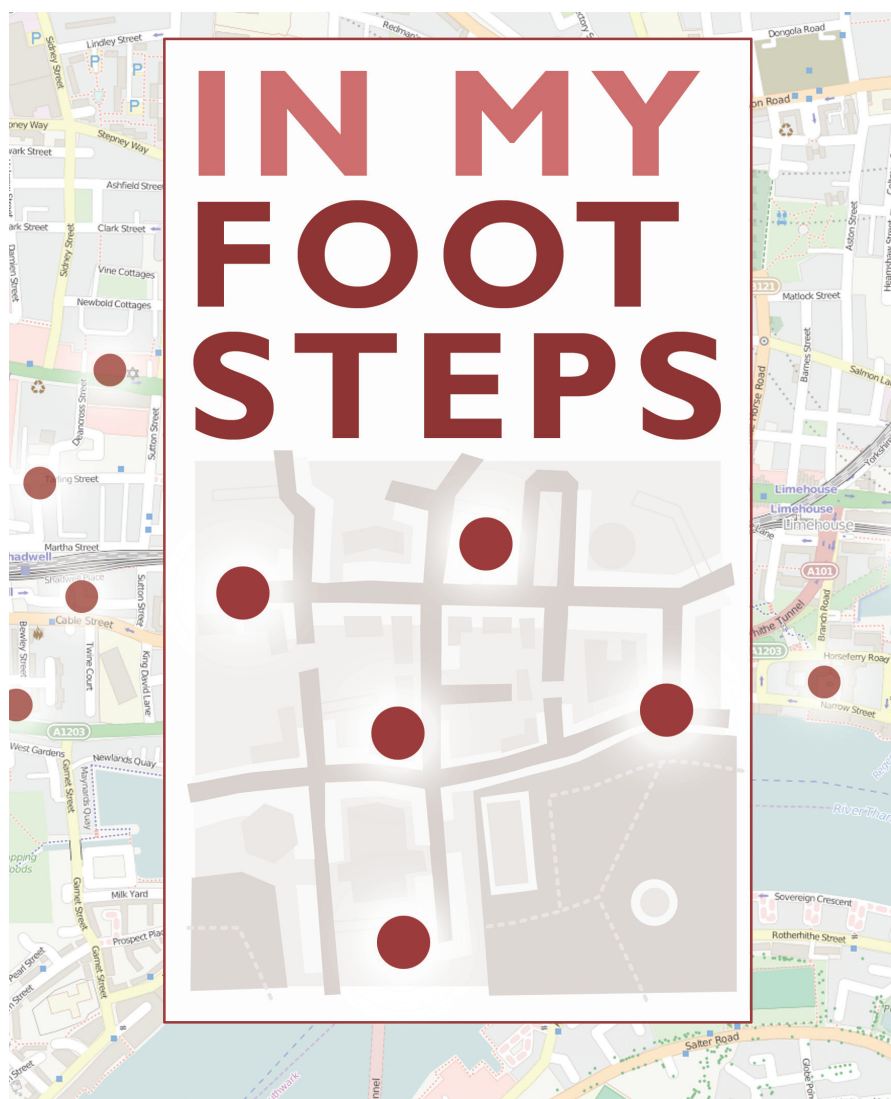


TAKE A WALK



a teaching resource

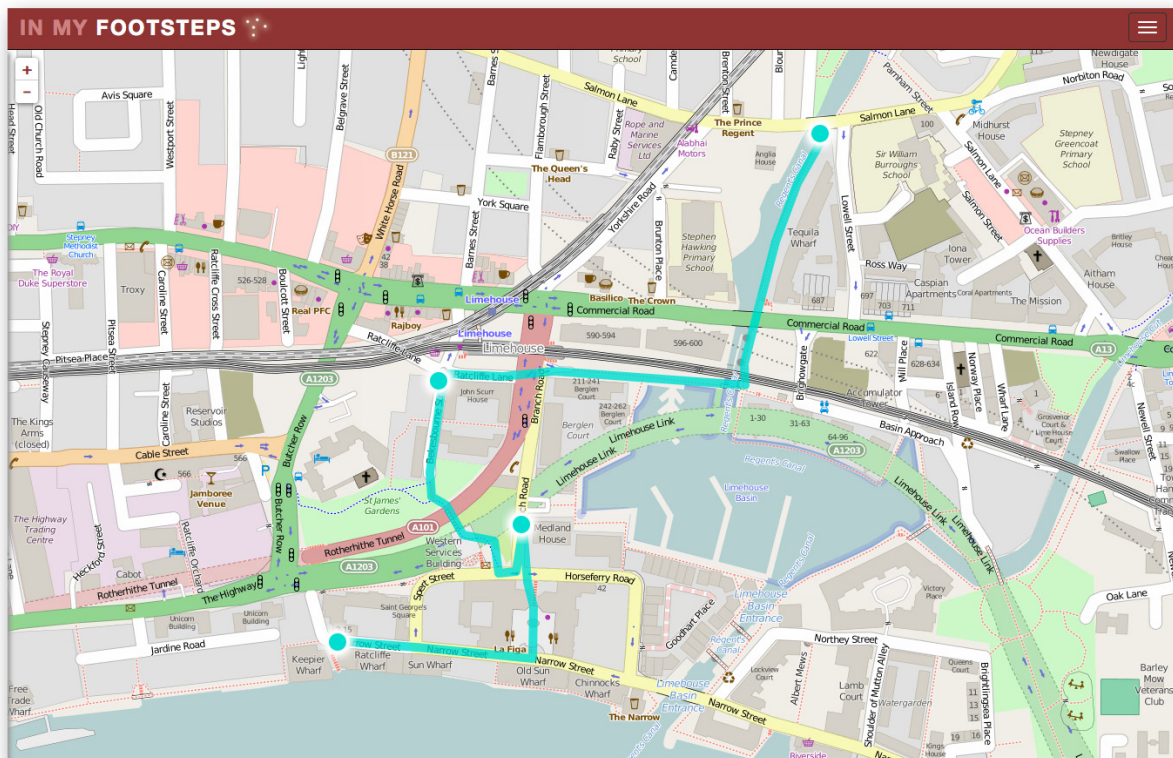
Lesson plans devised by **Debbie Weekes-Bernard**

A
manifesta
Project



LOTTERY FUNDED

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Introduction

This resource is based on the *In My Footsteps* project and website www.inmyfootsteps.org created by Manifesta in which 16 individuals, aged from 15 to 96, have developed local trails across East London representing personal perspectives on the historical, cultural and social changes that have occurred in their areas. Many of the trails are designed to facilitate a local walk 'in their footsteps', listing the length of each walk and including short descriptions of particular stops along the route. For schools based in or near those particular parts of East London - Limehouse, Poplar and Whitechapel, including East India docks, Brick Lane etc.- we would recommend engaging in some of the walks highlighted on the site. That said, the project and the website itself have been developed to serve as inspiration for both local heritage and history walks and also for classroom discussion and activity around the concepts of space, place, change, belonging and migration among many others. In that sense, this guide and the project incorporate an element of classroom-based activity that can be conducted by any school, regardless of where it is located.

Who is the guide for?

The guide is intended for use by secondary school teachers of History, Geography, Citizenship and English working with pupils at key stage 3. The geography element is based largely on those wishing to take pupils on any of the walks included on the website, as it will require some map use as well as the downloading of the In My Footsteps mobile phone app (instructions for this are included on the website itself). However, since the activities detailed in this guide include a variety of cross curricular elements, it is likely that teachers may find material relevant for geographical research purposes within them.

Relevant national curriculum information¹

The lesson plans and activities included within this guide can be used when teaching pupils key stage 3 History, English, Citizenship and Geography. The relevant subject content and/or skills information for each subject is as follows:

¹ The curriculum information included here relates specifically to national curriculum guidance for England.

History Key Stage 3²

“Pupils should extend and deepen their chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning. Pupils should identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time. They should use historical terms and concepts in increasingly sophisticated ways. They should pursue historically valid enquiries including some they have framed themselves, and create relevant, structured and evidentially supported accounts in response. They should understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.

Subject material could include:

ideas, political power, industry and empire: Britain, 1745-1901:

- the Enlightenment in Europe and Britain, with links back to 17th-Century thinkers and scientists and the founding of the Royal Society
- Britain’s transatlantic slave trade: its effects and its eventual abolition
- the Seven Years War and The American War of Independence
- the French Revolutionary wars
- 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 an in depth study (for example, of India)
- Ireland and Home Rule
- Darwin’s ‘On The Origin of Species’ ”

Citizenship Key Stage 3³

Citizenship Purpose of study

“A high-quality citizenship education helps to provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society. In particular, citizenship education should foster pupils’ keen awareness and understanding of democracy, government and how laws are made and upheld. Teaching should equip pupils with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments. It should also prepare pupils to take their place in society as responsible citizens, manage their money well and make sound financial decisions.

Pupils should be taught about:

- the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch
- the operation of Parliament, including voting and elections, and the role of political parties
- the precious liberties enjoyed by the citizens of the United Kingdom
- the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals
- the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities”

² Taken from Department for Education (2013) National Curriculum in England: history programmes of study www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study/national-curriculum-in-england-history-programmes-of-study

³ Taken from Department for Education (2013) National Curriculum in England: citizenship programmes of study for key stages 3 and 4 www.gov.uk/government/publications/national-curriculum-in-england-citizenship-programmes-of-study/national-curriculum-in-england-citizenship-programmes-of-study-for-key-stages-3-and-4

Geography key stage 3⁴

Geographical skills and fieldwork

“Pupils should be taught to:

- build on their knowledge of globes, maps and atlases, and apply and develop this knowledge routinely in the classroom and in the field
- interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs
- use Geographical Information Systems (GIS) to view, analyse and interpret places and data
- use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information”

English key stage 3⁵

Subject content for:

Writing

“Pupils should be taught to:

- write accurately, fluently, effectively and at length for pleasure and information through:
- writing for a wide range of purposes and audiences, including:
- well-structured formal expository and narrative essays
- stories, scripts, poetry and other imaginative writing
- notes and polished scripts for talks and presentations
- a range of other narrative and non-narrative texts, including arguments, and personal and formal letters
- summarising and organising material, and supporting ideas and arguments with any necessary factual detail
- applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form
- drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing
- plan, draft, edit and proof-read through:
- considering how their writing reflects the audiences and purposes for which it was intended
- amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness”

Spoken English

“Pupils should be taught to speak confidently and effectively, including through:

- using Standard English confidently in a range of formal and informal contexts, including classroom discussion
- giving short speeches and presentations, expressing their own ideas and keeping to the point
- participating in formal debates and structured discussions, summarising and/or building on what has been said
- improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.”

⁴ Taken from Department for Education (2013) Geography programmes of Study: key stage 3 www.gov.uk/government/uploads/system/uploads/attachment_data/file/239087/SECONDARY_national_curriculum_-_Geography.pdf

⁵ Taken from Department for Education (2013) English programmes of Study: key stage 3 www.gov.uk/government/uploads/system/uploads/attachment_data/file/244215/SECONDARY_national_curriculum_-_English2.pdf

About the Trail-makers



Bill

Bill was born in Stepney close to St Dunstan's Church, just like his parents. The family moved to the Limehouse Fields estate when he was 3 years old. After getting married, Bill moved to Canning Town for 5 years. At that time, he joined a self-build group and started building his own house in Poplar. As an engineer, Bill worked in many countries, in Europe, the US, Asia Pacific and the Middle East. Now semi-retired, he is involved in a number of voluntary projects around health issues, arts and youth. He also enjoys walking, biking, taking photographs, and history. The idea behind his trail is to encourage people to look at the future so as to improve their and other people's lives...



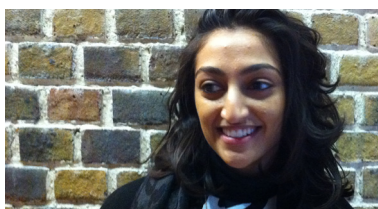
Denis

Denis is one of the cockneys of the East End of London. He has lived in the area for more than 80 years. He used to work in printing and packaging in the Stepney area. Denis' main interests are sports – boxing, football and athletics. His trail combines community landmarks with memories of buildings that have now disappeared.



Eyor

Eyor lives with his extended family in a street off Brick Lane. After a career as a successful business man (he set up several restaurants and travel companies), he is now a community elder, supporting the Bengali community at Toynbee Hall as well as the centre of the local Alzheimer Society. Bangla Town is his village where he feels at home. His trail takes us to the sites that matter to him, related to his Bengali culture.



Heena

Heena was born in Wales in 1990 before moving to Limehouse with her family 15 years ago. Heena's parents are originally from Gujarat in India but were both born in Kenya. Heena enjoys speaking to people in her local area of Limehouse and learning how her neighbourhood used to be before her time. She is an experienced marketer and is also interested in photography and editing. Her trail focused on Limehouse as a developing area with the ongoing disappearance of independent retailers.



Irene

Irene was born and brought up in Limehouse, just like her parents, who were of Danish and Irish descent. The only time she has not lived in the area was when she was evacuated during WW2 to be with her aunt in Weston Super Mare. Irene's father was from a family of ship builders, and he worked on the docks for 45 years. Irene enjoys local history as well as dancing, lunching and doing exercise classes with her friends. She is part of a local community group called Neighbours in Poplar. Her trail visits places closely related to her family – her parents, her brother, and Regent's Canal near where her father used to work.



Joe

Joe was 'born and bred' in Poplar, as he likes to say. His mother was English, born in India, and his father was from Singapore, of Malay descent. They met in England and married in 1923. His father was a ship's carpenter in the Merchant Navy. Joe is one of the founding members of the Men's Cabin, located at the Brownfield Cabin. He enjoys cooking and eating, doing carpentry, and reminiscing. His trail takes us through the last walk he made, in Poplar, on the day he was evacuated from London in August 1939 during WWII.



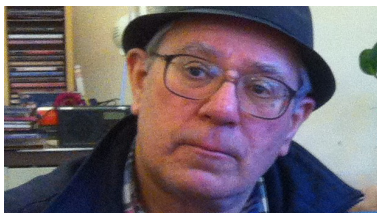
Jon

Jon has lived in Poplar his entire life. His grandfather was originally from Italy and moved to England in the early 30s. His parents, both born in London, moved to Poplar in the sixties. Jon likes all kinds of sports, plays football, table tennis, and goes climbing. His trail focuses on the area where he lives, around All Saints DLR station.



Joyce

Joyce was born in Islington at the old Royal Free Hospital. She has lived in many different areas of London, including Brixton, Clapham, Finsbury Park, Stamford Hill, Dalston, Hackney, and ultimately Whitechapel, Stepney and Limehouse. She is an embroiderer. She volunteers at John Scurr Community Centre and spends her time gardening, cooking, writing, taking photographs and practicing calligraphy. Joyce's trail focuses on biodiversity in the city and the breathing spaces in between the busy lives we live.



Laurie

Laurie grew up in Petticoat Lane in the post war years, at a time when the Lane was a predominantly Jewish neighbourhood. He has witnessed first-hand how his 'village' has evolved and, as he accumulated historical and heritage knowledge, he became a self-taught expert of the Whitechapel area, including leading walking tours. Laurie takes us on a tour of buildings that used to host some of the most interesting organisations working for the common good.



Manny

Manny is one of the eldest of the Whitechapel community. The son of Russian/Polish immigrant Jews, he has always lived near or in the Whitechapel area, while he has family in other European countries and the U.S. Manny is a supporter of the World Peace Movement and has campaigned for Nuclear Disarmament. His trail takes us to where he used to go to as a teenager/young man – some of those places have changed – and he shares his memories and love of Eastern European food.



Marion

Marion has always lived in the Whitechapel area. On the day of her eighteenth birthday, during WWII, a bomb fell on her house and she lost everything. She was brought up by her Jewish grandmother who had come to London from Holland. Marion is a very sociable person who likes meeting and engaging with new people. Her trail takes us to places where people gather together for leisure, activities and support.



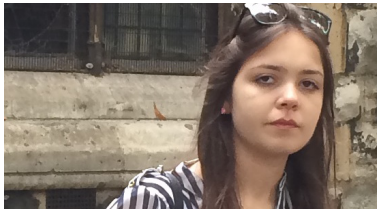
Marlene

Marlene is originally from Cape Verde, the youngest of the family. Born in Portugal, she moved to Sweden when she was 3 years' old, and most of her family still live there. She came to London in 2001, where she studied fashion and trained as a beauty therapist. She has two children. Marlene is interested in fashion, craft, anything made by hand, photography... She was always fascinated by the history of the Spratt's factory, and the focus of her trail are examples of creativity in Poplar and Limehouse.



Mary

Mary has lived in the Whitechapel area for 12 years. She has a passion for the arts and when her husband died she started studying art at Camberwell College of Art, encouraged by her grown up children. Mary is currently volunteering at Toynbee Hall, animating the group on Wednesday afternoons, and as such she is the oldest volunteer. Her trail reflects her interest and enquiring mind, focusing on art and creative places, as well as innovative and radical organisations.



Milanda

"My name is Milanda. I'm 15 years old and I've lived in Poplar nearly all my life. Living in Poplar is good because it's multicultural and you get to see lots of different ways other people live their lives. I like growing up in Poplar because it's a good community and everyone is friendly. My trail represents places children go to; it stops off at all the places I have been, or go to now – or look forward to going to in the future."



Rosemary

Rosemary is a newcomer to the Whitechapel area. She came to London from Shropshire, just three years ago, to live near her son. A former architect, she has an interest in buildings with an eye for interesting and stylish ones. She is a keen painter and does beautiful watercolours. Rosemary's trail focuses on landmark buildings, close to where she now lives, near Whitechapel tube station.



Roz

"Originally from Ireland, I have lived, worked and been part of the community of Poplar for over 25 years. I am a youth and community worker with The Paradise Zone Youth Centre at the oldest Salvation Army Corps in the world. I began my journey there as the parent of a member, then as a volunteer for 8 years and I have been running the youth centre now for over 10 years. I have photographed graffiti everywhere I have travelled and love it for its transience and social commentary – for much the same reasons as I love working with young people."



Lesson 1:

Regeneration and 'Gentrification'

These activities explore the concepts of gentrification and regeneration as explored in some of the trails described by Heena, Jon and Joyce. It is ideal for discussing:

- the urban environment (Geography)
- how regeneration impacts upon local residents and the extent to which they are part of decision making processes (Citizenship) and,
- how buildings and areas have changed throughout history (History)

Pupils will also develop skills in English, particularly with reference to their participation in structured discussion and debate.

What you will need

- Whiteboard and computer with internet connection to show clips
- Access to the trails of [Heena](#) and [Jon](#)
- Access to the BBC Bitesize clip (included below)
- Copies of the piece on the London Olympics (see below)

Regeneration

Activity

Play the Limehouse DLR and East End Mission film clips made by Heena

Also play the All Saints DLR film clip made by Jon

Limehouse and All Saints DLR

The Docklands Light Railway, which opened in 1987, consists of driverless trains, and runs from South to East London as well as to and from the centre of the city. They were designed to help stimulate the regeneration of the old docks in East London by providing transport for the re-developed London Docklands.

In her description, Heena suggests that regeneration allowed her to travel to college in South London, far away from where she lives in East London. She calls this "the fall of living locally". In Jon's description of the DLR, he talks about it providing 'a great way to get out of the area and explore' which he and his friends would frequently do when they were young. However, he also notes that now it is simply a way of getting from one place to another, as now that he has got older, it has lost that element of adventure. This activity encourages the pupils to think about whether these points, raised by both Jon and Heena, are good or bad things.

East End Mission

Heena's parents own a local shop. Along her walk she points out the boarded up shops on Commercial Road and the East End Mission built by the Wesleyan Methodist Church in 1927, which acted as a sort of 'community hub' running church services, but also provided events for children and other members of the community. The latter is now a set of apartments.

Discussion

Is it good or not so good that Heena could use the DLR to travel far away from her home to attend college? Or that Jon used the DLR as a teenager to get out of his area to explore?

Heena and Jon could make new friends far away from home and experience another part of the city but they may also be spending their money on food, entertainment and possibly leisure activity elsewhere rather than spending it locally.

The decline of the independent retailer is mourned here by Heena but larger supermarkets are more convenient aren't they?

Heena's parents are independent retailers but face competition from larger stores. Are family run businesses declining? The supermarket chain Sainsburys was started by a family (John James Sainsbury and his wife Mary Ann) in 1869 – Why are family run businesses in trouble?

Task: Debate – Regeneration, the Olympics

Show students the clip about the regeneration of Stratford in East London that occurred in preparation for the 2012 Olympics

www.bbc.co.uk/education/clips/zftrkqt

In the years leading up to the Olympics in London, there was some concern about the long term impact on the local economy and community of the huge amount spent (just over approximately 9 billion pounds) on the building of the various sports venues and associated buildings:

“The Olympics created jobs for almost 200,000 people. However, 70,000 of these were volunteers, who were rewarded with nothing more than a uniform and, hopefully, a life-time memory. With the current issue of youth employment in the UK in mind, it is important to note that the London Olympics enabled many young people to enter the labour market.

...The decision to place the Olympic Village in Stratford, East London was seen as a good choice. This was an area which was in need of a positive change and was part of the regeneration process. Although the new Westfield shopping mall, which was built especially for the Olympics tourists, created 10,000 new jobs, many Stratford residents feel neglected.

The new Olympic arena required that 200 buildings had to be demolished. This was deemed necessary based on hopes that it would promote sport and activity among young people. Several new sports arenas were built, but their future seems to be uncertain.”

Taken from “*The Aftermath of the Olympics: was it worth it?*” by Louice Tapper Jansson, in *The Global Panorama* (2013)

theglobalpanorama.com/the-aftermath-of-the-london-olympics-was-it-worth-it/

Discussion points:

The companies included in the film clip about the Olympics were having to make alternative business arrangements in view of the plans for development taking place around them. *Does the advantage of holding an important national sporting event outweigh the impact it would have on the smaller companies that need to move, or be sold to make way for it?*

Split class into four groups – two will be arguing in defence of regeneration, two against.

The two groups arguing in defence of regeneration will argue (a) from the point of view of a large supermarket chain and (b) from the point of view of The London Organising Committee of the Olympic and Paralympic Games (LOCOG)

The two groups arguing against regeneration will argue (a) from the point of view of a group of independent retailers (b) from the point of view of the small companies originally based on the

industrial sites in Stratford redeveloped for the Olympics

Groups should consider the impact of regeneration for local jobs, local communities (including all its members i.e. the elderly, the young who use local parks etc.), the perception of a local area by others who might want to move into it, local politicians seeking votes etc.

‘Gentrification’

In 1964, the sociologist Ruth Glass used the term ‘gentrification’ to refer to a phenomenon she saw occurring around her in London:

“One by one, many of the working class quarters of London have been invaded by the middle-classes—upper and lower. Shabby, modest mews and cottages—two rooms up and two down—have been taken over, when their leases have expired, and have become elegant, expensive residences Once this process of ‘gentrification’ starts in a district it goes on rapidly until all or most of the original working-class occupiers are displaced and the whole social character of the district is changed.”

Activity

Play Jon’s clip - *Blessed John Roche* – where he talks about the school he used to attend as a teenager which has now been redeveloped into apartments. He notes that he went back to the old school site as an adult to look at a property which he cannot now afford calling it a ‘re-occurring theme in East London’, where people are re-housed, small businesses close down in order to enable property developers to build new homes and apartments for wealthier clients.

Now play Jon’s clip about *Poplar Baths*.

Show pupils Jon’s quote below and the definition of gentrification above:

At present what you see now is a new major redevelopment of Poplar Baths which in time will be a brand new leisure centre, residential properties and a youth centre...time will only tell if this is a good or a bad thing for Poplar. I just hope that the facilities ... are for the local people of the area and not another push into making the area more high profile for the people of Canary Wharf and the corporate investors.

Ask pupils to think about the difference between ‘gentrification’ which Jon refers to in the clip *Blessed John Roche* and ‘regeneration’ which he alludes to in the clip *Poplar Baths*.

After playing both clips see if pupils can identify which clip refers to which concept, then ask them to discuss what the differences are between the two.

There is an argument that gentrification improves an area, reduces crime rates and newer businesses catering to those with more disposable income move into the area. As a result, however, people like Jon who were born in Poplar, cannot afford to live there as adults.

Ask pupils to list and discuss the advantages and disadvantages of both arguments.

Lesson 2: Old and New: describing historical and contemporary places

These activities will be of specific use within Key stage 3 English lessons but can also be used to discuss regeneration in Geography. The aims are:

- for pupils to think about the language used when talking about old compared to new places
- to compare their own descriptions of everyday places in their neighbourhoods with those who have made trails on the website and
- to create pieces of writing (including poetry and letters)

What you will need:

- Access to the trails of [Joyce](#) and [Marion](#)
- Copies of the two quotes from Joyce and the 'screen-grab' from Marion's trail (see below)
- Some examples of old everyday local places (i.e. very old buildings) to share with the class

Click onto Joyce's trail and listen to her descriptions of 'Regent's Canal', 'Branch Road' and 'Ratcliffe Cross Stairs'

Encourage the class to think about the juxtaposition between old and new that Joyce makes in her poetic descriptions of the points along her trail that she has found interesting. After playing and listening to Joyce's clips, provide the class with some of the text from her Branch Road description.

Activities

Activity 1: Class Discussion

Branch Road

"A place for us to sketch a daydream or scratch out a concrete nightmare. Tucked away behind the dual carriageway a patch of green surrounded by endless boxed sets of concierged condominiums... ripe and pregnant for development"

Questions for discussion by class: Joyce is describing green spaces that can be found near busy roads and new housing developments.

- Why do you think she has described them in this way?
- What do you think is the point she wishes to make with her description?
Ask the class to think about places that are either in their local neighbourhood or that they have visited, where a space that is largely green (i.e. a park, a public garden) is situated close to another that might seem out of place (i.e. tall office building, shopping centre etc.).
- Have they ever thought before that these places may seem out of place next to each other?
- Have they seen open spaces in their neighbourhoods become developed into places for housing?
- How do they feel about this development – is it positive or negative; necessary (answering the problem of housing shortages, creating more employment by building more office buildings) or a problem (as it can result in removing important communal spaces)?

Activity 2: Creative Writing

Regent's Canal and the Wickham's Department Store

Listen to Joyce's poem in Regent's Canal. What do you think she means by the following which comes right at the end of her piece?

"But nothing lasts for ever, except perhaps our arrogance. And empires fall. The wind and rain and river will reclaim"

Ask pupils to list the words Joyce has used to describe the way that areas around the canal have been developed. Ask them to imagine that their home is situated close to an area that has been earmarked for development by a property developer. Ask them to add to their list of words other descriptive words and phrases (for example, dust, noise, privacy or welcoming, neighbours, progress) depending on their point of view, to illustrate how they might feel about the prospect of development so close to where they live.

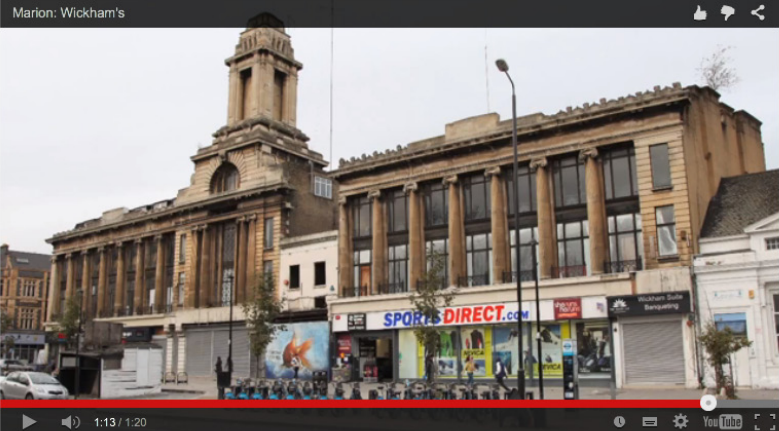
Click on Marion's Trail and listen to her description of the Wickham's Department Store. Give pupils copies of the text which accompanies her clip (see below). Use this to help the pupils with their task. Pupils should add to their lists any descriptive words associated with the situation that the Spiegelhalters found themselves in during the 1920s.

Questions for pupils to consider – how might the Spiegelhalters have felt when the Wickham's family again asked them to sell so that they might extend their store? What might have led them to decline the Wickham's offer? How do you think both families must have felt going into their respective shops every day after the Wickham's built around the Spiegelhalters' store?

Wickham's Department Store

Marion's Trail[Back to map](#)

Wickham's Department Store
69-89 Mile End Road



A family of drapers, the Wickham family business went from strength to strength in the late 18th and early 19th centuries. In the early 1920's, they acquired the whole block stretching from 69-89 Mile End Road, apart from number 81 which was occupied by the Spiegelhalter's clock and jewellery business. Despite agreeing to move from there in the 1890s, they now stood their ground, and forced the Wickams to redevelop their store around them.

Built to rival the West End stores such as Selfridges and Harrods, the Wickham's were forced to realise their grand plan around number 81, resulting in a rather lopsided appearance with the store opening in 1927.

Wickham's Department Store closed its doors in the 1960s. Spiegelhalter's (having changed their name to Salter's owing to anti German sentiment following WW1) outlived the Wickhams' grandiose dreams, and finally sold up in 1982.

Task

Write a short poem or a letter to the developer drawing on your list of words from the previous activity, to demonstrate your thoughts about development on your local green space.

Additional or Extension activity

Write two letters one titled 'Dear Mr and Mrs Spiegelhalter' written by one of the Wickham's family members and another in response titled 'Dear Mr and Mrs Wickham' by a member of the Spiegelhalter family. The first letter can be initially based on expressing discontent about family mail going astray from the larger department store into number 81 where the Spiegelhalters live and can extend into general annoyance about the shop being placed in the middle.

Lesson 3: Local historical heroes

These activities are designed to illustrate that local history walks can often reveal local heroes who both play an important part in the way a local area is remembered and help to shape that area's historical identity. The activities can be conducted in association with a local history walk and changed to accommodate information about historical individuals in your local area. They can therefore be used as activities in and of themselves or to inspire you and your pupils to conduct your own local history research.

The aim of the activities is to:

- Encourage further research into the background behind names of local buildings, schools, streets etc.
- Encourage discussion about the activities of important people who either worked or were born in the East End of London, including John Scurr, George Lansbury, Michael Faraday and John Roche
- Use particular activities conducted by individuals to point to the larger historical events in which their work or ideas were situated

What you will need

- Access to the trails by [Bill](#), [Roz](#), [Joyce](#) and [Jon](#)
- Access to helpful historical websites, i.e. 20th Century London www.20thcenturylondon.org.uk/, Museum of London, www.famousscientists.org/michael-faraday/

John Scurr

Joyce works at the John Scurr Community Centre in Limehouse, East London named after John Scurr, (1876-1932) a pacifist and anti-colonialist. He was the Labour party MP for Mile End from 1923 – 1931 and was also an active trade union member. A primary school in the area is also named after him.

John Scurr was important to the local community but why? Encourage your students to conduct some historical research about him by thinking about the sorts of lives he might have influenced and the ideas he would have drawn upon. A way of doing this will be to look at the events that might have occurred at around the time he was a politician (see below).

Michael Faraday

Along his trail, Bill points out the lighthouse at Trinity Buoy Wharf. The lighthouse was historically used for experimental purposes and Michael Faraday (1791-1867) was one of the scientific advisors. Michael Faraday's experiments there paved the way for the first electric powered lighthouse at Dover and he was one of the most influential scientists to have become well-renowned despite having had no formal university training.

George Lansbury

Roz mentions the Lansbury mural on her trail celebrating the life of George Lansbury. George Lansbury (1859-1940) was leader of the Labour party from 1932 to 1935 and during his lifetime actively worked to address the poverty blighting the lives of many living in London. He improved conditions in the Poplar workhouse where he was a member of the Board of Guardians, was active in campaigning in Parliament for women's right to vote and was opposed to Britain's involvement in WWI. In 1921 as the Mayor of Poplar, George Lansbury and 25 other men, including John Scurr, together with both of their wives and a number of other women were arrested for refusing to pay same rates as wealthier areas such as Kensington given the huge numbers of poor and unemployed in Poplar.

John Roche

Jon's trail takes him to Blessed John Roche school, named after John Roche – a Catholic martyr, who was hanged at Tyburn in 1588 for helping a priest escape from Bridewell prison. He arranged the escape by boat on the Thames, and switched clothes with the prisoner; as a result he was arrested in his place. Roche became known as the patron of sailors, mariners and boatmen, which explains why he was commemorated in Poplar.

Activities

It might be useful to place the lives of the historical figures highlighted by the 'trail-makers' within their historical context so that pupils can begin to think about the sorts of influences their deeds might have had on others at the time. Below are some brief notes relevant to all four individuals. Use these to encourage pupils to either find out more facts or to use them as a basis for answering some of the questions.

Play the trails of Joyce, Bill, Jon and Roz and ask pupils to note down important historical individuals mentioned in their clips. All four of the individuals included above should be mentioned. Give pupils some of the background information included below (feel free to add to this with more information or ask pupils to spend a little time on computers conducting additional research).

Discussion

Split class into four groups giving each group one of the individuals to focus on and ask them to consider the following questions:

What sort of impact do you think these individuals would have had at the time they were alive and would this have been positive for everyone? Given the events occurring at the time what do you think might have prompted them to act in the ways they did? Use this discussion to invite pupils to think about the polarising effect these individuals may have had (i.e. John Roche saving Catholic priests at a time when Catholics were looked down upon in Elizabethan England). Pupils should look at the context information provided to assist them.

Can you think of a person in present-day society, working to support individuals from a particular background or conducting work that is considered by some (but not all) to be important in a similar way to any of these historical individuals? Ask pupils to note down who this person might be and their reasons for choosing him/her. Encourage them to draw comparisons as well as societal contrasts between their modern-day choices and the historical figures.

Interview

Pupils should conduct an interview with the historical character they have been given. Ask them to nominate a person to play the role of the character and someone to act as a journalist. The groups should be further divided into two, one group acting as newspaper employees, crafting a set of questions to ask the character and the other as the character's public relations team putting together a list of answers to possible questions he may be asked.

Plenary

Each group should conduct their interviews in front of the class.

Once each interview is finished, the rest of the class should be invited to put their own questions to both the interviewer:

(for example: *why didn't you ask John Scurr why he didn't just back down when he saw the possibility of*

both him and his wife going to prison? People might think your newspaper is a supporter of the Mayor of Poplar's team!)

or to the interviewee (i.e. wasn't it your duty, Mr Faraday, to give help to your country?)

Useful historical context information

- **The Spanish Armada 1588** – During the reign of Queen Elizabeth I England was a Protestant nation and King Philip of Spain wished both to stop the influence England was having on Protestants in Holland and to enable Catholicism to be practised openly by the English. The Spanish Armada was however a doomed attempt to invade England, making a hero of Sir Francis Drake. This was not a good time in England to be a practising Catholic.
- **The Crimean War 1853-1856** was a war between Russia and the Ottoman Empire, which was entered into by France and Britain in 1854 against Russia. Michael Faraday, by now an eminent scientist, was approached by the British government to advise them on the production of chemical weapons which he refused to do for ethical reasons.
- **The General Strike in 1926** started on 3 May and lasted 10 days. It was triggered by a refusal by Daily Mail printers in Fleet Street to print an article criticising the unions after the TUC called a strike in support of coal miners.
- **The British Empire, around 1920**, was at its largest - made up of self-governing nations including Canada, Australia, New Zealand and the Union of South Africa as well as Britain's colonies run from London which included the West Indies (now the Caribbean), a number of African states, India and Burma.
- **Voting** – in **1900**, only men aged over 21 who owned property were eligible to vote. The Women's Social & Political Union was set up in 1903 by Emmeline Pankhurst to argue for women's right to vote. In 1918 working class men and women aged over 30 were given voting rights and this was finally extended to women aged over 21 in 1929.
- **Immigration** – the **1905 Aliens Act** was set up partially to address the poor conditions experienced by many living in poverty in London's East End, particularly for the benefit of Polish and Russian migrants who had fled persecution in Tsarist Russia. However the Act also sought to legally exclude migrants who were destitute or criminal and while this may not have been the intention (ie exemptions were made for asylum seekers and those employed to work as seamen on British ships) Lascars and Chinese seamen experienced enhanced antagonism towards them especially during 1919 at many British ports.

Lesson 4: Impact of Migration

This activity will encourage students to think about the way that migration can affect the historical identity of a local area. It combines material useful for teaching Key Stage 3 History. Students can either go on a short walk around a part of their local areas in their free time with friends or family, or you can organise to take the pupils on one during a History lesson.

What you will need:

- Access to the trails by [Joe](#), [Manny](#) and [Laurie](#)
- Large sheets of flipchart paper
- Copy of the text from Joe's Pennyfields clip
- Access to small laptops or computers for pupils to watch other trails

For the local history walk pupils will need

- Access to a digital camera or mobile phones with cameras included
- Notepads, pens

An audio recording device for capturing interviews with family members, or shopkeepers (optional)

Activities

Play Joe's trail to the class in which Joe goes along the route he would have walked at the age of nine and a half in August 1939 on the day he was being evacuated from London, just before the start of WWII.

Generate some initial discussion about how Joe might have felt on that last day in East London. Then see whether pupils can see the points at which migration forms part of his trail and his story.

Questions

In Joe's Pennyfields clip he talks about walking through Chinatown to pick up his school friend so that they could walk to school together.

What sort of food does Joe think he won't be eating much of for a while? Why might he say that?

What roles are played by members of the Chinese community in the area in 1939 according to Joe? From his description what do you think the relationship between the Chinese community and the settled local community might have been like?

Give pupils a copy of the text taken from Joe's description of Pennyfields then discuss the section below.

Britain began trading with China in the 17th century and a small community of Chinese sailors developed around Limehouse. This area was London's original Chinatown growing further from the 19th century after Chinese sailors started settling along Limehouse Causeway. It was never very large – a few hundred Chinese residents, with Chinese sailors passing through – but it captured the popular imagination. Victorian novelists, such as Dickens, Conan Doyle and Oscar Wilde characterised it – rather unfairly – as a place of danger and mystery, packed with opium dens. Fu Manchu and the tales of "Limehouse Nights" added fuel to the fire out of all proportion to any underlying problems, and attracted the attention of journalists, policeman, magistrates and even local people.

From the early 20th century, restaurants and laundries dominated this dockside Chinatown. In 1919, just after WWI, anti-Chinese riots broke out around Limehouse. Rumours were rife that Chinese seamen were signing on for much less than British sailors would accept. Housing shortages for the returning soldiers and inter-racial marriages added to the tension.

Following heavy bomb damage during WWII, the area was demolished, and, from the 1950s, a new Chinatown began to be developed in the West End of London around Gerrard Street. Some remaining street names in the East End are witnesses to this history: Canton Street, Pekin Street, and Ming Street.

Use this opportunity to talk to pupils about personal historical accounts. Often the stories of migration referred to by Joe and many of the other trail-makers in the 'In my footsteps' project do not feature in historical texts about large events, like WWII for example. However historical research methods like the collection of oral histories or the conducting of local historical research illustrate how a story such as this – the walk to school a young boy makes on the day he is evacuated before the start of the WWII – can bring subjects like the war, or the evacuation of children from London, to life.

Impact of migration

Joe's walk through Chinatown was part of his everyday journey to school illustrating that this was not just a part of his childhood but a part of his local neighbourhood. It is part therefore of Pennyfields historical identity. Use the activities below to further illustrate this.

Play Manny and Laurie's clips to the pupils, especially *Petticoat Lane Market*, *Jewish Soup Kitchen*, *Fournier Street* (Laurie) and *Bevis Marks Synagogue*, *Russian Vapour Baths*, *Cutler Street* (Manny).

Give pupils large sheets of paper which they should divide into three columns representing the different areas which reflect migration

- Buildings
- Trade
- People

After listening to the clips, ask pupils to think about what they have seen/heard and write in each column how the local buildings and trade were affected by migration. For example they might include Fournier Street under buildings, since here a number of Protestant Huguenots settled fleeing religious persecution in France. Under 'People' they might include Manny himself, as he is the son of Russian and Polish migrant Jews.

Encourage them now to listen to clips from across the site, trying to identify local buildings or areas of trade that have been influenced by migration.

Local history project – Walking in their footsteps

Local History walk

Ask pupils to think about local buildings or areas of trade which may have been influenced by old or new migrant communities that have settled in the area. For example clues may exist in the names (i.e. the old Russian Vapour Baths), or in the way old buildings may have been designed.

Encourage them to take a walk around the centre of the city, town, village, area that they live in over the weekend, with family or friends, and look at the tops of old buildings as *Laurie* did in his trail or *Rosemary* in hers. Take pictures to bring in to class.

They should also look at what is sold locally in markets or shops – as Manny noted in his trail Jewish traders sold silver and gold in Cutler Street but when the Jewish communities moved to Golders Green in North London, the market moved with them. Hot pepper sauce sold in supermarkets or local shops will reflect the existence of a Caribbean community

New community or older and settled?

They should then think about how long ago these migrant communities may have settled in their area. Ask parents, grandparents or local shopkeepers how long certain shops have been in existence, or certain foodstuffs sold on shelves. Then pupils should note down what they have collected.

In the next History lesson ask pupils to bring in the photographs they have taken to share with the class and to talk about what the pictures represent, what they have found and what they have learned about the way the area has changed and the impact that people moving in and out of it has had.

Lesson 5: Changing places – a quiz

This activity builds on the Migration lesson plan in that it will encourage pupils to think about the way buildings in particular have changed throughout history and can also be used to form part of the local history walk they go on. It will be useful for Key Stage 3 History (particularly in linking to the local history walk) but will also be useful for English (the plenary discussion).

In most of the trails included on the In my Footsteps website, stops have included buildings which have changed throughout history. Pupils should take a look through the site to answer the questions below:

What you will need:

- Access to a number of computers or laptops that all pupils can use to go through the questions
- Access to **all of the trails**
- A printed copy of the quiz

To assist pupils with going on their own local history walk, you may want to consider developing some questions based on the history of the local area your school is located in.

To make the activity more challenging, remove the names of the trail-maker at the start of each question.

Remind the class that these clips are the result of oral history interviews and that these are often the re-telling of stories made by individuals, some of which may or may not be verified by further research. Oral history research will reflect the perspective and memory re-call by the interviewee, making each story valid to the speaker in its own right.

Plenary

Following some time spent researching the website and answering the questions, it would be useful to move the pupils away from the computers for a while to engage in some discussion about what they have found.

Select a few of the questions for further discussion. The murder of Altab Ali can provide a useful discussion about the history of racial tensions in an area, the impact of historical migration and the processes which led to the re-naming of the park and what this signifies. The angel memorial, as described by Milanda, is also an interesting discussion point, particularly where pupils are reflecting on the views of another young person of a similar age to them.

In My Footsteps Quiz

Eyor's trail:

The Jamme Masjid Mosque or Brick Lane mosque was established in 1976. It has however not always been a mosque – what other purpose has it served?

Rosemary's trail:

What famous London landmark was cast in the Bell Foundry?

Denis' trail:

Two events, one more notorious than the other, occurred either in or near to the Blind Beggar Pub on Whitechapel Road, what were they?

Manny's trail:

Banglacity supermarket was once what and what is it becoming (currently a building site)?

Milanda's trail:

What started out as public wash facilities for the poor?

Laurie's trail:

Why can't you find Petticoat Lane on a map?

Irene's trail:

What building has not changed its identity since 1727?

Marlene's trail:

What was made historically in Spratt's factory and what is made there now?

Mary's trail:

What historically has been traded on Fashion Street and which communities worked from there?

Roz's trail:

Who was once the Guardian of the Poor?

Bill's trail:

What, in East London, marks the journey of the first settlers to establish a permanent community in Virginia in America and what does it replace?

Milanda's trail:

What permanent monument not affected by further bombing in WWII marks a terrible loss of life?

Denis' Trail:

Who is commemorated by Altab Ali Park and what events led to this?

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Click on the above logos to visit their websites

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[Manifesta](#) is a not-for-profit company which develops and delivers media, arts and cultural projects addressing cultural diversity, social exclusion / inclusion and anti-racism. Alongside *In My Footsteps*, Manifesta's projects include [Video ART Postcards](#), [Belonging](#) (London, Paris, Lisbon suburb) and [Breaking into the Museum](#) (London, Paris). Manifesta productions have received 4 [United Nations Alliance of Civilisation Plural+ Awards](#), in 2009 and 2011.

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'A Teaching Resource' designed by David Fathers