

FEEDBACK SHEET

This sheet is to be used by parents to help students reflect on their answers to the questions and activities completed during the History home learning for week beginning 4th May and week beginning 11th May. This sheet is not to be used by students whilst completing their work.

Lesson 1: Pearl Harbor

Starter activity – answers could include any of the following

- Boats being bombed
- Japanese planes flying low over the water
- People struggling
- Boats trying to rescue people
- Lots of destruction

Activity 1 – PPT information

Students simply have to read and make notes for this activity. If they can, students should aim to put the information into their own words. However, if this is not possible then students can copy exact words.

Activity 2 – Table

Students simply have to read and copy the table for this activity. If they wish, they can also have a copy of the key dates in their books which will be helpful for the next activity.

Activity 3 – Information sheet and create news report

Using all the information students have gained from the lesson plus the additional information sheet, they should create a news report written the day after Pearl Harbour was attacked. If students have access to a printer, it might be worthwhile printing off the information sheet and highlighting key points that they would like to use. Alternatively, they could write this in their books or on paper.

This task is open-ended so can be completed in any way the student likes. They could choose to do this activity on paper or in their exercise book. Encourage students to use colour and illustrations where possible. Students should use include the following points in their news report;

- Why it was attacked
- Who was involved
- Who attacked who
- Impact - casualties, boats
- How America might fight back

These points are guidance and therefore they should expand on information where they can.

EXTENSION ACTIVITIES

This activity will aid students understanding of Pearl Harbor (events and impact). Students can choose to watch 10 minutes or 40 minutes of the documentary. They could also watch it in sections.

Lesson 2 – The Homefront

Starter activity answers – Knowledge Quiz

1. When was the Battle of Dunkirk?
May 1940
2. What was Operation Dynamo?
The evacuation of Allied soldiers during World War II from the beaches and harbour of Dunkirk
3. How many men were evacuated from the beaches of Dunkirk?
Around 340,000
4. How many 'little boats' were used as part of the rescue mission?
Around 800
5. What was the German name for the 'Blitz'?
Blitzkrieg
6. Identify 3 things that the British people were told to do to help themselves during the Blitz.
Build shelters
Blackout house/cars
Evacuate children
Wear gas masks
7. Why were children evacuated?
The Germans targeted big cities/industrial areas with higher populations. Children were safer in the countryside
8. When did Japan attack Pearl Harbor?
7th December 1941
9. Identify 2 reasons why Japan attacked Pearl Harbor.
Thought they could destroy the US navy in one single attack
Japan wanted to have a powerful empire across the Pacific Ocean
Japan wanted to expand its empire
10. Identify 2 weaknesses of the Americans when they were attacked.
All their ships were kept in the same place
They weren't expecting an attack
Sailors were complacent

Starter activity – Propaganda pictures

Students have to look at the propaganda posters from WWII and suggest what they think they show. How did they help people during the war? Students should identify some of the following features;

- People needed to fight back against the Germans and prepare themselves for the Blitz
- Build up the morale of the people
- People needed to be extra cautious – especially in the Blackout
- Avoid going out at night

Activity 2 – Completion of table

Name of the method used by government	What was involved? Why was it put in place?	How did it help the war effort? Consider the wider impact/ consequences.
Propaganda	<p>Adverts were created to encourage people to recycle/keep rags and give to the 'salvage'. Parents were told to take children for immunisations. People were told to ensure the amount of water they used. Post mail on time.</p>	<p>Materials could be used for the war effort. Doctors/hospitals would not be put under extra stress with ill children at home – they could focus on war casualties. Resources were limited so the more people could save the better.</p>
Rationing	<p>To deal with shortages, rationing was brought in. Lots of British resources were being stopped/sunk by German boats.</p>	<p>It avoided wastage of food. People could grow their own vegetable etc which would reduce the demand and lower the amount of trade. Ensure that everybody could access food.</p>
Conscription	<p>All males aged between 18 and 41 who had to register for service. This helped greatly to increase the number of men in active service during the first year of the war who may not have joined otherwise.</p>	<p>It meant that the army was fully functional and had the numbers of men it required.</p>
Women	<p>Women had to play a vital role on the home front, running households and fighting a daily battle of rationing, recycling, reusing, and cultivating food. Whilst men were off fighting, women were needed to do these jobs.</p>	<p>These jobs could be done and the men on the front line received what they needed. Things back home tried to remain as normal as it could.</p>
Evacuation	<p>Ensure the safety of young children from the cities that were considered to be in danger of German bombing.</p>	<p>Schoolchildren (827,000) and their teachers</p> <p>Mothers with children under five (524,000)</p> <p>Pregnant women (12,000)</p> <p>Some disabled people</p> <p>All were in safer locations and out of direct risk from German bombing.</p>

Activity 3 – question

Students should aim to write around about $\frac{3}{4}$ to 1 page of writing in their exercise books. They need to create a piece of writing describing the Home Front conditions and the impact the war had. This could be done as a letter/diary entry. This is an open-ended task so students can be creative as they want. They could illustrate their work/tea-stain etc to make it look authentic.

EXTENSION ACTIVITIES

This is a discussion based activity where students can read evacuees letters/diary entries. Once they have done this, students could think about what it would have been like if they had been an evacuee. Some ideas to think about include;

- How would they have felt at the time?
- What would they have missed the most?
- What do they think they would have enjoyed about being evacuated?
- What would they have taken with them?