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| **Topic:**  **Decolonising the British Empire Exhibition of 1938: Creative Writing, Untold Stories** | | | |
| **Relevant CFE outcomes and experiences:**  **SOC 2-02a:** I can interpret historical evidence from a range of periods to help to build a picture of Scotland’s heritage and my sense of chronology.  **LIT 2-29a:** I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence.  **ENG 2-31a:** Having explored the elements which writers use in different genres, I can use what I learn to create stories, poems and plays with an interesting and appropriate structure, interesting characters and/or settings which come to life. | | | |
| **Learning Intentions**  *By the end of the lesson, pupils will be able to:*   * Identify people in historical photographs whose stories have not been fully told * Use imagination and empathy to create a character’s story or voice * Write creatively using historical details for authenticity | | **Success criteria**  *Pupils will be successful if they are able to:*   * Choose a character or perspective based on source material * Use creative writing to explore that character’s story or feelings * Include historical details that show understanding of the time period | |
| **Teacher Notes**  Background Info  The Empire Exhibition promoted a very one-sided view of the world, with a focus on empire, modernity, and British pride. Many people were left out or misrepresented.  The inclusion of figures like Chief Ober Mekewwhe or the “giraffe-necked woman” raises questions about how other cultures were displayed, often unfairly or for entertainment. Teachers should support pupils in discussing this sensitively.  Encourage empathy without assumption — the goal is not to stereotype but to imagine possible voices and experiences using respectful, thoughtful creativity. | | | |
| **Timing**  5 mins  10 mins  10 mins  20 mins  5 mins | **Lesson Plan**  Introduction  Show a well-known image from the Empire Exhibition (e.g. the King and Queen arriving).  Ask:   * “Whose story does this picture tell? Who else is in the photo?”   Explain that today we’re going to write the stories we don’t usually hear.  Exploring the Hidden Figures  Show a series of selected photographs: the orange juice seller, schoolboys, Mary Morrison from Shetland, vending machine boys, amusement park, giraffe-necked woman, restaurant workers.  As a class, discuss:   * Who are they? What do we know? * What don’t we know? What questions do we have?   Building a Character  Pupils choose one person or group from the images. They complete a short planning prompt to imagine their character:   * Name / age / job / where they’re from * What are they doing at the Exhibition? * How do they feel about being there? * One thing they wish people knew about them   Creative Writing  Pupils write a short creative piece based on their character. Potential options:   1. A diary entry 2. A letter home 3. A story told in first person   Pupils should try to include period detail for examples, what the exhibition looked, smelled and sounded like). They are creating a work of fiction based on history.  Plenary  Invite a few pupils to read out their work.  Discussion questions:   * “Why is it important to hear different voices in history?” * “What do you think we can learn by imagining other people’s stories?” | | **Resources**  Whiteboard  Image slideshow or printed sheets  Planning prompt sheet  Writing paper/ jotters |