

Pre-visit Lesson Plan

L2

Main aim:	To introduce Ls to the theme of the museum.
Secondary aims:	Practice reading skills; expand vocabulary, raise awareness of summary skills,
Preparation:	Copy and cut up the words and definitions for the vocabulary match. Photocopy a pre-visit worksheet for each learner. Photocopy the find a phrase sheets (cut up if you do it as a quiz) Photocopy a record of vocabulary sheet for each learner.
Time:	70 minutes

	T. writes stages of lesson on board. These can be ticked off as the lesson progresses or as a review of the lesson at the end: Vocabulary match, skim reading, meaning of phrases, text analysis, summaries.	
	Tell the class they will soon visit Hackney Museum and they are about to prepare for their visit. Elicit different museums the Ls have visited and what they thought of them.	2
🗣️	Vocabulary match: In pairs or small groups Ls are given cut up words and their definitions. First drill the words paying attention to syllable stress. Ls match word with correct definition. This can be done as a team race. <i>Help slower teams by telling them which definitions are incorrect and let them discuss re-positioning it.</i> Ls put word cards in a pile face down and take turns to pick up a card and make a sentence with the word.	10
✍️	Finding phrases: Do the 'find a phrase' section on the worksheet as a model. Answer: prides itself. Learners find 5 phrases in the text from the separate worksheet. This can also be cut up and turned into a team game or activity. Now give learners the further 5 phrases from the text and their definitions to match. Encourage Ls to write any new words or phrases in their vocabulary books.	10
📖	Skimming: Give out pre-visit worksheets. Explain some text is missing and give Ls 90 seconds to skim the text they have to find out what place it is talking about and where this text might be from. Feedback answers to the class and ask who reached the end of the text.	3
✍️	Summaries: As a class, brainstorm what makes a good summary on the board. Add the following points to their ideas. <ul style="list-style-type: none"> ■ You need to have skimmed and scanned the text to find and select information ■ To recognise the difference between main points and details. ■ Be aware of certain words that may mark a main point. (discourse markers) ■ To know who you are summarising it for. In pairs ask Ls to highlight key words in the text. Ask them to select an example of a main point and a detail. Give Ls a few minutes to discuss main topics in each paragraph. Ls then write their own summary individually. Feedback a couple to the class.	20
	Text analysis: Give the Ls the whole text to read. In pairs, Ls discuss and answer the questions. Feedback: There will be variations and other examples to these: 3. Formal register, structure: 'Over 92 languages are spoken' – passive etc.; Vocabulary: <i>cosmopolitan population, culturally diverse, underlines it status</i> etc. However, the text also includes informal words and idiomatic expressions such as 'duck' and 'rose-tinted view' 4. a) 5) Persuasive and maybe informative. 6. 'Nowhere is this diversity more evident'; 'it's own unique way'; 'That is what makes Hackney Museum a museum with a difference'; 'unashamedly positive'; 'richness and complexity'. Ask learners to look at how the argument is built up paragraph by paragraph. Pick out examples that the writer has used to evidence his/her point of view.	20
🗣️	Ls discuss in pairs what they think of Hackney Museum from what they have read. Feedback a few answers to the class.	5
	Ls can practise these skills for homework using newspaper articles.	
	Return to the list on the board and tick off each part of the lesson if you have not done this as you went along. Hand out the record of vocabulary from the lesson.	



The World at Your Doorstep

London prides itself on its cultural diversity – its cosmopolitan population underlines its status as one of the world’s great cities. Nowhere is this diversity more evident than in Hackney. Over 92 languages are spoken in the borough and Hackney is one of the most culturally diverse areas in Europe.

Local history takes on a different outlook in a place like this. Very few residents have long-standing family connections with the area and families can have their roots thousands of miles away. That is what makes Hackney Museum a museum with a difference. It sets out to explore a tradition of immigration that stretches back over thousands of years. This means that local history is interwoven with world history in a unique way.

One of the aims of the display is to demonstrate that everyone has a shared history of migration. If you dig deep enough into the past you find everyone has an ancestor who made the leap to start a new life in a new place. Even things that are now taken to be essential parts of East End life like jellied eels and fish and chips were brought in by immigrants.

The subject of immigration is one that most museums have been slow to tackle head on, preferring to acknowledge cultural diversity through one-off events or initiatives. Hackney Museum is unashamedly positive

about the way immigration has shaped Hackney. However it does not take a rose-tinted view and does not duck difficult issues like racism and prejudice. Local people have had a hand in every aspect of the display development from choosing the items to display to contributing memories in the form of oral history interviews.

The displays themselves are made up of a varied and often surprising mixture of artefacts and images. An early Victorian fireplace sits alongside a Galatasary football shirt, Daniel Defoe’s tombstone is opposite a propaganda sheet from Nazi Germany. The idea is to present an impression of the richness and complexity of the history of this cosmopolitan and constantly changing part of London.

The first recorded black person in Hackney was ‘Anthony, a poore ould Negroe, aged 105 years, was buried the 18th of May 1630’. Hackney today has large and well-established black communities who have come from around Britain and the world. Many people can trace their families back generations and some have come here to escape war in Sierra Leone, in answer to advertisements for teachers in the Caribbean or because family and friends already live in the area. Many of these stories are featured in the museum.

Find the phrase!

Can you find a phrase in the text that means:

Being pleased with something that has been achieved.

What makes a good summary? Make notes below.

-
-
-
-
-

Write a short summary of the text:

Identify the register used and give an example (structures or vocabulary) which shows this.

What do you think the writer of the text is trying to do?

- a) The writer wants people to go to the museum.
- b) The writer wants to tell people about cultural diversity.
- c) The writer is giving advice to other museums.

How would you describe this text?

Argumentative Persuasive Informative Narrative

Select examples from the text that demonstrate your answers to numbers 4 and 5.

Vocabulary match:

status	The position something or someone has, compared to other things or people.
diverse (adj) diversity (n)	Very different from each other.
roots	Someone's connection with a place because they were born there or live there.
interwoven	Closely connected, mixed together.
ancestor	A member of the family who lived a long time ago.
shape	To change something and make it develop.
cosmopolitan	Consisting of people of many different parts of the world.
tackle	To make an effort to deal with a difficult problem.
unashamedly	In a way that shows that you are not embarrassed that other people will disapprove of what you do.
artefacts	An object that was made and used a long time ago.
propaganda	Information, especially false information that a government or political organisation, used to make people agree with them.
impression	A feeling or overview that gives an idea, but perhaps not every single detail.
negro	Black person, <i>an old fashioned word which some people now find offensive.</i>

'Find the Phrase' Quiz

Phrase in text	Question card
culturally diverse	Many people from a wide range of nationalities and religions.
made the leap	Taken a chance or made a big change.
long-standing family connections	Links that a family has had for many years.
trace their families back	Discover your history by finding out about your grandparents lives, their parents and so on.
a rose-tinted view	Seeing only the good things.
duck difficult issues	Avoid subjects that people have strong feelings about.
oral history interviews.	People speaking about their lives and experiences for others to learn from.
underlines its status	Highlighting its place in society
tackle head on	To deal with directly.
constantly changing	Not staying the same for very long.

stātus

divēse(adj)/**divērsity**(n)

rōots

interwōven

āncestor

shāpe

cosmopōlitan

tāckle

unashāmedly

ārtefacts

propagānda

imprēssion

nēgro

The position something or someone has, compared to other things or people.

Very different from each other.

Someone's connection with a place because they were born there or live there.

Closely connected, mixed together.

A member of your family who lived a long time ago.

To change something and make it develop.

Consisting of people of many different parts of the world.

To make an effort to deal with a difficult problem.

In a way that shows that you are not embarrassed that other people will disapprove of what you do.

An object that was made and used a long time ago.

Information, especially false information that a government or political organisation uses to make people agree with them.

A feeling or overview that gives an idea, but perhaps not every single detail.

Black person, *an old fashioned word which some people now find offensive.*

Find a phrase in the text that means:

Many people from a wide range of nationalities and religions.

Find a phrase in the text that means:

Taken a chance or made a big change.

Find a phrase in the text that means:

Links that a family has had for many years maybe generations.

Find a phrase in the text that means:

Discover your history by finding out about your grandparents lives, their parents and so on.

Find a phrase in the text that means:

People speaking about their lives and experiences for others to learn from.

Phrase in text

Meaning

Phrase in text	Meaning
a rose-tinted view	To see only the good things
duck difficult issues	Avoid subjects that people have strong feelings about
underlines its status	Highlighting its place in society
tackle head on	To deal with directly
constantly changing	Not staying the same for very long

Word order warmer:

This activity gives an overview of the theme of the museum. Divide class into groups and give each group the cut up words to arrange into a sentence. Why have people come here from around the world for over 1000 years? If the group is about 13 Ls they can each take a word and do this physically. Brainstorm some reasons why people would settle in Hackney.

Introducing vocabulary

Introduce the vocabulary to the class. You may decide to put these words into a context to teach them, such as preparing a text or recording a listening activity.

Vocabulary practise and review**Jeopardy:**

This game involves making 15 game cards. Three sets of five with easy questions (50pts), medium (100pts) and difficult (200pts). Write the points on the front of the cards and the question on the back. Stick the cards to the board in three rows. Teams take it in turns to select a level. T removes the card and reads the question (ask for a word/definition/spelling). If the team fails, other teams can answer the question and collect the points.

Hot seat:

Class is divided into 2 or 3 teams. Each team member takes it in turns to sit in the hot seat facing the class with their back to the board. T writes a word on the board and the teams have to describe it without miming or using the word until the hot seat player guesses it correctly.

Use it in a sentence:

Tutor gives the class a word and in small groups learners have a limited time to make up a sentence with the word in and write it down. Points are given depending on how good the sentences are.

Pelmanism:

Word cards and their corresponding picture cards are laid out face down on the table. The game is played in groups. Each player turns over 2 cards, saying the name of the picture and reading the word aloud to the group. If the pair matches then the player keeps the cards and takes another turn. If the pairs do not match they replace the cards face down in their original position. The other players try to remember where the cards placed. The winner is the person with the most cards at the end.

Dictionary race:

Tutor calls a word and learners race to look it up in the dictionary. Tutor can further practise dictionary skills and navigation by asking further questions relating to information given. E.G. 'Is it a formal word?', 'what is the opposite of this word?', 'What kind of word is it? A noun? A verb etc.?'.

Why

have

people

come

here

from

around

the

world

for

over

1 000

years?

recruit(v)

sanctuary

optimism

protection

lunatic

deserted

persecution

flee

the blitz

tower blocks

slum

stranded

the specialist

destroyed

replaced

comprehensive

initiative

physical

feature

political

resentment

eccentrics

pillory

wantonness

dissenting

destitute

colonial

nuisance

architect

exhibition

Before you do the worksheet, take 15 minutes to look around and enjoy the museum. When you get to the following sections, tick them off the list below.

A Place to Find Work
(Near the back of the museum)

A Sense of Community
(Near the back of the museum)

Safe Haven
(Next to the education room)

A Place to Live
(The light blue section)

No Choice
(The purple section)

Go to:

A Place to Find Work

at the back of
the museum

Find:

We came to work

Find:

The text 'After the second world war, British public services...'



Read the text to complete the table with the correct countries and jobs.

When?	people came from...	to do these jobs...	because...
<i>After the war</i>	<i>Ireland</i>	<i>Health and transport workers.</i>	<i>Staff shortages</i>
	■		
	■		
<i>1980s</i>	<i>Around the world</i>	■	<i>To fill specific gaps.</i>



How do migrant workers in Britain, help their relatives and economies of other countries?

Go to:

A Sense of Community

at the back of
the museum



**Look at the clothes, posters and objects in this area.
What represents the following religions or nationalities?**

Religion or Nationality	Object
Afghan Muslim	
Indian	
Turkish, Kurdish	



What object would you put in the museum to represent your nationality, religion or community?

Go to:

A Safe Haven

next to the
education room



List 3 things that refugees bring with them to Hackney.

1. _____

2. _____

3. _____



Find words in the text that mean:

■ Cruel or unfair treatment _____

■ Leaving a place very quickly
in order to escape danger _____

■ A safe place that provides protection,
especially for people in danger..... _____

Go to:

A Place to Live

the light blue section

Find:

The text 'Ideal homes'



Quickly read the text to the left of the slum door to help you answer these two questions.

- What destroyed the slums? _____
- What replaced the slums? _____



Now read the questions below and read the text again, to answer the questions.

✓ **Why did architects think it would be a good idea to build tower blocks? Tick 2 reasons given in the text.**

- They would create new communities.
- So people could be away from the noisy streets.
- So people could get away from their neighbours.
- So the flats would be looking at the sky and green parks.
- They would reduce the number of parks needed.



Give two reasons why the architects' tower block plan was bad.

- i. _____
- ii. _____



What is Hackney's Comprehensive Estates Initiative doing now, to try to avoid making the same mistakes?

Find:

The text 'A Room Somewhere'



Briefly summarise two examples of racism that Black and Asian people faced in getting accommodation.

In the 1950s: _____
In the 1980s: _____

Go to:

Any telephone in the display

 **Pick up the telephone and listen once:**

 How much did you understand?






- | | | | |
|--------|--------------------------|----------|--------------------------|
| 0-25% | <input type="checkbox"/> | 50-75% | <input type="checkbox"/> |
| 25-50% | <input type="checkbox"/> | 75%-100% | <input type="checkbox"/> |

 **How do you think the speaker feels?**

 **Listen again and write a brief summary below.**

If you have finished why not use our computers?

Read real stories of people from Hackney.

-  Press 'Start' on the computer programme called 'Real Lives' or 'Search through some of the earliest records of Black and Asian Londoners'.
-  Press 'Start' again,
-  Press 'Find out More,
-  Press 'exhibition'.
-  Choose one of the names to find out more.

Go to:

Street Level

at the back of
the museum

At the back of the museum there is a display of the Shanghai restaurant that used to be the Eels, Pie and Mash shop.

 **Look around the display to answer the questions below.**

1. Why did the pie and mash shop close in 1997?

2. What kind of food is served there now?

 **Read the questions below then pick up the telephone and press 1.**

 **Listen to Fred and Chris Cooke talking about the old Eels, Pie and Mash shop.**

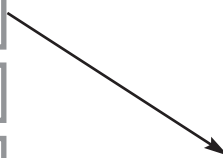
Listening for specific information:

Are the following true or false?

1. The proprietor was Fred and Chris' grandfather.	True / False
2. The food was served with sage sauce.	True / False
3. Eel and meat pie was the staple diet.	True / False
4. The shops came about because of the shortage of raw food.	True / False
5. Some people would come in five times a day.	True / False
6. There was a piano in the shop.	True / False
7. There was an organ made out of a barrel in the shop.	True / False

Vocabulary Check

Match the word on the left with the meaning on the right.

Proprietor		A lot of/surplus.
Staple diet		Food that is good for your body
Belly Filler		The owner
Abundance		The main food people eat
Nutritious		You won't be hungry after eating this

Worksheet feedback

Going through the worksheet should promote a lively feedback session where Ls are given an opportunity to discuss and comment on things they have seen and learned.

To get things started you might start with some general questions about what was good about the visit and what could have been better. Ask how much it is to get in (Free), how to get there (which bus/walk) and if the group liked it enough to return with a friend or family?

Vary methods of feedback and activities to go through what Ls have observed and learned at the museum. Where possible encourage freer discussion. Here are a few ideas:

- In pairs or groups of 3, Ls compare answers and discuss any differences before T confirms correct answers.
- T calls out options and Ls vote on correct answers.
- If you have access to an OHP ask Ls to use it to feedback parts of the worksheet.
- Where appropriate, ask Ls to share their opinions on a topic with their partner. Try to personalise it, ask Ls 'what do you think about that?', 'Tell your partner if you agree or disagree', 'what is your experience of...'
For lower ability levels ask which things they liked or disliked, and simple adjectives.

Answers to worksheet questions

A Place to Find Work:

Caribbean and India

Doctors, teachers and social workers.

They can send money home. (The United Nations estimates that the amount of money sent by migrant workers to their relatives and dependants abroad is far greater than any government aid budget.)

A Sense of Community:

Kurdish, prayer caps – Afghan, Muslim, Bollywood poster – Indian, festival poster – Turkish.

Discuss some examples from the class.

Safe Haven:

Elicit objects listed.

Persecution, flee, sanctuary.

A Place to Live:

The blitz, tower blocks.

So people could be away from the noisy streets; so the flats would be looking at the sky and green parks.

It broke up communities; the design of the new estates made it difficult for new neighbours to get to know each other.

It is getting local communities involved in design from the start.

1950s: Private landlords displayed signs saying 'No dogs, No Blacks, No Irish'

1980s: Black and Asian people were often offered inferior housing
Black and Asian people were often offered inferior housing

No Choice:

a) Daniel Defoe b) Samuel Pepys c) Lascars' lodgings were opened in Kingsland Rd, Shoreditch.

d) Shoreditch to Shadwell and later to Wapping e) slaves and servants f) Anthony.

g) on King Edwards Rd. h) Their employers failed to find them work or pay their fare home as agreed,

Answers to worksheet questions (continued)

i) Female Indian servants j) Lunatic asylum.

Listening:

Brainstorm with the class what makes a good speaker (e.g. clarity, intonation, enthusiastic, eye contact, etc.) Now do the same for a listener (e.g. being attentive, eye contact, encouraging by nodding, smiling and agreeing 'umm', 'yes' etc.) Do the same for an observer (quiet, impartial, non participant etc.)

Learners sit in groups of 3, where they have listened to different recordings where possible. Each will take turns to be the speaker, listener and observer. The speaker uses their summary of the recording at the museum, to talk to the listener for a few minutes. The observer is given a task, for example to note grammatical detail used such as tenses or discourse markers, assess intonation, register or voice. At the end the observer feeds back and the speaker and listener briefly assess each others skills. (This exercise is particularly useful with groups that are very tutor focused and encourages learner independence).

Answers to listening worksheet (Street Level)

1. KFC and MacDonald's opened in the same street.
2. Chinese food
3. The interior.
4. True. 5. False. 6. True. 7. True. 8. False. 9. True. 10. False.
5. Vocabulary should be matched as follows: Proprietor – The owner; staple diet – the main food people eat; belly filler – you won't be hungry after eating this; abundance – a lot of/surplus; nutritious – food that is good for your body.

Do this activity after worksheet feedback on a place to live.

1. Elicit various types of accommodation: house, semi detached, flat, apartment, tower block. (You may wish to play hot seat to do this.)
2. Focus on towerblocks. In pairs Ls exchange opinions on what they think living in a tower block is like. Feedback some of their thoughts and write the word 'refurbished' on the board. Elicit the meaning and ask learners to make
3. Learners may remember from the museum that in recent years there has been a trend in demolishing or 'blowing up' tower blocks. Explain, that in some areas a lot of money has been put into refurbishing or 'doing up' the blocks. Review the phrasal verbs blow up and do up.
4. Split the board into two. Blow up and do up. In pairs Ls make notes on arguments/reasons for both, elicit a couple to get them started.
5. Explain that the learners are about to engage in a discussion. Talk about register and polite behaviour during a discussion. Select from the table which skills the class are to practise. Give examples and elicit a few more. Drill paying attention to intonation, body language and expression. Strong classes may practise all of these areas. Cut up the examples and Ls match them with their function in a discussion.

I take your point but perhaps we could think about.. Can I draw your attention to...	moves discussion forward
Indeed but Well yes, you're right about that but..	disagrees
I'd like to re-iterate the point that.. I think is being overlooked	Brings the discussion back.
I really believe if we don't do this we will face..., This is a serious issue,	Expresses strong opinions
Excuse me for interrupting, but.. Look, hold on a minute	Interruption
There is reason to believe that.. According to..	Supports opinion with evidence

6. Divide the class in to two groups, 'blow ups' and 'do ups'. Give the groups a couple of minutes to think about their arguments.
7. Create small groups of about 4-6 to debate the issue.
8. Monitor the discussion and make notes of mistakes.
9. When they have finished and briefly summed up. Correct a few common errors on the board.
10. You can repeat the activity with things that the learners feel strongly about in their own areas.

1. Do this activity after you have had a feedback session on the worksheet.
2. Split class into three groups give each group a flash card of an example of free speech, for two minutes then each group passes their picture to the group on their right, rotate until all groups have briefly discussed each picture. As feedback, elicit what is happening in each picture.
3. Discuss which freedoms are being exercised in each one: Freedom of speech, freedom to criticise government and freedom to practise religion.
 - At tutors discretion: You may wish your class to think about countries where it is difficult, forbidden or dangerous to exercise these freedoms. Ls may wish to compare with their own countries of origin.
4. Learners each write 2 or 3 things that annoy them on separate pieces of paper. Encourage political complaints rather than personal ones. Be ready with questions to guide; 'Do you like paying so much for food or petrol? What about the area where you live? What about crime? Do you feel safe walking alone at night? Fold the sentences and place in a box. Each learner takes a sentence and moves around the class to find its owner.
Feedback a few E.G. '*Ahmad gets annoyed by the social security system.*'
5. Each L chooses one thing that annoys them the most.
Explain that they are going to exercise their freedoms of speech by
 - a) Writing to an MP complaining about it.
 - b) Writing a leaflet that encourages people to come to demonstrate about it.
6. Think about:
 - Register
 - What information to include
 - Examples
 - What you want to happen.
7. Ask learners to plan the stages of their letter by making notes in the boxes on the planning sheet.
Allow about 10 minutes
8. Allow 20 minutes to write draft one.
9. For homework, ask Ls to self correct their work, and hand in draft one and a new revised draft two.
10. Tutor corrects draft 2 using correction code below:

S spelling

T tense

G grammar

WW wrong word

WO word order

P punctuation

? I don't understand

^ missing word



The following are other follow up ideas that you may wish to consider:

1. Write a review of the museum for a local newspaper or newsletter.
2. Write a report of the day
3. Write a leaflet encouraging people to visit the museum.
4. Write a letter to the museum suggesting improvements.
5. Write a piece in a tourist guide about the museum.
6. Hold a discussion about living in a diverse and multi-cultural society.
Encourage learners to express their opinions and feelings.

Remember the museum welcomes all feedback should you wish to send them to us!