



3 Mrs Bishop's boat crew at dinner on the Yangtze River
 Year: **1895**
 Photographer: **Isabella Bird Bishop**



Information/Points for discussion

Who was Isabella Bird Bishop and how did she arrive in China?

Isabella Bird Bishop was born in 1831 and was a popular travel writer, writing many books about her travels around the world. Her travels began in 1854 when she was given £100 by her father (a large sum in those days and equivalent to approximately £8,000 today) to travel. She visited many countries during her lifetime and chose to spend much of her time travelling along the Yangtze River whilst in China. She took her own photographs on her trips, which was very rare as photographic equipment was particularly heavy. Her photos, maps and writings of China provide us with an insight into China's past and are very valuable.

More information about Isabella Bird Bishop and her travels in China can be found by visiting www.unlockingthearchives.rgs.org and selecting the 'China - Snapshots in Time' theme.

Why did people go exploring in the past?

Many explorers wanted to learn more about the geography of the world and the different people and cultures within it. In the past there was often little information available about other countries, explorers helped to increase understanding of the world by visiting unknown territories and discovering and sharing information about them. Isabella Bird Bishop gave many lectures about China after she returned from her travels, this contributed to much we know about China today.



4 The Great Wall of China at the Nankou Pass, 50 miles from Peking
 Year: **1907**
 Photographer: **Herbert Ponting**



Information/Points for discussion

Who was Herbert Ponting?

Herbert Ponting was a professional photographer who was best known for his photographs of Captain Scott's expedition to the South Pole from 1910 to 1913. He sold many of his pictures to London magazines and took his pictures on glass plates rather than on photographic film. Although he is most famous for his images of Antarctica, he also travelled to and photographed other countries including China.

The Great Wall of China

The Great wall was built and rebuilt between 6BC and the 16th Century to protect the northern borders of China from invaders. The wall stretches over 4,000 miles and is a UNESCO World Heritage Site. It is estimated 2-3 million Chinese people died during the construction of the wall which took many centuries to complete.

Snapshots of China
Activity 2

Resources needed:

- 10 Photocards
- 2 Sticky notes per student (2 different colours)
- Modern photographs of China from web (optional)



Children of China Town, Los Angeles, USA.
 Year: **1900**



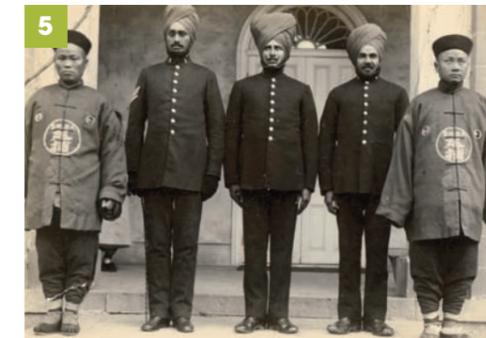
Chinese women with small feet in Kashgar Western China
 Year: **1880**



Mrs Bishop's boat crew at dinner
 Year: **1895**



The Great Wall of China at the Nankou Pass
 Year: **1907**



Chinese Police in Hankow, China
 Year: **1895**



European children in China
 Year: **1895**



Film stars (L to R): Paul Robeson and Anna May Wong with Mrs Robeson, S I Hsiung (Playwright), Mei Lan Fang and Wang Shiao-lou (Peking Opera actor), outside Claridges Hotel (London)
 Year: **1935**



Peking (now known as Beijing)
 Year: **1900**



China National Museum, Tian Nan Men Square, Beijing, China
 Year: **2005**



Chinatown, London
 Year: **2008**

Activity

- Arrange all of the images provided around the room. Provide each student with 2 sticky notes of different colours.
- Explain that sticky notes of one colour represent something they find 'interesting' and sticky notes of the other colour represent something they do not find particularly interesting.
- Ask students to look at the images displayed and to place the note of the appropriate colour next to the image they find 'most interesting' and the remaining note of another colour next to the image they find 'least interesting'.
- Once all students have completed this exercise, have a class discussion about the response trends and the reasons for them (response trends should be apparent from the colour of sticky notes next to images). The overall aim of the exercise being to analyse the images and draw conclusions from them.

Activity

- Divide students into small groups of 3-4. Provide each group with 1 image to analyse. Students should answer any applicable questions about the image they have been given from the list below. Students can also supplement this list by generating their own questions about images.

- **Describe what you see.**
- **Where there are people in the picture, what do you think the relationship between the people is?**
- **Where there are people in the picture, what do the clothes they are wearing tell us?**
- **Where do you think the photo was taken?**
- **When do you think the photo was taken?**
- **What title would you give the photo?**
- **What does the photo tell us about the landscape/people in it?**

Students can feedback to the rest of the class to gain an insight into the images. Information about each image is provided on the next few pages, this can be shared with students after they have analysed the images themselves.

You will note that information for some of the images is incomplete. Many of the materials in the RGS-IBG's collections have been donated by explorers and travellers and are many hundreds of years old. It was not always possible to obtain all the relevant information about images and artefacts. However much additional information can be obtained by carefully examining the photographs and the themes and ideas they raise. A listing of points for discussion and extra information has been provided within the table of information to enable students to discuss important issues.

The following pages can be photocopied to enable image captions to be cut out and used with students. Spread images around the room or provide small groups with photocopies, ask students to match the 10 captions they have been given to the correct image. Ask students to feedback to check the correct matches have been made.



1 Children of China Town, Los Angeles, USA

Year: 1900

Photographer: Unknown

Information/Points for discussion

What does this image say about migration?

Migration is not just a recent phenomenon, but has been occurring for many hundreds of years. This image demonstrates the presence of a Chinese community in the Americas over 100 years ago.

Why is captioning important?

Very little is known about this image, basic details such as those of the photographer have been lost to time. This demonstrates how important it is to maintain accurate records for future generations, as archive photographs provide us with lots of information about the world in the past.

Is the clothing in this picture representative of traditional Chinese clothing?

What do the clothes in this picture tell us about how China and Chinese clothing has changed since this photograph was taken?



2 Chinese women with small feet in Kashgar (Western China)

Year: 1880

Photographer: Unknown

Information/Points for discussion

Cultural practice of foot binding.

Foot binding was an ancient Chinese custom in which women's feet were broken and then moulded using bandages. The process was very painful and left women's feet much smaller than they would normally be. Small feet were considered to be beautiful in ancient China.

Do you think women in ancient China had similar lives to women today?

Consider education, foot binding and women's rights.

Women today generally enjoy more freedom than women in the past. How do you think women in the past and women today feel about the above issues. Do you think they would have had the same choices?