

About the unit

This is a period study which looks in **overview** and **depth** at the key events, stories and developments in the **industrial period from 1750 to 1900**.

It examines both **political** and **social** history. It provides depth enquiries of iconic KS3 topics such as the **Industrial Revolution, or the British Empire** plus some less commonly studied topics such as **the colonisation of Australia**.

The unfolding story of ideas, political power, industry and empire is integrated into the depth enquiries and the feature lessons and also covered as part of the overview.

It includes two **site studies** of a former industrial landscape (Ancoats, Manchester) and a famous **town hall**; an emblem of civic pride (Birmingham).

As in all units there is a strong focus on developing students' **extended writing** skills and the **use of sources** to find out about the past.

Learning Outcomes

This period study will help your students to develop:

- an overview of the Middle Ages period
- an awareness of the major themes of the period
- depth understanding of key moments, events and people
- improved extended writing skills
- greater confidence in forming judgements and supporting them with evidence.

At the end students will know:

- how the Industrial Revolution changed Britain
- how working lives changed as a result of industrialisation
- how working people campaigned for changes to the political system and how the government responded
- the causes, events and significance of the Peterloo Massacre of 1819
- how and why the British Empire grew through the nineteenth century
- how and why Australia became a British colony and what the consequences were for its inhabitants
- how the Victorians celebrated Empire and industry at the Great Exhibition
- what the Victorians valued and how they showed this in their art and their architecture
- how the British colonial government ruled India through three stages of development from the East India Company to the Raj.

They will be able to:

- identify changes and continuities over the period
- identify key features of the period
- form judgements about historical questions and support them with evidence
- understand how to write good paragraphs and how to structure essays and narrative accounts
- evaluate and interpret sources.

Key terms and vocabulary development

Through the activities in this unit students will be able to understand, use and spell correctly the following words:

- **Key terms:** Ancestors; Apprentice; Aristocrats; Battle of Plasey; Botany Bay; Bribes; Canal; Charity; Christian missionaries; Civil service; Civilise; Coal bearer; Colonial; Colony; Composers; Constable; Convict; Council; Crystal Palace; East India Company; Economic; Empire; Federation; Fraternity; Free settlers; Freedom; General election; Gold prospector; Governor; Great Exhibition; Gweagal Aboriginal Australians; Handlooms; Hard labour; Hulk; Hussars; Idealised; Independence; Industrial Revolution; Industry; Inequalities; Koh-i-Noor diamond; Labour; Looms; Magistrates; Massacre; Memorabilia; Mills; Navvies; Over-looker; Panoramic; Peacock Throne; Pension; Poor relief; Prejudice; Radicals; Raj; Rebellion; Reform Acts; Royal Society; Rural; Sabres; Sati; Satire; Sepoys; Settlers; Slave trade; Socialist; Spinning wheels; Spiritual; Steam engines; Taxes; Transportation; Tribe; Viceroy; Whaling industry; White Mughals; Workhouse; Yeomanry.

Assessment opportunities

It will give you plenty of evidence for your mixed bag of assessments.

Each enquiry leads to a major task which reveals both growing substantive knowledge and disciplinary knowledge. These are both evidenced in the final tasks. For example:

- the writing task that runs through 6.2 reveals both their understanding of the impact of industrialisation on ordinary people, and
- their skill in writing well-ordered paragraphs supported by evidence.

These end of unit assessments take various forms.

- The Peterloo Massacre task (6.4) is to plan and describe three rooms for a new museum, including writing information panels and a plan of what else to include in each room.
- For the final task for ‘How did the British colonise Australia?’ (6.6) students write a judgement essay based on their research notes gathered through the enquiry.
- In 6.8 (‘What can paintings tell us about Victorian attitudes to family life?’) the task is to create the script for a short audio guide to be used in an art gallery.
- In 6.10 (‘What motivated the British rulers of India?’) students gather ‘What motivated’ summaries and use these to write a second judgement essay.

Every lesson offers opportunities for formative assessment, for example:

- their ability to ask historical questions (p138–39)
- their ability to think in overview (p140–141, p186–87)
- the judgements on the usefulness of sources (p150–51, p154–55, p156–57)
- their ability to describe key features of a period (p186–87)
- the ability to identify changes and continuities (p142–49)
- their understanding of causes and consequences (p152–57, p180–81)
- their evaluation of interpretations (p152, p156, p158–59, p171–75).

There is also a half-termly assessment at the end of Lessons 6.6 and 6.12.

Links to 2014 National Curriculum

Content knowledge:

Ideas, political power, industry and empire: Britain, 1745–1901.

- Britain as the first industrial nation – the impact on society.
- Party politics, extension of the franchise and social reform.
- The development of the British Empire with a particular focus on India and Australia.

Disciplinary knowledge:

Students deepen their chronologically secure knowledge and understanding of British and world history, so that it provides a well-informed context for wider learning.

- Students identify significant events and analyse trends within periods.
- They use historical terms accurately.
- They use concepts to frame and pursue historically valid enquiries.
- They create relevant, structured accounts supported by evidence.
- They use different types of historical sources to pursue enquiry.
- They discern how and why contrasting arguments and interpretations of the past have been constructed.

Links to prior learning in Understanding History

- The nineteenth-century lessons from the early thematic studies (1E and 3E) provide valuable grounding for studying the lives of working people, particularly the implications of rapid urbanisation for sanitation and health.
- It develops the overview understanding of empire and industrialisation introduced in the Unit 5 thematic study.
- The study of the working lives of men, women and children can be contrasted with a pre-industrial experience from the Middle Ages (2.8).

Links to future learning in Understanding History

- The call for greater voting rights at Peterloo can be continued in Unit 8 with the campaigns for equal rights and for women's suffrage.
- The work on the British Empire links into the industrial and imperial migration explored in Enquiry 7E.
- The site study of Birmingham Town Hall and what this tells us about Victorian society can be contrasted with the site study of Millicent Fawcett and what it tells us about Britain in 2018.
- The entire study builds a strong picture of the key features of the industrial and colonial period that will be contrasted with the modern world in Unit 8.

Links to future learning at GCSE

This unit will be a helpful **knowledge foundation** if you are studying:

AQA GCSE History	Power and the people: c1170 to the present day
OCR A GCSE History	Power: monarchy and democracy in Britain c. 1000–2014

GCSE **exam skill sheets** based on this unit for use now or later in the course are:

AQA GCSE History	Skill sheet	Content focus/enquiry	Skills focus
	8	The Industrial Revolution (6.2)	Significance
	9	The Peterloo Massacre (6.4)	Sources
	10	The British Empire (6.10)	Interpretations
Pearson Edexcel GCSE History	Skill sheet	Content focus/enquiry	Skills focus
	11	The Industrial Revolution (6.2)	Key features
	12	Victorian family life (6.8)	Utility of sources
	13	The British Empire (6.10)	Judgement

OCR B GCSE History	Skill sheet	Content focus/enquiry	Skills focus
	15	The Industrial Revolution (6.2)	Usefulness of sources
	16	The colonisation of Australia (6.6)	Interpretation essay
	17	Victorian family life (6.8)	Usefulness of sources

Lesson sequence

After the introductory overview lesson – 6.1 Big picture: Industry and empire, 1750–1900 – the stories of industry and empire are intertwined.

6.2 Enquiry: What was the impact of the Industrial Revolution on people's lives?

6.3 Site study: Ancoats, Manchester – an industrial landscape

6.4 Enquiry: How should we remember Peterloo?

6.5 Close-up: Map of the British Empire in 1886

6.6 Enquiry: How did the British colonise Australia?

Followed by a mid-unit half-termly assessment.

The second half of the period study continues to investigate industry and empire, but also gets into Victorian pride and values expressed in the Great Exhibition, Victorian painting, Victorian buildings and their approach to colonial rule in India.

6.7 Close-up: The Great Exhibition of 1851

6.8 Enquiry: What can paintings tell us about Victorian attitudes to family life?

6.9 Site study: Birmingham Town Hall

6.10 Enquiry: What motivated the British rulers of India, 1750–1900?

6.11 Close-up: The Koh-i-Noor diamond

It closes with a period review.

6.12 Period review: How would you sum up the period 1750–1900?

Lesson summaries

NB These are at-a-glance lesson summaries. You can use the below table to identify where all the supporting resources listed in the summaries can be found:

Resource	Located in:	
	Printed	Online
Lesson plans	9781398314306 - Understanding History: Key Stage 3: Planning & Teaching Pack	9781398331334 – Understanding History: Key Stage 3: Boost Core 9781398331457 – Understanding History: Key Stage 3: Boost Premium
Lesson worksheets	9781398314306 - Understanding History: Key Stage 3: Planning & Teaching Pack	
Pearson Edexcel, AQA and OCR B skill sheets	9781398314337 - Understanding History: Key Stage 3: Assessment Pack	
Lesson presentations		

Lesson 6.1 Big picture: Industry and empire, 1750–1900

Learning objectives	Main teaching activities	Key term	Supporting resources
<ul style="list-style-type: none"> Learn about the key events of the period 1750–1900 	<ul style="list-style-type: none"> Introducing the main events of the period Finding three events that were important in the expansion of the British Empire; three examples of economic change; three examples of political change 	<ul style="list-style-type: none"> Empire Industry Massacre Slave trade 	<ul style="list-style-type: none"> Lesson plan 6.1 Worksheet 6.1.1 Worksheet 6.1.2 Lesson presentation Pearson Edexcel skill sheet 13 AQA skill sheet 10

Unit 6 Period study: Understanding industry and empire, 1750–1900 (24 lessons)

Four lesson enquiry on Britain's Industrial Revolution:

Lesson 6.2A What was the Industrial Revolution?			
Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand the broad changes that took place in Britain due to the Industrial Revolution 	<ul style="list-style-type: none"> Describing a scene of eighteenth-century Bradford Explaining the changes seen in Bradford and explaining how the Industrial Revolution affected students' own local area 	<ul style="list-style-type: none"> Handlooms Industrial Revolution Mills Spinning wheels Steam engines 	<ul style="list-style-type: none"> Lesson plan 6.2A Worksheet 6.2A Lesson presentation

Lesson 6.2B The working lives of men			
Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand the ways in which the Industrial Revolution transformed the lives of working men and brought them new opportunities 	<ul style="list-style-type: none"> Reading about the working experiences of mine and textile factory workers, skilled labourers and navvies and making notes about the new opportunities the Industrial Revolution brought them Using the notes to write a detailed paragraph about the impact of the Industrial Revolution on working men 	<ul style="list-style-type: none"> Apprentice Charity Mill Navvies 	<ul style="list-style-type: none"> Lesson plan 6.2B Worksheet 6.2B.1 Worksheet 6.2B.2 Lesson presentation

Lesson 6.2C The working lives of women			
Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand that the Industrial Revolution had a limited impact on the lives of women 	<ul style="list-style-type: none"> Analysing a painting about working women during the industrial period Writing notes about the limited impact of the Industrial Revolution on the lives of women Using the notes to write a detailed paragraph explaining this 	<ul style="list-style-type: none"> Looms Poor relief 	<ul style="list-style-type: none"> Lesson plan 6.2C Worksheet 6.2C Worksheet 6.2B.2 Lesson presentation

Lesson 6.2D The working lives of children

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand that the Industrial Revolution had a terrible impact on the working lives of children 	<ul style="list-style-type: none"> Analysing a source showing working conditions for children during this period Writing notes about the terrible ways in which children's lives were changed due to the Industrial Revolution Using the notes to write a detailed paragraph about this 	<ul style="list-style-type: none"> Coal bearer Over-looker 	<ul style="list-style-type: none"> Lesson plan 6.2D Worksheet 6.2D Worksheet 6.2B.2 Lesson presentation Pearson Edexcel skill sheet 11 AQA skill sheet 8 OCR B skill sheet 15

Lesson 6.3 Site study: Ancoats, Manchester – an industrial landscape

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand that the Ancoats area of Manchester was a very important area in the Industrial Revolution and that sources can be examined to understand the changes that have taken place there 	<ul style="list-style-type: none"> Examining a photograph and historical map to identify different features of the Ancoats area Writing a visitor's guide app to explain what the original buildings tell us about people's lives in Ancoats during the Industrial Revolution 	<ul style="list-style-type: none"> Canal 	<ul style="list-style-type: none"> Lesson plan 6.3 Worksheet 6.3.1 Worksheet 6.3.2 Lesson presentation

Three-lesson enquiry on The Peterloo Massacre:

Lesson 6.4A The background to Peterloo			
Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand the background to the Peterloo massacre – the political system in Britain at the start of the nineteenth century and the radical groups calling for reforms 	<ul style="list-style-type: none"> Analysing two sources and what they tell us about the event Using information about the background to Peterloo to write an introductory panel for the Peterloo Massacre Museum explaining the background to the event and why it was so shocking Planning the museum space and features that would be included to create an impact on visitors 	<ul style="list-style-type: none"> Economic General election Radicals Rebellion Taxes 	<ul style="list-style-type: none"> Lesson plan 6.4A Worksheet 6.4A.1 Worksheet 6.4A.2 Worksheet 6.4A.3 Lesson presentation

Lesson 6.4B 16 August, 1819			
Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand the timeline of the events of the Peterloo Massacre and the ways in which the authorities mishandled the situation 	<ul style="list-style-type: none"> Analysing sources to understand the events at Peterloo Using the material provided to write a short panel for visitors explaining how Manchester magistrates mishandled the situation Planning the museum space and features that would be included to interest and educate visitors 	<ul style="list-style-type: none"> Constable Hussars Magistrates Sabres Yeomanry 	<ul style="list-style-type: none"> Lesson plan 6.4B Worksheet 6.4B Lesson presentation

Lesson 6.4C After Peterloo

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand the short- and long-term consequences of the events at Peterloo 	<ul style="list-style-type: none"> Examining sources to examine how the event was recorded at the time and how it has been remembered since Using the material provided to write a short panel for visitors explaining what happened after Peterloo and how it has been remembered Deciding how to use different interpretations of the event to interest and educate visitors 	<ul style="list-style-type: none"> Memorabilia Reform Acts Satire 	<ul style="list-style-type: none"> Lesson plan 6.4C Worksheet 6.4C Lesson presentation AQA skill sheet 9

Lesson 6.5 Close up: British Empire Map 1886 – what does it tell us about the British Empire?

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand that there were different attitudes towards Empire in the 1880s 	<ul style="list-style-type: none"> Answering questions on the details shown on the map Finding out about the man who created the map and what that tells us about views at the time, on Empire 	<ul style="list-style-type: none"> Colonial Empire Federation Fraternity Freedom Labour Socialist 	<ul style="list-style-type: none"> Lesson plan 6.5 Worksheet 6.5.1 Worksheet 6.5.2 Lesson presentation

Four-lesson enquiry on British colonisation of Australia:

Lesson 6.6A Claiming Australia			
Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand the ‘discovery’ of Australia by Captain Cook and the beginning of Britain’s colonisation there 	<ul style="list-style-type: none"> Explaining the purpose of Cook’s voyage and what he achieved, on the ‘government and leaders’ sheet Explaining what happened when Aboriginal Australian people tried to stop the British from entering their land, on the ‘treatment of Aboriginal Australian people’ sheet 	<ul style="list-style-type: none"> Ancestors Botany Bay Colony Gweagal Aboriginal Australians Royal Society 	<ul style="list-style-type: none"> Lesson plan 6.6A Worksheet 6.6A.1 Worksheet 6.6A.2 Lesson presentation

Lesson 6.6B Creating a convict colony			
Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand the reasons why convicts were chosen as the first population to colonise Australia and how Sydney had developed into a thriving settlement by the 1820s 	<ul style="list-style-type: none"> Analysing a painting on Sydney in 1821 Explaining why the British government decided to create a convict colony and what Arthur Phillip achieved, on the ‘government and leaders’ sheet Explaining how the convicts and settlers built the first colony, on the ‘convicts and settlers’ sheet 	<ul style="list-style-type: none"> Convict Governor Hard labour Hulk Independence Transportation 	<ul style="list-style-type: none"> Lesson plan 6.6B Worksheet 6.6B Worksheet 6.6A.2 Lesson presentation

Lesson 6.6C Aboriginal Australians

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand key features of the Aboriginal Australian culture and how it conflicted with the British culture Understand the deteriorating relations between the two groups 	<ul style="list-style-type: none"> Comparing the two cultures Examining a source on the treatment of Aboriginal Australian people Adding evidence to the ‘treatment of Aboriginal Australian people’ sheet 	<ul style="list-style-type: none"> Settlers Spiritual Tribe 	<ul style="list-style-type: none"> Lesson plan 6.6C Worksheet 6.6C Worksheet 6.6A.2 Lesson presentation

Lesson 6.6D From penal colony to settlement

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand how sheep farming, whaling, gold prospecting and transportation enabled free settlers to help colonise Australia 	<ul style="list-style-type: none"> Making notes on the changes brought about by sheep farming, whaling and gold prospecting Explaining how free settlers helped to colonise Australia on the ‘convicts and settlers’ sheet Deciding on the most important factors in colonising Australia Writing a judgement essay on the reasons why Britain was able to successfully colonise Australia 	<ul style="list-style-type: none"> Free settlers Gold prospector Whaling industry 	<ul style="list-style-type: none"> Lesson plan 6.6D Worksheet 6.6D.1 Worksheet 6.6D.2 Worksheet 6.6A.2 Lesson presentation OCR B skill sheet 16

Lesson 6.7 Close-up: The Great Exhibition of 1851

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand the strength of industry and trade in Victorian society through study of the achievements of the Great Exhibition in 1851 	<ul style="list-style-type: none"> Noting down the details of the Exhibition – where it was, the exhibits, visitors and its legacy Using the notes to write ten quiz questions on the Great Exhibition and using them to quiz a partner 	<ul style="list-style-type: none"> Crystal Palace Great Exhibition 	<ul style="list-style-type: none"> Lesson plan 6.7 Worksheet 6.7 Lesson presentation

Three-lesson enquiry on Victorian family life and values:

Lesson 6.8A A rural family			
Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand how artists idealised rural family life in Victorian Britain 	<ul style="list-style-type: none"> Analysing the features of the painting, 'A Cottage Interior' Writing an audio guide on the painting for a new art gallery exhibition 	<ul style="list-style-type: none"> Idealised Rural 	<ul style="list-style-type: none"> Lesson plan 6.8A Worksheet 6.8.1 Worksheet 6.8.2 Lesson presentation

Lesson 6.8B The ideal family			
Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand how artists idealised family working-class and middle-class life in Victorian Britain 	<ul style="list-style-type: none"> Analysing the features of the paintings, 'Baby's Birthday' and 'Many Happy Returns of the Day' Writing an audio guide on the paintings for a new art gallery exhibition 	<ul style="list-style-type: none"> • Panoramic 	<ul style="list-style-type: none"> Lesson plan 6.8B Worksheet 6.8.1 Worksheet 6.8.2 Lesson presentation

Lesson 6.8C Families in difficulty			
Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand that some artists tried to show a more realistic view of family life and some of the problems people faced during this period 	<ul style="list-style-type: none"> Analysing the features of the paintings, 'Applicants for Admissions to a Casual Ward' and 'The Outcast' Writing an audio guide on the paintings for a new art gallery exhibition Writing an introduction to the exhibition explaining what paintings can tell us about Victorian life 	<ul style="list-style-type: none"> Inequalities Workhouse 	<ul style="list-style-type: none"> Lesson plan 6.8C Worksheet 6.8.1 Worksheet 6.8.2 Lesson presentation Pearson Edexcel skill sheet 12 OCR B skill sheet 17

Lesson 6.9 Site study: Birmingham Town Hall			
Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand what Birmingham Town Hall can tell us about the importance of industrial cities in the Victorian era 	<ul style="list-style-type: none"> Answering questions on the Town Hall and its history Planning the celebrations for the 200th anniversary for Birmingham Town Hall – three events for people to understand why the town hall is so important and to enjoy 	<ul style="list-style-type: none"> Composers Council 	<ul style="list-style-type: none"> Lesson plan 6.9 Worksheet 6.9 Lesson presentation

Three lesson enquiry on British colonial rule in India:

Lesson 6.10A Company rule, 1757–1803			
Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand the controversial figure of Robert Clive and how the East India Company came to be in control in India 	<ul style="list-style-type: none"> Evaluating whether Robert Clive should still have a statue Writing a ‘what motivated’ summary explaining what motivated British rulers in India between 1750 and 1803 	<ul style="list-style-type: none"> Battle of Plasey Bribes East India Company Taxes White Mughals 	<ul style="list-style-type: none"> Lesson plan 6.10A Worksheet 6.10A Lesson presentation

Lesson 6.10B From rule to rebellion, 1803–59			
Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand the changes brought about by the British in this period and the Indian rebellion that ensued 	<ul style="list-style-type: none"> Summarising the changes brought about by Bentinck and Dalhousie to take and keep control of India and why these were resented Writing a ‘what motivated summary’ explaining how the British colonial government changed India in this period and how they reacted to the Indian rebellion 	<ul style="list-style-type: none"> Christian missionaries Civilise Sati Sepoys 	<ul style="list-style-type: none"> Lesson plan 6.10B Worksheet 6.10B Worksheet 6.10A Lesson presentation

Unit 6 Period study: Understanding industry and empire, 1750–1900 (24 lessons)

Lesson 6.10C The British Raj, 1858–1905

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand how the British colonial government came to rule India directly and the main features of rule during the period of the British Raj 	<ul style="list-style-type: none"> Summarising the elements of British colonial rule in this period – racial superiority; railways; famines; Lord Curzon Writing a final ‘what motivated summary’ explaining what motivated British rulers of India between 1858 and 1905 	<ul style="list-style-type: none"> Aristocrats Civil servants Prejudice Raj Viceroy 	<ul style="list-style-type: none"> Lesson plan 6.10C Worksheet 6.10C.1 Worksheet 6.10C.2 Lesson presentation

Lesson 6.11 Close up: The Koh-i-Nur diamond (part of the Crown Jewels)

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand what the Koh-i-Nur diamond can tell us about Britain’s empire in the eighteenth and nineteenth centuries 	<ul style="list-style-type: none"> Reading about the significance of the diamond and writing notes about its history Writing a speech for a debate about whether Britain or India should own the diamond today 	<ul style="list-style-type: none"> Koh-i-Noor diamond Peacock Throne Pension 	<ul style="list-style-type: none"> Lesson plan 6.11 Worksheet 6.11 Lesson presentation

Lesson 6.12 Period Review: How would you sum up the period, 1750–1900?

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> To review the period, 1750–1900 	<ul style="list-style-type: none"> Selecting two events, people, developments or ideas and two places that are important features of the period Making connections between different features of the period Creating a title page 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> Lesson plan 6.12 Worksheet 6.12.1 Worksheet 6.12.2