

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 http://www.spartacus.schoolnet.co.uk/REantislavery.htm</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>SOC 3-01a I can use my historical knowledge of a period and present an informed view SOC 3-02a 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 RME 3-09 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 http://timelines/atlantic_trade.html 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>SOC 3-01a I can use my historical knowledge of a period and present an informed view SOC 3-05a 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 SOC 3- 06a 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 LIT 3-06a 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- http://www.chickenhead.com/truth/1950s.html</p> <p>Georgina Lovel- You are the Target</p> <p>www.ash.org.uk The tobacco Industry/Advertising and sponsorship</p> <p>www.thetruth.com- 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>LIT 3-18a 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>Lit 3-29a 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>EXA 3-01a I have used the skills developed in the expressive arts to contribute to public presentation and performance</p> <p>EXA 3-14a Having developed ideas from a range of stimuli, I can contribute to devising, rehearsing and presenting drama or scripts</p> <p>TCH 3-04a I enhance my learning by applying my ICT skills in different learning contexts across the curriculum</p>
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