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FREE WW2

TEACHING RESOURCE: COVER SHEET

(Please note that the resource begins on the next page after this sheet)



Introduction

Thank you for downloading this resource, which I hope you will find useful in teaching your Second World war topic. As an experienced teacher myself, I know how difficult it can be to try to design or find the right resources for any topic so your feedback is most welcome to enable me to make improvements. If you would like to provide feedback on your experience using this resource, please contact me at info@blitzschool.co.uk and I will be happy to listen to your comments.

So what is Blitz School?

The company is run by me, Darren Birchall, and I am an experienced QTS teacher offering fun and interactive WW2 simulated air raid warden training workshops based on the Home Front Experience during the second world war, tied in closely with the new 'significant events' and 'local history' strands of the New September 2014 National Curriculum.

Each workshop lasts a full day and involves an historical enquiry session with many genuine WW2 artefacts, plus a series of fun activities such as knocking over pretend wooden firebombs with stirrup pumps; blacking out windows and learning WW2 first aid. Current prices are available on my website but are typically comparable to a day's supply cost.

How do I find out more?

My website at www.blitzschool.co.uk has all the information you should require to make an informed choice about whether or not one of my workshops is suitable for your needs. Alternatively, please email me personally at info@blitzschool.co.uk for more information or to request a free enquiry pack. The site is also full of lots more free teaching resources for you to use with my compliments.

Regards (and happy History teaching ☺),

Darren



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BLITZ SCHOOL LESSON PLAN: A letter from an evacuee

PUPIL SPEAK OBJECTIVES:

To learn what it was like to be an evacuee in the Second World War
To learn how to plan and write an informal letter from an evacuee's point of view

GENERAL NOTES:

This lesson has enough resources with it to stretch it over two or three lessons, including the actual writing up of the letter. However for the purposes of this planning it has been condensed into just the planning stage of the writing.

INTRODUCTION (5-10 min)

Provide each table with a selection of photographs of evacuees, using the [EVACUEE PHOTOPACK](#) (see resources listing for this lesson).

Use this as a discussion point to inform pupils about the lives of evacuees and the 'Pied Piper' evacuation policy in general (together with the aid of other resources such as books and websites where necessary (The BBC has a large range of information here: http://www.bbc.co.uk/history/british/britain_wwtwo/evacuees_01.shtml).

PUPIL TASKS:

1) TASK ONE: Paired or class discussion (10 min):

Read through **PC1: ELLEN'S LETTER** via whole class or in pairs as per the worksheet instructions. Place the focus on discussion rather than written answers (although notes are allowed) and feedback the answers to the questions as a whole class.

DRAMA OPPORTUNITY: Use the 3 questions that the pupils have been asked to come up with in a hot-seating task, with the teacher or pupils taking turns to be Ellen.

2) TASK TWO: Planning to write (20 min):

Introduce the planning sheets **PC2: PUPIL PROMPT SHEET** and **PC3: FIRST DRAFT WRITING FRAME** which can be used together or alone where required.

PLENARY:

Pupils take turns to read back work to class and evaluate against the objectives:

To learn what it was like to be an evacuee in the Second World War
To learn how to plan and write an informal letter from an evacuee's point of view



A Letter From An Evacuee: ELLEN'S LETTER (PC1)

Introduction:

This is a letter sent into a newspaper by a girl who was evacuated named Ellen Howard. It isn't a letter to her family but it will help you to understand what it was like to live in the country.

About this task:

Read Ellen's letter on your own then talk about it with your partner. Take turns to read the questions out at the bottom to use as 'talking points' to help you understand it better.

Life in the country impresses me as being very peaceful. One can sit in a field under a very shady tree in complete quietness except for the singing of the birds and the rustle of the swaying boughs overhead. In the country there is not the smoky atmosphere of the city and it is much pleasanter to walk in fields with cows mooing and grazing on each side, than to walk along a grey dirty looking street, with litter thrown about the ground, and smoky houses for surroundings. It is lovely to wake up in the morning with the cool, clean fresh air on one's face. In the autumn it is such fun to gather in the harvests and it is interesting to see the trees changing into their autumn dresses. There are not many heavy motor vehicles, and speeding motor cars in the country and one can walk freely along the country roads without having any cars hooting behind. The countryside population is very scattered but the people work very hard in order to produce fruit, vegetables, and all kinds of other foodstuffs which they take into town and sell on market days.

Ellen Howard, Aged 13 years

Talking Points: (Take it in turn to read these out and talk about them with your partner – you can make notes if you want to)

Q1: Do you think Ellen likes or dislikes being in the country? Give reasons for your answer.

Q2: We don't know from this letter how Ellen feels about being away from her family. How do you think she might feel?

Q3: Other children sometimes disliked being evacuated. Why do you think this was?

Q4. If you could go back in time and speak to Ellen, what three questions would you ask her?



A Letter From An Evacuee: PUPIL PROMPT SHEET (PC2)

A letter from an Evacuee – some ideas of what to include

Every evacuee had different ways of writing, but here are just some ideas on what you might want to write about:

Paragraph one: *introduction*

- How much you are missing your family
- What other things you are missing from home
(for example, your toys, the places where you played)

Paragraph two: *about your new home*

- What different things you can see, hear, touch, taste and smell *(for example, the farm animals, the quieter village, the different foods)*
- The different ways in which you play *(for example, climbing trees, playing in fields)*
- Details about the new people around you *(for example, the family you're staying with, your new friends)*

Paragraph three: *saying goodbye*

- How you look forward to seeing your family soon
- Asking how long it will be until you come home?
- Telling your family not to worry
- Telling them that you care about them and that you are looking forward to another letter



**A letter from an Evacuee:
FIRST DRAFT WRITING FRAME (PC3)**

A 'first draft' is the first version of your writing for you to change and improve afterwards. Use this frame to complete your first draft. You might want to note some ideas down first or use the 'Pupil Prompt Sheet' to help you.

Paragraph one: *introduction*

Paragraph two: *about your new home*

Paragraph three: *saying goodbye*

Any other ideas? *Put your notes here*

