

FEEDBACK SHEET

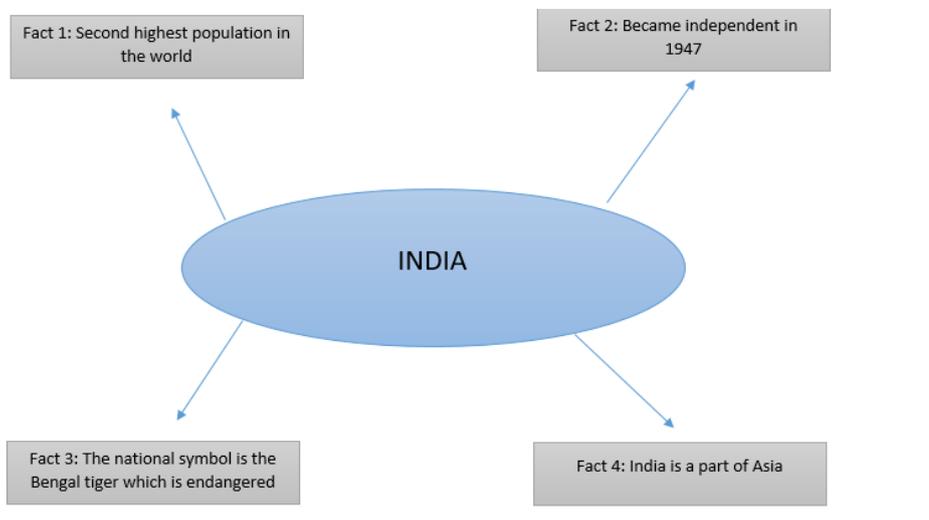
This sheet is to be used by parents to help students reflect on their answers to the questions and activities completed during the HISTORY home learning between MAY 18th and June 5th. This sheet is not to be used by students whilst completing their work.

Lesson 1: India

Starter Activity:

Students need a few basic facts about India. These facts can be prior knowledge or new knowledge attained from research. The aim is to ease students into the topic by setting a foundation as to what India actually is. Students should aim to include a minimum of four facts but this can be increased for more challenge.

For example:



Activity 1:

Students will create fact files for three different areas of focus: economy, education and transport.

This activity will allow students to see the British influence in India from both perspectives to allow a measured approach with both positives and negatives.

Below is an example of a completed fact file. I recommend a minimum of three facts for each fact file but again the more facts, the more challenging students will find the work.

Example:

The British Impact on Transport in India:

Fact 1: The British created a network of railways around Europe which helped to transport materials as well as people around the country.

Fact 2: This led to an increase in trade with people now able to buy and sell around the country rather than being confined to a small localised level.

Fact 3: The British introduced 70,000 miles of new road which made transport easier and cheaper than ever before. They introduced new technologies like electricity and air transport.

Activity 2:

Students watch a clip from the film *Ghandi* in which they will see a representation of the Amritsar Massacre 1919. Students give personal responses to the questions.

For example:

1. I think the Indian people might be trying to show the British how they feel about being colonised by the Empire.
2. I think they were attacked because the General did not like them speaking out against the British rule.
3. I think it might be the British army and the army has some Indian soldiers in it too.
4. I think this would have angered the Indian people and might have made them hate the British rule.

Extension Activity:

The extension is for students to write a letter to government from the perspective of an Indian person in the early 1900s. It is a nice activity for students to review what they have learned today.

Their letter could include:

- Positives and negatives of education
- Positives of the transport system
- Positives and negatives of the economy
- Negatives of the harsh treatment of the Indian people in rebellions and in Amritsar.

Lesson 2: Amritsar

Starter Activity:

Students will quickly refresh facts from last lesson. It is a personal response where it is common for students to acknowledge both the positive and negative impact of the British Empire in India.

"In my opinion, Britain's impact in India was largely negative because _____, however there were some positive aspects to it in that they _____. Overall, I believe that the British Empire was positive/negative for India because _____."

They can use the above structure of phrase it themselves if they want to be challenged.

Activity 1:

Students answer the questions based on their research or their reading of the comprehension. Some ideas are below:

What were the causes of the Amritsar Massacre?

British controlled tax, government, education, law enforcement etc. – India wanted more power.

What happened?

British government stormed a peaceful protest and opened fire on protesters.

What were the consequences of the event?

This gave people who wanted independence from Britain more strength in their fight – for example Gandhi.

What does this event tell us about how the British Empire sometimes treated its subjects?

(Personal Opinion) This shows us that the British Empire...

Students should aim to have as much detail as possible with a minimum of 3 key facts per answer.

Activity 2:

This is a nice relaxed activity during which the student can try to see things from the perspective of an Indian person at that time.

Their propaganda poster should include at a minimum:

- Colour
- A catchy slogan
- Imagery
- Historical facts (for example statistics from Amritsar)

Overall this task allows for great challenge for those who want to push themselves

Activity 3: Knowledge Quiz Answers

On what date did the Amritsar Massacre take place?

- June 13th 1919
- August 13th 1919
- April 13th 1919
- February 13th 1919

What was India's nickname during its time in the British Empire?

- The Queen's Pearl
- The Jewel in the Crown
- The Golden Kingdom
- The Oriental Palace

What organisation was created that wanted freedom from the British?

- Indian National Congress (INC)
- The Liberty of India (TLI)
- Freedom for India (FOI)
- Independence Movement India (IMI)

How many people were estimated to have been killed during the massacre?

- 179
- 279
- 379
- 479

What was the name of the education system introduced by the British in India?

- The Learning Foundation
- The Culkin System
- The Junior System
- The Macauly System

What was the name of the general who gave the order to fire at Amritsar?

- General Nathan
- General Dyer
- General Bowyer
- General Smith

What were the two main religions in India at that time? (Choose two)

- Catholic
- Hindi
- Islam
- Judaism

What caused the Indian Rebellion of 1857-58?

- Animal Fat
- Low quality clothing
- Low pay
- Unsafe working conditions

Extension Activity:

Students can write a diary entry from a normal British person's perspective. Again this is open to interpretation but should look to incorporate both positives and negatives with more emphasis on negatives.

Dear Diary,

...

Signed,
