**Key Question: how and why is History written differently?**

**Starter lesson (60 mins) using INTRODUCTION: THE COMPLETE HISTORY**

Go to https://www.parallelhistories.org.uk/lessons-1/

**STEP ONE: 15 mins**

Put class into groups of four. Ask students to work in pairs. Each pair watches either the Jewish or Arab narrative.

Ask each pair to explain to the other pair what were the main points of the narrative they watched.

Whole class: quick discussion of main points.

**STEP TWO: 15 mins**

Ask each pair to now watch the other narrative, making a note of similarities and differences as they go along.

Working as a group of four, discuss their findings.

Whole class: how are the narratives different? (This discussion may evolve into ‘why’ are they different?)

**STEP THREE: 15 mins**

Working as a group of four, pick out the six strongest pieces of evidence from the twenty they’ve seen.

After 5 mins interrupt class to ask their criteria for ‘strongest’. Pull out concepts of ‘reliability’, ‘typicality’, and ‘relevance’.

Groups resume work and prepare to present their ‘best six’

Whole class discussion

**STEP FOUR: 10 mins**

Working individually write a short answer to the questions ‘what have you learned from today’s seminar?’ and collect answers at the end. This is as much for their feedback to the teacher as the other way round.

**NOTES:**

STEPS ONE and even TWO can be done as an out of classroom preparation assignment, and STEP FOUR can be done as a written assignment setting up a follow up lesson for discussion of the learning.

PRACTICALITIES: ask the class to bring headphones and you will need one tablet between two, or ask them to use their mobile phones.