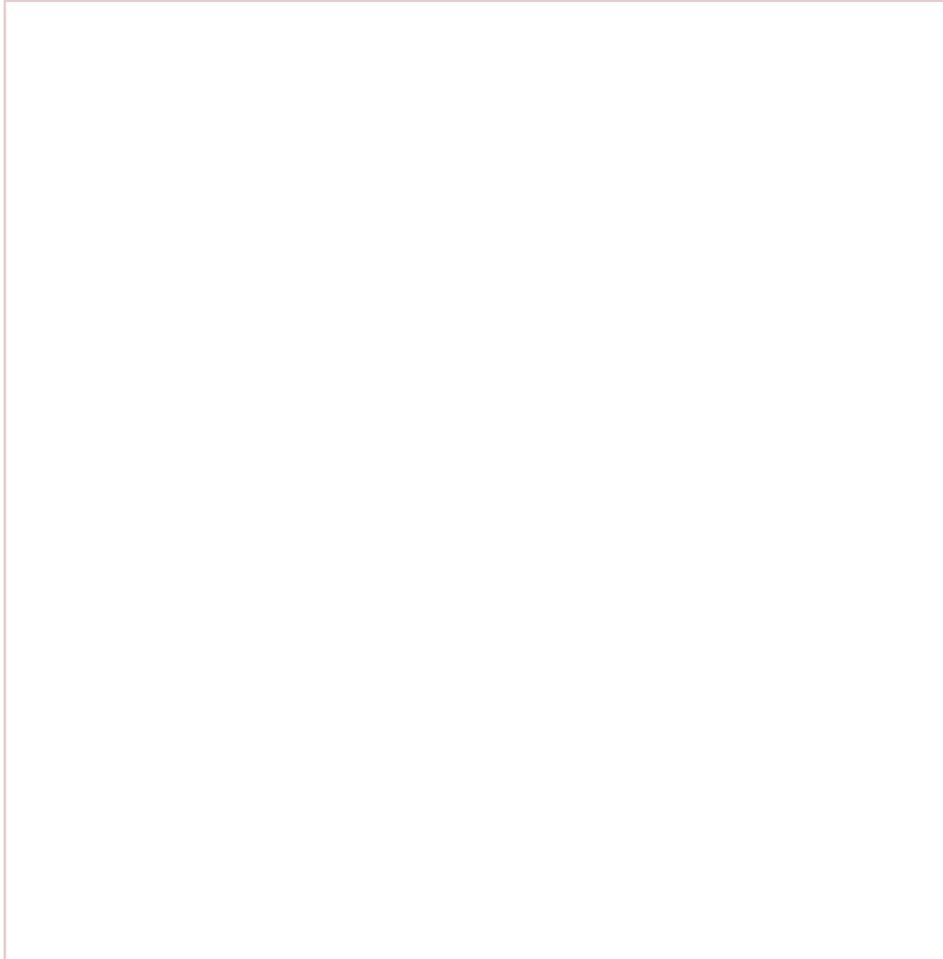


DOREEN'S DIARY: SHE COULD NOT HAVE LOVED MORE A World War II Diary

An exciting starting point for historical investigation
with children in Key Stages 2/3





This learning pack has been prepared as part of the project *Doreen's Diary: The life of an indomitable woman in Warwickshire during World War II*, by members of Leek Wootton History Group, Warwickshire County Council's Heritage Education Team and All Saints' CofE (VA) Primary School, Leek Wootton.

Doreen's Diary: The life of an indomitable woman in Warwickshire during World War II is a Leek Wootton History Group project in partnership with Warwickshire County Record Office and supported by the National Heritage Lottery Fund.



A WORLD WAR II DIARY

Learning Pack Contents

This learning pack has been prepared by Leek Wootton History Group and Warwickshire County Council's Heritage Education Team, as part of the History Group's project **Doreen's Diary: The life of an indomitable woman in Warwickshire during World War II**, in partnership with Warwickshire County Record Office and supported by the Heritage Lottery Fund.

It is designed to accompany the History Group's book, **Doreen's Diary: She Could Not Have Loved More**, and give teachers ideas for using this primary resource diary, written during World War II, in their teaching plans.

Some ideas and photographs are from a UFA Super Learning Day organised by All Saints' School, Leek Wootton, in partnership with Leek Wootton History Group in May 2012.

Learning Pack Contents:

- *this Teacher's Guide*
- *a copy of Doreen's Diary: She Could Not Have Loved More*
- *a Resource CD which includes support material for all activities included in this guide, photographs, documents and the additional primary resource of a Transcription of an Interview with people who were children in Leek Wootton during World War II*
- *a World War II Walk in Leek Wootton & Hamlets leaflet*



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Introduction

Who was Doreen?

Doreen Wright, the writer of the diary, was a multi-talented lady and it is the combination of her talents and literacy style that makes her diary and life an exciting starting point for cross-curricular investigation.



- **Doreen: a Sportswoman**
She learnt to shoot and fish, swam for England in the British Empire Games in 1930, winning gold in the relay, and captained England's Ladies Ice Hockey Team against France in 1932. After her marriage she continued to be an enthusiastic sportswoman and taught swimming.
- **Doreen: an Artist**
Doreen was an accomplished artist and trained in Design at the Royal College of Art, was a founding member of the Lace Guild, a sculptor, glass engraver and needle-woman.
- **Doreen: a Mother**
Doreen was a young mother of three children and caring for her elderly in-laws when she wrote her diary.
- **Doreen: a 'Do-er'**
Doreen was a practical and dynamic woman, taking a strong active role in her local community, with organisations including the Women's Voluntary Service (WVS), YMCA and Women's Institute (WI), and overseeing the small family owned garage chain.



WCRO, CR 4356/7/154

- **Doreen: a Child of the Empire**
Doreen was born in Ceylon (Sri Lanka) to her tea plantation manager father and mother and sent to England to be educated at 11 years old. She lived until 2003 aged 95 years.

Links to the Curriculum

Using Doreen's Diary in a Cross-Curricular Context

NUMERACY Units C1, D1, E1

Structure of a diary links

Months of the year, days of the week, time to the hour

Recognising coins, (value comparisons) buying objects from the period - finding totals

Imperial Measures equivalent

Positional language - related to time and position

Addition and subtraction of years, e.g. 1940-2012

HISTORY

Chronology – WWII and Doreen's Diary – vocabulary of time, timelines, etc.

Knowledge & Understanding – Researching – Home life in WWII – rationing, entertainment, transport, communication, etc.

Using & Interpreting Sources – first-hand accounts. What does the diary tell us about life in 1940-2?

Investigate images

Communicating Learning

Individual and group – orally, visually, diary notes, data sheets, PP, etc

LITERACY

Reading diary entries

Writing a personal diary

Writing lists, signs, posters and glossaries

Descriptive language – air raids, etc.

Writing a postcard from Doreen's family

Group and guided reading based on diary entries

ART / DT

Looking at Doreen's work:

- Landscape
- Sketches
- Design
- Print
- Tapestry
- Embroidery
- Knitting

Printing & Repeat Patterns

Linked to either a sporting theme/ personal interests (Link to Doreen)

Make Do & Mend

Design and/or make objects out of limited materials, recycling (taking as an example Doreen's boots for injured servicemen, sailing boat or Bill's toy tank)

GEOGRAPHY

The world map in 1939-45

Allied / Axis countries

Local maps, e.g. village walk

Map symbols and keys

Drawing a linear map of Doreen's Diary

SCIENCE

To know that the push needed to make a plane fly is a force

To recognise that when their plane slows down and stops there is a cause

To know that darkness is the absence of light – investigate the best material for blackout glasses

PSHE (SEAL)

To understand what makes a good friend

To understand feelings of loss and ways to cope

Citizenship – choices – right and wrong

ICT

2simple2animate – create animation of planes taking off

Programme beebots and roamer to move around 'area maps'

Internet research on WWII

Creating pictures of Doreen's life using a graphics package or PP

PE

Gym – 1940s exercises, marching, etc.

Dance – WWII Dances

Swimming

Opportunities for competition

MUSIC

Listening to singing and moving to music of the time, e.g. 'Run Rabbit Run'

Use instruments to create own compositions

Sounds to accompany images from WWII

RE

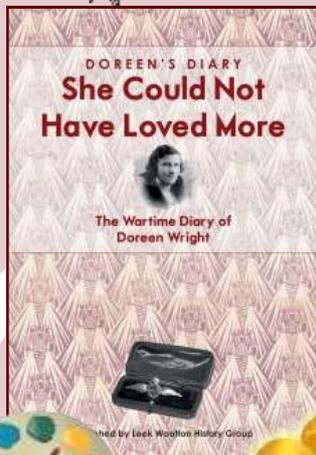
Recognising Talents

Personal Heroes

To have an understanding of the concept of giving

To know what is meant by the idea of something precious

To understand that not all gifts cost money



Some aspects of progression through the five KEY ELEMENTS which can be addressed through the use of *Doreen's Diary* and its links with the study of World War II.

1. Chronology

- Understanding the concept of **the past**.
- Being able to **sequence** recent personal events, in time order.
- Being able to use appropriate **vocabulary** when talking about the passing of time in own lives, e.g. today, yesterday, tomorrow, last week, before, after, now, a long time ago, not long ago, when I was a baby etc.
- Understanding the concept of **family generations**, i.e. – parents, grandparents, great-grandparents.
- Understanding the idea that some things happened **long ago – i.e. beyond living memory**, and that these more distant times can be sequenced, in that some were longer ago than others.
- Understanding the comparative closeness in time of the **1940's** despite its differences to the present time. Being able to relate this era to family and local history, moving into the 21st century.
- Understanding the idea of changes over **decades** in a period studied, e.g. in relation to **World War II** and allowing studies of developments, e.g. in communication, transport etc., sequenced over a wider timescale.
- Understanding how a period studied, such as **Life in World War II** relates to preceding and succeeding times in history, and fits in to the prevailing global circumstances of the time, e.g. enemies as friends.

Relating the period studied to some knowledge of an overview of a historical timeline, extending back over the periods studied during Key Stage 2.

2. Range and depth of historical knowledge and understanding.

- Understanding that people lived **differently in the past**.
- Understanding that parents' and grandparents' lives were different in many ways to the child's own life.
- Understanding that difference is brought about by **change**, and that **change has an effect** within the family.
- Understanding that historical difference can be recognised through **everyday things and artefacts**, such as toys, domestic appliances and clothes.
- Realising the importance of **inventions and technological development** on the changes in people's lives.
- Knowing **how people lived and what they did** in the historical period studied, and that this was a consequence of the historical period in which they lived.
- Understanding the particular importance of developments in **communication and transport** within living memory.
- Learning about **significant events** in the past and the reasons why they happened.
- Learning about important **people** in the past and the historical significance of some of their actions.
- Understanding the concept of the **movement of peoples** in changing the historical development of a country.

- Understanding the concept of **invasion and why people invade other nations**, including the concepts of nation and race.
- Understanding the concept of **cultural legacy** from the past.
- Understanding the concept of **ethnic diversity**, deriving from past events.
- Learning about the influence of **Christianity** in Britain during the historical period studied.
- Recognising the **social characteristics** of a period in history, and the effect upon them of **prevailing beliefs and attitudes**.
- Understanding the effects of the **British Empire** and its effect on ethnic diversity.
- Recognising the **global and international context** of Britain in the 20th century.
- Recognising the **particular characteristics** of the historical period studied and the particular significance of the state of technological development.
- Understanding the **international context, in terms of causes and effects, of World War II**, and its importance to subsequent world politics and history.

3. Interpretations of History

- Understanding that we can **find out about the past in a variety of ways**, beginning with oral accounts and memories, stories, pictures and photographs, television programmes, artefacts and objects, museums, books and creative area etc. As children move through the Primary years, their **awareness of the diversity of sources of historical information** should widen and develop.
- Learning that **not all sources of historical information are objective and factual**, but that **attitudes, beliefs and bias** may have affected the ways in which historical information was recorded and



preserved.

- Understanding some of the **reasons**, which people may have had for being biased in their recording of historical information.
- Being able to **compare and notice the differences** in different accounts and interpretations of history.

4. Historical Enquiry

- Being able to **use** accounts, stories, pictures etc., (the increasingly wide range of historical sources), to find out about the past.
- Being able to **answer historical questions** using these sources of historical information.
- Being able to **ask appropriate questions** about the past, relevant to the topic or period of study.
- **Accessing information** on given or chosen aspects of a historical period using an **increasingly wide range** of sources of information
- Being **selective** in the information used.
- Being able to **record** selected information. (see Key Element 5, below)

5. Organisation and Communication

- Being able to **communicate** historical understanding **orally**.
- Being able to communicate historical understanding through **recording in an increasing variety of ways** – drawing, writing, through IT, through charts and diagrams etc.
- Knowing a widening range of **historical vocabulary** necessary to communicate understanding, including terms, names, and dates. Specialised terminology will be that which is relevant to the topic or period of study.
- Being able to **structure the recording of information** by using illustrations, headings, diagrams, charts etc.
- Being able to be appropriately **selective in recording** information for a specific purpose or task.

Major National/International Events in Doreen's Diary

When looking at the diary as source evidence a number of observations can be made.

Clearly it has to be examined within the context of the place and time it was written. The diary is a primary source, being the personal thoughts of one individual set within a certain society affected by wider national and international events. However, when commenting on wider events it must not be forgotten that Doreen was receiving largely secondary information, sometimes censored but generally accurate and truthful, through BBC radio, newspapers and word of mouth.

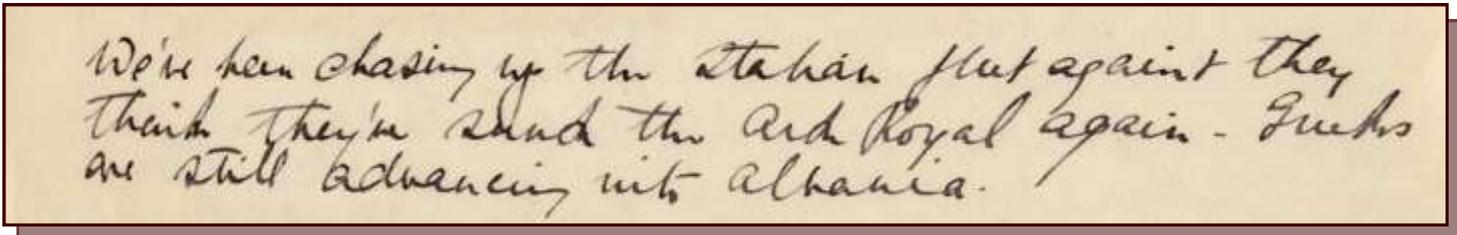
With hindsight history is decided by historians and it is interesting to note what Doreen had to say about major events which have subsequently assumed either greater or lesser importance. It is equally interesting to see how the important things in her own life continued on around these events.

Below are a number of questions (A) which can be applied/adapted to a selection of diary references relating to major events (B) in the table beneath them.

(A) Questions

Printable question sheets are available on the Resource CD

1. How **reliable** is the reference as an historical source?
In answering this, the following all affect reliability:
 - ⇒ **Who** wrote it? (Is there any **bias**? What is its **tone**?)
 - ⇒ **When** was it written?
 - ⇒ **Where** does the information come from?
 - ⇒ **Why** was it written? (Its **purpose**)
 - ⇒ **What type** of source is it? (Primary or Secondary)
2. How **useful** is the source within the context of what is being studied?
Is it relevant to the question or topic?
3. What does the source actually say? (**superficial** and **inferred** information)
4. What **comparisons** can be made between this and other sources?
Can the diary reference be **corroborated** by other evidence?



We've been chasing up the Italian front against they think they've saved the Ard Royal again - Greeks are still advancing into Albania.

Extract from original diary, 29 November 1940

WCRO, CR4356/11736

Learning Activities

USING HISTORICAL SOURCES: Doreen's Diary as a Primary Source

(B) Diary references to major events

Hand-outs with the relevant diary extracts are available on the Resource CD.

Page(s)	Date	Reference
29	4 June 1940	Dunkirk Evacuation
38	23 June 1940	French Armistice
43	4 July 1940	Sinking of French Fleet
54	29 July 1940	Red Cross planes?
60	13 August 1940	Battle of Britain
63 – 64	20 August 1940	Churchill speech
95 – 98	14 -19 November 1940	Coventry Blitz
167	29 May 1941	US Neutrality Act repealed
175	22 June 1941	Germany invades Soviet Union
192 -193	14 August 1941	Atlantic Charter signed
229	7 - 8 December 1941	Pearl Harbour/Siam
230	10 December 1941	Prince of Wales/Repulse sunk
252	10 February 1942	Battle of Singapore
284	31 May 1942	First 1000 bomber raid
305	20 August 1942	Raid on Dieppe

Learning Activities USING HISTORICAL SITES

A World War II Walk

Sites referred to in Doreen's Diary are in and around the village of Leek Wootton. Year 6 from All Saints' School enjoyed a guided walk which included:

- **Goodrest Farm**
An Anti-Aircraft Battery / Prisoner of War Camp site
- **All Saints' Church**
- **Wootton Court** (now The Hayes apartments)
The home of Gilbert Wright's parents and the wartime home of Doreen Wright and her children
- Various sites of wartime significance such as the bases for the Home Guard, ARP and First Aid Posts and the sites of a small munitions factory, the emergency stores and the WI Preservation Centre

A copy of the World War II walk leaflet is enclosed in this learning pack. Although all sites may be viewed from public rights of way, in order to gain access to the site of the Anti-Aircraft Battery and Church, arrangements should be made with the property owners.



To arrange a visit please contact Leek Wootton History Group (e : info@doreensdiary.org.uk)

If you are unable to visit Leek Wootton

Research by Leek Wootton History Group during its preparation of the World War II walk revealed the surprising variety of uses made of buildings during the War, in such a small community.

Why not find similar sites in your local area? Contact a local history group, if possible, for information or speak to local residents who may remember. Some key sites would be:

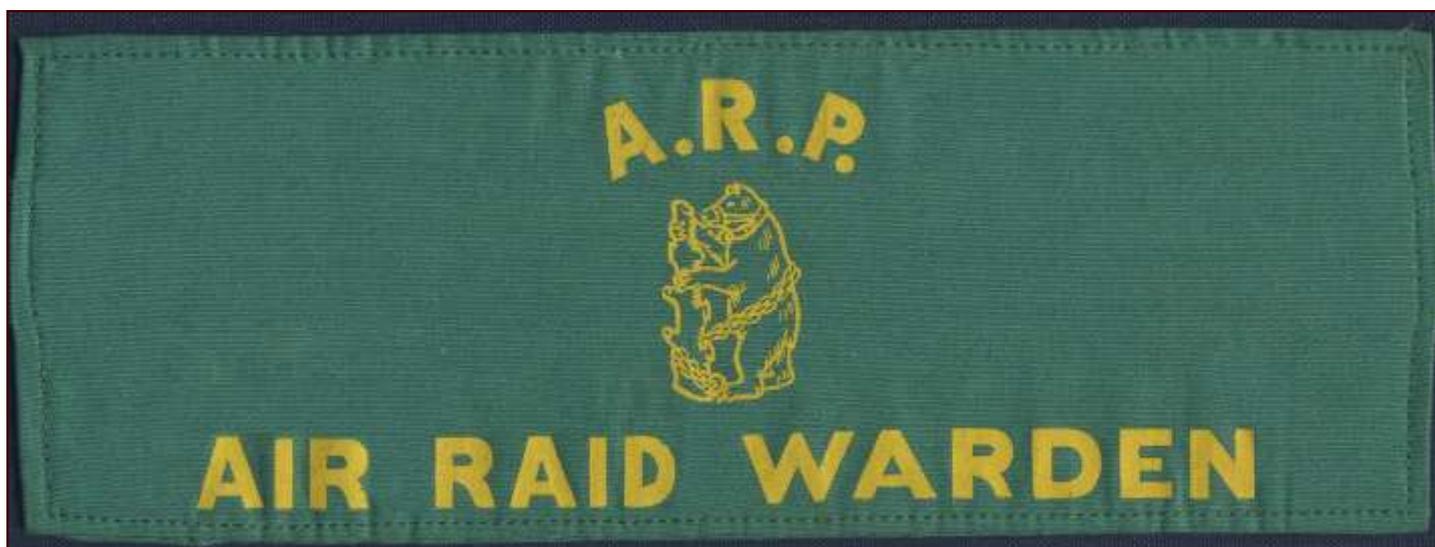
- The ARP Post

Learning Activities USING HISTORICAL SITES

- Air Raid Shelters
- Air Raid Siren sites
- An Anti-Aircraft Battery or other military installation(s)
- Barrage balloon sites
- The Emergency stores
- Farms that were supported by the Land Army or woodland that was managed by the Timber Corps
- The First Aid Post
- The Home Guard HQ
- Munitions factories or other manufacturing facilities (many manufacturers moved parts of their production/packing out to rural locations called 'shadow factories')



*Mr Bedding, Mrs & Mr Golby
Home Guard, First Aid & ARP
Leek Wootton*



Mr Golby's ARP Warden armband

Learning Activities USING HISTORICAL SITES

A Visit to an Anti-Aircraft Battery

Bannerhill Camp (so named because it was originally planned to be sited on the neighbouring Banner Hill Farm) was an anti-aircraft gun battery at the start of the war and part of the defences surrounding the nearby industrial city of Coventry from air attack.



The Command Post and four gun emplacements are still in situ.

Later in the war and post-war, the site was used as a Prisoner of War (PoW) camp, housing firstly Italian PoWs and later Germans.

The site is on private farmland, but open to the public on occasional open days and for special group visits, when a local historian can provide a talk and exhibits including artefacts found on the site.

This site is included in the World War II Walk itinerary on the previous page.



To arrange a visit please contact Leek Wootton History Group (e : info@doreensdiary.org.uk)

It is recommended that you make a visit in advance to carry out a risk assessment of the site

Doreen's Diary is an account of one person's experiences during part of World War II.

Diary writing was a more popular activity during this period, in a time when electronic communication was much more limited than it is today. Doreen's experiences can be compared with many other accounts which have been gathered by organisations such as the BBC's 'People's War Archive' showing the impact of war on the lives of ordinary people.

The diary also provides an opportunity for primary age pupils to be introduced to this type of writing format.

Diary writing can be approached in a number of ways. As an initial activity children could start with the concept of the chronology of a diary so that they understand that dates and days are important. Within that format they could write a diary entry for a single day by being asked to start with a feeling or overview of their day so that they realise that within that format one day's entry does not have to be chronological.

Once having understood the nature of a diary children could create their own journal. The simplest introduction might be for children to keep their own diary over a number of days. e.g.

Sunday Date:	
Monday Date:	
Tuesday Date:	
Wednesday Date:	
Thursday Date:	

Linking diary writing with Doreen's Diary could be done using a simple ordering activity e.g. taking a few extracts from the 'Areas for Investigation' and asking children to rearrange, to number or to cut and paste into the correct order e.g.

- ⇒ 5 December 1941 Went to Warwick on a motorbike
- ⇒ 6 October 1940 Harvest festival in the church
- ⇒ 23 January 1941 very foggy
- ⇒ 12 June 1940 making butter
- ⇒ 13 August 1940 'The Battle of Britain seems to have started.'

These extracts are available on the Resource CD

They could then think about content. For instance they could be given a short extract from Doreen’s diary and try to highlight or pick out what they think was the most important or interesting event on that particular day e.g.

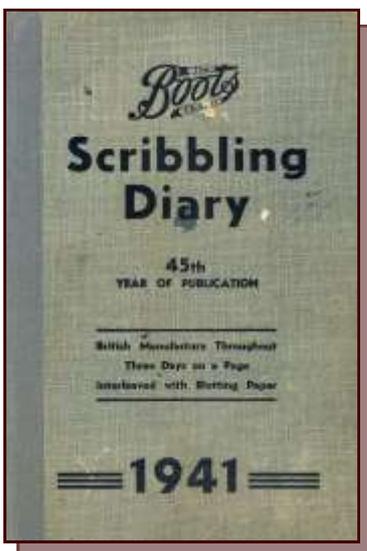
27 July 1941
 Sunday

Another lovely day after yesterday’s rain. Am probably going to Amersham and Kingston tomorrow if I can get the butter churned and fruit picked in time. Nicky’s governess comes at nine in the morning. Goodnight my darling one – Have been praying for you so hard today x x x x x x x x x x x

They could share their choices and say why they found a particular phrase or sentence interesting

For older, more able pupils other dates could be chosen which link with important events in World War II and they could be compared with Doreen’s concerns on that particular day e.g.

World event	Doreen’s diary
Tuesday, 4 June 1940: End of Dunkirk evacuation	Gilbert’s birthday Visited sister Dunkirk evacuation Made pyjamas for Red Cross Son’s rabbits Sleeplessness
Sunday, 7 December 1941 Japan attacks US fleet at Pearl Harbour, Hawaii. USA enters the war	<i>“Well, well - Japan has attacked Hawaii, Manila and other American Pacific bases and shipping. All the world’s aflame now - makes one rather breathless - can’t think or write. Snow here. Goodnight darling.”</i>



For these pupils the simple diary structure could be added to by asking them to use the subheadings from the areas for investigation i.e. transport, weather, food, technology and communication, local events and activities, and national events so that a reader in the future would know how they travelled, what they ate, how they entertained themselves and what was nationally, and internationally important at the time.

Gifted and talented pupils with some background knowledge of the period might want to consider creating corresponding diary entries for another member of Doreen’s family during the same period, e.g. Nick, Bill, or Mary and what they might have been doing or feeling at the time. Would their concerns have been very different to Doreen’s?

What is the difference between writing ‘creatively’ and writing ‘factually’?

Not as much as you think! Writing *creatively* isn’t necessarily about *fictionalising* everything, but rather about writing in a way that is engaging, accessible and instantly intriguing and makes you want to read on.

It is about writing selectively and thoughtfully with an audience (even if it consists of just one person – the diary itself or an absent friend, like Doreen and her husband) in mind. It is also about the difference between purely documenting and actually communicating one-to-one with your reader(s).

The very best diaries are more than just documents – if we want to know exactly how things in the past happened at a certain point, we can read any history book. They are instead about giving a very personal and human perspective on history. For that reason, they need to be written from a personal viewpoint and to give us a flavour of the person and the world about them as if we were there.

The mix of details and the occasional, spur of the moment and unrefined and immediate nature of them makes diaries perfect for giving us an insight into daily life.

TASK 1: A window into everyday life

Ask the students to read the extract of Doreen’s diary - this is a great example of diaries doing just that - giving us a real window on the everyday life of someone living through exceptional times - it is a mix of world news of war, life on the home front and sadness/emotion about the loss of her husband, as well as being a way to cope with such things - and also includes gossip, day-to-day things and even jokes and funny little events.

Ask the students to highlight the parts of the diary that show:

World news of the War

Life on the Home Front

Sadness/emotion about the loss of her husband

Just because what you are writing is ‘fact’ doesn’t mean you can’t also employ the tactics and skills of the very best ‘fiction’ writers. Writing real life as if it’s just a fictional occurrence can be a useful way to both explore and create an interesting distance that helps you to write.

Also remember: Whenever we write whether it is ‘fact or ‘fiction’, we are ‘creative’ with the facts to an extent anyway. No diary or letter is ever the definitive ‘truth’ and it is *always* subjective to the motivations of the person writing it.

Think about what the writer will leave out, what they might put a good gloss on, or what they might tell from their own viewpoint and if everyone else would have the same opinion of those events... even what the editors may have removed.

So never be afraid of using creative techniques. It doesn’t mean your work isn’t ‘truthful’ and is in no way about ‘fictionalising’ work – it is only ever as truthful as you want to make it. Using creative techniques is only ever about making the writing itself (not the content of it) better, and making your diary an engaging and insightful and enjoyable to read.

TASK 2: Writing for an audience

What’s a diary for and what makes a good one? Ask the students why people keep diaries

- A document
- A recording of day-to-day life
- A friend to talk to

- A place to confide and confess

One good tip to approach writing your diary is to imagine an audience – just as Anne Frank created the character of Kitty or Doreen is writing to her husband, this could be an entirely imaginary audience or person, or you address it to someone real.

Next we are going to give you some tips and ideas that will help you with your own diary entry.

TASK 3: Developing effective diary writing

Diary of a Busy Mum - How effective is this diary entry?

Features of a Diary:

- Factual
- Based on personal experience
- Form of a diary

2nd April 2010

I am trying to keep fit so I left the car at home and walked into town in the afternoon and went to the supermarket where I did some shopping. I bought three punnets of tomatoes, some washing powder for washing the children's PE kit, some new pasta bowls and a large bag of dried pasta. I am trying a new recipe tonight that I've seen on a new cooking programme on the television with Jamie Oliver. The supermarket was very busy, noisy and full of badly-behaved children. I had to queue for a very long time, so I wasn't in a very good mood when I left.

I walked home which is about a mile and a half and I had to pass by the house on the corner of Bancroft Street and Chelsea Road, near the junction by the school. They have a very large frightening dog in their front garden with a loud and threatening bark, and it leapt up at the gate, baring its big teeth. It scared the living daylights out of me! I was so scared, and I dropped the shopping bags, which meant that the pasta bowls I had just bought in the supermarket, and the washing powder, went everywhere and all over the tomatoes. I had to pick it all up and there wasn't any time to go back to the supermarket by then, so we had to just eat the pasta (which was mostly un-affected) for tea, which was all very annoying and no one was pleased about this. Terry and the kids moaned all night about it, and Tom and Katie then went next door to play and didn't come back until late.

Problems with this diary entry:

- It is a report – what happened, the linear order it happened in, but not much 'human' aspect. It contains a lot of information we don't need. Small details are good, and often important for giving us a flavour of a time and place, but too many of them will make it feel like a list or inventory.
- We don't get much of a feel for the person behind the events; their characteristics, their voice, who they are. They could almost be anyone.
- The language is rather dull and tells us what's happening, spelling out the obvious as if it is a newspaper report not a personal experience. For instance, the dog is described as 'a very large frightening dog with a loud and threatening bark' – which is factual, but not particularly interesting.
- The entry tends to tell us things rather than let us experience them for ourselves, or understand how the narrator experienced them. This makes it feel less immediate and makes the reader feel less

involved. For instance, the narrator tells us that she wasn't "in a very good mood when I left". We should be able to detect this, not be told!

What we can learn from it:

- You don't have to relay things in the chronological order in which they happen. It may be more interesting to write it as a reflection, looking back on events, or tell the narrative in reverse order – the consequences, then what led up to them.
- You don't have to tell us everything that happened. Focus only on the most interesting or key things, and include subtle hints and details that speak more loudly than just blank statements of fact. Be aware that a small detail can tell us a wealth of information about a person and the world about them, but a pointless detail adds nothing.
- Make sure you include plenty of yourself in your writing. How you think, feel and see things, not how you think you should tell things. Don't worry about having to adopt some persona as an 'official' voice of the diary author – it's far more interesting if you be yourself!
- Don't be tempted to spell everything out, let your readers make leaps of faith for themselves. You will be surprised how much they will pick up that is subtle or just hinted at. No need to tell them you feel frightened or happy – they should feel that from your words alone.
- Writing about real life doesn't mean you can't also write creatively – be descriptive, include humour, detail and write imaginatively. Give us a real feel of the world about you, as if it is imaginary and we need to be able to imagine it too.

Ask the students to rewrite the diary entry

Example - Improving a diary entry

2nd April 2010

Some days I wonder why I bother. Terry is still claiming he's picked broken china out of the pasta and complained it tasted of washing powder. Tom and Katie wouldn't touch the pasta mountain and have gone next door, I suspect to eat pizza again with her kids. They do eat a lot of junk, I've seen inside their recycling bin. So much for the 'yummy mummy'...

I am weighing up whether to write to the council about that dog, but I suspect that lot on the corner of Bancroft Street wouldn't take any notice anyway.

Having queued for half an hour in a sweaty supermarket, booming muzak on a loop and a toddler kicking the back of my legs, I staggered home. Don't ask why I walked. This healthy-living resolution doesn't seem to be doing me much good. I was working out how to do the pasta bake I'd seen a celebrity chef knock out in five minutes on the telly, and wondering what Terry would make of my new-found culinary talent when I rounded the corner and the hell-hound of Bancroft topped the gate; all thundering bark, saliva, and plaque-yellow teeth. Embarrassing, but I think I may have shrieked out loud. I hope no one saw me scrabbling on the floor to gather up the burst plastic bag of mingled tomatoes, washing powder and fusilli. I'd bought some new pasta bowls in a fit of chef's pride, and you can imagine what had become of those.

I did wash the pasta before boiling, but I have to admit even I detected a hint of 'summer breeze' in the taste.

Learning Activities

USING ARTEFACTS LINKED TO DOREEN'S DIARY

Artefacts are a useful way of introducing children to historical evidence and can be used to show the differences between fact and opinion, e.g. a 1940 driving licence will factually give the sex of the person, a name, an address, a signature and what class of motor vehicle can be driven. It may provide information about the marital status of the driver, e.g. Mrs or Miss. What might also be inferred from the document could include the age of the driver, what part of the country they lived in, something about their social status and possibly their employment. Through artefacts children can begin to be introduced to the nuances of historical evidence.

Doreen's diary mentions numerous artefacts some such as cups, cameras, books, candles and pens still used today. Some of these items may be different in appearance or, like candles, used less frequently whilst in the case of certain items such as clay pipes rarely, if ever, seen in use. There are many activities linked to using artefacts which can include simple oral activities, drawing and labelling or some kind of evidence chart e.g. True, False, NEE (not enough evidence) linking a particular artefact to a diary entry.

e.g. May 1941

Name of Artefact - Candle	Judgements
It is made of wax	True
It is about 8cm long	True
They were used in Doreen's home when the electricity failed	NEE
Doreen made candles	False
In May 1941 Nick had a birthday cake with six candles on it	True

Combining some of the resources linked to Doreen's Diary with other chosen artefacts to build up a profile of a particular person.

Using a suitcase activity to build up a profile of a person is an interesting way of linking artefacts and can be done as a class or group activity. Artefacts can be greater or fewer in number depending on the age and ability of the children concerned.

A small suitcase can hold a number of artefacts which help build up a picture of a particular individual. Actually identifying them by name depends upon how specific the teacher wishes to be. For instance in the Wright household a suitcase containing a family photograph, a child's balaclava, a small teddy bear and a cricket ball would point towards one of Doreen's children; Nick or Bill. Showing the artefacts one at a time would gradually determine that the suitcase belonged to a young boy, who has a father in the RAF, a brother and a sister and is keen on cricket. Adding a box Brownie or similar old camera (or an old photograph) with an excerpt from the diary for 1st May 1941, "Bought Nick a camera for his birthday" would specify who the artefacts relate to.

A selection of images from the Doreen Wright Collection is available on the Resource CD

Your Local Education Authority may be able to provide handling objects or further advice, e.g. Warwickshire County Council's Heritage Education Team.

Taking Doreen's Diary Further

A UFA SUPER LEARNING DAY

On 29 May 2012 All Saints' Church of England (VA) Primary School staged a Doreen's Diary World War II Super Learning Day, with the support of Leek Wootton History Group. The school is located opposite the house that Doreen Wright lived in between 1939 and 1943.

The History Group prepared resources for the school which will remain for future years to study World War II.

The children were all asked to wear wartime clothes.

The day involved:

Key Stage 1

- **Looking at our Costumes**
Doing paintings of each other in 1940s clothes.
- **Doreen the WI Jam Maker**
Making jam tarts.
- **Toys in the 1940s**
How do you play with them? How do they work? How are they different from today? Including skipping/singing games.
- **Cars and Planes**
Photos of Gilbert's cars. How are they different from today? Drawing Gilbert's car: outside to look at and draw the Bentley.



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Taking Doreen's Diary Further

A UFA SUPER LEARNING DAY

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Key Stage 2

- **Oral History: What does the Chauffeur know?**

Asking questions to find out more about Doreen and her family. Collect four facts and illustrate with a drawing of the car.

A member of the History Group played the role of Harry Skelton, the chauffeur at Wootton Court, who told the children about his experiences of the Wright family, using photographs and answering their questions. A resident of the village also loaned a vintage Bentley that the children could look at, climb into and draw.

- **Doreen: The Artist**

A brief talk about Doreen's artwork and the inspirations from her life that she used in her art and design. The children then created their own designs and made prints using polystyrene printing tiles.

www.bbc.co.uk/learningzone/clips/making-a-print-from-polystyrene-tiles/7733.html

- **Jitterbug Class**

A village resident/local dance teacher taught the children a basic jitterbug dance.

- **Using Documentary Evidence: What do these selections tell us about Doreen and her family?**

Using photos and documents, e.g. family photos and identity cards.

Who is Gilbert? RAF uniform, Pilot Licence, Garage letterhead.

Who is Doreen? Photos, artwork, identity card.

- **World War II Walk**

Members of Year 6 went on a walk through the village and were told about various sites in the village that had links with the war, including the First Aid Post, Home Guard headquarters and anti-aircraft battery.



© Ed Phillips Images (www.edphillips.com)

There was a wartime lunch of *Toad in the Hole* or *Lord Woolton's Pie* (vegetable pie) and *ginger sponge and custard*. At the end of the day everyone stopped to write a diary entry of their day (Reception did a drawing).

Top Tips for Running a UFA World War II Super Learning Day

- **Establish a partnership with a local History Group**

A local history group may have locally specific information about World War II, for example the sites where bombs dropped and where local activities for the war effort took place, e.g. the Home Guard, the ARP Post, the First Aid Post, Emergency Stores or air-raid shelters.

- **Ask local residents, parents or friends to donate time or objects**

You may have a dance teacher or car enthusiast in the community who would be prepared to loan their property or volunteer their time to a Super Learning Day. Alternatively, your Local Education Authority may be able to provide handling objects, themed food or further advice, e.g. Warwickshire County Council's Heritage Education Team.

Supporting Material for Teachers

ABOUT THE CD CONTENTS

DOREEN'S DIARY	
Areas for Investigation	References
<p>The dates below are made up from short extracts from the diary which give simple information on a variety of themes: the transport Doreen used to get about, references to the weather throughout the year, the importance of food when rationing was in place, the communication and technology systems of the time, local events and entertainment, and national events taking place at the same time.</p>	
Daily Life	
<p>Doreen knows people involved in farming and other work such as fishing, quarrying (that material such as shells, beads etc.) Food is rationed and across the country a lot of effort is spent in growing, collecting and making food.</p>	
8 June 1940	Sayrearing
10 June 1940	Sayrearing
2 July 1940	Fruit picking
<p>The money Doreen talks about: pounds, shillings and pence was the currency system of the time where 12 pence was equal to one shilling and 20 shillings was equal to one pound.</p>	
Food	
29 May 1940	Chicken run (keeping chickens for eggs and meat)
4 June 1940	Nick's hares (rabbits kept for eating, not just as pets)
10 June 1940	feeding ducks (kept for eggs and meat)
11 June 1940	carrots/kitchen (public coffee stall)
12 June 1940	making butter
18 June 1940	pointed up butter
26 June 1940	butter making
27 June 1940	picking cherries, feeding rabbits, growing lettuce, picking mushrooms
1 July 1940	made 10lbs and a half pounds of butter
2 July 1940	picked mushrooms

Areas for Investigations

Doreen's Diary can be used most effectively within the wider context of a cross-curricular study of aspects of life during the 1940's - World War II

These are chronological diary references from Doreen's Diary linked to aspects of daily life in the early 1940's. If teachers want young children to research particular aspects of the diary they will be limited both by the demands of the language and the references to events early in WWII. It may be best for teachers to tell the story giving as much background as they feel is necessary and then ask children to focus on a particular task or tasks. The themes chosen give a guide to where children can find references to various activities and also enable them to make some comparisons between their own lives and life in the same area 60 years ago. The themes allow for a variety of activities in a range of ways e.g. looking at one theme such as food, forms of entertainment, or climatic conditions over any given period within three years (1940-1942). The focus may simply be data gathering or can be a look at similarities and differences, finding familiar and unfamiliar places, or researching events where data can be gathered, interrogated and conclusions drawn. Inferences can also be made where evidence is limited. Doreen was also a graphic artist and her diary includes a few sketches so some diary entries could be similarly translated visually or even re-enacted e.g. adult reads passage and children mime activities.

DOREEN'S DIARY	
Areas for Investigation	Glossary
<p>A guide to some of the specific references related to World War II and the Blitz: (German bombing of Britain) in 1940-41</p>	
AA	Anti-Aircraft
Ack-ack	Anti-aircraft fire
Air raid	a bombing attack by aircraft
Anderson shelter	a simple air raid shelter usually constructed in the garden of houses for family use
Anti-personnel	Designed to primarily kill ground people
Anti-aircraft gas	Gas capable of high elevation and fairly rapid fire
Area bombing	to saturate an area of a city with bombs, rather than aiming for a specific target
ARP	Air Raid Precautions (later called Civil Defence)
Barrage	fire, which is designed to fill a volume of space or area rather than aimed specifically at a given target
Barrage balloon	a teardrop shaped balloon anchored close to the ground with steel cables as a deterrent to low-flying aircraft
Battery	The basic unit of artillery, 4, 6 or 8 guns of the same type grouped together
Battle of Britain	air battle fought over southern Britain, June to September 1940
Beacon	A marker that emits light or radio signals for navigation purposes
Blackout	Turning off and shading lights to prevent enemy bombers from identifying targets
Blitz	The sudden, tremendous wave of air pressure created when a bomb or shell explodes, see fragmentation and shock
Blitz bombing	Non-visual bombing aided by radar or radio systems
Blitz	September 7 1940 to the end of March 1941, the sustained aerial bombing offensive against London and most large British cities by the Luftwaffe
Blitzkrieg	Combination of two German words: 'Blitz' meaning lightning and 'krieg' meaning war, but Blitzkrieg is not a German word
Bomb	An explosive device dropped by an aircraft. At first, little more than artillery shells with fins but steady improvement followed. Generally the amount of explosive making up the total weight of the bomb increased, the shape became more streamlined and they also became

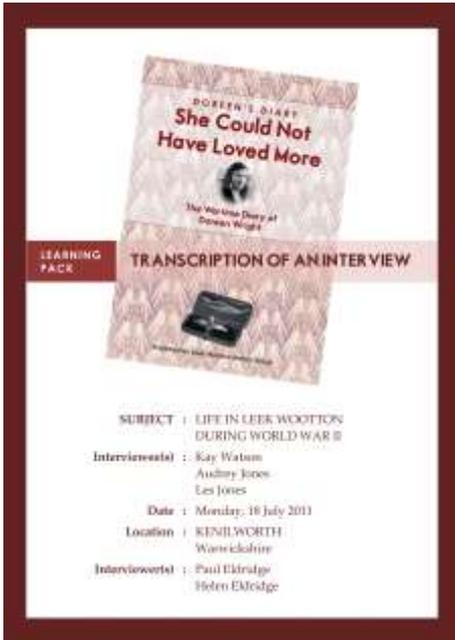
Glossary

A guide to some of the specific references related to World War II and the Blitz (German bombing of Britain) in 1940-41



World War II Newspaper Front Page (template)

This template can be adapted to link a diary date with national events taking place at the same time, e.g. as in the way Doreen read the Midlands Telegraph which gave her national and local news.



Transcription of an Interview

An interview with a former child evacuee and two childhood residents of Leek Wootton, recorded in 2011. This provides an alternative form of primary resource and may be used together with Doreen's Diary, comparing contemporary accounts and reminiscences of World War II.



Picture Activity – Picture Web

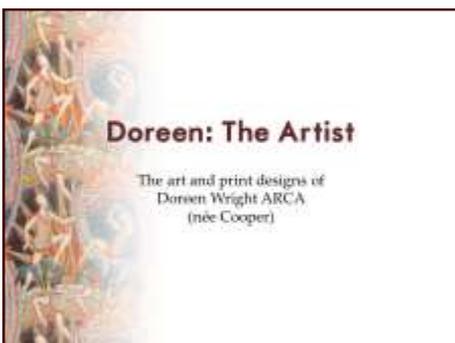
This activity is aimed at getting children to respond to historical images from the period linked to Doreen's diary. The web can be enlarged to A3 size for group work and used with different images for children to ask and answer-who, what, where, when, why and how questions. The same idea can be used for questioning by fixing an appropriate photograph to a sheet of A1 paper and getting a group of children to write questions about it. Then the groups rotate and try to answer each other's questions.



Picture Activity – Three Ideas and Two Thoughts (studying a picture)

A similar but more structured approach to a picture web which can be adapted by number and task, e.g. one thing I can see, one question I would like to ask, three questions and two thoughts, etc.

Blank sheets and extra images are included on the Resource CD for picture activities



Doreen: The Artist (PowerPoint presentation + notes)

Devised for All Saints' School's UFA Super Learning Day in May 2012, this is a presentation that shows Doreen Wright's artistic skill and demonstrates her design inspirations, which are closely related to her personal history. This presentation may be used as an introduction to an art or print-making activity.

Historical Investigation (documentary & photographic evidence)

A series of images that includes photographs and documents that you can use to investigate history... These include:

Documents

- Identity Cards (adult & child)
- Diary entries
- Marriage and birth certificates
- Telegrams
- Map of Leek Wootton
- Company Letterhead
- Newspaper article about WI Jam Making Scheme
- Gilbert's pilot licence

Photographs

- The Paddle Pool
- Doreen's children & dog
- Gilbert's parents
- Wootton Court
- The home-made boat (see 2 May 1941)
- Doreen's swimming team & gold medal
- Bill's toy tank
- A WVS canteen trailer
- The Village Stores' Van
- Gilbert
- Doreen

Information Banners (PDF copies of 7 exhibition banners, created by Leek Wootton History Group)

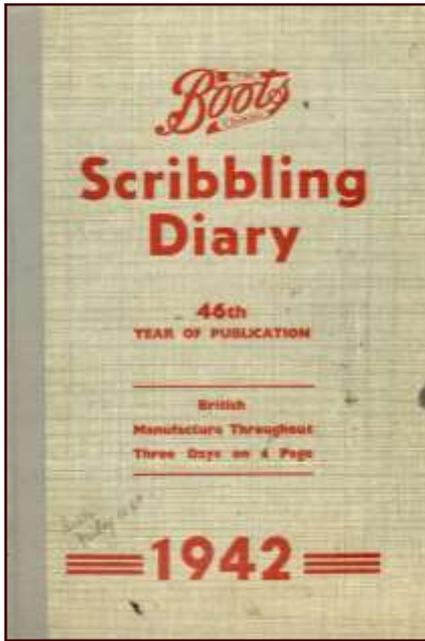
- Banner Hill Camp at Goodrest: Military Neighbours
- Evacuated to Warwickshire: A Rural Escape
- From Discover to Publication: Doreen's Diary
- Home Makers on the Home Front: Women and War
- Mary Doreen Wright (nee Cooper): A Timeline
- The Effect of War in Warwickshire: A Community at War
- Wootton Court: A Wartime Home

The original banners are available to borrow from Leek Wootton History Group (contact: info@doreensdiary.org.uk)



About the Doreen's Diary Book and Project

Doreen's Diary: She Could Not Have Loved More



Doreen Wright wrote her diary in the form of letters to her husband Gilbert, a Flying Officer in 605 (County of Warwick) Squadron, who had been posted 'Missing in Action' on 22 May 1940. It has an intensity rooted in her love for him and the desperate hope that he will return soon.

It is an unguarded and unaltered account of her life throughout the first half of the war. Her main reason for writing is so that he will be able to bring himself 'up to speed' on the lives of their three young children, who are five and twins of two at the start of the diary. She also recounts the ups and downs of living as a guest in the home of her parents-in-law (the family's home in Chalfont St Giles was let at the start of the war) and her various contributions to the war effort which included driving a WVS canteen to bombed out areas, including Coventry, helping to run the Leek Wootton WI Preservation Centre and sewing and knitting for injured servicemen.

The diary also gives the perspective and opinions of an individual living in Warwickshire during a period when the world was in turmoil, the impact of worldwide events on her immediate community, including the London and Coventry blitz as well as the impact of a bomb on a small rural village, and her reaction to wider events such as the bombing of Pearl Harbour.

Doreen keeps up the diary through the darkest days of both the war and her own grief, until December 1942, when she comes to terms with his loss following reports received from France and packs away the diary.

It was not until Doreen died in 2003 aged 95 that the diary was discovered.

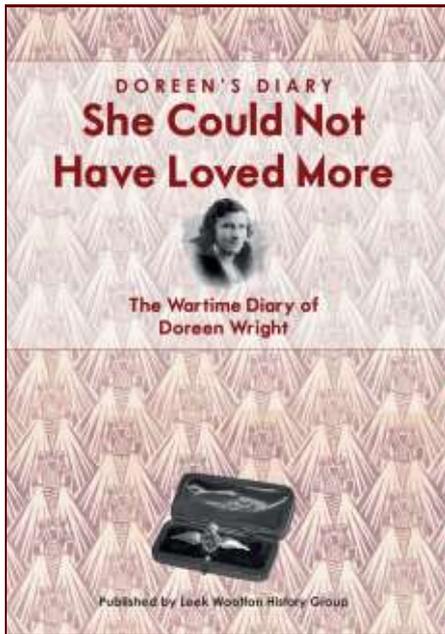


The Doreen's Diary Project

After Doreen's death and the discovery of the diary, her family approached Leek Wootton History Group, looking for a transcriber and seeking its opinion on whether it was of local historical or possible commercial interest.

The History Group approached Warwickshire County Record Office's Special Projects Manager, who agreed that the diary was of local, historical and wider commercial interest and proposed applying for a Heritage Lottery Grant to publish the book and develop an outreach programme to include educational applications for the book. Doreen's family felt that this project would provide a suitable and lasting legacy for Doreen's memory, especially considering her passion for teaching and learning.

The HLF awarded the grant and the project, *Doreen's Diary: The life of an indomitable woman in Warwickshire during World War II* began in July 2011.



“The diary is very much a labour of love, and an expression of both grief and hope. It is testimony – and remarkable testimony – to the power of love and the fear of loss. This is a diary, sometimes wrenching, often compelling”.

Robert Malcolmson

Queens University, Kingston, Ontario

This learning pack has been prepared as part of the project *Doreen's Diary: The Life of an indomitable woman in Warwickshire during World War II*, by members of Leek Wootton History Group, Warwickshire County Council's Heritage Education Team and All Saints' CoFE (VA) Primary School, Leek Wootton.

Doreen's Diary: The Life of an indomitable woman in Warwickshire during World War II is a Leek Wootton History Group project in partnership with Warwickshire County Record Office and supported by the National Heritage Lottery Fund.



Working for Warwickshire