

DOCUMENT DETECTIVES



An investigation using archive material for 10–15 year olds

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From: www.woodcrafterheritage.org.uk

CONTENTS OF THIS ACTIVITY PACK

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Leader's notes – how to use this activity pack.	A1–A7
Information leaflet – this is provided in two formats: as 6 separate A4 sheets and also on a single sheet. The leader can either: <ul style="list-style-type: none"> • Print out the 6 sheet version, give each section (there are 5 in all) to a small group of Pioneers and ask them to present the information to the rest of the group in some way (e.g. drama, tableaux with commentary etc), or • Print enough copies of the 2-sided A4 version for each Pioneer (or pairs) to have a copy to read through. 	B1–B5 C1–C2
Copies of all the documents for the dossier, with the covering letter for printing out and putting into a folder + a label for the folder. <i>Please note that these are contained in an additional file: Peace Activity Part 2 which you will need to download separately.</i>	D1–D29
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LEADER'S NOTES

AIMS

The aims of this activity are:

- To introduce participants to some aspects of war and peace in Britain throughout the twentieth century;
- To see how these issues have impacted on the lives of individual men, women and children;
- To use material from the Woodcraft Folk's digital archive to explore issues from the past.

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WHAT YOU WILL NEED:

Printouts of the various documents in this pack:

Info sheets: you can either: can either:

- Print out the 6 sheet version, give each section (there are five sections) to a small group of Pioneers and ask them to present the information to the rest of the group in some way (e.g. drama, tableaux with commentary etc), or
- Print enough copies of the 2-sided A4 version for each Pioneer (or pairs) to have a copy to read through. This version does not include the glossary and some of the event and terminology will require explanation.

Dossier:

- Labels for folder (optional)
- Covering letter (optional)
- Archive documents – Some of these extend over two or more pages. Make sure that all the pages forming one document are kept together by stapling or taping them together.

Question sheets: The number of copies you need will depend on whether you intend to give the Pioneers a few questions each or, working in pairs, the full set.

Clue sheet

Answer and feedback sheet.

You will need pens or pencils and may also find it useful to have blutac (to stick the archive documents on the walls around the room) and clip boards for the question sheets.

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POINTS TO CONSIDER:

Reading ability: This activity requires well-developed reading ability as most of the archive documents were written for an adult audience, and some of the language is rather old-fashioned. If you have children in the group/class with poor reading skills make sure to place them in groups where they will get sympathetic peer support. Emphasize to all the groups that they should help each other with the difficult bits of reading and talk about what they have read to ensure that the whole group has understood it.

Time required: The whole activity will probably take 1 hour 30 minutes to 2 hours.

On-line version: If you have access to a computer suite with one internet-enabled PC available for every 2 or 3 children in the group, consider using the on-line version of this activity, with an introduction from you and a follow up discussion. The follow-up discussion will include the issues listed below (under 'General follow up discussion') and should also include discussion about the group's experience of using the interactive version and exploring the documents through a computer interface.

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HOW TO RUN THE ACTIVITY:

There are five main sections to the activity

- Introduction from the leader/teacher (10 – 15 minutes)
- Setting the scene – exploring the war and peace events of the 20th century (30 - 45 minutes)
- Examining the documents and finding answers to the questions (20 – 30 minutes)
- Marking the answers and giving feedback (15 minutes)
- General follow up discussion. (15 minutes)

Introduction from the leader/teacher

Suggested points to make in introducing the activity are provided below for use in either the Woodcraft Folk group or classroom. The extent to which it is necessary to expand on these points will depend largely on the pre-existing knowledge of the group and their ability level.

Suggested introduction for Woodcraft Folk groups:

Remind the group of any peace education activities that you have undertaken e.g. discussions about the war in Afghanistan and Iraq; Hands Up for Peace etc.

Explain that peace education has been an important activity in the Folk ever since it began in the 1920s.

Discuss with the group what life was like for children and young people in Britain just after World War I.

Explain that almost all the youth groups at the time were concerned with preparing boys in particular for military service.

Not everyone agreed with those who wanted to prepare Britain for another war. Many people thought that World War I had been avoidable and had resulted in an unnecessary loss of human life. People with this point of view started the Woodcraft Folk as an alternative to the Scouts, Cadets and Brigades.

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The aim of this session is to find out about the Woodcraft Folk's involvement in the peace movements of twentieth-century Britain by looking at some of these documents.

First, however, the group is going to look at some of the important events in Britain from 1914 onwards.

Suggested introduction for School groups:

Explain that the Woodcraft Folk is a youth group that started in the 1920s.

Find out whether any students in the group have heard of the Woodcraft Folk or have been members.

Discuss with the group what life was like for children and young people in Britain just after World War I.

Explain that almost all the youth groups at the time were concerned with preparing boys in particular for military service.

Not everyone agreed with those who wanted to prepare Britain for another war. Many people thought that World War I had been avoidable and had resulted in an unnecessary loss of human life. People with this point of view started the Woodcraft Folk as an alternative to the Scouts, Cadets and Brigades.

The Woodcraft Folk still exists today and, over the last 80 years, has continued to include peace education in its activities.

Recently the Woodcraft Folk has been sorting out its archives and has unearthed lots of interesting documents about issue.

The aim of this session is to find out about the peace movements of twentieth-century Britain by looking at some of these documents.

First, however, the group is going to look at some of the important events in Britain from 1914 onwards.

Setting the scene

There are a number of ways of tackling this part of the activity. First, divide the group into 5 small groups. Give each group one of the Information Sheets.

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Ask them to read the sheet and discuss it amongst themselves to make sure that they all understand it. While this is happening circulate amongst the groups and offer help with anything they don't understand. Then either:

- Ask each group to present the information on their sheet in one or a series of tableaux (frozen scenes) with a narrator reading out the information on the sheet to explain the scene.
- Ask each group to produce a short dramatic sketch which conveys the information;
- Make a human timeline with a person to represent each event – they should each hold a piece of paper setting out the event and the date. The human dates could be asked to say a few words about their event;
- Draw a timeline on the blackboard or on flipchart paper. Ask each group to add the dates of, and notes about, the events on their information sheets.

Examining the documents and finding answers to the questions

Again there are a number of ways of organizing this section of the activity and the choice will depend on the size of the group, the room you are working in and the ability of the group to work co-operatively and get on with a task. Here are some suggested approaches:

- The facsimile documents can either be distributed around the room on a number of tables or posted on the walls around the room with blutac.
- You could keep the same small groups from the first part of the activity, or alternatively ask the group to split into pairs or threes.
- Give each group a set of question sheets. How many question sheets you give to each group will depend on how much time you have and the likely attention span of the participants. This could range from giving the full set of questions to each pair, to giving a larger group 4 or 5 questions to answer.
- Explain that the class/group are going to be document detectives. They have to try to solve the mystery questions. The solutions are hidden in

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the documents that you have taken from the secret dossier and distributed around the room.

- Explain that this is not a race to answer the questions. The groups should take their time to read the documents carefully.
- Any group that gets stuck and can't find an answer can approach the teacher/leader (or you might set up another adult or student in the role of 'Special Agent') and request a clue. The clues are given on the clue sheet. Emphasize that the clue is intended to help them find the document they need and is not a clue to the answer they are looking for. The leader could agree to give a clue for a question in exchange for, say, three interesting pieces of information gleaned from the documents.

Marking the answers and giving feedback

After an appropriate length of time re-assemble the whole group. Taking turns, ask each of the sub-groups to read out one of the questions it was given and give the answer. Check their answer against that on the Answer sheet and, if it is right, give the feedback comments. If the answer is wrong, ask whether any of the other groups have found a different answer for that question.

General follow up discussion

Ask the group which provided the correct answer to each question to tell everyone else about the document where they found it:

- What type of document was it – a letter, an official document, a report, a publication?
- Do they know who wrote it? When?
- What else did it tell them? About the writer? About other events at the time?
- Do they think it is a reliable source of information?
- How did the document and the information it contains fit into the story told by the drama/timeline activity undertaken at the beginning of the session?

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LESLIE PAUL AND THE FIRST WORLD WAR

The needless waste of human life during the FIRST WORLD WAR was one of the things that caused a young man named Leslie Paul to start the Woodcraft Folk. He had been a Scout but had become worried by the way that organization was spending more time marching and less time on WOODCRAFT. He saw another generation of boys been prepared as cannon fodder for the next war.

GLOSSARY

FIRST WORLD WAR

World War I, military conflict, from August 1914 to November 1918, that involved many of the countries of Europe as well the United States and other nations throughout the world. World War I was one of the most violent and destructive wars in European history. Of the 65 million men who fought in it, more than 10 million were killed and more than 20 million wounded. The term *World War I* did not come into general use until a second worldwide conflict broke out in 1939. Before that year, the war was known as the *Great War* or the *World War*.

World War I was the first total war. Once the war began, the countries involved mobilized their entire populations and economic resources to achieve victory on the battlefield. The war began as a clash between two coalitions of European countries. The conflict eventually involved 32 countries (some of these nations, however, did not participate in the actual fighting).

WOODCRAFT

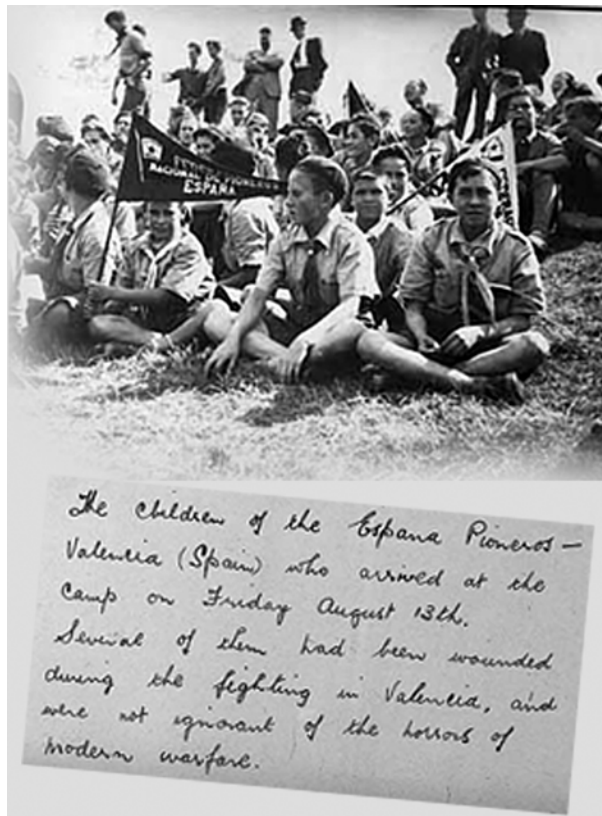
Skill in things concerning woods: skill in travelling, living, or working in the woods or forests, knowledge of nature and survival in the natural environment.



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SPAIN AND ACTION AGAINST FASCISM

In the 1930s, many Woodcraft Folk members joined the movement against the rise of FASCISM abroad and the growth of the FASCIST MOVEMENT here. Whilst the fascists attacked REPUBLICAN SPAIN and its legally elected government, Folk members worked to provide aid to the people there, particularly to help the country's children. Woodcraft Folk international camps, right up to the outbreak of the Second World War in 1939 always included moving Peace parades.



*The children of the Espana Pioneros -
Valencia (Spain) who arrived at the
Camp on Friday August 13th.
Several of them had been wounded
during the fighting in Valencia, and
were not ignorant of the horrors of
modern warfare.*

GLOSSARY

FASCISM

A political ideology that encourages such strong feelings of nationalism (support for your country) that people will give up (or have taken away) their individual rights and allow democratic government to be replaced by a dictatorship.

BRITISH UNION OF FASCISTS

In 1932, Oswald Mosley founded the British Union of Fascists (BUF) which carried out attacks on Jewish people and their communities. In 1936 a serious riot took place when left-wing organizations successfully stopped Mosley marching through the Jewish areas of London. The popularity of the BUP declined after the outbreak of the Second World War. Mosley was sent to prison and the BUF was dissolved and its publications were banned.

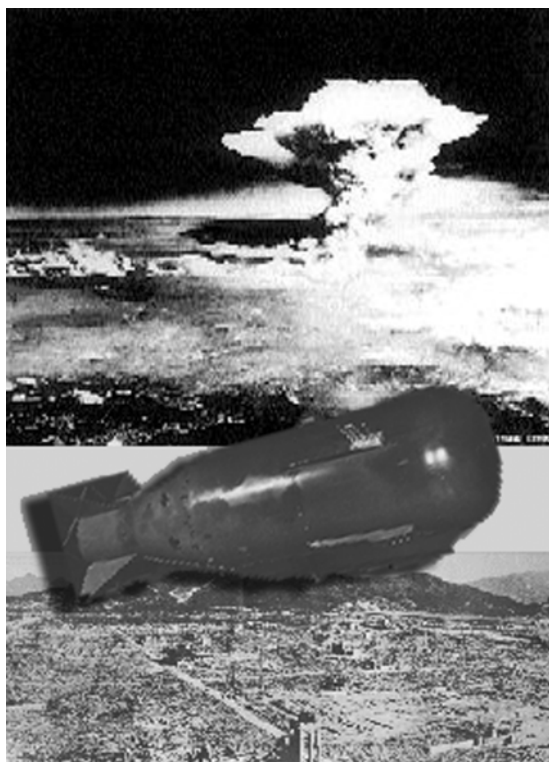
REPUBLICAN SPAIN

In 1931, democratic elections took place in Spain for the first time for 60 years. From the vote it was clear that the King of Spain was in danger and he left the country. Over the next few years, the government began to reform the country but before long it clashed with the church and the military and a civil war broke out.

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WORLD WAR II AND NUCLEAR WEAPONS

When the SECOND WORLD WAR finally broke, some adults in the Folk refused to fight and registered as CONSCIENTIOUS OBJECTORS, while others felt that they had to join the armed forces to try to stop NAZI takeover of Europe. At the end of World War II came the dropping of the first ATOMIC BOMBS on two of Japan's cities and killing tens of thousands of people. Throughout the 1950s and 1960s the green shirts and guitars of the Woodcraft Folk were a regular sight on the demonstrations organized by the CAMPAIGN FOR NUCLEAR DISARMAMENT (CND).

GLOSSARY

WORLD WAR II

Also called the Second World War, this conflict involved virtually every part of the world during the years 1939–45. The main opponents were the Axis powers (Germany, Italy, and Japan) and the Allies (France, Great Britain, the United States, the Soviet Union, and, to a lesser extent, China). The war was in many respects a continuation of the disputes left unsettled by World War I. The 40,000,000–50,000,000 deaths incurred in World War II make it the bloodiest conflict as well as the largest war in history.

CONSCIENTIOUS OBJECTORS

The Military Service Act of 1916 introduced compulsory military service to Britain, but also allowed for applications to be made for exemption from the call-up. This meant that men could appeal against army service on grounds of occupation, hardship, faith or moral belief. A system of Military Service Tribunals was set up to assess each application and either turn it down or grant the successful applicant an exemption certificate.

Men who applied on grounds of morality or faith were called 'conscientious objectors'. They were generally unpopular with both the public and the authorities who saw them at best as unpatriotic shirkers and at worst as subversive revolutionaries. In practise many were Jehovah's Witnesses, Quakers or other Christian denominations, who simply saw the taking of life as wrong, while others objected to the war on political grounds. Many 'Conchies' were sent to prison because they refused to fight.

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NAZI

The Nazi Party (National Socialist German Workers' Party), under the leadership of Adolf Hitler, came to power in Germany in 1933 and governed by totalitarian methods until 1945. In what they called "the final solution to the Jewish problem" they systematically killed six million Jewish men, women, and children and millions of others: trade unionists, socialists, gypsies, gays.

ATOMIC BOMB

The United States in late 1941 established a secret program to develop an atomic bomb, a powerful explosive nuclear weapon. The aim of the project, directed by physicist J. Robert Oppenheimer, was to build an atom bomb before Germany did. The new weapon had two purposes. First, it could be used to force Japan to surrender. Second, possession of the bomb would enable the United States, and not the USSR, to control postwar policy. The first atomic bomb named "Little Boy" was dropped on Hiroshima by the Enola Gay, a Boeing B-29 bomber, at 8:15 in the morning of August 6, 1945.

CAMPAIGN FOR NUCLEAR DISARMAMENT

In 1957, writer and broadcaster J. B. Priestley entitled *Russia, the Atom and the West*. In the article he attacked the decision by the government to abandon its policy of unilateral nuclear disarmament (getting rid of Britain's nuclear weapons without waiting for the rest of the world to agree to do the same). A meeting of people inspired by Priestley formed the Campaign for Nuclear Disarmament (CND).

The annual Easter March from the UK's nuclear weapons research station at Aldermaston to Trafalgar Square in London drew large support in the late 1950s and early 1960s. The stationing of nuclear cruise missiles in Britain revived support for the Campaign for Nuclear Disarmament in the 1980s and for a time the organisation had nearly 100,000 members.

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THE COLD WAR AND THE ARMS RACE

In the 1980s, the ARMS RACE and the COLD WAR between the two world superpowers – the USA and the SOVIET UNION – reached horrifying proportions. The Woodcraft Folk continued its programme of peace education in its groups and the green shirts returned to the streets of London with CND. And then, quite suddenly, with the fall of the Soviet Union in the early 1990s the Cold War came to an abrupt halt. Over the past decade the Folk has continued to educate children for peace and has tried to raise awareness of the many conflicts still ongoing around the globe.



GLOSSARY

ARMS RACE

The competition between the USA and the Soviet Union to develop the most advanced weaponry with which to threaten the other side. This process led to the production and stockpiling of sufficient nuclear weapons to destroy the planet many times over.

COLD WAR

The open rivalry that developed after World War II between the United States and the Soviet Union and their allies. The Cold War was waged on political, economic, and propaganda fronts rather than military ones.

SOVIET UNION

(U.S.S.R.) The former northern Eurasian empire (1917/22–1991) stretching from the Baltic and Black seas to the Pacific Ocean and, in its final years, consisting of 15 Soviet Socialist Republics (S.S.R.'s) – Armenia, Azerbaijan, Belorussia (now Belarus), Estonia, Georgia, Kazakstan, Kirgiziya (now Kyrgyzstan), Latvia, Lithuania, Moldavia (now Moldova), Russia, Tajikistan, Turkmenistan, Ukraine, and Uzbekistan. The capital was Moscow, then and now the capital of Russia. During the period of its existence, the Union of Soviet Socialist Republics was by area the world's largest country.

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PEACE EDUCATION IN THE MODERN WORLD

After the events of 11 September 2001, as the USA waged war on Afghanistan and more recently invaded Iraq, members of the Woodcraft Folk have spoken out once more about the futility of war. Folk members were prominent in organizing school strikes in protest at the bombing of Baghdad and traveled from every part of the UK to the million-and-a-half strong demonstration in London in February 2003.

Over the years the Woodcraft Folk has brushed with authority because of its commitment to bringing about a more peaceful world. Indeed its members have been arrested and imprisoned over the years for their beliefs. But the full story hasn't been told here. It will take careful detective work to uncover the answers to the more mysterious aspects of the Woodcraft Folk's peace work past.



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LESLIE PAUL AND THE FIRST WORLD WAR



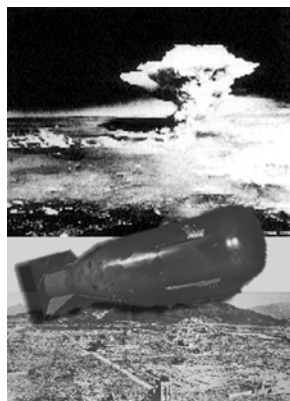
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WORLD WAR II AND NUCLEAR WEAPONS



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PEACE EDUCATION IN THE MODERN WORLD



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Question 1

On which day did the Woodcraft Folk encourage children to stay away from school in 1933?

- The Queen's birthday
- Midsummer Day
- Empire Day
- Armistice Day (Poppy Day)

Question 2

What slogan did Leslie Paul (Little Otter) suggest the Woodcraft Folk should adopt?

- Bread not Bombs
- Neither Shillings nor Shells nor Soldiers
- Span the World with Friendship
- No More War

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Question 3

Who said: "The Nuclear Arms Race has no military purpose. Wars cannot be fought with nuclear weapons. Their existence only adds to our perils."

- Winston Churchill
- Leslie Paul
- Margaret Thatcher
- Lord Louis Mountbatten

Question 4

Where did the Woodcraft Folk bounce for peace?

- On a mushroom
- On a cauliflower
- On a marshmallow
- On a trampoline

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Question 5

In 1980, how many people in Britain did the government think would survive an all-out nuclear attack?

- 15 million
- 30 million
- 40 million
- 56 million

Question 6

Who said:

“Every gun that is made, every warship launched, every rocket fired, signifies in a final sense a theft from those who hunger and are not fed, from those who are cold and are not clothed

- President Kennedy
- President Clinton
- President Chirac
- President Eisenhower

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Question 7

In 1939, who did the Folk Council say they would stand by and assist?

- Czech refugee children
- Pioneers evacuated from London
- Adult members who refused to join the armed forces
- Anyone who joined the fight against fascism

Question 8

What did the children find at the beginning of the peace festival play?

- A gun
- An old soldiers helmet
- An unexploded bomb
- An army uniform

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Question 9

Leslie Paul said that the training of children for peace was a problem which had long worried who?

- The Labour Movement
- Fascists
- Pacifists and socialists
- Middle-class parents

Question 10

What work was Henry Fair required to undertake towards the World War II war effort

- Fire fighting
 - Hospital visiting
 - Air raid warden
 - Ambulance driving
-

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Question 11

Why did one Woodcraft Folk member lose his school friends

- Because he said he was going to object to military service
- Because he said he was against all wars
- Because he decided to join the army
- Because he wouldn't share his sweet ration

Question 12

Why did Bounding Fawn (aged 9) think War is wrong?

- Because it destroys friendships
 - Because it destroys people's homes
 - Because it kills people
 - Because it destroys nature
-

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Question 13

Of the people who voted in the Peace Ballot, how many thought that Britain should remain a member of the 'League of Nations'

- 95%
- 97%
- 79%
- 59%

Question 14

Doves of the world unite – you have nothing to loose but your - - - - -

- Chains
 - Planet
 - Memory
 - Feathers
-

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CLUES

-
- Question 1 Little Otter warns that the war danger is great
-
- Question 2 Little Otter was ill and couldn't go to camp – so he sent a message.
-
- Question 3 Was the speaker referring to the effects of a 10-megatonne explosion?
-
- Question 4 They got their picture in the newspaper
-
- Question 5 A message to groups and Districts from Woodcraft Folk Head Office
-
- Question 6 Another message to groups and Districts from Woodcraft Folk Head Office
-
- Question 7 The Folk Council had discussed the problems facing the movement just as the Second World War began.
-
- Question 8 This Peace Festival took place at an international camp in 1937
-
- Question 9 ODLWWNER (3, 5)
-
- Question 10 An official document from a tribunal.
-
- Question 11 D.R.
-
- Question 12 A magazine for young Woodcrafters, 1936
-
- Question 13 A magazine for young Woodcrafters, 1935
-
- Question 14 Song lyrics

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ANSWERS AND FEEDBACK

Question 1

Answer: **C. Empire Day**

Feedback: *Empire day was a great patriotic holiday which had been started in 1904 to celebrate British rule of many foreign nations.*

Question 2

Answer: **B. Neither Shillings nor Shells nor Soldiers**

Feedback: *Shillings were part of the system of money used in Britain in those days (pounds, shillings and pence) and shells are the explosive bullets fired from large weapons (not the things you collect on the beach!).*

Question 3

Answer: **D. Lord Louis Mountbatten**

Feedback: *Lord Mountbatten was a great grandson of Queen Victoria. He was one of Britain's most senior military figures during the Second World War and the country's Chief of Defence Staff from 1959 to 1965. Lord Mountbatten was murdered by an IRA bomb in 1979.*

Question 4

Answer: **A. On a mushroom**

Feedback: *The mushroom-cloud shaped inflatable represented the cloud of radioactive dust produced by a nuclear bomb like the ones dropped on Hiroshima and Nagasaki.*

Question 5

Answer: **A. 15 million**

Feedback: *The Government issued a booklet to all homes in the UK telling people what to do to prepare for a nuclear attack. It contained useful ideas like keep a stock of food to last 14 days and do not go outside until the radio says it's safe to do so.*

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Question 6

Answer: **D. President Eisenhower**

Feedback: *Eisenhower started his career as a professional soldier. He rose through the ranks and as supreme commander of the Allied Expeditionary Force, he commanded the most powerful force ever assembled under one man – the force which was to invade France and defeat Hitler. Later he became President of the United States of America.*

Question 7

Answer: **C. Adult members who refused to join the armed forces**

Feedback: *In May 1939 the Military Training Act was passed. This soon meant that men aged between 18 and 40 could be forced to join the Armed Forces. Those who refused to join had to register as Conscientious Objectors (C.O.s or 'Chonchies'). If they were lucky they were given jobs as ambulance drivers and the like but many C.O.s found themselves in prison for their beliefs.*

Question 8

Answer: **B. An old soldiers helmet**

Feedback: *Two thousand children from ten countries joined the camp in 1937. Some of the headlines in the newspapers called them the "Communist Menace" whilst others welcomed the young people's stand against fascism.*

Question 9

Answer: **C. Pacifists and socialists**

Feedback: *This article, in the paper of the No More War Movement, was intended to persuade pacifist parents to send their children to the Woodcraft Folk.*

Question 10

Answer: **D. Ambulance driving**

Feedback: *The tribunal decided that Henry could be registered as a conscientious objector on the condition that he undertook*

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Ambulance or other humanitarian work as required by the Ministry of Labour.

Question 11

Answer: **A. Because he said he was going to object to military service**

Feedback: *Donald Rawson was eventually sentenced to 12 months in Manchester's Strangeways prison for refusing to undertake military service.*

Question 12

Answer: **D. Because it destroys nature**

Feedback: *Leslie Paul, in his introduction to this essay competition says that you can tell that Bounding Fawn is angry with the "stupid old people who make wars".*

Question 13

Answer: **B. 97%**

Feedback: *Eventually 10 million people voted in the Peace Ballot – with the same result. The League of Nations was (rather like the United Nations today) a body which aimed to build a peaceful world through international understanding.*

Question 14

Answer: **B. Planet**

Feedback: *These lines come from a song written by Woodcraft Folk leader Peggy Aprahamien for the show To Live A Long Life performed at the Folk's international camp in 1975.*

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OTHER INTERESTING DOCUMENTS

Other interesting documents in the archives about the Woodcraft Folk's work for peace:

FH_003_09_001	1936	Letter about Ernst Thaelman
FH_003_13_001	1937	National Delegate Conference agenda with motion on Peace Policy
FH_003_14_001	1937	Letter from Socialist Education International
FH_004_05_001	1933	Play script 'Augustus Intervenes'
FH_006_06_004	1927	A War Resister in Prison
FH_007_02_004	1930	Courage has a new face
FH_007_06_002	1931	What price peace propaganda?
FH_009_01_008	1935	Why do some people refuse to fight for their country?
FH_009_07_060	1933	The Woodcraft Folk stand for world peace
FH_009_07_202	1935	10 Million Votes – Peace Ballot beats Record Party Vote
FH_012_04_002	1982	Pioneer Peace Camp
FH_012_05_003	1980s	Blockading Burghfield
FH_012_11_006	1987	Peace and World Friendship
FH_012_11_009	1987	White Poppies
FH_012_13_003	1987	Talking to children about nuclear war
FH_013_05_004	1933	Peace which is an armed truce
FH_013_06_003	1934	Europe in ferment
FH_014_07_006	1943	Members in the Forces
FH_014_07_007	1943	Conscientious Objectors
FH_014_08_006	1944	Members and War Service
FH_031_08_001	1944	Memorial Camp Site Appeal
FH_038_02_005	1933	International Camp – No More War Movement

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FH_063_19_001	late 1970s	Woodcraft Way Peace booklet
FH_076_11_001	?	Vietnam demonstration
FH_076_12_002	1980s	No to all bombs – demonstration
FH_076_13_001	1980s	Peace rafts, Battersea Park
FH_076_14_001	1980s	Peace rafts, Battersea Park
FH_076_17_001	1980s	Fun play not gun play
FH_076_18_001	1980s	Peace poster
FH_076_19_001	1980s	We don't inherit the world from our ancestors...
YMA_WF_076_23_001	1935	Youth for Peace and Unity
YMA_WF_039_24_001	1937	Peace day for International Camp
YMA_WF_201_02_001	1940	Letter from the Peace Pledge Union
YMA_WF_211_01_001	1940	Letter from Fenner Brockway
YMA_WF_211_02_001	1940	Conscientious Objector's tribunal
YMA_WF_066_22_011	1966	Why March?
YMA_WF_287_03_001	c.1938	Train for peace

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EXTENSION ACTIVITIES

Here are some more activities you might like to try:

Relevant archive document references	Activity	Suitability	
		Woodcraft Folk groups	Schools
FH_009_04	Write you own essays on "Why War is Wrong". You could compile a little booklet from the best entries and circulate it within your school or Woodcraft Folk district.	✓	✓
FH_009_02_003 FH_009_07_202	Hold you own "Peace Ballot". The questions you ask could be about a current conflict or, more generally, about how international peace can been achieved.	✓	✓
FH_004_05_001	Arrange a play reading or performance of "Augustus Intervenes"	✓	✓
FH_042_08_004	Sing for Peace "Doves of the World" is a beautiful peace song written by a Woodcraft Folk leader. The Woodcraft Folk songbook has a whole section full of peace songs. Hold a Peace Song evening (you could invite you local community choir to join you!) or a special campfire and sing your way through them all. Why not try to write a new peace song of your own.	✓	

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	<p>Discussion questions: Use the following ideas as discussion starters:</p> <ul style="list-style-type: none"> • What do you think are the best ways in which the Woodcraft Folk can show the world its desire for peace? • Is the Woodcraft Folk too biased – does it present all points of view on the peace question to it's members? • Should young children be told about the horrors of war or is this topic too frightening for them? • Is war ever justified? 	✓	
	<p>Discussion questions: Use the following ideas as discussion starters:</p> <ul style="list-style-type: none"> • Should young children be told about the horrors of war or is this topic too frightening for them? • Is war ever justified? 		✓
<p>YMA_WF_212_02 FH_006_06 YMA_WF_211_02_001</p>	<p>Role Play In small groups, read through the documents from the archive about Woodcraft Folk members who were Conscientious Objectors. Role play the events of a Military Service Tribunal – either taking characters and ideas from the documents or putting forward your own arguments for and against military service.</p>	✓	✓

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CURRICULUM LINKS

Links to National Curriculum goals at or around Key Stage 3:

ENGLAND	SCOTLAND	WALES
<p>Citizenship: 2a) Developing skills of enquiry and communication: Pupils should be taught about topical political, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources, (including ICT based sources).</p> <p>2c) contribute to group and exploratory class discussions, and take part in debates.</p> <p>History: 2c) to analyse and explain the reasons for, and results of, the historical events, situations and changes in the periods studied.</p> <p>4a) Pupils should be taught to identify, select and use a range of appropriate sources</p>	<p>English: Level C: Reading will feature as part of group activities such as problem solving, decision-making, science experiences.</p> <p>Level D: Pupils, in groups or individually, will be given practical reading tasks (e.g. using timetables, brochures, running a book club).</p> <p>PSD: Carry out a range of tasks on their own and in a group; Discuss more than one strategy for copying with or tackling problems; Apply a problem-tackling process in relevant situations; Demonstrate ability to co-operate; Demonstrate ability to select from several choices and to discuss reasons for the choices made.</p>	<p>History: 4.1) Pupils should be taught to: investigate historical topics independently using a range of historical sources in their historical context, including documents, artefacts, visual sources, buildings and sites, music and oral accounts, statistics and other numerical data, interpretations and representations and, where appropriate, ICT.</p> <p>4.3) Pupils should be taught to: select sources and collect relevant information from them.</p> <p>English: Oracy 1.1) Talk for a range of purposes, including: exploration and</p>

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<p>of information including accounts, documents, printed sources, the media, artefacts, pictures, photographs, music, museums, buildings and sites, and ICT-based sources as a basis for</p> <p>English: 3c) Group discussion and interaction: sift, summarise and use the most important points; 4a) Use a variety of dramatic techniques to explore ideas, issues, texts and meanings.</p>	<p>Religious and Moral Education: Level C: Reflect on the benefits and responsibilities of belonging to groups e.g. clubs, family, friends. Level D: Recognize situations involving moral conflict, show awareness of alternative viewpoints and be able to offer a personal opinion, backed by reasons.</p>	<p>consideration of ideas, literature and the media; argument, debate, prediction and persuasion; analysis. 2.7) Sift, summarize and use salient points, cite evidence and construct persuasive arguments. English: Reading 2.10) Pupils should be given opportunities to read factual and information texts in order to: select information, using ICT as appropriate. PSE: Recognize moral issues and dilemmas in life situations.</p>
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