



# EMPIRE'S END A ROMAN STORY

## LEILA RASHEED

A POWERFUL NEW SERIES OF GRIPPING ADVENTURES



### EMPIRE'S END LESSON PLAN 1 YEAR 5



#### Objectives

To understand the symbolism of objects as having value that is more than their monetary cost  
To explore the emotions that go alongside things that have 'sentimental value'  
To understand the concept of the use of artefacts in history

#### Outcomes

Children will be able to explain the link between memories and emotions. The children will also be able to understand how personal memories of the past can be seen as 'living history'.

#### Resources

*Empire's End* book  
Resource Sheet 1 – Box of Memories  
Resource Sheet 2 – Living Museum

#### Lead in

Read Chapter 1 which has Camilla burying her most treasured possessions as she is fearful of what is going on around her (at this point we don't know why). Get the children to think about why she may be fearful; why does she want to hide her possessions? The book gives an idea of why some of the objects (the box in particular) was so important to Camilla. Explore the meaning and personal importance of objects. The main point is that these items only have value to Camilla but she wants to keep them safe, despite their lack of material value. Explain to the children that this is called having 'sentimental value' - this could take many forms and be because of; the person who bought it, what it was given for, handed down through generations of the family etc ...

#### Task

Get the children to come up with 5 items/objects that hold significant memories for either themselves or their family that they would 'bury' if they wanted to keep them safe. With the list they should provide an explanation as to the significance and reasons why. E.g. Teddy bear that was given to them the day they were born etc. remembering that these items will have value and meaning to them and their families. Use Resource Sheet 1 'Box of Memories' to help with this.

#### Extension

Create a 'living museum' display of photographs of the objects in different children's lists and information cards for them. Invite other classes into the room and have the children 'curate' their pieces and explain to the other children what they are, how old they are and why they are so important to them and their family. Use Resource Sheet 2 'Living Museum' to place the photograph and caption side by side.

Also available:



Illustrations © Alette Straathof 2020



#Voices | #ISeeMe

[www.leilarasheedd.com.wordpress.com](http://www.leilarasheedd.com.wordpress.com)

@LeilaR @ScholasticUK







# EMPIRE'S END A ROMAN STORY LEILA RASHEED



A POWERFUL NEW SERIES OF GRIPPING ADVENTURES

## EMPIRE'S END LESSON PLAN 1 RESOURCE SHEET 2 – LIVING MUSEUM



Taking one of your ideas from Resource Sheet 1, take a photograph of it and place it on the top section of the area below. Underneath write an explanation of the piece; what it is and why it has so much significance to you or your family. Display it with other items from members of your class and then invite others in the school to come and visit your 'Living Museum'.



Five horizontal dotted lines for writing an explanation of the museum item.

Also available:



#Voices | #ISeeMe  
[www.leilarasheedd.com.wordpress.com](http://www.leilarasheedd.com.wordpress.com)  
@LeilaR @ScholasticUK





# EMPIRE'S END A ROMAN STORY LEILA RASHEED



A POWERFUL NEW SERIES OF GRIPPING ADVENTURES

## EMPIRE'S END LESSON PLAN 2 YEAR 6



The children need to form two lines facing each other. They take a few steps back from the opposite line so an 'alley' can be formed. Each student line is given a point of view they must justify and give examples for. So, in this case, on one side should be those who are whispering why she should have told someone about Avitoria, on the other, why she should have kept it a secret.

One child is then selected to walk down the middle of the alley. As they walk past each person, they must stop and listen to each point of view, which is whispered (as if it is the person's conscience speaking to them). The children in the lines must state their point of view and give an example or reason for their thinking. It is important that each child is heard so the child walking down the alley can hear what each person says. The child walking through the 'alley' then needs to decide as to what they think they should do at the end of it.

From this, collate the responses on the whiteboard or place them on a 'working wall' so the children can complete the written part of the task.

This video is a useful additional guide to the teacher as to what a conscience alley is and how to get the most out of it: [https://www.youtube.com/watch?time\\_continue=147&v=-Hs0LirV9v8&feature=emb\\_logo](https://www.youtube.com/watch?time_continue=147&v=-Hs0LirV9v8&feature=emb_logo)

Using the ideas developed as a class, the children should write a short paragraph imagining they are Camilla and identify the pros and cons they have heard. At the end of the paragraph the children need to answer the question; Would you have told someone if you had been Camilla?

### Extension

Moving on from the specific example in the book; Set up a debate with the discussion point being:

*Is keeping something secret as bad as lying?*

Place the children in two groups 'I agree with the statement' and 'I disagree with the statement'. Use Resource Sheet 2 'Agree or disagree' to collate ideas for or against the motion debate. Allow the children to work as a group to come up with ideas for or against the motion. From there ensure the debate is carried out using debating rules; no speaking over each other; allow everyone to hear the points. Teacher should act as Chair to maintain proceedings.

Also available:



Illustrations © Alette Straathof 2020



#Voices | #ISeeMe  
[www.leilarasheeddotcom.wordpress.com](http://www.leilarasheeddotcom.wordpress.com)  
@LeilaR @ScholasticUK





# EMPIRE'S END A ROMAN STORY LEILA RASHEED



A POWERFUL NEW SERIES OF GRIPPING ADVENTURES

## CURRICULUM LINKS FOR EMPIRE'S END



### KS2 PSHE (from the PSHE Association Programme of Study)

**H6.** To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others

**R1.** To recognise and respond appropriately to a wider range of feelings in others

**RI1.** To work collaboratively towards shared goals

**L8.** To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices

**L9.** What being part of a community means, and about the varied institutions that support communities locally and nationally

**L12.** To consider the lives of people living in other places, and people with different values and customs

Also available:



#Voices | #ISeeMe

[www.leilarasheeddotcom.wordpress.com](http://www.leilarasheeddotcom.wordpress.com)

@LeilaR @ScholasticUK

