



"Are Ye Dancin'?"

Teacher Notes for the Education Pack

Introduction

Contained in the 'Are Ye Dancin'?' Educational pack for schools are several exercises for your class to complete. They are designed to give an overview of dance hall culture in the 1940s and '50s. The tasks have varying levels of complexity and can be tailored to your class' needs.

Most tasks are optional, but the first three exercises should be completed before we visit. These are: **'Interviewing – for Detectives', 'Radio Days'** and **'The Art of Foley'**

In these teacher notes we will include answers to the Maths, spot the difference and word search sections, and further resources – e.g. videos, websites and newspaper articles for you to use.

We hope you enjoy using this pack and look forward to meeting you.

The Education Pack

Interviewing – For Detectives (Page 2 of Education Pack)

This exercise is designed to help the class understand the difference between open and closed questions.

There are several tasks to complete, including asking the list of questions, identifying the closed and open questions and developing their own questions.

Extra resource: BBC video on how to conduct an interview from a journalist's perspective. (Five minutes approx.)

Extra resource: Interviewing Masterclass video:
<http://www.bbc.co.uk/schoolreport/28293067>

- Very useful points are touched on in the video. The only part which is not directly relevant is the suggestion to research the interviewee – this could be re-framed as "we need to know all we can about the era, in order to ask good questions".

Dance Halls Research and Word Search Solution: (Pages 6 & 7 of Education Pack)

Real Dance Halls:

The Assembly Rooms
 Palais de Danse
 Locarno
 The Plaza
 The Town Hall
 Barrowland
 The Berkeley Ballroom

Fake Dance halls:

The Magnifico Ballroom
 The Glittering Palace
 The Castillo di Danza
 The Eldorado
 The Cornetto

R	W	R	L	V	I	V	N	H	C	G	C	F	Q	B
S	H	J	G	A	S	K	M	T	B	A	N	D	S	W
X	A	P	Z	C	C	D	U	A	V	X	Y	G	Z	C
F	H	A	Q	G	U	B	R	E	T	T	I	J	T	L
D	L	L	O	C	A	R	N	O	M	F	Q	J	A	H
P	V	A	K	J	O	D	A	R	O	D	L	E	J	A
L	E	I	S	W	I	L	B	X	O	V	V	I	N	C
E	S	S	L	S	G	U	T	T	R	C	V	V	A	J
U	Q	A	H	B	E	R	K	E	L	E	Y	G	U	H
Y	N	I	Y	D	O	M	W	I	L	W	S	S	N	T
D	X	Q	A	T	P	P	B	J	A	U	U	N	P	O
U	I	T	D	J	W	P	O	L	B	F	G	C	A	O
G	K	A	X	D	G	D	T	R	Y	S	B	H	P	D
X	W	Z	Q	U	G	Z	V	A	X	M	W	F	U	O
A	R	O	D	L	E	V	G	Q	H	A	D	O	Y	E

Solution key (Across, Down, Direction)

ASSEMBLY (3, 6, SE)
 BALLROOM (10, 12, N)
 BANDS (10, 2, E)
 BARROWLAND (10, 2, SW)
 BERKELEY (5, 9, E)
 CAVENDISH (12, 1 SW)
 DANSE (15, 13, NW)
 ELDORADO (13, 6, W)
 FOXTROT (11, 5, SW)
 JITTERBUG (13, 4, W)
 JIVE (14, 6, SW)

LOCARNO (3, 5, S)
 PALAIS (3, 3, S)
 PLAZA (1, 6, NE)
 WALTZ (11, 10, SW)

Communications Then and Now – (Page 8 of Education Pack)

1. Correct: the telephone.
(Other modes might have been – calling in person, writing a letter.)
2. *It's your birthday, and you want to get a group of friends together to go out dancing on a Saturday night – in 1953.*
 - *How would you contact them?*
 - *Do you think it would be harder or easier to contact with your friends in 1953 than it is now?*

This exercise could be used to start a class discussion or a short imaginative piece of written work – e.g. Write a paragraph describing how you would arrange your night out. What problems might you encounter? (e.g. If the land line telephone was in use, what would you do?)

Here we are encouraging the children to see that the ways people socialized were very different in the Dance Hall era. People telephoned and met face-to-face.

It might seem harder to contact someone if you were restricted to the telephone – but maybe because people also lived closer together and worked together, communication might have been simpler then.

NEWSFLASH Interpretation Exercise: (Pages 9, 10 & 11 of Education Pack)

Teachers note: There are various ways to do this reading. The class can choose to read it individually, in small groups, or you can read it while they follow along with the text.

Choose questions or tasks for the class to complete from the list below:

1. What is this news story about?
2. Who are the main characters in it?
3. What pictures does this story describe?
(Activities:
 - try acting these pictures out
 - create freeze frames of the action with your bodies
 - draw key moments in comic book 'frame by frame' style)
4. Imagine if something like this happened in your school today. Which parts of the story would be the same? What might happen differently?
5. What headline would you write for this article?
6. What pictures might you include alongside this newspaper article?
(If you print off the text above, make a big headline and include some images, you have all the things you need for your own newspaper article!)

Are Ye Dancin'? (Page 12 of Education Pack)

This exercise uses common expressions of the time, to introduce some ideas that might be useful when interviewing their senior partners.

Correctly paired expressions are shown opposite each other in this table:

The cheap seats		Sitting on the balcony to listen to the band.
Getting a lumber		Walking your dance partner home.
Ye fur a shuftie?		Would you like to dance with me?
Yankee corner		The area in the dance hall where American soldiers would gather
A rerr baun		A brilliant band
Keep to ra figure		Stick to the agreed dance steps (to avoid banging into other dancers)
The Hit Parade		The music charts of the time
A Wallflower		Someone who isn't asked to dance
Double Novelty (or 'Excuse Me's)		A dance that can be interrupted and dance partners switched
Teddy Boys		A style of dress for men, long jacket, greased hair & built-up shoes

Old Money (Pages 13, 14 & 15 of Education Pack)

These problems are designed to give a flavour of the time through numerical puzzles.

Answers:

1. She has 14 shillings left
2. 5 shillings and 10d.
3. Five weeks
4. Yes, he had 4 shillings left that week, so he could take his wife to the Locarno - they could even take a tram home after the dancing!

You may want to tell the children a little more about old money:

Old (or 'Pre-decimalised') money (used before 1971 in the U.K) is actually the same money we use today. However, it has changed a lot over time - the value (what we can actually buy with it) is very different, the coins which were used have different names and values (shillings, farthings, half crowns, thruppence etc.) and even the system of counting is more complicated – decimalisation, the money we use now, is based on the 10 times table – groups of tens. Old money relied on knowing your twelve times table as there were 12d (or pennies) in a shilling.

Picture Research (Page 16 of Education Pack)

Here we ask the class to collect images on a pin board in Pinterest. This can be used as the basis for drawing or a collage of printed images.

These images could be used as a stimulus for conversation with our senior partners.

We might tailor some interview questions around an image:

e.g. Do they recognize the image – (could be a picture of an area of Edinburgh, or a dance hall)

Or: did they remember or have anything similar growing up (showing pictures of objects)?

Opinion or Fact? (Page 17 of Education Pack)

A selection of statements taken from our online dance hall research.

The class is encouraged to choose three facts and three opinions from the list. Some of them might also encourage debate about what makes a fact!

Guideline answers:

1. Dance halls didn't serve any alcohol, just cups of tea. – Fact
2. Every couple had their own tune. – Fact
3. The teaspoons were attached to the counter with a chain in case someone stole the spoon! - Fact
4. They'd measure the length of your jacket before you were allowed in. It was to keep Teddy Boys out. - Fact
5. Dance halls were great. - Opinion
6. The Palais de Danse in Fountainbridge had a revolving stage. - Fact
7. Teddy Boys should be banned! - Opinion
8. They waltzed and jived, jitterbugged and quickstepped on the dance floor. - Fact
9. We were lucky to catch a tram home after the dance. - Opinion
10. The dance halls in Edinburgh varied in grandeur, but each was unique.
- Fact
11. That couple danced incredibly well. - Opinion

Spot The Difference: (Page 18 of Education Pack)

Solution – in the second picture,

- The number of buttons on Caroline's waistcoat goes down from 3 to 2
- The number 6 has disappeared from the clock
- Helen's glasses are missing a leg
- The "a" is missing from the name of the gramophone
- Helen's heel has been shaded in
- The flower in Caroline's hat has lost its leaf
- The musical note is now not shaded in
- Caroline's waistcoat pocket has disappeared.

Further references:

We have researched a number of resources that might be useful to you if you wish to continue working with this topic.

- <http://www.bbc.co.uk/news/uk-scotland-41528173>

- A really lovely short article on the importance of Dance Halls in Scotland – a very nice introduction.

<https://www.scotsman.com/lifestyle/step-back-to-dance-hall-era-1-1056691>

A more in-depth look at dance halls –it uses quotes that we found in other sources, and might help with answers to some of the questions

This film is about five minutes long, and shows scenes of people dancing in 1961 at the Barrowland Ballroom in Glasgow. (Silent)

<http://movingimage.nls.uk/film/3181>

We look forward to meeting you soon. If you have any questions, please email Natalie Toyne on oaknotetheatre@gmail.com