

BOOK 3, UNIT 6, THE VICTORIAN EMPIRE

<p>Textbook:</p> <ul style="list-style-type: none"> • <i>Modern Britain 1760-1900 (Collins 'Knowing History' series)</i>, Unit 6: The Victoria Empire 	<p>Writing focus:</p> <ul style="list-style-type: none"> • Response to secondary sources, identifying what is a historian's interpretation of an event. 	<p>Final Assessment:</p> <ul style="list-style-type: none"> • Essay entitled: 'The British Empire was a global force for good.' Do you agree with this statement? • To be answered with explicit reference to other historians' interpretations
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1	Reading	How did Queen Victoria come to symbolise the British Empire?	Recap	<ul style="list-style-type: none"> • Selection of quizzing questions from Units 1 and 2 in <i>Modern Britain 1760-1900</i>, reviewing the global extent of the British Empire by the end of the eighteenth century, in particular India, North America, and Australia. 	
			Reading	<ul style="list-style-type: none"> • 'Queen Victoria', pages 66-67 of <i>Modern Britain 1760-1900</i> (Collins 'Knowing History' series). 	
			Keywords	<ul style="list-style-type: none"> • Imperialism A national policy of pursuing, expanding and celebrating an Empire • Great Exhibition International exhibition celebrating industry and culture held in 1851 • Crystal Palace Large iron and glass structure built in Hyde Park in 1851 	
			Images	<ul style="list-style-type: none"> • Decorated map of the British Empire, 1886 • 'The Royal Family in 1846' by Franz Xaver Winterhalter • Images of the Crystal Palace and the Great Exhibition • Poster of 'The war in the Soudan' from 1897. 	
			Activity	<ul style="list-style-type: none"> • Create a detailed timeline of Queen Victoria's life, with entries for 1837, 1840, 1851, 1861, 1876, 1897, and 1901. • Answer the following two 'Check your understanding' questions: <ol style="list-style-type: none"> 1. How did technological change alter the British public's awareness of Empire? 2. How did theories of racial supremacy change British attitudes towards Empire? 	
2	Writing	What interpretation does the historian Lawrence James present of the British Empire?	Recap	<ul style="list-style-type: none"> • The reign of Queen Victoria, and the way in which she came to symbolise the British Empire. • Queen Victoria's Diamond Jubilee in 1897. 	
			Images	<ul style="list-style-type: none"> • Map showing the location of Khartoum and the Sudan. • Image of General Gordon. 	
			Activity	<ul style="list-style-type: none"> • Introduce the enquiry for this unit: whether or not the British Empire was a global force for good. Explain that, today, there remain many different <i>interpretations</i> of this historical question. • In order to understand some of the details in the extract, give a short explanation of General Gordon and the Sudan Campaign. This is also covered later in the unit with 'The Scramble for Africa'. • As a whole class, read and annotate extract from Lawrence James's <i>The Rise and Fall of the British Empire</i>, describing Queen Victoria's Diamond Jubilee. Discuss what interpretation of Queen Victoria and the British Empire James presents. Worksheet A. 	

			Extended writing	<ul style="list-style-type: none"> Two paragraph answer to the question, ‘What interpretation does the historian Lawrence James present of Queen Victoria and the British Empire?’ 	
			Homework	<ul style="list-style-type: none"> Read ‘Prince Albert’s Crystal Palace’ (from Robert Lacey’s <i>Great Tales from English History</i>). 	
3	Reading	Why did the people of India rebel against British rule in 1857?	Recap	<ul style="list-style-type: none"> Questions 1-10 from the Knowledge Organiser. The British colonisation of India under the East India Company during the eighteenth century. Revisit some quizzing questions on Clive, the Battle of Plassey, and so on. 	<ul style="list-style-type: none"> Take in books to mark.
			Reading	<ul style="list-style-type: none"> ‘Indian Rebellion’, pages 68-69 of <i>Modern Britain 1760-1900</i> (Collins ‘Knowing History’ series). 	
			Keywords	<ul style="list-style-type: none"> Sutti The Hindu custom of widows throwing themselves on their husband’s funeral pyre Civil service The permanent staff of a government, responsible for administering the country Sepoy An Indian soldier serving in the British Indian Army Mutiny Rebellion against authority, often soldiers or sailors against their commanding officers Raj Term for British ruled India from 1858 until Indian Independence in 1947 	
			Images	<ul style="list-style-type: none"> Map showing the expansion of British rule in India from 1767 to 1857. Portrait of Colonel James Skinner, as an example of mixed-race relationships in eighteenth century India. The 93rd Sutherland Highlanders, November 1857 during the Indian Mutiny ‘Suppression of the Indian Revolt by the English’, a painting by Vasily Vereshchagin, 1884. 	
			Activity	<ul style="list-style-type: none"> Answer five ‘Check your understanding’ questions on the Indian Rebellion. 	
4	Writing	What interpretation does the historian William Dalrymple present of the Indian Rebellion?	Recap	<ul style="list-style-type: none"> The story of the Indian Rebellion, focusing on both its causes and the British response. 	
			Activity	<ul style="list-style-type: none"> Watch ‘Rule Britannia’ on timelines.tv. As a whole class, read and annotate extract <i>The Last Mughal: The Fall of Delhi, 1857</i> by William Dalrymple, describing the outcome of the Indian Rebellion. Worksheet B. 	
			Images	<ul style="list-style-type: none"> Bahadur Shah Zafar, the last Mughal Emperor Photograph of Sultana Begum. She is the great grand daughter-in-law of the last Mughal Emperor of India, but lives on a basic pension of £60 a month. Her family’s home is a two-room hut in a bleak shantytown in Kolkatta. 	
			Whole-class feedback	<ul style="list-style-type: none"> Feedback on any common errors in recent work, ‘What interpretation does the historian Lawrence James present of Queen Victoria and the British Empire?’. 	
			Extended writing	<ul style="list-style-type: none"> Two paragraph answer to the question, ‘What interpretation does the historian William Dalrymple present of the Indian Rebellion?’ 	
			Homework	<ul style="list-style-type: none"> Revise questions 1-20 from the Knowledge Organiser. 	
5	Reading		Test	<ul style="list-style-type: none"> Questions 1-20 from the Knowledge Organiser. Teacher take in the mark /20. 	<ul style="list-style-type: none"> Take in mark /20 for test.

		What caused the Irish potato famine?	<p>Recap</p> <ul style="list-style-type: none"> • The British in Ireland, including Henry VIII, Oliver Cromwell, and the Britain’s response to the United Irishmen uprising. <p>Reading</p> <ul style="list-style-type: none"> • ‘Ireland and Home Rule’, pages 70-71 of <i>Modern Britain 1760-1900</i> (Collins ‘Knowing History’ series). <p>Keywords</p> <ul style="list-style-type: none"> • Absentee landlords Landowner who does not live nearby and rarely visits the property they let • Tenant Someone who occupies land or property rented from a landlord • Irish Republican Brotherhood Secret organisation formed by Irish nationalists • Home Rule Policy advocating that Ireland regains its own government, and own Parliament <p>Images</p> <ul style="list-style-type: none"> • Map of the British Isle to demonstrate the impact of the 1800 Act of Union • Images of rural poverty in 19th century Ireland – contemporary sketches • Graph showing the population of Ireland from 1800 to today <p>Activity</p> <ul style="list-style-type: none"> • Answer five ‘Check your understanding’ questions on ‘Ireland and Home Rule’. 	<ul style="list-style-type: none"> • Take in books to mark.
6	Writing	What interpretation does the writer Brendan Graham present of the Irish potato famine?	<p>Recap</p> <ul style="list-style-type: none"> • The causes and the consequences of the Irish potato famine. <p>Activity</p> <ul style="list-style-type: none"> • As a whole class, study and annotate extract from Brendan Graham’s article in the <i>Independent</i> from 1998, explaining the British role in the Irish potato famine. Worksheet C. • Focus in particular on Graham’s claim, “The Almighty, indeed, sent the potato blight, but the English created the famine.” <p>Whole-class feedback</p> <ul style="list-style-type: none"> • Feedback on common errors from recent work, ‘What interpretation does the historian William Dalrymple present of the Indian Rebellion?’ <p>Extended writing</p> <ul style="list-style-type: none"> • Two paragraph answer to the question, ‘What interpretation does the writer Brendan Graham present of the Irish potato famine?’ <p>Homework</p> <ul style="list-style-type: none"> • ‘Wake up, Britain. Should the empire really be a source of pride?’ by David Olusoga, <i>The Guardian</i> (2016) 	
7	Reading	How did the British spread their power during the ‘Scramble for Africa’?	<p>Recap</p> <ul style="list-style-type: none"> • Questions 21-30 from the Knowledge Organiser. • The role of private companies, such as the East India Company, in the expansion of the British Empire. <p>Reading</p> <ul style="list-style-type: none"> • ‘The Scramble for Africa’, pages 72-73 of <i>Modern Britain 1760-1900</i> (Collins ‘Knowing History’ series). <p>Keywords</p> <ul style="list-style-type: none"> • Suez Canal Man-made shipping route, connecting Mediterranean Ocean with India Ocean • Puppet Government Situation where a country’s ruler is controlled by an outside power • Cape Colony British colony on the southern tip of the African continent, gained in 1814 • Boers Descendants of Dutch-speaking settlers in Southern Africa <p>Images</p> <ul style="list-style-type: none"> • Map of Africa by 1900, showing colonisation by European powers. • Photograph and map of the Suez Canal, to demonstrate impact on trade with East Asia. 	<ul style="list-style-type: none"> • Take in books to mark.

				<ul style="list-style-type: none"> • Photograph of nineteenth-century British troops using a Maxim gun. • Photograph of Boer Commandos 	
			Activity	<ul style="list-style-type: none"> • Answer the five 'Check your understanding' comprehension questions on 'The Scramble for Africa'. 	
8	Writing	What interpretation does the historian Amia Srinivasan present of Cecil Rhodes?	Recap	<ul style="list-style-type: none"> • The spread of British power during the Scramble for Africa, in particular the role played by private companies and individuals such as Cecil Rhodes. 	
			Activity	<ul style="list-style-type: none"> • Timelines tv video on the British in Africa? • Give some background to the national debate prompted by the 2016 'Rhodes Must Fall' campaign at Oxford University. • As a whole class, study and annotate extract from Amia Srinivasan's article in the <i>London Review of Books</i> from 2016, in support of the Rhodes Must Fall campaign. Worksheet D. 	
			Images	<ul style="list-style-type: none"> • The 'Big Hole' in Kimberly • 'The Rhodes Colossus' 	
			Whole-class feedback	<ul style="list-style-type: none"> • Feedback on common errors from recent work, 'What interpretation does the writer Brendan Graham present of the Irish potato famine?' 	
			Extended writing	<ul style="list-style-type: none"> • Two paragraph explanation answering the question: 'What interpretation does the historian Amia Srinivasan present of Cecil Rhodes?' 	
			Homework	<ul style="list-style-type: none"> • Revise questions 21-40 from the Knowledge Organiser. 	
9	Reading	How did the British rule their Empire?	Test	<ul style="list-style-type: none"> • Questions 21-40 from the Knowledge Organiser. Teacher take in the mark /20. 	<ul style="list-style-type: none"> • Take in mark /20 for test. • Take in books to mark.
			Recap	<ul style="list-style-type: none"> • Recap on the importance of trade in the 18th century Empire, and how the Empire was born out of trading routes with other parts of the world. 	
			Reading	<ul style="list-style-type: none"> • 'Ruling the Empire', pages 74-75 of <i>Modern Britain 1760-1900</i> (Collins 'Knowing History' series). 	
			Keywords	<ul style="list-style-type: none"> • Pax Britannica Long period of international peace, overseen by the British Empire • Cash crops Crops farmed to be sold commercially, and not for the farmer's own use • Settlement colonies Colony in which native population is outnumbered by foreign arrivals • Dependent colonies A colony in which a small number of officials rule a large native population • Concentration camps A camp where a government forces an enemy population to live 	
			Images	<ul style="list-style-type: none"> • Indian railway line • Photographs from the 1876 Great Famine (though they can be quite disturbing) • Map of Cape Colony and the Independent Boer States • Photographs from Boer War Concentration Camps, such as one of Lizzie van Zyl 	
			Activity	<ul style="list-style-type: none"> • Introduce the conundrum of how, in the words of Niall Ferguson, a 'small archipelago' off the northwest shore of Europe managed to govern one quarter of the world's landmass as part of a single Empire. • Answer the five 'Check your understanding' comprehension questions. 	

10	Writing	What interpretation does the historian Niall Ferguson present on the global impact of the British Empire?	Recap	<ul style="list-style-type: none"> Different forms of government, and the possible ways in which a Britain ruled its colonies. 	
			Activity	<ul style="list-style-type: none"> As a whole class, study and annotate an extract from the 'Introduction' to <i>Empire: How Britain Made the Modern World</i> by Niall Ferguson. Worksheet E. Give some background as to who Niall Ferguson is, and the impact of the publication of his book <i>Empire</i> in 2003. 	
			Whole-class feedback	<ul style="list-style-type: none"> Feedback on common errors from recent work, 'What interpretation does the historian Amia Srinivasan present of Cecil Rhodes?' 	
			Extended writing	<ul style="list-style-type: none"> Two paragraph explanation answering the question: 'What interpretation does the historian Niall Ferguson present on the global impact of the British Empire?' 	
11	Revision	'The British Empire was a global force for good.' Do you agree with this statement?	Recap	<ul style="list-style-type: none"> Questions 41-50 from the Knowledge Organiser 	
			Activity	<ul style="list-style-type: none"> Discuss the debate over whether the British Empire was a 'force for good'. Juxtapose David Olusoga's view against Niall Ferguson's view, and see which view pupils agree with most. Talk through success criteria detailed on the reverse of the planning sheet, Worksheet F. Remind pupils of common errors from previous assessment essay, and hand out their previous assessment essays to read through. Use planning sheet to plan essay, 'The British Empire was a global force for good.' Do you agree with this statement? 	
			Homework	<ul style="list-style-type: none"> Finish planning essay ready to write it for next lesson, and complete independent research on the topic. 	
12	Assessment		Writing	<ul style="list-style-type: none"> Write assessment essay, 'The British Empire was a global force for good.' Do you agree with this statement? in class, 55 minutes. 	<ul style="list-style-type: none"> Take in assessment essay to mark.