

# **Home Front & Second World War**

**Handling Box & Museum Activities**

**Working with Objects, Images & Documents**



Argyll & Sutherland Highlanders Museum

Historic Scotland



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## INFORMATION

### Preparing for Your Visit

To organise your visit and help you plan your day with other class leaders and gather information about Stirling Castle call the Education Unit at Historic Scotland on **0131 668 8793 / 8736**.

If you would like to pre-select objects, or gather further information about the Museum, call **01786 475165**. Be aware that there are staircases between the entrance and the Second World War Room, which may cause problems for those with limited mobility.

### Time

The session lasts approximately 90 minutes. It is normally divided evenly between the handling box and the Museum, however, additional ideas and questions have been added to allow you to spend longer on a particular section.

### Photocopying

[Photocopy pages 6-10 “Working with Objects, Images and Documents: Museum Activity Sheets” and “Stirling Castle”](#). Photocopy pages 12-14 “Museum Extension Activities” if you require more time in the Museum. All other pages are available on laminated cards in the education room.

### Before your visit, group leaders should:

- ensure the class has adequate adult supervision, at least 1:10, with a maximum of 33 pupils,
- ensure the class bring packed lunches and sensible clothing for weather conditions, and
- ensure the class has copies of activity sheets, pencils and clipboards.

### During your visit, group leaders and helpers should:

- not assume members of staff are responsible for supervising the class,
- ensure the class or individuals they are responsible for is kept near and in sight at all times,
- ensure the class behave appropriately at all times and
- understand that the Museum reserves the right to curtail visits in cases of unacceptable disruption.

A member of staff will meet the class at the entrance of Stirling Castle. The class will be accompanied to the Douglas Garden Education Room where they will be introduced to the session, if it is a particularly large class it will be divided into smaller groups and allocated a group leader (teacher or parent).

We sincerely hope that you enjoy your visit to Stirling Castle and the Argyll and Sutherland Highlanders Museum.

**Location:** Douglas Garden Education Room, Stirling Castle.

**Curricular Links:** Environmental Studies, Expressive Arts, English Language and Mathematics.

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## **Ideas for Handling Box Activities**

### **Exploring Objects**

#### **Aim**

The aim of the activity is to illustrate the amount of information that can be found by exploring objects. The children will investigate various objects using a prompt card and present their findings to the class.

#### **Activity “Home Front Objects”**

**Resources:** prompt cards (activity pages), pencils, paper and various objects.

1. Explain the activity.
2. Split the class into smaller groups and appoint a group leader. Each group leader is given a prompt card and an object.
3. The group produce a description of the object using the prompt card. Notes can be written on the back of an activity sheet. **(Allow 10 minutes)**
4. Group leaders present their findings to the class. **(Allow 1-2 minutes)**

### **Drama**

(Continue from the first activity or introduce new objects)

#### **Aim**

The aim of the activities is to put the children in Second World War situations by creating a still image and miming a short scene about important moments in time.

#### **Activity A: “Still Image”**

**Resources:** activity pages, pencils, paper and various objects.

1. Explain the activity.
2. Appoint a new group leader. The group creates a still image based on and incorporating the object. Encourage them to think about who they are, where they are, what they are doing, when it is happening and why it is happening. **(Allow 5 minutes)**
3. Groups present their still images to the class.
4. Ask each character in the still image about their thoughts and feelings at that moment.
5. The class questions the characters or suggest thoughts and feelings.

#### **Activity B: “Mime”**

**Resources:** activity pages, pencils, paper and various objects.

1. Explain the activity.
2. Appoint a new group leader and select an object for each group.
3. The group creates a 1 minute mimed scene based on and incorporating the object. Encourage them to think about the beginning, middle and end of the mime, who they are, where they are, what they are doing, when it is happening and why it is happening. The group leader can act as a narrator or a news reporter. **(Allow 10 minutes)**
4. The groups present their mimes to the class. **(Allow 1 minute)**

**More Ideas for Handling Box Activities****Drama** (cont)**Activity C “Hot-Seat”**

**Resources:** chair, activity pages and various objects

- 1) The children select an object, document or image and create their own character based on his or her chosen item.
- 2) Each child sits on the “hot-seat” in front of the class or group and answers questions about their character in role.

**Art & Design****Activity A: “Looking at Objects”**

**Resources:** activity pages, pencils, paper and various objects.

- 1) Select an object for the class to draw and discuss the elements they should record such as patterns and texture.
- 2) Ask the children to give their drawing a title and a brief description.

**Activity B**

- 1) Alternatively describe the object, making sure the class cannot see it.
- 2) Show the children the object when they have finished and ask them to compare their drawings with their neighbours.

**Activity C**

- 1) If you have time, split the children into pairs and ask them to select an extract or document. The children carefully read the extract and make a face to show how that person would be feeling.
- 2) The children draw the faces and present the finished drawings to the class.
- 3) Discuss the emotions that can be seen in the drawings.

**Mathematics****Activity: “Old Money”**

**Resources:** activity pages, images of coins, original coins, pencils and paper.

- 1) Explain the money used during the Second World War and look at the coins.
- 2) Ask the children to change the money from one unit to another.  
**ANSWERS: 1. a. 1s.6d b. 2s.3d c. 19 new pence d.28 new pence 2a. £1.5s b.£ 2. 6s c.43 shillings d. 35 shillings**

**English Language****Activity: “Our Story”**

**Resources:** activity pages, documents, pencils and paper.

- 1) Split the class into groups and appoint a group leader. Each group leader selects a document.
- 2) The group read and discuss the document and each child produces a short piece of descriptive writing to explain what the people experienced during the event (thoughts and feelings).
- 3) The group decide which piece of writing to present to the class.

## Science

### **Activity: “Uniforms”**

**Resources:** activity pages, Second World War uniforms and images.

- 1) Discuss the Second World War uniforms and the images of Second World War soldiers in different climates.
- 2) Discuss the modern uniforms and the images of modern soldiers in different climates.
- 3) Compare the properties of each uniform (e.g. cloth, weight, colour, protection, warmth) and explain the concept of heat and temperature.
- 4) The children decide which uniforms and materials should be worn in different parts of the world.

## **IF AVAILIABLE**

### Timeline

#### **Activity: “Stirling Castle, Objects and Images” & “General 20<sup>th</sup> Century”**

**Resources:** various objects (late 1800s - today), drawings (1693-1781) images (c1840-today).

- 1) Look closely at the timeline and discuss the clothes, technology and buildings through different periods of history. Further examples are available in the Museum and Stirling Castle:

<b><u>Room 1</u></b>	<b>1780-1856</b>	Glengarries, shoes, kilt and socks Shakos, Sabertache, maps, leather boots and paintings Medical instruments, cooking utensils, doublets, bagpipes and flags
<b><u>Room 3</u></b>	<b>1881 -1918</b>	Chocolate, letters, uniforms, drums, drummer boys and paintings Trench, typewriter, letters, hats/helmets, uniforms, kilts and bagpipes
<b><u>Room 4</u></b>	<b>1939-1945</b>	Oil lamp, binoculars, telephone, helmets, uniforms, flags, cooking bowls, letters and poems.
<b><u>Room 5 &amp; 6</u></b>	<b>1946-Today</b>	Uniforms, music, flags and medals (Victoria Crosses)

## **Museum Activity Sheets**

(app. 45 mins.)

**Location:** Argyll and Sutherland Highlanders Museum, Stirling Castle.

**Curricular Links:** Environmental Science, Expressive Arts and English Language.

## **Working with Objects, Images and Documents**

### **Aim**

The aim of the activities is to illustrate the amount of information that can be found by exploring objects, images and documents.

1. Explain the activity.
2. Split the class into smaller groups and appoint a group leader. Each group leader selects a case. (The questions can be answered in any order.)
3. The groups spread out around the room.
4. Groups move to another case when they have finished answering the questions. (Alternatively, allow approximately 6 minutes per case)

**Answers****Case 1: “Dunkirk” North West Europe 1940**

1.a. Toilet paper b. Smuggled out in a wooden leg. 2. Three men

**Case 2. “Machine and Handmade Objects” Middle East and North Africa 1940 - 1943**

1. a. Cpl Menelaws 2. a. Italian Light Cavalry Cap Badge c. Brigadier LM Campbell

**Case 3. “Burma-Thailand Railway” Malaya 1941 – 1942**

1.a. Measuring food rations 2. Prisoners of War working on the railway 3. Japan needed a landline to supply troops in Burma

**Case 4. “Countries, Weather & Landscape” Malaya 1941 - 1942**

1. French Indochina, Malay, Ceylon, Thailand, Africa, India, Singapore, Kuala Lumpur Pudu Prison. 2. British and Japanese flags 3. Wood.

**Case 6. “How People Felt” Sicily 1943 and Italy 1943 – 45**

1. a. A Soldier’s Dream b. 1943, Italy 2. Weeks, hardship, whistle, shells 3. One, thousands

**Case 7. “Soldiers and Uniforms” North West Europe 1944 - 1945**

1. A shortage of metal.

**MUSEUM EXTENSION ACTIVITIES****Answers****Case 1: “Dunkirk” Northwest Europe 1940-1941**

1. Le Havre, St Valery-en-Caux

**Case 2: “Objects, Images and Documents” Middle East & North Africa 1940-1943**

1. Bonnie Dundee

**Case 3: “Burma-Thailand Railway” Malaya 1941-1942**

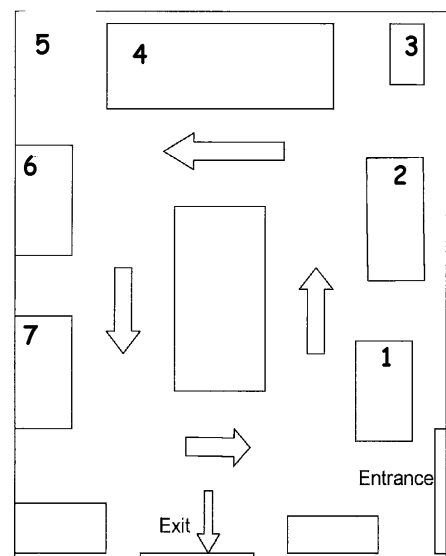
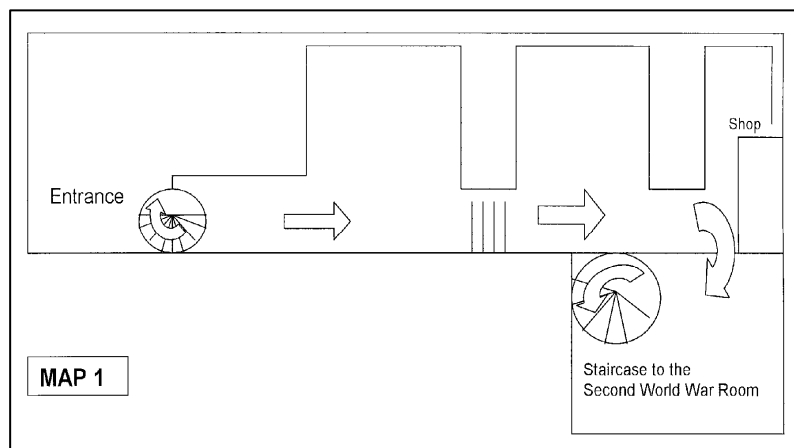
1. To carry earth to make an embankment leading to the bridge. 2. Bamboo, wood (teak) 3. Local materials

**Case 4: “Objects and Documents Malaya 1941-1942**

1. Cakes and puddings 2. a. Japan b. 1946

**Case 6 1. Muzzle flashes, dark, shouting, deafening, shrapnel, middle, firework.****Painting Case 4. “The Causeway, Singapore” Malaya 1941-1942**

1. a. Peter Archer b. 1984

**Maps****The Museum**



## "Museum Activity Sheets: Working with Objects, Images & Documents"

Environmental Studies, Expressive Arts and English Language  
(app. 45 minutes)

Work in small groups. Select a case and answer the questions.

Name: \_\_\_\_\_

Class: \_\_\_\_\_

School: \_\_\_\_\_

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### **CASE 1** "Dunkirk" Northwest Europe 1940-1941

1. Read the label headed *'Letter'* and look at Captain Logan's letter.
  - a) What is the letter written on?
  - b) How was the letter taken out of the Prisoner of War camp?
  - c) Why do you think he wrote it on this material?
2. Read the newspaper cutting "*Spoke Gaelic Fooled the Nazis*". How many men escaped from the Germans by speaking Gaelic?
3. Look at the map sketched by 2<sup>nd</sup> Lt P Moore. Name two features that he has marked on the map, for example: *Grassland*
  1. \_\_\_\_\_
  2. \_\_\_\_\_
4. Look at the images on the display board above Case 1. They show the evacuation of British and Allied soldiers from France. Write a couple of sentences describing the thoughts and feelings of the soldiers on the ship.

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**CASE 2** "Machine and Handmade Objects" Middle East & North Africa 1940-1943

1. Look at the handmade box and handkerchief.

a) Who made the objects?

b) Describe **one** of the objects. (Think about the colour, size, shape, materials and patterns.)

2. Find the silver badge.

a) What is it called?

b) Who collected it in the desert?

c) Where would you use it?

d) What was its purpose?

3. Look at the bar of white soap. What else does it need to make it work?

4. Look at the German Afrika Corps Cap. Why do you think the cap was designed like this? (Think about the weather, landscape, colour, material and shape)

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**CASE 3** "Burma-Thailand Railway" Malaya 1941-1942

1. What was the tankard (large cup) used for?      2. Who do you think used the tankard?

3. Find the map of the Burma-Thailand railway and read the extract. Why was the railway built?

4. Why do you think the Museum put these objects in the same case?

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## **CASE 4** "Countries, Weather and Landscape" Malaya 1941-1942

1. Find Pte J Bell's food bowls and read the label. List the places where he carried the food bowls. The first one has been done for you.

*French Indochina*

2. Name two flags that can be seen in and around Case 4.
3. Sgt Major AR Munnoch was a Prisoner of War in Thailand. His ID Tag (number 11790) is made from what material?
4. Look at the images on the display board to the right of Case 4. Describe the weather and landscape in the Far East by circling the right answers.

<i>Wet</i>	<i>Dry</i>	<i>Tropical</i>	<i>Pasture</i>	<i>Cold</i>	<i>Jungle</i>	<i>Crops</i>	<i>Mild</i>	<i>Mud</i>
<i>Hot</i>	<i>Humid</i>	<i>Desert</i>	<i>Rivers</i>	<i>Dust</i>	<i>Rubber Plantations</i>	<i>Rain</i>	<i>Sand</i>	

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## **CASE 5** "Useful Objects" Vickers Machine Gun Scene 1939-1945

1. Look at the lamp hanging on the wall.
  - a) What does it need to make it work? Circle the right answer.  

*Oil*                      *Batteries*
  - b) Name two similar objects that we would use today?  

1.    2.
2. Find the binoculars.
  - a) How are they used?
  - b) What would you be doing if you were using them?
3. Draw an object from the case and give it a title.

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**CASE 6** "How People Felt" Sicily 1943 & Italy 1943-1944

1. Read the poem by Cpl J (Ginger) Imrie.

- a) What is the poem called?                      b) When and where was the poem written?
- c) How do you think he felt?

2. Find the following extract and complete it by finding the missing words.

"One could hardly believe that it was over that the days, \_\_\_\_\_ and months of fear toil and \_\_\_\_\_ were gone, that the familiar \_\_\_\_\_ and crash of bursting \_\_\_\_\_ would no longer disturb working and sleeping hours."  
Officer 2<sup>nd</sup> May 1945

3. Now, read Mrs Mary Scullion's letter to Major TR Ward. Complete the following sentence.

"I know I will never get over his loss but I know too I'm only \_\_\_\_\_ in \_\_\_\_\_."

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**CASE 7** "Soldiers and Uniforms" North West Europe 1944-1945

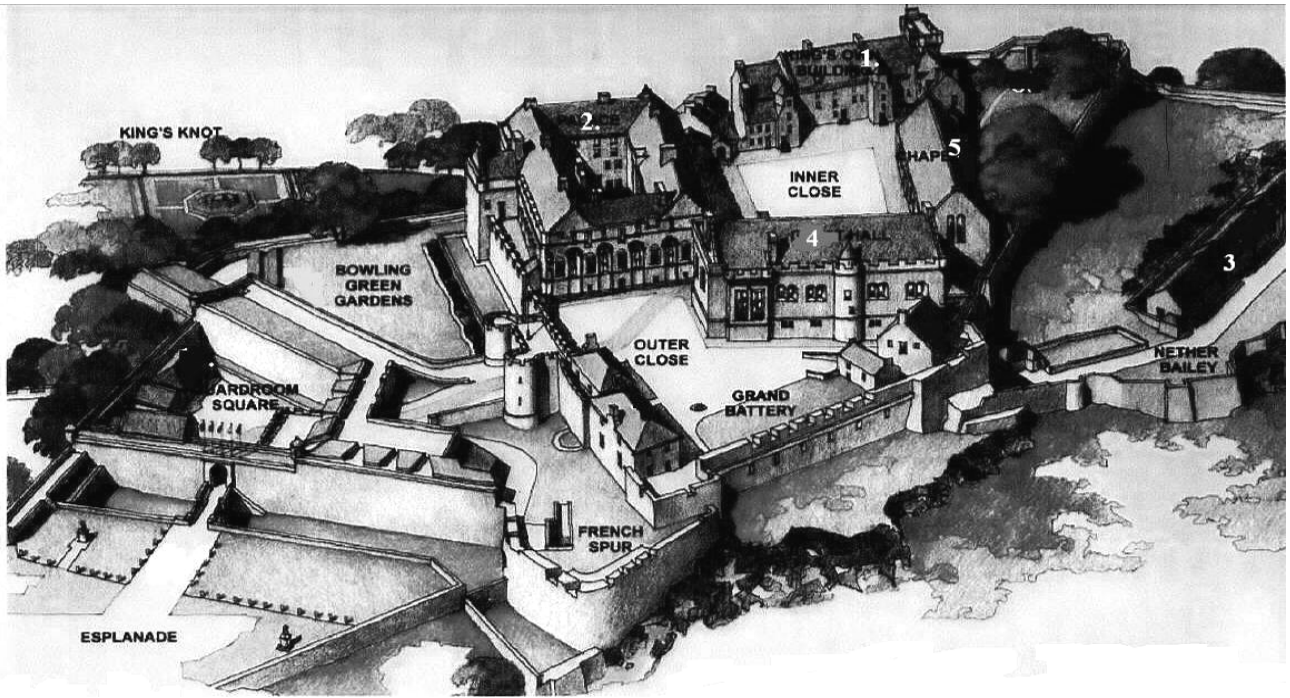
1. Why was the Glengarry Badge made from plastic?

2. Compare the German and British helmets. (Think about the shape, colour, materials, badges, and marks.)

German Helmet:

British Helmet:

3. Look closely at images 3 and 9 on the display board above Case 7. Imagine you were in the trenches with the soldiers; write a couple of sentences describing what you heard, smelt, saw, felt and thought.



## STIRLING CASTLE

- 1. Museum    2. Palace
- 3. Nether Bailey    4. Great Hall
- 5. Chapel Royal

- 3. The assault course and target range used to be in the Nether Bailey. The buildings were used as storerooms.

1. Soldiers trained and equipped new recruits in the Castle before they were sent to fight abroad.

The Museum building contained bedrooms, a dining room, and a barbershop. The Inner Close was a parade ground.



- 4. The military changed the Great Hall to provide soldiers with somewhere to stay. The bedrooms were on the upper floors of the Great Hall. The lower floors had bathrooms and a shop.

2. Some civilians served and cooked for the soldiers, others cleaned the guns or the buildings.

The Palace contained a dining room, a canteen, a school and a games room.



- 5. The Chapel Royal was turned into bedrooms and storerooms.

# MUSEUM EXTENSION ACTIVITIES:



Photocopy the following sheets if you require  
extra time in the Museum.

## MUSEUM EXTENSION ACTIVITIES:

Photocopy the following sheets if you require extra time in the Museum.

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### **CASE 1** "Dunkirk" Northwest Europe 1940-1941

1. Look carefully at the map on the display board above Case 1. Read the information about the 7<sup>th</sup> and 8<sup>th</sup> Battalions (51<sup>st</sup> Highland Division). Complete the following sentence.

The remnants of the two Battalions escaped through Le H\_\_\_\_\_ whilst the remainder of the 51<sup>st</sup> Highland Division was captured by the Germans in St \_\_\_\_\_en C\_\_\_\_\_.

2. Find the above locations on the map.

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### **CASE 2** "Objects, Images and Documents" Middle East & North Africa 1940-1943

1. What song did Pipe Major Archibald Wilson play during the attack on Longstop Hill, April 1943.
2. Describe the First Field Dressing. (Think about the colour, size, shape, materials and patterns)

3. Look at the images on the display board above Case 2. Describe the weather and landscape in the Middle East and North Africa by circling the right answers.

*Wet   Dry   Tropical   Pasture   Cold   Jungle   Crops   Mild   Mud*  
*Hot   Humid   Desert   Rivers   Dust   Rain   Sand   Arid   Uncultivated*

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### **CASE 3** "Burma-Thailand Railway" Malaya 1941-1942

1. Read the extract called "Eye Witness".

- a) What was Lt JG Smith's job?
- b) Name the two materials that Lt JG Smith said was used to build the bridge.
- c) Why do you think they used these materials?

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**CASE 4** "Objects and Documents Malaya 1941-1942

1. Read the labels headed "Letter" and "Extract". What did Private J (Jack) Venner want his mother to make at all costs?

2. Look carefully at the bugle.

- a) Where was the bugle recovered?      b) When was the bugle recovered?
- c) What does it need to make it work?      d) What would you be doing if you were using it?
- e) Could it have more than one use? Give an example.
- f) Describe the bugle. (Think about the colour, size, shape, materials and patterns.)

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**CASE 5,** "Objects" Vickers Machine Gun Scene" 1939-1945

1. Make a list of as many objects that you can see in the case.

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**CASE 6** "A Soldier's Story" Sicily 1943 & Italy 1943-1945

1. Find the extract by Sgt D Porchetta, Sicily c1943 and complete the following paragraph.

"Engaging the enemy was a case of firing at the \_\_\_\_\_ in the pitch  
\_\_\_\_\_ and trying to interpret through the loud \_\_\_\_\_ how the  
battle was developing. It was a \_\_\_\_\_ noise; lots of \_\_\_\_\_ ricochets,  
a bit like being caught in the \_\_\_\_\_ of a \_\_\_\_\_ display."

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## **CASE 7** "Objects" North West Europe 1944-1945

1. How would you categorise (sort) the objects in the case. (Think about the age, location, material, function and colour. Anything else?)

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## **PAINTING (Case 4)** "The Causeway, Singapore" Malaya 1941-1942

1. Look carefully at the painting above Case 4.
  - a) Who is the artist?
  - b) When was it painted?
2. What can you see in the painting?
3. How would you describe the colours in the painting?
4. What can you tell about the people on the right of the painting?
5. What are the soldiers doing?
6. Describe the weather and landscape? (Note how the people are dressed.)
7. Do you like the painting? Why?

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