Shearbridge Road Mosque Case Study

# **Overarching Enquiry Question: How much has our building on Shearbridge Road changed and stayed the same since it opened?**

## **Lesson Plans**

This sequence of activities models how an historic site identified on the [interactive map](https://www.google.com/maps/d/edit?mid=1Yuai_EaS1QHN6C3buNJwlttUnYY&ll) of Bradford as part of Stories in Stone could be used as the focus of local visits and the study of local history at KS1, 2 and 3. All the suggested teaching and learning activities relate to the [PowerPoint](https://historicengland.org.uk/content/docs/education/explorer/shearbridge-mosque-case-study-ppt) from the [Teaching Activity: Stories in Stone - Shearbridge Road Mosque Case Study](https://historicengland.org.uk/services-skills/education/teaching-activities/stories-in-stone-shearbridge-mosque)

## **Background Knowledge**

* The chosen building was originally opened in Art Nouveau style as a United Methodist Church with an attached Sunday school.
* It became a mosque in the mid 1970`s and has since been altered internally with additional extensions to the exterior.
* As a building it has been transformed from a Non-Conformist chapel in a working class area of Bradford to a mosque attended by Muslims of mostly Pakistani descent. As such it represents some of the social and cultural changes that have so altered Bradford since industrialisation.

(Other buildings identified on the [interactive map](https://www.google.com/maps/d/edit?mid=1Yuai_EaS1QHN6C3buNJwlttUnYY&ll) could be treated as a focus of study in the same way.)

## **Learning Objective: To evaluate the extent of change and continuity on a historic site with reference to evidence, comparing it to the wider history of the local area.**

**Learning Outcomes:** Pupils will have

* Drawn inferences about the extent of change at Shearbridge Road Mosque by external observation of the building.
* Drawn further inferences about the extent of change at Shearbridge Road Mosque by observing its interior.
* Prepared presentations about the history of the Shearbridge Road Mosque using additional evidence.
* Identified the relative strength or importance of links between the history of the Shearbridge Road Mosque and the history of Bradford as a whole.

## **Suggested Teaching and Learning Activities**

### What can we infer about this building by looking at it from outside?

* Teachers will need to be familiar with the history of Shearbridge Road Mosque before they visit.
* A timeline is available on Slides 64-70 in the accompanying [PPT](https://historicengland.org.uk/content/docs/education/explorer/shearbridge-mosque-case-study-ppt)
* If it is not possible to visit the exterior of the building use Slides 4-13 in the accompanying [PPT](https://historicengland.org.uk/content/docs/education/explorer/shearbridge-mosque-case-study-ppt)to lead discussion in the style of the notes below.
* Where there are references to particular features of the exterior of the mosque in the activities, particular slides from the accompanying [PPT](https://historicengland.org.uk/content/docs/education/explorer/shearbridge-mosque-case-study-ppt) are given in brackets.

**Site Visit**

Key Stage One

To foster an element of surprise without explaining anything about the site and its history take pupils on a tour of the exterior of the building.

* Pause in particular places where there might be clues to the history of the building such as:
  + the minaret and dome over the current main entrance to the mosque (Slide 4)
  + the dates 1797 and 1907 on the pillars either side of the old church entrance (Slides 6 & 7)
  + the lettering “Branch No 11” inscribed over an outside door (Slide 9)
  + the date 2000 inscribed in the wall to the right of the old entrance as you face the building the minaret and dome over the current main entrance to the mosque (Slide 10)
* Ask pupils to describe what they see, touch surfaces to feel the texture of materials and describe how these feel i.e. soft, hard, etc.
* Lead discussion about whether they think materials might be new, quite new, quite old or very old and probe their reasoning through further questions.
* Ask pairs to generalise about whether they think that the building **as a whole** is mostly very old, quite old, quite new, or very new.   
  Select different pairs to contribute answers but probe their understanding with further questions about details from the observation of the site which might support their generalisation. e.g. Why do you think this wall is very old?
* After this ask pairs to discuss whether they think the building might have changed over time and if so how much. Select different pairs to contribute and probe their understanding with further questions about details from the observation of the site which might support their claim e.g. Why do you think this building hasn`t changed very much? Older or more able pupils could also complete the activities suggested for Key Stage Two.

Key Stage Two

Take pupils on a tour of the exterior of Shearbridge Road Mosque. To foster an element of surprise explain nothing about the site or its history in advance of the visit.

Pause in particular places where there are features which could be used for discussion on site or after the visit,

* details such as the minaret and dome over the current main entrance to the mosque (Slide 4)
* for example point out the dates 1797 and 1907 inscribed over the former main entrance (Slides 6 & 7)
* the lettering “Branch No 11” inscribed over an outside door (Slide 9).
* the date 2000 inscribed in the wall to the right of the old entrance as you face the building the minaret and dome over the current main entrance to the mosque (Slide 10)

Either on site or subsequently in the classroom ask pupils to discuss the following questions and identify any evidence they saw to support their answers:

* How old is the present building?
* What might be the importance of the dates 1797, 1907 and 2000?
* Has the building been added to since it was built? If so, whereabouts and how can you tell?
* Are there any clues as to how the building was used when it was first opened? Why has the word “BRANCH N0 11” been inscribed over one entrance?
* Are the railings original or new? How can you tell?
* What can the modern signs on the building tell us about how it might be used today?

Through whole class discussion and voting agree a series of inferences which represent class thinking at a provisional stage before they know more about the site (emphasis that it is fine for pupils to change their minds later on about what they think. Stress that what you are looking for as the teacher is how they support their claims with evidence, rather than the particular claim they make.)

For example the claim might be made “This building was built in 1797”. Supporting evidence might be “The date 1797 was put on the building”, “The builders thought it was important enough to put the date 1797 on the building,” “1797 is the oldest date on the building”. Older or more able pupils could also complete the activities suggested for Key Stage Three.

Key Stage Three

Complete the activities for Key Stage Two but in discussing what pupils have noted as they observed the exterior of the building ask them to identify evidence that either supports or contradicts the following statements.

* The building was designed and built as a mosque.
* The building was designed and built as a school.
* The building was designed and built as a church.
* The building was designed and built as a railway station.
* The building was designed and built as a bank.
* The building was designed and built as a private house.
* The building was designed and built as a synagogue.
* The building was designed and built as a gurdwara (Sikh temple).
* The building was designed and built as a Hindu temple.
* The building was designed and built as a factory.
* The building was designed and built as a shop.
* The building has definitely changed its use over time.

In class discussion challenge pupil conclusions (and allow other pupils to challenge each other’s conclusions) and probe their understanding of the evidence by asking questions such as

* “What specific evidence did you see that makes you think it was built as a synagogue?”
* “Why did you decide it must have been a bank?”, “How can you be certain it has changed its use over time?”

The aim is for pupils to develop a credible working hypothesis about the history of the building which they can justify by reference to available evidence while remaining aware that they could be wrong, at odds with what their peers think **and** still be comfortable with that.

As discussion proceeds note can also be taken of unprompted recall of prior knowledge such as architectural styles or features associated with a mosque etc.

### What can we infer from the inside of the building?

Key Stage One

Lead pupils on a tour of the Mosque interior pointing out features of the building that indicate how it is used today (photographs of particular features of the building in the PowerPoint are mentioned in brackets).

Ask pupils to decide whether particular features reflect the architectural style of the exterior of the building. For example:

* brightly coloured carpets have been installed in traditional Islamic style from abroad (Slides 15, 16, 17 & 20)
* some windows have traditional arches found in many mosques installed in them which cannot not be seen from outside (Slide 18),
* bookshelves have been created with a library of Muslim literature, Koranic inscriptions in traditionalcalligraphy adorn some walls and there are photographs of Islamic sites such as the Kaaba in Mecca (Slide 15)
* in the downstairs function room (sited in the bottom part of the original church building) a dais can be set up with chairs and other accessories that can be used for traditional Muslim wedding ceremonies (Slide 21).

Take pupils up to the upper function room and draw attention to

* how sculpted panels of foliage between the arches have been especially lit up (Slide 23).
* ask pupils whether they think the panels are in the same style as other decoration used in the interior of the mosque (they are not as the panels were part of the original Art Nouveau fabric of the church interior).
* ensure that pupils stand in the part of the upper function room extended in 2000 (PowerPoint Slide 23) and ask if they notice any difference with the rest of the room (they shouldn’t as it had to be built in the same style and using the same materials as the original building).

Back in the classroom set up a number line across the teaching area from 1 to 10.

* place the following statements next to particular numbers.
* ask pupils to think carefully in silence about which one they agree with most and then ask them discuss their reasoning with a partner. Lastly ask all pupils to stand on the continuum on a number they most agree with, probing pupil understanding of why they have chosen this number and what evidence might support it.

(1) The building has not changed at all since it was built.

(2) The outside of the building has not changed much since it was built but inside has changed a lot.

(3) The outside and the inside of the building have changed a lot since it was built.

(4) The building has changed completely since it was built.

Key Stage Two and Three

* Give pairs a short time to discuss if (and why) they have changed their mind about the history of the building between finishing their tour of the exterior and then seeing the interior of the building.
* Probe pupil understanding and set more time for pairs to devise further questions about the site they would like to have answers to.

### What can other evidence tell us about our building?

Key Stage One

* Roll out a toilet roll along the floor or a surface. Using Slides 26 to 30 of the PowerPoint place copies of each slide along the toilet roll in chronological order to create a timeline (make sure the spaces between dates accurately reflect the distances in time, for example one square of toilet roll could equal one year in the timeline).
* Give out the photographs of the site today from Slides 3 to 24 of the PowerPoint (not all slides need be used). Explain that the photographs may help to prove that the statements for each date are true.
* Allow time for pairs/threes to decide which photographs might support which statement and place particular photographs by particular dates.
* In whole class discussion invite comments from particular pairs/threes as to how they think particular photographs might support particular statements e.g. Teacher; Why do you think the photograph helps to prove that the building was built in 1907?
* Pupil; `Cos they (i.e. the builders) put the date 1907 on the building. You can see 1907 in the photograph. Allow other pupils to challenge the conclusions of their peers.

Key Stage Two

* It should be clear to pupils that the building is a working mosque with the title “Islamic Mission College”. (Reference could be made to any prior learning about Islam and features of Mosque design).
* Split pupils up in to small groups (threes often work best). Give out copies of information about the history of the Shearbridge Road Mosque (which includes original source material) from Slides 31 to 43. (These contain details deliberately withheld from pupils during visits and in immediate discussion after them).

(Please note that Slide 38 is a direct quote from the London Gazette referring to the withdrawal of permission to hold weddings at “the Richmond Shearbridge Methodist Church” has been used. During its time as a church the building was referred to by slightly different titles so the term Shearbridge Road Methodist Church has been used in the materials wherever possible to avoid confusion).

* The amount of material given to groups could be reduced as a form of differentiation. During discussion certain terms such as Methodist (a label for a group of Protestant Christians who split away from the Church of England in the eighteenth century) could be explained to pupils or they could be encouraged to research their meanings for themselves.

(Some materials also create dilemmas in study as they appear to contradict themselves e.g. the extract of the map of 1908 showing empty ground on the site of the church appears to cast doubt on other information pointing to the church being built or completed in 1907. This can be explained later by the fact that maps did not always include all new buildings at the time of publication because the time between the map makers going out to survey area and the final map being printed was often several years. Sometimes they were given plans of proposed new buildings – to draw in, before they had been built, but this was not always the case. It clearly wasn’t here. This can be a good discussion about how much maps in general can be trusted as evidence. Pupils may well have witnessed adult drivers being misled by their sat navs!).

Give out toilet rolls to each group.

Give groups a limited amount of time to prepare a timeline about the history of the building using separate bits of paper on to which years can be written, placing copies of photographs of the exterior and interior of the mosque that may already have been used from other activities and details from any other evidence they have just discussed as supporting evidence around particular dates on the timeline.

Ask each group to present their histories in turn (or to avoid repetition invite a few groups to do so). Allow individuals/other groups to challenge details particular groups have presented.

Key Stage Three

As above for Key Stage Two but in each case ask each group to say which of the statements about changes in the building as a whole they debated in the last lesson they now agree with. Ask pupils to justify their opinion and what evidence they have used to make their decision, particularly where they may have changed their minds.

### What can Shearbridge Road Mosque tell us about the history of Bradford?

Key Stage One

* Display the following sentences.
* Buildings in Bradford can change what they are used for.
* Bradford buildings never change what they are used for.
* Stones and bricks from old Bradford buildings can be used again.
* Bradford has changed between 1907 and today.
* Bradford has not changed between 1907 and today
* Ask learning partners to discuss each sentence in turn for a short time.
* At the end of each discussion invite comments from pairs as to whether they agree or disagree with the statement, allowing other pupils to agree or challenge what other pupils have suggested. (Coloured card could be given out to pairs for use in discussion with green for agree, orange for not sure or red for disagree. These could be held up to show what each pair has concluded as a result of their discussion after each sentence).
* The most able pairs should be able to refer to evidence they have already studied from the history of the Shearbridge Road Mosque to support their reasoning about Bradford as a whole.

Key Stage Two

* Roll out a toilet roll and place copies of Slides 26 to 30 from the PowerPoint at accurate intervals along it to create a timeline of the history of Shearbridge Road Mosque.
* Give out copies of Slides 45 to 63 to different pupils and rollout another toilet roll parallel to the Shearbridge Road one and to the same scale.
* From Slides 45 to 63 of the PowerPoint briefly outline aspects of the history of Bradford giving out copies for different pupils to hold (the slides could be referred with the existing full text or simplified versions created reducing the amount of text and the number of slides used.
* However, using all the slides will make the identification of types of link between the history of Shearbridge Road Mosque and the history of Bradford appropriately challenging in the activity below.
* At points in the narrative ask pupils to place their copy of a slide accurately on the toilet roll parallel to the Shearbridge Road Mosque timeline to create a class timeline for Bradford.
* Then give out lengths of ribbon to small groups of three widths (wide, medium and thin).
* Explain that the lengths of ribbon represent links between the history of Bradford and the history of the Shearbridge Road Mosque. The widest one represents the strongest or most important link (e. g. churches closed in the 1960s and 1970s across Bradford which directly links with the purchase of the disused Shearbridge Road Methodist Church as a mosque or Bradford men served in the First World War and six men died who attended Shearbridge Road Methodist Church). The medium one a middling link (e. g. South Asians first settled in Bradford during the Second World War and the Muslims who have worshipped at the Shearbridge Road Mosque have mostly been from Pakistani families). The thinnest ribbon is the weakest or least important link (e. g. Mohammed Ajeeb was Bradford’s first Muslim Lord Mayor and it was Muslims who worshipped at Shearbridge Road Mosque from 1974-5 onwards.)
* Ask them to discuss where they might choose to place their ribbons across the timelines.
* Select a few groups to do this in turn and lead class discussion about choices pupils make, probing understanding of why they have placed particular links where they have and why these might differ from choices made by other pupils.

Key Stage Three

As above but conclude with discussion relating Bradford’s history to national and international history covered at Key Stage Three e.g. the First World War, End of the British Empire, history of migration in to and out of the UK. Such questions as “How was the history of Bradford affected by national and international events?”could form part of the discussion. The teacher could assess the extent to which pupils refer to prior learning about the history of the Shearbridge Road Mosque and Bradford’s wider history in such discussion.