

Lady Anne Clifford EDUCATION PACK

LEVERHULME FUNDED PROJECT

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Lady Anne Clifford's Great Books

Teacher's Introduction

This pack of materials provides a new resource for teachers and pupils investigating the Great Books of Lady Anne Clifford.

The aim is to provide children with extracts from the Books, sometimes described as Anne Clifford's diaries, that tell us about life in the seventeenth century. The pack includes a range of background information and activities for use in the classroom. Although aimed primarily at Key Stage 2, many of the ideas could be used with older children. The pack includes:

- Practical ideas
- Enquiry based approaches to learning
- Suggestions for work in a variety of subjects

All the resources focus on Lady Anne Clifford, the Great Books and the contribution they can make to a broad and balanced curriculum.



The Leverhulme Trust

Further copies of this pack and information about the Lady Anne Clifford project can be obtained from:

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Introduction

This pack presents a number of resources and activities that will help teachers and pupils work in the classroom and on site. The focus on investigative approaches allows teachers to look in a more flexible way at planning the curriculum. Site visits are also highlighted as the ideal way of both extending the curriculum and adding the enjoyment and interest that stimulates learning.

Pupils are the conservationists of the future we need to invest in their education about our cultural past so that they in turn will help preserve and enjoy their local and national heritage.

This is also a pack about the importance of investigating the role of women in history, an area too often missed from the curriculum.

Activity and Information sheets

A Gatefold template
B See hear smell think say
C Life in Stuart times
E Do you keep a diary?
F Design a scarf or tie
G The Rich and Poor

H Time Line cards
I Portrait questions
J Portrait questions AC
K Transcribing a letter
L The Great Picture

Local History

The writings of Lady Anne Clifford can be used by any school but pupils who live in the areas where Anne lived in the seventeenth century are going to find the work more immediately interesting and relevant because they might know Knole and Sevenoaks, Skipton, Appleby, Brough, Brougham and other places in the North West.

The story of Lady Anne could also be set in a wider context of Women's History. An interesting starting point for teachers is the English Heritage web site with its focus on women's history and historic sites .

<http://www.english-heritage.org.uk/discover/people-and-places/womens-history/>

'Women's immense contribution to society has often been made invisible by a historic lack of social status and confinement to the home. The social, political and architectural history imprinted in the buildings around us has, in previous centuries, largely been recorded as the story of man.

However, women's achievements and experience have left a deep impression on the historic environment. Once exposed, this can help to fill in the gaps left by previous generations' recording of history to reveal a host of fascinating and inspirational stories.'

Planning your Project

Project work can be highly motivating for pupils. Combined with the stimulus of classroom resources or a visit, a project can provide a personalised learning journey for each pupil. For a project to be effective and rigorous it should include key questions that lead pupils through a research pathway that is a balance of knowledge, skills and understanding.

Introducing the project and its various stages is important so that pupils have a clear picture of what they will be doing, why they are doing it and what is expected of them. Openness about the work and discussion at each stage will encourage an effective pupil voice linked to clarity about the purpose of the work.

When using these resources it is important to consider:

- how they will fit into the curriculum.
- how the Great Books and diaries can be used as an historic resource. There are also supporting materials that can be used to supplement the period and encourage children to use a variety of sources of evidence for their study
- how the investigations can suggest a range of questions. Investigative questions should form the basis of any study. For example, 'What do the diaries tell us about life in the seventeenth century?' Why is studying Anne Clifford important?'
- how there are numerous skills that can be developed in a biographical study.
- how much interest and enthusiasm may develop using someone with local association in the existing schemes of work.

Planning the work and setting it in context is very important. The context for work in history is the historical time frame with an understanding of national and local history as well as the role of the individual. Planning investigative work requires some careful thought about key questions that start with what the children know and understand.

- Who was Anne Clifford and when did she live?
- Who were the Clifford family and where did they live?

- What are the Great Books?
- What was everyday life like at Knole House?
- How did life change for Anne when she gained her inheritance?

Site Visits

For some schools it will be possible to visit sites associated with Lady Anne Clifford.

Knole House, Sevenoaks	Abbot Hall Art Gallery in
Skipton Castle	Kendal
Brough Castle	Almeshouses, Appleby
Brougham Castle	St Laurence's Church,
The Countess Pillar near	Appleby
Brougham	

Work preliminary to a visit is vital. Some introduction to the skills and information about the site is essential. For example, if art is to be the focus of the visit pupils should experiment with pens, pencils or paints that they will be using on site so that they are familiar with the techniques of using tone, colour and line.

Before the visit ask the guide or curator what their ground rules are and the sort of activities they might offer. Be very clear about what you need from the visit for the children.

If it is your first visit to the site look for:

- Features that tell the story of the building or site
- Aspects of the site that are related to your classroom work
- Features that explain how the building or site was used by people over time
- Things that the children will relate to through modern equivalents
- Interesting details
- Aspects of the site where children can work out that things have changed over time

On site the pupils need to record information and observations without spending all their time with their noses in a worksheet. Getting a good balance is important between looking, getting the children to see the details and making inferences and recording.

Making use of digital camera can help record very quickly a wide range of details that can then be used for reference and display following the visit.

Throughout the investigation pupils should be encouraged to talk about their experiences and where possible their curiosity should be encouraged and developed.

Highlighting the nature of a site is also important, bringing to the fore how people lived and the ways that people in the past used buildings. Most sites have education materials and collections of documents and ephemera related to the owners and tenants. The English Heritage web site is especially helpful, for example: <http://www.english-heritage.org.uk/discover/people-and-places/womens-history/anne-clifford/>

Evaluating the visit is important for both staff and pupils. Back in school, after the visit, pupils should be encouraged to make an assessment of not just whether they enjoyed the experience but specifically what they have learnt. This will be easier for the children to express if the learning intentions are clear and have been reinforced throughout the investigation.

Site visits can help:

- encourage observation, recording and deduction.
- to relate how buildings and their uses have changed over the years.
- to provide the three-dimensional evidence to reconstruct how the building was used.
- pupils understand the social and working conditions in the past
- providing a context for discussing difficult issues related to development conservation and reconstruction
- to enable pupils to use a variety of historical sources including documentary, pictorial, oral and archaeological evidence
- develop the ability to communicate information, observations and conclusions about an historic site
- the understanding of cause and effect related to historic buildings
- to understand the context of the historic site, its chronology and the sequence of events that took place on the site and the broader historical context of the site

- to show the strengths and weaknesses of archaeological remains as historical evidence
- an appreciation of competing claims of preservation
- the understanding of prestige and utility as factors in building design
- the understanding of change, continuity, development and stagnation

Remember... always prepare carefully for a site visit. Refer to your visits policy and check the risk information sheets that are available at many of the sites mentioned in the text.

Case Study: Investigative project based learning in Kent

The core of a good investigative project should focus on children developing their literacy skills in partnership with historical enquiry that builds their knowledge and understanding. Finding an interesting question, issue, challenge, dilemma or mystery can result in a disproportionate improvement of children's basic skills in both literacy and history. Choosing something that is interesting and difficult makes an appreciable difference to the standard of work produced by the children.

The ideal duration of a project is about 5 or 6 weeks, one hour a week. This template has worked well for the last six years in working with Kent schools. Reports and details of projects can be found on the History to Literacy project web site. <http://www.history2literacy.co.uk/#>

Using ICT to support historical and archaeological enquiry adds significantly to the effectiveness of any work in or outside the class. With literacy as an important element in association with history this approach provides very effective cross-curricular project-based learning. Most importantly the children were given a task to complete a product by the end of the project. This was often a piece of extended writing but it could equally be a Powerpoint presentation, a play or a story. The effect of having a key question is to reduce the research path, the amount that needs to be covered. The product, for example writing a story, ensures that the purpose of the project is clear and the outcome for the children is made very plain. For assessment purposes this also allows the work to be marked. In some cases pupils were sufficiently motivated to produce work beyond their target grades. See the learning outcomes and details of the Crabble Mill Project at http://microsites.segfl.org.uk/view_project.php?id=27

Start the project with 'something different', an immersion activity that grabs the interest of the children and prompts an enquiry question that can then form the spine of the work for the rest of the project.

The ideal situation is for children to visit a site, but if this is not possible a lesson using a painting, objects, a film or a visitor to school can provide a similar impact. In Kent the work on site begins with what we call an immersion day that usually includes a brief introduction to the project followed by six activity-based workshops in the morning. In the afternoon the sessions focus on literacy work. Whenever possible the children are provided with a mystery. At Lullingstone Roman Villa they had to work out what had caused 'The strange death of Ludicrous Cantiacus'. At Bayham Abbey they had to solve the 'Mystery of the missing relics' and at Richborough their work on the Romans and Anglo-Saxons told the story of the 'Invaders at dawn'.

In the five weeks that follow the start of the project the children use a wide range of ICT tools and equipment to research and write their stories. The seamless use of ICT by both teachers and pupils at every stage can help enormously. For example, the work by class teachers to enable the children to record details of their visits to the sites using digital media. In Kent video conferencing has been used to talk to experts who have also given time to blog with the pupils. Using an expert or running a special activity in week two or three of a project helps reinforce the pupils' knowledge of the question they are researching. This improves their knowledge of the project and the standard of their work. By the end of the investigation some children have made their own podcasts others have written their stories and published them online.

The use of visualisers has been a particular success, as the Education Officers at the "Canterbury Archaeological Trust" were able to use them, to show the children archaeological artefacts and answer their questions whilst looking together at real objects. English Heritage staff from the National Monuments Record also provided support materials and expertise. Consultation with local and national experts added an extra dimension to the excitement of the enquiries. These activities were also complemented by the availability of museum boxes of original archaeological artefacts. Check with your local museum to see what they can provide. Museum resources allow the children to not just see but to handle real artefacts. This makes a major contribution to their understanding of the process of enquiry, what can be learnt about the past and the provisional nature of some of the evidence.

The response by both teachers and pupils has shown that the investigation-based structure used provides not just 'excellence and enjoyment' but also an improvement in children's writing. Their effective use of ICT can be developed and their understanding of the history and archaeology extended. For the teachers, the activities and the planning template made projects realistic and effective in getting the best from their pupils.