

Welcome to the May edition of *TMSouthHistorians' T&L Times*. We are busily preparing our selves for our first TeachMeet event on the [23<sup>rd</sup> June](#), we hope to see lots of you there. Don't forget to check out our [blog](#) as well.

This month's issue includes:

- Blockbuster
- Guess Who
- Improving exam technique
- Tweets that caught our eye
- Teaching Events coming up
- Info Checkers
- Low Stake Testing
- Rubik's Cube Revision

Hope you enjoy and takeaway some useful and practical ideas.

## The TMSouthHistorians Team

## People to follow:



**@lamb\_heart\_tea**

A great person to follow who shares a number of great ideas and activities for history lessons. Recently sharing about hexagons, revision clocks and pop ups.



**@MrJPteach**

A history teacher tweeting lots of useful ideas for the classroom. Ranging from differentiation idea to classroom activities.



**@sehartsmit**

Another person to follow who recently shared a revision activity inspired by Guess Who as well as some good ideas for teaching sources.

## We have recently released our provisional plan for #TMSouthHistorians

### Quick Wins: 10 x 1 minute wonders (10:20 – 10:30)

10:30-11:10	Session 1A: Time Machine Not Included Nick Shepley @NickShepley	Session 1B: Supporting Students through tough subjects Alasdair Richardson @drajnrichardson	Session 1C: International History and E-Twinning Alice Southern @MissSouthern23	Session 1D: A smorgasbord of ideas for History Teachers James Mosley @jmosley_History
11:10-11:45	Session 2A: Teaching Interpretations Claire Allen @Mrs_C_Allen	Session 2B: Exam Questions Toolkit Lucy Ryall @Lryall_History	Session 2C: Empathy Activities to Engage Learning Mal Krishnasamy @MalCPD	Session 2D: TBC

**Break: Biscuits and Treats (11:45 -12:00)**

**Sharing is Caring Part 1: 5 x 10 minute sessions**  
Daniëlle Dance (@missdance)  
Rachel Lines (@historyweights)  
Martyn Bajkowski (@BajkowskiMr)  
Emma James (@MrsJHistory)

**Lunch: Food Provided (12:50 – 1:20)**

1:20-2:00	Session 3A: Tips and advice for HODs Laura Tilley @LTyHistory	Session 3B: Teaching Conceptual Understanding at KS3 Rachel Cook @misscookhistory	Session 3C: Imbedding Literacy and Oracy in History James Mosley @jmosley_History	Session 3D: TBC
2:00-2:50	<b>Sharing is Caring Part 1: 5 x 10 minute sessions</b> Ian Carse (@cahumanities) Lucy Ryall (@Lryall_History) Pippa Stannard & Tabitha Cook (@pippstannard & @mrs_t_cook)			

**Goodbyes, Thank yous and Raffle (3:00)**

**23<sup>RD</sup> JUNE  
POOLE  
DORSET  
BH15 2WB**



**#TMSouthHistorians**

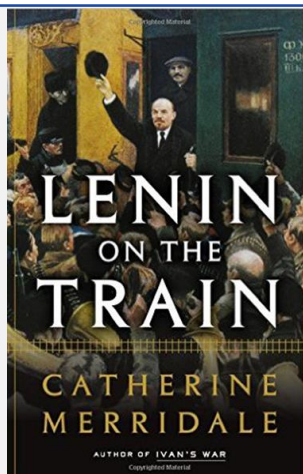
We still have a few 1 minute spots and 2 workshop to free so contact us if you want to get involved.

## Read Me:

*Lenin on the Train* By Catherine Merridale

Catherine Merridale creates a vivid picture of Lenin's journey from Switzerland back to Russia. The book also provides a detailed look at the events occurring in Russia and Europe which led to Lenin's welcomed return. The book is an interesting read for anyone who teaches Russian history or has a particular interest in the revolution.

Rating:



# Blockbusters

This activity helps students test their knowledge of key words. Fill the template with the first letter of different key words. Each of these letters is then given a clue for the students to use to guess the word. For example for 1920s America, the letter F has the clue 1920's women, the key word being flapper.

Students play against each other trying to get from one side of the grid to the other. Students have to correctly guess the key word and expand on the definition.

This activity can either be printed and laminated and played in groups or projected onto the board as a starter where students try complete a path.

# Guess Who

This idea comes from @sehartsmith, key people from an entire topic are added to a grid.

Students then take turns asking questions to remove potential people from their grid. For medicine it could be "were they from the Medieval period?" or "did they help to improve surgery?". Once students think they know who it is they can say the name of the person and explain who they were and what they did.

If you Laminate the sheets they can be reused with whiteboard pens which can be used to cross out people off and wiped off each game. Check out our website for our downloadable version.

BLOCKBUSTERS

1920's America

P	VA	BB
SV	PR	AC
LA	LF	AC
ASL	LF	X
I	F	T
CB	RS	RR
EI	WD	MTF
NOA	HP	NI
JC	S	

- Instructions:**
- Competing against another team or person you should aim to make a chain from left to right whilst the other works top to bottom.
  - You must explain the key word that the initials stands for. Use the clue to help.
  - The first team to complete their chain wins.

CLUE	
P	The banning of production of alcohol
LA	Black Jazz Musician
I	Remaining out of other countries affairs
EI	Where immigrants would first arrive
NOA	Restricted Immigration
SV	Immigrants executed
ASL	Supported prohibition
CB	1920's Actress
WD	Film Company
JC	Laws that segregated African Americans
VA	Law that banned alcohol
LF	Republican policy
F	1920's Women
RS	Fear of communism
HP	Buying on credit
PR	Arrests of communists
LF	Leaving the economy alone
T	Sound Films
MTF	Mass produced car.
S	Illegal clubs
BB	Religious southern states
AC	Gangster
X	Fear of foreigners
RR	Communism takes over Russia
NI	Foreigners who couldn't speak English.


BLOCKBUSTERS



Civil Rights Movement

OF	FR	MI	MO
S	G	MI	SC
NAAC P	M <sup>2</sup>	BP	BN
JL	CC	E	EE
M	W	LR	LR
L	BB	MA	RP
J	EW	SC	

- Instructions:**
- Working in team, each team should aim to make a chain from left to right whilst the other works top to bottom.
  - You must explain the key word that the initials stands for. Use the clue to help.
  - The first team to complete their chain wins.

CLUE	
OF	Governor who tried to prevent desegregation
NAACP	Campaigned for African American's rights
JL	Laws that segregated African Americans
M	State that Emmett Till visited
L	The killing of black people
S	Different facilities for different races
M <sup>2</sup>	Key figure in that nation of Islam
CC	Refused to give up her seat on a bus
BB	Reaction to segregation on buses
J	Magazine that reported Emmett Till's murder
FR	CORE organised this across America
G	Town of one of the first sit-ins
E	President who sent in troops to Little Rock
W	MLK organised a demonstration here (1963)
EW	Supreme court judge in Brown vs Board
MIA	Led by Martin Luther King
BP	Set up to defend from racist police.
EE	One of the Little Rock Nine
MA	A celebrity member of Nation of Islam
SC	Led the SNCC
MO	A very public Black Power protest
SC	Desegregated schools, buses etc.
BN	Belief in using any means necessary
LR	Schools that refused to segregate
RP	Refused to give up her seat on a bus





The grid is full of key people related to the topic.

In pairs, play *Guess Who?* by:

- Each secretly choose one person on the grid.
- Take it in turns to ask questions to remove potential people from the grid: eg: "Were they a member of the Nazi Party?"; "Did they do something related to the Elizabethan Golden Age?"
- When there are only a few people left on your grid, you can guess if it is a particular person by saying the name and briefly explaining who they were and what they did.

Adolf Hitler	Wolfgang Kapp	Hermann Goering	Claus von Stauffenberg	Ernst Rohm	Anton Drexler	Hans Scholl	Marinus Van der Lubbe
Erich Remarque	Kaiser Wilhelm II	Sophie Scholl	Charles Dawes	Paul von Hindenburg	Friedrich Ebert	Albert Einstein	Reinhard Heydrich
Pastor Martin Niemoller	General Erich Ludendorff	Karl Liebknecht	Joseph Goebbels	Fritz Lang	Albert Speer	Kurt von Schleicher	Marlene Dietrich
Franz von Papen	Heinrich Himmler	Jesse Owens	Heinrich Brüning	Rosa Luxemburg	Gustav Stresemann	Otto Dix	Hjalmar Schacht

**Germany**  
**1890-1945**  
**Guess Who?**

From @sehartsmith

# Rubik's Cube Recap

Another great resource and activity to get students to think about the links within a topic or to get students to recap a topic. Originally created by @mrfitzhist which has taken over twitter recently and has been adapted and tweaked by teachers across twitter. The original idea involves creating a Rubik's cube template of key words for a unit/topic, with students then to sort them into the correct categories, this helps students recall what the words mean and understand what topics/questions they should use each key word for.

## Adaptions we have seen:

1. Once it is completed they have a list of the key words they need to know and understand which are great for class hot-seating and recall, students can have these sheets out in front of them and test each others knowledge of the key words.
2. Students annotate and add the definition around the sheet to show their understanding of the words and how they link to the category.
3. @bajokwsi added an extra level of challenge by dividing the rows into causes, events and consequences to test students understanding even further.

**The Content Knowledge 'Rubik's cube'**  
Within the Rubik's cube on the left, there are key terms, dates and statistics all connected to key military events during the reign of Elizabeth I.

**Task**  
Your task is to solve the Rubik's cube and fit the key words, dates and statistics with the correct event.  
Once you have connected each piece of evidence with the event, you then need to write an explanatory paragraph for each key event including the key terms you have just sorted.

**The Spanish Armada**  
**The Raid of Cadiz**

**The Content Knowledge 'Rubik's cube'**  
Within the Rubik's cube on the left, there are key terms, dates and statistics all connected to the key individuals and the military features visible during the English Civil War.

**Your task is to solve the Rubik's cube and fit the key words, dates and statistics with the correct event.**  
Once you have connected each piece of evidence with the event, you then need to write an explanatory paragraph for each key event including the key terms you have just sorted.

**Oliver Cromwell**  
**Military Features of the Civil War**

From @Mrfitzhist

4. Add an extension to the task where students are given questions that they then answer around the outside of the Rubik's cube. Students are given a target of how many key words from the cube they should use, students highlight them to identify their use. This activity helps identify if students really understand the key words and categories and can use them in potential questions.

**Your task is to solve the Rubik's cube and fit the key words, dates and statistics with the correct event.**  
Once you have connected each piece of evidence with the event, you then need to write an explanatory paragraph for each key event including the key terms you have just sorted.

**Mary Queen of Scots**  
**Northern Rebellion**

From @bajokwsi

Used this idea already? Share any adaptions you have made with us we would love to see them.

# Medieval Medicine Info Checker?

STATISTICS		

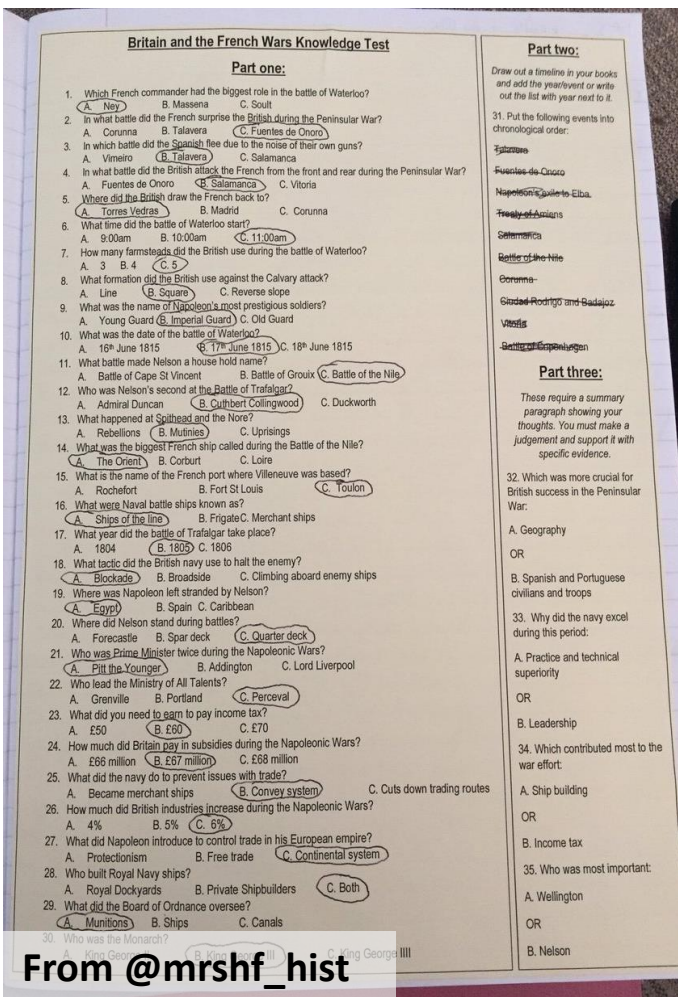
# Modern Medicine Info Checker?

STATISTICS		
The government funded the development of penicillin by providing £25.	Life expectancy increased from 45 for men and 50 for women in 1900 to 60 for men and 65 for women in 1945.	In 2015 the infant mortality rate in the UK was 4.2 per 1000.
By 1914, over 150,000 children were getting one good meal a day	Originally Doctors were against the NHS, out of 45,000 nearly 41,000 were surveyed and said they didn't want it.	Harold Gillies plastic surgery hospital in Sidcup, was set up with 1000 beds, for severe facial wounds during WW1
In 2014 Life expectancy for new-born boys was highest in the wealthy London areas of Chelsea and Kensington and lowest in Blackpool, where there is less wealth.	Charles Booth found out 30% of Londoners were so poor they didn't have enough money for food. Rowntree found 28% of the population didn't have enough money to survive.	The break through for transplants came in 1874 when a researched stumbled upon a drug found in soil that controlled tissue rejection. By 1887 90 per cent of heart transplants were successful.
In 1942 the Beveridge Report sold over 100,000 copies	Boer War showed that 40 percent of men were unfit to work, many had rickets.	In 1914, 80 percent of leg fractures patients died in 1916 over 80 percent survived.
By 1948 over 280,000 council homes were being built each year.	Christian Barnard's heart transplant patient survived for 18 days.	The NHS costs have continually increased in 2015 its budget cost £116 billion.
The NHS led the way in driving vaccination campaigns. Polio in 1954. Today 8/10 children have been vaccinated against killer diseases.	Over 15 per cent of wounded soldiers would have died without penicillin. Over 250,000 soldiers were treated.	The pharmaceutical industry is worth an estimated £300 billion and employs 80,000 people in the UK.

TIMELINE
1897 Booth publishes his investigation into London.
1899 Boer War
1901 Rowntree publishes his book "Poverty"
1902 Landsteiner Blood Groups discovered
1906 - 1914 Liberal Reforms
1910 Paul Ehrlich's magic bullet Salvarsan 606
1914 World War One starts
1914 Albert Hustin discovers an anticoagulant
1917 Harold Gillies sets up hospital in Sidcup
1941 Florey and Chain test penicillin on a patient
1942 Beveridge Report
WW2 McIndoe improves plastic surgery
1948: The NHS was established by Bevan
1951: Prescriptions introduced for the NHS
1953: DNA discovered by
1967: Christian Barnard carries out heart transplant.
1970: Antirejection drug discovered for transplants
1978 IV developed
1980 Smallpox declared eradicated
2006: Isabelle Dinoire receives a partial face transplant.
2007: Smoking in enclosed spaces banned
2015: Drivers banned from smoking with children.
2016: Sugar tax planned by the government

# Info Checkers

To help students condense their notes into manageable chunks for revision I give them blank info checkers, they then have to include 12 key statistics or facts for the topic as well as the events and their dates. I recently set this as a mini task for my year 11 class for "Health and the People" and then compiled the class' work to produce a class set of info checkers to help with their revision. Student can then use these when planning essay question and have to select the most relevant information. A colleague added a competitive element by giving individual students in small groups info checkers with different topics who then had to add a fact and then swap with the groups. When a student could no longer add to their checker they were out until their was a winner.



From @mrshf\_hist

# Low Stakes Testing

This idea comes from @mrshf\_hist and has worked a treat with a number of my classes. Students are given a quiz of 20-30 multiple choice questions, followed by either a definition or place in chronological order key people, words or events. Followed up a choice of exam questions. This can be designed so that the first two tasks builds up to the final questions. These can be set as homework and students can be given the same one with the aim to beat their first score. Recently Richard Kennett (@Kenradical) came up with the idea of giving exam questions with options about how to answer the question, leading to discussions about the best way to answer particular exam questions, which I am dying to try out.

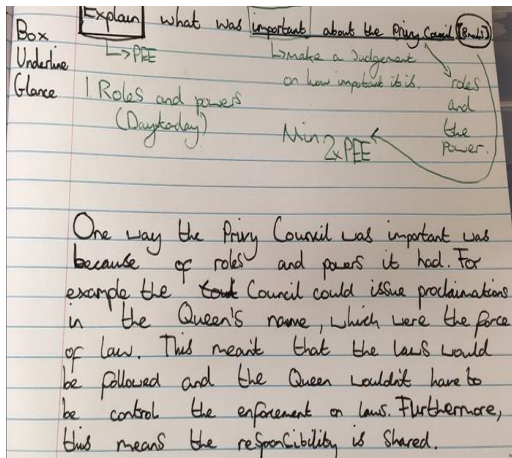
# Improving Exam Skills

Getting students to understand the needs of different question and then be able to plan and answer these effectively is one of the hardest tasks for any teacher. Below we have collated a few ideas to try out. For more examples check out Lucy Ryall's blog entry [here](#).

## Decoding & BUGing

Give students an exam question, then using the acronym BUG, they must decode it to help with their understanding. Have the students annotate the question so you can see their thought process. They must then annotate these three steps with their own knowledge and what it actually means. You can do this with them on the board or using a visualiser the first few times to ensure that they understand.

**B - Box** the command words  
**U - Underline** the knowledge focus  
**G - Glance** at the marks



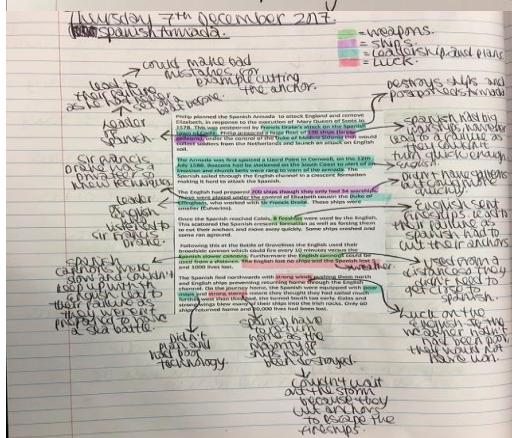
## Upscaling

Students have to upgrade and annotate a weak model answer and have to explain what is good and needs to be improved and then tasked with making the improvements themselves writing our their own improved paragraph.

You could use the structure of

**Bin it** - removing incorrect facts or poor structure.  
**Build it** - what needs to be improve and then improve it  
**Keep it** - Correct facts and good structure.

Students can highlight these three features in different colours and then annotate.



## Fact Selection

This can be a great starter activity, students are given an exam question and have to work out which of the facts given is relevant and can be used in an answer. This helps recap knowledge but also check comprehension of questions.

Students can be challenged to come up with their own facts that aren't provided, and questioned on particular facts to check for misconceptions. You can also sneak in false facts which they must correct as well.

**Key words**  
 Civil Rights  
 Martin Luther  
 Black Power  
 NOW  
 Women's Liberation

**Title: Recap and Revision**

**Starter: Decide which facts are relevant to the question**

Which of the following achieved more in the 1960's and 70's?

- campaigns to improve the rights of African-Americans
- campaigns to improve the rights of women

Brown vs Board of Education saw the supreme court overturn segregation in schools	Marches were organised through Washington and Alabama.	The Feminine mystique became a best-seller, in 1963,	Roe vs Wade saw Abortion legalised
The anti-feminist movement STOP ERA (Equal Rights Amendment) led by Phyllis Schlafly	The Presidential Commission on the Status of Women found Only 4 per cent of lawyers were women	The Civil Rights act saw the right to vote protected	National Organisation for Women's won over \$30 million in back-pay owed to women who had not been given equal wages to men.

## Structure Strips

These took the twitter world by storm a while back but we only just tried them out. To teach students how to structure their answers, create a strip that provides prompts including how it should be structured and phrases they should use.

Students then tick of each section as they write to ensure they have done it, or this can be done afterwards to check if they have actually done it.

**Challenge Task: What other facts should be included?**

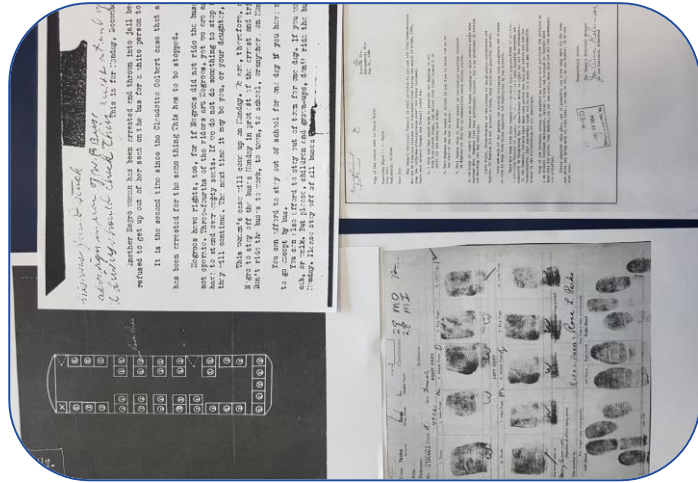
To describe the campaigns of African Americans and the Women's movement  
 To explain the impact and successes of different campaigns in America

Consequence Question Guidance	Consequence Question Guidance	Consequence Question Guidance	Consequence Question Guidance	Consequence Question Guidance	Consequence Question Guidance
Identify & Explain Clearly identify two consequences Explain each using examples and detail Tick off each box you go through	Identify & Explain Clearly identify two consequences Explain each using examples and detail Tick off each box you go through	Identify & Explain Clearly identify two consequences Explain each using examples and detail Tick off each box you go through	Identify & Explain Clearly identify two consequences Explain each using examples and detail Tick off each box you go through	Identify & Explain Clearly identify two consequences Explain each using examples and detail Tick off each box you go through	Identify & Explain Clearly identify two consequences Explain each using examples and detail Tick off each box you go through
Paragraph One Identify your first consequence 'One consequence of... was...' Explain it using specific detail and examples Use analytical language such as 'this led to'	Paragraph One Identify your first consequence 'One consequence of... was...' Explain it using specific detail and examples Use analytical language such as 'this led to'	Paragraph One Identify your first consequence 'One consequence of... was...' Explain it using specific detail and examples Use analytical language such as 'this led to'	Paragraph One Identify your first consequence 'One consequence of... was...' Explain it using specific detail and examples Use analytical language such as 'this led to'	Paragraph One Identify your first consequence 'One consequence of... was...' Explain it using specific detail and examples Use analytical language such as 'this led to'	Paragraph One Identify your first consequence 'One consequence of... was...' Explain it using specific detail and examples Use analytical language such as 'this led to'
Paragraph Two Identify your second consequence 'A further consequence of... was...' Explain it using specific detail and examples	Paragraph Two Identify your second consequence 'A further consequence of... was...' Explain it using specific detail and examples	Paragraph Two Identify your second consequence 'A further consequence of... was...' Explain it using specific detail and examples	Paragraph Two Identify your second consequence 'A further consequence of... was...' Explain it using specific detail and examples	Paragraph Two Identify your second consequence 'A further consequence of... was...' Explain it using specific detail and examples	Paragraph Two Identify your second consequence 'A further consequence of... was...' Explain it using specific detail and examples

# Tweets that caught our eye

Source investigation into the Montgomery Bus Boycotts. Second time teaching the new GCSE spec and making a real effort to move away from the text book.

@Missddance



Sir, do you mind if we revise using your revision cards after school" – no problem! Great effort from year 11

@HisTeach55



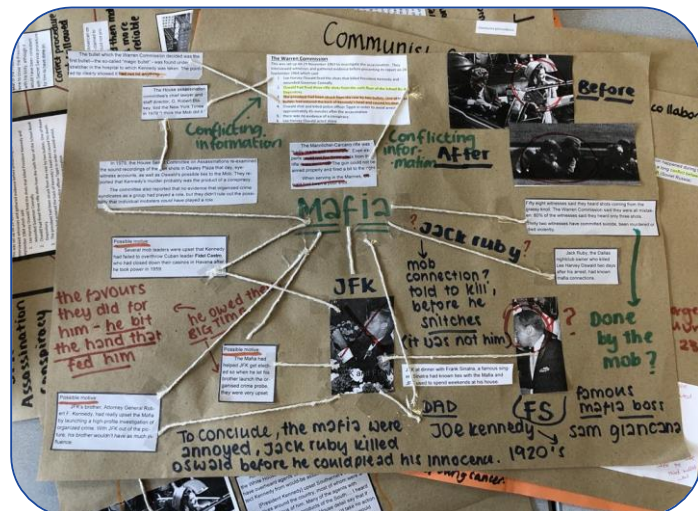
Introducing quick revision techniques to Year 10 today, looking at key factors in Power and the people. Task of how many factors they can link to events in 5 minutes.

@gemmahistory



Brilliant history mystery work on the JFK assassination

@SPBeale



Using games based learning – Elizabethan Snooker! The questions get progressively harder to answer (pot) as you work your way through the coloured snooker balls

@worchesterjonny

**The Rules**

- The pupils must work in pairs. **Ball One** will continue to be used until they don't answer a question. **Ball Two** will then take his/her turn.
- The pupil must put a red first. Once they have put a red they must put colour. A maximum of **two** questions per colour can be put.
- Once all of the balls are putted they must start to put the colours in numerical order (1-7) green, yellow, blue, pink and black.

**1 (Red)**

- Where did Elizabeth become queen?
- Who was her husband?
- How was the Spanish Armada?
- What was the Treaty of Brétigny?
- Who fought the King of France's death?
- Who was called children go to school?
- Who was Martin and Elizabeth?
- Who was the Treaty of London?
- Who was a supporter?
- Who was the Treaty of Brétigny?

**2 (Yellow)**

- Name five things that Tudor and Stuart monarchs did.
- Who was the first English monarch to be crowned?
- Name five things about Elizabeth I.
- Who were the original documents that improved Elizabethan law making?
- Who were the people who were called 'the poor'?
- Who were the people who were called 'the rich'?
- Who were the people who were called 'the middle class'?

**3 (Green)**

- Describe the features of the Elizabethan Parliament.
- Describe the features of the House of Commons.
- Describe the features of Elizabethan towns.
- Describe the features of Elizabethan cities.
- Describe the features of Elizabethan villages.
- Describe the features of the Elizabethan countryside.

**4 (Blue)**

- Describe why Elizabethan law was called 'the law of the land'.
- Describe the challenges Elizabethan law had to deal with between 1558 and 1603.
- Describe why Elizabethan law was called 'the law of the land'.
- Describe why the Spanish Armada failed.
- Describe why the Spanish Armada failed.
- Describe why the Spanish Armada failed.

**5 (Pink)**

- Describe the features of the Elizabethan countryside.
- Describe the features of the Elizabethan countryside.
- Describe the features of the Elizabethan countryside.
- Describe the features of the Elizabethan countryside.
- Describe the features of the Elizabethan countryside.
- Describe the features of the Elizabethan countryside.

**6 (Black)**

- The success of Elizabeth's foreign policy was due to her ability to be 'the mirror in which Europe beheld itself'.
- Describe the main cause of the death of the Northern Earls in 1569-70. How far do you agree?
- Elizabeth's religious settlement was a successful compromise. How far do you agree?
- The threat of invasion was Elizabeth's main problem when she became queen in 1558. How far do you agree?

Extent-o-metre to judge importance, pupils have found this really helpful!

@KKNTEachLearn

**The Extent-o-metre**

Which criteria will you use to make a judgement?

How much?	How far do you agree?	How important?	What impact?
100%	Totally	Extremely	Radical
80%	Strongly	Major	Significant
60%	Quite strongly	Substantial	Considerable
50%	Undecided	Quite	Moderate
40%	Some extent	Somewhat	Partial
20%	Slightly	Minor	Little
0%	Not at all	Irrelevant	Not at all

Identify which criteria you are going to use, colour in the thermometer to the appropriate point, and write a paragraph to explain your decision.

## Upcoming Teaching Events

There are so many amazing teaching events, here a few that have peaked our interest:



LGBTed  
2/6/2018

Find out more!



#TMSouthHistorians  
23/06/2018

Find out more!



Chalke Valley History  
Festival  
25/06/2018–1/7/2018

Find out more!



#pedagogoohamshire18  
15/09/2018

Find out more!

We want to hear from you! Email us: [tmsouthhistorians@outlook.com](mailto:tmsouthhistorians@outlook.com)

- Have you seen a Tweet that deserves a shout out? Let us know!
- Is there a Twitter Teacher that people must follow? Let us know!
- Have you read a great history book or T&L book? Why not write a review to share with us?
- Got an idea you want to share, why not share it in our T&L Times or Blog