

10 Day Unit	Learning Objectives Success Criteria	Suggested Activities	Resources
Lesson 1	<p>To explore a variety of objects</p> <ul style="list-style-type: none"> • Discuss their ideas and provide justifications for them • Use the clues to make predictions • Ask questions related to an object • Work cooperatively in a small group • Feed ideas back to a large group 	<ol style="list-style-type: none"> 1. Watch 'The Collector of Curious Things' film 2. Divide the students into small groups and give one object per group (or let them pick groups based on curiosity!) Images of objects are available as downloads or can be viewed in the Student Pages 3. Each group to complete an Object Proforma for their object 4. Questions to ask: What do we think these objects were used for? How are the objects connected? What questions do we want answered? 5. Feedback as class and consolidate ideas 6. Review objects and make predictions as a class as to how they all fit together 7. Record answers for follow up work 8. Use Ipads/Chrome books and Enter Newman's Factory of Curiosity via the Interactive Graphic to look for answers. Click on the object you have been considering. 9. Record new information. Feedback as class 	<p>Internet access to watch film</p> <p>Chrome Books/ Ipads</p> <p>Object Proforma</p> <p>Images of the objects in the case - or/and use the images in the Student Pages</p>
Lesson 2	<p>To place Newman Brothers on a map and in history</p> <ul style="list-style-type: none"> • Find a location on a map • Identify transport links and popular landmarks • Order events on a timeline • Work cooperatively in a small group 	<ol style="list-style-type: none"> 1. Locate Newman Brothers on a map <ul style="list-style-type: none"> • Where is it located? • What transport links are nearby? • What other landmarks are nearby? 2. Complete Timeline Activity (You could roll out a toilet roll in the hall! Each piece represents 10 Years. 10 pieces represents a century). Cut out the timeline and place the timeline cards onto the loo roll. <ul style="list-style-type: none"> • World History • Birmingham History • Newman Brothers History <p>Background text http://www.archive.coffinworks.org/uncategorised/origins-of-birminghams-jewellery-quarter/</p>	<p>Chrome Books/ Ipads</p> <p>Internet</p> <p>Online map of Jewellery Quarter – with zoom and landmarks https://jewelleryquarter.net/points-of-interest/</p> <p>Timeline Cards</p> <p>Toilet roll</p>
Lesson 3	<p>To identify the similarities and differences between Newman Brothers clients</p> <ul style="list-style-type: none"> • Locate places on a map • Identify similarities and differences between Newman Brothers' clients • Discuss the 	<ol style="list-style-type: none"> 1. Introduce the travelling salesmen at Newman Brothers. Identify Arthur Allen and Dai Davies and the roles that they had in the factory http://www.archive.coffinworks.org/objects/the-travelling-salesmen/ 2. Using the salesmen's expenses receipts identify some of the places in the UK that they visited 3. Newman Brothers also sold their products overseas. Using the sales ledger pack, identify on the world map the countries that Newman Brothers sold to. What do their sales abroad tell us about the company? 4. Can you find any connection between 	<p>Internet Access</p> <p>Map of the UK</p> <p>Expenses receipts pack</p> <p>Map of the world</p> <p>International sales ledger pack</p> <p>Transcription of sales ledger writing</p>

	<p>variables that may have affected Newman Brothers' businesses in other countries</p>	<p>cancelled orders and world events?</p> <ol style="list-style-type: none"> Discuss the similarities and differences between the areas that Newman brothers sold to Watch the film describing the danger of a travelling salesman doing business in Ireland during the troubles of the 1920s https://vimeo.com/241037063 <p><i>Focus on: Religion, the Commonwealth, climate and funeral traditions</i></p> <p>Also look at resources and curriculum links in relation to the Commerce theme http://www.archive.coffinworks.org/schools/teachers-pages/curriculum-links/curriculum-links-commerce/</p>	<p>Additional maths activity about distances travelled by a salesman in a week</p> <p>Additional maths activity about commissioned earned by salesmen</p>
<p>Lesson 4</p>	<p>To discuss the meaning behind symbols in the past and present</p> <ul style="list-style-type: none"> Identify common themes across Newman Brothers products Create an updated product range for the factory Work co-operatively in a small group 	<ol style="list-style-type: none"> Look at samples of Newman Brothers catalogues http://www.archive.coffinworks.org/objects/catalogue-pages/ Identify the common shapes and themes As a class discuss the possible meanings behind common symbols (e.g. flowers = new life) In groups children discuss the symbols that they see in their life (religion, culture, popular culture, sports, etc.) Working in groups, the children will design a new page for a Newman Brothers catalogue using the symbols that they identified <p>Also look at resources and curriculum links in relation to the Death theme http://www.archive.coffinworks.org/schools/teachers-pages/curriculum-links/curriculum-links-death/</p>	<p>Newman Brothers Catalogue pages</p> <p>Internet Access</p> <p>Example Symbol sheet</p> <p>Catalogue Pro forma</p>
<p>Lesson 5</p>	<p>To explore the link between Newman Brothers and their famous clientele</p> <ul style="list-style-type: none"> Write a recount for Sir Winston Churchill's funeral Explain why Newman Brothers were considered to be the best of the best Describe the coffin fittings supplied by Newman Brothers 	<ol style="list-style-type: none"> Show pictures of the famous people who have had their coffin fittings provided by Newman Brothers. As a class explore what they have in common Watch Royal Funeral Movie http://www.archive.coffinworks.org/media/ Explore the Churchill handle section Describe the Churchill handle using the 5 senses http://www.archive.coffinworks.org/objects/churchill-handle/ What do you think made Newman Brothers' products the best? Why do you think they were such a popular company? Write a newspaper recount about Winston Churchill's funeral 	<p>Famous people resource pack</p> <p>Newspaper Pro forma</p> <p>Internet Access http://www.archive.coffinworks.org/media/</p>

<p>Lesson 6</p>	<p>To explore the stamping process</p> <ul style="list-style-type: none"> • Explain how the stamping process works • Identify the risks associated with the stamping process • Create a Health & Safety poster that gives practical advice 	<ol style="list-style-type: none"> 1. How were the coffin fittings made at Newman Brothers? 2. Explore the stamping process and the risks associated with it (crushed fingers, lopsided muscles due to overuse, hearing loss) 3. Watch this film featuring a young Anthony Allen who used to visit his father at work during the 1930s. He explains how the drop stamps and other machinery worked and the dangers 4. https://vimeo.com/259078453 5. Watch a film of the Drop Stamp in action at Newman Brothers https://vimeo.com/152138907 6. Children create a Health & Safety poster for the Stamp Room <p>Also look at resources and curriculum links in relation to the Industry and Manufacturing theme http://www.archive.coffinworks.org/schools/teachers-pages/curriculum-links/curriculum-links-industry/</p>	<p>Images and descriptions http://www.archive.coffinworks.org/objects/stamp-shop/</p> <p>Illustrated description: how to make a breast plate at Newman Brothers</p> <p>Internet access</p> <p>Films in the archive (see Suggested Activities)</p> <p>Dr Allen remembers the noise of the Stamp Room and who worked there in the 1930s https://vimeo.com/241037164</p> <p>Watch a film about all the different types of manufacturing processes that took place at Newman Brothers – filmed in a modern day factory https://vimeo.com/109741660</p>
<p>Lesson 7</p>	<p>To describe how the Victorian view of death is both similar and different to our own</p> <ul style="list-style-type: none"> • Describe a Victorian funeral • Explain the differences and similarities between a Victorian and a modern funeral • Explore the reasons behind the high child mortality rates during the Victorian era • Write a poem as a class 	<ol style="list-style-type: none"> 1. Watch film ‘The Victorian Funeral’ 2. https://vimeo.com/172808069 and ‘Victorian Mourning’ https://vimeo.com/200889739 3. What are funerals like now? 4. How are they similar and different? 5. Complete a Venn Diagram 6. Write a class Anonym Diamante Poem 7. Look at pictures of child handles 8. Explore some of the reasons behind the mortality rates during the Victorian era and the changes that have occurred in the modern day that have helped to overcome this (children don’t work, social care system, NHS, updated medication, etc.) <p>Also look at resources and curriculum links in relation to the Victorians theme http://www.archive.coffinworks.org/schools/teachers-pages/curriculum-links/curriculum-links-victorians/</p>	<p>Internet access</p> <p>Diamante Poem Pro Forma</p> <p>Pictures of child handles http://www.archive.coffinworks.org/objects/childrens-coffin-handles/</p> <p>Watch film about different faiths and their funerary traditions https://vimeo.com/109821594</p>

<p>Lesson 8</p>	<p>To research the changing role of the women who worked at Newman Brothers</p> <ul style="list-style-type: none"> Identify a few of the main female employees at Newman Brothers Explore the ways in which the women at Newman Brothers fought for their rights Write a diary entry as one of the women who worked at Newman Brothers 	<ol style="list-style-type: none"> Explore the quote ‘Woman made up half of the workforce at Newman Brothers and operated in key managerial roles’. Why is that an important piece of Newman Brothers’ history? How does that contribute to the specialness of the factory? Was that common during the time that the factory was open? Look at the types of jobs carried out in the factory. Which ones were done by women? Was there any difference in pay between the workers, or men and women? Look at the lives and roles of a few of the women in the factory (Joyce Green, Dolly Dunsby, Elizabeth Weaving). What would work and daily life have been like for these women? What did these women do when faced with difficulties? How did they fight for their rights? Write a diary as one of the main female employees at Newman Brothers. It is the last day before the factory closed in 1999. What would they miss? What would they be looking forward to? What would they see and hear on their last day? How do they feel about leaving Newman Brothers? <p>Also look at resources and curriculum links in relation to the Women theme http://www.archive.coffinworks.org/schools/teachers-pages/curriculum-links/curriculum-links-women/</p>	<p>Internet Access</p> <p>Information sheets on Joyce Green and Dolly Dunsby</p> <p>Job roles in the factory during WWI – advertised posts</p> <p>Oral history films http://www.archive.coffinworks.org/objects/elizabeth-weaving-oral-histories/ http://www.archive.coffinworks.org/objects/joyce-green-oral-histories/ http://www.archive.coffinworks.org/objects/photo-of-dolly-dunsby/ http://www.archive.coffinworks.org/objects/newman-brothers-staff/</p>
<p>Lesson 9</p>	<p>To complete an in-depth study on Joyce Green</p> <ul style="list-style-type: none"> Identify the characteristics that made Joyce Green into a formidable business woman Identify the main events of Joyce Green’s life Complete a biography on Joyce Green Explore the difficulties that Joyce Green faced in her life 	<ol style="list-style-type: none"> Introduce Joyce Green and the work that she did for Newman Brothers Watch the videos ‘Joyce Green talking about getting her job as a manager’ https://vimeo.com/240197300 ‘Joyce Green talks about the high-quality Newman Brothers’ products’ https://vimeo.com/240197764 and ‘Joyce Green talks about the death of the coffin furniture trade.’ https://vimeo.com/240197836 What qualities did Joyce Green have that made her a good manager? Complete a biography on Joyce Green <p>Also look at resources and curriculum links in relation to the Women theme http://www.archive.coffinworks.org/schools/teachers-pages/curriculum-links/curriculum-links-women/ and Commerce theme http://www.archive.coffinworks.org/schools/teachers-pages/curriculum-links/curriculum-links-commerce/</p>	<p>Internet Access</p> <p>Profile of two female workers at Newman Brothers (Joyce Green and Dolly Dunsby)</p> <p>http://www.archive.coffinworks.org/objects/joyce-green/</p> <p>Joyce Green Percentage of Company Shares</p> <p>Oral History Film Extracts https://vimeo.com/240197300 https://vimeo.com/240197764 https://vimeo.com/240197836</p>

<p>Lesson 10</p>	<p>To consolidate your knowledge on Newman Brothers</p> <ul style="list-style-type: none"> List the reasons why Newman Brothers closed Explain the journey that Newman Brothers took from factory to museum Discuss the importance of restoration and heritage work 	<ol style="list-style-type: none"> Watch film – The End of the Era https://vimeo.com/172808073 Using the graphs as evidence and what you know about the workforce, why else do you think that Newman Bros. went out of business? Do you think Joyce Green made the right decision to close Newman Brothers? Joyce Green’s greatest hope was to save Newman Brothers for future generations. What legacy has she left? Explore the journey from factory to museum What do you think makes Newman Brothers/Coffin Works special? Do you think it needed to be saved for future generations? Why or why not? <p>Also look at resources and curriculum links in relation to the Commerce theme http://www.archive.coffinworks.org/schools/teachers-pages/curriculum-links/curriculum-links-commerce/ and Industry and manufacturing theme http://www.archive.coffinworks.org/schools/teachers-pages/curriculum-links/curriculum-links-industry/</p>	<p>Internet Access</p> <p>The End of the Era film https://vimeo.com/172808073</p> <p>http://www.coffinworks.org/newmanbros/newman-brothers-history/1999-2013-the-rescue-mission/</p> <p>Employees at Newman Brothers</p> <p>The end of an era. What can we learn from graphs - profit, turnover and cremation</p>
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