

**Aims:**

To introduce the theme of heritage.

To introduce the topics contained in the Your heritage and mine pack.

To prompt conversation around differences and similarities in students' present lives and in the past.

**Introduction:**

This set of activities introduces the topics of Visiting a museum or archive, Travel, Work, Leisure and Afternoon tea which are further explored in the accompanying topic folders. It prompts the students to find out more about each other and introduces them to photographs from the rich resources of the Newham Archives and Local Studies Library and Museum of London Docklands' websites. Some of the activities ask students to talk about family members, including older generations who might no longer be alive, so sensitivity is required for these activities. You can work through the worksheets or pick out individual activities but all the worksheets will help your students find out more about Newham, each other and their families. Included are activities which invite the students to provide stories and photographs of their families. You could save these in a class 'archive box' and then create a display and students could be asked to make a short presentation about a family member or particular topic.

**Activities:**

- 1.1 Heritage evaluation questions
- 1.2 Where are you from?
- 1.3 Introducing the topics
- 1.4a Find someone who...
- 1.4b Find someone whose...
- 1.5 How much do you know about Newham?
- 1.6 Newham heritage fact: about the borough
- 1.7 Family connections
- 1.8a Newham biographies
- 1.8b Newham biographies
- 1.9 Reading a photo
- 1.10 Photographs of Newham
- 1.11 How do we find out more?
- 1.12 Pelmanism, memory game
- 1.13 This reminds me of...
- 1.14 Memory game

**Vocabulary includes:**

heritage	museum	library	archive
local	biography	borough	date of birth
place of birth	family tree		

**Procedure:****Worksheet 1.1: Heritage evaluation questions**

This introduces the heritage evaluation questions we asked participants in our workshops. It is a useful way to measure their learning about heritage if you also carry it out when you have completed all the topics.

**Worksheet 1.2: Where are you from?**

A quick warm up activity for students to find out more about each other and their families.

**Worksheet 1.3: Introducing the topics**

Print and cut out. There are five questions and five answers relating to the topics of work, leisure, travel, afternoon tea and visiting archives and museums. They are in the past tense to introduce the idea of Newham's history but if required can be changed into present tense to make easier. You can ask the class if they've ever seen a horse and cart in Newham! In pairs students rearrange to find the correct order, then need to mingle to find who has the matching question/answer. They can be used to elicit understanding of the topics or as quick revision.

**Worksheets 1.4a and 1.4b: Find someone...**

Students have to complete a table with information about other students relating to the topics. First they need to construct a question then ask people individually until they find someone who can give the appropriate answer, gradually building up knowledge about each other. Version b. requires them to ask for information about a relative's experience. To make this harder it can be adapted to the past tense. Three sections are left blank on each worksheet for students to devise their own question.

**Extension activity:** A variation on this game is to play What is .....

Students have to ask up to ten people in the class to answer a question and then tabulate the results to find out overlaps and differences. They then feed back what they have learnt. If you have a large class they can work in pairs, one interviewing, one writing.

Possible questions:

What is your favourite hobby?

Which museums have you been to?

What was your grandfather's job?

What's your favourite memory of ...?

**Worksheet 1.5: How much do you know about Newham?**

Put the word 'Newham' on the board. Ask the students to shut their eyes and picture Newham. Give them a couple of minutes to think about the borough then ask them to share with a partner what they saw.

Students then complete the sheet and compare with others in the class.

**Worksheet 1.6: Newham heritage fact: about the borough**

This introduces the first of a number of Newham heritage facts and provides some history about the borough with accompanying questions.

**Extension activity:** students can research the borough further to compile more facts.

**Worksheet 1.7: Family connections**

This activity reveals connections between the students. Print and cut up the family nouns and scatter on a table. Write all the students' names spaced out on the white board. You are going to try and make visible connections between them.

Students choose a family noun at random and answer the first question. They then mingle and find someone who shares their answer and join them until everyone who can has found a group. As they feedback their answers connect those who have a shared answer with a coloured line on the board. Some may not have a connection yet.

Repeat by everyone choosing a different family noun and asking the next question on the sheet. Each new question relates to a different topic in the pack. You could use different coloured lines on the board for each question.

Repeat until you run out of questions. Is everyone in the class now connected by a line to at least one other person on the whiteboard? If not the class must now think of a new question to ask until they can find an answer that ensures everyone is connected eg does your father like riding a bike? Did your grandmother like going to the cinema?

Photograph the final whiteboard result and print it out for a display about Your heritage and mine to show how your students share similarities and differences.

Because the students are talking about relatives, including grandparents, some of the answers they give might need to be in the past tense. To avoid this for lower levels ask students to only pick the family nouns of living relatives. To make harder put all the questions into the past tense.

**Worksheets 1.8a and 1.8b: Newham biographies**

Students will learn about two famous Newham people, Jack Cornwell and Hannah Dadds as well as being introduced to language around biography.

Worksheet a. asks them to provide photos of themselves and a family member. If this proves difficult they could draw a simple picture of an object to represent a portrait, such as a flag or an object that is special to them, or they could find an image online to represent them. For Worksheet b. print and cut out the sentences. Students can work in pairs to sort into the correct order.

**Extension activity:** to make this harder, students could write up their personal and family members' biographies and recreate the activity using these. They will need to give clues such as dates, vocabulary and meaning to help indicate the correct order.

### Worksheet 1.9: Reading a photo

This activity leads into Worksheet 1.10 where your students will be looking at a variety of photographs. Using a photo from the Newham Archive it shows that by asking questions we can find out more about a photograph than we think at first sight. It should help your students to feel more confident about looking at images as well as encouraging them to develop their own interpretations. The archive photographs are then used as a prompt for conversation about the students' own lives and they are invited to develop their own questions which they can ask other students.

### Worksheet 1.10: Photographs of Newham

One definition of heritage is the objects and stories that are passed to us by our family and that we then pass on. You can watch a film with your students about heritage which gives more meanings here:

<https://www.newhamheritagemonth.org/records/what-is-heritage-how-to-start-your-heritage-project-in-newham/>

The video is 16.03 minutes long and at 10.09 you can see what the Archive and Local Studies Library looks like inside. As well as books, maps, records and magazines they also have a large collection of photographs, many of which are used in this pack. You can see a large selection on their website here.

<https://www.newhamphotos.com/>

This worksheet requires your students to be able to access the Newham Photos website, answer a number of questions and explore it to find out more about Newham's history.

### Worksheet 1.11: How do we find out more?

This quick worksheet prompts students to think about how they might find out more information about local history and their own heritage. Encourage them to use these sources so they can gather information for a personal heritage archive or class group display.

### Worksheet 1.12: Pelmanism, memory game

This classic game can be played at any point to check understanding of topic vocabulary. Print the sheets on card and cut out the photos and words. Scatter the cards face down on a table and students take it in turns to turn two face up, trying to find a matching photo and description. If they haven't found a pair they place them back in exactly the same spot and it is the next person's turn. If they find a matching pair they keep them and have another turn.

This game tests memory and understanding. A number of cards have been left blank for you to add images of your choice from the Image Pack or use photos your students have brought in. You could set your students the challenge to make an entire set out of one of the topics.

**Activity 1.13 (no worksheet): This reminds me of...**

Print out a selection of the photos from the Image Packs onto paper or card, cut them up and scatter them on a table or project a selection on the whiteboard. Ask the students to pick an image that reminds them of a story about a family member. Give them a couple of minutes to choose. Students then tell a partner their name and their story for one or two minutes before swapping photos and moving around to find another partner. This time they tell the new person the story that they have just listened to, remembering to use the name of the person who told it to them.

The whole group then feeds back the interesting things they have learnt about each others families.

**Extension activities:**

- Ask the students to send you a photo of an object that means something to them relating to their family. Print them out and use these. Students must not choose their own for the activity but can talk about them afterwards.
- Theme the object to a particular topic – travel, hobbies, jobs.
- Theme the object to a particular relative – grandparent, father, cousin.

**Activity 1.14 (no worksheet): Memory game**

Based on the classic memory game 'I went shopping...' this game can be adapted for different themes. The examples here are in the present tense but to make harder and include more family history you could ask the students to talk about their families in the past tense. Below is an example of how to start for the topic of work. The aim is to remember the sequence and see how far you can get. If someone is struggling to remember students can try and give clues.

Work — Habiba: My dad is a dentist.

Guillaume: My mum is a teacher and Habiba's dad is a dentist.

Artur: My grandmother is a shopkeeper, Guillaume's dad is a teacher and Habiba's dad is a dentist.

**ANSWERS:**

**Worksheet 1.2: Where are you from?**

What's your name?/My name's...

Where do you come from? I'm from...

Where were your parents born? My parents were born in...

What languages do you speak? I speak...

What languages do your family speak? My family speak...

### Worksheet 1.3: Introducing the topics

Q. What work did people in Newham do to earn a living?

A. People in Newham worked in factories, schools, shops and on trains and buses.

Q. What did people do in their spare time in Newham?

A. People in Newham enjoyed sport, culture and hobbies in their spare time.

Q. How did people travel around the borough of Newham?

A. People travelled around Newham by horse and cart and by foot.

Q. Where did people enjoy cake and a cup of tea in Newham?

A. People went to cafes and people's houses to enjoy cake and a cup of tea.

Q. Where can we go to find out about the history of Newham?

A. We can go to the archive to find out about the history of the borough of Newham.

### Worksheet 1.6: Newham heritage fact: about the borough

1. 1965

2. Essex

3. F

4. T

5. 1801 875

6. Newham

### Worksheets 1.8a and 1.8b Biographies of famous people from Newham

#### Jack Cornwell, a hero of the World War One. (A)

He was born in Leyton. (B)

He was born on 8 January 1900. (C)

His father worked as a milkman and tram driver. (D)

When the war started in 1914 he tried to join up but was too young. (D)

In 1915 he joined the Navy. (D)

Jack's ship was involved in the Battle of Jutland and he was seriously injured. (D)

He died of his wounds on 2 June 1916. (E)

He was one of the youngest people to be awarded a Victoria Cross. (D)

#### Hannah Dadds, the first female train driver on the Underground. (A)

She was born in Forest Gate. (B)

She was born on 16 October 1941. (C)

She left school at 15 and worked as a shop assistant. (D)

It took her seven weeks to qualify as a train driver. (D)

She retired in 1993 and moved to Spain. (D)

She died in 2011. (E)

In 2019 a plaque was unveiled in her honour at Upton Park station. (D)

### Worksheet 1.10: Photographs of Newham

1. Buildings and Streets, Shops, Markets and Street Traders, Sports, Leisure and the Arts, Transport, Work

### Worksheet 1.11: How do we find out more?

local history books in libraries A

family trees B

talking to family about old photographs C

old family letters E

newspapers in archives F

research on the internet D