

Traitor on Trial Lesson Plan

2 Hour Visit (guided tour plus curriculum led session)

Key Stages Upper 2 to KS4

Traitor on Trial	The causes and consequences of the 1829 fire
Curriculum Links	History/Citizenship/RE
Aim:	To understand the story of Jonathan Martin and to hold a mock trial
Objectives:	To tell the story of Jonathan Martin and the 1829 fire To evaluate sources and evidence To determine the outcome of the trial
Enquiry Questions:	Why did Jonathan Martin set York Minster on fire?

Objectives	Activity	Delivery Notes	Key Skills	Links to the Curriculum	Resources	Time
Welcome, Orientation & Expectations	Students are welcomed to York Minster, given a quick introduction to the building and an outline of what they can expect from their visit. An explanation of the Minster as a living place of worship is made clear and expectations around behaviour are outlined.	Make sure the group are standing facing the East End to experience the 'wow' factor of the building. Stand facing the group so they can all hear clearly. Explain that there are hourly prayers and the expectation is we stand quietly out of respect.	Speaking & listening	RE: understanding the purpose of a place of worship and how Christians express their beliefs.	Main doorway at West Entrance	2 mins
Move to St Stephens's chapel or Consistory Court?	Move across the Minster to St Stephens Chapel. Feedback from the tour if applicable.	All bags, coats etc to be put into wicker basket in St. Stephens and locked.	Speaking & Listening			5 mins

		<p>Pupils to sit on rug in St Stephens facing east. Chapel chairs to be set out at the back for group leaders/ pupils who need them.</p> <p>Possible question if they have had the tour: what is the most interesting thing you have learnt on your tour?</p>				
Telling the story	Tell the story of Jonathan Martin and the fire.	<p>If this was already told in the tour, this can be a recap with what the pupils can remember. If not, briefly outline the story.</p> <p>If pupils are confident readers they can read sections of an information card in pairs and report back to the group.</p>	Speaking and Listening	History Study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.	Information cards on Jonathan Martin. Display board pictures. Clipboards and pencils if pupils want to write down ideas	10 mins
Analysing the evidence	In small groups analyse the evidence from the evidence cards.	<p>Hand around the evidence cards.</p> <ul style="list-style-type: none"> • A note left by Jonathan Martin • A page from a burnt prayer book • A sketch of the Minster showing where Jonathan Martin hid and started the fire • A piece of fabric that Jonathan took from the Bishop's Throne • An image of the pocket knife found on Jonathan Martin when he was caught. 	Teamwork Evaluating sources	History: source analysis Citizenship and RE: understanding circumstances that lead to a crime.	Evidence source cards Fact sheet of the event	10
Discussing the outcome	Discussing the possible outcomes and sentences available at the time	<p>The charges against Jonathan were of arson (deliberately setting fire to property) and felony (a serious crime that could result in the death penalty or confiscation of property)</p> <p>Possible sentences were:</p> <ul style="list-style-type: none"> • Prison • Mental hospital • Released • Sentenced to death 		<p>Ethical discussion about punishments and crimes.</p> <p>Citizenship: understanding the civil system.</p>	The Judge's card	5

Holding the Trial	Allocate key characters for the trial. The rest of the class are the Jury. Act out the trial.	<p>Key characters:</p> <ul style="list-style-type: none"> • Jonathan Martin • Mr Baron Hullock, Judge • Robert Swinbank who discovered the fire • Job Knowles, Sexton* • Robert Anderson, Defence • Mrs Lawn • Mr Alderson - Prosecution • Paul Glenton, Doctor • Eyewitness of the fire <p>Start with the judge who speaks. Then the judge calls the key witnesses who present their evidence. Then the defence and prosecution give their arguments. *The Sexton held the keys to the Minster and took care of the building.</p>	Speaking and listening Presenting	RE: ethical dilemmas relating to crime and punishment English: Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role.	Character information cards for the trial as prompts if needed.	10
Deliberating on the verdict	Firstly in small groups then as a whole group, discuss the outcome of the trial and the potential sentence that Jonathan Martin should be given.	<p>Questions to consider: Should Jonathan Martin be declared guilty or not? Was he capable of distinguishing right from wrong at the time of the crime? Was he mentally ill and did this affect his behaviour? (Note the term 'insane' from the original trial and why we wouldn't use this term today). Report back to the larger group. Individuals to present their views.</p> <p>Class to vote on whether Jonathan Martin should be declared guilty (in which case he had been of sound mind and knew what he was doing was wrong) or not guilty (because he did not understand that what he was doing was wrong). The class can also decide what sentence he should be given if any.</p>	Critical thinking Evaluating evidence	Citizenship: understanding the civil system RE: ethical dilemmas relating to crime and punishment English: Pupils should also be taught to understand and use the conventions for discussion and debate	Fact card with crimes and punishments	5

Discussing the historical outcome of the trial.	Explain the actual verdict and sentence issued by the Judge.	Explain that Jonathan was found guilty but insane by the Jury. The Judge translated this as 'Not Guilty' due to insanity. He was sentenced to be locked up in the Bethlehem prison indefinitely. He died there 9 years later. If he had been found guilty, he would have been executed. Discuss the outcome and whether the class felt this fair or not.	Critical thinking Evaluating evidence	Citizenship: understanding the civil system RE: ethical dilemmas relating to crime and punishment	Consequences cards	5
Reflect on modern day	Discuss how a modern trial might have treated the evidence.	Bring in issues of Mental Health and how this consideration might have changed the verdict if JM was on trial today.		PSHE – Awareness of mental health issues		3
Extension activity	Causes and Consequences	<p>Discuss the events leading up to the fire and which was the most significant cause.</p> <p>Pupils can also think about the following consequences and see which they think had the greatest impact:</p> <ul style="list-style-type: none"> • Jonathan Martin was locked up. • A watchman was appointed to keep watch day and night – this became the current Minster Police. • The Quire had to be completely re-built. • The fire led artist and historian John Browne to draw pictures of key Minster statues and bosses. This was invaluable in 1840 following another fire in re-creating what had been lost in the fire. 		History skills of cause and consequence.		
Take away	The Teacher Resource plan provides more activities and research tasks that can be used as an extension to this session.	<p>For a written outcome, this structure could be used:</p> <ul style="list-style-type: none"> • Jonathan Martin was sentenced to ... • I agree/disagree because ... • In my view ... because ... • Evidence to support this is ... 				