

RESOURCE INTRODUCTION

This lesson links in with the character profiles of the two boy and girl characters from our WW2 writing topic box, which you can hire from www.mytopicbox.co.uk. It places the pupils in the role of the two children in asking them to write a letter home from their evacuee home in Rhyl, North Wales. Please note that it may be useful to read the guided reading character profiles of the whole family before embarking on this lesson.

PUPIL SPEAK OBJECTIVES:

To learn what it was like to be an evacuee in the Second World War

To learn how to plan and write an informal letter from an evacuee's point of view

GENERAL NOTES:

This lesson has enough resources with it to stretch it over two or three lessons, including the actual writing up of the letter. However for the purposes of this planning it has been condensed into just the planning stage of the writing.

INTRODUCTION (5-10 min)

Provide each table with a selection of photographs of evacuees, using the [EVACUEE PHOTOPACK](#) (see resources listing for this lesson).

Use this as a discussion point to inform pupils about the lives of evacuees and the 'Pied Piper' evacuation policy in general (together with the aid of other resources such as books and websites where necessary (The BBC has a large range of information here: http://www.bbc.co.uk/history/british/britain_wwtwo/evacuees_01.shtml)).

PUPIL TASKS:

1) TASK ONE: Paired or class discussion (10 min):

Read through **PC1: ELLEN'S LETTER** via whole class or in pairs as per the worksheet instructions. Place the focus on discussion rather than written answers (although notes are allowed) and feedback the answers to the questions as a whole class.

DRAMA OPPORTUNITY: Use the 3 questions that the pupils have been asked to come up with in a hot-seating task, with the teacher or pupils taking turns to be Ellen.

2) TASK TWO: Planning to write (20 min):

Introduce the planning sheets **PC2: PUPIL PROMPT SHEET** and **PC3: FIRST DRAFT WRITING FRAME** which can be used together or alone where required.

PLENARY:

Pupils read out their initial planning ideas

A Letter From An Evacuee: ELLEN'S LETTER (PC1)

Introduction:

This is a letter sent into a newspaper by a girl who was evacuated named Ellen Howard. It isn't a letter to her family but it will help you to understand what it was like to live in the country.

About this task:

Read Ellen's letter on your own then talk about it with your partner. Take turns to read the questions out at the bottom to use as 'talking points' to help you understand it better.

Life in the country impresses me as being very peaceful. One can sit in a field under a very shady tree in complete quietness except for the singing of the birds and the rustle of the swaying boughs overhead. In the country there is not the smoky atmosphere of the city and it is much pleasanter to walk in fields with cows mooing and grazing on each side, than to walk along a grey dirty looking street, with litter thrown about the ground, and smoky houses for surroundings. It is lovely to wake up in the morning with the cool, clean fresh air on one's face. In the autumn it is such fun to gather in the harvests and it is interesting to see the trees changing into their autumn dresses. There are not many heavy motor vehicles, and speeding motor cars in the country and one can walk freely along the country roads without having any cars hooting behind. The countryside population is very scattered but the people work very hard in order to produce fruit, vegetables, and all kinds of other foodstuffs which they take into town and sell on market days.

Ellen Howard, Aged 13 years

Talking Points: (Take it in turn to read these out and talk about them with your partner – you can make notes if you want to)

Q1: Do you think Ellen likes or dislikes being in the country? Give reasons for your answer.

Q2: We don't know from this letter how Ellen feels about being away from her family. How do you think she might feel?

Q3: Other children sometimes disliked being evacuated. Why do you think this was?

Q4. If you could go back in time and speak to Ellen, what three questions would you ask her?

A Letter From An Evacuee: PUPIL PROMPT SHEET (PC2)

A letter from an Evacuee – some ideas of what to include

Every evacuee had different ways of writing, but here are just some ideas on what you might want to write about. Make sure that you think about the two characters that were the children in our topic box family. These are called Albert, who is 9 years old, and Grace, who is 8. They were sent to a place called Rhyl in North Wales. It was nice because it was surrounded by fields and near a beach but they wouldn't have been able to play on it as it would have been closed and blocked by barbed wire to stop the Germans invading.

Paragraph one: *introduction*

- How much you are missing your family
- What other things you are missing from home
(for example, your toys, the places where you played)

Paragraph two: *about your new home*

- What different things you can see, hear, touch, taste and smell (for example, the farm animals, the quieter village, the different foods)
- The different ways in which you play (for example, climbing trees, playing in fields)
- Details about the new people around you (for example, the family you're staying with, your new friends)

Paragraph three: *saying goodbye*

- How you look forward to seeing your family soon
- Asking how long it will be until you come home?
- Telling your family not to worry

**A letter from an Evacuee:
FIRST DRAFT WRITING FRAME (PC3)**

A 'first draft' is the first version of your writing for you to change and improve afterwards. Use this frame to complete your first draft. You might want to note some ideas down first or use the 'Pupil Prompt Sheet' to help you.

Paragraph one: *introduction*

Paragraph two: *about your new home*

Paragraph three: *saying goodbye*

Any other ideas? *Put your notes here*