



Key Stage 2 - Suitcase Stories

A. Purpose:

To learn about the social, cultural, religious and ethnic diversity of societies in Britain and the wider world. This activity may be used to introduce a local history study.

B. Outcomes:

1. Learn to find out about events, people and changes using a range of sources of information.
2. Learn to think about the lives of people living in other places and times, and understanding their values and customs.
3. Learn that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity.

C. Curriculum links:

KS2 History - Britain since the 1930's

KS3 - British history the impact through time of the movement and settlement of diverse peoples to, from and within the British Isles.

D. Cross Curricular Links:

Citizenship: 2e, 4f, 5e

Geography: 3a,3g

Literacy: 2a,2c, 3a, 3f

E. Background information:

The activity and tasks outlined are appropriate for KS2/3 learners and should be adapted according to age, ability and maturity. Some of the issues discussed in a study of migration are sensitive and contentious. Teachers should modify activities according to their own knowledge of their childrens' personal circumstances.

- Familiarise yourself with historic up to date information on migration in early 20th C. See www.statistics.gov.uk and www.Ind.homeoffice.gov.uk
- Use the timeline and map as a reference for placing dates, events and countries into perspective.

F. Teaching suggestions:

Teachers' can modify the activity to suit the needs of their class; time restraints, class sizes, learning abilities and so forth.

Introduction

The introductory notes are provided to place this part of history in context with world events at that time. It is also important to have a timeline of dates and events as well as a map as reference when introducing the topic.

Task 1:

Ask students why they think people leave their home country and move to another. It is important here to dispel any myths about 'people wanting to get rich' / 'make money' / 'live off benefits'. Most people move because of war, famine, racism, cultural conflict, in search of a better life.

Task 2:

Ask students what they would pack/take with them if they were moving to another country. It is important to mention that we are looking at the 1930/1940's, not 21st century in which you take laptops and mobile phones.

People usually came with one suitcase, they brought items such as: a phrase book, documents like a CV so they can find work, one suit or some warm clothes, spices (food that is familiar to them), something to remind them of their home country (photographs, a musical instrument, a lucky charm).

You could do this as a discussion activity, or print the suitcase image and ask each pupil to complete the activity individually.





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Task 3:

It is ideal to do this activity along with the suitcase of objects which you can loan from the British Empire and Commonwealth Museum (see loan box link on how to book a suitcase). If not, you can print the object images and character images and distribute to each group whilst investigating their characters. It is important that you familiarise yourself with the characters, objects, images and their stories prior to this task.

- You could also collect/ask students to bring in an object/item prior to the lesson. Something Jamaican/ Indian or an item that they would take with them if they were moving countries.

See objects/image file.

Task 4:

Encourage discussion in your group through interpreting primary sources (images, objects), listen and share ideas, develop those ideas and agree on a final outcome. The Teacher can either pose these questions orally, or display them for students to make reference to during their discussion.

Task 5:

Presenting Characters to the class- it is important that students carry out this task by showing all the images/objects/information about their character. Each group presents their findings based on the images and objects provided.

Once each group has presented their character, click on the video link to watch them tell their stories.

G. Extension Activities:

- Creating a class display on all your characters / display for the library on the migration stories. This could include displaying a suitcase, objects people take with them etc, visual timeline of dates and events.
- Close to home: Looking at your local community and inviting people who have settled in Britain to share their stories. Students can prepare questions to interview them on what life was like in your local town during the 1930's/1940's.
- Write a newspaper article, reporting the call out for skilled labour to come to Britain in the 1930's. Article could include: the need for skilled labour, benefits of settling the Britain etc. Draw up a list of words and phrases that they can use in their writing.

Viewing the learning activity file

If the document doesn't initially open in presentation mode, press 'F5' in Powerpoint to view the activity full screen as a slideshow. This should also enable links to website content to be accessed by clicking on them. Alternatively, links can be viewed by copying and pasting the url into your web browser.

