

**YSTEP History of Tobacco Activities for Level 3 pupils**

Resources	Activities	Experiences and Outcomes
<p>Scottish Archive Network- Slavery and Glasgow Tobacco                      LTS Tobacco, Sugar and Cotton- Glasgow and the Industrial Revolution                      The Herald online –Archives- Joanna Blythman Scotland’s links with slavery  <a href="http://www.spartacus.schoolnet.co.uk/REantislavery.htm">http://www.spartacus.schoolnet.co.uk/REantislavery.htm</a></p>	<p>Reading/research                      Discussion                      Fieldtrip- Merchant city trail                      Essay                      Explore the role of the Quakers and others in bringing about reform and the abolition of slavery</p>	<p><b>SOC 3-01a</b> I can use my historical knowledge of a period and present an informed view  <b>SOC 3-02a</b> I can make links between my current and previous studies and show my understanding of how people and events have contributed to the development of the Scottish nation  <b>RME 3-09</b> I can explain how the different beliefs that people have including beliefs which are independent of religion relate to their moral viewpoints and how this leads them to respond to moral issues</p>
<p>History of smoking Gasp                      NHS Health Scotland Tobacco Facts                      Georgina Lovel- You are the Target                      YSTEP Tobacco Timeline                      Tobacco Lords- Fred Rendal and Arnold Bell, Jordanhill College of Education 1983                      ‘Smokeout’ Activity 32 (YSTEP resource)</p>	<p>History of Tobacco Quiz                      Timeline Cards                      View Films <a href="http://timelines/atlantic_trade.html">http://timelines/atlantic_trade.html</a>                      Research/essay -The Virginia Dons                      Individual presentations to class on trade routes                      Smoking in particular periods- comparing and contrasting historical trends with current trends</p>	<p><b>SOC 3-01a</b> I can use my historical knowledge of a period and present an informed view  <b>SOC 3-05a</b> I can describe the factors contributing to a major social, political and economic change in the past and can assess the impact on peoples lives  <b>SOC 3- 06a</b> I can discuss the motives of those involved in a significant turning point in the past and assess the consequences it had then and since  <b>LIT 3-06a</b> I can independently select ideas and information for different purposes, organise essential information or ideas and any supporting detail in a logical order and use suitable vocabulary to communicate effectively with my audience</p>

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<p>History of Tobacco advertising – YSTEP doc -Tobacco Ads YTEP resources- <a href="http://www.chickenhead.com/truth/1950s.html">http://www.chickenhead.com/truth/1950s.html</a></p> <p>Georgina Lovel- You are the Target</p> <p><a href="http://www.ash.org.uk">www.ash.org.uk</a> The tobacco Industry/Advertising and sponsorship</p> <p><a href="http://www.thetruth.com">www.thetruth.com</a>- Tobacco executive game</p> <p>Thank you for smoking DVD</p>	<p>Deconstruct advertising images in relation to tobacco advertising timeline</p> <p>Group discussion: What devices are used/what are the messages of individual ads/ who do they target?</p> <p>Design a either TV ad for the 1950/60s and present or a poster ad-(could be more recent) see notes. Compare with health campaign posters</p> <p>Write about project –see YSTEP notes</p>	<p><b>LIT 3-18a</b> To help me develop an informed view I can recognise persuasion and assess the reliability of information and credibility and value of my sources</p> <p><b>Lit 3-29a</b> I can persuade argue, evaluate, explore issues or express an opinion using a clear line of thought, relevant supporting detail and or evidence</p> <p><b>EXA 3-01a</b> I have used the skills developed in the expressive arts to contribute to public presentation and performance</p> <p><b>EXA 3-14a</b> Having developed ideas from a range of stimuli, I can contribute to devising, rehearsing and presenting drama or scripts</p> <p><b>TCH 3-04a</b> I enhance my learning by applying my ICT skills in different learning contexts across the curriculum</p>
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