

Objectives	Significant Historical Event	Extra Information
<p>L.O:</p> <p>To Understand The Meaning Of Significance In The Context Of History.</p>	<p>GUIDANCE – If possible, you will need to prepare some materials for this history lesson. The idea is to be able to present an ‘evacuee’s suitcase’* with items inside that will give the class clues as to who the suitcase belongs. *This could just be a shoebox, modern small suitcase, toy suitcase or even just a box. If you are not able to prepare a ‘suitcase’ use the provided image of the suitcase. You will also need your awesome timeline!</p> <p>STARTING ACTIVITY – (15 minutes) You need your timeline ready that we prepared in the first history lesson. This should cover from 1900 to present day.</p> <p>Discuss with the class that there have been two world wars:</p> <ul style="list-style-type: none"> ▶ World War I – 1914 to 1918 ▶ World War II – 1939 to 1945 <p>Can you remember what did the country recently celebrate connected to WWII?</p> <p>Example Answer: <i>VE Day – Victory in Europe.</i></p> <p>On your timeline add in the key dates for World War II:</p> <ul style="list-style-type: none"> ▶ 1939 – Germany invades Poland ▶ 1939 – France and Great Britain declares war on Germany ▶ 1940 – Italy joins the war with Germany ▶ 1940 – Battle of Britain ▶ 1941 – Japan attacks Pearl Harbour (America) ▶ 1945 – Germany surrenders <p>MAIN TEACHING – Operation Pied Piper (5 minutes)</p> <p>Historical Significance: when an event or person in the past has had an impact towards changing the future, this is considered to have historical significance.</p>	<p>Materials Required:</p> <ul style="list-style-type: none"> ▶ ‘Suitcase’ with relevant images/ objects inside or image of suitcase ▶ Your timeline ▶ Coloured grid <p>Key Words:</p> <ul style="list-style-type: none"> ▶ Historical Significance ▶ World War ▶ Evacuee ▶ Rural <p>Success Criteria:</p> <ul style="list-style-type: none"> ▶ I can look at different sources to gain knowledge of the past. ▶ I can begin to understand that some events are significant in history. ▶ I can begin to understand that some events are significant in history and pinpoint those of the most significance.

Objectives

Significant Historical Event

Extra Information

When we consider historical events, we think about the ‘significance’ of the event. The two world wars were both significant as they had a big impact on the world in many ways. Discuss with the class about events that are happening today. Do they think that the 2020 pandemic will be significant from a historical point of view in years to come? Why?

Yes because it is a global event that has caused unprecedented actions, affecting both health, wealth and emotional wellbeing.

Both ‘**sources**’ and ‘**historical significance**’ are important key vocabulary in the context of history.

Recap the meaning of ‘**sources**’

MAIN TASK – (35 minutes)

Present the ‘**suitcase**’ to the class and explain that they are going to be looking through the case to see if they can work out to whom the suitcase may have belonged.




Questions you could use to prompt the class:

- ▶ What can you see inside the suitcase?
- ▶ What do you know about the contents of the suitcase?
- ▶ Who do you think the suitcase belongs to?
- ▶ What do you think it is to be used for?
- ▶ What do the contents of the suitcase tell us about the owner?
- ▶ What else might the owner want to pack in the suitcase?

Talk through the contents of the case, encouraging them to make connections to the case belonging to a child. The suitcase includes, among other things:

- ▶ Clean set of clothes and nightwear
- ▶ Spare shoes
- ▶ Rations book
- ▶ Toothbrush
- ▶ Stamped and addressed envelope for a letter home
- ▶ Identity card
- ▶ Gas mask
- ▶ Favourite toy

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	<p>Reveal to the class, if they have not guessed, that the suitcase belonged to a child evacuee in Great Britain.</p> <p>Evacuee: A person who leaves a place. In the case of World War II, it was the children that left cities and towns where it was dangerous, to go and live with host families in the countryside. Approximately 3.5 million children were evacuated from towns and cities to the countryside!</p>  <p>The government operation to move children from towns and cities where they were in danger from bombing, was called 'Operation Pied Piper' after the famous myth about a magical musician who could make children follow him. The operation was very quick just like when the government decided to close our schools due to COVID-19.</p> <p>Have a discussion with the class about how they think these children must have felt being evacuated away from their homes, often without their mothers and not knowing where they were going or what kind of families they would be living with.</p> <p>The children were encouraged to pack their favourite toy. Why do you think it was important for them to take their favourite toy?</p> <p>Once the children had arrived at the host families in rural locations some of them were expected to help farmers with the work around the farm. This included: feeding animals, cleaning out the animals, picking fruit and vegetables, working in the fields.</p> <p>Thinking about the stamped addressed envelope that the children had packed in their suitcases, have a discussion with the class about this. Who is it addressed to? When should they write a letter? What kind of information would they include in their letter?</p>	

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	<p>Grab your coloured grid and ask the class to fill in some notes for each section. They are going to use this to help them imagine that they are an evacuee and write a letter home:</p> <table border="1" data-bbox="526 504 1527 1104"> <thead> <tr> <th data-bbox="526 504 1028 587">Information</th> <th data-bbox="1028 504 1527 587">Creative</th> </tr> </thead> <tbody> <tr> <td data-bbox="526 587 1028 702"></td> <td data-bbox="1028 587 1527 702"></td> </tr> <tr> <th data-bbox="526 702 1028 785">Thinking</th> <th data-bbox="1028 702 1527 785">Problems</th> </tr> <tr> <td data-bbox="526 785 1028 900"></td> <td data-bbox="1028 785 1527 900"></td> </tr> <tr> <th data-bbox="526 900 1028 983">Positives</th> <th data-bbox="1028 900 1527 983">Emotions</th> </tr> <tr> <td data-bbox="526 983 1028 1104"></td> <td data-bbox="1028 983 1527 1104"></td> </tr> </tbody> </table> <p>GUIDANCE –</p> <p>Orange (Information) – What do I know about evacuees? What information do I still want to know?</p> <p>Green (Creativity) – What could I do to make my situation better? Can I do anything to help other people?</p> <p>Blue (Thinking) – What do I need to think about as I begin my journey to the countryside? How can I prepare myself for the journey ahead?</p>	Information	Creative			Thinking	Problems			Positives	Emotions			
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	<p>Purple (Problems) – What might go wrong on my journey? Will my host family like me?</p> <p>Red (emotions) – What am I worried about? When will I see my family? What will I find exciting?</p> <p>Yellow (Positives) – What will the countryside look like? How will being evacuated help me?</p> <p>When you have some information recorded on the grid, ask the class to write a letter home to tell them about their experiences.</p> <p><i>Dear Mum and Dad,</i></p> <p><i>I have arrived in the countryside and the first thing I can say is it smells!</i></p> <p>...</p> <p>PLENARY – (5 minutes) Evacuees took their favourite toy with them. Ask the class to think about which of their favourite toys they would take with them. Why would they take that one with them and how do they think it would help them while they were away? Recap on the key vocabulary!</p>	

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