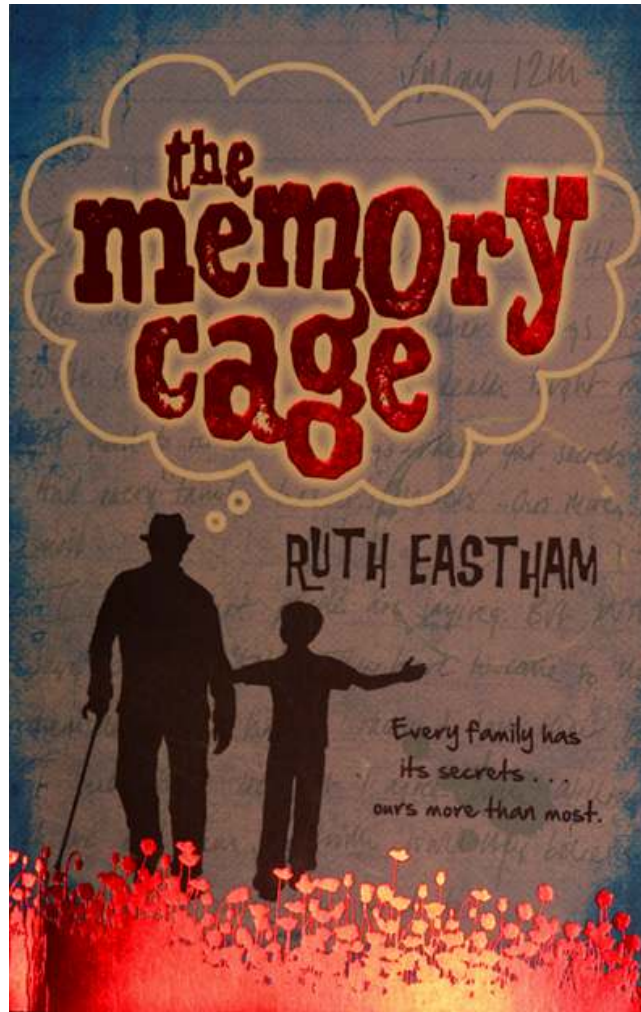


The Memory Cage

by

Ruth Eastham



History Study Guide

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Forward

Hello. My name is Ruth Eastham and I'm delighted to introduce this History Study Guide created by my good friend, Sarah Brennan. The two of us trained to be teachers in Cambridge together and when I was asked about resources for using *The Memory Cage* in schools, I knew just the person for the job! Sarah has a History degree and many years of teaching experience. In this guide you'll find a total of seven lesson plans with resource sheets, and ideas are based on activities tried and tested in the classroom.

You are also welcome to ask for the *Literacy Study Guide* and *Chapter-by-Chapter Reading Guide*.

Huge thanks to Sarah for all her tremendous work!

If you'd like to get in touch with comments, or let us know how the lessons worked in your school, our e-mail address is:

contact@rutheastham.com

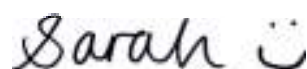
All the best,



Hi, I'm Sarah and I've been teaching for the last 15 years in Havering and Essex. I was thrilled for Ruth when I learnt that she was going to have her book published, and truly delighted to be asked to write this guide.

Ever since I've known her, Ruth has loved to write. In *The Memory Cage* she couples her skills as a writer and her artist's eye (she's also a talented photographer) to create vivid descriptions and a sensitively handled, moving story about the relationship between a grandfather and grandson. Her characters are keen to 'cage' their memories for different reasons - until they do, they are unable move on with their lives.

I hope these guides are helpful as you enjoy Ruth's book with your class.



GUIDE NOTES

These lesson plans can be used individually within your own longer scheme of work, or in any sequence you prefer.

There are many other great resources available to use, and only a selection has been cited here.

Access the British Pathé site from your school premises:

You should be able to download footage for education purposes. You will be able to see a smaller clip version at home but there will be a 'Buy this Clip icon' instead of just a download button. If you are unable to access a full screen version at school, contact British Pathé, following the instructions on their site.

Artwork and photographs within the printable resources are the work of Sarah and Paul Brennan.

Abbreviations:

BA = Below average (activity for pupils needing extra support)

A = Average (core activity)

AA = Above average (activity for most able pupils)

RS = Resource Sheet

IWB = Interactive White Board

Date:	Lesson 1 Chronological Understanding	History Cross curricular link: Maths Place value/ordering numbers to 1000
<p>Context: <i>Second World War/ The Memory Cage</i></p> <p>Objectives: To place events, people and changes into correct periods of time. To use dates and vocabulary relating to the passing of time.</p> <p>Cross curricular link: Maths Use knowledge of place value to order dates. Working out intervals on a partially numbered scale.</p>		<p>Success Criteria: Read through list of events. Order any with dates on them Use topic books/ internet to check order of those you are unsure about.</p>
<p>Vocabulary: ancient, modern, BC, AD, century, decade.</p>	<p>Resources: The Memory Cage Classroom time line Time line 1930-2010 (<i>see RS1</i>) World War Two timeline to order (<i>see RS2</i>) The Memory Cage timeline (<i>see RS3</i>) Topic books/internet</p>	
<p>Teaching: Discuss previous history studied and place on class time line e.g. Great Fire of London, Romans, The Victorians. Ask children if they know what BC and AD means. Where would 2011 be on the time line? Can they work out time intervals the chart is going up in? (100 years - century) Which century is 2011 in? Look at individual blank time lines. Can children work out time intervals that are here? (10 years - decade) Teacher demonstrates plotting events on a time line using a child volunteer's information (dob, nursery start date, first day at school etc.)</p> <p>Differentiated Activities:</p>		
<p>BA: Plot own events on a timeline</p>	<p>A: Plot World War Two events on a timeline</p>	<p>AA: Plot World War Two events on a timeline. Order 'Memory Cage' events. Which of these can be put on your WW2 timeline?</p>
<p>Outcomes: Children plot events and dates on a time line.</p>		
<p>Evaluation of lesson and children's learning:</p>		

Date:	Lesson 2 Knowledge and understanding	History Cross curricular link: Literacy Recounts
<p>Context: Second World War/ <i>The Memory Cage</i> Conscription and Conscientious Objectors</p> <p>Objectives: To learn about characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past.</p>	<p>Success Criteria:</p> <p>Writing letters: Address at top right Date underneath Dear... on left hand side Leave an indent on first line and on start of paragraphs End with 'yours sincerely....'</p>	
<p>Vocabulary: Conscientious Objectors Conscription Enlist</p>	<p>Resources: Letter writing frame for BA (see RS4) Extracts from 'The Memory Cage' p.123 'well think about it!didn't like the idea' middle of p. 139- middle p.140 'She sighed' to '...government people hounding him.'</p> <p>Websites: Conscientious Objector recounts: http://www.ppu.org.uk (Read/select those suitable for the age of your class): Extract about a letter to the <i>Guardian</i> newspaper: http://www.guardian.co.uk/world/2009/sep/07/british-conscientious-objectors-second-world-war</p>	
<p>Teaching: Explain what conscription was and ask children why they think it was needed. Can children think of reasons why people wouldn't want to enlist. What do they think would happen if people didn't want to go to war? Ask children to read through recounts, asking pairs to either highlighting reasons for not going to war, how Conscientious Objectors were treated or how they and their families felt. (for younger classes, do this activity together as a class and use a simpler recount) Look at extracts from 'The Memory Cage' Ask pairs to feed back findings. Class teacher/volunteer writes brief notes on IWB or flip chart. Explain that children are going to demonstrate their understanding of what it was like to be a Conscientious Objector during the Second world War, by writing a letter to a friend. Read example letter. Ask children to think of 4 things they must do for their letter 'success criteria'.</p> <p>Differentiated Activities:</p>		
<p>BA: Write a letter as a Conscientious Objector using a writing frame. Why did you become one and what do you have to do for the war effort?</p>	<p>A: Write a letter as a Conscientious Objector. Explain in it why you became one and how people treat you.</p>	<p>AA: Write a letter as a Conscientious Objector. Explain in it why you became one, how people treat you and how you feel about this.</p>
<p>Outcomes: Children write a recount in role as a Conscientious Objector.</p>		
<p>Evaluation of lesson and children's learning:</p>		

Date:	Lesson 3 Historical Enquiry	History Cross curricular link: Literacy Radio report/newspaper captions
<p>Context: Second World War/ <i>The Memory Cage: Dunkirk</i></p> <p>Objectives: To find out about the events studied from an appropriate range of sources of information, including ICT-based sources. To ask and answer questions, and to select and record information relevant to the focus of the enquiry.</p>		<p>Success Criteria:</p> <p>Writing a news bulletin: Decide on main facts to report Interview an eyewitness for an 'opinion' about events Speak clearly and slowly <i>Or</i></p> <p>Writing a newspaper caption: Decide what the picture shows. Write a fact about it in a sentence.</p>
<p>Vocabulary: Bombardment Operation Dynamo Artillery Luftwaffe Allies Axis powers Eye witness accounts Fact and opinion Little Ships</p>		<p>Resources:</p> <p>Suitable Dunkirk photos: http://1940.iwm.org.uk/ (click on Dunkirk. Look on menu at right hand side - no.5 also has additional photos) http://gallery.nen.gov.uk/gallery13587-.html http://en.wikipedia.org/wiki/Little_ships_of_Dunkirk http://en.wikipedia.org/wiki/Evacuation_of_Dunkirk</p> <p>Film: http://www.britishpathe.com Time to remember - Run Rabbit Run (1940) reel 4 video newsreel http://www.historylearningsite.co.uk/dunkirk.htm</p> <p>Extract from <i>The Memory Cage</i>: p.181 'The fighter planes kept coming' to p.183 'to die there with him' p. 190 'I'll never forget.....on the beach'</p>
<p>Teaching: Look at selected Dunkirk photos. What do children think is happening? Listen to British Pathé newsreel Discuss what 'fact' and 'opinion' mean. Ask children in pairs to research different aspects about Dunkirk using internet/ topic books: when it happened, why it happened, what happened, who was involved, what was the outcome? Pairs feed back information. Class teacher/volunteer writes brief notes on IWB or flip chart. Read extract from 'The Memory Cage'.</p>		
<p>Groupings: Children will be working in mixed ability groups to create a radio news bulletin about the events that will be read out at the end of the lesson <i>Or</i> Pairs could decide on appropriate captions for a range of Dunkirk pictures for a newspaper article.</p>		
<p>Outcomes: Children research information about Dunkirk and create a radio news broadcast/write picture captions about it.</p>		
<p>Evaluation of lesson and children's learning:</p>		

Date:	Lesson 4 Historical Enquiry	History Cross curricular link: Literacy Recounts
<p>Context: Second World War/ <i>The Memory Cage</i> The Little Ships</p> <p>Objectives: To find out about the events studied from an appropriate range of sources of information, including ICT-based sources.</p> <p>To ask and answer questions, and to select and record information relevant to the focus of the enquiry.</p>	<p>Success Criteria: Recounts:</p> <p>Events in chronological order Include dates and times e.g. when you became involved in Operation Dynamo, date you set off and when you arrived at Dunkirk.</p> <p>First person narrative Include what you can see/hear on the journey e.g. other boats going back filled with soldiers, news of ships sunk. Write about what you see and hear when you arrive at Dunkirk e.g. German aircraft, men in the water, lots of little ships, sounds of bombardment. Write about your feelings about going and how they might change when you arrive.</p>	
<p>Vocabulary: Bombardment Operation Dynamo Artillery Luftwaffe Allies Axis powers Eye witness accounts Fact and opinion Little Ships</p>	<p>Resources Websites: http://www.adls.org.uk http://en.wikipedia.org/wiki/Little_ships_of_Dunkirk http://www.guardian.co.uk/world/2010/may/27/operation-dynamo-dunkirk-little-ships • Eric Woodroffe's recount: http://www.war-experience.org/history/keyaspects/dunkirk/default.asp • Ted Stonard's memoir: http://www.britishpathe.com 'A Little Ship goes back' Writing frame for BA (see RS5)</p>	
<p>Teaching: What were the Little Ships? Why were they needed? Research in pairs and feed back findings to rest of class. How would children have felt about being asked to join Operation Dynamo? How would they feel on arriving at Dunkirk? Listen to British Pathe film, 'A Little Ship goes back' Read Guardian news report containing signalman Eric Woodroffe's recount. Read out end part of Ted Stonard's memoir. Explain that children are going to demonstrate their historical understanding of what it was like to be involved in Operation Dynamo by writing a Little Ship's log/recount by a crew member recording events and feelings.</p>		
<p>BA: Use writing frame to record events researched in a ship's log.</p>	<p>A: In your recount, explain how your boat became involved in Operation Dynamo. Write about what you experienced on your journey and once you arrived at Dunkirk.</p>	<p>AA: In your recount, explain how your boat became involved in Operation Dynamo. Write about what you experienced on your journey and once you arrived at Dunkirk. How did your feelings change once you arrived at Dunkirk?</p>
<p>Outcomes: Children write a recount of Dunkirk from perspective of the crew of the 'Little Ships'.</p>		
<p>Evaluation of lesson and children's learning:</p>		

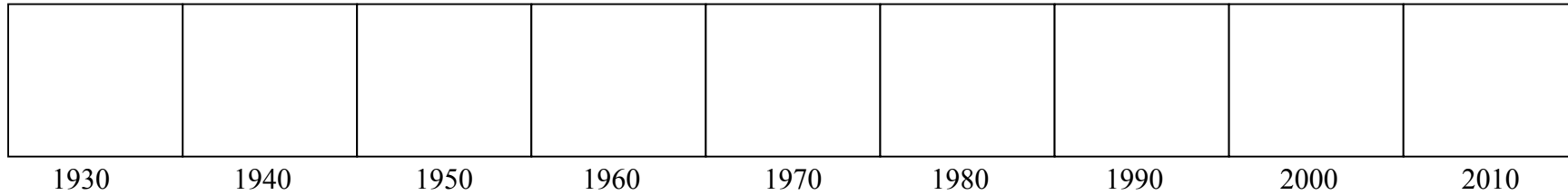
Date:	Lesson 5 Historical Interpretation	History
<p>Context: Second World War/ <i>The Memory Cage</i> Dunkirk Viewpoints</p> <p>Objectives: To recognise that the past is represented and interpreted in different ways, and to give reasons for this.</p>		<p>Success Criteria:</p> <p>Use previous research to think about how a soldier would have felt about being at Dunkirk.</p>
<p>Vocabulary: Operation Dynamo Advance Propaganda Bombardment Artillery Luftwaffe</p>		<p>Resources: http://www.britishpathe.com Evacuation of the BEF video newsreel film</p> <p>Extract from <i>The Memory Cage</i>: p.181 'The fighter planes kept coming' to p.183 'to die there with him' p.190 'I'll never forget.....on the beach' Speech bubble sheet (see RS6)</p>
<p>Teaching: British and French soldiers had been trapped on the beaches of Dunkirk by the advancing German army. Winston Churchill called Operation Dynamo 'a miracle of deliverance.' 338,000 troops reached safety in England after being evacuated. However 5,000 died in the operation. (source: wikipedia.org)</p> <p>Look at British Pathé newsreel.</p> <p>Read extract about Dunkirk from <i>The Memory Cage</i>.</p> <p>How are these accounts different? Can children explain why they might be different? How would a soldier who had been pushed back by the German army and was now trapped on the beaches at Dunkirk feel about his experiences compared to a politician or newspaper editor reporting about his rescue at home? Discuss in groups. Ask for volunteers to be 'hot seated' in character as a soldier or politician/newspaper editor.</p>		
<p>Groupings: Children individually/in pairs/in groups, as appropriate, write different viewpoints of Dunkirk in speech bubbles on sheet (mixed or same ability, as decided by the teacher).</p>		
<p>Outcomes: Children comment on Dunkirk from different characters' viewpoints.</p>		
<p>Evaluation of lesson and children's learning:</p>		

Date:	Lesson 6 Organisation and Communication	History
<p>Context: Second World War/ <i>The Memory Cage</i> Home Front defensive measures</p> <p>Objectives: To select and organize historical information. To communicate knowledge and understanding of history in a variety of ways (for example, drawing, writing, by using ICT).</p>	<p>Success Criteria:</p> <p>If you know what picture is: Use index pages at the back of your information book to find more detail about it. Put the word into a search engine on the Internet.</p> <p>If you don't know what the picture is: Use the contents page of your topic book and find a chapter on Home front or Blitz/air raids. Look through the pictures and captions or skim and scan the text for information. On the Internet: Use the search engine on a site that your teacher decides is suitable and type in 'Blitz' or 'air raids'.</p>	
<p>Vocabulary: Blitz, pill box, Anderson and Morrison shelter, barrage balloons and anti aircraft guns, ARP warden, siren, black-out blinds.</p>	<p>Resources: Extract from <i>The Memory Cage</i>: p. 65 'We passed by.....grey sand' Internet pictures of pill box, Anderson and Morrison shelter, barrage balloons and anti aircraft guns, ARP warden, siren, black out blinds. See: http://www.bbc.co.uk/schools/primaryhistory/world_war2 for additional information.</p>	
<p>Teaching: Look at extract from <i>The Memory Cage</i> about pill boxes. Look at image of a pill box. What do children think that they were used for? Do they know of anything else done in the Second World War to defend people at home from attack?</p>		
<p>Group work: Give each group a photo. How do they think this helped people defend themselves? Ask each group to research the picture, make notes, decide on a way to feed back findings to the rest of the class e.g. poster, group presentation, power point etc.</p>		
<p>Outcomes: Children present information about defensive measures taken at home.</p>		
<p>Evaluation of lesson and children's learning:</p>		

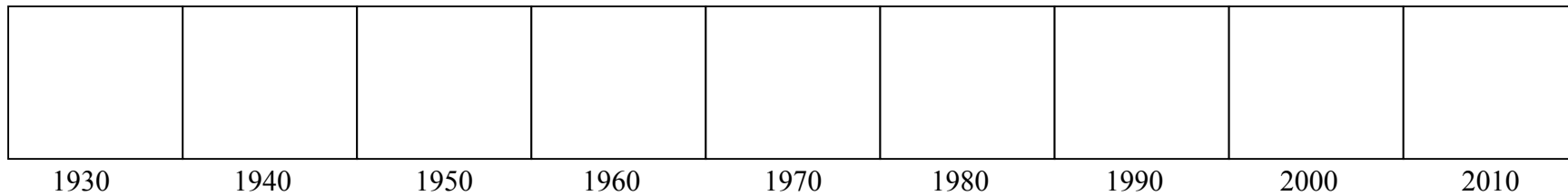
Date:	Lesson 7 Organisation and Communication	History/Art/DT
<p>Context: <i>Second World War/ The Memory Cage</i> Remembering the war</p> <p>Objectives: Communicate knowledge and understanding of history in a variety of ways (for example, drawing, writing, by using ICT).</p>		<p>Success Criteria:</p> <p>On your Memorial: Dates The event The people involved</p>
<p>Vocabulary: The Royal British Legion The War Graves Commission War memorials</p>		<p>Resources: Extracts from <i>The Memory Cage</i>: p.98 'The dead people...Henry Webb' p.102 'We passed the memorial...' down to 'very upset by the idea' Photos of War Memorials (see RS7 & RS8)</p>
<p>Teaching: Discuss how the War ended. Celebrations were bitter sweet. Rationing carried on. Many families had lost family members and the main wage earner. People wanted to remember their loved ones and wanted to ensure that by remembering this war, people would think before starting more wars in the future.</p> <p>Discuss how the Second World War is remembered (Poppy Day - The Royal British Legion, The Cenotaph, Local War Memorials on church walls or in town squares, The War Graves Commission)</p> <p>Ask children to read extract from 'The Memory Cage' then look at war memorial photos. Why did people object to the memorial in the book? How are each of the pictures different? What information do memorials have that help historians find out more about that period in history or about the individuals who fought in the war?</p>		
<p>Individual or Group work: Ask children to design their own memorial for Dunkirk/Operation Dynamo. What information must it contain? How will you make sure it doesn't offend people and respects those who died?</p>		
<p>Outcomes: Children design their own war memorial with relevant historical information on it.</p>		
<p>Evaluation of lesson and children's learning:</p>		

Lesson 1 ~ RS1 ~ Timeline 1930 - 2010

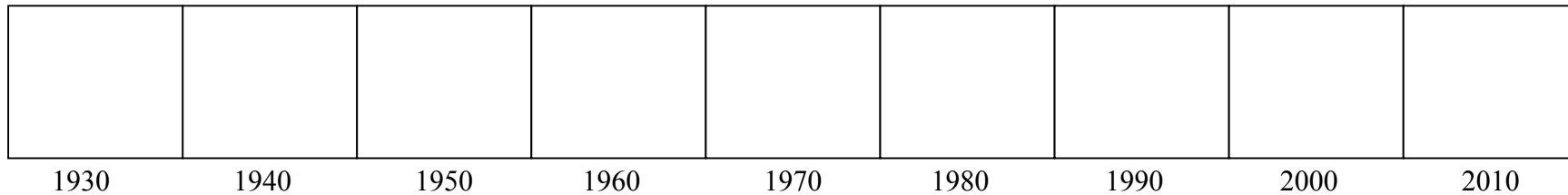
A Timeline



A Timeline



A Timeline



Lesson 1 ~ RS2 ~ World War 2 Timeline

Put these events in the correct time order:

In 1939 Hitler invaded Poland. Chamberlain announced war with Germany.

In 1945 peace was declared. The war in Europe was over.
In Britain people had street parties to celebrate. This is called "V.E.Day".

24 May-4 June 1940. Operation Dynamo, the evacuation of Allied soldiers from Dunkirk took place.

July 10th - September 15th 1940
The Battle of Britain.
1,700 German planes are shot down, compared with 900 British planes.

In 1940 the Blitz began.

On D-Day in 1944 the Allies landed on the beaches of German-occupied France.

June 2 1941
Clothes rationing begins in Britain.

May 3 1943
Part-time work becomes compulsory for women aged 18-45.

September 1939
Children are evacuated to safe areas.

Jan 8 1940
The rationing of butter, bacon and sugar is introduced in Britain.

Lesson 1 ~ RS3 ~ *The Memory Cage* Timeline

Put these events in the correct order:

Dunkirk

Brother Tommie dies

Grandad becomes a Conscientious Objector

Grandad has book of photos published

Grandad marries Freda

Tommie injured

Grandad takes war photos

Grandma dies

Brother Tommie marries Freda

Peter Webb tampers with Grandad's darkroom

Grandad is awarded medal for bravery

Lesson 2 ~ RS4 ~ Letter Writing Frame

*4 Primrose Lane
Anytown
Middleton
February 1940*

Dear Aunty,

I hope you are well and that you and Uncle are safe. How are you coping with the rationing? Mum sends you her love.

Thanks for understanding my decisions not to join the army. My main reasons for being a conscientious objector are.....
.....
.....
.....
.....
.....

I have been given work to do to help the war effort. I have to.....
.....
.....
.....
.....

How is Uncle's allotment coming along? We are looking forward to trying his prize carrots when we visit.

From your loving nephew,
Bert

Lesson 4 ~ RS5 ~ Writing Frame for Little Ship's Log

27th May 1940

Our local ship builder contacted us after being telephoned by the British Ministry of Shipping. After being checked to see if our boat was seaworthy, it was fuelled and taken to Ramsgate to set sail for Dunkirk.

28th May 1940

The Channel crossing

(Which other boats did you see going? What were the boats like as you saw them return to England? What did you hear in the distance? What reports did you get on your radio?)

.....
.....
.....
.....

Arrival at Dunkirk

(What did you see and hear? How did you feel?)

.....
.....
.....
.....

29th May 1940

The journey back and arrival at Ramsgate

(Write about how you were protected by the Royal Air Force from the attacks of the Luftwaffe.)

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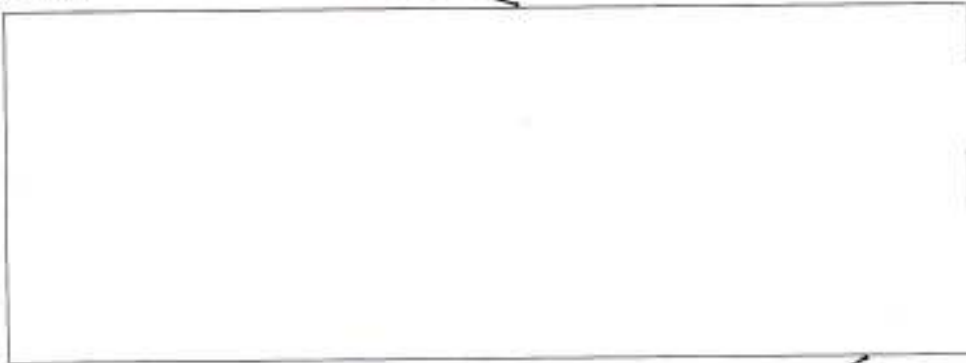
Lesson 5 ~ RS6 ~ Speech Bubble Sheet



Views About Dunkirk

Name:

Date:



Lesson 7 ~ Photos of War Memorials (page 1)

(images by Paul Brennan)



Royston



North Weald, St. Andrews Church



Cambridge



Nazing



RAF Cross of Sacrifice, Mildenhall

Lesson 7 ~ Photos of War Memorials (page 2)

(images by Paul Brennan)



War grave at North Weald



Church memorial at Bradwell on Sea



Capel Le Ferne, Battle of Britain Memorial

**Also available for *The Memory Cage*:
Literacy Study Guide
&
Chapter-by-chapter Reading Guide**

for more about Ruth Eastham, visit her website:

www.rutheastham.com