



TM SouthHistorians

3 Ideas for your coffee break

Welcome to **TM SouthHistorians** first newsletter, we aim to share great pedagogical practice and create an event that provides History Teachers in the southern region a great opportunity to network, share and learn some great teaching and learning ideas.

We are currently looking for other History teachers to join our team to help set up and shape this exciting opportunity, if you are interested please get in contact with us. If you are just excited about attending this event and maybe presenting please follow us on twitter to keep up to date with developments and to help share the news of this event.

This is our first newsletter sharing some good Teaching and Learning for History Teachers, as well as suggestions of others to follow on twitter and books to read. Hopefully you can enjoy this over a tea or coffee.

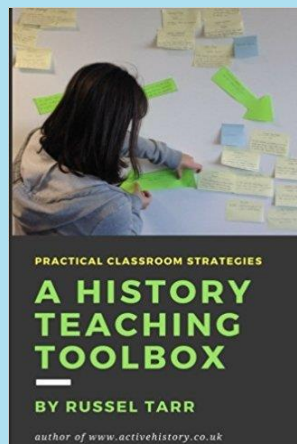
James, Lucy and Claire.
TM SouthHistorians
@TMSouthHistory

Read Me:

A History Teaching Toolbox
By Russel Tarr

A practical and useful guide full of lesson ideas and activities. There are useful chapters on group work, essay skills, and much more. The ideas are easily adaptable and applicable to range of historical topics. A must have.

Rating:



People to follow:



@RusselTarr

A staple for any history teacher to follow. Creator of ActiveHistory and Class Tools.



@bones_carmel

www.carmelbones.co.uk
An Educational consultant who shares a great range of resource ideas. Very helpful to follow if you to AQA Elizabeth Unit with Hardwick Hall.



@MrThorntonTeach

<https://mrthorntonteach.com/>

Creator of a timesaving feedback sheet as well as some other historical activities and lesson ideas

Idea 1

Recap starters

A very simple and effective way to start a lesson, occasionally have starters which recap the previous lesson or a lesson/topic from weeks ago, this allows you to assess if the previous lesson was fully understood and will help to consolidate.

Examples:

Knowledge Bingo: Project on the board, a 4x4 grid with questions, students on their own or in pairs work to try and get a row, column or full house. Choose students to provide answers. This allows you to recap and correct and misunderstandings and get students to expand through questioning.

Differentiate by giving some students a copy of the grid in a prior lesson allowing them to recap at home before.

True or False: Include statements on the board about previous lessons with some being true and others false at the beginning of the lesson students must try work out the false ones and correct them to make them true.

Key words
Kim Il Sung
Syngman Rhee
Stalin
Mao Zedong
Truman
United Nations
Veto
Containment
Domino Effect

Title: What was the impact of the North Korean invasion in 1950?

Knowledge Bingo: How many questions can you answer? Can you get a row? Column? Full House?

Name of the dividing line between north and south Korea	Leader of China	Name of the treaty between China and Soviet Union	Year China became communist
Key word which means stopping the spread of communism	Leader of North Korea	The amount the US spent on trying to stop china becoming communist	Previous world peace organisation that failed
Name the power members of the UN security council had to stop resolutions	Year of Korean elections	Name the USA's main foreign policy during this period	Leader of Taiwan
Country that the United States refused entry to the UN	Name given to the conflict between the Soviet Union and USA	Leader of South Korea	Event that happened that made Stalin look weak in Europe

Challenge: Is there anything important been missed off to recap.

Learning Objective
To describe the build up to and the events of the North Korean invasion
To explain how the international community reacted to the invasion

Idea 2

Revision Clock

A great activity to recap a topic, divide a topic into twelve sections with headings for each. Students then have 5 minutes to fill each sections with as much as they can about that particular heading.

Try giving them 2 minutes on their own, 2 minutes to look through their book and then 1 minute with the person next to them.

To support students further you can project the worksheet onto the board and place images in each section to act as visual prompts.

Key words
38th Parallel
General MacArthur
Pusan
Seoul
Inchon Landings
Yalu River
Pyongyang
Ceasefire
Armistice
ROK
KPA
PAL

Title: How did the Korean war become an International Conflict?

Which statements are True and False? Can you correct the false ones?

China became communist in 1949

Stalin fully supported the North Korean invasion

The ROK army easily beat the KPA

Kim Il Sung was the leader of Korea

39th Parallel divided Korea

There are 5 permanent United Nations security members

North Korea invaded the south in June 1950

Mao Zedong was the leader of China

The Truman Doctrine aimed to destroy communism

Challenge: Come up with your own true or false statement?

Learning Objective
Describe the main events of the Korean War
Evaluate the significance of Chinese intervention

Idea 3

Visual Hexagons

There are a lot of adaptations to this activity, all of which work well. One version is for each hexagon provide an image which students then make notes around to recap the topic. Students are then challenges to make links between each topic. This works well for revision and consolidation.

The hexagons can be cut out and instead placed on their tables and students make notes and links between the hexagons with whiteboard pens on their tables. Get groups to then move around adding to each others or correcting mistakes.

