



Titus the tyrant or Salt of the earth? (Key Stage 2)

Purpose of Learning Resource:

Children will be able to construct an informed response, by using a range of sources to explore the reasons why Titus Salt built Salts Mill and Saltaire.

Learning Objectives:	Ideas for activities:	Resources
<p>Literacy:</p> <ul style="list-style-type: none"> - To read and discuss non-fiction - To discuss the meaning of words in context and explore the effect of these words on our understanding. -To explain and discuss their understanding of what they have read. -provide reasoned justifications for their views. 	<p>This lesson is intended to follow a visit to Saltaire. It will work particularly well after a tour using our Children’s Discovery Trail or after a tour by www.saltairevillageexperience.co.uk</p> <p>DO NOW: Label each side of the classroom - man who wants to make money (capitalist) and charitable man (philanthropist). Children to go to the side that they believe or alternatively children to write on MWB and hold up – <i>can they use any evidence to support their points? Did they hear any evidence in their visit to Saltaire that suggested Titus was one or the other? Was this factual or dramatic? How do they know?</i></p> <p>Activities:</p> <ol style="list-style-type: none"> 1) Clarify for children that Salt decided to build a separate village, outside of Bradford, for his workers, bringing all his mills and all his employees into one place. <i>What benefit would this have (to Salt and his business and to society)?</i> Look at PowerPoint to extend children’s knowledge and understanding of the Mill and Housing within Saltaire. <i>Does this suggest Titus was a generous man or someone who just cared about making money?</i> 2) Explain that there are two opposing views of Titus Salt today. Some say he was a man who just wanted to make money and build Saltaire to cut costs and leave a lasting mark on the world. Others say he was a charitable man who built Saltaire to improve the lives of his workers. 3) Hand out the Rules for living in Saltaire – The park, the Rules for living in the Almshouses and the Rules for Hands in Salts Mill. Draw children’s attention to the context of each source. <i>In reading groups (some of the sources are easier to read than others) or this task could be differentiated further by giving each pair of children one rule from each source, which they have to read/ understand and then feedback to the rest of the class.</i> Children to decide which rules are motivated by Titus Salt’s desire to help his workers and which are about running a profitable business (sort the rules out into two lists). <i>Why do you think that?</i> 4) As a whole class, read the newspaper article ‘Titus the tyrant or Salt of the earth?’, using methods of ‘reading reconsidered’. <i>Discuss the meaning of some of the Tier 3 words used in the article.</i> 5) Children to work in pairs or groups to make a list of the points/ quotations that support that Titus Salt was a tyrant and those that support the idea that he was simply a man with the desire to improve the lives of many men and women. <i>The article is quite high level reading, therefore some children could be given just some key quotations to read, which they could physically make lists out of.</i> 6) Children to repeat the DO NOW activity – <i>have their viewpoints changed? Can they use more evidence to support their points?</i> 	<ul style="list-style-type: none"> -Rules for Hands in Salts Mill -Rules for living in the Almshouses -Park Rules -Labels – ‘man who wants to make money/ cut costs’ and ‘charitable man’. -PowerPoint
<p>Understanding the world:</p> <ul style="list-style-type: none"> -To construct informed responses that involve thoughtful selection and organisation of relevant historical information. -To understand how our knowledge of even our local past is constructed through a range of sources. 		

■ = differentiation
■ = key questions