

Who was Alan Turing and why should we care?

Pause – Reflect – Discuss

Guidance Notes & Lesson Plan

Lesson Objectives

- To pause, reflect and discuss the knowledge and learning so far
- To consolidate previous learning
- To understand how to select from historical sources for a purpose
- To use learning to create a presentation about Alan Turing

Introduction

Having covered a considerable amount of ground: the social, legal and cultural contexts of post-War Britain, the work, treatment and rehabilitation of Alan Turing; questions about government responses to maltreatment; it is useful to pause and reflect on the learning which has taken place. In this lesson, students will be asked to take what they have learnt, use further historical sources and apply their understanding of all this to a specific purpose, namely, to plan a museum exhibition about Alan Turing.

The teacher should make a judgement about how much support a class or small group of students will need; a structured worksheet is provided which can be used or adapted for this purpose.

Key Information

This lesson is designed for students aged 13 and above. It is devised for History classes.

The timings suggested are based on a one-hour lesson and may need adapting based on circumstances. Possible adaptations have been suggested where appropriate.

The lesson is designed to follow lesson four of the scheme of work: Changing views about Alan Turing. Prior knowledge of Alan Turing is needed, and the lesson cannot be used effectively as a

standalone lesson. The students' knowledge, ideas and preconceptions should be utilised to explore and resolve misconceptions.

The lesson plan provides one way to navigate the content and tasks. Teachers are encouraged to use and/or adapt the resources based on the needs, abilities and prior knowledge of their classes.

As far as possible, students should remain in the same small group throughout this course of lessons.

Resources

- Lesson plan
- Lesson PowerPoint
- Resources Pack
 - to be printed, double-sided and colour where necessary, one pack per small group
- Exhibition structure worksheet
 - to be printed, double-sided, one per group
- Paper, pens as needed

Starter activity 1 (5 minutes)

Spend a few minutes asking the class for suggestions and ideas about what makes a successful museum exhibition. Use (or adapt as necessary) the questions on the slide and write answers and comments on the board for later reference.

- How many people have been to a museum? Which one/s?
- What did you like about it?
- Was there an exhibition that you particularly liked? What did you like about it?
- Who was the exhibition aimed at? In other words, who was the target audience?
- What makes a successful exhibition?

Activity (30-40 minutes)

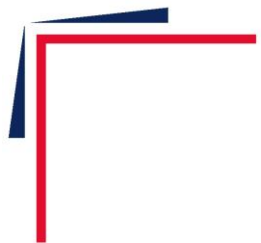
The aim of this activity is to allow students to respond to their learning by means of planning a museum exhibition about Alan Turing.

- Divide the class into small groups and give each group paper, pens, a Resources Pack and a copy of the Museum exhibition structure worksheet.
- Explain that their task is to plan a museum exhibition about Alan Turing, using their previous learning and the resource pack they have been given. They can present their planning in any suitable way they want to – a document, PowerPoint presentation, poster, an article explaining the exhibition and so on.
- Students should be directed to consider their answers to the questions in the starter activity, as well as their previous learning and the information in the resources pack.
- Note that students do not need to *create* the exhibition just plan what the exhibition will have in it, **and why**.
- Allow some time at the end of the activity for students to go and look at the other groups' work. Encourage them to ask questions and comment on the various planned exhibitions. The summary questions can be displayed on the presentation as students are looking at the various exhibition plans.

Summary (15-20 minutes)

Take feedback from each group on what they have (or have not) included in their exhibition plan. Ask for reasons and justifications as appropriate. Discuss what they have picked up from looking at the other groups' plans, using the summary questions as a starting point.

- What do the different exhibition plans have in common?
- What are the significant differences (if any)?
- Why have they included (or not included) particular items?
- Who is the exhibition aimed at?



- Would they like to visit any of the exhibitions that have been planned?

