

World War II:

Handling Box

&

Museum Activities

Working with Objects, Images & Documents



The Argyll & Sutherland Highlanders Museum

Historic Scotland



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INFORMATION

Before Your Visit

If you would like to pre-select objects, or gather information about The Argyll and Sutherland Highlanders Museum, call **01786 475165**. Please be aware that there is a staircase between the entrance of the Museum and the World War II room which may cause problems for those with limited mobility.

To help you plan your day with other class leaders and gather information about Stirling Castle call **0131 668 8732** for a planning visit.

Photocopying

Photocopy pages 7 - 10, or as required.

Before Your Visit

Teachers and group leaders must:

- ensure that they have enough adults to provide adequate supervision at all times during their visit, at least 1:10 with a maximum of 33 pupils per session,
- ensure that pupils have pencils, clipboards and activity sheets,
- ensure that pupils and accompanying adults know why they are visiting the Museum and what is expected of them,
- ensure that pupils wear sensible clothing and footwear,
- ensure that pupils bring packed lunches (if you have not made other arrangements).

During Your Visit

A member of staff will meet your class at the entrance of Stirling Castle and escort them to the education room where they will be introduced to the session. The class may be split into groups depending on its size, your requirements, and the activity.

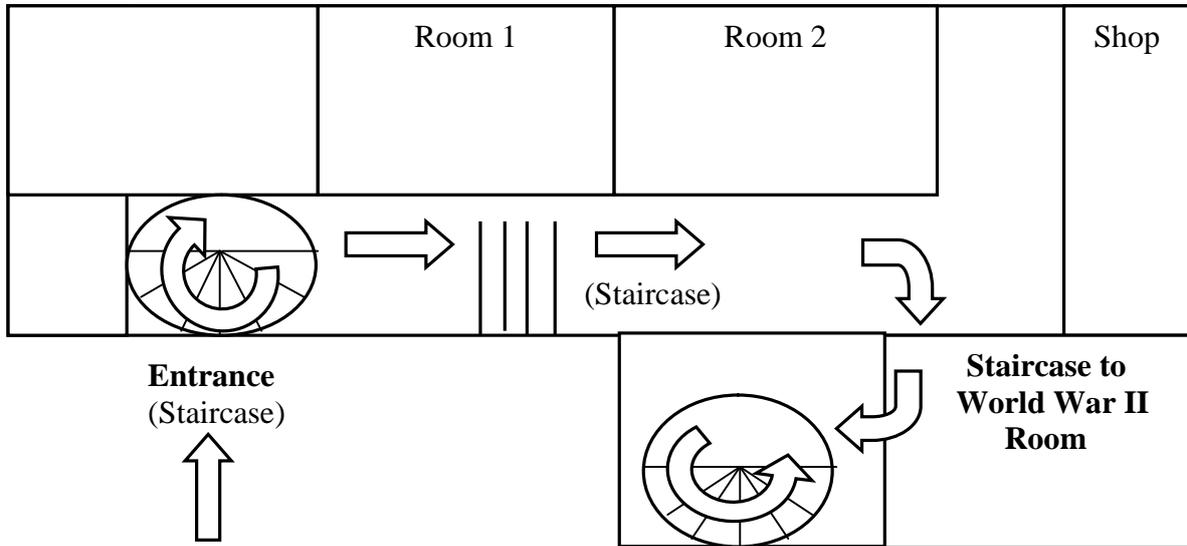
Teachers and group leaders must:

- understand that they are responsible for their pupils at all times (visitors and staff must not be disturbed by their behavior and Museum property must not be damaged in any way),
- ensure that their pupils are kept near and in sight at all times,
- ensure that their pupils are focused on the activity,
- ensure that their pupils do not lean on the cases (please use clipboards and pencils),
- minimize any health and safety issues which may arise,
- ensure that pupils follow Museum staff instructions quietly and calmly in the event of an emergency,
- inform Museum staff if a pupil feels unwell,
- ensure that food and drink are not consumed in the Museum,
- understand that we may ask the class or group to leave the Museum if they fail to follow these rules.

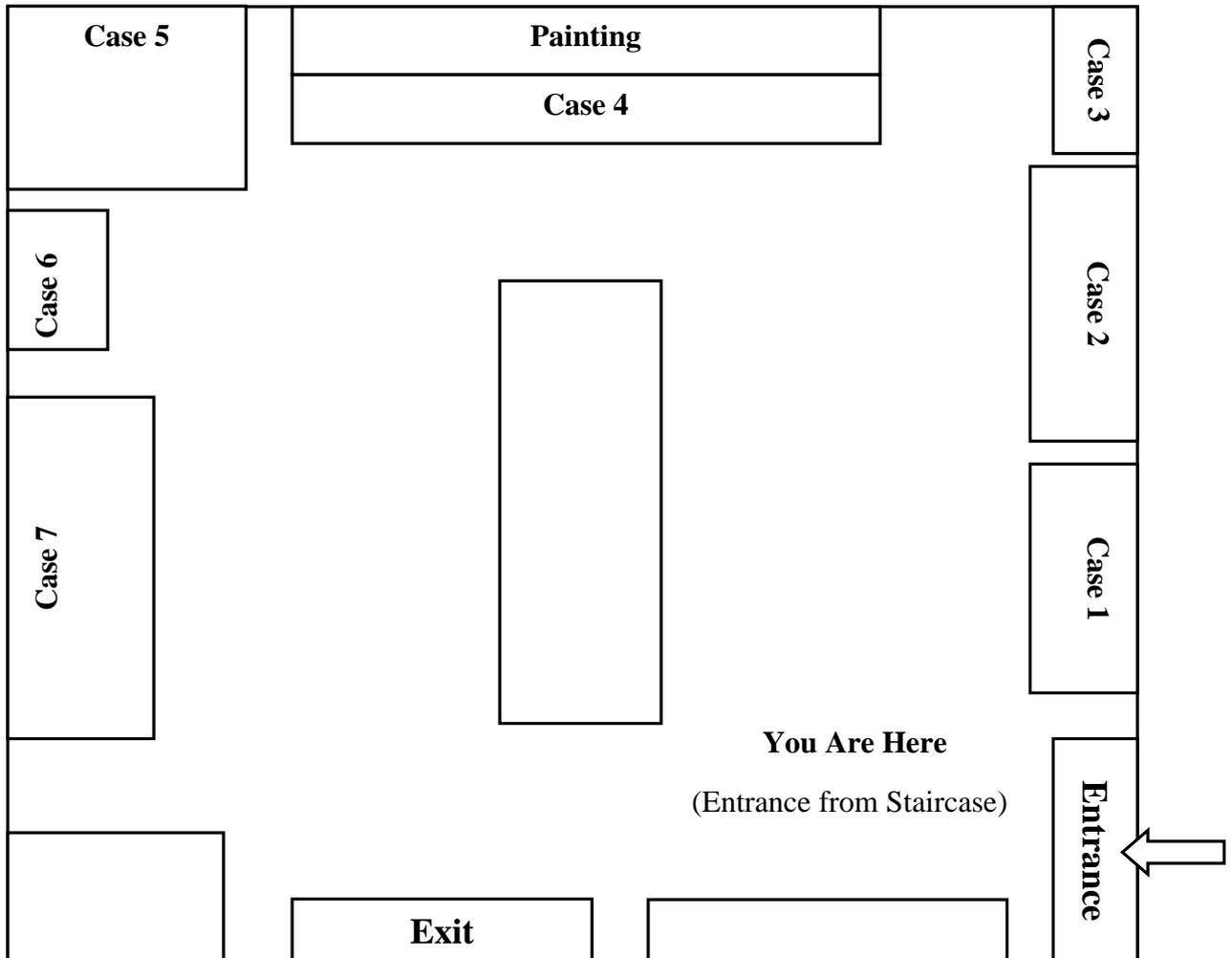
MAPS OF THE MUSEUM

The Argyll and Sutherland Highlanders Museum

Map 1: Entrance - World War II Room



Map 2: World War II Room



TEACHER NOTES: HANDLING BOX

Handling Box: Ideas for Activities

Location: Education Room

(app. 45 minutes)

Exploring Objects

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

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)**

Activity C “Hot-Seat”

Resources: chair, activity pages and various objects, documents and images.

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

TEACHER NOTES: HANDLING BOX

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) Each student gives their drawing a title and a brief description.

Activity B

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

- 1) Select an object for the class to draw. Describe the object, making sure the class cannot see it.
- 2) Show the object to the class when they have finished drawing it, and ask them to compare their drawings.

Activity C

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

- 1) Split the class into groups and give each group an extract or document.
- 2) Each group reads their extract and draws faces to show how the person was feeling.
- 3) Each group presents their drawings to the class.
- 4) 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 World War II and look at the coins.
- 2) Ask the students 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 student produces a short piece of descriptive writing explaining what the people experienced during the event (thoughts and feelings).
- 3) The group decide which piece of writing to present to the class.

TEACHER NOTES: HANDLING BOX

Science

Activity: “Uniforms”

Resources: activity pages, World War II uniforms and images.

- 1) Discuss World War II uniforms and images of World War II soldiers in different climates.
- 2) Discuss modern uniforms and 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) Ask the students to decide which uniforms and materials should be worn in different parts of the world.

Timeline

Activity: “Stirling Castle, Objects and Images” & “General 20th Century”

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

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

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

TEACHER NOTES: MUSEUM

Museum Activity Sheets

Location: The Argyll and Sutherland Highlanders Museum

(app. 45 minutes)

Aim

The aim of the activity 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 groups and appoint a group leader. Each group leader selects a case.
3. The groups spread out around the room.
4. Each group moves on to the next case when they have finished answering the questions.
(Alternatively, allow approximately 6 minutes per case)
5. Use clipboards and pencils.
6. Please do not lean on the display cases.

Answers

Case 1: North West Europe 1940-1941

1. Toilet paper, wooden leg.
2. a) Gaelic, Germans
b) Colour, date, marks, damage etc.

Case 2: “Middle East and North Africa 1940 – 1943

1. German

Case 3: Far East 1941-1945

1. Measuring food rations
2. Railway spike

Case 4: Far East 1941-1942

1. a) Cakes and puddings
2. British / Union Flag and Japanese Flag
- 3.a) Japan 1946
4. c) Locations where he carried the bowls, a date “22nd Jan 1942” and a picture of Kuala Lumpur Pudu Prison

Case 6: Sicily 1943 and Italy 1943 – 45

1. a) 1943, Italy
2. Weeks, hardship, whistle, shells
3. a) Hollow button

Case 7: North West Europe 1944 - 1945

1. A shortage of metal.
2. Sticky coating, glue, armoured vehicle

MUSEUM ACTIVITY SHEETS

Location: The Argyll and Sutherland Highlanders Museum

Name:

School:

CASE 1: Northwest Europe 1940-41

1. Find Captain Logan's letter.

a) Complete the following paragraph by finding the missing words:

The letter is written on _____/_____. It was smuggled out of the POW camp by Lieutenant Philip Moore in his _____/_____. He managed to smuggle many important documents out of the camp in this way.

2. Find the newspaper cutting on "*The Three Musketeers of Ballachulish*".

a) Complete the following paragraph by finding the missing words:

"Three Argyll and Sutherland Highlanders who, by talking _____, led the _____ to think they were Russians and released them, have gained the Military Medal."

b) Is the newspaper cutting old or new and how can we tell?

CASE 2: Middle East and North Africa 1940-1943

1. Is the "*Afrika Corps Cap*" British or German?

2. Find Corporal George Menelaw's Dog Tags.

a) Describe the Dog Tags. (Think about the colour, size, shape, material, function, age, and origin. Anything else?)

b) Describe how you imagine the Dog Tags would feel – weight and texture.

CASE 3: Far East 1941-1945

1. Find the tankard (large cup). What was it used for?

2. Name the object numbered '2738'.

CASE 4: Far East 1941-1945

1. Find the letter written by Private J (Jack) Venner and read the label headed '*Extract*'.

- a) What did he want his '*Mam*' (mother) to make "*at all costs*"?
- b) How do you think rationing would affect his request to his mother?

2. Name two flags that can be seen in and around Case 4.

1. _____
2. _____

3. Find the bugle.

- a) Where and when was it recovered?
- b) What does it need to make it work?

4. Find Private (Pte) J Bell's food bowls.

- a) Why are they made of these materials?

- b) Are there any patterns or marks on them and if so, what are they?

CASE 5: Vickers Machine Gun Scene 1939-1945

1. Look very closely at the Vickers Machine Gun Scene 1939-1945 and make a list of six (6) items that you can see in the case.

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

CASE 6: Sicily 1943 & Italy 1943-1945

1. Read the poem called “*A Soldier’s Dream*” by Lance Corporal Imrie.

- a) When and where did he write the poem?
- b) How do you think he felt?

2. Read the extract by an Officer (2nd May 1945). Complete the following sentence 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.”

3. Find the “*Escape Aids*”.

- a) The small Star Compass was concealed (hidden) in which object?
- b) What do you think you would be doing if you were using these objects?
- c) Why do you think the Escape Aids are so small?

Case 7: North West Europe 1944-1945

1. Find the Glengarry Badge and read the label. Why is the badge made of plastic?

2. Find the Anti-Tank ‘Sticky’ Grenade. Complete the following sentence by finding the missing words:

The _____ / _____ round the explosive was designed to _____ the grenade onto the metal surface of an _____ / _____.

3. Look closely at the British and German helmets. Draw two pictures to show the difference between the helmets. Label your pictures.

Picture 1:

Picture 2:

EXTENSION SHEET

PAINTING: The Causeway by Peter Archer, 1984

1. Look closely at the painting called “*The Causeway*” by Peter Archer, 1984. (Above Case 4 : Far East 1941-1945)

- a) What can you see in the painting?

- b) How would you describe the colours?

- c) What do you think the people on the far right are thinking?

- d) What do you think the soldiers at the front are saying?

- e) Do you like the painting? Why?

CASES 1-7: Second World War Room

1. Choose a display case from 1 -7.

- a) Why do you think the Museum put these objects in the same display case?

- b) Sort the objects in the case into groups? (Think about the objects’ colour, size, shape, material, function, age, and origin. Anything else?)

2. Why do you think the Museum put these objects in the same room?

3. How are these objects linked to the Home Front?

4. What is your favourite object in the Second World War room?

My favourite object is _____

I like it because _____

CONTACT DETAILS

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