

Learning objectives

QCA Unit 9 'What was it like for children in World War II?'

- To learn that the government disseminated information in different ways and that posters were one way.
- To learn that information was provided for different purposes.
- To find out about events from different sources (war posters).

Resources



'What's the point?' flipchart file; photocopyable page 163
'Radio broadcast', one for each group; pencils; copies of posters may be helpful.

Links to other subjects

English


PoS En1 (4a) Create, adapt and sustain different roles; (4b) Use character, action and narrative to convey stories, themes and emotions; (4d) Evaluate how they and others have contributed to the overall effectiveness of the performances.

- All the above objectives link well to the independent work and Plenary.

Whiteboard tools

Use the Highlighter tool to highlight examples of information available in war time. Use the Pen tool to annotate the posters in the whole-class shared work.

 Highlighter tool

 Pen tool

What's the point?

Starter

Ask: *What different ways do we get information and advice today?* List responses on page 2 of the flipchart (for example, television, the internet.)
Ask: *Did people receive information the same way during the Second World War? What was the same and what was different?* Highlight examples that were available in wartime Britain. Tell the children that much of the information and advice we receive comes from different government departments.

Whole-class shared work

- Explain that in wartime Britain many posters were printed on behalf of the government to provide information and advice.
- Display the first poster on page 3 of the flipchart. Ask: *What does this show? What impact does it have?* Make notes of the children's ideas.
- Ask the children to identify the message (security, economy, the war effort) and the intended audience, and make notes.
- Repeat the activity using pages 4, 5 and 6. Ask what the message is each time and how it differs from the other posters.
- Summarise the different categories of information.
- Discuss the humour that is used, and in what way it may be appropriate for wartime Britain.

Independent work

- Ask the children to work in pairs or small groups to create a short radio playlet to perform to the rest of the class. It must convey the same message as one of the posters.
- Remind the children that:
 - the message has to be conveyed using only sound;
 - the message should be set in a new context (not the context used in the poster);
 - humour is important;
 - the message must be clear and unambiguous.
- Give out copies of the photocopyable sheet. These are to plan the playlet (emphasise that the children do not need to write formal scripts).
- Organising children into mixed ability groups should ensure that more confident children support those who are less confident. Check that all children are making a contribution to their group's work.

Plenary

- Ask groups of children to perform their broadcasts. The rest of the class must identify which poster provided the inspiration. Display the poster with its annotations, and compare these with the content of the broadcast.
- Encourage the rest of the class to comment on and discuss each broadcast.
- Explain that this sort of information is called *propaganda*. This means spreading information (whether true or false) nationwide.
- Ask: *Which method of conveying information might have reached the widest audience in wartime Britain? Why?*
- Ask: *Which method would be used today? Why?* Write the children's ideas on page 7 of the flipchart.