**Lesson Plan**

Title: Differences in Attitudes towards Huguenot Immigrants (1500-1750)

Lesson objectives:

* To know when and why Huguenots immigrants came to Britain
* Using two sources, say what we can learn about attitudes towards them
* To explain why the sources show differing attitudes towards Huguenots in Britain

Activities (note: resources can be found on corresponding PowerPoint and handout):

**Starter – slide 2**

Pupils list the arguments they have heard for and against immigration. This will need careful framing to avoid controversial arguments from being articulated in inappropriate ways (for advice on how to navigate tricky conversations on migration, see ‘How to talk about migration’ on the OMS website). Pupils can refer back to the lists they produce when they are considering attitudes towards the Huguenots in Britain in the late 1600s and early 1700s.

**Task 1 – slide 3 – objective 1**

Pupils read the text **Huguenot Immigration to Britain** and answer the questions. *The questions can be rephrased, or the number reduced, depending on the teacher’s preference and in order to make the task shorter or simpler.*

**Task 2 – slides 4-7 – objective 2**

Pupils are given copies of the sources and introduced to them, with their contexts explained. Pupils complete the table for each source identifying each source’s origin, what can be learnt from it and/or what its messages are, and its purpose. *This can be teacher led, completed independently after a class discussion or scaffolded by the teacher.* This information leads into a discussion of the question in task 3.

**Task 3 – slide 8 – objective 3**

Pupils consider the question **Why do these two sources show differing attitudes towards Huguenots in Britain?** Pupils summarise the attitudes shown towards the Huguenots in each source. *The three reasons for the differences can be given or elicited depending on time and the ability of the class.*

Pupils then describe the differences (in purpose, origin and date) and explain how they help us to explain the differences in attitudes shown.

Pupils can then complete the question in class or as homework, with the table acting as an essay plan for their responses.