

Section Three

Curriculum Activities



LEARNING OBJECTIVES AND BENEFITS

The Eight in the East is dedicated to providing a first rate teaching and learning program and aims to compliment the national curriculum in numerous ways by addressing:

- The experience of American servicemen in East Anglia
- The social and cultural impact of the 'friendly invasion' and the effect it had on people living, working and serving in the region
- The historical legacy left behind by the Eighth U.S Army Air Force
- The different ways local people, servicemen and the government at the time experienced and responded to segregation and racism
- The geographical impact of airfields on the East Anglian Landscape

HOW TO USE THE RESOURCE

The learning resource consists of a teachers' pack and website that bring together primary source material to support teachers in their delivery of the History curriculum (local history study in particular), and wider curriculum subjects including Art and Design, Geography, Citizenship, English and to support enrichment activities such as Black History Month.

The pack and accompanying website are not designed to address the whole complex topic of WW2 but instead to enliven and enrich learning about WW2 with local connections, familiar places and personal narratives that are not available in general textbooks or other WW2 related teaching resources.

Primary and secondary school teachers may wish to use the **Background Information** in Section Two of the pack for their own research and the **Curriculum Activities** in this section to help shape lessons and projects suitable for KS2 and KS3 learners.

Classroom activities, questions and creative approaches are provided in the pack to help prepare and follow up visits to airbases and heritage sites, and to conduct stand alone projects in school. Images, maps, archive and audio-visual material are collected together on the website and can be downloaded and printed or shown on interactive whiteboards. In the **My Resources** section of the website teachers can save and organise their own material for presentations, and each theme can also be downloaded as a PDF to use as a handout in the classroom.



Where further source material relating to themes explored in the pack is required, the pack lists what resources are available on the EITE website and where to find them using the EITE logo.

The learning resource is also suitable for heritage professionals, volunteers and educators working with groups in informal, family, community and reminiscence settings to help conduct activities with participants of discussion groups, workshops and events.

Visit the learning pages of the website to discover more:



www.8theast.org

History

Historical enquiry skills

Paul Gorman

Collect together the source material exploring Paul Gorman (GORMAN images, archive material and Mike Bailey's oral history BAILEY). Use the background information in the pack to structure the investigation of materials. Ask learners what they know about Paul Gorman from the initial piece of evidence (GORMAN/A) and ask again when they have seen all the evidence and heard Mike Bailey's oral history. What knowledge have they gained? Explain the importance of collecting full accounts of events from different perspectives and how they can give us greater understanding of how events such as crashes impacted, not just on the servicemen killed but also on their families, the locals and children who witnessed the crash. Discuss the response from the military and the response from locals and use the background information on memorials to consider how the locals came together to remember the airmen who lost their lives in their area. Use the background information in the pack to discuss the history behind the creation of memorials and their importance.

Role of women

Women had a crucial role to play in WW2 and the roles they took on were many and varied. Use the background information in this pack together with LAND GIRLS, LEE MILLER and MAGGIE to explore some of these roles. Some of the images that survive of WW2 were taken by women who were working on the front line who witnessed some of the biggest events during WW2, such as the liberation of the concentration camps. Use the background information to discuss the many ways women helped to support the war effort on the home front, working in fields and factories, and on the front line, flying planes into war zones. Explore the contribution of women to documenting WW2.

Watch *Stories from the Bloody 100th*. How do these individuals remember the role of women during WW2 - their older sisters and their mothers? Use the background information to discuss host families and to explore how the Americans interacted with local people. How important were women in these host families to making the American GIs feel at home, as friends, mothers and girlfriends? How did the events of WW2 change the role of women?

African-American GIs in Britain

Collect together the source material exploring African-American GIs (images, AFRICAN-AMERICANS, LOUIS, GILES, YouTube and Pathe films) Use the background information in the pack to explore the role of African-American servicemen stationed in region. Use the CONSTRUCTION images to explore the contribution of these servicemen and LOUIS, GILES and SOCIAL to consider the social life and cultural impact of African-Americans on British music, entertainment and culture.

Racism, segregation and the colour bar

Watch AFRICAN-AMERICAN/FILM A to introduce segregation in the American Air forces and the racism and colour bar that existed in Britain.

Explore the images of GILES and his African-American GI friends at The Fountain pub in Tuddenham. After the African-American GIs had moved and White GIs took their place, the landlady removed Giles' images of his Black GI friends. Giles' said it was '*a bloody disgrace*' and accused the landlady of giving in to the racist White GIs who were offended by the images. Use the background information to discuss the pressure felt by people in surrounding villages to keep the Americans happy. Given that the Americans spent a great deal of their money in the local pubs, many local businesses relied on their custom to survive. How do you feel about the actions of the landlady? How would you have dealt with the situation?

Now remind the class of the woman they heard in AFRICAN-AMERICAN/FILM A who spoke about the African-American GI she befriended and the consequences of that friendship that led to his death. During WW2 British women and Black GIs were often treated very badly for having a relationship, dancing together or even just speaking to each other on the street.

Compare the responses of the two women to the racism they witnessed. Discuss peer pressure, bravery, equality, kindness and how friendships were formed despite segregation and racism.

Changing opinions

Use the background information in the pack to discuss Amelia King's experience when she applied for the Women's Land Army. Being turned down for a role simply because of your race was a typical experience for many men and women of African and Caribbean descent in Britain at the start of WW2. Discuss the wider effect of the decision not to place Amelia in Essex because of the colour of her skin and the impact it had on race relations in the UK. Discuss the survey that took place of the British public and how the majority voted in favour of overturning the decision and allowing Amelia King to join the Women's Land Army. Why did British people vote this way? Was this a sign that many British people were tired of the racism they encountered from many white GIs stationed in the region?

Memorials to African-American GIs

Use AFRICAN-AMERICAN/FILM B and background information about memorials to inspire a class discussion about legacy and memorials. Why is it important to remember the contribution of the African-American servicemen to the war effort? What would happen if a person was turned down for a job or not allowed into a public space because of the colour of their skin in Britain today? Why was a memorial to these men not erected in the region? Are segregation and racism to blame? Why has this history been forgotten? Why do White people feature more prominently in history than Black people? Why has nothing been done about it until now? What would be a fitting memorial? Design a memorial?

Tracing how several aspects of national history are reflected in the locality

Explain to the children that they are to become history detectives, finding clues about people, places and points in history. Take your class on a tour of your local area, a memorial, airfield museum or an airbase. Use the archival images and maps provided to prepare them for their visit. Look for evidence of WW2 in the landscape, buildings. Take cameras with you to record your findings.

Historic site study

Use the background information in the pack together with the MAPS and THEN & NOW images on the website to explore the changing shape, appearance and function of the airbases in our region. Organise a class visit to a local site, take historical images with you and a camera to capture

your own photographs. Use the photographs of abandoned airbases and archaeological finds (ABANDONED, TRACES) to help you prepare. Can you find traces of WW2 history in the buildings and landscape? Some museums and airbases offer educational programmes and guided visits; others may allow you to explore the site for yourself. Use the resources in MAPS to locate your nearest air base. Featured on the EITE site is a link to an interactive map of airbases in East Anglia created by EITE partners The American Air Museum in Britain. Use this to find your local airbases.

On a local history walk – look at the rendering on buildings, rendering was applied to repair bomb damaged buildings, look for houses that look out of place in a row of terraced houses. It's likely the out of place house was bombed during WW2 and replaced with a newer style house.

Archaeology

On your site study you may discover archaeological finds of your own. Make sure you tell us about anything you find and upload photographs to the website!

Use the FINDS images with your class. Give them images of tin cans, dog tags, guns, parts of planes etc... and ask them to answer questions about the different finds. Discuss the 'value' of archaeological finds with them - financial, historical, social etc...

	What colour is it?	What is it designed to do?	What do you think it is worth?	What does it tell us about life during WW2?
	What is it made from?	Is made by hand or by a machine?	What is its value? Now? In the past?	Why was it abandoned?
Object 1				
Object 2				

A turning point in British history

World War Two

Use the background information in the pack together with the images and maps on the website to explore the impact of WW2 on Britain. How did the influx of people impact on the local area? How did people from the local area contribute to the war effort? Think about how different the American culture was to the British culture. There were all sorts of difficulties that came with the 'friendly invasion'. The Americans brought with them their modern technology, their music, dance, food and different expectations of living standards. You should also think about language difference. How many American words can you think of that are different to British words? How might this have caused confusion in initial meetings between the two cultures?

Using the five senses (sight, smell, sound, touch, and taste) list all the differences that would have been experienced by local people as a result of the arrival of the Americans.

American Civil Rights/ British Civil Rights

During WW2 colour was a sensitive subject in America and the UK. Use the background information together with the AFRICAN-AMERICAN FILMS and AFRICAN-AMERICAN images online to discuss segregation, racism and the colour bar and the challenges facing the British government at the time.

How did the British attempt to overcome the problem of American segregation in Britain? Did they deal with the problem effectively? What would you have done differently? What effect did the visits of people like African-American boxer Joe Louis have on the morale of African-American servicemen? What impact did it have on the British public? During a period when America was racially segregated, the American government sent an African-American man to Britain as a representative of America, what message did this send to the rest of the world? Does this mark the start of changes in America? What effect did these events during WW2 have on the civil rights movement in America two decades later? Segregation in the American Army ended in 1948. Why did it take so long to bring it to an end?

How did the British public express their dissatisfaction with racism and segregation? Explore CARL GILES and AMELIA KING. How important were the attitudes/responses and reactions of the general public to racism to

bringing about a change in British Race Relations? Use the background information in 'Legacy' and African-American GIs' to support your discussions.

African-American GIs in Britain

Collect together the source material exploring African-American GIs (images, AFRICAN-AMERICANS, LOUIS, GILES, YouTube and Pathe films) Use the background information in the pack to explore the role of African-American servicemen stationed in region. Use the CONSTRUCTION images to explore the contribution of these servicemen and LOUIS, GILES and SOCIAL to consider the social life and cultural impact of African-Americans on British music, entertainment and culture.

Social history

Use the background information in the pack together with the people, archival images and films to explore the social changes as a result of WW2. Explore culture, diversity, migration and equality. Explore the many and varied roles of women before, during and after WW2. Explore the stories of MILLER and MAGGIE. How did women's roles change during the war? In what ways were women crucial in helping Britain to win the war? List the different ways women contributed on the home front and on the front line.

How did attitudes to race change during and after the war? Which events might have been significant in bringing about these changes? LOUIS and KING.

Following a lesson about racism and segregation, explore MILLER/D and GILES/A - one picture from the Lee Miller archive, one taken by Lee Miller, the other by an unknown photographer present on the day and now in the collection of Norfolk Record Office. We know the Lee Miller shot was used in Vogue magazine in America. The other photo was probably taken by local press. Why was there an interest in The Fountain pub in Tuddenham? What was different about this pub to many other pubs in the region and across the UK? Look at the people in the photograph. Given what we know about segregation and racism why is this picture interesting? (Black men, White men, White women). Why were these pictures taken?

A 'special relationship'

Explore social life on the airbases; the living conditions, off duty activities and friendships made (SOCIAL, CHILDREN, LIFE). How easy/difficult would it have been for the young American soldiers to adjust to life in Britain? How

important were the host families, land girls and children in local villages to keeping them sane whilst fighting a war?

'Never in history has such a lasting and sincere friendship ever existed'

Use this quote and the background information about legacy to discuss the relationship between Britain and America following WW2. How important was the relationship between America and England after the war? How has this relationship been maintained in contemporary conflicts?

Oral History

Oral history gives us unique access to new perspectives on WW2 and how it was experienced differently by local people who were children at the time. Use the FILMS and ORAL HISTORIES to explore the impact of American airbases on the children living in villages in surrounding areas. Compare the accounts given in the oral histories with the experiences recorded in diaries, letters and V-mails.

The film contains interviews with people of Thorpe Abbots of who were children at the time the GIs were stationed in their village. It combines oral histories of the last surviving children of Thorpe Abbots with footage and images of GIs stationed in the village at the time. Listen to their accounts of the impact on village life, how children interacted with the soldiers and what happened when the soldiers moved away.

What do the children understand by the term 'friendly invasion'? In some towns the number of American GIs would have outnumbered the local population 50 to 1. What impact did that have on the children of Thorpe Abbots? Can the children imagine how a similar occurrence would impact on a town like theirs today? Think about the introduction of new language or slang, changes to local amenities etc.... Think about the cultural influence on fashion, music, sport etc...

Did any of the children's relatives grow up in East Anglia during WW2? Do they remember what it was like? Conduct oral histories with them. Develop a class project to capture these hidden histories before the last remaining survivors are lost.

Conducting oral histories

Discuss the value of oral history with your learners. Why is it important we interview local people about their memories of WW2? What can we learn from the people who were not involved in fighting on the front line?

The history of this period is still being written today. The stories of people who do not appear in the history books – women, children, working-class men and ethnic and racial groups – contain vital clues that may help historians to gain different perspectives on more well known stories and enhance official records. You may uncover a story which has never been told before, a missing piece of the jigsaw. Join with us to help to write history – upload your oral histories onto the website www.8theast.org. The children of WW2 are now elderly; if we don't capture and record these stories now then they will be lost.

The National World War Two Museum in America provides excellent guidelines for developing oral history projects with young people and conducting interviews with veterans: <http://www.nationalww2museum.org/learn/education/for-students/oral-history-guidelines.html>

Chronology

Use THEN & NOW images to explore change over time. With younger learners discuss old and new, then and now, before and after. Use the picture enquiry notes on page 96 to support questioning. With older learners try to find the sites EITE have photographed on Google maps. How has the landscape changed since WW2? Is your school close to any of the airbases photographed in the THEN & NOW section? Organise a field trip to a local base to find the location of the photograph. Take old photographs with you and cameras to record your own 'then and now' images.

Use the GI DIARY and IMAGE BANK to conduct activities exploring chronology. Select entries/ images related to a specific theme and ask the class to sort them into time order using the headings 'before', 'during' and 'after'. You might select one of the following themes...

Themes	Before	During	After
GI DIARY	Arrival	Life on airbase	Departure
Events	Constructing	Bombing	D-day -Luton
Region	Rural	Bases	Abandoned

Use THEN&NOW/E, LANDGIRLS/B and LANDGIRLS/C to explore how the 'friendly invasion' affected rural and agricultural life in East Anglia. Many fields and farms were cleared to make way for runways and airbases but normal farming life continued throughout WW2. The heavy bomber planes took off and landed alongside the land girls gathering crops and tending to farm animals. Use the picture enquiry notes on page 96 to help with questioning.

Time Capsules

A time capsule is a collection of objects, artefacts and information that can be hidden or buried for future generations and future archaeologists to find. Work with your local airbase to develop your own WW2 time capsule. Think carefully about the messages you are hoping to communicate through your time capsule. Will your time capsule have a specific theme such as; 'land girls', 'music', 'our school during WW2 and now', 'the relationship between American servicemen and people in your local village' or will your time capsule contain a memorial to the African-American GIs who served in our region? Create a collection of 'then and now' images and conduct oral histories to put inside. Maybe your local airbase will allow you to include a local archaeological find or a photograph of a significant find in your time capsule?

Geography

Introducing your class to maps

Use Google maps to place your local area in its context of where it is in the solar system, the world, Europe, the UK and East Anglia.

Slowly zoom in closer. Can you find your school and your home? Trace your journey to school? Trace journeys you have made out of your village/town to other areas of East Anglia, London and the wider world; through the countryside and urban areas and across the sea to America. Can you find any evidence of airbases or memorials on the maps you find?

Use the EITE airfield maps to compare the shape and size of different sites and how each airfield looked before and after WW2. Was your school built before or after WW2? Can you find your school on Google maps? Can you find your school on any of the old maps provided? Also included on the EITE site are links to EITE partner sites that have a wide range of maps available for teachers to use in the classroom. The American Air Museum (part of the Imperial War Museum) in Britain have developed a map of East Anglia that shows all the airbases in the region and IWM Duxford also has a wealth of material available, all of which can be accessed by visiting: www.8theast.org

Using aerial photographs

Use SHIPDHAM aerial plan and photo to explore the impact of WW2 on the landscape. Compare SHIPDHAM/A (before WW2) and SHIPDHAM/B (after WW2). Shipdham is just one example but there are many A-shapes examples seen from the air. What do you think the triangular shape in the photograph is? How did this part of Norfolk change during the war? How do you think local people felt about the airfield being built? Does the airfield cut through any roads, hedges, woodlands or fields? Can you trace the airfield onto the picture?

To source your own maps contact your local record office, a full list appears on the website.

Fieldwork study

Use the background information in the pack together with the MAPS and THEN & NOW images on the website to explore the changing shape, appearance and function of the airbases in our region. Organise a class visit to a local site, take maps and compasses with you and a camera to capture to record key features of the landscape. Can you find traces of WW2 history in the buildings and landscape? Remember that in many ways the absence of WW2 archaeology is just as significant as an obvious presence. This shows how rapid landscape change was after the war – often airfields were ripped up and returned to agricultural land in order to meet the needs of a booming population.

Some sites offer educational programmes and guided visits; others allow you to explore the site for yourself. Find your local WW2 memorials online. The PAUL GORMAN and hundreds of similar plaques and memorials erected across the region to honour the USAAF can be viewed: <http://www.airforcememorials.co.uk/>.

Art

American influence

Collect together the photographs of MURALS, EIGHT BALL and CARL GILES.

MURALS – many of these murals can still be seen at sites across East Anglia. They were found on the walls of club rooms and living quarters. Why do you think the servicemen painted murals on the walls? Do you recognise any of the characters featured in the murals? (Bugs Bunny, Hitler) What styles have the murals been painted in? Many people feel passionately about wanting to protect the murals created by servicemen during WW2. Do you think they should be preserved? What are the challenges in preserving work like this? Discuss the ways they could be restored/preserved? Create your own mural – the Americans summed up their thought, emotions and sense of individuality in their murals. What design would you create and what story does it tell?

EIGHT BALL – what is a Flying Eight Ball? Who designed the motif? Why do you think Servicemen had them painted on their jackets, walls and made into patches? What do you think the image represents? What do you think people in England thought about the image? What does the image remind you of? What sort of style is it? Do you like it? Can you find other examples of motifs? Create your own logos or designs.

CARL GILES – do you think artists like Carl Giles were influenced by the American style of art? Official records do not give us information about the African-American GIs stationed in East Anglia. How important is the work of Carl Giles and the war photographer MILLER to documenting this hidden history? What would have happened to the memory of African-American GIs if artists/photographers hadn't documented their presence through their work? What would have happened if their work hadn't been preserved by archives?

ARTISTIC MERIT OF DECAY – think about the aesthetic resonance of the abandoned airfield sites. Even those sites that are intact often provide huge views across the landscape that in certain weathers can be very dramatic looking. Think about how to capture these landscapes on film.

How can these sites be presented as art in their own right? Do you think that an airfield can be beautiful?

Abandoned airbases - site visit

Collect together photographs of ABANDONED airbases. Explore traces of lives, nature reclaiming buildings and sites. What role does an artist or photographer play in preserving the memory of these sites? Organise a visit to an abandoned airbase and spend a day recording key features of the site, be inspired by the lives that came before. Create sketches, paintings or photographs. Think about the significant role of war artists at the time and war photo journalists in contemporary wars. Discuss MAGGIE and MILLER and their role as war photographers. Explore their photos of the sites. Record the sites as they are now or re-imagine the sites as occupied spaces.

Citizenship, diversity and community

Black History Month

African-American GIs in Britain

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Racism, segregation and the colour bar

Watch AFRICAN-AMERICAN/FILM A to introduce segregation in the American Air forces and the racism and colour bar that existed in Britain.

Explore the images of GILES and his African-American GI friends at The Fountain pub in Tuddenham. After the African-American GIs had moved and White GIs took their place, the landlady removed Giles' images of his Black GI friends. Giles' said it was '*a bloody disgrace*' and accused the landlady of giving in to the racist White GIs who were offended by the images. Use the background information to discuss the pressure felt by people in surrounding villages to keep the Americans happy. Given that the Americans spent a great deal of their money in the local pubs, many local businesses relied on their custom to survive. How do you feel about the actions of the landlady? How would you have dealt with the situation?

Now remind the class of the woman they heard in AFRICAN-AMERICAN/FILM A who spoke about the African-American GI she befriended and the consequences of that friendship that led to his death. During WW2 British women and Black GIs were often treated very badly for having a relationship, dancing together or even just speaking to each other on the street.

Compare the responses of the two women to the racism they witnessed. Discuss peer pressure, bravery, equality, kindness and how friendships were formed despite segregation and racism.

Changing opinions

Use the background information in the pack to discuss Amelia King's experience when she applied for the Women's Land Army. Being turned down for a role simply because of your race was a typical experience for many men and women of African and Caribbean descent in Britain at the start of WW2. Discuss the wider effect of the decision not to place Amelia in Essex because of the colour of her skin and the impact it had on race relations in the UK. Discuss the survey that took place of the British public and how the majority voted in favour of overturning the decision and allowing Amelia King to join the Women's Land Army. Why did British people vote this way? Was this a sign that many British people were tired of the racism they encountered from many white GIs stationed in the region?

Memorials

Use AFRICAN-AMERICAN/FILM B and the background information about memorials to inspire a class discussion about legacy and memorials. Why is it important to remember the contribution of the African-American servicemen to the war effort? Why do White people feature more prominently in history than Black people? What would happen if a person was turned down for a job or not allowed into a public space because of the colour of their skin in Britain today? Why was a memorial to these men not erected in the region? Are segregation and racism to blame? Why has this history been forgotten? Why has nothing been done about it now? What would be a fitting memorial? Design a memorial.

English and Drama

Character development

Character profiles

Create a character profile for a person in one of the archive images, oral history film, oral histories. If they are unnamed then give them a name. If they have an untold history then re-imagine their history using the information you have discovered about the lives of people during WW2. Use the **Picture Enquiry** notes on page 96 to help you to explore photographs.

Role play

Select two people from the same or from different pictures. This could be an American serviceman and a village child, a mother waiting to hear from her son, Bob and Alice, Carl Giles and Ike. Use the pack and website to conduct background research about each person – what life was/might have been like, the experiences they might have had as an airman, mother. In pairs write and perform a dialogue between the two characters.

Hot seating

Select people from photographs and take it in turns to be hot seated by the whole class. Provide simple props to help them to get into character; a helmet, flat cap, walking stick or shawl

Literacy, creativity and writing

Collect together a range of source material from the LETTERS HOME section of the website. Read Vmail, diary extracts, the letters and greetings cards sent by Bob and Alice. Discuss the subjects covered in the letters, how much the letters reveal about life in East Anglia during WW2 and how war affected differently servicemen and family 'back home'.

Letters home: V-mail

Use the V-MAIL TEMPLATE to create your own letters home. Pretend you are an American serviceman living at on an airbase in East Anglia. Use everything you have learnt about Second World War, about life, love and loss to write a piece of V-mail home to America. Include information about: life in England, the weather, countryside, buildings and food; the English people, friends you have made; life on an airbase - what you do in your spare time, what the local village is like; your hopes for the future, your fears about the war. How much will you reveal about the war effort? Would this level of detail have been allowed (secrecy)?

Creative writing

Choose a person in the image and given them a name and write a story about what happened before, or just after, the picture was taken

Diary entries

Examine the GI DIARY and create your own for your chosen person. Think about how your chosen person would have experienced WW2. Use IMAGE BANK and ARCHIVE MATERIAL to explore WW2 through the eyes of the different people present in the region at the time; a GI, local woman, child, and African-American GI, a shopkeeper. Write diary entries for 1939, 1942 and 1945. How much does your chosen person reveal through their diary? Does the diary entry change in tone over the course of WW2?

Poetry

Read the poem about East Anglia Bomber Base or select your own war poem from the many available online. Examine the structure and content of your chosen poem and create your own poems inspired by the images or film

Speaking and listening

Discussions and debates

Use the following quotes to spark discussion and debate in the classroom. What does the author of the quote mean? What feelings does it convey? Is this a minority or a majority opinion? What does it tell us about this period in history? How reliable is the quote?

How the local children viewed the American servicemen:

'It was the best thing that happened to us because we suddenly had a new life'

Sam Hurry (*Stories of the Bloody 100th*)

Impact on the families of servicemen:

'War, it seems, is much harder on the mothers and wives than it is on sons and husbands'

Mother of the diary author

The role of women:

"The first time the Americans saw us girls working in the fields they thought we were prisoners doing time. They had never seen girls working so hard"

Gladys Benton (*Land Girls*)

African-American GIs in England:

"My time in England was the first time I had really felt free in my life'

African-American war veteran Corporal Charles Sprawl

After the Americans had gone:

"It took a long time to get back to normal. I don't think it ever did"

Sam Hurry (*Stories of the Bloody 100th*)

Picture Enquiry

People

What are people wearing, what do they look like and what are they doing in the image? What do these things tell us about the time they lived in, their age, their job, how wealthy they are, and what their life was like? Why was their picture taken and by whom?

Buildings

What buildings can you see? What is their function? What does the size of the buildings tell us about who built it/lives/works there? What do the details tell us about the time they were built? What state is the building in and what does it tell us about the time the picture was taken? Was it before, during or after WW2? If you can see a shop, what do you think was sold there? If you can see a farm building, what do you think was produced on the farm? How do the images reveal changes in the landscape, to the locality, to the people living, working and stationed in the region during WW2?

Posters, signs and symbols

Can you see any posters, writing, signs or text anywhere? What does it tell us? Were the signs produced in a factory or by hand; by a professional or amateur? What purpose does the sign or notice serve; information, decorative, personal? When was it written/designed? Was it before, during or after WW2?

Transport

Can you see any forms of transport in the image? What does this tell us about the age of the picture; the way people lived in this area; who owned or used the transport? What purpose or function does the transport serve? Tractors, trains, jeep etc..

Technology

What evidence can you find of types of energy used for lighting and transport in the image? What else can you tell about the technology in use at the time the image was produced?

Extension Activities:

Comparison and chronology

Use THEN AND NOW images on the website to compare change over time. What has changed and what has stayed the same? Discuss clothing, transport, buildings and technology. What would it have been like to live in the area during each time period?

New pictures

On a field trip, take a print of a historical picture with you and try to take a picture of the new view, or hold up the picture to incorporate the historical view in a new picture.

What do we know, what don't we know?

Create a class list of all things the pictures can tell us about a historical era and all the things they can't tell us. What else would we like to know? How can we find out the answers to our questions? What other sources of information are there? (maps, census data, aerial view photos, oral histories)

One picture, a thousand stories

Look at GILES/A and MILLER/D together. Look for similarities/differences, which picture was taken first? Which picture do they students prefer? What happened immediately before and just after the photographs were taken? Why was Lee Miller invited to take this picture for Vogue magazine? Use the Background Information to help with this – explore Lee Miller, African-American GIs, racism and segregation.