

Class work

The following suggestions could be utilised when planning class work with the box. There is no set format for usage, so feel free to plan your own sessions using the objects and postcards however you wish.

Activity One

Learning Objective: summarise prior knowledge and encourage students to think critically about the objects and images on the postcards before they are given further information about them.

Investigation Idea: first, start by splitting the group into 6 (or less if your class are smaller), and give each group one of the postcards (with the information about the object facing down) and the corresponding poppy.

Begin by asking the students to draw the poppies, and to summarise any prior knowledge that they have about Remembrance. Do they know where the symbol of the poppy comes from? Do the colours remind them of anything? Then, on the same sheet, ask the students to look at the image of the object/person and ask them to complete the following exercise:

SEE: what can you see in this image? List four or five colours, symbols, objects or images that you can see.

E.g. For the Issy Smith Postcard, encourage the students to write things like, 'the man is wearing an army cap which has a gold badge on it. The buttons on his coat are gold, his jacket is green, he is wearing something that looks like a medal and it could be in the shape of a cross.'

THINK: what do the students think is happening in this image? List two or three things that you think this image could mean, or what the image is of.

E.g. I think this is someone from the army. The soldier might have done something very important as he is wearing a medal. I think he looks young and happy.

WONDER: what questions might you have about this image/object? Make a list of all of the things you might want to know.

E.g. what did he do to earn his medal? How old was he? Were there lots of pictures like this of different soldiers? Why was it made and who owned it?

Students could then either swap postcards and do the same for another object or go straight into the follow activities.

Activity 2

Learning Objective: Learn more about the object on your postcard and about the aspect of Remembrance that it represents. Complete an activity which could be used to create a whole class display on Remembrance and Jewish Contribution.

Investigation Idea: One at a time, each group can take their poppy and postcard up to the Hearing History Box. Each group will begin by listening to the audio on the Ajax Memorial. They will then listen to the audio on their respective poppy and postcard. Teachers are welcome to come up with appropriate activities for the students to complete, but here are some suggestions for each:

Florence Oppenheimer: After listening to Florence’s description of life on the ships, ask the students to imagine they are a Doctor or Nurse on a hospital ship. First, as a group, they should come up with a word bank of descriptive words that could be used to describe the ship and how they feel about it. They should think about the size of the ship, the smell of the machinery and the sea, the way it moves through choppy waters. Would they feel scared or brave in the face of danger? Then, they should use all of these words to create their own small diary entry. For younger groups or those who need additional support, you could use the following template and ask them to fill in the gaps:

“It has been a _____ 5 days. At last I realise what war really means. I am very _____ to be here and all of the soldiers are _____ I am tired but _____ and thinking about returning home makes me _____”

Marcus Segal: The audio for the postcard suggests that the students try to imagine questions they might like to ask someone like Marcus, who is serving their country far away from home. Students could work in pairs to come up with a list of five questions, and then imagine what the answers might be to create a Newspaper style Q&A. They could even draw a portrait of Marcus, using the image from the postcard as inspiration.

Private Kasser: The object links well to any studies students might be doing about significant religious festivals and Holy days. Students could use their pre-existing knowledge about a Holy festival and design a card which could be sent to troops of different faiths who are serving Britain. If the students want to learn more about Hanukah, they could also use some of this information about a military Hanukah lamp <http://www.jewishmuseum.org.uk/objects-in-focus-hanukah-lamp> which will give them more context to draw from. Their card should clearly be designed for a member of the military community and include key religious symbols or images.

Issy Smith: Students could use the information from the audio about medals to design their own medals/plaques to be given to returning soldiers. Students can either design from scratch OR they could design an 'Arctic Star' medal, which is referenced in the audio, and imagine what symbolism might be included. For teachers, here is what the actual medal looks like:



Ruth Bourne: Students could use Ruth's story to write poems about secrets and war time. They could imagine that they were involved in intelligence work during the war, but had to keep it a secret from friends and the people who look after them at home. They should think about how it might feel to have to keep secrets for a long time, and whether or not they would like to have recognition for their work. The first line of the poem could be '**They never knew...**' Some students might like to do additional research on Bletchley or other kinds of secret war work to inspire them.

AJEX Window: students could design their own memorial window which celebrates the contribution of Jewish men and women to the armed forces. They can either design or draw their own windows on paper, or they could use a cardboard frame and create the window using tissue paper or other mixed materials. As this could be developed into an extended art project, this could be an activity which all students take part in- each window they design could reflect the element of remembrance they have learned about (i.e. non-military service, family and remembrance, faith and remembrance, medals and awards, secrets and remembrance and art and remembrance).