

History: Year 2

Mary Seacole

NB: this lesson assumes that pupils will already have learnt about Florence Nightingale (there is also a KS1 Lifting Limits lesson to support with this)

Learning Objective(s):

- Understand how Mary Seacole overcame obstacles based upon her gender and race.
- Identify the significant contributions Mary Seacole made to the Crimean War.

Success Criteria:

- I can describe the obstacles Mary Seacole faced and how she overcame these.

National Curriculum Objective(s):

- Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements.

Gender Equality Objective(s):

- Make visible women and men in non-traditional roles.
- Understand that a person's skills, knowledge and abilities are not determined by their gender.
- Understand how various forms of discrimination (e.g. on the basis of race, religion, gender or class) can intersect.

Resources:

- Lesson vocabulary
- Mary Seacole PowerPoint
- Postcard template

Key vocabulary:

Healer
 Heroine
 Nurse
 Slave
 Mary Seacole
 Jamaican
 Creole
 Crimea
 Troops
 Soldiers
 Florence Nightingale

Lesson Starter

Assessment opportunity:

Choose from one of the below activities.

Word sort:

In groups, give children the lesson vocabulary on cards (using the vocabulary resource or slide 2). Allow time for children to sort the vocabulary into groups.



They can discuss and choose their own groupings if you wish or you may choose to guide the children in their groupings, e.g. familiar and unfamiliar vocabulary / gender specific vocabulary.

Look at the vocabulary as a class. Discuss how the children have grouped the key vocabulary and allow children to share prior knowledge (e.g. learning about Florence Nightingale from Year 1). Highlight possible gender (and race if you choose) stereotypes by the children (don't challenge at this point as you can cover this in the plenary).

During the discussion, add vocabulary to working wall and draw symbols/images to provide visual cues for meaning. Annotate with notes of prior knowledge using post-it-notes (including stereotypes).

Graffiti wall:

Provide one large sheet of paper between 2 and give each child a different coloured pen. Roughly split the page in half (one half each). Allow 1 minute (or longer if you feel necessary) for the children to 'graffiti' as many words, phrases, images and facts they can remember from their learning on Florence Nightingale.

After one minute, allow time for the children to make comparisons with their partners. What similarities and differences can they identify? They may choose to tick information they agree with and add a question mark next to any that they wish to query / check during the class discussion. You can extend this by getting the children to swap partners and make further comparisons.

Feed back information as a class. Encourage discussion based around Florence Nightingale, challenging gender stereotypes (linking back to the Year 1 lesson). *Create a class 'Graffiti Wall' on the class Working Wall by adding discussion points, key vocabulary and facts.*

Main teaching

Slide 1: Introduce the Learning Objectives for the lesson (you may wish to reveal later in the session).

Using **slide 3** on the Lesson PowerPoint (or print and display on the working wall), display images of the world map locating Jamaica and the Crimean Peninsula, Mary Seacole, chains (symbolising slavery) and a ship.

Ask:

- What can you infer about this woman from the images displayed?
- Who was Florence Nightingale?
- How might Mary Seacole be linked to Florence Nightingale?
- What challenges did Florence Nightingale face during the Crimean War (encourage children to discuss references to gender stereotypes)?

Slide 4: Watch BBC clip 1 (<https://www.bbc.co.uk/teach/class-clips-video/history-ks2-mary-seacole-ep1/z72prj6>)

Ask: What challenges did Mary Seacole face? Children may not recognise discrimination based upon her race/gender in this era- you may choose to highlight this.

What is your reaction to this?

Record a list of challenges/obstacles she faced on the working wall.

Play conscience alley - divide the class into two and have one child acting as Mary Seacole. Line up in two facing lines with an 'alley' between each. Each line acts as a different side of Mary's conscience. Side 1 should state reasons Mary should give up due to the challenges she faces. Side 2 should state reasons for her to continue and challenge these stereotypes. The child in role as Mary should walk down the 'conscience alley' listening to both sides of the conscience.

You may wish to repeat this activity with the children trying different roles and sides of the conscience.

Ask: At this point, do you think Mary Seacole should face and overcome these challenges? Why?

Slide 5: Present a new set of images (or print and display on the working wall): British hotel on the front line, image of the Crimean War, medals received from the British Government and the blue plaque on the front of her home in Soho.

Ask:

- Looking at the images, do you think Mary overcame the challenges she faced?
- What is a 'heroine'? Why would someone be perceived as a heroine?

You may make links to superheroes or other historical figures for the children to contextualise this.

Using **slide 6**, reveal the context of these images.

Learning Task

Choose from one of the below activities:

- 1) **Slide 7:** Write a postcard in role as Mary Seacole when she arrives in the Crimea to send back to her family in Jamaica. Describe how you have been treated, what challenges you have faced (including based upon your race/gender) and how you are preparing to overcome these obstacles.

Ensure vocabulary is displayed on the Working Wall for all children to use. You may wish to shared write an example initially or create a story-map to aid with the structure of writing.

Support: Use sentence prompts to structure writing.

- 2) **Slide 8:** Create freeze-frames of key points in Mary Seacole's fight to help in the Crimean War where she has had to overcome gender and race stereotypes.

Use thought tracking (using laminated thought/speech bubbles or scribing on a whiteboard) to track the thoughts and possible dialogue of each character in a freeze-frame e.g. Mary being refused a place to help with Florence Nightingale's war effort. You may choose to structure this with sentence starters/prompts.

Plenary

Assessment opportunity:

Refer back to the vocabulary from the lesson starter and the children's prior knowledge (including stereotypes).

Ask:

- Have your thoughts changed?
- Do you still agree / disagree with statements and facts shared?
- Do you think Mary Seacole was a heroine? Why / why not?
- What similarities / differences can you identify between the challenges faced by Mary Seacole and those faced by Florence Nightingale?

Add new annotations to the Working Wall using a different colour paper, pen or post-it-note.

Differentiation

- Some children may need support with the vocabulary sort activity.
- Sentence prompts for less able with pupil activity 1.

Extension

- Using the internet and non-fiction texts, research Mary Seacole's life after the war. Was she treated as a heroine after the war? Was her life as the children think it should have been?

Follow-up Ideas

Children create a chart illustrating similarities and differences between Mary Seacole and Florence Nightingale. They can choose to use a mixture of words and images to complete this activity.

Cross-curricular Links

Literacy – writing a postcard in role as Mary Seacole.

Literacy (speaking and listening) – role play key moments in the life of Mary Seacole / conscience alley.