

# STARTER: The Suitcase



Look at the suitcase and its contents (next slide).

Consider the following questions:

- How old do you think the suitcase is?
- Who do you think the suitcase belongs to?
- What do you think it is to be used for?
- What do you know about the contents of the case?
- What do the contents tell us about the owner of the case?
- Why would the owner of the case need those items?
- What else might the owner want to pack in the case?



# The Suitcase





# The Suitcase



The suitcase belongs to a child, who was evacuated during World War II.

It contains clothing items, a ration book, identity card and food for the journey. Many children took other personal items like a teddy bear, a toy or comics.

Some poorer children could not afford a suitcase so they carried their belongings in a haversack or tied them up in jute instead. Some very poor children did not take any personal belongings at all.

**MOTHERS** let them go-  
give them a chance of  
greater safety and health



MINISTRY OF HEALTH EVACUATION SCHEME

# The Suitcase



During World War II, many people were evacuated from the cities to the countryside where it was believed they would be safer from bombing. In total, over 3.5 million children were evacuated.



An illustration of three children standing at a train station platform. In the background, a long, brown and grey train is visible. The child on the left is a boy with dark hair, wearing a blue jacket and brown boots, carrying a large white bag and a floral patterned bag. The child in the middle is a girl with short blonde hair, wearing a dark coat and brown boots, holding a white tag. The child on the right is a girl with dark hair, wearing a green beanie with red and white stripes, a patterned coat, and brown boots, sitting on a brown suitcase. The word "Evacuation" is written in large, green, stylized letters across the center of the image.

# Evacuation

twinkl

A stylized illustration of a train with a grey roof and yellow-orange sides, moving from left to right. The background is a clear blue sky.

# Aim

- I can write a letter in role as an evacuee from World War II.

## Success Criteria

- I can describe what evacuees needed to take with them on their journey.
- I can explain when, where and why children were evacuated.
- I can describe how it might have felt to be evacuated.



# Tasks to complete

**There are 3 independent tasks to complete this week.**

**Task 1:** Pack your suitcase – describe and explain what items you would pack, as an evacuee.

**Task 2:** Thinking hats – answer the questions from the slides.

**Task 3:** Write a letter as an evacuee – *Please email this task to Mr Rose by 25.05.20 ([chris.rose@school360.co.uk](mailto:chris.rose@school360.co.uk))*

**Please read through the information on the following slides before completing your tasks...**

# Evacuation

At the start of the war, the government realised that cities would be targeted. They decided to encourage parents to allow their children to be evacuated to safer, rural locations.

Parents were given a list of things to pack for their children. The children had labels attached to them with their name, age and home address on them.





# Evacuation

## Read and Remember



Mostly children were evacuated but other evacuees included mothers with very young children, pregnant women, disabled people, teachers and helpers to look after the children.

Evacuation happened in distinct waves with the first wave of evacuations beginning on the 1st September, 1939, which was two days before Britain officially declared war on Germany. Other waves occurred at the start of the Battle of Britain in June 1940 and at the start of the Blitz in September 1940.



### True or False?

**TRUE**

Mostly children were evacuated.

**FALSE**

Evacuation only happened once during the war.

# Evacuation

## Read and Remember



On evacuation day, children travelled with their teacher or helper by train to their destination.

All children had to wear an identity label and take their gas mask, ration book, identity card and food for the journey. Many children also took a suitcase containing clothes and personal items.

When they reached their destination, billeting officers were responsible for arranging for children to stay with host families. For many children this involved being selected out a line by their host. This was an upsetting experience for some children who felt unwanted or rejected.



### True or False?

TRUE

All children had to carry  
a gas mask.

FALSE

Children travelled to the  
countryside with their parents.



# Evacuation

## Read and Remember



At the start of the war, to many people in Britain, it seemed that not much was happening. As a result, some parents decided to bring their children home again.

Some children were evacuated overseas and lived with host families in places as far away as Australia and Canada.



### True or False?

**FALSE**

Children stayed in the country for the whole of the war.

**TRUE**

Some children were evacuated to other countries.

# Evacuation

For some children, evacuation was a positive experience. For others it was not. Think about the positives and negatives of being evacuated.

Positive Points of Evacuation	Negative Points of Evacuation
Children were kept safe from bombs.	Children missed their parents.
Children got to live in the peaceful, beautiful countryside.	Sometimes brothers and sisters were kept in separate places.
Many children stayed with caring people.	Some children stayed with people who weren't very nice to them.



# INDEPENDENT TASK 1

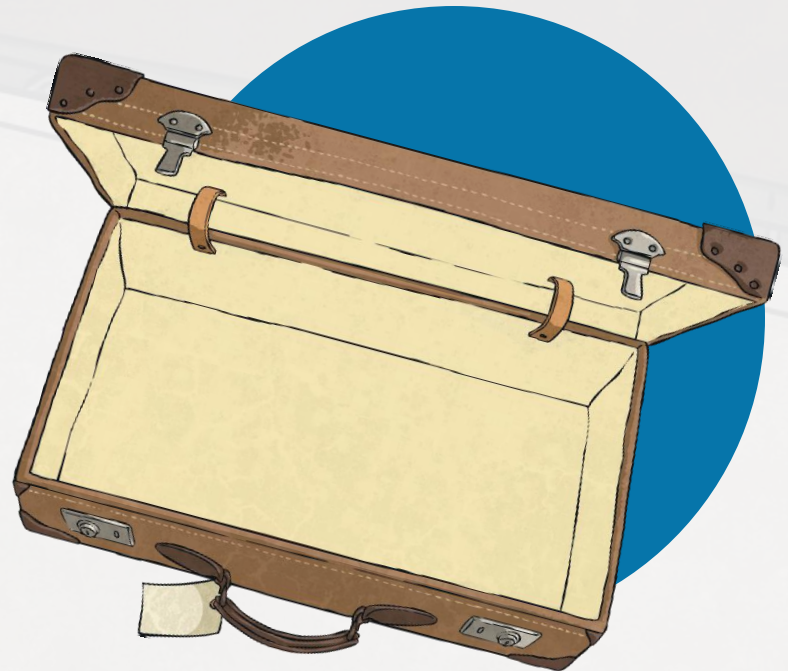
Your first task is to imagine you are being evacuated and you have to decide what to pack.

You will need to think about the following things:

- What practical items will you need?
- Will you take a toy?
- Will you pack any items that remind you of home?
- Whatever you pack, you must be able to carry it all yourself.

You can draw your items and write about them on the [Evacuation Suitcase Activity](#) or use a piece of plain paper.

You do not need to submit this to Mr Rose.



# INDEPENDENT TASK 2



Imagine you are a child who is being evacuated. You are bound to have a mixture of emotions about what you are about to experience.

Look at the “thinking hats” below and the type of thinking they represent. How does it apply to the experience of being evacuated? You can note down responses to the questions on the attached Thinking Hats activity sheet, or just use a piece of plain paper.



**Blue:**  
Thinking



**White:**  
Information

**Green:**  
Creative



You do not need to submit this work to Mr Rose.



# In Their Shoes



## White: Information

What do I know already  
about evacuation?

What else would I  
like to know?



What key facts  
can I recall?

What else do I  
need to know?

# In Their Shoes



## Blue: Thinking

What do I need to think about as I embark on my journey?

How can I prepare myself for this?



What will I do next?

# In Their Shoes



## Green: Creative

What can I do to make this experience as pleasant as possible?



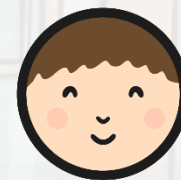
How can I help others?

How can I solve the black hat evacuation problems?



# INDEPENDENT TASK 3:

## Evacuee Letter



Your challenge is to write a letter in role as an evacuee from World War II.

Use what you have learned about evacuation already, and the prompts on the **Evacuee Letter prompt sheet** to help you.

Please remember to send your letter to Mr Rose:

[chris.rose@school360.co.uk](mailto:chris.rose@school360.co.uk)



# Aim



- I can write a letter in role as an evacuee from World War II.

# Success Criteria

- I can describe what evacuees needed to take with them on their journey.
- I can use different thinking skills to help me organise information about being evacuated.
- I can explain when, where and why children were evacuated.
- I can describe how it might have felt to be evacuated.