



School Sheet 1

Using photographic references

Main subjects covered: Citizenship, English, Art & Design, History and Geography.

Note:

Photographic References can be found in the schools folder or Picture Gallery

Using Photographs from the past of Middlewich, the following ideas and questions can guide you towards classroom sessions that include the above curriculum links and engage differing age groups and ability.

Resources include: Photographs, maps, project booklet and CD.

Use selected images to distinguish old from new.

What was it like to live in our area in the past?

What were homes like a long time ago? What's different about them?

Look at a picture with people in it – What does it tell you? How are they dressed? What do you think that person does? - Use words to describe the character/s and their surroundings.

Stepping into their shoes – get one student to pose as the person, standing in front of the picture and the class can ask questions of that character.

Storytelling – using the picture as a starting point, write a short story about what happened to the person in the picture. What is it like in their world? What are they doing? What do you think the person is called? After the character and surroundings have been explored by using words, ask the children to create a story about what happened to them after the photo was taken?

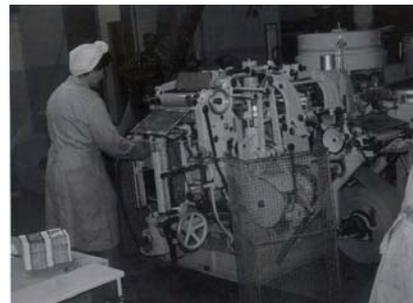
Snapshot:- What house do you think the person lives in, Jobs, Wages, Leisure time and entertainment; adapt to a portrait painting exercise.

Compare the aerial photographs, (1928, 1968 and 2008), what industry do you see?

Explore the changes in the town – Working with the aerial shots and the town maps, (in the mapping folder), how does the town change through time? What do you think the implications are for the community? What are the main features of the town? (Link into the census on line and business directories to find out more about trade and employment).

Discuss what type of town Middlewich is, children can explore this by picking out a shop or public house and drawing it, writing a story or looking at the main plots of the town and create their own town, what type of facilities does a town need?

Alternatively, create a town guide to explain its past and features that remain today, or do a time plan of a chosen building, how the building and its function has changed over the years and who were the people that owned it? Is the building still there to visit or has it been demolished in the name of progress? How much was Middlewich affected by the Industrial Revolution?



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Make use of the CD and Interview page

Using the interviews, either in words or by CD, go through the information and listen carefully; what type of person is speaking? What did they do? What are they talking about? What do you imagine from the voice that they look like?

Imagine doing a cartoon/short story/magazine feature on the person you are listening to. For extra help on achieving the storyline, the teacher or pupil can take on the persona of the interviewee and answer questions about their character, family life etc

In the photographic references you will find photos relating to the interviewee's environment. What more does that tell you about how they lived?

Story Shrines – Create 3D shrines in honour of the interviewees. Discuss the characters, their natures and what they did. Discuss what a shrine is, how they are used? What do they look like? A shoe box is suggested as a good starting point but it could be anything, shrines can include objects and images that reflect a character's particular strength, deeds and their role in the story, requiring the story to be retold in a different way. Suggestion of inviting another class in to give them a tour of the shrine with children acting as guides to explain the characters and what they did in the story
This helps to;

- Approach and view known stories from different perspectives
- Explore how description of characters, their actions and reactions informs the listener of the character's nature.
- Communicate understanding of a character through imagery and through explanation.
- Communicate their imaginative responses to stories they have heard through visual art.

Alternatively they can design something for their character to wear, such as a hat; explore what that person might be like and develop a character using appropriate materials.