

## CALCH LESSON PLAN

Subject	Unit	Lesson	Key stage
History	2	Rocks, roads and riots	KS2/3
<p><b>Learning objectives:</b> By the end of this lesson pupils should learn:</p> <ul style="list-style-type: none"> <li>• Some pupils will understand why people in Wales were so dependent on roads.</li> <li>• Most pupils will understand the reasons why the Rebecca Riots took place between 1839-43.</li> <li>• All pupils will understand the desperation of the farmers and the high tolls on the roads.</li> </ul>			
<p><b>Keywords:</b> Rebecca riots, rioting, lime, tolls, toll gates.</p>			
<p><b>Introduction:</b></p> <p>For older pupils could start with an image of rioting in London, asking the question ‘Was the rioting justified?’ Following this pupils could be asked if ‘Is rioting ever justified?’</p> <p>For younger pupils – pupils could each be given a sweet (preferably a wrapped coin) on entry to the classroom (told not to eat) Teacher as an introduction levies tolls on pupils for unfair things. I.e. Asking to go to the toilet, forgetting a book or borrowing a pen.</p>			<p><b>Timings</b> (Based on 60 min)</p> <p><b>5-10 mins</b></p> <p><b>5-10 mins</b></p>
<p><b>Main :</b></p> <p>PowerPoint introduction to the Rebecca riots and why the rioters acted as they did. Cover the key points of the riots.</p> <p>Thinking about the Black Mountain quarries pupils are shown a map of routes over the mountain. Why were so many different routes created? Pupils should write the answer in their books.</p> <p><b>Activity one – Classroom debate</b></p> <p>Choose half of the class pupils as Rebecca rioters and given an information sheet on the riots and why they acted as they did. Other classroom pupils are given the opposing side of the argument as the police. Pupils to hold a classroom debate on the riots and whether they were justified. Use the following questions during the debate.</p> <ol style="list-style-type: none"> <li>1. Were the riots justified?</li> <li>2. Why was violence used and property damaged?</li> <li>3. Why do the authorities not listen to the farmers?</li> <li>4. What happens if farmers can’t afford to pay the tolls?</li> <li>5. Who is Rebecca?</li> </ol> <p><b>Activity two.</b></p> <p>Pupils (dependant on which side they have been debating) can write a letter to police from ‘Becca’s daughters’ detailing your reasons for rioting and why you will continue or address ‘Rebecca’s daughters’ in a public statement detailing their crimes and how they will be brought to justice.</p> <p>Pupils to answer question (regardless of what side they were on during the debate) Was rioting the right thing to do? (Older pupils: Were the Rebecca Riots justified?)</p> <p><b>Additional questions to ask</b></p> <p>Do toll roads exist today? What are the pros and cons of toll roads?</p>			<p><b>5-10 mins</b></p> <p><b>25 mins</b></p> <p><b>5-10 mins</b></p>

<p><b>Plenary:</b> Finish by summing up on the Rebecca riots and its impact in the area, tolls gates can still be seen today.</p>	<p><b>5-10 mins</b></p>
<p><b>Differentiation:</b> For less able pupils there is a keywords sheet to help them with activity two.</p>	
<p><b>Assessment:</b> Through the class discussion, question and answer and marking bookwork.</p>	
<p><b>Resources:</b> PowerPoint, keywords, information sheets.</p>	
<p><b>Links to literacy/numeracy:</b></p> <p><b>Literacy</b> - This lesson can link to literacy in the following ways:</p> <ul style="list-style-type: none"> <li>• <i>Pupils are asked to speak clearly using appropriate language</i></li> <li>• <i>Contribute to a group discussion.</i></li> <li>• <i>Listen and respond to others.</i></li> <li>• <i>Gather and organise information from various sources.</i></li> <li>• <i>Collate and summarise relevant information</i></li> <li>• <i>Expand upon ideas with supporting reasons.</i></li> </ul> <p><b>Numeracy</b> - This lesson can link to numeracy in the following ways:</p> <ul style="list-style-type: none"> <li>• <i>Time events and organise results.</i></li> </ul> <p>Map reading – Links to geography</p>	