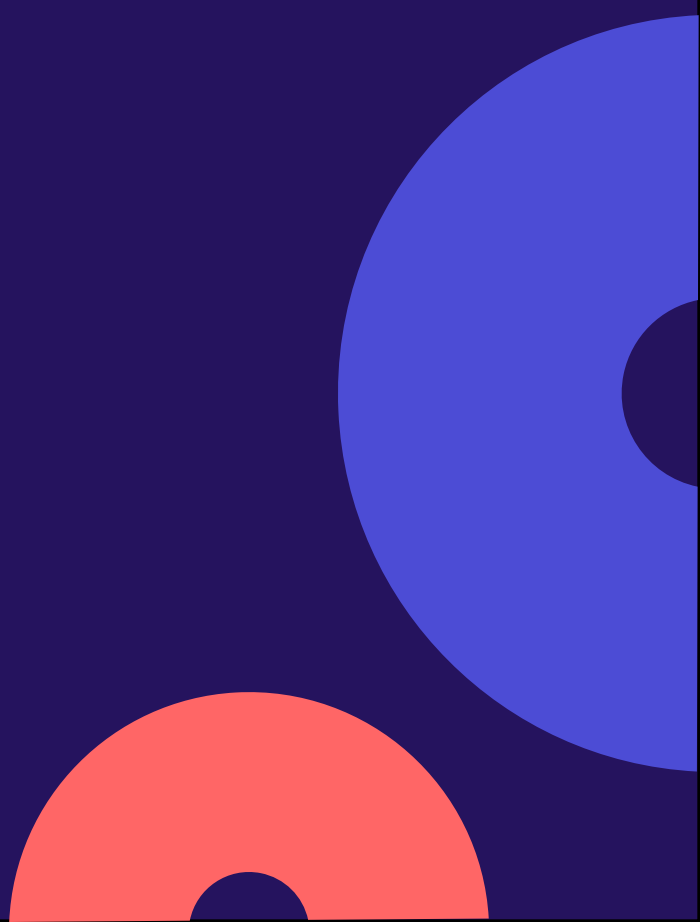


Focus on archives

60 minute lesson
Years 7 - 13



<p>Teacher</p>	<p>Subject: Focus on archives as a potential career path for students</p>	<p>Age range: 11-18 year olds</p>	<p>Lesson timing: Ideally, 60 minutes is recommended. Can be extended to accommodate your school lesson timings.</p>	<p>Any other notes: Session plan can be extended with extension activity 1 and 2, or these can be given as optional homework</p>
<p>Previous knowledge through questioning.</p> <p>LO: To understand what an archive is, develop awareness of potential roles within the sector and experience a simulated workplace-style challenge</p> <p>AIM:</p> <ul style="list-style-type: none"> • To understand what an archive is and does • To understand the range of different roles in an archive and what they might entail • To 'try out' a workplace task and reflect on the skills needed <p>Materials</p> <ul style="list-style-type: none"> • Focus on archives presentation • Whiteboard to present from • Pens and paper • Print outs of role matching activity worksheet for each student pair • One print out of solutions to matching activity for teacher • Print out of archive challenge worksheet for each group of four students • (Optional) Computers for Extension Activities 1 and 2 if intending to complete them in class, but the session has been designed to require no computers and for these to be completed at home by interested students 			<p>Curriculum links</p> <p>Literacy:</p> <p>KS3 – Spoken English</p> <ul style="list-style-type: none"> • Using Standard English confidently in a range of formal and informal contexts, including classroom discussion • Giving short speeches and presentations, expressing their own ideas and keeping to the point • Participating in formal debates and structured discussions, summarising and/or building on what has been said <p>KS4 – Spoken English</p> <ul style="list-style-type: none"> • Listening to and building on the contributions of others, asking questions to clarify and inform, and challenging courteously when necessary • Planning for different purposes and audiences, including selecting and organising information and ideas effectively and persuasively for formal spoken presentations and debates <p>Numeracy: Statistics</p> <p>Gatsby benchmarks:</p> <p>Benchmark 2 - Learning from career and labour market information.</p> <p>Benchmark 4 - Linking curriculum learning to careers</p>	
<p>Adults: One teacher should be available for this lesson</p>				

Time – Task/Discussion - Slide	Key/hinge questions	Measures of achievement
<p>SLIDES 1-2 - Introduction to the session’s focus on archives</p> <p>SLIDE 3-4 - 1 minute – First things first. Encourage students to raise hands according to the instructions and ask if any student wants to volunteer an answer as to what an archive is. Praise all sensible suggestions. If students are stuck, give the hints ‘Have you ever seen this word on your phone or maybe an email menu? and/or ‘What might be collected inside the archive folder in your email account?’. Take one or two more suggestions and show definition on Slide 4, clicking through to the further explanation and then the question: ‘Can you think of an important moment in time which you have lived through which future generations might be interested in finding out more about?’ Take two or three suggestions. If not mentioned, elicit lockdown/Covid, by asking if students remember a time in the recent past that involved not just them, but the whole country and the whole world.</p> <p>SLIDE 5 - 30 seconds - Collections. Read information with students. Ask students if they can think of any reasons why documents need to be kept safe in a special space like this – elicit answers like stopping records getting too hot/too cold/wet, eaten by pests etc. (30 secs)</p> <p>SLIDE 6 - 30 Secs - Quick Quiz. Allow students a few seconds to look at the repository stack.</p> <p>SLIDE 7 - 2 minutes - Time for a Vote. Ask students to decide which of the four options they think is true and then conduct a vote, marking the total number of students against each option. Click to reveal the answer. Ask students why archives keep growing? Confirm it is because records from the past keep being donated, but also the present keeps becoming the past, so records are continuously being created to show future generations what life is like today.</p> <p>SLIDE 8 - 30 seconds - What kind of information is kept in an archive? Read information with students.</p> <p>SLIDE 9 - 5 minutes - In Pairs – Task. Arrange students in pair groups and give them two minutes to write down as many ideas as they can [for less confident groups, go round and encourage – asking what information from the past they have at home]. At the end of the two minutes, click to the feedback section and go round the class and get each pair to call out an answer, repeat the exercise until they run out of ideas. Suggestions could include things that have been written down such as Diaries, Receipts, Bills, Wills, Certificates (of Birth, Marriage, Death), Architectural Plans, Posters, Adverts, Charters, Prison Records, War Service records, Maps, Drawings, Illustrations etc. They could also include digital information such as photos, emails, websites, blogs, social media responses, videos, voice recordings of people’s stories (oral histories) etc.</p>	<p>What is an archive?</p> <p>Why do records need to be kept safe?</p> <p>How many documents are in the largest archive in the UK? Why might collections keep growing?</p> <p>What kinds of documents do you think archives look after?</p>	<p>Whole class conjecture and then read and understand the definition</p> <p>Students estimate and then see correct answer</p> <p>Students are clear that there are many different types of information from the past and that documents can be both physical (on paper/parchment) and digital (websites/emails) Students have a visual sense of the size of the sector in their minds</p>

<p>SLIDE 10 - 1 minute - Lots of good suggestions! Reinforce what kinds of documents you would find by reading the information together</p> <p>SLIDE 11 - 2 minutes - What does that mean for me? Read information with students. Click to ‘What does that look like?’ challenge and give students a minute to work the calculation out in pairs and report back, giving help on the board as necessary.</p> <p>SLIDE 12 - 15 minutes - Some of the roles available in the archive sector. Hand out the Role Matching activity sheet and get students to complete it in pairs. Make sure they understand that they need to match each description to one of the roles on the board and to think of one skill that they think the postholder might need to do that job well (for higher ability groups/older students, get them to think of more than one skill). Get whole class feedback, using the teacher answer sheet as necessary.</p> <p>SLIDE 13 - 4 minutes - Many different types of archives. Read information with students and get 3 or 4 answers for the question, pushing students to explain why.</p> <p>SLIDE 14 - 1 minute - Routes into the archive sector. Read information with students.</p> <p>SLIDE 15-16 - 30 seconds - Let’s have a closer look at one of those roles / Get thinking like an archivist. Read information with students.</p> <p>SLIDE 17 - 10 minutes - Archivist Challenge. Arrange students into groups of four. Read the information with students. Hand out the Archivist Challenge worksheet (read together for younger groups) and set a 10 min timer.</p> <p>SLIDE 18 - 7 minutes - Decide. Run this as a whole class discussion, encouraging students to clearly articulate why they feel certain document suggestions are stronger than others and push them back to some of the questions on the activity sheet if they need more support.</p> <p>SLIDE 19 - 5 minutes - Reflect. Get students to reflect for 3 mins in their groups of four and then feedback to the class as a whole.</p>	<p>In which class have you come across the term ‘primary source’ before?</p> <p>How many students are in your school? How many versions of your school would you need to fill the archive sector currently?</p> <p>Which roles match which descriptions? Can you think of one skill you might need to do each job well?</p> <p>Would you rather have a very specific role from the ones we have looked at or a mixture of a few? Why?</p> <p>Now you’ve heard everyone’s ideas, which three documents did you feel best tell the story of what is important to our school? Is there any guidance you’d like to give to the headteacher for deciding what to select for future years?</p> <p>Can you remember which skill you wrote down for a key skill an archivist would need to do their job? With your group, can you add three more skills you now think you might need for the role of archivist?</p>	<p>Whole class feedback</p> <p>Check understanding through the answers given</p> <p>Students recognise the challenges inherent in only being able to store some information for the future and how that impacts on whose histories are recorded</p>
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EXTENSION TASKS

SLIDES 20-21: Extension activities 1 and 2. These two activities are intended to extend thinking beyond the 60 min framework of the session. If the session slot is longer, then they could be attempted in class, or equally they could be worked on as homework, using library facilities if necessary for the internet research required for the first activity.

SLIDES 22-23 - 5 minutes - Plenary - What have we discovered today. Work through the questions on the slide as a whole class discussion, ensuring previous learning is concept checked and students are encouraged to express individual ideas at the end.

Can you explain what an archive is?

Can you name three roles you might find in the archival sector?

Is there a role which stood out for you?

What made that role sound interesting?

How could you find out more?