

HOME AGAIN: LESSON PLAN



Produced in partnership with The Royal British Legion for the 75th anniversary of VE Day.

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LESSON PLAN

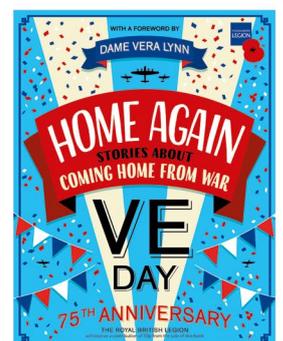
Scholastic Resources: HOME AGAIN LESSON PLANS.

Ongoing Activity for Students

As students read *Home Again*, ask them to think about the concept of home. Before reading the book, ask them to write down details about their home – what does it look like, who lives there, what reminds them of their home, what would they miss if they were away?

After reading each fictional story, ask the students to do the same for the narrator in each story – how did the narrator feel about their home, what did it look like, did they miss their family, etc. For example, consider the story 'Tomorrow Today' and the narrator Zahra – she missed her parents, she had to pretend to be less Egyptian at school, but she wasn't separated from her brother like many other siblings during the war. If suitable, they could add details that are inferred from the story – for example, Zahra's community is close-knit as there is no mosque, so they pray at each other's houses. Make sure students are noting the similarities and differences between their home and the narrators.

Once they've read all the stories in *Home Again*, ask the students to pick their favourite story and draw a compare and contrast circle chart highlighting the differences between their home and the home of the narrator in their favourite story.





ACTIVITY SHEET

Upper KS2 – Lesson Plan One

Curriculum Links

Helping children to:

Understand that books can be structured in different ways and for a range of purposes.

Increase their familiarity with a wide range of books, including fact and fiction.

Objectives

To consider and discuss the structure of a book that is part fact and part fiction.

To create their own part fact and part fiction article and present it to the group.

Outcomes

Children will develop their own skills of writing and connecting fact and fiction and cultivate their presentation skills.

Resources

Prior reading and/or listening to the book *Home Again* by Scholastic.

Supporting Resource Sheets

Activity Sheet One: write a part fact/part fiction article

Lead In

Discuss with children the actual structure of the book (fiction vs non-fiction, stories vs fact files and articles), asking them to identify what parts of the book are stories, what parts are articles or fact files, and how these are connected.





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Main Task

Working in small groups, encourage the children to discuss the book in greater detail. In each group you could appoint roles – a group leader to organise the group, a writer to write down the group's ideas and a speaker to share the group's ideas with the class.

The group should choose the story and fact file they enjoyed most and present this to the class. When discussing the book, encourage students to discuss why that particular section appealed to them most of all. For example, did they find it *exciting*, *interesting*, *informative*, *sad* or *thought-provoking*?

They could also discuss what facts from their chosen fact file they found interesting and find these facts in the story (for example, the story 'Tomorrow Today' is about Zahra, who is one of the 3,000,000 children evacuated according to the 'Evacuation in Numbers' fact file).

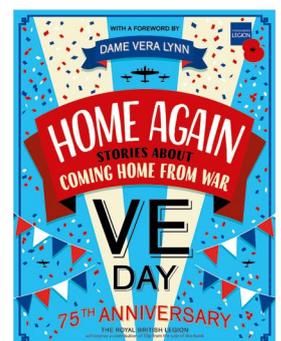
Do any of the children have stories from their own families of older relatives who experienced the war that relate to their chosen story and fact file (for example, did anyone have relatives who were forced to flee their country due to the Holocaust)?

Identify and discuss the fact files, which are of particular relevance to the lives of children during the war. For example: 'Evacuees' page 30, 'Anderson Shelters' page 32, 'The Blitz' page 33 and 'The Holocaust' page 40.

Provide each child with a copy of **Activity Sheet One: write a part fact/part fiction article.**

Ask them to write an article, based on the book's structure of part fiction, part fact. This article should be presented in the same way as the book – fictitious story first, followed by an article containing the facts they use in their story.

To do this, they may make up an entirely fictitious story of their own, based loosely on any of the fact files, or they can draw on stories about wartime experiences from their own family.





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Then they will write the article portion of this activity – articles are factual and answer the questions: who, what, where, how, and when? These articles must contain facts they used in their fictional story – for example, if they wrote about an evacuee, their article must cover who was an evacuee during the war, how many there were, where they went.

Home learning support: To adapt this activity to a home learning environment, the children could individually choose their favourite story and fact file, and then draft a presentation on why that story and fact file was their favourite, following the same guide as above. Students may prepare this presentation in a variety of ways (according to what they feel comfortable with or have access to) – they may prepare a powerpoint presentation, make a poster, do a drawing, etc. The following activity sheet can be done at home and emailed in to the teacher.

Differentiation: support younger children by discussing ideas for their story with them, prior to writing it.

Plenary/Extension: ask children to present their work by first reading the story, then the supporting facts.





Activity Sheet One: write a part fact/part fiction article

Consider all the facts you have discovered about children's lives during the war, as an evacuee, a prisoner in a concentration camp, or as a child living in a city in Britain, which was heavily bombed. Then imagine that you are one of those children and write a fictitious story about this experience, focusing on the idea of 'home'.

One example could be to write as an evacuee returning home for the first time, and how they felt to return. Another example could be to write about a child seeing their house or school after being destroyed in the Blitz.

Conclude by writing on a separate piece of paper, the facts which specifically support your story. These facts must be presented as an 'article'. Focus on the who, what, when, where, why and how when writing your article.

Story Prompts (you do not have to use these, you may choose to start your story differently):

1. Mum and Dad were waiting for me at the station.
2. I didn't know if I'd ever see my dog again.
3. The first bomb dropped after midnight.





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Upper KS2 – Lesson Plan Two**Curriculum Links*****Helping Children to:***

Develop the skills of information retrieval in history books.

Objective

To encourage children to use the contents pages of a book to seek different aspects of a specific concept.

Outcomes

Children will learn to be selective in researching a topic.

Resources

Prior reading and familiarity with the book Home Again by Scholastic.

Supporting Resource Sheets***Activity Sheet Two: writing a letter of thanks*****Lead In**

In small groups ask children to scan through the contents pages of the book to seek the titles they remember to be about the roles of women in the war. For example, fact files: 'Evacuees', 'Food Rationing', 'The Auxiliary Territorial Service (ATS)', 'Women at Work', and 'Enigma and Codebreaking'.





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Main Task

Start by re-reading the fact file 'Women at Work' on page 104. There are a few ways to re-read this section as a class. You could read the fact file to the class, the class could break up into small groups, or students could read a sentence at a time.

Create a discussion about the various roles that women engaged in and how, in their different ways, they were of great importance. It might also be worth discussing how the contributions of women to the war effort helped shape our lives today (many women continued to work after the war, etc). Students could consider the impact these women had on today – the world of work was opened up to women in a new way after the war, and this helped create the more equal workplace and education opportunities we now enjoy.

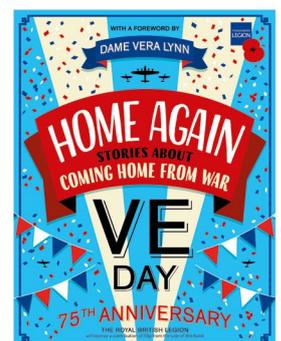
Explain that for most of these women, it was a life-changing experience. Some women had to develop new skills, such as how to use factory machinery, whilst city girls had to take on the strenuous jobs of farm workers. Others had to volunteer to drive ambulances during bombing raids, and there were incredibly brave women who undertook risky and dangerous operations as agents in enemy occupied Europe, sometimes being parachuted in.

Consider some of the fears or problems these women may have had. Together with the children, draw a class-wide Mind Map to collate the answers.

For example, many mothers were not only mobilised into essential industries, such as shipyards, aircraft factories and munitions plants, they were also struggling to keep their families safe. In some cities, this meant nightly bombings, when they would have to gather their children together to rush to the nearest air raid shelter. Lack of sleep, for both mothers and children, made life even more difficult. Children at school were frequently invited to put their heads on the desk for a nap after a previous night's bombing raid, but mothers simply had to carry on.

Find and discuss Anderson shelters on page 32.

In addition to the shelters mentioned on this page, many families also used community shelters, containing bunk beds. This was where people from a particular street or area would gather to spend the night together, listening to the whistling sound of bombs falling around them and waiting for the explosion.





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Remind children that in addition to all of this, mothers had to somehow make the meagre rations allowed stretch to feed their families.

Consider the weekly ration allowed for one adult, as shown on page 52. If possible, display some of these actual rationed amount of items, such as butter, fat, cheese, meat, milk, tea and an egg to help children fully understand how limited it was.

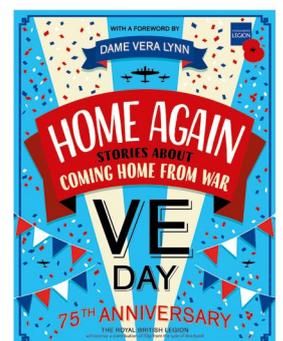
For comparison, show children the recipe and relative quantities of ingredients for a cake that we might make today, without rationing.

Provide each child with **Activity Sheet Two: writing a letter of thanks** in which they are asked to consider the various roles for women contained in the book, and choose which one they would like to write a personal letter of thanks to, for the role they played in the war. For some children, this might actually be a letter to a woman in their own family such as a great grandmother.

Home learning support: To adapt this activity to home learning, have the students re-read the relevant sections to themselves. If a class discussion cannot be held over a virtual learning app, a fact file on the role of women in the war could be used. Students can then be asked to research what roles women had during the war, and how work life changed for them after the war. Activity Sheet Two can also be completed at home, with the letter emailed in to the teacher once completed. Once students have written their letter of thanks, they can also contact older relatives such as grandparents, or family friends, who are living far away and may be isolated. They can phone or video-call these relatives and read out the letter of thanks to them.

Differentiation: Encourage older children to select specific tasks their chosen person may have been engaged in. For example, for the Auxiliary Territorial Service (ATS) see the list of occupations on page 92. For the Land Army, thank them for coping with previously untried tasks such as 'milking a cow' as described in the story on page 99, or for the ambulance drivers, thank them for their courage and compassion when dealing with those people badly injured in air raids.

Plenary/Extension: Invite children to read their letters to the class, and then paste them into a class book for children to read and compare them, individually, or in small groups. For another extension task, children could write the letter without using simpler vocabulary such as 'thanks', 'help' and 'brave', but rather use a thesaurus to find alternatives.





Lower KS2 – Lesson Plan One

Curriculum Links

Helping children to:

Read both fictional and non-fictional text with understanding.

Objectives

To develop children's knowledge and skills in reading fiction and non-fiction about a wide range of subjects.

To encourage them to link what they read or hear, to their own experiences.

To support children in writing down their ideas with a reasonable degree of accuracy.

Outcomes

Children will gain confidence in interpreting and developing their skills of reading and writing, and understanding of the differences between fact and fictional text.

They will learn to draw on facts they already know, or background information, to write their own stories.

Resources

Prior reading and familiarity with the book Home Again by Scholastic.

Supporting Resource Sheet

Activity Sheet One: *my sense of home/I will be home when...*

Lead In

First read the fact file about the Indian Army on page 18. Clarify that these soldiers fought bravely alongside soldiers from Britain, even though their home was thousands of miles away in India. Discuss the section on numbers, to establish the extent of their contribution and sacrifice.





Re-read the story *Memories of Home* by Bali Rai, on pages 13-16. Explain that this heartfelt fictional story is told in first person by an Indian soldier, from the state of Punjab. Though not acknowledged in this story, his own language would have been Punjabi, and his English may have been limited.

Focus on the sentence 'My appearance caused a particular anger in the German guards' on page 15. Discuss with children what they understand from this reaction by the guard. Lead them to consider that perhaps the guards could not understand why Indian's, who were then under British rule, would volunteer to fight with the British.

Read the fact file about The British Empire and Commonwealth on page 94 and 95. Discuss with the children that there were many soldiers who fought in the war who were not from Great Britain. These soldiers would have different experiences to those from the British Isles, and their contributions should not be overlooked. In many cases, like the Indian Army, they were very far from home.

Main Task

Through discussion, establish that Ajeet survived all the terrible hardships of war and imprisonment because of his '*yearning to go home*' (see first sentence).

Together, scan the story to find specific references to his recollections of home, such as his '*resilient father tilling the soil*', or '*the swish of the evening breeze across the fields*', and '*I could smell my mother's cooking and taste fresh sugar cane juice*'.

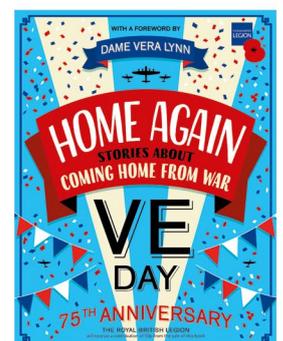
Though this is a fictional story, explain to children that such thoughts were probably typical of most serving men and women away from their home and families, and that Ajeet's memories would be based on facts about his homeland.

Go on to discuss the final paragraph of the story, how Ajeet envisages the time when he really will finally reach his home again.

Re-read the fact file 'Evacuees' on page 30. Then encourage children to imagine how they would feel if they had to be evacuated from their families.

Ask them to consider the things they most love and would miss about their homes, and the area in which they live.

Provide each child with a copy of **Activity Sheet One: my sense of home / I will be home when...**





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Invite children to first write a short story or account about the things they most love about their own home environment under the heading of *My Sense of Home*.

Then, before completing the section *I will be home when...* ask them to conclude by imagining that if they had been evacuated for some time, how they would feel when they finally arrived home again.

Home learning support: Record a video of yourself re-reading the 'Evacuees' fact file, as well as an overview of Ajeet's story, including his references to home. Sent this to students if necessary. Students can be asked to draw their homes and the room they are learning from, paying particular attention to their favourite items.

Create a poll using an online site that asks students to think about the five senses in relation to their home, with multiple choice answers. Example:

Q: What smell reminds you of home?

A: My favourite food being cooked, the smell of the dog, the perfume my mother wears.

This poll is then sent round to the students to help facilitate their own thoughts on the five senses. Once they've done the poll, ask students to write down the five senses and relate these to their home (the poll should give them ideas on what to say, but these answers should be very specific to their home).

Students can complete the activity sheet at home and mail in to the teacher.

Differentiation: Ask younger children to work with you in small groups to discuss their own feelings about their home before writing lists of their own words based on the two sections of the activity sheet, instead of writing an account or story.

Plenary/Extension: Ask the main group that wrote stories or accounts, to read their work to the class, encouraging the second group to compare their list of words to those they hear.





LESSON PLAN

Activity Sheet One:

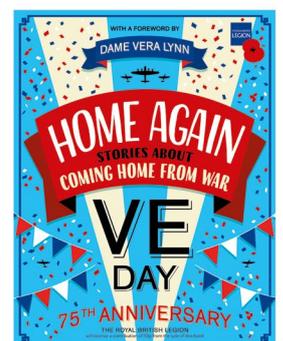
My sense of home /I will be home when...

Write a short story or account about the things you most love about their own home environment under the heading of *My Sense of Home*.

Then, imagine you have been evacuated for some time, and far away from your family and friends. How would you feel when you finally arrived home? Write a list of five things you associate with your home that will indicate you have arrived home (these can be smells or tastes, people you love, your favourite books or toys). For example, one answer could be: I will be home when I smell my Mum's lasagne cooking.

My Sense of Home

I will be home when...





Lower KS2 – Lesson Plan Two

Curriculum Links

Helping children to:

Discuss stories and non-fiction at a level beyond that at which they can read independently.

Objective

To encourage children to participate in discussions about what is read to them, taking turns and listening to what others say.

Outcome

Children will learn how to make comparisons of different events within the book, build on their own and others ideas, and challenge views courteously

Resources

Prior reading and familiarity with the book Home Again by Scholastic.

Supporting Resource Sheet

Activity Sheet Two: *comparing two events*

Lead In

Read the first paragraph of fact file 'Kristallnacht – Night of Broken Glass' on page 72. Explain to children that this event took place before the war began.

Follow this by reading the fact file 'The Holocaust' on page 40. Remind children that this is a true story, in which the Jewish community was targeted and persecuted, and lasted for many years. The Jewish community is just one community that has fought for their right to live without this kind of discrimination.





LESSON PLAN

Main Task

Encourage children to take turns to listen to each other and discuss these events. What are their views on the Holocaust? This should prompt a wider discussion on discrimination and why it is wrong to discriminate against others based on religion, colour, gender or disability.

Turn children's attention to the end of the war and the celebrations of Victory in Europe (VE Day), and read and discuss the final paragraph of this section, on page 10.

Though, as the story suggests, people were relieved and happy that the war in Europe was over and they were safe from further bombing and armed combat, some were sad at the losses they had incurred, such as their homes or families.

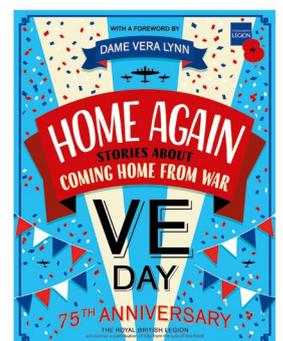
Provide each child with a copy of **Activity Sheet Two: comparing two events**

Home learning support: There are several videos on BBC Teach's youtube channel about the Holocaust that could be sent to the children to help prompt their thoughts on this topic in lieu of a class discussion. This activity can also be completed and emailed back to the teacher.

BBC Teach channel: <https://www.youtube.com/channel/UC4KN50fal7f45fx2DqG7ttg/> featured

Differentiation: In small groups, or one-to-one, ensure that younger children have fully understood the previous discussions.

Plenary/Extension: Ask each child to read their own work, and in consideration of this, follow by opening up further discussions on the subject.





LESSON PLAN

Activity Sheet Two: comparing two events

Following class discussions, write down your own views about the differences and similarities between the celebrations of the end of the war in Europe and the feelings of loss many felt at the end of the war. Use different coloured pens for each column.

Celebration

Feeling of loss

