



Teacher material

The role of Postcards in World War 1- Extended version

Activity Plan

The students studied before and revise or study at home the pages of the textbook on World War 1 till 1918, the peace treaty not included. They may use their book during the activity.

They work in groups of three or four. The teacher plans in between the group activities central moment in class for reporting and resuming. The teacher can differentiate according to the available time and/or the level of the students

Step 1: The teacher hands out a selection of 17 postcards to each group. The whole class can work on assignment 1 and/or 2. Or the teacher can divide the assignments over the groups.

Exemplar activity 1

If you had a random collection postcards online:

- How would you select and sort them into a logical 'exhibition' and justify your choice?
- How would you categorize?

Exemplar activity 2

If you had a random collection postcards online:

- Could you set them in a time line and connect them with the course of the war?
- Could you categorize them by subject, themes or messages, and justify your choice?

The teacher rounds this step off with a presentation per group: 'Present and defend your selection.' Discuss with the class the different categories according to subject, tone, origin, time and intention of the messages. What do they tell you about the sender of the message?

Step 2: The teacher hands out the selection of 17 postcards with a description and the dates to each group.

Exemplar activity 3

The teacher can differentiate by giving faster students after the third subtask of the assignment either a printed selection of recruitment posters or access to the recruitment posters collection on line. Ask them to use the posters in a way which enforces the understanding of the postcard messages.

Now you have more information about the origin of the studied postcards:



- Look over your extracted messages and make headings for the categories. Check and if needed correct.
- If not done so far first arrange the postcards chronologically. Check and correct your chronological order. Describe and explain in what aspects you can connect the messages of the postcards with the course of the war.
- What other sources would you need to make sense of these postcards?

The teacher rounds this step off in plenum. One of the faster students shows some posters asking the class for a similar message as on some postcards, another then show some posters with a different message or a different way of conveying the message. Short debate in class.

Step 3: Making the groups work on the postcards of 1914-1918 relevant for understanding the commemorations of World War 1 in 2014-2018.

The teacher can start this in class and set as homework to finish:

- In the coming months there will be a TV programme on the hundred years Remembrance of World War 1, with background information.
- You are asked to write a script for the informative unit on World War 1 of that TV programme. It should help people to understand what they actually remember.
- Which five postcards would you select?
- Explain for each why they are significant for you: what does each of your five postcard reveal about the intentions of the maker, about the motivations of the sender, about the phase of the war? Why is it useful for the watchers of the programme? What message does it intent to send home? Why is it significant for you to select?

Step 4: To conclude and assess learning:

- Pairs meet other pairs and decide which ones to present for a class discussion. Debate on the presented explanation of the choices.

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