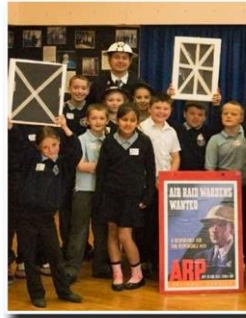


www.blitzschool.co.uk

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 1945 LETTER TO PRINCESS ELIZABETH

Lesson plan:

PUPIL SPEAK OBJECTIVES:

To learn what it was like to be in the ATS in WW2

To learn about the life of the Queen (as Princess Elizabeth) in WW2

To learn how to plan and write an informal letter from a wartime child's point of view

GENERAL NOTES AND LESSON BACKGROUND:

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

The background to this lesson is that it comes from a letter we personally received from the Queen's office about her role in the ATS, together with a set of information leaflets, after we had sent a polite request for information. The pupils will almost certainly find this interesting so a full article about this can be viewed here on our history blog: <http://balestrahistory.primaryblogger.co.uk/building-our-workshops/we-get-a-letter-from-the-queen/>

INTRODUCTION (5-10 min)

1) Discuss how the Queen, as Princess Elizabeth, was only 13 at the start of the war in 1939, and only 19 at the end in 1945. Listen to the sound recording and discuss with the aid of these questions:

How do you think she would have felt about having to make the broadcast? What would she have worried about during the war? What would it have been like being in the Royal family when everyone in the country was suffering?

2) Let pupils read the blog post from the notes above independently or in pairs on their computers and discuss as a class.

3) Either from pupil copies or on the IW read "PC1: PRINCESS ELIZABETH in the AUXILIARY TERRITORIAL SERVICE (ATS)".

4) Use these texts as a discussion point about what it must have been like for the young Princess to have these two roles. The blog post also mentions a visit from the King and a trick he played on her – this might be a good catalyst for discussion about their father/daughter relationship and how this would have affected her role.

PUPIL TASKS:

1) TASK ONE: What would you ask the Princess? (10 min):

Explain that pupils are going to plan and write a letter to the young Princess from the perspective of a school child in 1945. In partners, pupils make a list of questions they might want to ask her and feed them back to the class.

2) TASK TWO: Planning and writing to write (40 min):

Pupils to use the enclosed planning sheets PC2 and PC3 to plan and write their letter.

3) EXTENSION TASK: Writing a reply (20 min)

Pupils to read their partner's letter and write a reply from Princess Elizabeth.

PLENARY:

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



**PC1: PRINCESS ELIZABETH
in the AUXILIARY TERRITORIAL
SERVICE (ATS)**

PRINCESS ELIZABETH joined the Auxiliary Territorial Service (ATS), formed in 1938, early in 1945 when she was registered as No 230873 Second Subaltern Elizabeth Alexandra Mary Windsor.

After undertaking a driving and vehicle maintenance course at Aldershot, Her Royal Highness qualified on 14th April, just before her 19th birthday, and three months later she was promoted to Junior Commander, having completed her course at No 1 Mechanical Training Centre of the ATS and passed out as a fully qualified driver.

The initial ranks for the ATS were completely different from those of the Army but used the same rank insignia - although the crown was replaced by a laurel wreath. ATS members were required to salute their own senior officers but not other officers (although it was considered courteous to do so).

Two years later, in 1947, on coming of age, Her Royal Highness was promoted to the honorary rank of Senior Controller, Women's Royal Army Corps, to which the ATS had changed its name, and in March the following year she accepted the honorary rank of Brigadier, relinquishing this rank on her accession to the Throne in 1952.

Princess Elizabeth still slept at Windsor (the only concession made to The King's anxieties), but otherwise Her Royal Highness was treated like any other girl in this organisation. Early every morning she would drive back to Camberley her superior officer in the ATS, Commandant Wellesley: (among whose forebears was Wellington).

Her Royal Highness was the first female member of The Royal Family to join the Armed Services as a full-time active member. The Controller Commandant of the ATS at this time was her aunt, Mary, Princess Royal. Training took place in Camberley where, in addition to learning to drive, she was also taught car maintenance.



**A 1945 LETTER TO
PRINCESS ELIZABETH**

PUPIL PROMPT SHEET (PC2)

A letter to Princess Elizabeth – some ideas of what to include

Here are just some ideas on what you might want to write about:

Paragraph one: *introduce yourself*

- Tell Princess Elizabeth your name, where you come from and how old you are
- Remember to address her as “*Your Royal Highness*”
- Explain briefly why you are writing (for example: “*I would really like to know what it feels like to be a Princess in wartime*”)
- You might want to include some more information about yourself such as what hobbies you are interested in or what has happened to you so far in the war

Paragraph two: *asking for more information*

- Put your questions here in more detail
- Ask no more than two or three

Paragraph three: *conclusion*

- Remember to say thank you and perhaps that you are looking forward to her reply
- Sign your letter with ‘Yours sincerely,’ followed by your name



**A 1945 LETTER TO
PRINCESS ELIZABETH**

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 (PC2)' to help you.

Paragraph one: *introduce yourself*

Paragraph two: *asking for more information*

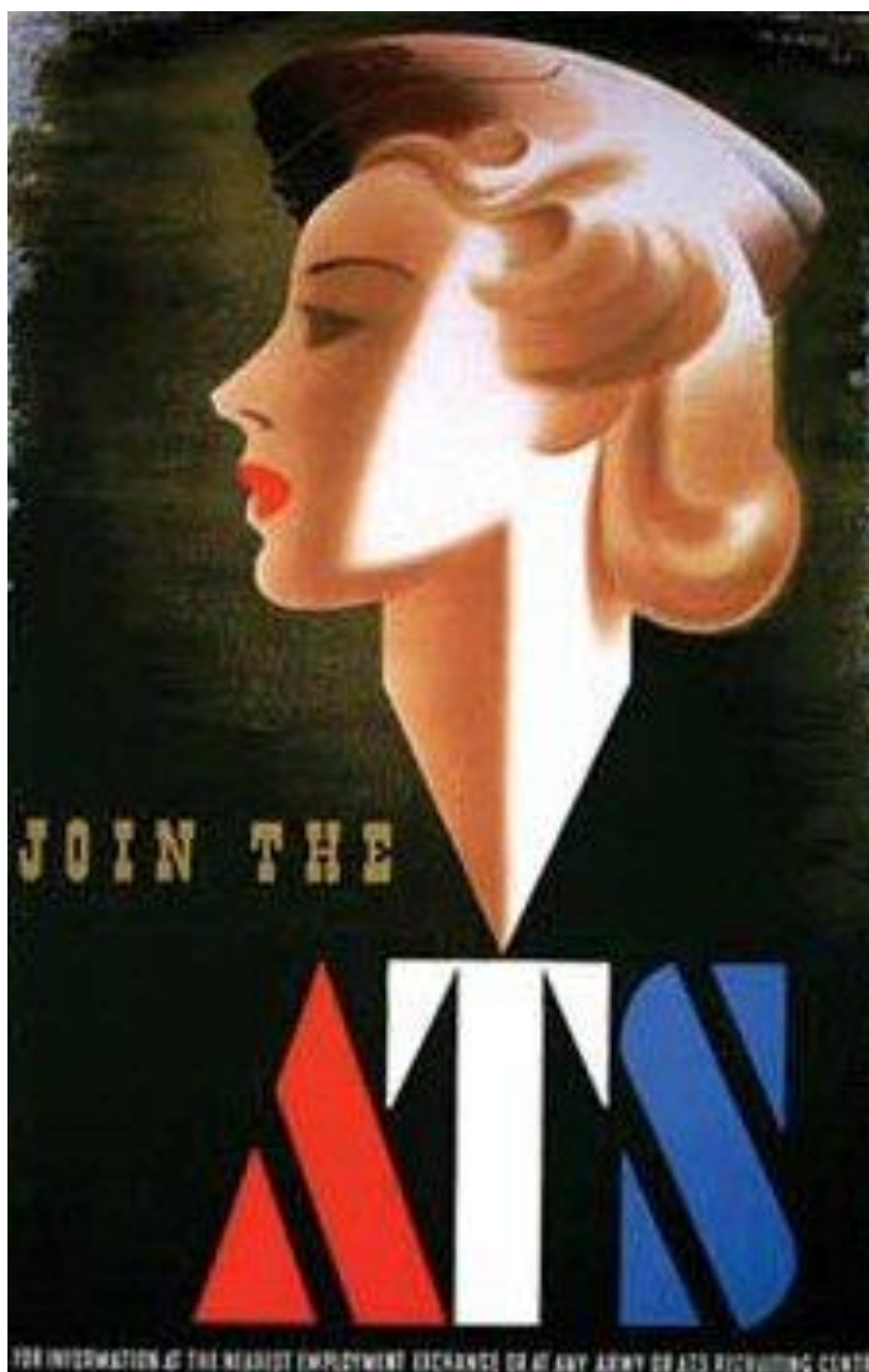
Paragraph three: *conclusion*

Any other ideas? *Put your notes here*



A 1945 LETTER TO
PRINCESS ELIZABETH

WW2 ATS POSTER



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A 1945 LETTER TO
PRINCESS ELIZABETH

Princess Elizabeth in the ATS: (picture 1)



A 1945 LETTER TO
PRINCESS ELIZABETH

Princess Elizabeth in the ATS: (picture 2)



A 1945 LETTER TO
PRINCESS ELIZABETH

Princess Elizabeth in the ATS: (picture 3)

