

First World War museum challenge

Teacher's notes

The big question

How can we support Poppyscotland?

Level

Second and Third

Significant aspect of learning

To locate, explore and link periods, people and events in time and place.

In a business environment, I explore and use data handling software which allows me to search, sort, calculate, interpret, retrieve or display information. **TCH 3-06a**

I can build a digital solution which includes some aspects of multimedia to communicate information to others. **TCH 3-08b**

By using problem-solving strategies and showing creativity in a design challenge, I can plan, develop, make and evaluate food or textile items which meet needs at home or in the world of work. **TCH 3-11a**

My learning in, through and about the expressive arts and techniques that are relevant to specific art forms and across the four capacities. **EXA OA**

I can use and combine the visual elements and concepts to convey ideas, thoughts and feelings in expressive and design work. **EXA 3-03a**

While working through a design process in response to a design brief, I can develop and communicate imaginative design solutions. **EXA 3-06a**

Experiences and outcomes

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

I can discuss the motives of those involved in a significant turning point in the past and assess the consequences it had then and since. **SOC 3-06a**

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**

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**

When listening and talking with others and writing, for different purposes, I can: communicate information, ideas or opinions; explain processes, concepts or ideas and combine these in different ways; identify issues raised, summarise findings or draw conclusions.

LIT 3-09a & LIT 3-28a

I can engage and/or influence readers through my use of language, style and tone as appropriate to genre. **ENG 3-27a**

First World War museum challenge

I can: discuss structure, characterisation and/or setting; recognise the relevance of the writer's theme and how this relates to my own and others' experiences; discuss the writer's style and other features appropriate to genre. **ENG 2-19a**

Having explored the elements which writers use, I can create texts in different genres by integrating the conventions of my chosen genre successfully and/or using convincing and appropriate structures and/or creating interesting and convincing characters and/or building convincing settings which come to life. **ENG 3-31a**

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

Additional resources

Poppyscotland's documentary films and archive footage are available from the Poppyscotland Learning website: <http://learning.poppyscotland.org.uk/resources-category/films/> or by ordering for free the 'Sowing the Poppy seed' DVD via this link:

<http://learning.poppyscotland.org.uk/resources/order-education-pack/>

Poppyscotland's image library is available from the Poppyscotland Learning website:

<http://learning.poppyscotland.org.uk/resources-category/media/>

Useful links

www.poppyscotland.org.uk/learning

www.bbcmotiongallery.com

<http://www.iwm.org.uk/history/first-world-war>

<http://www.ladyhaigspoppyfactory.org.uk/>

<http://www.ww100scotland.com/>

<http://www.rememberingscotlandatwar.org.uk/>

<https://www.nrscotland.gov.uk/research/learning/first-world-war/the-battle-of-the-somme-more-stories>

First World War museum challenge

Summary notes

Pupils are challenged to put on a First World War event for teachers, parents and the local community. The day can include the following events or attractions:

Remembrance service

This event can include films, readings, poems, songs, laying of a wreath and two minutes silence. The service can be repeated at assemblies but can also be put on for the community on Remembrance Sunday.

Events

First World War museum set up by students in an empty classroom in the school. Artefacts could be displayed in display cases, sourced via the local authority museum services. Photographs and information can be displayed on display boards. Art from the First World War and students' own art can also be displayed. A Microsoft PowerPoint presentation, which is made by students, can run on a loop. Students may also wish to make a video presentation. Refreshments should also be available.

Interdisciplinary

- History is at the centre of an event like this. However, many subjects can be incorporated into this event:
- English - various poems and analysis of them can appear in the museum;
- English - writing pieces of work for the museum;
- Art - various pieces of art work and analysis of them can appear in the museum;
- Art - students own representation of war can appear in the museum;
- Art - signage for the day;
- Home Economics/Hospitality - catering for the day (can be done on a First World War theme);
- Business Education/Administration - letters to delegates and invited guests;
- Business Education/Administration/Computing - maintenance of spreadsheet charting numbers attending the event;
- Computing/IT - lighting for the event in the games hall;
- Computing - event video recorded and pictures taken;
- Hospitality - reception on the day, guiding on the day, reception at the restaurant;
- Drama/English - production of short play;
- Modern Studies - section in museum on conflicts in the world today;
- Music/school band - compose song/music piece for the event;
- Music/school band - play traditional or composed pieces at the event.

External agencies

- Students should engage with the local authority museum services staff and staff at other museums.
- Students should engage with local newspapers to find out information about their area in the First World War and also to publicise the event.
- Students should engage with local radio to publicise the event.
- Students should engage with catering staff to ensure refreshments are provided on the day.

First World War museum challenge

- Students should engage with other schools in the area from which they can borrow additional resources for their museum.

Small scale and large scale events

This event can be made as large or small as you wish. It can include all of the above. However, a class could still take part in the challenge within their own classroom using a wall in the room or a display board around the school to display their mini-museum.

First World War museum challenge

Your challenge

You have been commissioned by a local museum and Poppyscotland to make a museum on the poppy and the First World War. Your museum will open for remembrance week and you should invite members of your school and local community to attend the opening day. Your museum should contain written information, pictures and some artefacts. All display boards should contain easily read information presented in a bright, interesting way.

- Work in groups of four or five, doing different roles.
- Allocate researchers, writers, artists, publicity team, display team, museum guides.
- Plan how to make a museum (use the worksheet as a guide).
- Make your museum.

Make use of the following resources:

- Course books on the First World War;
- Your class notes;
- Teachers in other departments who can help;
- The internet (beware of spending too much time though looking for facts that are easily at hand in notes and course books).

Rules

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

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Task

What sort of information should be included in our museum?

Where will we get the information from?

Who could help us find information on the Poppy and the First World War?

How will we display our information?

What sort of artefacts would be good to include in our museum?

First World War museum challenge

Where could we get these artefacts from?

Where should we hold our museum?

(Think about size of room, how easy is it to get to?)

What sort of jobs are there in preparing and running a museum?

Who in our class will do these jobs?

Who should we invite to our opening day?

First World War museum challenge



How will we invite them and how will we advertise our museum?

Congratulations – you have now started to plan your museum.

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What progress have I made today?

To locate, explore and link periods, people, events and features in time and place. **SAL SOC**

2nd level

I can give reasons why WW1 is of lasting importance.

Some of my reasons are...

3rd level

I can analyse the different effects of WW1 and explain how this has had an impact on our society and the world.

Some points are...

4th level

I can take account of changing values and moral attitudes relating to WW1 past and present.

Some points are...

First World War museum challenge

Peer marking exercise / self-assessment

Tick all that apply

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- 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 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**
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 - communicate information, ideas or opinions;
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 - building convincing settings which come to life.**ENG 3-31a**
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- In a business environment, I explore and use data handling software which allows me to search, sort, calculate, interpret, retrieve or display information. **TCH 3-06a**
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