

DUNKESWELL WAR STORIES



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WORKSHEET 3
A Child's Wartime Diary

Name:

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

SUNDAY

WORKSHEET 5

Dunkeswell News

You are part of a news crew based in Dunkeswell. Something big happened in the village last night and now rumours are getting around. It's up to you to find the people involved and interview them!

First, decide on your event from the films you've seen:

WHAT HAPPENED?:

WHERE DID IT HAPPEN?:

WHO WAS THERE?:

ROLES

Presenter (introduces the story and Reporter)

Reporter (talks to the guests about what happened)

Guests (talk about what happened)

Everyone has to pick a role. You can have as many guests as you need!

SCRIPT

(10 minutes)

Once you've decided on your roles, you'll need a script so you know what everyone is going to say! Write your script using the pens and paper provided by your teacher.

PRACTICE

(10 minutes)

Practice your script so you know what everyone is saying and where you should be standing. Go through it as many times as you can so that it sounds really professional!

PERFORM

(2 minutes)

You're now going to perform your script as if you're on camera. Good luck and remember to smile!

Resource 1.4: WWII Map Script

The students should be split into three groups, with each group nominating a leader to play CHURCHILL, HITLER and ROOSEVELT respectively. The Teacher takes the role of the NARRATOR. Each group should have one copy of the script. Each side should be dealt out their tokens before play can start.

NARRATOR It's the end of 1939, and there are three big personalities running three very big countries.

Narrator points to CHURCHILL.

Britain is even more powerful than America: it rules the waves and more than a quarter of the globe.

CHURCHILL grins.

But... as an island, Britain has one big weakness: it always needs food and supplies to reach them by sea.

CHURCHILL: *(slightly downcast)* We're still great though, I assure you.

NARRATOR: Germany had a bad time of it between the world wars -

HITLER looks grumpy.

When Hitler surprisingly came to power, he had a plan to put Germany back on the map.

HITLER: *(grinning)* A lot of zie map!

NARRATOR: The United States were not quite the superpower they are now -

ROOSEVELT looks sad.

- but they knew they were heading that way.

ROOSEVELT smiles.

They were not part of Europe, and so they felt the war was none of their business. They didn't like what Hitler was doing, but unless he attacked them they weren't getting involved.

ROOSEVELT: Makes sense to me.

NARRATOR: Now we're going to put you into three teams, so you can learn exactly what happened during World War II.

Divide into 3 teams - each leader picks different children, like a football game.

OK. We're now going to play through the main movements during the war. With each turn you'll have the chance to talk to your team leaders and decide what you should do.

So, let's get started...

With each round, the NARRATOR lays out what will happen with each country. The different leaders address their lines to their teams - if they disagree, overrule them with something like "I'm in charge!"

----- ROUND ONE: War is Declared, September 1939 -----

GERMAN troops are placed in Poland.

NARRATOR: Hitler has invaded Poland. What do the British do?

CHURCHILL: We can't just keep giving in to Hitler. I think we should declare war.

BRITISH troops in Britain.

NARRATOR: Okay Germany - Britain is now at war with you. Will you give Poland back?

HITLER: NEIN! IT'S OURS! But in order to fight Britain, we will have to go through France. I think we should invade.

GERMAN troops in France.

NARRATOR: This is already a big war. Is it going to be a world war? America, are you going to come help your friends in Britain and France?

ROOSEVELT: Guys, I really appreciate you're in a spot of bother - but this is nothing to do with us. Just take a few ships and leave us alone!

BRITISH troops in France.

NARRATOR: Britain now has a lot of its army in France. But now Hitler's in France, with an *awful* lot of *his* army. And unlike Britain, he doesn't have to use boats to bring in new supplies. Britain is soon forced to retreat.

GERMANY moves BRITISH troops back to Dunkirk.

----- ROUND TWO: Dunkirk, June 1940 -----

NARRATOR: Britain has been pushed back to the sea. What do you do?

CHURCHILL: We can't surrender - but we need to get our troops home.

NARRATOR: Let's send every little ship we can to pick them up. America, will you send ships to help?

ROOSEVELT: We just gave you ships! Go away!

BRITAIN moves troops back to Britain.

----- **ROUND THREE: The Battle of Britain, July - October 1940** -----

NARRATOR: Germany now has mainland Europe to itself. What do you do next?

HITLER: Guys, we took France in 6 weeks. We could have the whole world by Christmas. Let's keep going - send our bombers to London!

GERMANY moves bombers to Britain.

NARRATOR: Germany has sent its bombers to London. Britain, what's your response?

CHURCHILL: *(understated)* We should probably fight back. Send in the RAF! Let's see how good these spitfires are!

BRITAIN moves planes to Britain.

NARRATOR: Britain is fighting hard against the German bombers, but they could really use some help. America?

ROOSEVELT: Kind of busy over here. We don't want this to be a world war.

----- **ROUND FOUR: The Battle of the Atlantic, 1940 - 1945** -----

NARRATOR: Britain has managed to withstand the German attack.

CHURCHILL: *(leading his team)* Hooray!

HITLER: *(angry)* Got in Himmel! Well, if we can't beat their planes, maybe we can cut off their supplies by sinking their boats...

GERMANY moves U-boats to Atlantic.

NARRATOR: Germany have sent their U-Boats into the Atlantic to stop Britain's supplies from getting through. Britain, what do you do?

CHURCHILL: If we don't fight those U-boats, we won't have any food. We have to fight. Send in the Navy!

BRITAIN moves Navy boats to Atlantic.

NARRATOR: This war is really heating up. You know America, your supplies would stand more chance of getting through if you joined in.

ROOSEVELT: We would if we could but -

NARRATOR hands ROOSEVELT a piece of paper.

(deeply concerned) One of Germany's allies has attacked us at Pearl Harbour. *(beat - angry)* OK - IT'S WAR!

AMERICA moves ships to Atlantic.

----- ROUND FIVE: The USA come to Britain, 1941-45 -----

NARRATOR: So, America is now in the war. Germany?

HITLER: We're not worried. We'll just do what we always do and keep on attacking.

NARRATOR: Britain?

CHURCHILL: We're having some success, but what we could really use is more planes to attack the U-boats. Bombers aren't cheap, you know.

NARRATOR: America?

ROOSEVELT: We should send our forces to Europe, so we can beat the U-boats and invade Germany. Send as many as possible - and send some of those special planes to protect the convoys & fight the U-boats.

AMERICA moves planes and troops to Britain.

----- Round Six: U-Boats defeated, 1944-45 -----

NARRATOR: So, America has sent lots of troops to the UK. Britain and America are now part of one big group.

ROOSEVELT and his team cross over to the other side of the map. He goes to hug CHURCHILL, but CHURCHILL offers to shake his hand instead; ROOSEVELT obliges and encourages his team to do the same thing.

So, now that you're both in the war, what do you do first?

ROOSEVELT: Well, our first job is to defeat the U-Boats. Otherwise none of our supplies will reach Britain.

CHURCHILL: I agree.

NARRATOR: Germany, what's your response?

HITLER: I really want to keep fighting - but maybe we should pull back and fight them on the land instead. Send the U-boats back to base.

GERMANY takes the U-boats off the map.

----- Round Seven: The Invasion of Europe, June 1944 -----

NARRATOR: With the U-boats defeated, Britain and America can now think about retaking Europe.

ROOSEVELT: It's time to invade Europe. We'll call it D-Day!

CHURCHILL: What does the D stand for?

ROOSEVELT: I don't know, but it sounds good. Can we invade already?

CHURCHILL: Sure.

BRITAIN and AMERICA move troops into France.

NARRATOR: Britain and America have invaded Europe. It looks like they might retake France. Germany, what's your plan?

HITLER: Um... fight?!

BRITAIN: He's not going to give up, is he?

AMERICA: No. Let's get him.

ROOSEVELT and CHURCHILL cross the map and stand over HITLER and his team.

CHURCHILL: Still want to fight?

HITLER: *(pitifully)* Nein.

ROOSEVELT: Ok. We win!

CHURCHILL and ROOSEVELT high five and encourage their sides to cheer.

NARRATOR: The allies had to fight all the way into Hitler's secret bunker in Berlin. Without the US Navy planes helping defeat the U-boats, none of this would be possible.

That's the end of the war. Give yourselves a big clap.

END

Resource 2.4: List and Details of Rationed Foodstuffs

Gather the children around a tray with the items listed and explained below. At a number of opportunities samples can be given out; these moments will be highlighted in the guide below.

Bread

Bread was in very short supply. Britain had to import a lot of its wheat flour, one of the main ingredients of bread. So in the early part of the Battle of the Atlantic it was very scarce.

Wasting bread was taken very seriously. One woman was caught by the Ministry of Food (who organised rationing) throwing out stale bread for the birds. She was fined £10 (about £45-50 in today's money). The Ministry told her in future to turn her stale bread into crumbs to create gratin for the tops of pies.

During the war there weren't breakfast cereals as we know them today. Many children ate either milksop or teasop – a slice or two of bread with either milk or tea poured on them.

TEACHER pours some of the milk onto the bread. Share with class.

MILK and BUTTER

Butter was rationed very heavily; you could only have a very small amount each week. To get around this many households made their own butter by taking milk and shaking it up until it churned.

TEACHER uses the remaining milk – places it in a flask or Tupperware and begins to shake it. Passes it around the class, who shake it and pass it on. See if you can get butter by the end of the class!

MEAT AND FISH

Fresh meat or fish were heavily rationed; people in the war couldn't eat meat every day, as most of us do. Instead they either substituted meat or fish for vegetables, or they ate tinned products like pilchards, sardines and spam. These were non-perishable and much easier to transport.

TEACHER opens a can of spam and cuts it into slices for the class to try.

POTATOES

Potatoes were not rationed at all – so in theory you could have chips! In practice however this was difficult since cooking oil was rationed – so much so that the Ministry of Food encouraged people to save up their cooking oil for the winter.

Potatoes, along with other root vegetables like turnip, swede and beetroot, were used as a substitute for meat or fish in a variety of dishes, such as pies, pasties, soup and stews. They even had their own mascot – called Potato Pete!

EGGS

If you lived in the countryside, you might be lucky enough to have fresh eggs. While it was illegal to sell eggs, many families kept chicken who provided them with eggs all year round.

Mostly, however, people had to put up with powdered eggs, which would come in metal tins similar to Bird's instant custard. Each tin held the equivalent of 12 real eggs.

SALAD

Vegetables were not rationed during the war, and people were encouraged to grow their own to put food on the table. In addition to root vegetables, salad vegetables were grown in people's gardens – vegetable like lettuce, cucumber, tomato and radishes. People ate a lot of salad in the summer because it didn't require cooking, allowing them to save oil for the winter.

TEACHER passes round plate of salad for class to share.

SWEETS

As a child in the war, you had a weekly sweet ration of 2 ounces or 50 grams – a very small amount indeed. The sweets available ranged from boiled sweet like gobstoppers to chocolate bars. Later in the war American chocolate was brought over, such as Hershey bars.

Children devised all kinds of ingenious ways to make their ration last longer. One boy spent his weekly ration on a Mars bar, took it home, borrowed one of his dad's razor blade and sliced it into very thin slices; he would then take a couple of these slices with him to school each day.

TEACHER passes around thinly sliced Mars bar.

CARROTS

Carrots were one food that was in great supply. In fact, by 1942 there was a surplus of 10,000 tonnes – all of which was going to waste.

This abundance of carrots coincided with the development of radar, which allowed British pilots to pick up German aircraft and submarine. So that the Germans would not find out we had radar, the British government started a rumour that their pilots could see brilliantly in the dark as a result of eating lots of carrots. The ruse worked and people started eating carrots in all kinds of foods.

People made carrot jam, carrot fudge and even Christmas puddings with carrot in them. But today you're going to try carrolade – a drink like a fruit smoothie, traditionally made from pressed carrot and swede, but sometime (like today) make with blended carrots and pineapple juice. See what you think!

TEACHER produces carrolade: essentially chopped, pre-cooked carrots mixed with a dash of pineapple juice and blended together. Depending on time, this can either be prepared beforehand or can be blended on-site in front of the children. This is shared via the paper cups.

Resource 6.1: Flash Cards

These should be cut out and distributed one per group.

WRITE A SCRIPT

HAVE AN IDEA

DECIDE ON YOUR TEAM

FIND A FILM LOCATION

FIND SOMEONE TO INTERVIEW

THINK ABOUT HEALTH & SAFETY

EDITING

ADD MUSIC

FILMING

ADD GRAPHICS

Resource 6.5: Question Words



Who?



What?



How?



When?



Where?



Why?