London Transport Museum
Pre-visit notes for teachers

London Transport Museum has a rich and varied collection which tells the story of transport in London over the last 200 years. These worksheets have been developed to aid tutors on an independent visit to the Museum with their students. Each level has pre-visit, during-visit and post-visit lesson plan and student handouts.

Lesson duration
2 hours 30 minutes

Lesson aims
- To get students to evaluate and interact with maps of the London Underground from different periods.
- To introduce Harry C Beck’s iconic and influential map of the London Underground, a key piece of design from the Museum’s collection.

Lesson objectives
At the end of the lesson, students should be able to …

- Have a discussion about the practicality, user-friendliness, accuracy, and aesthetic merits of the current Underground map, comparing and contrasting it with Beck’s version.
  Lr/L1.1, Lr/L1.4, Sc/L1.1, Lr/L1.5, Sc/L1.3, Sc/L1.4, Sd/L1.1, Lr/L1.6, Sd/L1.2, Sd/L1.3, Sd/L1.4.
- Answer gist and detailed true-or-false questions on an article about the history of Beck’s map.
  Rt/L1.1, Rt/L1.3, Rt/L1.5, Rt/L1.4.
- Work out the meaning of unfamiliar words associated with the design of Beck’s map by looking at the context of their use in the article.
- Produce a 200-word review of Beck’s map involving
  1) brain storming possible content,
  2) interviewing classmates
  3) organising and planning ideas
  4) drafting
  5) peer-editing
  6) final drafting
  Wt/L1.1, Wt/L1.3, Wt/L1.2, Wt/L1.4, Ws/L1.1, Ws/L1.2, Ws/L1.3, Ww/L1.1, Wt/L1.7, Ww/L1.2
Booking your visit

Please note that educational visits to the museum must be booked in advance.

Please log on to the Museum’s website www.ltmuseum.co.uk or call +44 (0)20 7565 7298 for the latest information on how to book your trip to London Transport Museum.
00.00 Introduction
Pre-visit handout 1: Harry C Beck’s London Underground Map

Show students Pre-visit handout 1: Harry C Beck’s London Underground Map. This handout includes both the modern Tube map and a map of the London Underground from before 1931. The early map which was before Harry C Beck took the historic decision to represent the stations diagrammatically, not geographically. Tell students to look at both of the maps and to discuss the following questions in pairs. You may need to pre-teach vocabulary as necessary (e.g. geographically, diagrammatically)

- Do you think the maps are practical and user-friendly?
- How geographically accurate do you think the maps are?
- Do you like/dislike the maps’ design? Why?

Discuss answers as a group.

00.20 First reading
Pre-visit handout 2: Task A

Tell students to read the text about Beck’s iconic tube map quickly to answer the questions.

Get group to think about it individually, then discuss in pairs.

Pairs to feedback to the whole group.

00.25 Second reading
Pre-visit handout 2: Task B

Tell students to read the text carefully and mark the statements T (true), F (false) or ? (no information)

Discuss answers in pairs, and check answers as a group.

00.40 Language focus
Pre-visit handout 2: Task C

Tell students to work out the meaning of the highlighted phrases from the main text, and explain them to their partners.

Partners to feedback their answer to the whole group.
00.55 Follow up

Pre-visit handout 2: Task D

Tell students to imagine that they are journalists working for a newspaper at the time when the map was produced. They have been commissioned to write a 200-word review of Beck’s new map. In their review, they should describe the changes he has introduced and compare them favourably/unfavourably to previous maps. They should also interview their classmates and incorporate their views. Students should follow this procedure:

• Brainstorm a list of why they like/dislike Beck’s map, referring back to their ideas in the introduction.
• Brainstorm a list of similarities/differences between Beck’s map and older maps, using the text from Pre-visit handout 2 Task A to help them.
• Interview their classmates.
• Organise and plan their review.
• Write the first draft.
• Get students to edit each other’s drafts.
• Revise their drafts and produce a final version.

02.10 Visit preparation

Give students information about meeting time, travel, cost, etc. They could browse the Museum website if internet access is available.

02.30 End
Pre-visit handout 1
Harry C Beck’s London Underground Map

Modern London Underground map using Beck’s design
(© TFL from the London Transport Museum collection)

Underground map before Beck’s design was introduced
(© TFL from the London Transport Museum collection)

www.ltmuseum.co.uk/learning
Pre-visit handout 2
London Transport Museum

Task A

Quickly read the text about Harry C Beck’s famous tube map and answer the following questions.

• What was the main difference between Beck’s map and earlier maps?

• How influential has Beck’s map been?

Mr Harry C Beck (1903-1974) seated in an office in front of a quad royal poster of his 1959 Underground map design.

Mr Beck, looking at the photographer, holds a sketch of the original 1933 map.
A design icon: Henry C Beck’s tube map

The Metropolitan and Metropolitan District Railways, which opened during the 1860s and 1870s, produced the first public transport maps of London. The early maps were designed to show people their route, where they could change lines, and advise on connections with other forms of transport. They were geographic, which meant that they showed Underground lines and stations according to the street plan on the surface.

During the 1890s and 1900s the network expanded rapidly. Different railway companies operated different lines and produced maps that only publicised their own lines. In 1908, a standard map that included all the lines was produced by the Underground Group. This was important in promoting the Underground as an organised system. However, the map was difficult to read as it still represented the stations geographically. The busy central area was particularly hard to interpret.

A solution to this problem was put forward in 1931 by Henry C (Harry) Beck (1903-1974), a draughtsman who worked for the Underground. He suggested a schematic map inspired by electrical circuit diagrams. By not relying on the street plan, Beck was able to enlarge the central area and compress the outer areas.

Beck’s map introduced other improvements. For example, he displayed routes as horizontal, vertical, or 45° diagonal lines in different colours, which gave the map a very unique appearance. Stations were represented as dots; interchanges were shown as circles and diamonds. Interestingly, the Underground’s publicity department rejected Beck’s initial idea because they thought it was too radical. After making various modifications, a trial version was published in 1933 as a pocket map. It was an instant success with the public.

Beck’s Underground map is still the basis for today’s map. It has been repeatedly modified over the years to include new stations and lines. Beck himself worked on the map until 1960. The map is now internationally recognised as a design icon; other urban transport systems all over the world have used it as an inspiration for their own maps, including New York, St Petersburg, and Sydney. It has even featured in a work of art, Simon Patterson’s The Great Bear (1992).
Task B

Read the text again and mark the following statements either:

- T (true)
- F (false)
- ? (no information)

- The Underground network grew very quickly during the 1860s and 1870s.
- Several different companies produced the new map in 1908.
- The city centre on the 1908 map was difficult to read.
- Beck’s map gave more space between stations in the city centre.
- All stations were represented as circles and diamonds.
- Beck made five changes to his first map in 1933.
- Beck’s original map has changed many times since its publication.
- Cities such as New York and Sydney were criticised for copying Beck’s design.
- Patterson’s artwork was funded by the Underground.
Pre-visit handout 2
London Transport Museum

Task C

Find the highlighted words from the main text in Task A. Can you explain what they mean to your partner?

• schematic map

• compress

• radical

• trial version

• design icon
Task D

Imagine that you are a journalist working for a popular design magazine in the 1930s. You have been commissioned to write a review of Beck’s new map. In your review, you should describe the changes he has introduced and compare them favourably/unfavourably to previous maps. You should also interview your classmates and include their views about Beck’s map.

Write about 200 words.
London Transport Museum
During visit notes for teachers

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Lesson duration
2 hours

Lesson aims

• To get students to critically reflect on, interact with, and evaluate the Museum displays.
00.00  Pre-conceptions of the Museum
Handout 1: Task A

Either at the end of the pre-visit lessons, or on the way to the Museum, ask students to complete Task A.

00.00  Visiting the galleries
Handout 1: Tasks B-D

On arrival at the Museum, students divide into small groups. Each group should choose one kind of transport and make detailed notes on it.

If a camera is available, ask students to take photographs – they will need evidence to use during their short presentations in the next lesson.

Task C involves finding the Connections display on the ground floor of the Museum. Students are to discuss the three questions from their handout in their groups.

Task D is a discussion activity which is to be completed once the group has looked around all of the Museum.

01.15  Progress check

Halfway through the visit, arrange to meet up with the students and check how things are going – ensure they have found the displays, etc.

02.00  End

Encourage the students to try to find some more information about the type of transport they focussed on in Task B. A good place to start is the Museum’s website, which can be found at www.ltmuseum.co.uk.
During visit handout 1  
London Transport Museum

Task A

Before you go around the Museum, think about the following questions.


2. How many different types of transport do you think are on display?

3. How do you think the sections of the Museum are organised?

Check your guesses as you explore the Museum.
During visit handout 1  
London Transport Museum

Task B

Go around in small groups. Each group should choose one kind of transport and make detailed notes on it. You can also take photographs. You will need these notes to give short presentations in the next lesson. Use the questions below to organise your notes.

1. When was this kind of transport in service?

2. Who invented it?

3. What kind of people used this kind of transport?

4. What was different about this kind of transport from the transport used before it?

5. What were the main advantages and disadvantages of using it?

6. How successful was this kind of transport?

7. How comfortable do you think this kind of transport was? Why?

8. How similar/different is this kind of transport to modern equivalents?
During visit handout 1
London Transport Museum

Task C

Find the three-dimensional map called Connections on the ground floor. Discuss these questions with your group.

1. How ordered/chaotic does London’s transport system seem to you?

2. Do you think it is more or less ordered/chaotic than the transport system in your country?

3. What does this exhibit tell you about transport in London?
During visit handout 1  
London Transport Museum

Task D

Now that you have seen the whole exhibition, discuss these questions with your group.

1. Which exhibits were the most/least interesting? Why?

   

   

   

2. Is there anything that could be done to improve the Museum in terms of access to information, layout, design, etc?

   

   

   

3. Would you recommend the Museum to your friends? Why/why not?

   

   

   

For homework, try to find some more information about your kind of transport. A good place to start is the Museum’s website, which can be found at www.ltmuseum.co.uk.
London Transport Museum
Post-visit notes for teachers

London Transport Museum has a rich and varied collection which tells the story of transport in London over the last 200 years. These worksheets have been developed to aid tutors on an independent visit to the Museum with their students. Each level has pre-visit, during-visit and post-visit lesson plan and student handouts.

Lesson duration
2 hours 30 minutes

Lesson aims
• To raise awareness of the language and organisation of a typical museum review.
• To give students practice in writing a museum review

Lesson objectives
At the end of the lesson, students should be able to …

• Read a museum review quickly to determine the attitude of the writer.
  Rt/L1.1a, Rt/L2.3a
• Demonstrate an awareness of how adjectives and adverbs are used to make reviews more interesting and dramatic.
  Rt/L1.2a, Rt/L2.4a
• Identify the organisation of a typical museum review.
  Rt/L1.1a, Rt/L2.4a
• Write a review of the London Transport Museum through process writing: 1) brainstorming, 2) organising ideas, 3) drafting, 4) peer-editing, 5) redrafting.
  Ws/L1.2, Ws/L1.3, Ww/L1.1, Wt/L1.7, Ww/L1.2, Wt/L2.5, Wt/L2.4, Ws/L2.1, Wt/L2.6, Ws/L2.2, Ws/L2.3, Ws/L2.4, Ww/L2.1, Wt/L2.8, Ww/L2.2
• Evaluate each other’s museum reviews, giving reasons.
00.00 Feedback on visit

Tell students to discuss their impressions of the Museum in groups. Give the following questions During Visit Handout 1: Task D as prompts.

• Which exhibits were the most/least interesting? Why?
• Is there anything that could be done to improve the Museum in terms of access to information, layout, design, etc?
• Would you recommend the Museum to your friends? Why/why not?

Whole class feedback.

00.20 Presentations

Tell students to review the notes from During Visit Handout 1: Task B that they took during the visit and plan their five minute presentations in their designated groups.

Students give their presentations. Encourage students to ask each other questions. Make a note of any significant language errors for correction either at the end of the presentations or in a subsequent class.

01.05 Writing a review
Post-visit handout 1: Task A

Tell students to read the model museum review quickly to answer the following gist (?) question: Is the review generally positive or negative? (Positive.)

Whole class feedback.

Post-visit handout 1: Task B
Students read the text again carefully and insert adjectives/adverbs from the review into the most appropriate places.

• newly
• gigantic
• eye-catching
• big
• enthralled
• incredibly
• thankless
• minor
• desperately
• highly
Ask students to discuss in pairs and then feedback to the whole group.

Post-visit handout 1: Task C

Tell students to order the following to establish an organisational pattern for the review.

- The location of the Museum
- Information about the Museum building
- First impressions of the exhibition space
- Positive points (with descriptions of specific exhibits)
- Negative points (with specific examples)
- Overall assessment
- Final recommendation

Ask students to discuss in pairs and then feedback to the whole group.

Post-visit handout 1: Task D

Ask students to follow the instructions below to write their review of the London Transport Museum.

- Students brainstorm ideas for their reviews on a piece of paper. They must make sure that they think of both positive and negative points about the Museum.
- Students organise their ideas using the pattern in Task C. Students should not choose more than 2–3 positive points and 2–3 negative points to discuss.
- Students write their draft reviews, using some of the language in the model review to help you. Students should write about 300–400 words.
- Students exchange their drafts with their partners. They check each other’s work for spelling, punctuation and grammar mistakes – also, for content, organisation, coherence and cohesion.
- Students write their final versions. They then display their reviews in the classroom.
- Students read each other’s reviews and vote on the best one, giving reasons.

Collect in reviews for marking and correction.

02.30 End
Post-visit handout 1
London Transport Museum

Task A

Read the model museum review below quickly. Is the review generally positive or negative?
The Camberwall Science Museum
By Lucy Glendinning

The first thing you notice as you walk into this (1) ________ renovated warehouse in South West London, which is the proud new home of the Camberwall Science Museum, is how enormous it is. Standing at the entrance looking into the (2) ________ exhibition space – big enough to house two jumbo jets – it is impossible not to feel awed by its sheer scale. Even more impressive is how the curators and design team have filled the space with more than fifty (3) ________ and informative displays that are sure to grab the attention of both young and old, scientist and non-scientist alike.

The most popular and spectacular exhibit is a 15-metre model of the human body, designed so you can climb into it and explore such things as the lungs, heart and digestive system. Once inside, real-life recordings of the organs can be heard, which is both fascinating and eerie. Another (4) ________ hit is the Age Machine, a computer that scans your face and allows you to see how you will look in 10, 20, even 50 years’ time. On our visit, this programme had adults laughing out loud and children utterly (5) ________ . One schoolteacher we spoke to also informed us that she was “deeply impressed” by how much the children had learned about the ageing process, just by having fun with the programme. Clearly, the Museum educators have got something right.

Despite these positives, there are some drawbacks even to this extraordinary Museum. One is that it can get (6) ________ crowded at weekends, and on weekdays at around lunchtime. Queuing for tickets can take up to 30 minutes, and finding a seat at the café can be a (7) ________ task. Another minus point is that there are not enough audio guides for visitors to use, even at more quiet periods. What’s more, hiring them is rather expensive at £3, and the sound quality leaves something to be desired.

Nevertheless, these (8) ________ criticisms are irrelevant compared to the enjoyment you will have and the wealth of knowledge you will gain on a visit to this truly fantastic attraction. Particularly if you are a parent (9) ________ looking for something to entertain your bored children during those hard-to-fill school holidays, a day trip to the Museum is ideal. All in all, it is a very welcome addition to the cultural landscape of the city. (10) ________ recommended.
Task B

The review uses many adjectives and adverbs to make it sound interesting. Insert the following words into the most appropriate gaps in the text.

incredibly
newly
eye-catching
thankless
highly
gigantic
big
desperately
enthralled
minor
Post-visit handout 1
London Transport Museum

Task C

Order the following as it appears in the review. The first one has been done for you.

_____ Final recommendation
_____ Information about the Museum building
___1___ The location of the Museum
_____ First impressions of the exhibition space
_____ Positive points (with descriptions of specific exhibits)
_____ Overall assessment
_____ Negative points (with specific examples)
Task D

You are going to write a review of the London Transport Museum. Follow this procedure.

• Brainstorm ideas for your review on a piece of paper. Make sure you think of both positive and negative points about the Museum.

• Organise your ideas using the pattern in Task C. Don’t choose more than 2-3 positive points and 2-3 negative points to discuss.

• Write your draft review, using some of the language in the model review to help you. Write about 300-400 words.

• Exchange your draft with a partner. Check each other’s work for spelling, punctuation and grammar mistakes – also, for content, organisation, coherence and cohesion.

• Write your final version. Then display your review in your classroom.

• Read each other’s reviews and vote on the best one, giving reasons.