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| **Teacher:** | Class: | **Term** |
| **Subject: History** | **Topic/Unit: Benin Civilisation (West Africa)** | |
| NC references:  a non-European society that provides contrasts with British history  <http://www.kingdomofbenin.com/teachers1.html> | know and understand significant aspects of the history of the wider world   * the nature of ancient civilisations; * the expansion and dissolution of empires; * characteristic features of past non-European societies; * achievements and follies of mankind | |

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| Lesson | Lesson objectives | Teaching sequence | Activity | Plenary | Evaluation |
| Week 1 | To note down initial ideas  To locate Benin in Nigeria on a map    To locate Benin Civilisation on a timeline | Write ‘Kingdom of Benin’ on the IWB and ask:  What do you know about this kingdom?  Where is it?  **Locate Benin on Google Earth and discuss the land form. Rainforest bordered by Atlantic Ocean.**  Ask: how would the landscape have affected how the people lived their lives?  Ask: what other civilizations have we studied in history? Where does Kingdom of Benin fit in? Draw a blank time line on a long strip of paper with scale 30cm to 100 years.  Help chn place KB on timeline. | Children to write their ideas in the books.  Collate everyone’s ideas on a sheet of paper for initial assessment.  Chn should make links to the tree of life and water for life.  Chn place Egypt, Ancient Greece, KB and WW2 on timeline.  T to support BA. | As a class select aspects of KB history children would like to study.  Teacher should guide this selecting from:  Government  Gods  Commerce  Childhood  Daily lives  Arts  Childhood  Entertainment.  Benin stories | Abbreviations key:  KB = Kingdom of Benin  Chn = children  HA = Higher ability children  LA = lower ability children  WWW = **W**hat **w**orked **w**ell  EBI= **E**ven **b**etter **i**f … |
| Week 2 | To know that we know about the past from a variety of sources  To know that we know about the Benin civilization from:  -Indigenous traditions  -Oral tradition  -Written records  -Objects & artefacts  -Archaeological remains | Historical sources- ask:  How do we know about periods of history? *Think pair share.*  Note down children’s ideas.  Can chn say what sources of evidence have been used for other civilizations studied so far?  Tell chn that we can build a fuller picture of KB history from more than 1 source, their:  storytelling, the Benin moat, bronze plaques made by the Obas, written records by the Europeans and their current indigenous practices.  Divide the class into 4 groups to research each area. | In groups chn research:  Benin story telling  Benin Moat facts  The Benin Bronzes plaques  The Igue festival  Ask Chn to type these words into a search tool online and to make note of key facts.  Chn could also download the Historical sources booklet from the KB web site to support. | Write different sources of historical evidence on flipchart, add chn’s notes from their research for each area for KB.  This should form complete historical evidence sources for KB.  Discuss any differences or similarities between these and for other periods of history studied. |  |
| Week 3 | To investigate key events in KB history | Show the chn timeline from last week and ask:  What is a timeline line?  What do we use a timeline for?  Who uses a timeline?  Can we construct a timeline for KB?  What would we need to include in KB timeline?  Note down chn’s e.g. when started and when ended. Important events, important achievements etc | Using at least 3 sources of evidence,  chn to research important events on KB and make notes on:  What happened?  When it happened  Who was involved  Impact of the events. Online  Use History Cheat Sheets to support. | Using children’s research findings, construct a simple time line for KB.  Draw out the different sources of information that chn used. |  |
| Week 4 | To understand how Benin Kingdom was ruled | What were the first kings of Benin like?  Laminate plaque photographs from the website before this lesson. Include:  The Oba and his chiefs. These are the last 3 photographs in the set.  Use discussions questions:  Who is this person?  Do you think he is important what makes you think so?  Chn should be able to say the chiefs are kneeling before the **Oba (king**) this suggest he is revered.  **The chiefs** are dressed in beaded attire therefore they must be rich and important.  **The priest** wears coral beads too. On his plaque are depicted images of mudfish and crocodiles. This shows his power over these important animals of the kingdom.  Reading the Smartnote book with the class, ask: how many types of chiefs were there? | Children will research one of the following assigned to their group by the teacher:  The Oba  The Uzama  Palace Chiefs  Town chiefs  The Elders  And other community age groups.  Each group to report back on their findings.  **Extension**  The class could write a play script of Benin Royal court proceedings on e.g.  The king and chiefs deliberating on a border violation.  Who has encroached on their land?  What actions must be taken to evict them? | Use photograph 16 in the artefact set which show the Oba with his symbols of authority over life and death (the ada) and his jurisdiction in all his domain (the eben) to summarise the Oba’s powers.  What was the most important information you found out today?  Did anything surprise you?  Are there any similarities and / or differences between KB and other civilizations you have studied?  Are there any between KB and cultures you know of? |  |
| Week 5 | To find about the religious beliefs of the Kingdom of Benin people | 1. The Oba 2. Gods   How can we know about the religious beliefs of the KB people?  Recap of the different ways we could know.  Tell chn that one of the ways is through stories. As a class read the Benin creation story. Download from web site.  What can we learn about KB religious beliefs from this story?  There is a god for every aspect of life.  They have to keep in with the gods.  The Oba is a god on earth. | Chn will write an illustrated story map of Bini creation story.  HA could write this as a mythical story.  HA will be supported to complete their story map. | Display children’s work in class. |  |
| Week 6 | To investigate the religious beliefs of the Kingdom of Benin people | Children to continue with their work on KB religious beliefs today.  Inform them that today they will research and find out about the different KB gods.  Use Photograph 41 – A priest for class to discuss what his duties could be.  BBC Bite size website. | Chn Watch YouTube video:  Crown Prince Of Benin Kingdom Visits Chief Osa And Osuan Monasteries  Chn Research KB gods. Produce Zig zag books. | Summarise areas and responsibilities of the gods:  Osanubua  Olokun  Osun  Ogun  Ogiuwu |  |
| Week 7 | To know about some of the achievements of the Great Kingdom of Benin  To demonstrate understanding of why the Kingdom of Benin soldiers were so successful | **How did KB soldiers prepare for war?**  **What part did the Benin bronze plaques play?**  **What did the soldiers wear**?  **About the kingdom expansion**  Tell the class that today they will travel back in a time capsule to visit the KB. Their mission is to collect as much information as possible about the KB soldiers.  Give each pair a KB soldier photograph which they will not be allowed to return home with. They can make sketches and label these. They must plan what they will need to take in order to record their information accurately.  They may use the internet to find out what each ammunition is called and used for. The period that type of ammunition was in use by soldiers. | Laminated copies of photographs:  -A Benin soldier  -A Benin soldier with different helmet  -Benin soldiers  -Portuguese mercenaries  -European mercenaries  Children will rotate round tables to view and gather as much information as possible about the Benin soldiers. They may sketch and label their drawings  Questions they should seek to answer:  Who is this person/ persons?  What are they wearing? Why?  What are they holding? Why?  Where are they going?  Where have they been? | Summarise children’s learning as below:  Children’s sketches should include  War dresses and weapons held by each soldier.  the Benin Bronze plaques were used to capture history.  KB soldiers used a variety of war weapons including local and European imported munitions.  The Europeans trained and fought alongside KB soldiers in their war campaigns. |  |
| Week 8 | To know the characteristics features of Great Kingdom of Benin  To know what life was like for children growing up in Benin. | What was life like for ordinary people in Benin?  Princess Iyomon diaries.  YouTube videos  The bronze plaques.  Tell the chn that in the next few weeks we will be investigating what life was like in the kingdom of Benin that set it apart from other kingdoms.  We will be looking at how ordinary people led their daily lives in the kingdom.  This week we will looking at children and growing up through the Princess Iyomon Diary.  Point out that one source of evidence is never enough to confirm as the truth. That evidence must be tested and questioned before accepting as fact.  Tell them that they must check any dairy entry with at least two other sources before accepting as truth.  Ask them:  What other source could we use to test the diary entries? (The bronze plaques, oral stories, the people’s present practises) and evidence from other books, internet and available artefacts.  As a class read a dairy entry each day. | Children to answer related comprehension questions which can be downloaded from the web site.  Testing the facts;  Read the dairy entry ‘Ill’  What evidence do we have to accept the contents of this narrative as true?  Chn should set out their supporting evidence to prove or disprove accuracy of the diary narrative.  1.She was ill  The forest trees provide her with a cure.  2.Her mum looked after her.  3.The princess owned chickens and goats. | Children should check their evidence questioning using the checklist below:  1.The bronze plaques  We know the chiefs were very rich.  We know there was a palace priest (p41)  2.From other records,  There were teams of professionals working in the palace including doctors and astronomers.  3.Oral stories  4.The rainforest trees uses today.  5.The Gods; the people worshipped Osun the god of trees and all plants. |  |
| Week 9 | To know the characteristics features of Great Kingdom of Benin  To understand how ordinary people in the Kingdom of Benin lived their lives  To know about the different jobs the people of KB did | What jobs did the people do?  Blacksmiths and builders;  Farmers and traders;  Musicians and entertainers;  Doctors and priests;  Craftsmen & cloth weavers;  Ivory and wood carvers.  Inform children that today they will continue with researching aspects of KB life.  Today’s question is: What jobs did the people do in the kingdom of Benin.  Split class into 6 groups to research each of the jobs above.  Remind them to use at least 2 sources of evidence to back their facts. | Children to use class IWB, internets and books to research their specialist area.  Children note down main features of each job:  Who does it?  What training is need?  Who uses the service?  Who buys the goods? | Reconvene as a class for each group to present and discuss what they found out.  Other children can ask them any questions they may have.  Collect their different specialist areas and combine as a class KB jobs.  Children can enter their information on the class blog as a thread on KB kidsblogs. |  |
| Week 10 | To know the characteristics features of Great Kingdom of Benin  To ask relevant questions about aspects of KB achievements  To know what and how the Kingdom of Benin traded with other people. | What did the Benin have to offer foreign traders?  Who produced the goods or produce that the KB traded with?  Who did the Kingdom of Benin trade with?  What good did they trade?  What currency did the KB trade with?  Discuss foreign trade features.  Remind children of the location of the kingdom.  What would be the advantages of these? Rainforest  bordered by the sea (Atlantic Ocean) and Rivers Niger and Benue.  What produce or commodities would they have had to trade?  Chn to research this area on the internet. There is a lot of information on this. | There are plenty of worksheets on the web site that children can use for their investigation.  Children will use clipart or other multimedia to produce leaflets on KB foreign trade.  HA could work independently.  LA will use frames to support their research. | Children to complete some of the activities online as time permits.  If interest is very high spend more time looking at different aspects of what is involved in foreign trade.  Currency – Manillas and cowrie shells.  Export products:  Ivory art work,  Terracotta  Cotton & fabric  Farm produce  Dyes  Seafood (fish)  Palm produce  Fruit and various vegetables  Rubber |  |
| Week 11 | To know how and why Europeans made contact with Africans  To use role play to explore aspects of Europeans and Africans first meetings  To ask relevant questions to extend their understanding and knowledge of this period in history  To use their knowledge to discuss links and differences between different periods in history | Interview a European trader  Use role play and drama for children to demonstrate their historical understanding of KB.  This drama activity lends itself well to assembly production.  Prepare character for:  European trader  A European missionary  A European scribe  A chief  A carrier  An interpreter.  the Oba  For a simple plot.  The Europeans have travelled across the seas to find a trade route to the North. The Missionary wants to convert some people on the way.  The carrier has helped the Europeans carry their supplies from their ship across land to the king’s palace.  The interpreter works on the docks and understands a little Portugi.  The Oba is interested in what his visitors have to say however he is advising them against travelling through the interiors of Africa to the North.  He warns them about fierce and dangerous man-eating animals and mosquitoes that make you very ill and kill many Whitemen.  He informs them that there are rouges and thieves to contend with too and robbers on the way.  The king however promises them good trading relationship with his kingdom.  What will the Europeans decide to do?  This is open to children’s creativity interpretations.  Remind children to use their knowledge of how global trade and cooperation is done these days. What is still the same? Which aspects are now different (WWW/ Google translate/TV)? | In 3 different groups children decide amongst themselves who will play each character.  They plan the dialogue. They decide what the outcome will be: to listen to the king or not.  Using appropriate props, each group presents their play to the rest of the class.  Grouping: mixed ability group works best. Children should be given roles they have strength in e.g a good writer should be given the role of scribe. | Audience will evaluate each presentation on:  Use of appropriate prop e.g. dress, accent  Story plot is developed and extended logically.  Dialogue is believable and relevant.  Other supporting evidence e.g.  The Europeans bring gifts for the king.  The interpreter sometimes misinterprets what he is told.  The king is very hospitable.  Film each groups’ performance.  This can be uploaded on the school web site.  Children can also present their play to whole school assembly. |  |
| Week 12 | To know festivals that the KB people celebrated. | What festivals did the people celebrate?  Watch the YouTube video on the webiste.  Read information on the web links. | Children can show their understanding by composing tweets in role as spectators or participants at the festivals | Ensure that the children understand that the KB festivals have not changed in form except in technological advancement. |  |
| Week 13 | To understand reasons why KB civilization came to an end  To compose relevant questions to aid understanding of the beginning of the end for the KB civilization  To ask relevant questions which demonstrate their knowledge of the effects of Scramble for Africa on the people | **The scramble for Africa.**  Research Scramble for Africa and the results for African kingdoms.  What was the scramble for Africa?  Why did it start and who started it?  What was the result for both sides?  Children to research this on the internet. They can begin with the link on the web site.  Remind children that knowing about what happened in history is not enough, they need to able able to analyse how this changed the world. Ask them to think about sensible questions which will show their understanding of the impact of the scramble for Africa. | Chn in 1, 2, and 6 groups, chn share their research findings.  Children to compose questions to ask:    A European on hot seating.  An African king on hot seating. | Hot seat 2 volunteers in role as African king and European colonist.  Questions could include:  1.  Why do you think it is a good idea to divide someone’s country amongst yourselves?  Why do you want to take over other people’s lands?  2.  How do you feel about the Europeans taking your throne?  What would you like to say to the Europeans? |  |
| Week 14 | To understand reasons why KB civilization came to an end  To know about the incidence that led to the end of the KB. | Why and how was the Benin Kingdom destroyed?  Read simplified summary of the Benin Massacres.  Ask: Whose fault was it?  Read the newspaper articles on how the British prepared for the attack on Benin.  Was this reaction justified?  Was there any other way to respond to the incident? | Children to write a newspaper article to show their understanding of this event.  What happened?  Where?  When?  Why?  How?  Who was involved?  What was the result? | Children to use multimedia to write their news report.  Children could also present their report as live TV news report which they can film themselves using school cameras and videos. |  |
| Week 15 | To participate in discussions and debate to show understanding of KB civilisation | Debate:  Inform children that they will be taking part in debating the motion: ‘Should original art from Benin Kingdom be returned to the Benin people?’  Explain that there are ‘for’ and ‘against’ role cards:  **For:**  **Jon** British activist: Britain should be returning every artefact they removed from other countries to them. Those people are not currently getting any returns on their ancestors hard labour.    **Mr Ayo** University Lecturer in Lagos Nigeria: my students will benefit from seeing the real original bronzes.  **Mr James** Museum curator Lagos: If the bronzes are in Nigeria, we can draw more visitors to our museums.  **Mr Ben** local politician Benin: I promised my constituent that I would restore everything taken away from them to them. The Benin bronzes will make them happy.  **Against**  **Lola** university student Berlin: I think that if the bronzes are left where they are, more people can learn about them.  **Chief Egbe**; If you return them to us who will care for them? Before you know it someone will claim them and we will never see any of them again. ‘I beg o, leave them where dem dey.’ It is well with them.  **Eridia** recent tourist to London: I went to see the bronze plaques at the British Museum, I was so impressed by how much care they have taken of them. They are so clean and well cared for. I think they should remain with the British. I would like to visit London again so and I will go and see them again. They make me happy and proud to be from Benin.  **Mr Awolowo** international businessman. My children are all in the USA or London. If you return the bronze plaques to Nigeria how will they see them. The bronze plaques are also their heritage you know, leave them exactly where they are. | Children to decide which side they want to take.  In two groups, Children compose their case for and against.  They write their persuasive statements calling on their key witnesses to support their case.  Children can add to the points if they think of more.  Children will spend this lesson preparing their persuasive case.  They practise public speaking skills. |  |  |
| Week 16 | To participate in discussions and debate to show understanding of KB civilisation | Debate: Should original art from Benin Kingdom be returned to Nigeria?  This week arrange the class as a courtroom. Download the debate pack from the web site.  Invite another class to be the jury and judge. | Children present their cases to another class or at whole school assembly. | The audience should vote for the winning side by show of hands on which motion is carried. |  |
| Week 17 | To participate in role play and drama  To understand historical concepts such as continuity and change, cause and consequence.  To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims.  To recognize how and why contrasting arguments and interpretations of the past have been constructed. | For this lesson you will need the Benin Debate lesson notes from the KB website.  A week before lesson sequence display mock trial notice in the classroom and around the school e.g. Officer Jack Smith is indicted with crimes against The Benin Empire.  Download pupil’s evidence bundle from the KB website for chn to read through the evidence.  Allocate roles or let chn choose for: Judge, Prosecution Barrister, Defence Barrister, the accused and witnesses for both sides. A full list is available in the judge’s script also downloadable form the KB web site.  Split the class into prosecution and defence sides. Work with each side to compose their trial bundle.  Set up the courtroom either in your class or the hall and allow chn plenty of practice. | Chn to read their pupil’s evidence bundle sheets and highlight points which they feel are good and important evidence for this case (+ and -).  With show of hands, chn pick which side they want to be on.  With show of hands, chn pick the character they would like to play.  Each child composes their answers to their side barrister questions.  The Portuguese witnesses should learn simple words in Portuguese like Si for yes.  The whole class practise the full trial. They present this to an audience. | Each practice session must be evaluated with whole class on:  What was good?  What was not so good?  How can we improve this?  What can each character do to improve their performance?  **Performance feedback**  After the mock trial invite the audience to give an evaluation of the mock trial performance. |  |
| Week 18 | To create own account of aspects of KB civilisation | Explain to the children that in the next 2 lessons they will summarise their learning of the unit by preparing and presenting structured narrative of KB civilisation using PPT in pairs.  Provide children with laptops to set out their presentation. | Children to use PPT to structure their text using features such as:   * Headings * underling * Bullet points * numbering | Children save their work in their personal folders.  The teacher should provide children any necessary assistance and feedback on:   * WWW * EBI |  |
| Week 19 | To present own account of aspects of KB civilisation | Devote this session to children completing their PPT and any unfinished work. | This week children present their PPT to rest of class who will feedback. | Ask for volunteers to present their PPT to the rest of class |  |
| Alternative activity for week  18 - 19 | To create own structured account; on significant events affecting Benin civilization  To create a 3-minute narrative poem video on Benin civilization | Watch George the Poet’s YouTube video on Benin Bronzes.  <https://www.youtube.com/watch?v=3IlUMUGUorw>  Ask chn: What is this poem about?  What does the poet manage to achieve? *Summary of Benin history.*  Tell chn they will be producing their own video using the same structure.  Allocate numbers to chn from 1 to the total number of children in the class.  Tell chn each person needs to focus on the part of the video relating to their number. So no.1 is beginning, up to last number the end of the video.  Watch the video again directing chn to their part. | Chn watch the video again focusing on the main point/s in their part. Jot down key words and make notes.  Using, jottings and notes from above, each chd writes a sentence to summarise Benin history at that point in time. ***Chn can add other points not in the video*.** | As a class put the narrative together, editing and improving as necessary. This is the class narrative poem of KB history.  No.1 reads their sentence, then no.2, right up to the last number.  Teacher to video class presentation of narrative poem for class website. |  |
| Week 20 | To answer questions on KB civilization. | Complete end of unit Quiz  Provide children with access to the internet to complete the quizzes.  Please use the web links on the web site to access the quizzes. | HA children complete all 3 quizzes  LA complete Benin word meanings only. | Print out children’s certificates of achievement from the quiz web site for each child.  These could be displayed in class or taken home. |  |

Please check the website for many other activities ideas including museum visits and classroom displays. Cross curricular lesson plans for Art and design, and Design and technology projects are also available for free downloading.