

Suggested Topics

By presenting a snapshot from the lives of real people, it is possible to bring the past alive. Whose Town? helps pupils relate to historical information in a real life context, and so helps them see the relevance to their lives today. In using this approach, it becomes possible to step into someone else's shoes and to gather information from their perspective. For example, we have got to know Levi, our destitute boy in late Victorian Edinburgh, what did the city look like to him? But was his Edinburgh the same as Florence's? She was alive at the same time but had a very different start in life.

Having this personalised approach, means that we can use our Lives in a Box as guides to explore different topics. Iain trained as a surgeon in the 50s, what were the challenges he faced then, are there similar challenges today? Charles believed strongly in the importance of the heritage of Edinburgh, why should heritage be valued? Is it important today? As a child, Bill saw television take over in popularity from cinema? What are the trends in entertainment today? How will television and cinema change in the future?

In Whose Town?, there are numerous topics that can be developed. We have suggested some below and linked them into the Curriculum for Excellence. This list is by no means exhaustive but might serve to stimulate some ideas.

WHERE WE LIVE		
With this life ...	Using these resources ...	To work towards:
<p>LEVI: Living on the poverty line in Victorian Edinburgh</p>	<ul style="list-style-type: none"> • Biographies of the boys in the Industrial Brigade Explore the paths to poverty. Why are the boys destitute? Pupils can discuss what people needed to move out of poverty in Victorian Edinburgh and what people need to move out of poverty today. • Photographs of tenements, (use the search facility in Whose Town? to find more photographs). Pupils can create a picture of living in poor housing in Victorian Edinburgh and understand its consequences. The pupils can develop their descriptive vocabulary matching words to images and comparing different kind of housing. (See Teaching Ideas, Interdisciplinary Learning). 	<p>I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences. SOC 2-04a</p> <p>By studying groups in past societies who experienced inequality, I can explain the reasons for the inequality and evaluate how groups or individuals addressed it. SOC 4-04a</p> <p>Through discussion, I have identified aspects of a social issue to investigate and by gathering information I can assess its impact and the attitudes of the people affected. SOC 4-16b</p>
<p>FLORENCE: Living in the Grange</p>	<ul style="list-style-type: none"> • Using photographs of the Grange Imagine life in one of the big houses in the Grange. Who lived there? Where did they go to work? What did they do in their free time? Pupils can recreate stories for different households in modern Edinburgh. 	<p>Having explored my local area, I can present information on different places to live, work and relax and interesting places to visit. SOC 2-10a</p>

<p>NANCY: At Home at War</p>	<ul style="list-style-type: none"> • Nancy's testimony of what it was like for children during the war Discuss how people kept safe during WW2 and why they had to keep safe. Pupils could recreate various scenarios through creative writing, drama, or photographic and audio montages. (See Teaching Ideas, Interdisciplinary Learning). 	<p>I can discuss why people and events from a particular time in the past were important, placing them within a historical sequence. SOC 2-06a</p> <p>I can describe the factors contributing to a major social, political or economic change in the past and can assess the impact on people's lives. SOC 3-05a</p>
<p>BILL: Greenfields in the 50s</p>	<ul style="list-style-type: none"> • Maps showing the development of Edinburgh Bill moved to the south of Edinburgh at the time when the city was expanding and there was extensive greenfield development. Look at maps of the city comparing the 30s and the 50s. Visit the online Map Library of the National Library of Scotland for overlays of historical maps on modern maps http://maps.nls.uk/ and chart the growth of Edinburgh. Start a debate on the pros and cons of using a greenfield site. 	<p>I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences. SOC 2-04a</p> <p>I can consider the advantages and disadvantages of a proposed land use development and discuss the impact this may have on the community. SOC 2-08b</p> <p>I can explain the development of the main features of an urban area in Scotland or elsewhere and can evaluate the implications for the society concerned. SOC 4-10b</p>
<p>BACHAN: Restoring Canongate</p>	<ul style="list-style-type: none"> • Use architectural plans, maps, and photographs of the Canongate Bachan started his shop as part of a Council led re-development of the Canongate. Look at the re-development of the historic parts of Edinburgh. Pupils can compare the townscape of the Old Town in the Victorian era, in the 1950s, with today. Encourage a debate on how best to re-develop an area. Pupils could draw up a proposal to redevelop a local area. 	<p>I can consider the advantages and disadvantages of a proposed land use development and discuss the impact this may have on the community. SOC 2-08b</p> <p>I can identify internal and external factors influencing planning and decision making and can assess how these decisions contribute to the success or failure of businesses. SOC 4-22b</p>



Keeping Healthy, Keeping Safe		
With this life ...	Using these resources ...	To work towards:
ARTHUR: Dress for Danger	<ul style="list-style-type: none"> • Photographs of firefighters' protective clothing <p>Study the different materials used for protective clothing in the past and present the reasons for using them. Pupils could examine present day equipment and evaluate our own measures for protection; for example, in cycling. Request a class visit from the local emergency services. Lothian & Borders Fire Service offer school visits. Useful website: http://www.crucial-crew.org/teaching.cfm</p>	<p>I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences. SOC 2-04a</p>
NANCY: Carrot Jam and Pudding Pie	<ul style="list-style-type: none"> • Photographs and reminiscence about food in wartime <p>Pupils could work to understand the impact of war on food and eating habits. Research wartime recipes and how people lived with rationing. Pupils could compare war time diet with today's diet, assessing the diets in terms of the major food groups.</p>	<p>I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences. SOC 2-04a</p> <p>I can describe the factors contributing to a major social, political or economic change in the past and can assess the impact on people's lives. SOC 3-05a</p>
CHARLES: Keeping Edinburgh Safe in WW2	<ul style="list-style-type: none"> • Photographs, ARP log book, audio soundscape <p>The notes in Charles's log book show how the measures needed to keep safe affected every detail of people's lives. Pupils can recreate/ re-enact a typical day going to work or going to school during WW2 and consider the effects of rationing, evacuation, bomb strikes, fires, etc. Pupils could collect images from major events, on a local or national scale (e.g. natural disasters, extreme weather, accidents, campaigns, etc) and create a soundscape to illustrate the impact on people's lives.</p>	<p>I can explain how the needs of a group in my local community are supported. SOC 2-16a</p> <p>I can describe the factors contributing to a major social, political or economic change in the past and can assess the impact on people's lives. SOC 3-05a</p>
IAIN: An X-Ray Message	<ul style="list-style-type: none"> • Documents and photographs about TB <p>Iain was training as a surgeon at a time when there was a break through in the cure for TB. He himself contracted the disease and witnessed the radical effect of the new treatment. Pupils could research the work of Dr Robert Philip and Sir John Crofton and understand how ways of treating the disease changed. Pupils could then look at the increase of TB in the world today and understand the barriers to eradicating the disease. Useful website: Lothian Health Service Archives http://www.lhsa.lib.ed.ac.uk/</p>	<p>I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences. SOC 2-04a</p> <p>I can discuss why people and events from a particular time in the past were important, placing them within a historical sequence. SOC 2-06a</p> <p>I can describe the factors contributing to a major social, political or economic change in the past and can assess the impact on people's lives. SOC 3-05a</p> <p>I can discuss the motives of those involved in a significant turning point in the past and assess the consequences it had then and since. SOC 3-06a</p>

Belonging		
With this life ...	Using these resources ...	To work towards:
<p>LUCA: Italian in Scotland</p>	<ul style="list-style-type: none"> • Photographs and first hand accounts about Luca's story <p>Use Luca's story as a springboard to consider what it must be like to start a life in another country. Pupils could look at how the Italians assimilated into Scotland. Research the treatment of the British Italians during WW2 and the story of the Arandora Star. Pupils could interview members of their own community. The Living Memory Association in Edinburgh http://www.livingmemory.org.uk/ can provide useful help and support. (See Teaching Ideas, Interdisciplinary Learning).</p>	<p>I can gather and use information about forms of discrimination against people in societies and consider the impact this has on people's lives. SOC 2-16b</p> <p>I can explain why a group of people from beyond Scotland settled here in the past and discuss the impact they have had on the life and culture of Scotland. SOC 3-03a</p>
<p>BESSIE: The Guid Cause</p>	<ul style="list-style-type: none"> • Photographs, documents, newspapers on the women's suffrage movement <p>Bessie's young age makes her an appealing figure to demonstrate the importance of the right to vote in a democratic society. Through Bessie, pupils can relate to the actions of the women's suffrage movement as seen from a child's perspective. Debate the issues of the "Cat and Mouse" act and the militant actions of the suffragettes. Older pupils could look at areas of the world where voting and democracy are being developed and identify the barriers to voting.</p>	<p>I can discuss why people and events from a particular time in the past were important, placing them within a historical sequence. SOC 2-06a</p> <p>I can describe the main features of a democracy and discuss the rights and responsibilities of citizens in Scotland. SOC 2-17a</p> <p>I can debate the reasons why some people participate less than others in the electoral process and can express informed views about the importance of participating in a democracy. SOC 4-18b</p>
<p>CHARLES: Rebuild or Restore</p>	<ul style="list-style-type: none"> • Photographs and maps of Old Edinburgh <p>Charles devoted over 30 years of his life to the study of Edinburgh's history. Pupils could use this idea as a starting point to consider why some people value their heritage and want to preserve it. Pupils could investigate the local history of their own area. They could then identify any features that they think should be preserved and then work out a plan of action on how to conserve what they think important.</p>	<p>I can interpret historical evidence from a range of periods to help to build a picture of Scotland's heritage and my sense of chronology. SOC 2-02a</p> <p>I can explain how the needs of a group in my local community are supported. SOC 2-16a</p> <p>I have developed a sense of my heritage and identity as a British, European or global citizen and can present arguments about the importance of respecting the heritage and identity of others. SOC 4-02a</p>

<p>SELMA: Moving Worlds</p>	<ul style="list-style-type: none"> • Selma's oral testimony <p>Whilst Selma herself is Edinburgh born, she offers a point from which pupils can think about people's origins and their cultural identities. For younger pupils, gathering information about traditional festivals, costumes and food is a successful way of looking at cultural differences. For older pupils, discussions about different beliefs and languages could be developed. (See Teaching Ideas, Interdisciplinary Learning).</p>	<p>I can discuss issues of the diversity of cultures, values and customs in our society. SOC 2-16c</p> <p>I can explain why a group of people from beyond Scotland settled here in the past and discuss the impact they have had on the life and culture of Scotland. SOC 3-03a</p> <p>I can analyse the factors contributing to the development of a multicultural society and can express an informed view on issues associated with this. SOC 4-16c</p>
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Communicating		
With this life ...	Using these resources ...	To work towards:
ROBERT: The Lamplighter	<ul style="list-style-type: none"> Extracts from Robert Louis Stevenson's writing <p>In Whose Town? we have included Stevenson's poem "The Lamplighter". Knowing a little about the writer, pupils can move on to look at his work and see how his life interests inspired his writing. Younger pupils might look at his poems, older pupils might look at his travel writing. Stevenson's essay on "The Enjoyment of Unpleasant Places" was written in his early twenties and is available on line. Useful websites: www.robert-louis-stevenson.org/ Project Gutenberg http://www.gutenberg.org/wiki/Main_Page</p>	<p>I am learning to use language and style in a way which engages and/or influences my reader. ENG 2-27a</p> <p>Having explored the elements which writers use in different genres, I can use what I learn to create stories, poems and plays with an interesting and appropriate structure, interesting characters and/or settings which come to life. ENG 2-31a</p> <p>I can recreate a convincing impression of a personal experience for my reader, sharing my feelings and reactions to the changing circumstances with some attempt at reflection. ENG 3-30a</p>
BESSIE: The Power of Colours	<ul style="list-style-type: none"> Coloured ribbons, badges of the WSPU <p>Pupils could look at the power of colours in identifying groups and discuss the pros and cons of "nailing your colours to the mast" regarding politics, football teams, etc. Pupils can analyse colour symbolism and create art work to illustrate their findings. Useful website: BBC GCSE Bitesize in Art & Design section. http://www.bbc.co.uk/gcsebitesize</p>	<p>I can gather and use information about forms of discrimination against people in societies and consider the impact this has on people's lives. SOC 2-16b</p> <p>Through researching, I can identify possible causes of a past conflict and report on the impact it has had on the lives of people at that time. SOC 3-06b</p> <p>I can discuss the extent to which my choices and decisions are influenced by the ways in which I am informed. SOC 3-17b</p>
BILL: Silver Screen, Small Screen	<ul style="list-style-type: none"> Photographs and oral testimony from Bill's story <p>Bill can encourage pupils to think about the changes in TV and cinema. Pupils could compare the cinema and TV of the 1950s with the present day. They could try and predict the entertainment of the future and suggest how this might affect people's lifestyles. A useful website is the Scottish Screen Archive. http://ssa.nls.uk/</p>	<p>I can discuss the extent to which my choices and decisions are influenced by the ways in which I am informed. SOC 3-17b</p> <p>I can present supported conclusions about the social, political and economic impacts of a technological change in the past. SOC 4-05a</p>
HUGH: Trams and Buses	<ul style="list-style-type: none"> Photographs of the trams and oral testimony from Hugh <p>Pupils can study the evidence in Hugh's box and add more research to assess the advantages and disadvantages of a tram network. They could investigate different kinds of transport in other cities and other countries. Pupils could then hold a formal debate to try and persuade their listeners to adopt one kind of transport over another.</p>	<p>Having explored the ways journeys can be made, I can consider the advantages and disadvantages of different forms of transport, discussing their impact on the environment. SOC 2-09a</p> <p>I can assess the impact of developments in transport infrastructure in a selected area and can contribute to a discussion on the development of sustainable systems. SOC 4-09b</p>

Working Hard		
With this life ...	Using these resources ...	To work towards:
LEVI: Working to Live	<ul style="list-style-type: none"> • Written testimonies, photographs, census records from Levi's Box <p>In examining the material, pupils can identify occupations that no longer exist. Pupils can consider what various jobs entailed and why they existed; for example, domestic servants, book folders, scavengers, lamplighters. Through drama or creative writing, pupils could give an account of a day in the life of ... They could then compare this with a day in the life of someone in a modern occupation. Older pupils could work out how people who lived in Levi's Edinburgh could make a living. They could then research what you need to make a living now.</p> <p>Useful website for census records: www.scotlandspeople.gov.uk</p>	<p>I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences. SOC 2-04a</p> <p>I can describe the factors contributing to a major social, political or economic change in the past and can assess the impact on people's lives. SOC 3-05a</p> <p>I can contribute to a discussion on the extent to which people's needs should be met by the state or the individual. SOC 4-16a</p>
ROBERT: The Stevenson Dynasty	<ul style="list-style-type: none"> • Items in Robert Louis Stevenson's Box <p>RLS broke away from family tradition but the legacy of his family as lighthouse engineers is inspiring. Pupils could put the Stevensons in a time line of Victorian technological achievement to appreciate the developments of the era. Pupils could research maritime trade to assess the importance of lighthouses. Creative work could be generated by the story of the building of the Bell Rock Lighthouse; or by pupils imagining what it must be like to live in a lighthouse. Useful website: http://www.bellrock.org.uk/</p>	<p>I can discuss why people and events from a particular time in the past were important, placing them within a historical sequence. SOC 2-06a</p> <p>I can present supported conclusions about the social, political and economic impacts of a technological change in the past. SOC 4-05a</p>
LUCA: Keeping Cool	<ul style="list-style-type: none"> • Film "Making Ice cream the S.Luca Way" <p>"...the story goes that my grandmother, Anastasia (Luca's wife), would stand there and stir (the ice cream) until it came to a custard like consistency ...". Pupils could consider the labour and storage implications of making ice cream before electricity. Pupils could investigate the history of refrigeration and the implications this had for world trade.</p>	<p>I can present supported conclusions about the social, political and economic impacts of a technological change in the past. SOC 4-05a</p>
JOHN: A Fishy Business	<ul style="list-style-type: none"> • John Lyle's family tree <p>John's family tree illustrates how close knit the Newhaven fishing community was. Material charting the history of Newhaven's fishing industry is available from Scotland's East Coast Fisheries Project through SCRAN www.scran.ac.uk. Photographs can also be found in the Edinburgh City Libraries image library Capital Collections www.capitalcollections.org.uk By charting the history of the fishing industry in Scotland, pupils can see how technological advances, economic demand and environmental balances are all intimately linked.</p>	<p>I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally-responsible way. SOC 2-08a</p> <p>I can present supported conclusions about the social, political and economic impacts of a technological change in the past. SOC 4-05a</p>