

## Digital Education Pack

### How to use this document

We have edited the footage of a live performance of Clare Hollingwrth and the Scoop of the Century into six parts. A digital lesson accompanies each part of the show and follows on from the show's content. There are three with a History focus and three with an English focus. Digital lessons are delivered by PaddleBoat in-character via video. The videos explain the proposed activity and learning outcomes but may require supplementary explanation or exploring based on the age and ability of the students.

We have designed this pack to guide you through the flow of the performance and lessons with objectives, overviews and resources.

**Part 1 of the show** introduces Clare as a journalist and takes the audience back to her dull days as a schoolgirl and then to her first job in Poland.

**Lesson 1 (History)** - Comprehending images, making predictions and links.

**Part 2 of the show** sees Clare returning to London for a job interview to work at the Daily Telegraph. Does she have what it takes to be a journalist?

**Lesson 2 (History)** - Learning timelines, events and context of WWII.

**Part 3 of the show** is Clare back in Poland as a journalist where she begins to follow her nose looking for her first story, her first 'scoop'.

**Lesson 3 (English)** - Writing to describe, character empathy.

**Part 4 of the show** is when Clare borrows a car and drives to the German border. Almost by accident she finds 1000s of soldiers and tanks preparing to invade!

**Lesson 4 (English)** - Writing to inform and newspaper writing.

**Part 5 of the show** is war! Hitler declares war on Poland and Clare makes a quick escape.

**Lesson 5 (History)** - Roles in the war: research family/local history.

**Part 6 of the show** follows Clare as she continues to report on the war and follows British soldiers to Cairo but faces challenges from General Montgomery who doesn't believe women should be on the front line.

**Lesson 6 (English)** - Writing to persuade and presentation skills.



## **Lesson 1 - Comprehending images, making predictions and links.**

### **Objective:**

The aim of this lesson is to comprehend images from WWII, understanding what is being shown and what it tells us about that moment in history. The class will also develop skills in making predictions and links based on what they can see and what they know.

### **Resources:**

Cropped image 1:

<https://drive.google.com/open?id=1Ra-iOaNQ6xKIELYAZoJx9YI1L8IIXdCi>

Revealed image 1:

<https://drive.google.com/open?id=1H8GoUR8hggpggmhuPS8aw1TP8AzMNq5W>

Cropped image 2:

<https://drive.google.com/open?id=1Q4lYpC6mEAM0sc3N4Jra1B-OunXKdiD5>

Revealed image 2:

<https://drive.google.com/open?id=1Egv-IGUZjbtPp67cRS4oKRn568VdlwJr>

Cropped image 3:

<https://drive.google.com/open?id=1pZ-YmG3Fb7SMdAxyg-mWQk8hTMvFI0hb>

Revealed image 3:

[https://drive.google.com/open?id=1uMmR\\_o0G2-o249WtzsVFkYUFdcOzAaah](https://drive.google.com/open?id=1uMmR_o0G2-o249WtzsVFkYUFdcOzAaah)

Cropped image 4:

<https://drive.google.com/open?id=11PKXIsD4T7kUYKTCYaanQTfFt9D59e0f>

Revealed image 4:

[https://drive.google.com/open?id=1pMaHw0b50Qk33NwJMF\\_Rhcdd42ymiw](https://drive.google.com/open?id=1pMaHw0b50Qk33NwJMF_Rhcdd42ymiw)

Cropped image 5:

<https://drive.google.com/open?id=1StmxIqtcmoqzRmVQTSrlnRHWSTW1iRrq>

Revealed image 5:

<https://drive.google.com/open?id=1IzdQcLz8F3giLdqGq45lWYlLhhYRAiRF>

Cropped image 6:

<https://drive.google.com/open?id=1Gq8iF7Yct1eM3ZNmQHYLk4fXatMvAbCc>

Revealed image 6:

<https://drive.google.com/open?id=1Ytoy5gQ1nIezmEj9tU1YohP3Jnq1tHe1>

### **Overview:**

This lesson is about looking at images and using existing knowledge to work out what else might be going on. Clare will ask the class to look at a photo in the

video, some of it has been hidden. The class will have to discuss what they can see, what that means, and then make guesses at what is missing and fill in the blanks using their own knowledge/ imagination. Once they have done this as a whole class, they will have the opportunity to do it again in smaller groups with a different photo.

To begin the lesson, please press play on the video. When you see this symbol, press pause.



### **Text of the video**

*Clare: I always take my camera with me. You never know when you are going to snap a picture that tells a story words can't. It's a brand new technique in the field. In the last war, they were still painting battlefields – imagine that! Sometimes a photo only shows a tiny portion of the story, and as journalists we have to make connections and predict what we think might be going on. Like this (part of a photo) I can see some things, but not the whole picture!*

*It's your turn. I need you to get into groups and write down what you think might be going on in your picture, but also what might be missing:*

- *What can you see already and what do you know?*
- *What do you think might be happening?*
- *What else might be in the scene that the photograph hasn't captured?*
- *When was it taken?*
- *Who might have taken the photo?*
- *Where do you think it was taken?*

*Then on your own draw what could be on the rest of the photo, you can present back to the rest of the class your findings at the end.*

You should now pause the video. You may want to begin with a discussion around what photography meant for the war. Are the group surprised that it was a new invention? What were the benefits of photography during the war? Now discuss the image that appeared on the screen. This cropped image is attached as a resource if you would like to print it out for the class to look at in more detail.

Once you have discussed this first image as a class, break into smaller groups and have another go. Under resources of this lesson you will find 6 images marked as “cropped” and “revealed”. Print off one of these per group for the children to discuss among themselves. Once they have answered the question they should have a go at drawing that they think is going on in the rest of the picture and then share these back with the class.

Once you have shared back all the childrens findings, press play and watch the final part of the video, where Clare will reveal the full photos.

**Text of the video**

*Would you like to see the full photo and see if your predictions were right?*

This is the end of this lesson.

## Lesson 2 - Learning timelines, events and context of WWII

### Objective:

The aim of this lesson is to better understand key events that took place during World War two, the order they took place and where in the world they took place. The group will have to practise sharing knowledge in groups or using deduction to fill in any blanks in their knowledge. The outcome of this lesson should be an enhanced understanding of the context of WWII.

### Resources:

Time-Line worksheet:

<https://drive.google.com/open?id=1woiRm1yBi-vqHIX8X5zCLS01GH-gcweV>

World Map:

[https://drive.google.com/open?id=1F0g3MU5ssQBSp98uoAMWfjxyhB\\_uW416](https://drive.google.com/open?id=1F0g3MU5ssQBSp98uoAMWfjxyhB_uW416)

### Overview:

In this lesson, the class will be set a task as journalists in the newsroom of the Daily Telegraph by Clare's boss – Arthur Watson.

Watson is preparing an article that outlines key dates from World War two, what happened and where they happened, but they've all been knocked out of order. Your class will need to piece together what order they think events may have happened in. This might be a topic that the class has not touched on before, and each student may have different levels of knowledge around the subject. The lesson is an opportunity for the children to discuss what they know or take educated guesses at anything they don't or to undertake further research. Once each group has reconstructed the timelines then there will be the opportunity to present this across the room in a visual timeline to secure the learning in everyone's minds.

To begin the lesson, please press play on the video. When you see this symbol, press pause.



### Text of the video

*Watson: This article is perfect (someone bumps into Watson) Oh no, my papers, they are everywhere, the intern has knocked my article everywhere and now it is all out of order. What am I going to do Clare?*

*Clare: Don't panic, well I know that in 1939 in Katowice, German tanks invaded Poland.*

*Watson: Great that's a start, that's the first one, but there are six more to go. Perhaps you lot could help us with the rest. In small groups, have a look at all my*

*muddled papers. You'll find a map, some headlines and some dates. All the headlines are about big events during the war. You need to match up the headlines with where they happened in the world and when they happened. Use pins or something sticky to keep them in place. We'll get started over here as well, we'll check back later to see if you got it right!*

You should now pause the video. A worksheet of all the information in 'Arthur Watsons report' is attached as a resource. In preparation for this lesson we would suggest printing off one of these per table, cutting them up and mixing up so they are out of order. A simplified map of the world is also attached as a resource. Once your class has sorted out what happened, when and where, they should now find those locations on the map. Once your class thinks they have the order, unpause the video and Watson will go through the answers so they can see if they were right.

### **Text of the video**

*Watson: Right how did you do team? I've got everything back in order again. Here we go:*

*Number 1 1940 – Evacuation of British troops - Dunkirk, France.*

*Number 2 1941 – The height of the Blitz! - London, United Kingdom*

*Number 3 1942 – General Montgomery wins the battle of El Alamein – Egypt.*

*Number 4 1943 – Russians finally beat the Germans at the battle of Stalingrad - Stalingrad, Russia*

*Number 5 – 1944 – Allied forces launch the D-Day landings – Normandy, France.*

*Number 6 – 1945 – Victory in Europe Day, Germany Surrenders – Berlin, Germany.*

*Now you know it all, as a class why don't you stand up and make a physical time line across the room.*

This final task is a chance for your students to physically see the time-line of what happened in the war spread out across the classroom – if it is helpful you could keep this order pinned up somewhere.

This is the end of the lesson.

### Lesson 3 - Writing to describe, character empathy.

#### Objective:

The aim of this lesson is to better understand the skills involved in writing to describe for an audience. This will be done through the form of writing a postcard. Pupils will have to practise character empathy skills to think about how Clare might have been feeling at that point in time. Some historical knowledge of the period will be helpful.

#### Resources:

Poland Postcard:

<https://drive.google.com/open?id=1pqaR51wgMaOu7NUbkyVOIKOnw8EigrIg>

Greece Postcard:

[https://drive.google.com/open?id=1LMqzky0Inq\\_cxx5UwKrC7BfX8mxsPRPC](https://drive.google.com/open?id=1LMqzky0Inq_cxx5UwKrC7BfX8mxsPRPC)

Blank Postcard:

<https://drive.google.com/open?id=1kzdM0tcHW9GYHywsFg4zRNdJXC2-4RQI>

#### Overview:

In this lesson, the class will be set the task of pretending to be Clare, and writing postcards to Clare's parents from various places around the world. The video will start with a radio recording of Neville Chamberlain announcing that England has declared war on Germany. Clare was in Poland when this happened, and we have attached a picture of Poland in 1939. The first activity is to lead a discussion around what is going on in the picture and building a word bank of what Clare is seeing, how she is feeling and what she is thinking. Then there will be a chance for her to write this all down on a postcard to send to her family.

We then jump six years later to the end of the war. The class will listen to Churchill delivering his speech on VE day. Clare was in Greece when this happened and we have attached a picture of Greece in 1945. There will then be a chance to write a second postcard to Clare's family, focusing on the differences between this postcard and the last.

To begin the lesson, please press play on the video. When you see this symbol, press pause.



#### Text of the video

*Clare: The most memorable moment of the war for me was when Prime Minister Neville Chamberlain, announced that we were going to war, listen for yourself (recording) I wanted to write a postcard to my family to let them know how I felt when I heard this. I wanted to tell them exactly how it was for me. Imagine you*



*were in my shoes – Have a look at this picture of Poland and create a word bank to help describe where I was, how I might have felt, and who I was with.*

You should now pause the video. To begin with, make a word bank to describe the image of Poland that Clare showed you. This image is attached as a resource. This can either be done as a whole class or in smaller groups. Pupil's word banks will help them form the body of their postcard.

As this is an exercise in empathy and description there are no right or wrong answers, but if your class are stuck for discussion points:

- This is a picture of Poland in 1939 at the very beginning of the war.
- Your class may want to interpret this picture as Germans who have invaded the town, or the Polish troops preparing themselves for invasion.
- Your class might want to think about how Clare was feeling, it was a scary situation but Clare was brave and had to stay where she was for her job.
- Clare was with a loyal friend named Thwaites, and could speak to colleagues by phone but otherwise she was surrounded by strangers who all spoke a foreign language.

Unpause the video and Clare will set them the task of writing a postcard to her parents.

### **Text of the video**

*Now, using that word bank, could you write my family a postcard describing exactly what it was like when I heard the news.*

*I always use adjectives, different lengths of sentence to keep it interesting and an exciting start.*

*You can also use:*

*Expanded noun phrases*

*Prepositional phrases*

*Metaphors*

*Personification*

*Informal language*

*And write in first person.*

You should now pause the video. A blank postcard template is attached as a resource for this video. You can print these off for your class to write on.

Once pupil's have finished writing their postcards, unpause the video to see Clare's Dad receiving the postcard.

### **Text of the video**

*Father: Edith, Daisy come quick it's Clare, she's sent us a letter, oh it's so good to hear from her.*

You should now pause the video.

If any of the class would like to read out what they have written now would be a good opportunity. If not then unpause the video to see Clare again, but it is now six years later and we are at the end of the war.

This is your class's chance to write another postcard but from a different perspective.

### **Text of the video**

*Clare: It's six years on and now I'm in Greece, the war has just ended, listen! (VE day speech) I want to tell them how different it is for me in Egypt – Here is a picture of Greece, have a look, it's very different to Poland.*

*My parents want to know every detail, so don't forget to include:*

- *Lots of description*
- *How I might have felt at the beginning and end of the war and how I might have changed*
- *Don't forget all those techniques we used earlier!*

You should now pause the video.

If you would like a print out of the image of Greece then you can find that under resources for this lesson.

If you would like a blank postcard template for the class to write on then you can find that under resources for this lesson.

Again, this is an exercise in empathy and description so there are no right or wrong answers.

But if your class are stuck, here are some discussion points:

- How is Greece different to Poland?
- How many other countries has she seen?
- How is Clare feeling now the war is over?
- Is she joining in with the celebrations? If so how? If not, why?
- What is Clare going to do now the war is over?
- What has she learned in the last six years?

Once your class has finished writing their second postcards, unpause the video to see Clare's Dad receive the second letter.

### **Text of the video**

*Edith, Daisy come quick it's Clare again, she's sent us another letter.*

Again if any of your class would like to read their postcards to the class then now would be a good opportunity.

This is the end of the lesson.

## Lesson 4 – Writing to inform and newspaper writing

### Objective:

The aim of this lesson is to better understand the skills involved in writing to inform an audience. Pupils will also learn about newspaper writing and how to lay this out on a page.

### Resources:

Newspaper outline:

[https://drive.google.com/open?id=1rup5fo-BN\\_D5PW8\\_D5CsVYBwof1aG-2](https://drive.google.com/open?id=1rup5fo-BN_D5PW8_D5CsVYBwof1aG-2)

Newspaper outline (blank):

<https://drive.google.com/open?id=18kcEyjlk-hIIzpEPHLJqYBErkR8odaK>

### Overview:

In this lesson, we will recap Clare Hollingworth's story of how she got her 'big scoop'. Pupils will have to listen closely to what Clare says, and remember the key points of her story; they will then have to recreate a 'front page news story' that recounts Clare's story. At the end of the lesson there will be a chance to read out their newspaper stories to the rest of the class as if they were radio broadcasts.

To begin the lesson, please press play on the video. When you see this symbol, press pause.



### Text of the video:

**Clare:** *Hello, it's me, Clare Hollingworth. As you know, I am a journalist. I've written loads of stories, but I'm most proud of my big scoop. You remember the one? It was **1939**, I was in a town named **Katowice in Poland** and I travelled over the border, to a town called **Beuthen in Germany**. On the way there, a **gust of wind** knocked down a screen on the roadside, and I saw **1000 German tanks**. Three days later, on the **1<sup>st</sup> of September**, these tanks invaded Poland, it was the **beginning of World War Two**.*

*They put my story on the front page, the headline was "1000 tanks massed on the Polish Border"*

*But they've lost the front page! I need you to rewrite my story! It's time for you to have a front page scoop.*

*Remember in a newspaper article:*

*Make your headline short and snappy*

*Include a date*

*In your first sentence sum up what the story is about*

*Write your report in third person and past tense*

*Split your newspaper report into paragraphs to help the reader clearly understand the information.*

*Use reported speech and direct speech*

*Use a photo with a caption to give the reader more information.*

*Fill your newspaper report with both facts and opinions.*

*Remember WHO WHAT WHEN WHERE AND WHY*

You should now pause the video.

Key points of Clare's story are in bold, they will also be highlighted in the video to help your class know what to include.

This video comes with two resources:

- A sample newspaper. This will help your class see what a newspaper looks like and how the information could be laid out across the page. We have filled it in with Clare's Top Tips for writing an article. You may want to print this out one per person or one per table.
- A blank newspaper option for pupils to fill out their own front page.

Play the second part of the video after pupils have finished writing their newspaper articles.

When you are ready unpause the video for part 2.

### **Text of the video**

*As well as newspapers, radio was very important in sharing the news during the war. I need you to turn your front page story into a radio broadcast. In pairs, or in front of the whole class if you are feeling brave, read your newspaper article in your best radio voice. Imagine the whole country is listening, how are you going to keep their attention. Good luck!*

This is an opportunity for the group to read out loud some of their fantastic work and see how others in the class may have done things differently.

This is the end of the lesson.

## Lesson 5 - Roles in the war – research family/local history

### Objective:

The aim of this lesson is for children to identify various jobs that would have existed during the war and identify whether these were jobs that men would have done or women would have done. To understand the way in which the war changed attitudes to work. To research their own family history to see if they have any links to WWII to better contextualise the event.

### Resources:

Venn-Diagram worksheet:

[https://drive.google.com/open?id=17yRp7E3sYguAcC\\_31txuu1RtZw2cqw2j](https://drive.google.com/open?id=17yRp7E3sYguAcC_31txuu1RtZw2cqw2j)

### Overview:

In this lesson we will recap some of the characters we met in Clare's story. In smaller groups the class will then have to discuss what jobs existed during the war years. They will have to sort these into a venn-diagram, deciding which are jobs that men would have done, which are jobs women would have done, and which were both. They can then discuss which job they would have liked to have done and why.

Finally the class will be left with a take home assignment to speak to friends and relatives and find a personal story of WWII from their own family history. They can write this down and bring it in to share with the rest of the class.

To begin the lesson, please press play on the video. When you see this symbol, press pause.



### Text of the video

*Clare: Here are some of the characters we met in my story, Watson (we see him in the show) Montgomery (we see him in the show) and Otto (we see him in the show) People did all sorts of jobs during the war. In groups can you put all the jobs into the venn diagram on your table? Which jobs were men doing during the war and which jobs were women doing during the war and which were both? Think of the people I met in my story but also bring your own knowledge*

You should now pause the video.

The video should remind the group about a few of the characters from the show and their jobs, but there are plenty more to remember. The group can also bring in their own knowledge from the war years to come up with as many jobs as they can that would have existed during the war years.

You will find a blank venn-diagram attached as a resource for this video. You can print these out for the class.

You may want to have a discussion with the group about pre-war attitudes towards gender and work, and whether the group think this is fair or not. You can also talk about how the war would have changed these attitudes. Once the class has filled out their venn-diagrams then please press play to see the next part of the video.

### **Text of the video**

*You've come up with so many jobs. Which do you think you'd have done? Get into pairs and tell your partner which job you would choose and why.*

You should now pause the video. In pairs, pupils can discuss which job they would have chosen and why. This can be presented back to the rest of the class. Afterwards, please press play for the final part of the video.

### **Text of the video**

*We've researched our own family history and found out what our relatives were doing during world war two:*

*Michael – My great uncle was a pilot*

*Hattie – My Grandma worked in a munitions factory making bombs*

*Stuart – my grandparents weren't old enough to have a job so they were evacuated to a farm and helped out there.*

*Your task is to go home and find out your own family history. Write down what you find out to make sure that history remembers it, and if you would like to, bring it in and share it with the class!*

We have found that many children we have worked with already have an idea about grandparents' or great grandparents' involvement in the war, but sometimes their understanding is a little bit muddled. This is your class's chance to go away and find out a story that is pertinent to their own family history. We call this a 'testimony' or an 'oral story'. The relative may not be alive any more but this is a way of demonstrating how stories from history can be remembered and passed on. They may want to bring in other artifacts if they have them to share with the rest of the class such as medals, diaries, etc.

This is the end of this lesson.

## Lesson 6 - Writing to persuade and presentation skills.

### Objective:

The aim of this lesson is to learn about writing to persuade an audience. Pupils will also learn presentation skills and how good presentation/effective communication skills can support your argument.

### Resources:

No extra resources are needed for this lesson.

### Overview:

In this lesson pupils will be set the task of persuading General Montgomery to let Clare Hollingworth stay on the front line. The first learning outcome is understanding another's point of view. They will have to make a list of pros and cons as to why Clare might be made to leave, as opposed to why she should be allowed to stay. Once pupils have this list, they will then be asked to write an argument in response to General Montgomery arguing that Clare should be allowed to stay. The final part of the video is about standing up and presenting your piece of persuasive writing to the class.

To begin the lesson, please press play on the video. When you see this symbol, press pause.



### Text of the video

*Clare: Hello, it's me again – Clare Hollingworth. I'm trying to get on with being a journalist but there's a problem, do you remember general Montgomery.*

*Montgomery: Women have no place on the front line. The front line is a place for men who are willing to give their life for king and country. Women can't fight, if a woman wants to serve then she can go and join the nurses and take care of our boys who are injured. That is a woman's place in the war effort and nothing will convince me otherwise.*

*Clare: Well we'll see about that. I need you to help me persuade General Montgomery that I should be allowed to stay here. That women should be allowed to stay and work on the front lines in all kinds of roles. You need to write me a persuasive argument to change Montgomery's mind.*

*A good argument knows the other side's point of view. As a class, come up with a list of pros and cons about why I should stay or go.*

You should now pause the video.

To begin with, create a list of all the reasons why Clare might be sent home, and why she should be allowed to stay. (This might be a good chance to talk about attitudes of the time). This can be done as one big group or broken up into

smaller groups. Pupils will want to use the points on this list to help inform their writing later.

When pupil's have finished their lists, unpause the video for the next part of the video where Clare will set them their writing task

### **Text of the video**

*Well done, now I need you to write me a speech on why I should be allowed to stay, Remember, a good argument includes:*

- *Lots of rhetorical questions*
- *Emotional language*
- *Alliteration*
- *The power of three*
- *Repetition*
- *Connectives to create cohesion in your argument.*

You should now pause the video.

Once your class has written their arguments, this is a chance for some to present their work back to the class. Unpause the video and Clare will ask the class for their help in persuading General Montgomery. She also has a few pointers on how to present their argument clearly to him

### **Text of the video**

*Ok, now I need some volunteers to present this to Monty! Remember, a good speaker also stands straight, takes a deep breath. And don't talk too quickly otherwise Monty will miss your important points!*

You should now pause the video.

Your class may have some other advice they want to give each other on what makes a good presentation.

After the pupil's presentations you can unpause the video one last time to see if Montgomery has changed his mind.

### **Text of the video**

*Montgomery: Oh alright fine. I guess you've persuaded me. You can stay Clare. For now...hmm.*

This is the end of the lesson.