**Lesson Plan**

**\*This lesson is designed to be delivered at the end of pupils’ study of Irish migration in Britain in the 19th century, as the final tasks draw on prior knowledge of the topic\***

Title: Irish migrants in 19th century Britain

Lesson objectives:

* To know how the relationship between Ireland and Great Britain changed in 1800
* To describe two representations of 19th century Irish migrants to Britain
* To assess how far you agree with these representations

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

**Starter – slide 2-3**

Pupils say how the migrants in the painting are represented, as a way into discussing the concept of ‘representation’, and are encouraged to analyse how this representation has been constructed. This task could be simplified by asking pupils to write down adjectives to describe the migrants and scaffolded into sentences that describe the representation of them. Explain that pupils will return to the concept of representations later in the lesson

**Task 1 – slides 4-5 – objective 1**

Pupils watch an excerpt of the video by David Feldman (2:12 – 3:26) and answer the three questions that follow – can be done as a written task or as a teacher-led question and answer. The map on slide 4 can be used to clarify for pupils the relationship between the various parts of the British Isles and how these relationships have changed over time.

**Task 2 – slides 6-8 – objective 2**

Pupils are given copies of the sources and introduced to them, with their context explained (slide 6). Pupils complete the first part of the table on slide 9 for each source describing the representations of Irish migrants in each source. *This can be teacher led, completed independently after a class discussion or scaffolded by the teacher.*

**Task 3 – slide 9 – objective 3**

Pupils consider the question **Which representation is more accurate and why?** Pupils assess how accurate they think each representation is, based on their prior study of Irish migrants and their experiences. *This can be teacher led, completed independently after a class discussion or scaffolded by the teacher.*

Pupils then decide which representation they consider to be more accurate and explain why.

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