

The History of the Poppy

Lessons 1 - 3 (Second & Third Level)

The History of the Poppy

Lesson Challenges 1 - 3: Second – Third Level

We have designed these lesson challenges for Second and Third Level learners who may be new to the story of the Poppy and would enjoy learning more about the history of the Poppy as the symbol of remembrance.

Whether you plan to spend two hours or two weeks teaching and learning about the history of the Poppy, we have gathered a diverse range of activities to help your learners engage meaningfully and creatively in this subject.

The History of the Poppy lesson challenges are arranged over different lesson plans, so you have the option of only doing either just one of the lessons or all. Timings against activities are provided within each lesson plan.

Depending on how much time you have available to devote to learning all about the history of the Poppy, we hope you will find activities within these lessons to suit your work plans.

Please get in touch if you have any questions or ideas you may wish to discuss.

The Poppyscotland Learning Team

Email: learning@poppyscotland.org.uk

Mobile: 07823419017

The History of the Poppy

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Lesson Name: The History of the Poppy: Lesson 1: Creating a Visual Display of War Poetry

Level: Second

Experiences and outcomes

I am learning to use language and style in a way which engages and/or influences my reader. **ENG 2-27a**

I can create and present work that shows developing skill in using the visual elements and concepts. **EXA 2-03a**

Learning Intentions:

- I am working collaboratively to learn about poetry and how it makes me feel and to understand what the text within the poetry means.

Success Criteria:

Working collaboratively, you will:

1. Divide yourselves into two groups and give each group a poem to work with.
2. Clarify in your groups what your poem is illustrating through the language used.
3. Create a design of what the display will look like.
4. Gather necessary art materials.
5. Create the display.

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Resources Required & Included:

- Poem Resource 1 - In Flanders Fields by John McCrae (included below)
- Poem Resource 2 - Dulce et Decorum Est by Wilfred Owen (included below)
- Remembrance & The First World War PPP – Part 1
- Remembrance & The First World War PPP – Part 2
- [The Paper Poppy - Paper Animation Video](#) (4 minutes, 30 seconds) for learners aged 9 years and above. Created by award-winning Animation Film Maker and Paper Artist Eleanor Stewart for Poppyscotland Learning in 2018 this engaging film tells the story of how the Poppy became the symbol of remembrance around the world. It also describes who Poppyscotland helps with the funds generated from the Scottish Poppy Appeal each year as well as our other year-round fundraising activities.
- Internet connection / Wi-Fi

Additional resources:

- Teachers Notes for 'History of the Poppy' Lessons 1 - 3 (Second – Third Level)

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Timings:	History of the Poppy: Lesson 1: Creating a Visual Display of War Poetry
1-2 minutes 40 minutes	<p>Explain Learning Intentions and Success Criteria for lesson.</p> <p>Activity One:</p> <p>Remembrance & The First World War (Part 1) PPP:</p> <p>To help learners understand how the poppy flower became the symbol of remembrance and its unique relationship to John McCrae’s famous poem ‘In Flanders Fields’ and the First World War open the ‘Remembrance & The First World War’ PPP (Part 1) and talk through it with the whole class/group.</p> <p>This short presentation offers learners lots of opportunities to learn about the connection between the First World War and the chance to express their own thoughts about war, conflict and remembrance.</p> <div data-bbox="427 799 855 1121" data-label="Image"></div> <p>Included in the PPP above is a link to Poppyscotland Learning’s The Paper Poppy - Paper Animation Video (4 minutes, 30 seconds). Suitable for learners 9 years and over, this short film by award-winning paper animation artist Eleanor Stewart, engagingly tells the story of how the poppy became the symbol of remembrance and why Lady Haig’s Poppy Factory was built in Edinburgh in 1926.</p> <p>(Please note access to the internet is required to play this video from our Poppyscotland Education YouTube Channel.)</p>

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20 minutes

Further questions:

After watching and talking through the 'Remembrance & The First World War' PPP (Part 1) and / or watching The Paper Poppy short film ask learners to answer the questions below. This activity could happen in pairs, individually or as a whole class activity:

1. Were poppies sold before or after the war/WW1?
2. Who did the poppy flower remember after the war/WW1?
3. Why were poppies so important after the war/WW1?
4. What is the significance of the date 11th November?
5. What do Poppyscotland the charity do each year and who do they help?
6. What is the name of the famous poem that inspired the use of the poppy as the symbol of remembrance?

Answers 1 - 4:

1. After the First World War / 1919. 2. Airmen, sailors and soldiers coming home from the First World War – nowadays we call them ex-service personnel or veterans. 3. They were sold to raise money that would then be given to airmen, sailors, and soldiers to help them support themselves and their families. People wore them on their lapels to remember those who had died in the war. Wreaths were also available to buy for placing on graves or war memorials. 4. It was on this date in 1919 when the fighting of the First World War ended, and the Armistice agreement was signed. On 11th November, every year since we continue to remember the sacrifice of all those who have fought and died in wars and conflicts (both soldiers and civilians).

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30-60 minutes	<p>Reading 'In Flanders Fields' by Lt Col John McCrae:</p> <p>As many children will have little personal experience of war, it can be difficult for them to try to write about it. Therefore, using famous poems related to war, the children can create visual representations of these but through discussion also they will learn what it is like to fight in a war.</p> <p>With the pupils read 'In Flanders Fields' by John McCrae, written in 1915 and/ or 'Dulce Et Decorum Est' by Wilfred Owen, written in 1918, and discuss what the poet/s are describing in their poems. Allow learners to explain what these poems make them feel and discuss whether Wilfred Owen's message of fighting for your country not being an honour after all is true.</p>
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Poem resource 1

Dulce et Decorum Est

Bent double, like old beggars under sacks,
Knock-kneed, coughing like hags, we cursed through sludge,
Till on the haunting flares we turned our backs
And towards our distant rest began to trudge.
Men marched asleep. Many had lost their boots
But limped on, blood-shod. All went lame; all blind;
Drunk with fatigue; deaf even to the hoots
Of tired, outstripped Five-Nines that dropped behind.

Gas! Gas! Quick, boys! – An ecstasy of fumbling,
Fitting the clumsy helmets just in time;
But someone still was yelling out and stumbling,
And flound'ring like a man in fire or lime . . .

Dim, through the misty panes and thick green light,
As under a green sea, I saw him drowning.
In all my dreams, before my helpless sight,
He plunges at me, guttering, choking, drowning.

If in some smothering dreams you too could pace
Behind the wagon that we flung him in,
And watch the white eyes writhing in his face,
His hanging face, like a devil's sick of sin;
If you could hear, at every jolt, the blood
Come gargling from the froth-corrupted lungs,
Obscene as cancer, bitter as the cud

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Of vile, incurable sores on innocent tongues,
My friend, you would not tell with such high zest
To children ardent for some desperate glory,
The old Lie; Dulce et Decorum est
Pro patria mori.

Wilfred Owen
1893 – 1918

(DULCE ET DECORUM EST - the first words of a Latin saying (taken from an ode by Horace). The words were widely understood and often quoted at the start of the First World War. They mean 'It is sweet and right'. The full saying ends the poem: Dulce et decorum est pro patria mori - it is sweet and right to die for your country. In other words, it is a wonderful and great honour to fight and die for your country.)

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Poem resource 2

In Flanders Fields

In Flanders' fields the poppies blow
Between the crosses, row on row,
That mark our place; and in the sky
The larks, still bravely singing, fly
Scarce heard amid the guns below.

We are the Dead. Short days ago
We lived, felt dawn, saw sunset glow,
Loved and were loved, and now we lie
In Flanders' fields.

Take up our quarrel with the foe:
To you from failing hands we throw
The torch; be yours to hold it high.
If ye break faith with us who die
We shall not sleep,
though poppies grow
In Flanders' fields

*By John McCrae
1862 – 1918*

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1 – 2 hours	<p>Creating a Visual Display of War Poetry:</p> <p>Learners now work collaboratively to learn about more poetry, how it makes me feel and to understand what the text within the poetry means. They will then have the opportunity to express their thoughts about the poem by creating a visual display which could then be put somewhere the rest of the school can see it to encourage further discussion of this topic.</p> <p>Activity One:</p> <ol style="list-style-type: none">1. Divide the class into two groups and give each group a poem to work with.2. Clarify in your groups what your poem is illustrating through the language used.3. Create a design of what the display will look like.4. Gather necessary art materials.5. Create your display.
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Lesson Name: The History of the Poppy: Lesson 2: The Poppyscotland Display Challenge!

Level: Third

Experiences and outcomes for Lesson:

I develop and extend my literacy skills when I have opportunities to communicate, collaborate and build relationships. **LIT OA**

Using what I know about the features of different types of texts, I can independently select ideas and relevant information from a variety of sources, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience. **LIT 3-06a, LIT 3-14a & LIT 3-26a**

I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently. **LIT 3-10a**

I can consider the impact that layout and presentation will have on my reader, selecting and using a variety of features appropriate to purpose and audience. **LIT 3-24a**

I can convey information, describe events, explain processes or concepts, and combine ideas in different ways. **LIT 3-28a**

I can use my knowledge of a historical period to interpret the evidence and present an informed view. **SOC 3-01a**

Through researching, I can identify possible causes of a past conflict and report on the impact it has had on the lives of people at that time. **SOC 3-06b**

I can explore and use the features of a variety of familiar and unfamiliar software to determine the most appropriate to solve problems or issues. **TCH 3-03a**

I enhance my learning by applying my ICT skills in different learning contexts across the curriculum. **TCH 3-04a**

I have used the skills I have developed in the expressive arts to contribute to a public presentation/performance. **EXA 3-01a**

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Additional resources:

[History of the Poppy & Who We Help – Paper Animation Video](#). Created by award-winning Animation Film Maker and Paper Artist Eleanor Stewart for Poppyscotland Learning this engaging film tells the story of how the Poppy became the symbol of remembrance around the world.

Poppyscotland's documentary films and archive footage www.poppyscotland.org.uk/learning

Who Poppyscotland Helps: Inspiring stories of hope: [https://poppybud.org.uk/stories/ Inspiring stories of hope](https://poppybud.org.uk/stories/Inspiring%20stories%20of%20hope)

Get Help From Poppyscotland <https://www.poppyscotland.org.uk/get-help/>


Here is a link to information about the Lady Haig's Poppy Factory: www.ladyhaigpoppyfactory.org.uk

Who Poppyscotland Helps: Inspiring stories of hope: [https://poppybud.org.uk/stories/ Inspiring stories of hope](https://poppybud.org.uk/stories/Inspiring%20stories%20of%20hope)

Case Study: Who Poppyscotland Helps: Stewart Proudfoot <http://learning.poppyscotland.org.uk/resource/poppyscotland-case-study-who-we-help-stuart-proudfoot/>

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Timings	History of the Poppy: Lesson 2: The Poppyscotland Display Challenge!
25 minutes	<p data-bbox="414 391 1176 422">Remembrance & The First World War (Part 2) PPP:</p> <p data-bbox="414 438 2016 550">To help learners understand more about remembrance and the one special time each year when everyone comes together to think about those who fought or were killed war, open the 'Remembrance & The First World War' PPP (Part 2) and talk through it with the whole class/group.</p> <div data-bbox="414 622 795 917"></div> <p data-bbox="414 997 2016 1109">This short presentation offers learners lots of opportunities to learn about Remembrance Day, 11th November 1919. This is an important date because on this date in 1919 the First World War ended. It was a special day that gave hope to millions and has done so every year since.</p>

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10 minutes	<p>The Poppyscotland Challenge:</p> <p>In the week before Remembrance Sunday it is vital that all learners in the school know the meaning of Remembrance Day and what work Poppyscotland does to help ex-service personnel and their families today.</p> <p>Learners challenge is to create a powerful, bright and interesting exhibit/wall display somewhere in their school where other students can read this information. Your exhibit/display might also be a useful place to advertise any fundraising events that your school have specifically organised for Poppyscotland.</p>
1-2 hours	<p>Getting Started:</p> <ul style="list-style-type: none">• Work in groups of four or five.• Produce a display which is bright, interesting and grabs the attention of anyone passing by.• Allocate jobs (researchers, artists, information board writer). <p>Make use of the following resources:</p> <ul style="list-style-type: none">• The school library.• Local volunteers for Poppyscotland (see their website)• Veterans in your local community. <p>You may find these two sites particularly useful:</p> <ul style="list-style-type: none">• Poppyscotland: www.poppyscotland.org.uk/• Legion Scotland: www.legionscotland.org.uk/

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Rules:

- Everyone participates in the preparation and production of your group's work.
- Work within the timescales provided.
- Meet the product criteria - have you done what you were asked to do?

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Questions for learners to consider:

Why do we have Remembrance Day?

How will we display this info? Make it eye-catching & interesting!

What do we need to be able to create our display and how can we source it?

Who is Poppyscotland and what work do they do?

What fundraising activities will we organise and include on our poster?



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Information help sheet

What are we remembering?

Each November we all wear poppies in remembrance, but what do we actually mean by the word remembrance? Every 11th November at 11am, much of the UK falls silent for 2 minutes to remember all those brave and honourable men, women and children who lost their lives in the First World War.

The war left many families without sons, fathers, mothers – the list is endless. On this special day in history we give thanks to those people who lost their lives so that we could have better ones.

Many ask why do we wear poppies? Well, after the Great War ended in 1918, the battlefields were churned up and found growing on the broken ground were fields of poppies – many people said it was a sign from God. The poppies gave Lieutenant John McCrae from Canada the inspiration to write his classic poem In Flanders' Fields.

It is now traditional to wear a poppy on Remembrance Sunday to commemorate those who fell in the war.

Who are Poppyscotland?

We are probably best known for running the iconic Scottish Poppy Appeal, but we work all year round to help those who have served, those still serving and their families receive the care and support they urgently need. The Scottish Poppy Appeal raises over £2 million each year. This, combined with our other year-round fundraising, enables us to provide tailored support and funding to thousands of ex-Servicemen and women as well as other vital services in advice, employment, mobility, respite, housing and mental health support.

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We were established in 1921 as The Earl Haig Fund Scotland but adopted our current name and logo in 2006 to reflect our revised fundraising activities and welfare services work. Last year we spent £3.7 million on our wide range of welfare services. As we get no statutory funding, we rely almost entirely on public donations.

While around two thirds of our income comes from the annual Scottish Poppy Appeal, we need to raise money all year round to meet the ever increasing demand for our welfare services. To put that into context, we must raise more than £10,000 a day to continue our work.

Poppyscotland provides and funds a variety of services. We aim to help as many people in the Armed Forces community as possible. We support people of all ages, whether difficulties have arisen during time in the Armed Forces or many years later. We also help the families of ex-Servicemen and women, including partners, widows, widowers and children.

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What progress have I made today?

Learning in the social studies will enable me to learn how to locate, explore and link periods, people and events in time and place.

SAL SOC

2nd level

I can show how events in the past have had immediate and long term consequences.

For example...

3rd level

I can explain why events in the past have led to some aspects of society changing while others stay the same.

For example...

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4th level

I can analyse key factors in the way that our society has developed over time.

For example...

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Peer marking exercise / self-assessment

Tick all that apply

Experiences and outcomes

- Using what I know about the features of different types of texts, I can independently select ideas and relevant information from a variety of sources, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience. **LIT 3-06a, LIT 3-14a & LIT 3-26a**
- I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently. **LIT 3-10a**
- I can consider the impact that layout and presentation will have on my reader, selecting and using a variety of features appropriate to purpose and audience. **LIT 3-24a**
- I can convey information, describe events, explain processes or concepts, and combine ideas in different ways. **LIT 3-28a**
- I can use my knowledge of a historical period to interpret the evidence and present an informed view. **SOC 3-01a**
- Through researching, I can identify possible causes of a past conflict and report on the impact it has had on the lives of people at that time. **SOC 3-06b**
- Having considered responses to a recent international crisis, I can contribute to a discussion of the effectiveness of the responses. **SOC 3-19b**
- I can explore and use the features of a variety of familiar and unfamiliar software to determine the most appropriate to solve problems or issues. **TCH 3-03a**
- I enhance my learning by applying my ICT skills in different learning contexts across the curriculum. **TCH 3-04a**

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Lesson Name: History of the Poppy: Lesson 3: Lady Haig's Poppy Factory	
Level: Third	
Experiences and Outcomes:	Benchmarks:
<ul style="list-style-type: none">➤ I can use primary and secondary sources selectively to research events in the past. (SOC 2-01a)➤ I can discuss why people and events from a particular time in the past were important, placing them within a historical sequence. (SOC 2-06a)	<ul style="list-style-type: none">➤ Draws on previous work to provide a simple explanation of how people and events have contributed to the development of the Scottish nation. Providing at least two reasoned conclusions. (L3)➤ Provides a valid opinion of the impact of this significant historical event. (L3)
Learning Intentions:	Success Criteria:
<ul style="list-style-type: none">➤ Understanding how Lady Haig's Poppy Factory began➤ Explaining how this is still relevant in today's society➤ Researching Lady Haig	<ul style="list-style-type: none">➤ Create a fact file profile of Lady Haig➤ Describe key facts about Lady Haig's Poppy Factory

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Resources Required:

- PowerPoint presentation
- Pupil Jotters
- Fact File template (or paper as teacher prefers)
- Printed Lady Haig Biography
- Internet access – computer or tablet for further research
- Printed Pioneering Women Behind The Poppy Poster or PDF version

Additional resources:

- [The Paper Poppy - Paper Animation Video](#) (timings: 4 minutes, 30 seconds) for learners aged 9 years and above.
Created by award-winning Animation Film Maker and Paper Artist Eleanor Stewart for Poppyscotland Learning in 2018 this engaging film tells the story of how the Poppy became the symbol of remembrance around the world.
It also describes who Poppyscotland helps with the funds generated from the Scottish Poppy Appeal each year as well as our other year-round fundraising activities

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Timings: History of the Poppy: Lesson 3: Lady Haig's Poppy Factory

10minutes	Explain Learning Intentions and Success Criteria for lesson
6 minutes	<p>Class Discussion & Watch the Video 'The Paper Poppy Animation': 'Where are the poppies that we wear made?' Ask learners and see if they have any ideas.</p> <p>What can learners remember from watching The Paper Poppy - Paper Animation Video ? If they would like to watch this video again this would be a good moment to do so. Please note that you will need access to the internet to play the video from the Poppyscotland Education YouTube Channel.</p>
15 minutes	<p>Questions:</p> <p>After watching the video with pupils and answer the 3 questions (either in jotters as individuals or together as a class depending on teacher preference)</p> <ol style="list-style-type: none">1. Where is the factory located and when did it open?2. How many people work there now?3. How many poppies are made every year?
30 minutes or more	<p>Research Task:</p> <p>Learners can create their own fact file about Lady Haig using the Lady Haig Biography and Fact File Template. Learners could also do independent internet research or design their own fact file.</p> <ul style="list-style-type: none">➤ Lady Haig Biography➤ Lady Haig Fact File Template

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Extension:

Learners who finish the task quicker could explore the hidden roles of women during the First World War. They could research e.g. Louisa Jordan, Dr. Elsie Inglis or Frances Ivens.

Our **Women in Medicine Learning Resource** series within our Poppyscotland Learning Digital Pack 2020 includes lesson plans, images and worksheets designed to help learners research and reflect on the heroic work of Dr Elsie Inglis, Dr Flora Murray and Dr Louisa Garratt Anderson during the First World War.

To access our **Women in Medicine Resource** please click here:

<http://www.learning.poppyscotland.org.uk/poppyscotland-digital-pack-2020>