Country D who lost his power in 1966.
(b) Give one reason why he was overthrown.
5. (a) Name the explorer of River E and the book he wrote after his journeys.
(b) Why was the book so important?
6. (a) Name Moslem City F.
(b) Who started from here on the search for the source of the Nile?
7. (a) Name sixteenth century explorer G.
(b) Why did he go on this voyage of exploration?
8. (a) Name the British explorer of River H.
(b) Why were his explorations around Lake J important?
9. (a) Name territory K and its president in 1899.
(b) Name the prime minister of territory L in 1899.

PART B

Answer these in order.

1. (a) Explain what you understand by the word "apartheid".
(b) Give two arguments in support of this policy. Do you agree with them?
2. (a) What policies were open to Britain when Southern Rhodesia declared independence illegally in 1965?
(b) Why is Southern Rhodesia still independent today?
3. "The peoples of the colonies have the right to elect their own Governments, without restrictions from foreign Powers."
(a) Where were these words said?
(b) What does Pan-Africanism mean?
(c) If Pan-Africanism were successful, what result might its success have in the world in the future?
4. (a) Give two of the arguments used in the eighteenth century in support of the slave trade. Do you agree with them?
(b) Describe two results of slavery in the world today.

Sheet XVI Cont'd.....

PART C.

Write a sentence on each of the following. Make sure that the sentence contains an important fact:

- | | | |
|-------------------------|----------------------------------|-----------|
| (a) Tsetse fly | (b) Ptolemy | (c) Bantu |
| (d) Bakongo people | (e) "domestic slavery" in Africa | |
| (f) Ujiji | (g) The Berlin Conference 1885. | |
| (h) The Great Trek 1836 | (i) Nationalism | |
| (j) The O.A.U. | | |
-

January
30th

- Objectives:
1. To revise and complete the notes on the results of Vladimir's choosing the Greek Orthodox Church.
 2. To describe the decline of Kiev.

Aid: Earl (1967).

- Plan:
1. Revisionary questions on "The Primary Chronicle".
For example: "Who wrote it?"; "What facts does it tell us about?"; "Can we believe what it says?"
 2. Revision and repeating on the blackboard of the results of joining the Greek Orthodox Church (see January 21st).
 3. Notes to be copied. Those who finish early to read Earl, p. 16 onwards.
 4. Explanation of some of the reasons for the decline of Kiev.

February
4th

- Objectives:
1. To state which questions were not answered well in the test on January 28th.
 2. To revise the reasons for the decline of Kiev.

Aid: Earl (1967).

- Plan:
1. Tell the pupils their marks and select certain questions which need recapitulation. Ask the class for answers.
 2. Using Earl pp. 16-21 to give the class note headings and skeleton notes, with appropriate page references, so they can write their own notes at school and finish them for homework.
 3. Also to draw the map showing Moscow's secluded position (Earl, p. 24) for homework.

February
6th

Objective: To explain some of the reasons for the rise of
Moscow.

Aid: Earl (1967).

Plan:

1. Study the two maps in Earl pp. 24-25 and ask the pupils what type of geographical advantages helped Moscow.
2. Describe the work of the princes, and how Ivan III took advantage of the fall of Constantinople 1453.
3. Describe the influence of Zoe on Moscow, with some description of the type of Renaissance influences which affected her.
4. Note headings on the blackboard, with appropriate page references to Earl, and skeleton notes. Pupils to start writing their own notes.

February
11th

Objectives: 1. To revise and complete the notes on the rise of
Moscow.

2. To describe the character and early life of Ivan
the Terrible (1533-1584).

Aid: Earl (1967).

Plan:

1. Revision through the copying of notes and teacher's explanation of Moscow's rise in importance.
2. Description of Ivan's early life, using Earl pp. 32-37.
3. Class to make own rough notes, using Earl and these headings:
 - (a) Ivan's childhood
 - (b) The marriage of Anastasia
 - (c) The death of Anastasia and the destruction of the boyars.

4. Critical analysis by the ^{myself} teacher of the paragraph in Earl p. 37 discussing whether Ivan was as cruel as the events described there seem to depict.
Class to make notes.
5. Expansion and copying of notes for homework.

February
13th

- Objectives:
1. To explain that we should distinguish between the "public" and "private" aspects of a king's career.
 2. To compare Ivan's achievements with those expected of a "good" king.

Aid: Earl (1967).

- Plan:
1. Explain that they learnt about Ivan's private life on February 11th. From an historical viewpoint, however, his public deeds are the more important, though the two aspects will be inter-mixed.
 2. Kings can be described as "good"; perhaps better to say "efficient" or "helpful to the country". Features such as these could be considered, for example, laws, living conditions, maintaining peace, and so on. The list of features to be written on the blackboard and copied.
 3. To consider how far did Ivan measure to these standards through three areas:
 - (a) The power of the Tsar
 - (b) The expansion of Russia
 - (c) Law and order.

After an exposition on these, pupils to use their rough notes and Earl pp. 36-39, to make their own notes.

Comment: This was an instructive lesson in that certain pupils contributed useful ideas as soon as the question of a "good" king was raised. The pupils as a whole also asked most sensible questions during the writing of their notes. The homework written after the lesson on February 11th was most impressive in general, a number showing a good ability to analyse the variables.

February 18th Half Term.

February 20th Objectives: 1. To explain the backwardness of Russia in the seventeenth century.
2. To copy a time chart on the history of Russia.

Aid: Earl (1967).

Plan: 1. Explain some of the reasons why a country might be considered backward.
2. Class to read Earl pp. 41-42 which describes the backwardness of Russia.
3. Time chart showing the major events in Russia's history to be drawn on the blackboard, and they are to copy this.

February 25th Objectives: 1. To revise and give note outlines on the backwardness of Moscow and Russia.
2. To describe the youth of Peter the Great (1682-1725).

Aid: Earl (1967).

Plan: 1. Revision through exposition of what is meant by a "backward" country and the characteristics of Russia in the seventeenth century.
2. Copy introductory notes from the blackboard, then note headings with references to Earl pp. 41-42 on Russia.

3. Description of Peter the Great.
4. Using Earl pp. 43-44 class to write own notes on Peter:
 - (a) Peter's youth
 - (b) The German suburb
5. The notes to be started in school and finished for homework.

February
27th

Objective: To revise Peter's visit to Europe and explain some of the changes he carried out in Russia.

Aids: Earl (1967).

Sheets XVII and XVIII (see 3E Sheet VI November 7th and Sheet VII November 12th).

- Plan:
1. Revision through exposition of Peter's visit to Europe.
 2. Pupils to read through the notes on Peter on Sheet XVIII while I expand on them.
 3. Finish writing notes on Peter's visit to Europe (Earl p. 46).
 4. Copy the map showing Peter's gains in territory (Sheet XVII).

March
4th

(This lesson
was taped; see
Appendix
N)

Objective: To make notes on the Archbishop's funeral oration on Peter.

Aids: Sheets XVIII and XIX (see 3E Sheets VII and VIII November 12th).

- Plan:
1. Class to follow through the points on Sheet XVIII as I briefly detail each one. This sheet is to be stuck in the exercise books.

2. Teacher to read aloud the Archbishop's speech (Sheet XIX) and explain what various phrases mean. For example, "true father of the fatherland" and he has "given birth to Russia".
3. (a) Extraction from the Speech of the five main changes.
(b) Explanation why the Archbishop praised them.
(c) Examination of the value of the changes to Russia.
4. Pupils either to finish the map or begin writing up their notes on the Archbishop's speech.

March
6th

Objective: To conclude my commenting on the Archbishop's speech and explain the opposed views on Peter.

Aids: Sheets XIX and XX (see 3E Sheet VIII November 12th and Sheet IX November 14th).

Plan:

1. To comment on some implications of the Archbishop's speech, namely:
 - (a) He did not mention justice, looking after the poor, and so on - things for which a "good" king would have been praised.
 - (b) He did not mention religion.
 - (c) He praised Peter in very high terms, possibly because he might have been chosen by Peter, the "Tsar's eye" was at the funeral, and so on.

Pupils to copy my comments (based on these remarks) from the blackboard.

2. Explain what is meant by the opposed views on Shoot XX, e.g. "The mice bury the cat".
3. Draw up a table on the blackboard showing a comparison between the two sets of views. For example:

| The Archbishop praised | The people opposed |
|------------------------|---|
| (a) An army | Torturing the Stroltsi |
| (b) A fleet | Did not want contact with the outside world |

And so on.

4. Pupils to make own notes on Questions 1. and 2.
Sheet XX.

March
11th

- Objectives:
1. To have the pupils finish copying the comparison between the two sets of views on Peter.
 2. To query whether Peter deserves to be called "the Great".
 3. To outline from Earl (1967) some of the conditions in Russia in the eighteenth and nineteenth centuries.

Aids: Earl (1967)
Sheet XX.

- Plan:
1. Have the comparison ready on the blackboard. As the pupils complete the notes, they are to read Earl p. 49 onwards.
 2. Give some reasons why the ordinary people objected to Peter's changes. These to be copied.
 3. Ask for any opinions on whether Peter deserved his title. Outline suggestions on the blackboard.
Pupils' comments to be written at home.

4. Explanation of the conditions in Russia during the nineteenth and twentieth centuries. Outline notes on the blackboard and references made to Earl pp. 51-60 so that the pupils can make their own notes on:

(a) Absentee landlords

(b) The position of the serfs

(c) The first steps towards revolution

(d) The emancipation of the serfs, 1861.

March
13th

Objective: To examine some of the implications of the "Communist Manifesto".

Aid: Sheet XXI (See 3E Sheet X, November 26th).

Plan:

1. Class to read the extracts from the Manifesto.
2. Explanation of "Communism", "Capitalism", "Manifesto" and "oppressed classes" by the teacher. Pupils to copy the first six lines on Sheet XXI and the explanations of the four phrases from the blackboard.
3. Explanation of what it seems Marx meant by, "Workers of the world" Copying of the explanation.
4. Ask the pupils if they can think of people in the world today to whom these ideas would seem attractive.
5. Class to copy the amalgam of the best answers.
6. Suggestions from teacher on which policies in Britain today might be influenced by Marx. For example, no right to inherit, abolition of private property, and so on. Class to copy from the blackboard.

Comment: The pupils' own interests break through the format. A number of boys in particular asked me questions on Marx and Communism. For example, OR asked if people would get tired of communism, want to return to capitalism, then there'd Communism again and "it would start all over again."

March
18th

Objectives: 1. To finish commenting on ideas in "The Communist Manifesto".
2. To describe Lenin's early life
3. To outline some facts about Nicholas II and Alexandra.

Aids: Earl (1967)

Sheet XXI

Pethybridge R. (ed.) "Eye witnesses to the Russian Revolution" (Geo. Allen & Unwin 1964).

Plan: 1. Class to take down in their rough books the teacher's ideas on points 5., 6., and 7. on Sheet XXI. To be used for the homework together with any of their own comments.
2. Description of Lenin's background, exile, the meeting in London 1903, stay in Switzerland 1914-1917.
3. Description of the inept nature of the Tsarist government under Nicholas II and the influence of Rasputin. Conclude by reading the first part of the account of Rasputin's death in Pethybridge, pp. 74-82.
4. Homework : To write the notes on the Manifesto, on Lenin's youth and his education.

March
20th

- Objectives: 1. To revise the main events in Lenin's career from 1903 to 1917.
2. To explain the chief events in the Russian Revolution.

Aids: Earl (1967)
Pethybridge (1964)
Sheet XXII (See 3E Sheet XI, December 10th).

- Plan:
1. Finish reading the account of Rasputin's death.
 2. Pupils to copy short notes on the 1903 meeting and the division into Mensheviks and Bolsheviks, together with answering questions such as, "Do you remember why Lenin was in London?"
 3. Teacher to re-state the reasons for Lenin's return to Russia in 1917. Notes to be copied from black-board.
 4. With the outline time chart in front of them (Sheet XXII) teacher to explain the main points of the various events detailed there. Pupils to make rough notes and be aware of the page references in Earl.

Comment: The interest of some pupils seems to mean that they can act as a means of provoking further thought on these topics. As they copied notes, pupils asked me such questions as, "When did Russian become the U.S.S.R."; "When did Moscow become the capital?"; "Why was Russia fighting Germany?"

March
2th

- Objectives: 1. To revise the events in the 1917 Revolution.
2. To explain the Treaty of Brest-Litovsk and the Civil War 1918-1920.

Aids: Earl (1967).
Sheets XXII and XXIII (See 3E Sheet XI December 10th
and Sheet XII December 12th).

Plan:

1. Revision by teacher of the outline notes organised on March 20th. Pupils to start making their own notes for 15 minutes.
2. Explanation of the Treaty of Brest-Litovsk 1918 (Sheet XXIII); the sheet to be stuck into the exercise books.
3. Explanation of the people who were opposed to the Bolsheviks after Brest-Litovsk; the Civil War; the intervention of foreign countries and their reasons for doing this.
4. Homework : to complete the notes on the 1917 Revolution and explain the terms of the Treaty of Brest-Litovsk (Earl pp. 82-83).

March
27th

Objective: To explain again the events and reasons for them from 1918-1920 and give the pupils notes upon them.

Aids: Earl (1967).
Sheet XXIII (See 3E Sheet XII, December 12th).

Plan:

1. To explain the opposition to the Bolsheviks, the reasons for the foreign powers' intervention, the results of the failure of this intervention and of the Civil War.
2. Notes to be copied on 1. from the blackboard.
3. If time allows, and for those who finish early, make anagrams on the events learnt about Russia this term for a quiz at the end of the lesson.

Term III : The U.S.A.

April
17th

Objective: To explain some of the main reasons for emigration, relating reasons in the twentieth century with those obtaining in earlier centuries.

Aids: * Hooper M. "Land of the Free" (Blond 1968).
"Muir's New School Atlas"
Sheet XXIV.

Plan:

1. Ask what is the meaning of "emigrant"; who has relatives who have emigrated.
2. Explain some of the reasons why people emigrate.
For example:
 - (a) a better, more profitable life - sixteenth century enclosures in England; Irish after the potato famine of the late 1840's (cf. Polish peasant's letter in Hooper pp. 10-11).
 - (b) gain more money - seventeenth century desire for gold;
 - (c) adventure
 - (d) freedom to think and believe
 - i. religious - "Pilgrim Fathers"
 - ii. political - Puritans in the seventeenth century
 - (e) Home country's desire for colonies - why - assisted emigration.
3. Explain that the Americans pride themselves on being "free" : note the title of the text-book. They are also cosmopolitan; explain the meaning of that term.



European Colonisation
in North America during
the Seventeenth Century.

Sheet XXVSome reasons for emigrating to the U.S.A.

1. The chance of a better life in a new country.
For example: (a) men forced off the land in sixteenth century England because of land being enclosed for sheep rearing instead of growing wheat
(b) soldiers and sailors out of work when the war between England and Spain ended in 1604.
2. To gain more money
In the 17th century many people thought that America was full of gold and searched for El Dorado - a mythical city made of gold.
3. Adventure
Men such as Captain John Smith who went to Jamestown in 1607.
4. Freedom to believe what they liked
In the 17th century Puritans left England to settle in the U.S.A. so they could worship God in their own churches and not be forced to attend the Church of England. Catholics and Quakers also settled in America.
5. Many European countries wanted colonies to be founded in new lands because they thought that colonies would increase the wealth of the Mother Country.
 - (a) The colonists would buy manufactured goods like clothes and farm tools from Britain
 - (b) Britain could obtain raw materials like iron, timber, tobacco, cotton and so on more cheaply from her own colonies than from foreign countries.

This idea that colonies should financially be of value to the Mother Country caused trouble in the 17th century and 18th century and helped to lead to the American War of Independence of 1776-1783.

4. Point out from Muir pp. 48-49 and the sketch map (Sheet XXIV) that we can discover the nationality of the original settlers through place names. Pupils to find appropriate place names for six different nationalities (cf. also the members of the Boston Rex Sox Baseball Team today on Hooper, p. 6).

April
22nd

Objective: To revise and continue the explanation of reasons for emigration.

Aids: Hooper (1968).

Sheet XXV

- Plan:
1. Pupils to read quickly through Sheet XXV. Extra information and ideas to be given by the teacher (e.g. to look at the Statue of Liberty, Hooper p. 4 and read Lazarus' poem, Hooper p. 13 with reference to "freedom to believe").
 2. Revise the concept "cosmopolitan" through questions and reading Hooper p. 6.
 3. Exposition on the value of a mixture of races in one country.
 4. Homework : To copy the notes from Sheet XXV, stick Sheet XXIV in their books, and write up their rough notes made during the lesson on "cosmopolitan" and the advantages of a mixture of races in a country.

April
24th

Objective: To describe the early settlements in Virginia, giving ideas on some of the reasons for failure.

Aids: Gill W. J. C. "Captain John Smith and Virginia" (Longmans 1968)

Hooper (1968)

Sheets XXVI and XXVII

Early British settlements in America

Sir Walter Raleigh's attempts in the sixteenth century

1584 He sent two captains to explore the coast of America. They occupied Roanoke Island for Queen Elizabeth I. The area was named Virginia in honour of the Queen.

Raleigh sent expeditions in later years to try to start a colony in Virginia but they failed, mainly because Raleigh did not make sure that regular supplies were sent to the men.

The seventeenth century colony at Jamestown, Virginia

1604 War ended with Spain. London merchants were ready to use their capital (= money etc.) to start a colony in America. They hoped that the goods sent back from the colony would make profits for them.

1607 Men landed at Jamestown, the most important being Captain John Smith. They immediately began building a fort and filling the ships with timber to send back to London. Smith went hunting for food and was captured by the Indians. He said he was saved from death by Pocahontas, the chief's daughter.

1608 The men had made little attempt to start a proper colony, for example, by growing crops and building houses. Instead, they had spent far too much time searching for gold. In September, 1608 Smith became Governor for a year and made the colonists train as soldiers and work much harder.

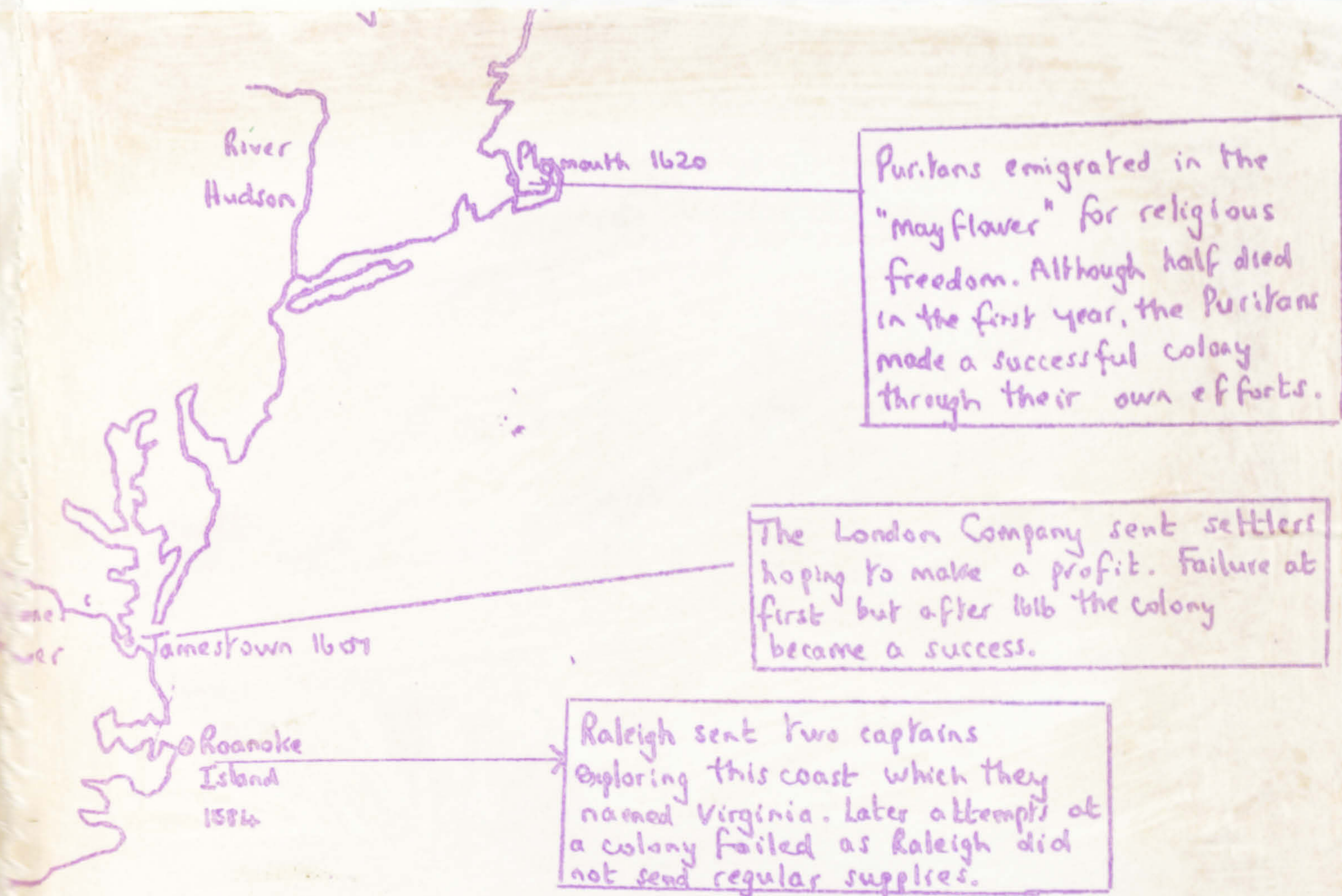
1609 Smith was injured by a gunpowder explosion and returned to London.

1609-1610 "The starving time" - 440 colonists died.

1610-1620 How the colony improved:

1. Governors were very strict; grumblers were flogged and lazy people hanged.
2. Women joined the men to make it a more permanent colony.
3. Tobacco was grown and exported to London in 1616 by Pocahontas' husband, John Rolfe.
4. 1616 Land was given to individual settlers. They worked harder for their own profit.

Early British Settlements in America



Puritans emigrated in the "mayflower" for religious freedom. Although half died in the first year, the Puritans made a successful colony through their own efforts.

The London Company sent settlers hoping to make a profit. Failure at first but after 1616 the colony became a success.

Raleigh sent two captains exploring this coast which they named Virginia. Later attempts at a colony failed as Raleigh did not send regular supplies.

How Captain John Smith was saved by Pocohontas in January, 1609
 (From W. J. C. Gill "Captain John Smith and Virginia" (Longmans, 1968))

Indian braves were going to beat out Smith's brains. Then, "Pocohontas, the King's dearest daughter, when no entreaty could prevail, got his head in her arms and laid her own (head) on his to save him from death; whereat the King was contented he (Smith) should live to make him (the King) hatchets, and her bells, beads and copper."

How Far can we accept this story?

Doubtful: Romantic - why not just lift off the girl if her appeals had failed.
 Smith did not write about this story in his first book 1616.
 Pocohontas died 1617 - then the story was written.

Sheet XXVII Cont'd.....

Might be true:

King sympathetic to his daughter.
King dare not kill Smith in case British attacked
but not want to appear weak to his braves - thoreforo,
told daughter to do this.

- Plan:
1. Describe Raleigh's attempts at Roanoke and some of the reasons for failure. Teacher to read extracts from Gill (1968).
 2. Describe the settlement at Jamestown. During the course of the exposition give reasons why or why not the story of Pocohontas' saving Smith might be true. Explain how the colony might have succeeded at the first attempt if, for example, the London Company had sent workers, not adventurers, and had allowed them to take their families.
 3. Read by themselves the notes on Sheet XXVI.
 4. Drawing their own map of the Early British settlements in America (Sheet XXVII).
 5. Explain the work to be done on April 29th.

Comment: Questions again asked by the pupils. For example, TAL wanted to know why did people always think there was gold in America, HIC whether Raleigh was involved in the planning of the first settlement at Jamestown.

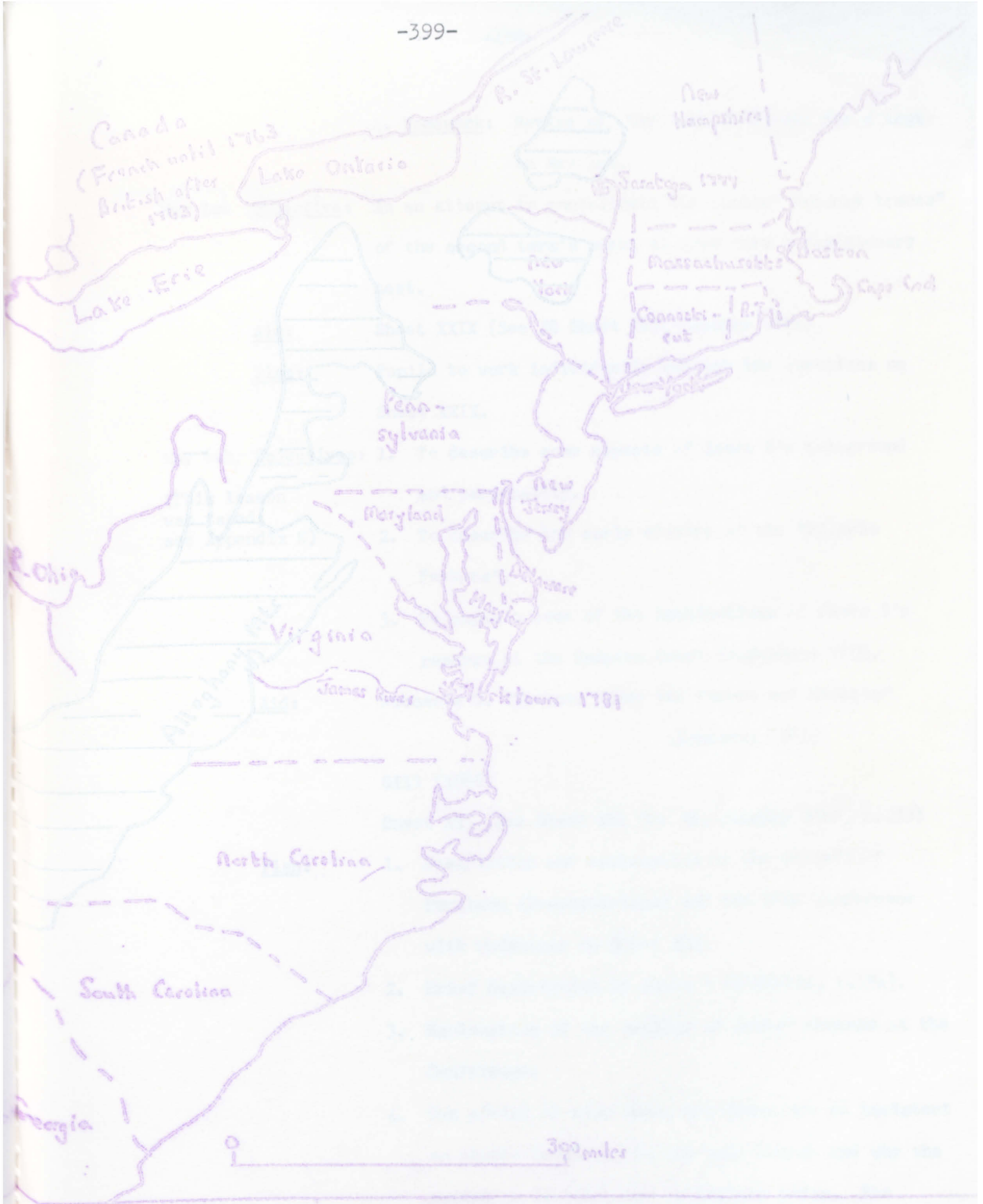
April
29th

Objectives: Pupils to write notes on the Pocohontas story and to copy two maps.

Aids: Hooper.

Sheets XXVII and XXVIII

- Plan:
1. Finish the map of the early British settlements in America (Sheet XXVII).
 2. Read the story of Pocohontas from Sheet XXVII and then:
 - (a) describe the story
 - (b) discuss whether or not it could be true.
 3. Copy the map of the "Old Thirteen" (Sheet XXVIII).



The "Old Thirteen"

4. Homework: Revise all the work on Russia for a test on May 1st.

May 1st Objective: In an attempt to consolidate the pupils' "memory traces" of the second term's work, to give them a revisionary test.

Aid: Sheet XXIX (See 3E Sheet XVI, January 29th)

Plan: Pupils to work individually through the questions on Sheet XXIX.

May 6th Objectives: 1. To describe some aspects of James I's background and personality.

(This lesson was taped; see Appendix N)

2. To describe the early history of the "Pilgrim Fathers".

3. To explain some of the implications of James I's remarks at the Hampton Court Conference 1604.

Aid: Richards D. "Britain Under the Tudors and Stuarts" (Longmans 1963)

Gill (1968)

Sheet XXX (See Sheet XVI for 3E, January 30th, p.253)

Plan:

1. Description and explanation of the beliefs of Puritans (Presbyterians) and the 1604 Conference with reference to Sheet XXX.
2. Brief description of James I (Richards, p.194).
3. Explanation of the meaning of James' remarks at the Conference.
4. The giving of some ideas why James was so insistent on people belonging to the same Church and why the situation is different in England today. For example, the wars over religious issues may have led to people deciding it was better to have toleration than warfare.

Sheet XXX

(See Sheet XVI for 3E, January 30th, p. 283)

5. Describe the adventures of the "Pilgrim Fathers" until 1620.
6. Pupils to take down ideas in their rough books so that they can answer at home these questions on Sheet XXX:
 - (a) What does the first sentence mean?
 - (b) Why did James I insist on having bishops?
 - (c) What were some of the aims of the Puritans?
 - (d) Describe briefly the adventures of the "Pilgrim Fathers" until their return to England.

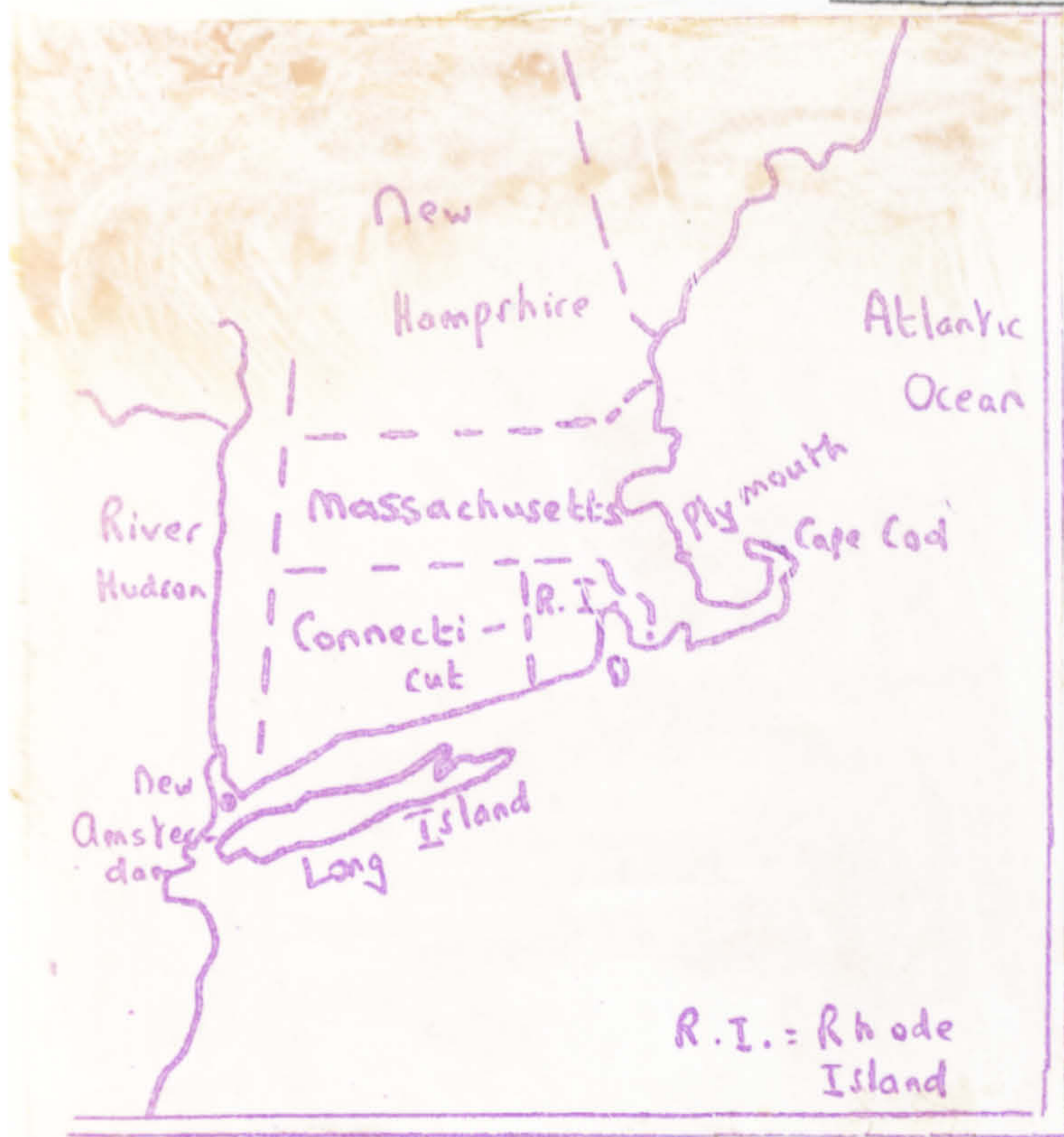
May
8th

- Objectives:
1. To revise parts of the test of May 1st.
 2. To dictate notes on some reasons why James I wanted uniformity of religious observance.
 3. To describe the events from 1620 to 1621 on New Plymouth and read Sheet XXXI.

Aids: Gill (1968).
Sheets XXX and XXXI.

- Plan:
1. Revise the more poorly answered questions in the test by asking the pupils as a whole for correct answers.
 2. Dictate the notes on James I's reasons.
 3. Using descriptions from Gill (1968) describe the main events from 1620 to 1621.
 4. Read "The Mayflower Compact" (Sheet XXXI) and explain this may be one reason why the Americans like to remember the "Pilgrim Fathers" as the original settlers in the U.S.A.
 5. Pupils to start copying short notes from the black-board on the adventures of the "Pilgrim Fathers" 1620-1621.

The Puritans in New England



Later colonists in New England

The Mayflower Compact, November 21st, 1620.

This agreement was drawn up by 41 adult males on the "Mayflower" as she lay at anchor off Cape Cod.

"We do combine ourselves together into a political body and by virtue hereof do frame such just and equal laws and offices, from time to time, as shall be thought most meet and convenient for the general good of the colony."

1. This agreement has been considered the beginning of democracy in North America. Why did these words lead to a type of democracy?
2. It was not a complete democracy. Why not?

In 1629 Charles I allowed other Puritans to emigrate to North America. They were richer than the "Pilgrim Fathers" and settled in Massachusetts. Although they followed the type of government started in Plymouth by the "Pilgrim Fathers" they did not allow freedom for everyone.

For example: If people would not believe in the Trinity, their tongues were bored through.
 Some men were burnt for following a different religion and refusing to leave Massachusetts.
 1641 Slavery was made legal in this statement

"There shall never be any slavery among us unless it be lawful captives taken in just wars and such strangers as willingly sell themselves or are sold to us"

The Indians were attacked. Here is how one Puritan described a victory. It was horrible to see them frying in a fire "and horrible was ye stinck and sente thereof; but ye victory seemed a sweet sacrifice, and they gave praise thereof to God."

A group of Puritans led by Roger Williams disagreed with the lack of freedom of worship. In 1636 they went to live in Rhode Island "keeping that one Principle, that everyone should have liberty to worship God according to the light of their own consciences."

May
13th

- Objectives:
1. To complete the notes on the "Pilgrim Fathers".
 2. To read and take notes on the teacher's interpretations of aspects of the early settlements in New England.

Aid: Sheet XXXI.

- Plan:
1. Brief revision by teacher on the "Pilgrim Fathers", then dictated notes on this topic.
 2. The extract from the "Compact" to be read, analysis by teacher, and notes copied from the blackboard.
 3. Pupils to read to themselves the section on "Later colonists in New England" (Sheet XXXI). Teacher to make comments on some features of these notes. For example, comments on whether we can truly call the Puritans hypocrites, realising that they lived in the seventeenth century.
 4. Comments to be taken down in rough as the basis for the pupils' homework which is to explain and discuss the ideas of the later Settlers on Sheet XXXI.

Comment: Some of the pupils intervened so that a discussion was provoked. For example, "Well, they only took slaves in a just war." (MID), "What is a just war?" (GAR).

May
15th

- Objectives:
1. To make notes on whether the Puritans were hypocrites.
 2. To compare the settlers in New England and those in Virginia in 1607.

Aid: Sheet XXXI.

- Plan:
1. Teacher to explain how we must consider people's beliefs and actions within their own period if we ask whether the Puritans were hypocritical.

2. Notes to be copied from the blackboard on 1.
3. Explanation of some possible reasons why the Americans tend to remember the "Pilgrim Fathers" as the first settlers rather than the Jamestown colonists.
4. Copying of a comparison between the two groups of colonists to support 3.

For example:

| <u>The "Pilgrim Fathers"</u> | <u>Jamestown 1607</u> |
|--------------------------------|----------------------------|
| 1. Went of their own free will | Sent by the London Company |
| 2. Made a success on their own | Needed outside help |

and so on.

May
20th

- Objectives:
1. To have notes copied on later colonists in the seventeenth and eighteenth centuries and their probable sentiments towards Britain.
 2. To explain some of the background causes of the War of American Independence.

Aid: Hooper (1968).

- Plan:
1. Notes to be written on the blackboard concerning the later colonists. Brief exposition, then notes to be copied.
 2. A volunteer to read the draft of the Declaration of Independence on Hooper, p. 24. Teacher to explain certain background causes of this Declaration, namely:
 - (a) The underlying attitudes of some of the colonists to Britain.

(b) The trading laws (see Hooper, pp. 21-22).

(c) The removal of the danger from France in
Canada.

3. Notes to be made on 2. for Homework.

May
22nd

Objectives: 1. To complete an explanation of some of the causes
of the War.

2. To comment on the Declaration of Independence.

3. To explain briefly the major events in the War.

Aid: Hooper (1968).

Plan:

1. Simple map of the "Old Thirteen" and notes on the Stamp Act 1765 to be on the blackboard. Revision of the background causes and explanation of the more immediate events leading to 1773 by the teacher.

2. Reading of the beginning of the Declaration by the teacher (Hooper, p. 27), and comments on some of the remarks therein. For example, "What exactly is the "Pursuit of Happiness"? 'Happiness' is very difficult to define and its pursuit can lead to all types of problems. This is especially true if the framers of the Declaration meant "pleasure".

3. Brief exposition of the major events in the War.

4. Notes to be copied on the Stamp Act.

Comment: Again, some of the pupils' contributions lead the lesson away from pure exposition. WE, for example, immediately put his hand up when I read out, "all men are created equal" and commented that there are differences in intelligence.

May 27th
and 29th

Half Term

June
3rd

Objectives: 1. To revise the terms and effect of the Stamp Act and the "Boston Tea Party", and to make notes on the latter.

2. To analyse the beginning of the Declaration of Independence.

Aid: Hooper (1968).

Plan: 1. Simple notes on the "Tea Party" to be prepared on the blackboard. Revision of the Stamp Act and "Tea Party"; notes to be copied.

2. Read the beginning of the Declaration (Hooper, p. 27) and take rough notes from the teacher on these statements:

(a) All men are created equal

(b) That they are endowed by their creator with inalienable rights

i. Life ii. Liberty iii. Pursuit of Happiness

(c) Governments deriving their just powers from the consent of the governed.

(d) It is the right of the people to alter or abolish it (the government) if it does "becomes destructive of these ends".

3. Describe the topics in the history of Africa (Term 1) which need to be revised for the annual examination.

June
5th

Objectives: 1. To introduce the class to three types of questions they will have in their annual examination.

2. Explanation of the federal system in the U.S.A.

Aid: Sheet XXXII (see 3E : Sheet XXXVI for June 5th).

Plan: 1. Explain that they will have three new types of questions in the examination:

(a) multiple choice

The type of questions you might be asked

Tick in the column at the side one of the four choices which you think is the correct one

A slave is

- (a) a person who works for someone else without payment
- (b) a man doing a job which machines could do
- (c) a person who belongs completely to his owner
- (d) a man who does a job but really doesn't want to

Civilisation means

- (a) knowing all the things about having a better living
- (b) not barbaric, people having education and living in communities
- (c) people knowing what is going on in the world
- (d) having television sets, cars and enjoying life.

Communism means

- (a) people are not allowed freedom of speech
- (b) people work together
- (c) everyone can vote for the government
- (d) the land and property of a country belongs to all the people.

Read each of the following extracts carefully and answer the questions in your rough books. Give reasons for your answers

1. "As soon as I've become a doctor, I'm going to jump into that all white swimming pool"
 - (a) Which sort of person said this? Where would he be living
 - (b) Which policy is he referring to?
2. "'The poison hasn't acted', I replied.
They stared at me in amazement.
"It's impossible", cried the Grand Duke "Did he take the lot?"
(1916)
"After a discussion, we agreed to go down in a group and strangle him"
 - (a) Who was the man they were trying to kill? Why do you think it was that man?
 - (b) Why were these men trying to murder a man?
3. "The history of the present King of Britain is a history of repeated injuries all having the direct object of establishing absolute power over these states."
 - (a) Which document do you think this was in? Why?
 - (b) What followed on

(b) quotations (= evaluation on internal and external criteria)

(c) causal links (= filling in missing connections.)

2. Class to answer the questions on Sheet XXXII on their own, discussing them individually with the teacher.

3. "Causal link" problems to be written on the black-board. For example:

Danger from Indians 1763 - link - Stamp Tax 1765

Pupils to answer these individually after they have completed Sheet XXXII.

4. Explain that the U.S.A. was divided into separate states after 1783 and give reasons for the necessity for federation.

5. Read Hooper, pp. 27-28.

Comment: In contrast to 3E who accepted without query these types of questions, there was an overt dislike from all but three pupils in 3T.

June 10th Objectives: 1. To describe how the Constitution was organised.
2. To explain how slavery became a causal factor in the Civil War.

Aids: Hooper (1968).

Sheet XXXIII.

Plan: 1. Teacher to revise what is meant by a federal government, using analogies with Britain (counties being the states).
2. Explain how the three main sections of the American government act as checks on each other.

The American Constitution

A constitution states how a country is to be governed.

The need for a constitution in America (copy the missing words, p. 27)

At the end of the war _____

_____ some new form of effective central government.

A "federal" government

Representatives of the thirteen states met in Philadelphia in 1787. They formed a Constitution which gave limited powers to a central or "federal" government. This Federal Government sits at Washington and deals with all matters which concern the U.S.A. as a whole such as defence, external trade, money, taxes, making laws. The individual states such as Georgia, Virginia etc. still had their own assemblies to rule the state for internal matters.

How the American Constitution works

Job

- Congress = 1. House of Representatives
(1 for every 30,000 people)
- 2. Senate
(2 per state)

Makes the laws

President Elected every four years and is not a member of Congress

Leads the nation and carries out the laws

Supreme Court Judges appointed for life by the President

Judges the law, for example if a law has been broken.

These three different sections mean that each one can act as a check on the others. A President, for example, could not become a dictator since he cannot make the law nor judge if the law has been broken.

An example of federal intervention (explain in your book)

1954 Supreme Court decision (p. 31) 1957 Eisenhower sent troops (pp. 30-31).

3. Using the trouble at Little Rock (Hooper, pp. 30-31), explain how the federal government can intervene within a state.
4. Explain the arguments that were used against slavery in the U.S.A. in the nineteenth century.
 - (a) The equality of men (cf. Lincoln in Hooper, p. 33).
 - (b) The human argument - slaves are people not things.

5. Homework : To fill in the missing words on Sheet XXXIII, stick the sheet in their books, and write their own notes on Little Rock.

Comment:

Some pupils made contributions to this lesson. For example, ADA asked how did the President see that the laws were being carried out. And MID had recently been "swipped" by a teacher. He considered this was unjust. How could he discover if any "law" had been broken.

June
12th

- Objectives:
1. To explain some arguments against and for slavery.
 2. To give the pupils a revisionary sheet on aspects of the history of the U.S.A.

Aids:

Beecher Stowe H. "Uncle Tom's Cabin" (Harvard Ed. 1962).
Hooper (1968)
Sheet XXXIV (See 3E Sheet XXXVIII for June 12th).

Plan:

1. Read extracts from "Uncle Tom's Cabin" to show the emotional force of the book in connection with the argument that slaves were humans.
2. Explain further arguments for and against slavery:
Against: It must not be extended into the new states to the west (see Hooper, p. 36).

For: The need to cultivate cotton (see Hooper, p.33)
Slaves needed a master (see Hooper, p. 34)
Slavery essential for prosperity (see Hooper,
p. 35).

3. Outline notes on arguments against and for slavery to be written on the blackboard. Pupils to expand them by reference to the text book and writing their own notes.
4. Pupils given Sheet XXXIV, the questions to be answered at home.

June
17th

Pupils of 3E and 3T required by the school.

June
19th

Objective: To revise aspects of the history of Russia and Africa.

Aids: Sheets XXXV and XXXVI (see 3E Sheets XXXIX and XL for
June 19th).

- Plan:
1. Teacher to answer the questions answered at home on the history of the U.S.A.
 2. Pupils to answer individually the questions on Sheet XXXV and have them checked as a class by the teacher. The same procedure to be followed with the questions on Sheet XXXVI.

June
24th
onwards

School examinations. The history examination was that taken also by 3E (see Sheet XLI)

APPENDIX L

Educational objectives according to Coltham and Fines (1971)
in relation to the lessons with Class 3E.

Coltham and Fines (1971), following the work of Bloom and others, have given us a rigorous analysis of educational objectives in the study of history. The approach adopted in the present research with Class 3E seems to have some relationships with their approach, that is, methods based primarily on Piagetian ideas may refer to objectives passed from the discipline of history! For Coltham and Fines an "educational objective" describes "firstly, what a learner can do as a result of having learned; and secondly, it describes what an observer can see the learner doing so that he can judge whether or not the objective has been successfully reached. And thirdly, the objective.. also indicates what educational experience (the learner) requires if he is to achieve the objective" (op. cit., pp. 3-4)

The framework of objectives distinguishes four classes: (A) Attitudes, (B) Nature of the Discipline, (C) Skills and Abilities, and (D) Educational Outcomes. The sections are inter-connected in the sense that each has an affective component and there are also cross references across the four classes. For example, a skill such as comprehension (Section C) also refers to procedures considered to be inherent in the nature of the discipline (Section B). A summary of Coltham and Fines' framework follows, accompanied by references and examples from the work with the experimental group 3E.

A. Attitudes (conative behaviours)

1. Attending

Secondary 3E

Shows an interest in people and books and films with historical content. Comments on features of their environment and daily lives.

Osgood Semantic (Appendix H).
LA went to see "Dr. Zhivago" again after the lessons on the Revolution and said that she now understood the plot 1.

-
1. Obviously, this type of comment is highly impressionistic but probably not much more so than many which are given in method books. For instance: "We felt throughout that the children were getting a real feeling of involvement in the past" (Steel and Taylor 1973, p. 162).

2. Responding

Such behaviour is well described in terms of 'eager', 'enthusiastic', (op. cit., p. 7).

Osgood Somantic

3. Imagining

"Conative effort on the part of the learner to enter into, as it were, 'the shoes' or 'the skins' of people" (ibid., p. 7).

25th February
Write a short letter from John, putting the viewpoint of the English on the trading laws with the N. American colonies.

B. Nature of the Discipline

Secondary 3E

1. Information

Coltham and Fines include both primary sources and secondary sources (op. cit., pp. 10-11) and seem to emphasise the level of recall. For example,

"Recalls types of material which may be examined as evidence" (primary sources)

Examination
Part III Q. 9.

"Recalls in context names of particular places, people" (secondary sources)

Examination
Part II

2. Organising Procedures

Evaluation of source material in terms of authenticity, credibility, consistency within itself and with other material.

Examination
Part III Q.1. Q.8.

Analysis of source material, primary and secondary, so as to detect bias, recognise unstated assumptions.

Examination
Part III Q. 2.

Synthesis of materials culled from more than one source using some organising principle.

14th November
You have now studied two different views of Peter Thinking only of his public life, do you think he deserves to be called Peter the Great?

3. Products

(a) Reproduction and Description

e.g. model, dramatic presentation, map, narrative of event.

Throughout the course See, e.g., 3rd December and 10th December. Pupils to compose a "newspaper" account of the major events in the 1917 Revolution.

(b) Comparison

e.g. oral, or written account of change.

7th November
Explain the changes made in Russia by Peter after his visit to Europe.

(c) Explanation and Interpretation

e.g. oral discussion, debate.

Throughout the course. See, e.g. 19th December
Two small groups, one to take the Bolshevik viewpoint and the other to argue against it. Have a discussion at the front of the class on the value to Russia of the 1917 Revolution.

C. Skills and Abilities

Secondary 3E

1. Vocabulary acquisition

Examination
Part I

2. Reference skills

e.g. scans a section of a book to locate the information needed.

Throughout the course

3. Memorisation

e.g. recalls dates, events, procedures for examining evidence.

Examination.

4. Comprehension

"The result of examination at the surface or literal level" (op. cit., p. 18).
E.g., gives the gist of the material read.

Throughout the course, e.g., 19th September: With the help of the blackboard, map and the textbook, answer these questions
1. Why can it be said that Russia is a bridge between Europe and Asia etc.

5. Translation

The ability to turn information received in one form into some other form.

3rd December and 10th December: pupils to compose a "newspaper" account of the major events in the 1917 Russian Revolutions.

6. Analysis

Critical appraisal of material (cf. B.(2)) e.g. identifies inconsistencies within one piece (between two or more pieces) of evidence or of secondary source material

1st October
An analysis of "The Primary Chronicle" written between 1037 and 1118 by Greek Orthodox monks in Kiev.

identifies bias in a piece of evidence

7. Extrapolation

"What is already apprehended is used as a taking-off point for some idea which is rooted but not present in the evidence being examined" (op. cit., p.20) e.g. can frame a reasonable hypothesis

Examination Part III
Q. 8.(b)
Q. 9.(c)
Part IV.

8. Synthesis

Uses an organising principle (temporal, behavioural, causal) to hold material together. Constructs an accurate and vivid picture of conditions of life at a particular point in time

8th October
Explain the reasons for the decline of Kiev.

9. Judgment and Evaluation (cf B(2) and B(3))

Uses appropriate criteria in evaluating a piece of evidence or secondary source material (cf. C(6))

Examination Part III
Q.(1)
Q.(2)
Q.(8)

Uses caution and admits doubt in interpreting material.

10. Communication Skills

Presents an argument in logical order. Organises a piece of prose so that the reader follows the train of thought without difficulty.

11th March
Write a conversation between a Northerner and a Southerner on their attitudes towards slavery.

D. Educational Outcomes of Study

Secondary 3E

Here Coltham and Fines are "setting out what may be hoped for and not only what may be observed" (op. cit., p. 24).

1. Insight

Comments sympathetically on recounted behaviours not normally acceptable in our culture

2. Knowledge about Values

Recognises that the holding of a certain value can determine action and lead to particular results.

Identifies the extent of choice available to an individual in a given situation

3. Reasoned Judgment

Identifies bias in reported material
Uses reasoning rather than emotive language in discussion.

Criterion Texts

Text A

Q.3.b. Q. 4.a.

Text E

Q. 5. Q. 7.

Text F

Q. 7.

Text G

Q. 6.

21 242 35

APPENDIX M

22

23

I.Q., Motivation, Piagetian and Examination Scores
obtained by the pupils of 3E and 3T.

24

3E

3T

| 3E | | | | 3T | | | | | |
|---------------------------------------|---|---|--|---------------------------------------|---|---|--|------|----|
| I.Q. (Manchester Senior) (2) | Aberdeen Motiva- tion* Inventory | Average score on the three** passages | Examina- tion mark at the end of the course (100%) | I.Q. (Manchester Senior) (2) | Aberdeen Motiva- tion* Inventory | Average score on the three** passages | Examina- tion mark at the end of the course (100%) | | |
| BRO | 125 | 17 | 3.67 | 55 | BAX | 146 | 22 | 4.50 | 66 |
| FER | 142 | 14 | 3.33 | 53 | EV | 124 | 23 | 5.00 | 97 |
| FUR | 124 | 19 | 4.33 | 82 | GAR | 109 | 12 | 5.83 | 42 |
| HEM | 128 | 18 | 5.17 | 77 | GARD | 139 | 22 | 5.50 | 74 |
| ILL | 133 | 16 | 4.83 | 66 | HAS | 131 | 19 | 4.17 | 75 |
| JA | 141 | 18 | 4.17 | 65 | MET | 141 | 20 | 5.33 | 70 |
| NCRM | 119 | 17 | 4.83 | 67 | MID | 127 | 18 | 5.00 | 84 |
| OG | 129 | 24 | 6.00 | 87 | NOR | 128 | 14 | 4.33 | 35 |
| PAR | 118 | 14 | 4.50 | 44 | OR | 124 | 16 | 5.33 | 85 |
| ROB | 124 | 14 | 4.00 | 58 | PY | 132 | 14 | 5.67 | 80 |
| SAV | 133 | 19 | 5.00 | 77 | SUN | 138 | 22 | 4.00 | 77 |
| W | 124 | 20 | 5.17 | 81 | TA | 123 | 22 | 5.00 | 74 |
| WA | 116 | 18 | 4.50 | 63 | WE | 133 | 17 | 4.83 | 80 |
| | | | | | | | | | |
| BAT | 119 | 6 | 3.33 | 47 | ADA | 142 | 20 | 5.50 | 90 |
| BLA | 127 | 21 | 4.33 | 73 | BRO | 137 | 23 | 4.50 | 77 |
| COL | 116 | 13 | 3.67 | 58 | CAR | 141 | 21 | 4.50 | 76 |
| CAR | 117 | 16 | 4.50 | 41 | COL | 123 | 19 | 5.50 | 67 |
| FOX | 124 | 16 | 3.50 | 65 | HO | 138 | 14 | 3.50 | 55 |
| GA | 131 | 21 | 3.83 | 58 | KE | 129 | 23 | 3.67 | 86 |
| LAR | 113 | 7 | 4.17 | 57 | MAT | 144 | 16 | 3.83 | 55 |
| LO | 129 | 20 | 3.17 | 65 | SHO | 130 | 19 | 4.17 | 69 |
| MAW | 124 | 8 | 5.17 | 74 | SMI | 134 | 16 | 4.33 | 72 |
| MOR | 124 | 11 | 4.00 | 62 | SU | 130 | 17 | 3.83 | 81 |
| MORR | 125 | 19 | 4.50 | 70 | TO | 139 | 19 | 4.67 | 75 |
| WAR | 112 | 15 | 3.00 | 36 | WAD | 122 | 17 | 4.17 | 84 |
| WIL | 122 | 15 | 3.83 | 59 | WO | 121 | 15 | 4.50 | 80 |

* Maximum score = 24

** 3.0 = Early concrete 4.0 = Middle concrete 5.0 = Advanced concrete

Scores obtained from the second occasion of testing.

APPENDIX N

Extracts from some secondary school lessons
which were tape-recorded.

| | | |
|--------------|----|--------------|
| Transcript A | 3E | October 29th |
| Transcript B | 3E | March 4th |
| Transcript C | 3T | March 4th |
| Transcript D | 3T | May 6th |

NOTE: Many of the lessons with 3E could not be recorded since they consisted largely of group discussions. Even when it was feasible to record a lesson, a certain artificiality was introduced since the teacher often had to repeat the pupils' comments in order to try to make sure that they were detected by the microphone.

Class 3E

29th October.

Transcript A

An attempt to complete the discussion of the
characteristics of kings as related to
Ivan the Terrible

October 29th

"We started off looking at Ivan's private life - what were the two divisions that we made? - of a king's character - that is, if you were asked to study a king, what were the two sides that we said you had to look at?"

"Looking at the personal"

"Yes - looking at the personal. And then we said that sometimes the personal can affect the public, - the personal life can affect the public life - how?"

"By his temper" (LO)

"Yes - by his temper - how can that affect his public life?"

"How he'd try people"

"You think it would affect how he'd try people. How would it affect what he did as a King? - how can it decide what he'd be like as a King."

(Silence)

"- BLA? - PA?"

"If he's popular and got character - people will like him" (PA)

"If he's popular and got character people will like him - what will this mean perhaps?"

"That they'll obey him"

"Yes - perhaps not so much obey him as -?"

"Respect him maybe" (BAT)

"Popular"

"Follow him"

"Yes - respect and obey him - what sort of man might get that sort of behaviour in a country? A king that various people will respect and obey. Need he be just likeable? -"

(Silence)

"What sort of man might get that sort of obedience?"

"Kindly"

"Anything else?"

"Just"

"A just person might be popular; a person who is fair with his laws. But even if he's not a likeable man, he might get respect - how? - FOX? - what sort of man?"

(Silence)

"JU?"

"Tough"

"Yes - he could be pretty tough, - like Ivan. And when we were looking at Ivan the Terrible, I remember MAW saying we should look at the effect of his early life on a person. What were the effects of Ivan's early life? - what things happened to him?"

"He was badly treated by the boyars"

"Boyars - what does that word mean? FER? - A boyar? Who's a boyar?"

"Nobles"

"Nobles - which one in particular was very insulting? - BRA?"

"Um - Shuyski"

"Yes - Shuyski, I think you pronounce it like that. What did he do?"

"Put his feet on the King's own pillow"

"He insulted the King by putting his feet on the King's own pillow so Ivan showed he wasn't going to be pushed around. What did he do - FUR?"

"Oh! - ordered him to be thrown to the wolves"

"Yes so what sort of character is coming over to you? - what sort of person does it seem that Ivan was?"

"Strong willed"

"A strong personality. Anything else?"

"Powerful"

"Powerful - anything else?"

"Forceful"

"Yes - a forceful, determined man"

"Hard"

"Hard as well, you say. And then we went on in the last lesson to say that he hated the boyar 'cos of something else that happened in his personal life. MORR do you remember - what was that? -?"

(Silence)

"Look at Earl on page 35 at the bottom"

(A short discussion then followed on Ivan's choice of Anastasia, her death by poisoning, and Ivan's destruction of the boyars)

"Now what did this destroying of the boyars mean happened to Russia? Ivan pretty well finished off the nobles, wiped them out. Now this meant something for Russia"

"There was no one to over power him"

"Yes - there was no one to over power the Tsar. Yes LO?"

"It meant the Tsar was in complete control"

"Yes - it meant the Tsar was in complete control - no one to argue with the Tsar. He's the complete master in Russia.

"I want us now to look at page 37. It tells us there that he was a very cruel person. And in the middle there, can you find a paragraph where it starts: "That he was violent and cruel cannot be denied" Please read that paragraph to yourselves."

From Earl (1967, p. 37):

"That he was violent and cruel cannot be denied. Even as a young boy he would climb the walls of the Kremlin and hurl his pet cats down to the ground below and enjoy studying the scattered remnants of their bodies. On the other hand, Ivan lived in an age when cruelty and violence were commonplace, an age when even the more civilised Western Europe experienced the horrors of the Spanish Inquisition, the Massacre of St. Bartholomew and the terror of Bloody Mary, an age when the poor man in England was hanged for stealing."

"Now, what about this part? It says, "On the other hand Ivan lived in an age when cruelty and violence were common place." In other words, when you are studying a man in history, when you're looking back at history, you musn't always.....?"

"You mustn't just say he was cruel; it might be how he was brought up."

"How someone was brought up. Yes. NORM?"

"Same thing."

"So you mustn't always look at a man from what angle - JU?"

(Silence)

"JAC? (Silence) You mustn't always look at a person from what point?"

"Present"

"Yes - you mustn't judge a man from the present, not always.

Any comments on this part here where it starts - "He lived in a time when cruelty was commonplace" Now have you learnt about Mary Tudor nicknamed "Bloody Mary"?"

"Yes"

"I want you to try and compare what she did - with what Ivan did and see if it is a just description of Mary Tudor. Yes JA?"

"What did she do sir?"

"Weren't you here last year?"

"No"

(A brief description of Mary Tudor's religious policy followed)

"So is this a just - a fair comparison with Ivan? - Think back to when you studied about her."

(Silence)

"You're looking at Ivan who was cruel when he was a boy but it says he lived at a time when cruelty was commonplace."

"Because Bloody Mary was cruel"

"Therefore, was it a just comparison?"

"BROG?"

"Mary defended (?) our country"

"So - is this a fair comparison then?"

"Yes"

"WA?"

"It is a fair comparison because Bloody Mary had a cruel childhood"

"PA?"

"Ivan did it out of revenge but Mary wanted to change people."

"Who else has any other views about this - whether it is a fair comparison?"

"Both had an unhappy childhood"

"Yes - both had an unhappy childhood. Ivan used to throw the cats down the steps : Mary lived at the same time and she was very cruel to the Protestants OG. what do you think?"

"I think Mary was rather worse than Ivan because she killed all her own people but Ivan got rid of boyars that had betrayed Russia during the war because they didn't have any loyalty."

"Yes - Ivan got rid of people he said were enemies to Russia"

"Any other views? Any other comments? Well - I don't think Mary was necessarily a cruel person. You see, Ivan seems a cruel person if he's throwing cats down and looking at their dead bodies, but Mary, she was trying to carry out what she thought was right, what God wanted, in having people burnt for being Protestants.

So, we've had a look at Ivan's private life; let's have a look now at his public life. People sometimes talk of a king being a "good" king, "good" in inverted commas like this (write on the blackboard) Why is a king a "good" king? It really means a useful king to his country. MOR?"

"When he thinks of his country first"

"Thinks of his country first. How will he show this - what things will he do? - what will he show in his life if he thinks of his country first?"

(Silence)

"FUR - any ideas?"

"Oh - to improve things"

"Such as"

"Transport"

"May be transport - yes, anything else?"

"Housing"

"Yes - may be housing could be improved."

"Else?"

"Food"

"Food may be. Things such as laws, though, or education, what about things like this? Things that mean you can improve the country - to have law and order and a decent system of education - this might be the work of a "good" king. Any other ideas?"

(Silence)

"A lot of you put this down in your books - about conquest - something about kings are admired because they conquer land for their country. Is this necessarily always valuable for the country?"

(Short silence)

"NORM?"

"No"

"Why not?"

"It would spread the forces out too much"

"It might spread the forces out too much - yes - anything else - PA?"

"Well, he could ruin the lives of his people."

"He could be wasting all the lives of his people - MOR?"

"Cost a lot of money"

"War can cost a lot of money and perhaps the country might not be able to afford it - good. So why do people admire a king who conquers a lot of land?"

(Silence)

"Why do people admire a king who conquers a lot?"

(Silence)

"BROG?"

"The country becomes richer"

"The country might become richer if they conquered what?"

"Lands"

"Yes but rich lands. MAW?"

"The country might be more protected with lands around it."

"The country might be more protected - yes. It all depends on what reason, why the kings conquer. They might conquer to get more lands, more glory. Or they might conquer for the good of the country. So these are some of the things you can look at when you think about when is a king a really useful king..... What did we decide, BRA - what points did we look at?"

"Glory"

"In what way did we talk about 'glory'?"

(Long silence)

"I suggest you listen a little more carefully."

"First of all we were discussing how he could help the country. What things did we put down?"

(Silence)

"He could improve the country, we said. How?"

"He could have a lot of buildings"

"A king could put up a lot of buildings - yes, this is an obvious way of having magnificent things some kings have spent too much money on buildings, though. Can you think of things that are more useful than buildings. Can you think, for example, how providing education might be useful for a country?"

"They get better jobs"

"Yes - if they're educated they may learn more and can get better jobs and they can help the country. Who's heard of the "brain drain"? - people who go to America and they can get very good jobs there because they've been highly educated in this country. Do you know something

"JAC's father is going to Canada"

(Short discussion about emigration)

"JAC's father has been educated in England and can now go to Canada. If you get education you know about things and then you can improve your own country or improve other countries - as in JAC's father's case.

What other things can you think about how a king could improve a country - yes HEM?"

"Transport"

"Improving the country in transport, farming, industries - not spending money just on himself, on his court, or having a sort of good time. Now some kings don't give good laws - they have a very unjust way of ruling the country. Having justice might be another way. Another could be protecting the country - making sure it is safe. Conquering for worthwhile things - what would they be?"

(Silence)

"MAW?"

"More land"

"More and better land. MOR?"

"Wealth"

"To get more wealth. To protect the country; to get more land to protect the country. On the other hand, you can have useless conquests.

Now let's have a look now at Ivan's policy. Thinking of these things, and look at Ivan's policy you need page 35 in your text books. It says here that Ivan first of all destroyed the boyars. This means that the Tsar now is completely in control. The word which means this is-(write on board) - autocrat. He's an autocrat.

This is all very well as long as you've got what sort of Tsar in charge? - if there's no one to check on him, no one to argue with him, to tell him what to do. It's all very well as long as he is - what sort of man? CU? WAR?"

"Someone you can trust"

"Someone you can trust. Anything else?"

"Someone that knows what's going on"

"Hmn - someone with intelligence. Anything else? Intelligence and - what else is the sign of a good king?"

"Personality"

"Personality - in what way in particular?"

(Silence)

"A person of some determination - someone who can take decisions. What happens if a weak man gets on the throne? - a weak man - an unintelligent man? What happens to the country if there's no one to really organise it, to tell it what to do? There's three people whose hands are up all the time - yes?"

"Go down"

"The country can go down, yes. Go to - ?"

(Silence)

"Some sort of what - MAW?"

"Ruin"

"Ruin, chaos, disorder - you need a strong man to rule on his own.

Now, secondly, he formed something called the streltsi. You can find that word on page 35, half way down - S T R E L T S I - it was a kind of secret police. It says it was a body of musketeers. Who knows what the musket was?"

(Silence)

"This private force would just do exactly what Ivan told them to. What's the danger in this sort of body of men? Yes, OG?"

"Well the king can enforce his power and wipe out anybody who's against him - he can use it against anyone."

"Yes. Now thirdly, it tells us about Ivan on pages 37 and 38 that he tried to get more land for his country. The bottom of page 37, - three lines from the bottom he launched repeated attacks against the Tartars - the people we've been learning about - and he managed to conquer places like Astrakhan. Then on page 38 men went across the mountains into the area called Siberia and he sent soldiers to support them. He also tried to reach the Baltic Sea, it says. So he conquered land for Russia, this is the third thing for Ivan. But Russia suffered a great deal from these conquests because Ivan spent a great deal of money."

(Short silence)

"Then finally, the very last paragraph on page 39 - I want you to read it to yourselves."

From Earl (1967, p. 39):

"On the other hand, Russia suffered much in order that Ivan might achieve all this. His continuous wars drained the Treasury. His death was followed by the Time of the Troubles, which plunged the country into internal upheaval and uncertainty for almost one hundred years. Yet the position of the Tsar remained, in spite of it all, supreme. Was Ivan a great man? Why not judge for yourself?"

"What does it mean when it says 'his wars drained the Treasury' Can anyone put it in simple words?"

"He used up all the money"

"Yes - he used up all the money in Russia that's right. Then his death was followed by the "Time of Troubles" and a time of disorder, upheaval. Why would this be - HEM?"

"They'd have no money"

"They'd have no money to run the country. Yes?"

"Might get bad Tsars"

"Might get bad Tsars. Yes. ?"

"They might put heavy taxes on people"

"Heavy taxes on the people.

Now, to start your homework"

(Explanation of how to organise the homework, during

which time the following problems were posed again)

"What happened was that Russia had now got one powerful Tsar. What might this mean for the country?"

(Silence)

"What might happen if future Tsars weren't up to Ivan's standard?"

(Silence)

"MORR?"

(Inaudible)

"Say a fool got on the throne, or an imbecile, or someone who was just not very competent, very efficient?"

"He won't have the power to carry on the throne - to do what Ivan did"

"Yes - that's the idea.

Secondly - tell about the Streltsi, this is on page 35 about the Streltsi. What is a danger of the Tsar having a private sort of police?"

(Silence)

"What's the danger of one man having his own private police force?"

(Silence)

"Well - the king could use them for bad ends - for dealing with any private enemies. And finally, (the end of the lesson was near) I want you to explain in your own words how Ivan conquered land but how the wars cost Russia a lot of money. So I'll just quickly go over the homework -

Point (2) His cruelty - how this might affect the country.
What you think of the comparison with other people's cruelty that is made on page 37.

Point (3) (a) What is a "good" king?
(b) Look at the three details of Ivan's policy:
his getting rid of the boyars making the Streltsi conquering land,
and say what you think about each - how far each was helpful and useful to Russia."

Class 3E

4th March

Transcript B

Groups reporting on their conclusions regarding some
of the key phrases in
"The Declaration of Independence" 1776 (See Appendix K,
p. 296)

"Now, I want you to report back on your ideas. And everyone, see if there are any that you think are worth noting down, worth including for your own work. We'll go round various groups. Number 1 says: "The Declaration of Independence said that all men are created equal". Any points that you thought worth commenting on? Yes? C - have you got it - have you got the paper? (a little time spent checking and giving out spare copies of Sheet XXII (Appendix K, p. 295).) Right, can we get started. MAW?"

"All men are not created equal 'cos some men are cleverer than others."

"Yes - people can be born with different kinds of talents; they get these from their parents, or grandparents. What's the word for that? Any one know?"

"Inherit"

"Yes, "inherit", that's right. Any other words worth commenting on in this part? "All men are created equal" LO? No. AD?"

"Children are born into different families."

"Yes - what difference can this make?"

"Some born into rich families"

"Some are born into rich, some into poor families. Yes. Anything else - this group over here?"

"Black and white"

"Yes, some are born into negro families, some into white. Any other points? No - there was a big argument going over here last time in this group. What did you decide?"

(giggles) "It's a bit vague"

"A vague statement. Yes - RO's group"

"Some are born maimed"

"What does that mean?"

"Without legs"

"You were saying down here, I think, that men should have the same chances in life, were you? What were you deciding?"

"Men are born equal but life gives them different chances."

"Men are born equal but life gives them different chances? What do you think about that point?"

"It's true"

"You think it is true? Well, you've had two views now to think about. Men are born unequal for various reasons or men are born equal but life gives them different chances. Let's move on to the next point. What did you think about this? 'All men have been given certain rights by God.' S?"

"Some rights are taken off them"

"Can you think of any?"

(Silence)

"J? MAW?"

"When the Tsar was forced to abdicate."

"How here?"

(Silence)

"He had the right to be king and then it was taken away. I suppose you could argue that (doubtfully). Yes - BROG?"

"Negroes are not given much freedom."

"Yes - they're not given the same rights to go to the same schools as white children in some areas 'Among these rights are the right to Life, Liberty and the Pursuit of Happiness.' 'Life' A?"

"Unless they take away somebody else's life"

"This is the 'life for a life' argument - 'an eye for an eye, a tooth for a tooth so a life for a life' What about this?"

"They go to jail now."

"What do you think about this?"

(Indistinguishable on the tape-recorded, two or three pupils commenting)

"You're part of the 'hang them' school, are you?"

"Yes"

"How many support this - that people should be hanged if they kill some body? And how many aren't? Who's against this? Any arguments against. JAC?"

"They might be innocent"

"This is one of the big arguments; innocent men might get hanged. WA?"

(Reply not audible

"They might improve; yes, that's another argument. MOR?"

(Long reply - again inaudible)

"So, the hangman himself is taking the man's life."

"Sometimes they're mad" (NORM)

"That, I think, is usually called 'diminished responsibility'
(laughs)*

"What's the point of the state supporting
people like that?" (MAW)

(General discussion followed)

"What about Liberty then? Any ideas on this?"

"The negroes hadn't got it"

"No? - who?"

"Slaves"

"If you have too much freedom, you don't learn
anything?" (WA)

"Yes, JU?"

"Prisoners aren't free."

"Why? - because they've some against the law which society says....?"

"They've done wrong."

"Yes, society says they've done wrong, 'Pursuit of happiness' was
the last one. WA, any ideas on this?"

"Not everyone can pursue happiness because if someone
wants to go out and come back late, that can cause
unhappiness."

"Different people's ideas on happiness can clash yes?"

"Everyone can't be happy at the same time"

"If you don't work, you won't have happiness."

(laughs)

"If you had nothing to do all the time - would you be happy?"

(Inaudible reply)

"What would you find to do?"

"Don't know. Go out"

(Two or three voices - one saying
"Don't mention work")

"This is one of the dangers of 'the pursuit of happiness'. I next put the question 'Can you think that the last two rights could cause trouble in a country?' Any ideas here?..... PA?"

"It could go to the extent of robbing banks"

"Yes LIM?"

"Everyone could just do what they wanted, not go to work, laze, just anything."

"People would complain"

"Yes, OG?"

"People would want to rule themselves"

"MOR?"

"People could start wars"

"Start wars?"

"Not big ones; just little ones"

"If they all want to be free? do what they want?"

"Number 3. 'The Americans argued that governments derive, equals get, their powers from the consent of the people governed. Which events in American history before 1776 might have led to this belief?'"

"The Puritans before they landed"

"Yes - do you remember what this was? You studied it two or three weeks ago."

(Silence)

"The Mayflower"

"Compact"

"Yes - what did this state?"

"Rule themselves."

"Yes, they should rule themselves. Which government couldn't agree with this idea?"

"Russians"

"Hm - Russians. But what did we notice about the government of the Communists last term?"

(Silence)

"Didn't certain people have the right to vote?"

"Fascists"

"Fascists might not agree with this idea. What do you understand by that word?"

"One single person"

"A dictator. Can you think of any that might be called a fascist? FOX? J? BLA?"

"Julius Caesar."

"People thought he was trying to become a dictator, that is why he was assassinated. LIM"

"Cromwell"

"Cromwell became a kind of dictator."

"Franco"

"Franco in Spain"

"Mussolini"

"Napoleon"

"Did any one seek a discussion last night on television about Greece where there are people called the Colonels running the country?"

(Silence)

"It said that Greece is the cradle of"

"Democracy"

"Yes, that's where the idea of government by the people started. It said on the programme that Greece is now the of democracy Nobody saw the programme? Greece is now the cradle and the grave of democracy because the Colonels have stopped people voting. And finally, I asked, 'Which part of the Declaration would frighten governments in the eighteenth century?' It's fairly straight-forward? BRA?"

"Hm - er"

"Lost it? It's part of the Declaration of Independence. It's on page 27 (Hooper)"

"BRA read out final sentences of the preamble)

"Yes - it's the right of people to what?"

"Change it"

"Yes, rebel, turn against it, start a new government. And whom would it frighten? Yes J?"

"Dictators"

"Yes, but they weren't what we think of as dictators in this period of history. Who else? RO?"

(Silence)

"Who else might be frightened of these ideas?"

(Silence)

"Anyone?"

(Silence)

"If the government stops people having liberty and rights, then the people can rebel. And who would be frightened of this?"

"The kings."

"Yes, that's right."

(The lesson concluded with an explanation of some reasons why the Americans won, and a discussion on some of the difficulties facing the thirteen states and ways in which they were resolved)

Class 3T

4th March

Transcript C

Taking and making notes on the Archbishop's funeral
oration on Peter the Great.

(see Appendix K, pp.384-385)

March 4th

"We'll have a look first of all at some of the changes carried out on Peter's orders. First, he tried to destroy all the outward signs What's the matter?"

(Inaudible reply)

"Weren't you here last lesson?"

(Inaudible reply)

"Here you are. (Sheet XVIII handed out) First of all he tried to destroy all the outward signs that Russia was backward - you remember such things as cutting the beards off? This was a religious reason, wanting to have beards: they thought they would not get to heaven if they did not have beards. He encouraged young men to go outside the country, to study, learn more. He tried to abolish this business of birth counting. Men would be made into gentry if they served Russia well. All the children of gentry were to be educated, schools set up, but they learnt in French and this became the language of the upper classes, the gentry, and this separated them off from the ordinary Russians. The serfs were really treated worse under Peter. They had to pay, like everyone in Russia, a poll tax, a tax on heads, and they couldn't leave the lord's land without his written permission, and many thousands died in building St. Petersburg. The army and navy were enlarged and made better. He tried to improve industry. He altered the Greek Orthodox Church; he abolished the what was the name of the chief man in that Church?"

(Murmurs) "Patriarch"

"Yes, Patriarch, and decided to have a Council, a group of men and one of them was going to be "the Tsar's eye"; a man to watch what the others were doing. And then he built St. Petersburg, that marvellous new capital, a "window on the west". And he tried to reach out for Russia, tried to get a warm sea port. Now, when Peter died there was a great argument really about whether he was a great king or not. He was given the title "Great". The Russians seem to be very keen on giving their rulers the title, "the Great". We don't seem to have many; can you think of any?"

"Alfred the Great"

"About the only one I can think of who gets anywhere near to being given "the Great" as a title is Queen Elizabeth I. One or two historians have said "Elizabeth the Great"..... Now I'm going to give you two different lots of opinions about Peter the Great. And I'll read out to you first of all a speech given at Peter's funeral by a Greek Orthodox Archbishop.

"Peter the Great like a true father of the fatherland has given (teacher reads from Sheet XIX - see Sheet VIII November 12th for 3E) experience." Please change that last word. It should be app for 'appearance' (word spelt to the class).

"I want to look at some of these points and I suggest you take your rough books out or jotters. You can underline these, or put numbers in the margin by the speech of the Archbishop, or underline sections. Anyone who can't read any of the words?..... The title will be as it is on the paper:

"Two different opinions of Peter the Great". And then it will be "A speech at

his funeral by a Greek Orthodox Archbishop". So your title and subtitle are very similar to what are on the paper..

"Similes and metaphors do you know what they are? What is the difference"

"Yes"

"No"

"What are they?"

"Do you put the dates on the paper?"

"Yes, you may as well put the dates down. He reigned from 1682 to 1725. Well, the Archbishop starts with a simile. "The girl has cheeks like roses"; that's called a simile. So, this speech begins with a simile: "Peter, like a true father of the fatherland" it's saying that Peter was like a father to Russia, Russia is like his child. He's looked after Russia as though it was his child. So, "a true father of the fatherland", a point I first want you to notice, is that he's looked after Russia as though it was his child; he's looked after it as a good father would, a true father (a short time left for writing rough notes). But, he says that Peter had done more than that, he's given birth to Russia, and he'd nursed her. This is point 2; the Archbishop is getting a bit carried away"

(Giggles)

"In other words, Peter has caused a new Russia to be born, he's given birth to a new sort of Russia, he's caused a new Russia, and he's looked after her - rather a high-fallutin kind of image"

(Time to write notes)

"Then I just want to mention point 3. Various changes (spell) 'v. a. r. i. o. u. s', various, different types of changes praised by the Archbishop. (Dictate) Various changes praised by the Archbishop."

"So, you can either number them in the speech or just go down and make a point for each one.

(a) Peter made a strong army - you can see that on the paper. He created an army that was terrible to the enemy. That's the first one, he created an army.

(Pause)

(b) The second change he praised He defended Russia and gained new lands. The second thing to be praised.

(c) He built a fleet; Peter caused a fleet to be built.

(Pause)

(d) Bottom paragraph He caused his subjects to know many inventions; "he showed to his subjects many inventions unknown to us before his time".

(e) He changed and improved customs and appearance. He changed and

improved customs, e.g. no spitting, no dancing in hob-nailed boots he changed customs and external appearance, do you remember, he made the gentry dress as though they were French.

"So, there are five things he mentions. Have you got five? The fourth one was inventions, the fifth one was appearance. Now I want us to have a look at why the Archbishop praised these. This is point (4): Explain why the Archbishop thought each change was an improvement. Let's look at the army first.

(a) The army is no longer laughed at, it's no longer disorderly, it's terrifying. Do you know what 'disorderly' means?"

(Inaudible reply)

"It's not behaving itself. Whom might he be thinking of when he says, "An army that is disorderly"

"Oh - the Streltsi"

"Yes, the Streltsi. Secondly, for point (b) well, just say Peter's army gained new lands.

(Inaudible question)

"Yes, why the Archbishop praised these changes. And (c) the fleet - he says that it opened up to Russia the way to all the corners of the earth".

"What was the second one?"

"The second one, it's just, it's really not saying very much, the Archbishop is saying that the army defended Russia and gained new lands. He's just praising it really for its conquests. And the fleet"

"What was the third one again?"

"The fleet He says that the new fleet opened up to Russia the way to all the corners of the earth".

(Pause to allow writing)

"So, the fleet is praised because Russia can reach out to all the corners of the earth. Looking at points (d) and (e), the Archbishop does not give any reasons why he thinks introducing inventions was useful nor why improving customs and the external appearances. So you don't have to bother with the last two in this part of your answers. He just didn't say why he thought they were good Now, the fifth point, the value of these changes to Russia (dictate) the value of these changes to Russia..... First of all, I suppose a strong army is always useful, a strong army to defend the country, to defend all those long frontiers (pause to allow writing). So, a strong army would have been useful to defend Russia, especially in that period."

(Pause)

"Haven't you got that down yet? Am I going too quickly? The value of these changes. First of all the army - to defend Russia's scattered possessions. Point (b) Which lands were gained for Russia? "Which lands"

"A Baltic port"

"Yes, land on the Baltic Sea".

"Around the Caspian Sea"

"Yes, land around the Caspian. Let's do the Baltic first of all. This would be useful for contact with Europe (Pause) St. Petersburg was built there. The Caspian Sea I suppose would that be valuable? Any ideas? Can you think of why that would be valuable? the land around the Caspian Sea No?"

"The Mediterranean"

"No, it's really more going towards the East than the Mediterranean

(Voices with various suggestions)

"Trade with Persia, yes, possible trade to Persia I suppose it is protecting the Caspian: Which place did he capture from the Turks?"

"Azov"

"Yes, Azov it's on the map. Where is it?"

"On the Black Sea"

"Yes, on the Black Sea; an ice-free port. He followed the Russian policy of trying to get to the Black Sea".

"Is the Baltic ice free?"

"No, it's blocked with ice for something like 4 to 5 months, it's frozen over."

(Inaudible question)

"Yes, the fleet. How was that useful. Well it could increase trade; maybe the Russians had got more contacts with the outside world."

(Pause for writing)

"Inventions? The fourth thing he praises, inventions He tried, for example, to improve communications, to set up an iron works I suppose these are the inventions he is talking about. A medical college was set up, to improve medicine And Russia needed to adopt these."

(Pause for writing)

"What about the fifth improvement, the appearance of people? He changed and improved customs and external appearance

"To attract people"

"Maybe to attract people, not to look on Russia as such a strange place."

(Silence)

"To show that Russia wasn't backward. But they were only

superficial; they only affected the gentry, the most important people

(Pause to allow writing)

"Right, now I think most of you had finished the notes that you were doing last week about Peter going to Europe. I want you to sellotape or stick into your books the notes on Peter's changes, and to get on now either with the map or copying up these notes you've just been making."

(Pupils carried on with the written work with the teacher giving attention to individuals or small groups, with occasional advice and instructions to the whole class.)

Class 3T

6th May

Transcript D

An explanation of some of the implications of James I's
remarks at the Hampton Court Conference 1604.

(see Appendix K, pp.400-401)

May 6th

"I want to move on now to consider the people who emigrated further to the north, to what is called nowadays New England. There are the people the Americans tend to remember. These settlers went there under their own wishes, they weren't sent there as the first settlers in Jamestown were. They didn't have to be sort-of whipped into doing work as some of the Jamestown people, they made a success of the settlement on their own. And these are some of the characteristics, initiative (that is, doing things for oneself) and determination, that the Americans like and therefore they admire these settlers in New England."

"Now these people were Puritans, I've mentioned this word to you before. They were people who started during the sixteenth century and they wanted the Church, pure, the Church of England purified so that it would be as it was shown in the Bible. They read the Acts of the Apostles and the letters that St. Paul wrote and saw what the Church was like in the early years after Christ's death. So they said, "Let's see what the Church was like then and see what it is like now", in the sixteenth century, that is. They read nothing about bishops or archbishops' or bishops' palaces; they read nothing about using the ring in marriage ceremonies; nothing about organs playing music or priests wearing vestments, they're glorious clothing; about altars, about stained-glass windows, about choir-boys. Then the Puritans said, "We don't want these things, they're nothing to do with religion, with Christianity. What we want is a very plain, simple kind of service." Now in Scotland the people there had gone even further. And they said there's nothing in the Bible about bishops. But what is talked about is somebody called a "presbyter", I have explained this word at the bottom of the paper you've got (Sheet ~~xxx~~ - see Sheet XVI, p.283) It comes from a Greek word and means an "elder" - one who does not believe in the Church being governed by bishops but believes in the important men or elders running the affairs of each separate church. What they thought they would do was to vote for the elders or important men to run each church, and the important men would choose the priest. I was talking to somebody in Scotland and evidently this is what happens today in the Presbyterian Church if a Church needs a new priest or minister. The elders of a church will go along to another Church where there is a minister they think might be interested in becoming their minister, and they will go along to sit and listen to the way he conducts the service, and especially to his sermon. Then, if they like him, they will invite him to become their minister. Now, in the Church of England the bishops decide on most of the priests."

"The Kings and Queens of England and Scotland in the sixteenth century didn't like the idea of the people electing their own minister because they thought if they chose the Archbishop and the bishops, they would choose the priests, then the King could let the bishops know what he wanted, what the policies should be, and they could tell the priests. If the people were very religious - and most believed in the Church's beliefs in the sixteenth and seventeenth centuries - then this was a very useful form of control over the people. So, the King didn't like this idea of the people electing their own Minister; what he wanted was to choose from the top."

"When Elizabeth died in 1603 without an heir, whom did she nominate as the King of England? Do you remember?"

"James, the King of Scotland"

"Yes, James VI of Scotland became James I of England; he was her half cousin. James came down to London. He wasn't very prepossessing, he didn't look very attractive. This is a description of him by one of his courtiers.

(teacher read from Richards 1963, p.194, with explanations of certain words such as 'stature', 'corpulent', etc.)

"So this was the man who became King of England in 1603."

"When he came to England the Puritans thought perhaps he would let them worship as they wanted because he came from a country where the Presbyterian Church was organised. And James was quite willing at first to meet them, and to talk with them, and to hear what they wanted. He met them at a place called Hampton Court which some of you have probably been to; it was one of his palaces. Here is what happened: I've written down a report of the meeting on the sheet. One of the Puritans said that they would like to have the presbyterian system in England. Here is what James burst out with:

"If you aim at a Scottish Presbytery it agreeth as well with a monarchy as God and the Devil." So, he meant that God and the Devil were quite opposed, opposite each other, and the same was true for the monarchy and the Presbyterian system. "Then Jack and Tom and Will and Dick shall meet, and at their pleasure censure me and my Council": just as they wanted, the ordinary folk like Tom etc. could complain and criticise the King and his council. "Then Will shall stand up and say, 'It must be thus', then Dick shall reply and say, 'Nay, marry, but we will have it thus'". He means "By Mary" we want this to happen. Then James turned around to the bishops who were present and said, "If you were out and they, the Presbyterians, in your place, I know what would happen to my supremacy." He knew what would happen to his control of the Church. "No bishop, No King" because he that controlled the bishops could control the people. But if they got rid of the bishops, then it might end with getting rid of the King as well. "I shall make the Puritans conform themselves (do what I want) or I shall harry them out of the land, or else do worse" - chase them out of the land or do even worse. So this meant there was no chance for the Puritans

(description by the teacher of the flight to Holland, life in Holland, reasons for emigration to America, the voyage, the early months at New Plymouth)

"I want to examine now the extract from the document. Would you take out your rough books."

Line 1. 'Presbytery': the idea of elders choosing the minister.

Line 3. "Jack and Tom and Will shall meet, and at their pleasure censure me: they shall criticise me and my Council, the people who advise me.

(Pause to allow notes to be taken)

Line 8. "If once you were out I know what would become of my supremacy". The King was known as the Supreme Governor, the Head of the Church, so he was fearing he would lose his power.

Line 10. "I shall make the Puritans conform themselves": I shall make them do as the other people do. "or I shall chase them out of the land."

"Right, now for comments on this document. Put a heading 'Comment'. First of all, the first sentence: "If you aim at a Scottish Presbytery it agreeth as well with a monarchy, as God and the Devil". What is the meaning of his words? Yes?"

"If you want a Presbytery you might as well try to get God and the Devil to act together."

"That's right. It's so different from the monarchy, it's so opposed to the monarchy, if it is as if it was God and the Devil. So I want you to explain that first sentence - they're completely opposed.

(Pause for writing)

And secondly, James insisted that there should be bishops because he controlled the Church through the bishops. They supervised the clergy and the clergy supervised the people. It was a way of keeping a check on the people through the bishops. He could choose men who were likely to carry out his policy,

(continuation of the explanation by the teacher of the key phrases in the document in order for the pupils to answer the questions on Sheet XXX)

"Democracy' - this comes from a Greek word meaning 'the rule of the people': demos was a Greek word meaning the people. Abraham Lincoln defined it as 'the rule of the people for the people, by the people'. The people of the U.S.A. admire democracy. You remember the title of the text book we are using this term. It's not called 'The History of the U.S.A.' or anything like that but 'Land of the Free'. And they look on these Puritans as the founders of democracy because they think that their ideas about the Church led on to the Puritans ideas on running their own government. The Puritans chose the men to run the Church and then later chose the men to run the village: so it's choosing your own men to organise the country, democracy."

"The final point - nowadays, you can worship in whatever Church you like, Methodists, Quakers, Roman Catholics. I think that in this period James was so worried about people not belonging to the Anglican Church, he was so insistent on the people belonging to his Church because he thought if they wouldn't be loyal to him in the Church, they wouldn't be loyal to him in other ways."

(Pause for notes to be made)

"Now, it was discovered throughout our history that this didn't necessarily happen. Because a man was, say, a Quaker, it didn't mean he wouldn't be loyal to the King. We've also had changes in beliefs: people don't believe so much in religious beliefs. And if you don't care so much about religion, you don't fight for it, for your own beliefs."

(Pause for notes to be made)

"Now, who's got to finish the map? Yes. And who's got to finish the notes on Pocohontas? Well, will you get on with these. And all the others, put the title 'The Pilgrim Fathers' and start making notes from your rough notes."

APPENDIX O

Examples of work by the pupils of 3E and 3T

1. The influence of geographical factors on aspects of the history of the U.S.S.R.

GA (3E : I.Q.131)
KE (3T : I.Q.129)

2. The examination of "The Primary Chronicle"

BLA (3E : I.Q.127)
WAD (3T : I.Q.122)

3. Ivan the Terrible

FUR (3E : I.Q.124)
SMI (3T : I.Q.134)

4. Opinions of Peter the Great

FER (3E : I.Q.142)
MAW (3E : I.Q.124)
COL (3E : I.Q.116)
EV (3T : I.Q.124)

5. The events of 1917

OG (3E : I.Q.129)
ADA (3T : I.Q.142)

6. The early seventeenth settlements in Virginia

MAW (3E : I.Q.124)
W (3E : I.Q.124)
BAX (3T : I.Q.146)
TO (3T : I.Q.139)

7. Some causes of the American War of Independence

SAV (3E : I.Q.133)
ADA (3T : I.Q.142)

8. The question of slavery as a cause of the Civil War

WA (3E : I.Q.116)
SHO (3T : I.Q.130)

9. Hindrances to development in Africa

BLA (3E : I.Q.127)

10. The two types of slavery existing within Western Africa

HE (3E : I.Q.128)
CAR (3T : I.Q.141)

11. Arguments for and against the abolition of the slave trade

LAR (3E : I.Q.113)
Notes copied by 3T

12. Some causes and events of the 1899-1902 Boer War

WA (3E : I.Q.116)
WAD (3T : I.Q.122)

Footnote: The mistakes in spelling and punctuation made originally
by the pupils are included in this Appendix.

Examples of work by the pupils of 3E and 3T*

The influence of geographical factors on aspects of the history of the U.S.S.R.
(see Appendix K, pp.231-236 for 3E and pp.370-372 for 3T)

GA (3E : I.Q.131)

The Historical Geography of Russia

1. Most people live in the Steppe which is rich grassland. Here they would be able to grow more crops than anywhere else. In Astrakhan and Leningrad the January temperature is -10°C . This is the warmest of the winter temperatures.
 - (b) To the south there are mountains and semi-desert so this would not be profitable in the way of crops. In Verkhoyansk the winter temperature is -50° centigrade, and for five months of the year the summer temperature is $+20^{\circ}$ centigrade. So if you built a house especially for winter it would be too hot for summer.
2. Russia has often been cut off from the rest of the world because there is frozen sea to the North.
3. Russia would want to expand because the sea all around the north gets ice-bound during the winter months, so if they expanded further south they would have better fishing ground. They would also be able to export goods on non ice-bound ports.
- 4a. One weakness is that there are very few people for the size of the land, communications are difficult because of the size of the land, and the communication in language is difficult because there are over 100 languages spoken throughout. The winter climate is very bad and it affects the roads and railways.

Footnote: * The work was done during the third year of these pupils' secondary careers. The syllabuses were as follow :

| | Term I | Term II | Term III |
|----|----------|----------|----------|
| 3E | U.S.S.R. | U.S.A. | Africa |
| 3T | Africa | U.S.S.R. | U.S.A. |

- (b) The strength of Russia is because of its size, also the invading force would find great difficulty in transport during the bad winter conditions. Russia is so strong that other countries are frightened of it because it might have a sudden urge to expand.

KE (3T : I.Q.129)

The Historical Geography of Russia

1. The influence of geography on population distribution (=where people lived)

People were not likely to settle in areas where it was difficult to make a living. In the north of Russia there was thin soil, small stunted trees and short summers. This is referred to as the "tundra area". As this area was very cold, it was not heavily populated. Further south were the forests. Coniferous trees, such as pines were in the north. Pine cones on the ground make the ground unfertile so it was not heavily populated. There was also the deciduous trees. In this area of forests, it was cold and the soil was poor. Further south there was the steppes. The soil was rich and black here and ideal for vegetation purposes. Further south still were the semi-deserts and deserts. As the steppe area was the most ideal place for living in, most people lived here. They were always being raided in the steppe and sub tropical area, so they moved to the deciduous forests to the north of the steppe area for protection.

2. Russia has often been cut off from the rest of the world

Russia is cut off from the rest of the world. In the south there are the large range of Himalaya mountains, and on all the coasts except the western coast, the ice and sea is frozen. The only way out is into western Europe over the flat plain of Russia, the only barricade being the Ural mountains which are not more than a thousand feet high, like our Penines.

3. Desire for expansion

Russia has always wanted an ice-free port. As it cannot get one on either the northern or eastern coasts, its only way out is to try and expand in

the west. The Black Sea which is controlled by Turkey is only two miles wide at its exit. The Baltic Sea's exit is controlled by Norway and Denmark. To get out, ships would have to go through Finland, Sweden, Norway and Denmark.

Russia has tried expanding in the west to try and get an ice free port.

Among the countries it has taken over is Czechoslovakia. This has caused a disturbance. Also, Russia has ships in the Mediterranean Sea.

4. Russia's great size

The U.S.S.R. covers about one-sixth of the earth's land surface. This great size is both a weakness and a strength.

a) A weakness

- i) The population is scattered and thin, speaking different languages. The control and organisation of Russia is difficult.
- ii) Communications are difficult.
- iii) Much of the land is of little use for farming.
- iv) There are many frontiers to be defended.

b) Strength

- i) Contacts with practically every part of the world - Europe, Middle East, Asia, Alaska.
- ii) It is practically impossible to conquer Russia as Napoleon in 1812 and Hitler in 1941 discovered.
- iii) Russia is practically self sufficient for minerals like oil, diamonds, uranium, etc. and for food.

The examination of a transcribed original document - "The Primary Chronicle"
(see Appendix K, pp.242-245 for 3E and pp.372-375 for 3T)

BLA (3E : I.Q.127)

The Acceptance of Christianity

- a. I do not think that such documents are likely to be true because people are tempted to exaggerate, and because it was the Greek Orthodox monks that wrote it, they probably favour their own church. Another reason why I think that it is not completely accurate is because it was not written until fifty years later, and so people are inclined to forget, and some witnesses are most likely dead.
 - b. I think there is some information in the passage that makes me think that writers were prejudiced against other religions other than the Greek Orthodox church. The information is that the Greek Orthodox Church is said to be like Heaven and Earth whereas the other one is said to be a dreadful stench and full of madmen.
 - c. Yes I do. Because the monks want to favour their own church so that other people will follow them.
2. One reason is because in the R.C. church the Pope was the most important person therefore the Prince did not want to join. He chose the Greek Orthodox Church instead because here the King was the most important. He also wanted to join the Greek Orthodox Church because the headquarter were in Constantinople, and he would then be able to get more trade with them. He also admired Constantinople and it was the nearest place for him.
 3. Historians can make use of it by comparing it with other documents of Russia. This Chronicle is the Primary one so there were probably others to follow so they would be able to compare with those. Historians need not say that these things definitely happened, they could say that it might have done.

4. Joining the Greek Orthodox Church made Russia a Christian country, which was supposed to make people better and more civilised. It also encouraged more trade with Constantinople. They were more buildings etc. and people were more educated.

WAD (3T : I.Q.122)

How Kiev became Christian

Prince Vladimir (980-1015) Grand prince of Kiev, decided to investigate the various religions near the Land of Towns and Alies. "The Primary Chronicle" written between 50 and 131 years after the events described, tells us how the men reported on the religions.

1. The accuracy of the document

The monks who wrote this document were from the Greek Orthodox church so it might be written from their point of view. The document might not contain the real description as the truth might have been distorted during the years before it was written down. Also this document might not be the original and a copy could contain mistakes.

2. The monks may have been prejudiced

Their descriptions are not very factual. They do not describe the services or the actions of the priest or congregation. They describe the appearance of the congregation and not their thoughts and words. This is more an opinion than a description. They described the Moslem church or mosque with these words ... "The Moslem bows, sits down, looks hither and thither like one possessed, and there is no happiness in them, but instead only sorrow and a dreadful stench. Their religion is not good."

They described the Roman Catholics as they watched their ceremonies but we saw no glory there.

They said that the Greek temples were so grand and that God dwelt there and they did not know whether we were in heaven or earth.

3. This might have been a deliberate invention by the monks

It is difficult to say that this was a deliberate invention by the monks or whether the R.C. church and the Moslem temple were as bad as they were described. Perhaps they wanted to show their church in the best light.

4. Other reasons why Prince Vladimir decided to choose the Greek Orthodox church

- a) Constantinople was at this time the most important and civilised city near Kiev. It was also the head of the Greek Orthodox church.
- b) The prince might also considered the fact that trade may increase with Constantinople if he became a member of the Greek church.
- c) The Greek church accepted orders from the king but the Roman Catholics thought that the pope was above all kings.

5. Was the "Primary Chronicle" accurate

The Primary Chronicle may not have been completely accurate. Historians today will have to compare this document with other documents of Russian history. Or else it could be used even though it might not be accurate.

6. The results of Russia joining the Greek Orthodox church

Joining the Greek Orthodox Church and not the Roman Catholic church might have had these results for Russia.

- a) The links were more with Constantinople and the east than with Western Europe and Rome. Until Peter the Great there was not a great deal of contact with Europe.
- b) Kiev became a great showplace of churches and cathedrals no European city could compare with its splendour.
- c) Marriage links were made with Christian families for example, Harold Haardraade the Scandinavian was married to the daughter of one of the Grand Princes of Kiev.

To discuss how far one can judge any historical character and to relate this (discussion) to Ivan the Terrible
(see Appendix K, pp.247-250 for 3E and pp.381-383 for 3T)

FUR (3E : I.Q.124)

Ivan the Terrible

1. Ivan had a miserable childhood. He was three years old when he came to the throne and his mother helped him to rule. His mother died when he was eight. There were powerful nobles called boyars and they mistreated him and scorned him and let him go hungry.

This kept on until one boyar called Shuyski put his feet on the royal pillar. Ivan ordered him to be thrown to the wolves and Shuyski was killed by them. Ivan married Anastasia Romanov and it was an exceedingly happy marriage until she died in 1560 and a little later his best friend and adviser Prince Kurbski deserted him.

Ivan thought that these were the deeds of the boyars so in 1554 there started a terrible persecution. Ivan had a special body of men to deal with the boyars. They had black uniforms with a badge of a dogs head on it. Few boyars escaped and there was a terrible massacre and Ivan became the all powerful ruler of Russia.

2. When Ivan was a child he used to throw his pet from the walls of the Kremlin and study their scattered remnants but he lived in a cruel time. Mary Tudor used to burn Protestants but this was because she thought if they were burnt they would be purified. But he was fairly cruel compared with his time.

3. (a) During his reign he introduced the streltsy. These were musketeers which served as Ivans "police force". He had five thousand in Moscow and others scattered about over the country and in 1556 he captured Astrakhan as well as launching many attacks against the Tartars. Ivan gave soldiers to the traders who broke into Siberia. Ivan conquest a lot of land in his reign, he conquered more than any other Tsar. He also started trading with England.

- (b) But the streltsy might be a danger because Ivan could use them to dispose of people who interfered with him. And he spent a great deal of money with these battles and the cost many lives so they would have to tax the people heavily. And when Ivan died he left a country on the verge of collapse.

SMI (3T : I.Q.134)

Ivan the Terrible 1533-1584

His private life and how it affected him

1. His Childhood

He was illtreated by the boyars (nobles) when he was only young. He often went cold and hungry. One night Shuyski teased the Tsar just a little bit too much and he was thrown to the wolves next day. He came to hate the boyars and was suspicious of them.

2. The death of his wife, Anastasia 1560

When his wife died he thought she had been poisoned by the boyars. This might have caused him to become mentally unbalanced. He ordered the destruction of the boyars and many were brutally killed. The Tsar promoted new nobles who would not argue with him. When Ivan died Russia nearly collapsed.

3. His Cruelty

Ivan was brought up in cruel period, the sixteenth century. He personally supervised the executions of many of the boyars. Perhaps his cruelty was for enjoyment because it is said that when he was a child he used to throw cats from the roof of the Kremlin and enjoy examining their entrails.

The Public Life of a King

Kings have often been described as "good" or "bad" kings, depending on whether they helped their countries to progress. An efficient king is usually accepted as one who helps his country in one of these ways:

1. Improving the living conditions of his people, for example, through encouraging trade, industry and agriculture.

2. Helping education, science, the arts (town-planning, architecture, painting).
3. Maintaining law and order.
4. Making sure the laws are carried out fairly without regard to people's position or money.
5. Upholding the prestige of the country.
6. Conquest for worthwhile reasons.
7. Putting the good of the country before private gains.

Ivan's policies in light of these considerations

1. The Power of the Tsar

Ivan made the position of the Tsar more powerful by getting rid of the boyars. A weak Tsar could not uphold these duties so when Ivan died there was a time of troubles.

2. The Expansion of Russia

Ivan conquered new lands for Moscow and succeeded in reaching the Caspian Sea. He gave help and supported the merchants who went across the Urals. At the end of Ivan's reign the treasury was nearly bankrupt.

3. Law and Order

Ivan had a group of Streltsi or private police. These people could become a force of secret police doing only as the Tsar said.

To try to lead the pupils into forming a balanced opinion of Peter by considering opposed contemporary views of his character and achievements.
(see Appendix K, pp.251-258 for 3E and pp.383-386 for 3T)

FER (3E : I.Q.142)

Two different opinions of Peter the Great 1682-1725

1. a) "a true father of father-land" implies that Peter was a good person doing many good things for Russia during his reign.
- b) Peter had "given birth to Russia and nursed her" by starting Russia off in a new, modern way and maintaining it in this way. Also he removed Russia's backwardness.
2. i) The Archbishop described Russias' improvements by Peters':-
 - a) changing the external appearance of Russias' people;
 - b) changing the customs of Russias' peoples;
 - c) forming a new navy;
 - d) showing inventions to Russia.
2. ii) a) The archbishop thought that changing the appearance of Russia would make her look much more modern. Examples of this change is having to have beards shaved off and short hair.
- b) The archbishop thought that the customs of Russia made her less modern.
- c) The archbishop thought a strong navy would be very helpful.
- d) The archbishop thought that when Peter showed his inventions to people that they would get ideas of how to invent other such inventions.
2. iii) Aa) Peter made people shave their beards off or pay taxes on them and to become better mannered;
- Ab) The archbishop praised it because it made Russia look more modern, civilised and clean.
- Ac) More people from other parts of the world might change their opinions and want to live in Russia. This would be a great help for industry.
- Ba) Peter changed the customs of Russia because it was making her backward.
- Bb) The Archbishop praised it because he wanted Russia more modern.
- Bc) Again more people would visit Russia because of her modernized ways.

2. iii) Ca) Peter formed a new a strong navy.
- cb) The archbishop praised it because it was useful against invading enemies.
- Cc) A navy would defend Russia from an invading enemy.
- Da) Peter invented many things to help Russia.
- Db) The archbishop praised it because it also helped to industrialize Russia.
- Dc) Inventions which are shown to people make people want to make better inventions. This would help Russia a great deal to modernize.
3. a) Yes, because all these points would lead to Russia becoming modernized and well educated. Also a king should be praised for his sensible changes to help Russia.
- b) No, because he also would benefit from these changes as much as millions of others. He might want more well educated people for the Greek Orthodox church and not a lot of jabbering idiots.
- c) Yes. A good king can be praised for improving:-
- a) Education;
- b) transport;
- c) laws; and by finding things out about other subjects from other parts of the world.

People who were opposed to Peter's changes

1. a) The "mice" were the serfs and the "cat" was Peter the Great.
- b) The cartoon title suggest that the serfs feared Peter the Great.
2. a) The ordinary people opposed Peter's changes because they did not benefit from any. They wanted their old traditions back and also this class of people did not get any benefit for education, so that when they grew up they would not be able to make contact with the outside world. Their taxes were very heavy and many could not pay. Most serfs felt that Peter was not "great" but a devil. This is because he had contacts with Germans. As well as these points he altered the calendar.
- b) There was not much in common between the Archbishop's praisings and what the people opposed. The Archbishop wanted the new, modernized

Russia whereas the serfs and other people wanted their old customs and traditions. Also the Archbishop praised the navy, army and printing press.

3. The people were right to go against some of Peters' ideas and to agree with some. The ones they would go against are being made to fight in the army and navy because the Archbishop praised but he was not fighting or being killed. When Peter wanted St. Petersburg built he was not swallowed up and choked by the foundations of marshy, boggy land. He wanted St. Petersburg here because it was his window to the west. Also the people did not find any use for books which were printed by the printing press because they could not read them.

4. In some cases Peter could be called "great" such as:-

- i) he was the first Tsar to bring Russia up to the standard of European countries,
- ii) making education compulsory.

In other cases he should not be called "great" because he only raised the standard of living for nobles or gentry.

Comments by MAW (3E : I.Q.124) and COL (3E : I.Q.116) on whether Peter deserved the title "the Great"

MAW (3E : I.Q.124)

No, Peter did not deserve his title. It is true that he made the Russian Gentry into a well educated, well dressed society, but he didn't raise the standards of the poor or give them a better life. It is no good congratulating Peter for his treatment of the gentry and discounting the awful life of the serfs. This is a fault that must be faced.

COL (3E : I.Q.116)

This is a question which can be answered by both 'Yes' and 'No'. This is because Peter did some sensible, worthwhile things, but sometimes he was rather foolish. The people were right to go against his idea of building St. Petersburg, as it was very foolish to have built it on a marsh area. This meant that it was

very open to attack. But, on the other hand, Peter did some very worthwhile things, which helped Russia considerably. For example, the people were not wise to oppose the idea of shipbuilding, as it became a better defence for Russia.

4. This question again, can be answered by both 'Yes' and 'No'. At that time Peter was the only man in Russia who had the ability to do what he did. But, he was very foolish to neglect the serfs, and think only of the gentry. Peter, in a way, was leading Russia to the Russian revolution.

EV^{*} (3T : I.Q.12/)

Two different opinions of Peter the Great (he reigned from 1682 to 1725)

I. A speech at Peter's funeral 1725 by a Greek Orthodox Archbishop

1. This speech praises Peter the Great very highly. The G.O. Archbishop spoke of Peter as a true father of Russia, e.g. he calls Peter "a true father of the fatherland".
2. The Archbishop refers to Peter as "giving birth to Russia and nursing her".
By this he meant that Peter had created a New Russia by bringing her up to the standards and giving her the knowledge of Europe.
3. The Archbishop praised very highly the changes made by Peter the Great that improved Russia and helped its development.
 - a) He refers to the strong army that Peter built that the enemy greatly feared. Previously the Russian army had been disorderly and was laughed at by the enemy.
 - b) The Archbishop praised Peter for defending Russia through his life and obtaining new land around the Baltic and Caspian Seas.
 - c) The speech refers to the building of a Russia Fleet. This had never been thought of before in Russia.
 - d) Peter, the Archbishop said, brought many of the new inventions to Russia that Europe had known about for a long time but which had never reached Russia.

Footnote: ^{*} Most of this work of 3T was teacher-directed; only the final comments were the pupils' original work.

3. e) Peter changed the customs of the Russians like no more spitting on the floors and altered the external appearance of the Russian, e.g. men had to shave off their beards.

4. Why the Archbishop praised the changes

a) Creating a strong army was praiseworthy because it is always useful to have a good defence against attack and Russia had a large amount of frontiers which the army defended. The army was greatly feared so it would discourage potential attackers of Russia when before the army was weak.

b) Getting new lands was good because this was conquest and this is a sign of power.

c) The Fleet was a thing praised by the Archbishop because this was a new thing attempted by the Russians that would help to improve Russia.

5. The Value of these changes to Russia

a) As already explained the value of strong army is in defence of the country.

b) The land that Russia gained was good for a port on the Baltic Sea and for trade and European contact. In the new land around the Baltic Sea was built the new capital, St. Petersburg. The land gained around the Caspian was possibly valuable for trade with Persia. Azov on the Black Sea was only captured for a while, but it would have been good for an ice free port.

c) The new Russian Fleet would increase trade and contact with the rest of the world.

d) The new inventions that Peter introduced were valuable because they helped Russia to catch up in technical and scientific knowledge with Europe.

e) The change of appearance and customs was only of little value but it would help to show the Russians were not so backward and uncivilised.

Some comments on the Archbishop's speech

- (a) The Archbishop praised Peter for such things as the army, the navy and introducing new inventions. He did not mention justice, looking after the poor, the improvement of agriculture and trade - things for which a "good" king could have been praised.
- (b) Although an Archbishop he did not mention religion.
- (c) He praised Peter in very high terms, possibly because,
 - i) he may have been chosen by Peter,
 - ii) the next Tsar, Peter's wife Catherine, was at the funeral,
 - iii) the "Tsar's eye" was at the funeral,
 - iv) he genuinely admired Peter's work.

II. People who were opposed to Peter the Great's changes

Three contemporary views of Peter

1. A cartoon of 1725 with the title "The mice bury the cat". The serfs (represented by the mice) were rejoicing at Peter's death. Through his life they had to fight in the army, serve in the navy, build St. Petersburg and pay the Poll Tax. He had made their lives worse and now they were glad to be rid of him.

2. A comparison between the two views

| <u>The Archbishop praised</u> | <u>The people opposed</u> |
|--------------------------------------|---|
| (a) Army | Torturing the Streltsi. |
| (b) Fleet | Not want contact with the world. |
| (c) Defending Russia | |
| (d) Introducing inventions | Against anything different. |
| (e) Changing customs and appearance. | Objected to shaving beards, a new calendar, St. Petersburg. |

It was all very well for the Archbishop to praise these changes but they did not affect him personally. The people were the ones who were hurt by these changes. They had to fight in the army, serve in the fleet, support the inventions and change their appearance.

3. Why did the people object to these changes?

The people objected to the changes which hurt them - paying taxes, fighting, building St. Petersburg. They could not realise that these changes were meant to improve Russia. The Archbishop was praising what he thought was good for Russia.

4. Did Peter deserve to be called the Great?

Peter the Great's aim was to westernise Russia and although he did not completely succeed in accomplishing this task there is no doubt he drastically altered the course of Russian history. Bringing all these new improvements and European influences into Russia as Peter did may on the face of it seem a tremendous achievement for one solitary man. But it must be remembered that although the rich nobles adopted this western look the serfs remained opposed to European influences and their lives were made unbearable. The serfs were detached from the ruling classes by a gap that was never bridged and it has been said that this division helped to cause the Russian revolution.

Therefore while Peter has brought Russia forward he has made the serfs, the majority of the people, to be in a worse position than ever. It is matter of opinion whether Peter deserved to be called the Great when he tried to have a modern outlook yet had a country of downtrodden, ignorant, poor serfs who were no more than slaves.

To explain some of the events of October 1917

(see Appendix K, pp.262-263 for 3E and pp.388-390 for 3T)

The composition of a "newspaper"

OG (3E : I.Q.129)

(See page 470)

Notes and a time-chart

ADA (3T : I.Q.142)

(See page 473)

PULLOUT

PETROGRAD NEWS

THE VOICE OF PETROGRAD

EDITORIAL

THIS PAPER THINKS THAT KERENSKY HAS BETRAYED RUSSIA BY CARRYING ON THE WAR WITH GERMANY, AND THAT THE PEOPLE OF PETROGRAD SHOULD NOT RESIST THE BOLSHEVIKS, UNDER LENIN, WHO WILL BRING PEACE, PROSPERITY, AND MOST IMPORTANT OF ALL, FOOD TO RUSSIA.

LENIN AND THE BOLSHEVIKS WILL GIVE EVERYONE A FAIR SHARE OF FOOD AND LAND THE CZAR WILL BE EXILED FOR GOOD, AND THERE WILL BE AN ELECTION WITHIN A MONTH WE MUST REMEMBER THAT "PEACE, BREAD AND LAND" HAS COME TO OUR NATION THROUGH LENIN - NOT KERENSKY OR THE CZAR. ^{God}

LATE NEWS

REPORTS FROM MOSCOW SAY THAT THE BOLSHEVIKS ARE BEING RESISTED FIERCELY BY MANY MUSCOVITES. THE SAME SITUATION EXISTS IN OTHER TOWNS, ALTHOUGH MOST OF RUSSIA IS IN REVOLT.

LENIN SEIZES PETROGRAD

FOR THE SECOND TIME IN EIGHT MONTHS THERE HAS BEEN A REVOLUTION IN PETROGRAD. AT FOUR O'CLOCK THIS MORNING THE BOLSHEVIKS UNDER VLADIMIR LENIN SEIZED THE RAILWAY STATIONS, BANKS AND PRINCIPAL BUILDINGS HERE IN PETROGRAD. LENIN WAS AIDED BY THE ARMY AND NAVY, AND IT WAS FROM A BATTLESHIP DOCKED IN THE RIVER THAT THE SIGNAL, WHICH BEGAN THE REVOLUTION, WAS FIRED.

THE PROVISIONAL GOVERNMENT OF ALEXANDER KERENSKY IS CRUMBING, AND IT IS RUMORED THAT KERENSKY HAS FLED FROM THE CAPITAL. THERE WAS LITTLE FIGHTING TODAY COMPARED WITH THE MARCH REVOLUTION. A MOB STORMED THE WINTER PALACE, AND THE REVOLUTION HAS SPREAD RAPIDLY TO OTHER CITIES AND TOWNS. NOW THAT LENIN SEEMS TO BE IN POWER, THE WAR WILL PROBABLY END WITHIN A FEW MONTHS. SOME OTHER LEADERS OF TODAY'S UPRISING! WERE TROTSKY AND A YOUNG MARXIST NAMED JOSEPH STALIN. LENIN USED THE SLOGAN "PEACE BREAD AND LAND."

VLADIMIR LENIN, WAS BORN IN 1870, SON OF A SCHOOLTEACHER. HE IS A MARXIST AND FORMED THE BOLSHEVIK PARTY FOR THE LAST TEN YEARS HE HAS BEEN IN EXILE IN SWITZERLAND. HE GAINED A DIPLOMA IN LAW AS AN EXTERNAL UNIVERSITY STUDENT, FOR THE CZARISTS KNEW HE WAS ANTI-CZAR. HIS BROTHER WAS EXECUTED FOR HIS PART IN A

ADA (3T : I.Q.142)

Lenin

His Youth and Education

Lenin was the son of an inspector of schools - one of a family of six. He had a great respect for his eldest brother, and when he was hanged for taking part in an attempt to assassinate the Tsar, Lenin became a revolutionary, as did all his brothers. He went to a University, but tried to stir up the people, so was sent to the country. There he did a four year course in law in one year, and took and passed an examination on it. He was allowed to become a lawyer, but continued to be a trouble-maker so was exiled. He was in Siberia from 1895 to 1898, then he went to Switzerland.

The Meeting in London, 1903

A group of Marxists exiled from Russia met in London. They argued whether they should:-

- a) Be an organisation open to anyone who wished to join (Menshevins), or
- b) Be a small organisation accepting the instructions of the leader without questions (Bolsheviks).

The members could not agree and many left the meeting. Then Lenin and his followers took a vote on how the party should be organised. A majority voted for Lenin's policy. They called themselves Bolsheviks.

The Journey to Russia, April 1917

Russia in alliance with France and Britain was at war with Germany. Although Tsar Nicholas II was overthrown in March 1917, the new Russian government led by Kerenski continued the war. The Germans took Lenin from Switzerland to Petrograd in the hope that he would overthrow this government and make peace with Germany. Because Lenin accepted the help of the Germans, he was later accused of being a German spy.

After the Treaty of Brest-Litovsk many Russians were angry with Lenin and the Bolsheviks.

- (a) Supporters of the Tsar.
- (b) Men who had had their land taken away.
- (c) Supporters of Kerenski.
- (d) People who opposed the Treaty.

These people formed "White Armies" to fight the Bolsheviks' "Red Army". Britain, France and the U.S.A. helped the "White Russians". They were angry at the Bolsheviks making peace with Germany and frightened that the Russians would spread communist ideas to their countries. The Bolsheviks won the war but have always remained suspicious of the West's intentions towards Russia.

1917.

The Bolshevik Revolution, November, 1917.

February

The Tsar overthrown, March, 1917.

Nicholas was away, conducting the fighting. The people were mad with cold and hunger, and revolted. The police did not interfere, they agreed with them. Nicholas had to abdicate.

April

Lenin returned to Russia, April, 1917.

Lenin, a revolutionary returned secretly to overthrow the Tsar, and put Russia out of the war. But the Tsar had already abdicated, and the provisional government, led by Kerenski, was continuing the fighting. Lenin greatly opposed this: - the people were starving and needed to be fed and clothed. There was a fierce struggle between the Communists and Kerenski.

June

August

"PEACE, LAND & BREAD"

October

Lenin and supporters won the people over onto their side. What they said made sense. 7th November the Bolsheviks started a revolution. Kerenski fled.

The Bolsheviks seized power in Petrograd.

December 1918.

Elections, November 25th.

A blow for Lenin. He only received a quarter of the votes, he was not wanted. This did not stop him. The elected delegates arrived in Petrograd, to meet. But the room was packed with Lenin's soldiers, and frightened the delegates by a show of force. Delegates to the new parliament driven home, January, 1918.

February

CIVIL WAR

Trotsky went to negotiate peace terms, in Brest-Litovsk. The Germans demanded staggering terms, and Trotsky refused. Germans armies advanced to Petrograd. Treaty of the Brest-Litovsk, March 3rd, 1918.

April

Lenin at once accepted the terms, and the treaty was signed. Russia lost much land, 1/2 of population and 1/2 the industrial plant. Resentment mounted against Lenin. People announced their disagreement. Within months a civil war began.

IN RUSSIA

The new government after the Tsar and before the Bolsheviks

10
10

The U.S.A.

The early seventeenth century settlements in Virginia
(see Appendix K, pp.268-277 for 3E and pp.394-398 for 3T)

Some rules for the colony at Jamestown

MAW (3E : I.Q.124)

The colony was a failure because the settlers went looking for gold and concentrated on sending goods back to London instead of working towards the good of the colony. They did not grow crops and were almost entirely dependent on supply ships.

Suggested rules:

1. Every man must spend a certain amount of time cultivating the fields
(therefore while some men are hunting they are still able to grow crops).
2. Every man must build himself some sort of shelter and home. (To establish the colony more firmly.)
3. Laziness should not be allowed, unless a man is sick he should at no time be excused work. (The colony could not afford to support men who were of no use.)
4. Every man must have some form of military training. (To defend the colony in case of an Indian raid.)
5. Each man must be cared for when sick by a special unit (so that they do not lose any valuable men).

How far can we accept this story about Pocohontas?

W (3E : I.Q.124)

1. The story might not be true because the story did not appear in the first edition of his book. Also the story was not published until after the death of Pocahontas (unless this was an agreement between Smith and Pocahontas). The story could have been an excuse for not finding and food after such a long time.
2. The story is probably true because of the time that Smith would have had to survive without food. The only way he could have survived (if really didn't find food) would be if he was captured by indians.

BAX (3T : I.Q.146)

How far can we accept this Story

Doubtful:

Romantic - why not just left off the girl if her appeals failed. Smith did not write about this story in his first book in 1616. Pocohontas died in 1617, then the story was written.

Might be True:

The King was sympathetic to his daughter. He might also not have to kill Smith in case of a war with Britain but he did not want to appear weak to his braves so he told his daughter to lie on Smith.

The "Pilgrim Fathers"

(see Appendix K, pp.275-277 and pp.282-287 for 3E and pp.400-405 for 3T)

MOR (3E : I.Q.124)

The Pilgrim Fathers

1. The Puritans wanted the church to be pure again like it was described in the Acts of the Apostles.
2. God and the Devil are completely opposites and James I was compering a Scottish Presbytery and a monarchy with that.
3. If there were no bishops there would be no king because it is the king who chose the Bishops. The Puritans wanted to run the church among themselves instead of the king choosing leaders.
4. Democracy means government by the people for the people.
5. First they travelled to Holland and then settled there for about ten years but after a time the children started to act like Dutch children instead of English children. So they thought they would ask James for permission to sail to America. They left Plymouth in two boats the "Speedwell" and the "Mayflower". Not long after leaving port the "Speedwell" began to leak. The "Mayflower" carried on intending to land at Virginia but they had to land at Cape Cod instead.
6. Today everybody is allowed to believe in what they want. In days gone by people believed so strongly in their religion that they wanted everyone else to believe in it to.

The Mayflower Compact - Nov 21 1620

1. Because it says that these people were part of the band who drew themselves aside to tend to the cares and the needs of the settlers.
2. It wasn't complete Democracy because the men who were elected were only elected by 41 of the males which meant that no women, servants and even a number of the men did not receive a vote.

TO (3T : I.Q.139)

In 1629 more Puritans were allowed to go to America. These were richer than the Pilgrim Fathers and they settled in Massachusetts. These Puritans emigrated for freedom to choose their own religion for themselves but not for others. They were very strict and did not allow freedom for everyone.

i) e.g. if you did not believe in the Trinity your'e tongue might be bored through.

ii) e.g. if you were not Puritans you were asked to leave the country and if you refused you could be burnt. This happened to two Quakers who visited Massachusetts.

People today want freedom of choice of beliefs for themselves and not others e.g. Ian Paisley in N. Island, Ian Smith in Rhodesia.

In 1636 some Puritans, led by Roger Williams left Massachusetts because they disagreed with the lack of freedom of worship. They went to live in Rhode Island their principle being that "everyone should have liberty to worship God according to the light of their own consciences".

The Puritans could be called hypocrites because they said one thing and did something quite different.

e.g. The Puritans in Massachusetts, in 1641, made slavery legal by this statement,

"There shall never be any slavery among us UNLESS it be lawful captives taken in wars and such strangers as willingly sell themselves or are sold to us."

In other words: there will be no slaves unless you capture them or buy them. There are no more ways a slave can be obtained!

The Puritans were not friendly with the Indians. The Indians were often attacked by the Puritans,

"It was horrible to see them frying in a fire and horrible was ye stink and sente thereof: but ye victory seemed a sweet sacrifice, and they gave praise to God."

The above is a description by a Puritan of a victory. They killed off the Indians and said that God should be praised for helping them.

Although we might think the Puritans were hypocrites most people did not believe as strongly in freedom of speech as we do. Even today some people think too great a freedom of speech can harm others. On the other hand, if one is not allowed to voice one's opinion the country can become a dictatorship. The problem is to reach a balance.

The Americans tend to remember the Pilgrim Fathers as the first colonists for these reasons.

Pilgrim Fathers 1620

Jamestown 1607

Went of their own free will.

Sent by London Company.

Make a success on their own.

Need outside help.

Had a type of democracy.

Needed strict governors who whipped grumblers and hanged people who were shirkers.

Some causes of the American War of Independence
(see Appendix K, pp.292-293 for 3E and pp.405-407 for 3T)

SAV (3E : I.Q.133)

Some causes of the War of American Independence

1. The "wretched laws" were:- the stamp tax, which was put on legal documents, newspapers, public houses and playing cards. There was also a law that forced the Americans to send all furs and all cotton to England raw. This annoyed the Americans because the stamp tax affected nearly everybody in America and so nearly everybody wanted to rebel because of this. In fact the tax collectors were often lynched, or tarred and feathered. The second of the "wretched laws" meant that the furs and cotton was sent to England to provide work there, and then the finished products (i.e. fur coats) were brought back by America.
2. a) The Stamp Duty was passed so that 10,000 soldiers could go there and protect them from the French who were planning to drive the English out of America.
b) It was resented very much by the Americans, and after many protests it was lifted.
c) The Americans would have learnt from this that they could defy the English.
3. "No taxation without representation" was an American slogan. They meant that taxes should not be passed unless there were some American representatives there. Because the people in the British Parliament had never been to America and did not know what it was like there, and therefore these people in Parliament did not understand fully the situation, so how could they vote properly. But if some American representatives were sent to England they could easily be outvoted. Also the English would not allow a vote in America because they would then become too powerful.

4.

Lovell Hall,
Yorko.

Dear Amelia,

I sympathise with you for your awkward position. But I must put the English viewpoint in this letter, so that you can understand the argument more fully.

America is more or less an offshoot from England, and therefore you should pay taxes just like the rest of us. The tea in America is a lot cheaper than in England, and most of the taxes you pay are for the upkeep of the soldiers to protect you from the French and the Red Indians. The law on exporting furs and cotton to England is because there is a lot more work needed here to keep the firms that do business with America alive. Don't worry, these laws won't last long.

Love John.

ADA (3T : I.Q,142)

Causes of the War of American Independence

1. How some of the colonists might have felt towards Britain

The debtors, prisoners and poor people would not feel patriotic towards Britain, and the slaves and Europeans had no connection.

2. The Trading Laws

It was an understood fact that colonies were for the good of the mother country - an investment. Therefore the British colonies must not compete with Britain. It was a law that the colony sent all the iron and wool to Britain, as Britain herself produced these and the colony must not sell them in competition with Britain. Then Britain would manufacture machinery etc. with the iron, and sell them back to the colony, at a much higher price. In return Britain promised to buy all the colony's tobacco, but it had to be at a price stated by Britain, so although the colony was always able to sell the tobacco it was at only a moderate price. The colony became in debt as it was buying expensive things and not selling enough. The colonists did not want to trade with Britain alone as they would have done better if allowed to do what they wanted, but they were compelled to do so.

3. The French in Canada

The Americans were frightened of the French, as they thought they would push them out of America, so they needed protection from Britain. Then in 1763 the French were defeated by Britain, and France gave Canada to Britain. There was no longer any danger to the Americans - they did not need Britain.

4. The Stamp Act

10,000 troops were sent to America to guard the colonists against danger from Indians. Some colonists thought the troops were to make sure they did not rebel. The colonists had to pay for the troops as Britain was in debt. The British Parliament decided the Americans should buy government stamps on legal documents, licences, playing cards and newspapers. The Americans refused to pay, declaring that their assemblies should vote on which taxes should be paid - "No taxation without representation". After a year of rioting the British gave in and abolished the stamp tax. The Americans probably thought that after this victory they could defy Britain again.

The Boston Tea Party 1773

The British East India Company was allowed to export tea directly to the U.S.A. from India. This tea had a small duty (tax) on it. The Americans objected to paying any duties put on by the British government. American youths disguised as Indians threw about 400 chests of tea in Boston harbour. The British Government decided to punish Boston and Massachusetts, for example, the port of Boston was closed to trade.

The question of slavery as a cause of the Civil War
(see Appendix K, pp.298-299 for 3E and pp.409-412 for 3T)

WA (3E ; I.Q.116)

An Argument between a Northerner and a Southerner

Ryan So you're Colt, the politician from Washington are you? Everbody's been talkin' 'bout you, down here in New Orleans. People say you're the guy that's getting the slave traders mad. Well I don't advise you goin' round spillin' your ideas on slavery down here in the South.

Colt That is what I came here for. I feel that I might be able to know a bit of sense into these slave-masters. Slavery is totally against the law of the Declaration of Independance. The Declaration claims that "all men are created equal". You seem to been reading it "all men are created equal except for negroes".

Ryan Look mister, what's our greatest export?

Colt Cotton, but ...

Ryan Right! And who do we need to pick the cotton. Negroes, right?

Colt But you're wrong ...

Ryan Keep quiet a minute, mister. I'm tryin' to drill a bit of reason into your thick skull - no negroes - no cotton. Look, slavery is essential to the safety peace, and prosperity of the States. No negroes - no big exports. Now you were saying?

Colt I was going to say, that given the same education as the whites, the negroes would be as intelligent as the whites, and they would be able to help us to run the country.

Ryan The niggers helping to run the country? Aw, quit it, mister; you're making me laugh. I suppose now you're going to say that slavery's cruel.

Well them niggers get better treatment than half the factory workers in this country.

Colt But that's not true. Only very few slaves get kind treatment.

Ryan Then what about people havin' leisure to write and paint. If there were no slaves, there'd be no painters, no writers.

Colt England has no slavery. And yet there are writers and painters there.

Ryan Aw mister, you're fightin' a losin' battle. You and the rest of the lousy politicians at Washington, Admit defeat, like England did in the War of Independence.

SHO (3T : I.Q.130)

Arguments about Slavery in the U.S.A.

Against Slavery -

1. Abraham Lincoln said that when America began as a nation it was declared in D. of Independence that all men were created equal now it reads - all men are created equal except negroes.
2. Slave-owners were rotten to their slaves. They treated them like things instead of people. The women were bought to produce children mainly so that the owners could either make their children work or sell them and separate mother and child. Very few people showed any sympathy towards their slaves or kindness. One slave owner told his wife to tell Cynthia (a black female slave) that if she did not show any signs of pregnancy by the time he reached home, he would either whip her or sell to the meanest man he could find. The adults were not allowed to marry in the eyes of the white and were constantly separated when they did.
3. In 1852, a book called 'Uncle Tom's Cabin' was published. This book caused a sensation all round the world. The suffering of Uncle Tom the slave, moved and touched the millions of people who read it. This book converted many to anti-slavery. The book was written by Harriet Beecher Stowe who was a white American.

Arguments for Slavery -

1. The cotton industry in the South had to have slaves because the cotton was a very hard thing to pick in those days and needed a lot of hard work which needed many hands which meant many pay packets which the owners were to greed to pay and declared that they needed slaves.

2. They said that some slaves had kind masters but this is a load of rubbish.
3. They said that slavery was essential to the prosperity of the south
4. Civilised countries need slaves so that the other people could have time to invent or for leisure.

Africa

Hindrances to development in Africa

(see Appendix K, pp.306-310 for 3E and pp.343-346 for 3T)

BLA (3E : I.Q.127)

Hindrances to development in Africa II

1. In most places there is a lot of rain and it is extremely hot.
2. Heat makes the people drowsy and because it is so hot people do not wish to work and the heavy rain makes outside jobs unbearable.
3. Yes, mosketoes like the hot, wet climates and are very dangerous to man, also the Tsetse fly which can kill cattle and give humans sleeping sickness. Also the locusts which eat crops and ant which eat furniture.
4. I think that Salisbury and Cape Town have pleasant climates.
 - b. They are both ruled by white men and they wish to keep negroes separate from whites.
5. Three animals that are useful to man are:-
 - a. horses, cows and sheep.
 - b. Three common African animals are:- lions, elephants, rhinoceros.
 - c. Point (a) tells us three useful animals, cows and sheep which we eat and horses which pull machinery. Point (b) tells us three common African animals which are more of a hinderance than a help.
6. I think most of Africa has failed to develop because most of Africa is taken up by desert, swamps and tsetse fly and therefore there is not much land left to grow or build. Also because of the heat and the rain which affects people wish to work. Finally because it does not make much contact with other countries.

Pupils of 3T copied the notes from Sheet I (pp.344-345).

The two types of Slavery existing within Western Africa
(see Appendix K, pp.315-318 for 3E and pp.351-352 for 3T)

HE (3E : I.Q.128)

Argument between two African Slaves

Tom an African slave trader becomes a slave, and meets a slave he sold back in Africa.

Albert: Why your the devil who sold me to this slavery!

Tom: Well how was I to know you would be sent here.

Albert: Anyway, what are you doing here?

Tom: I was double crossed. One of my slaves knocked me unconscious, and I awoke to find myself on a slave ship.

Albert: It serves you right. My wife and child have been sent to another plantation many miles from here. I'll never see them again.

Tom: How are we treated here.

Albert: We are treated worse than animals. We have to get up at four o'clock and work on the fields all day. If we tire, we are whipped.

Tom: But in Africa, slaves are treated like human beings. If they marry, they are not separated.

Albert: Well these things happen here, we have no rights at all.

CAR (3T : I.Q.141)

Two Types of Slavery

The Africans were used to having slaves. Prisoners of war were attached to families as compulsory servants. They might be bought and sold. They were, however, allowed to marry and have children.

The Arabs and Europeans thought that slaves should become the absolute possessions of their masters. The Africans at first did not understand this difference and exchanged their own people for guns, alcohol, cloth and iron.

Arguments for and against the abolition of the slave trade
(see Appendix K, pp.318-320 for 3E and pp.352-353 for 3T)

LAR (3E : I.Q.113)

Arguments against Barrett's speech

1. Sailors can transport all sorts of things not only slaves.
2. Shipbuilders could build ships for the merchant navy, for passengers and warships.
3. When other countries take part in slave trade it does not mean that we should because two wrongs don't make a right.
4. Many slaves were badly treated and the white never had time to teach the negroes because they were always ordering them to work.
5. The whites could buy sugar from other countries or they could set the slaves free and let them work on the plantations and ordinary, paid people. Also barretts was being selfish by saying it would deprive the children of their pleasure - eating sweets.

The notes copied by 3T:

Arguments for the Slave Trade

1. a) Sailors and ship builders would be out of work.
2. If England gave up her share of the trade, other countries would grow rich at England's expense and England would suffer.
3. Negroes were fortunate to be made into slaves as it brought them into contact with white civilisation.

Counter Arguments

- a) Other work might be found for the men.
- b) They could trade in other goods, tea, wine, timber.
- c) A bad activity is not made good just because men will be out of work.

Same as 1b) and 1c).

- a) Negroes would probably rather be free than slaves in any circumstances.
- b) The negroes did not benefit from white civilisation: they served it.

After a long struggle against arguments like these, the slave trade in Britain was abolished in 1807. From 1833 onwards no-one could be a slave in any British Possession.

Some causes and events of the 1899-1902 Boer War
(see Appendix K, pp.323-326 and p.329 for 3E and pp.357-361 for 3T)

WA (3E : I.Q.116)

An Interview with an Afrikaaner in Transvaal

Interviewer Mr. Botha, you say that you were one of the original settlers who went, as a boy on the Great Trek of 1836. Why exactly did you leave the Cape?

Jan Botha Well the British took over the Cape to prevent it from falling into French hands. They brought laws which included both the Blacks and the Whites. Many of us did not agree with equal rights for the Blacks, and we formed expeditions and travelled North and East. We overcame all obstacles, even the Zulus, and founded two new states, the Orange Free State, and the Transvaal.

Interviewer Then in 1885-1886 gold was discovered where Johannesburg now stands. Miners poured into your land. What did you think of this?

Jan Botha Well, in 1895 there were seven Uitlanders for every three of us. If we gave them a vote we would be handing over our country to them. Yes they expected a vote. The British were on the side of the Uitlanders. They annexed Zululand and Bechuanaland, and secured a charter to develop Rhodesia. Our republic was surrounded. Then Rhodes, a diamond millionaire, ordered a raid on Johannesburg led by Dr. Jameson. This was in 1895. The plot failed, but we realised that the British intended to conquer us. We armed, and war broke out.

Interviewer What fighting methods did you use?

Jan Botha Well, we used our farms as bases and blew up the British railways.

Interviewer What did you think when the British burnt down your farmhouses?

Jan Botha Well, it was war. It was the way in which the British took our women and children, and let them die in concentration camps that embittered us.

Interviewer At the end of the war did you accept the grant of £3,000,000 willingly?

Jan Botha They gave us the grant to prevent us from rebelling. It was a trick, and many of us were fooled by it.

WAD (3T : I.Q.122)

3. a) The Great Trek

After the final abolition of slavery many of the Boers left the Cape. They formed expeditions and trekked to the North and East. They fought Zulu's on the way and lost many wagons. They eventually reached the Orange Free State and the Transvaal.

b) Events leading to the Boer War

Then diamonds were discovered in Kimberley and a rush started. Then this left for gold in the Transvaal. This annoyed the Boers and they wouldn't co-operate at all. They called the prospectors Uitlanders which meant outsiders. They wanted give gelignite to them for use in the mines. It was very difficult to mine as the Boers wouldn't help.

Kruger V. Rhodes

4. a) Paul Kruger: was the president of the Transvaal. He hated the British; as a boy he had taken part in the great trek.

b) Cecil Rhodes: was the preminister of the Cape Colony. One of his aims was to link Capetown and Cairo by a railway running through all British territory. Transvaal was in the way. He supported the Uitlanders especially as he had money invested in the gold mines.

c) The Jameson Raid 1895

Rhodes planned that his friend Dr. Jameson should invade the Transvaal and overthrow Kruger. The plan failed; Rhodes had to resign; the Boers disliked the British even more.

5. The Boer War 1899-1902

The Boers besieged towns such as Mafeking but the English then after a period of one year defeated the Boers and invaded the Boer land such as the Orange Free State and the Transvaal. But the Boers would not give in and geurilla fighting broke out (An example of geurilla fighting is in Vietnam) so the people were gathered together and put in concentration camps.

Their houses were burnt and stock driven away. In the concentration camps diseases broke out and many people in England thought this cruel. However in 1902 the Boers gave in but the British gave the £3,000,000 to restock farms and build houses.

APPENDIX P.

MORAL JUDGEMENTS IN HISTORY

1. Criteria based on Piaget (1932) used to assess moral judgements in history.
2. Examples of answers by the primary and secondary pupils to certain questions on the historical passages (Appendix A).

Criteria based on Piaget (1932) used to assess moral judgements
in history

| Stage | Quantification | Criteria |
|------------|----------------|---|
| Poor | 1 | <p>An attempt made to reach a verdict but confused by the information and/or concepts involved in the question. No firm principles of judgement followed.</p> <p>A vacillating answer in general; inability to give a coherent answer.</p> |
| Heteronomy | 2 | <p>Moral laws conceived as binding and permanent, independent of individual circumstances or intentions. The moral codes obeyed without discussion. The letter rather than the spirit of the law followed.</p> <p>Moral sanctions of a general nature invoked such as, "It's not fair".</p> <p>Sympathy with only one aspect of the situation or one group in a conflict situation : the "heroic attitude according to Butterfield (1951, p.11) seen, for instance, in a rigorously nationalist attitude. Justice should be expiatory in order to make people realise their errors. Collective responsibility : a group should be punished if they stand by the aggressors even if the innocent suffer.</p> |
| Equality | 3 | <p>The appearance of reciprocity but basically at the level, "Do unto others as they do unto you."</p> <p>Beginning to take into account the harm done to others.</p> <p>Rules are the result of the mutual consent of parties.</p> <p>The morality of the law beginning to be replaced by a morality of goodness.</p> <p>Respect for the social order.</p> |
| Equity | 4 | <p>Mere equalitarianism makes way for a "more subtle conception of justice which we may call 'equity' and which consists in determining what are the attenuating circumstances" (Piaget, 1932, p. 284)</p> |

| Stage | Quantification | Criteria |
|----------|----------------|--|
| Theonomy | 5 | <p>The child judges autonomously and independently, making allowances for individual needs and deserts.</p> <p>"De-subjectification" (Bassett 1940, p. 171) is achieved, that is, the historical situation is contemplated without personal factors intervening.</p> <p>Realisation of the difficulty of making moral judgements since no one is omniscient.</p> <p>No real expectation of a clear-cut decision : "the only golden rule is that there is no golden rule".</p> <p>Realisation that it is likely that no one side in a conflict is completely in the right; a regard for the human predicament that forced people into conflict.</p> <p>Egocentricity completely abandoned, whether of self, country or creed.</p> |

"Ancient Greece"

Question 1(a) "Do you think it was wrong of the Spartan boys to steal food"

Primary

Secondary

Poor

LA (10:7; I.Q. 100¹)

SU (14:4; I.Q. 138³)

"No - sometimes it can get very hot in Greece"

"Yes. It says here boys stole a fox and he'd rather die than let his master see him with it."

"What has that got to do with stealing food?"

"Why does that make stealing wrong?"

"Sometimes when it's very hot you can't do owt cos you can get no water."

"Don't want to be disgraced"

"Would they think stealing was wrong?"

"Yes"

Heteronomy

MO (10:10; I.Q. 105¹)

HOR (14:0; I.Q. 138³)

"Yes, because they should believe in God and not steal it"

"Yes - I don't think people should steal"

Equality

HU (10:9; I.Q. 91¹)

BRO (14:6; I.Q. 137³)

"Yes, other people have to do without"

"Yes, because they were stealing from other people who might need it more than they did."

Equity

No examples

COL (14:9; I.Q. 123³)

"Yes, I think so. They told them to steal it so they could look after themselves when they were fighting in a far away place but I think they should have practised it at home because stealing food isn't right really, and if they did it all the time, they wouldn't feel it was wrong."

Theonomy

No examples

No examples

¹I.Q. measured by N.F.E.R. Verbal I

³I.Q. measured by the Manchester General Ability Test (Sen) 2

²I.Q. measured by VR 86 Moray House

"Ancient Greece"

Question 5(a) "Do you think it would have been all right for some Spartans to have refused to fight in the battle?"

Primary

Secondary

Poor

HEA (10:6; I.Q. 105¹)

No examples

"No - because the Persians would still fight them"

"Why do you think the Spartan men ought to have gone and fought?"

"Had they done something wrong?"

"No"

"I don't know"

Heteronomy

SIM (10:4; I.Q. 113¹)

JA (13:11; I.Q. 141³)

"They should serve their country"

"No - because they had laws saying they are to fight to the end."

"What about men who refuse nowadays?"

"Well, they're not giving a chance to anyone else. If everyone refused to fight, the enemy would just take over."

"Should men fight today for their country?"

"Yes."

Equality

WAL (10:7; I.Q. 102²)

EV (14:2; I.Q. 124³)

"No, if the Spartans had won and quite a lot of men wouldn't go, they'd be laughed at and probably beaten"

"The Spartans would take a dim view of it; they'd probably be executed."

"Any other comments?"

"Why would they be laughed at?"

"If they were pacifists and refused to fight, I can't see anything wrong in that."

"Because they didn't go to fight; they'd be called cowards."

"Were they likely to be pacifists in Sparta?"

Primary

Secondary

Equality
Cont'd...

What about men today
who refuse to fight for
their country?"

"It's unlikely but with all their
cruel up bringing, it might turn
them more against war."

"Well, in olden days, they
were forced, and nowadays,
if they don't want to go,
they just don't"

"What about men who refuse
today?"

"Fighting in what way?"

"What do you think about
them?"

"Say the Americans who refuse to
go to Vietnam?"

"If they went and (the) got
killed, he'd be thinking about
his family."

"Most of them do go"

"Have you any opinion whether
they should go and fight or not?"

"Do you think such a man
ought to go?"

"As for the ones that don't, I can
see they are trying to preserve
peace in the world which is a good
thing."

(Silence)

"No"

Equity

No examples

HI (14:3; I.Q. 128³)

"Do you mean all right for them-
selves? For their own morale?"

"Take that first, if you like"

"If they had been trained like
this, it would be a bit of a waste
of time if they didn't (fight) and
also they were defending their
city."

"What about men today?"

"Well, I know I would (fight) but
you can't really pass judgement
on other people. If they really
believe peace should be every-
where, I think they are in their
rights. If they're just frightened
of getting killed, though, I think
they're a bit cowardly."

Theonomy

No examples

No examples

"Moving Westward" Question 5(a) "Do you think the Indians were wrong to attack the white men?"

Primary only

Poor

BE (9:11; I.Q. 94¹)

"Er..... Yes"

"Why do you think that?"

"The Indians want to live - the Indians get killed when the white men are shooting but some don't, and they kill the white men and the white men want to live just as much as the others."

Heteronomy

DI (9:1; I.Q. 102¹)

"No"

"Why not?"

"The cowboy killed buffaloes."

Equality

HAM (9:10; I.Q. 94)

"They were trying to take their land (Indians') and coming on to their territory, and if the Indians were going on to the cowboys' land, they would shoot them."

Equity

HARR (9:9; I.Q. 118)

"No, not really. Because if the white men wanted to get more land from the Indians, it was right to go on (attack) these, but not the missionaries or those bored with life in the East."

Theonomy

No examples

"The Norman Conquest"

Question 3(b) "Was it right to carry out such a severe (heavy) punishment?"

Secondary only

Poor

BROG (14:4; I.Q. 125³)

"No, the Anglo-Saxons in the North hadn't done anything to harm the Normans."

Heteronomous

FUS (14:6; I.Q. 124³)

"Yes - because it would teach them not to do it again."

"Any other reasons why you think it was right?"

"No"

Equality

JA (13:11; I.Q. 141)

"No - because just for a few of his men that had been killed, he killed thousands."

Equity

OR (14:7; I.Q. 124³)

"Not really, because a lot of the towns that he did destroy weren't concerned with this; it was mainly York."

"Any other reasons why you think it wasn't right?"

"A lot of people he killed, women and children, had nothing to do with it. It wasn't their fault; they couldn't do anything about it."

Theonomy

No examples

"The Norman Conquest"

Question 7 "Do you think William of Normandy was a cruel man?"

Secondary only

Poor

No examples

Heteronomous HOR (14:0; I.Q. 138³)

"Yes, because he killed people."

"Anything else about him - whether he was cruel or not?"

"He burnt the houses and everybody died of starvation."

Equality

BAX (14:2; I.Q. 146³)

"Not really."

"Why do you say that?"

"He said Harold (? Edward) had promised to give him England when he died but he'd been tricked so he wanted to get England as he'd been promised and they wouldn't give it him so he had to fight for it."

"Anything else about William - whether he was cruel or not?"

"No."

Equity

PY (14:8; I.Q. 132³)

"Not for the time he lived in, no"

"Why do you say that?"

"In those days the rulers had to be strict and cruel in some ways. People of the time probably thought that they were no crueller than other kings or rulers."

"Is there anything in the passage that helped you to come to this decision?"

"He let - after he'd defeated the Anglo-Saxons at the battle of Hastings, he allowed the English to bury their dead which was quite reasonable of him."

Theonomy

No examples.
