

KEY QUESTION & learning OBJECTIVES	Recommended TEACHING STRATEGIES	Specific LEARNING RESOURCES	Core PRODUCTS made by the pupils
<p>'The role women played in World War Two proved to all that they were on an equal footing to men.'</p> <p>How far does the evidence support this view?</p> <ul style="list-style-type: none"> <li>• To predict when change happened</li> <li>• To analyse and make inferences from posters</li> <li>• To evaluate source materials</li> <li>• To use evidence to support or disagree with a hypothesis</li> </ul>	<p>Start this enquiry with a copy of resource 1, a timeline showing key moments in equal rights up to 1939. Ask the pupils to predict:</p> <ol style="list-style-type: none"> <li>a. When women were officially allowed to join the army, navy and airforce.</li> <li>b. When women were, in the eyes of their roles, treated equally to men.</li> </ol> <p>The answer is 1950 for all of the military. However, women were only allowed to be pilots in the RAF in 1989; they were only allowed to serve on Royal Navy warships in 1990 and women first saw action in the army in the first Gulf War of 1991.</p> <p>Explain to the class that some historians believe that World War Two was a significant turning point for women. They argue that between 1939 and 1945, the roles women took up proved that they were equal to men. It is worth at this point introducing this hypothesis: 'The role women played in World War Two proved to all that they were on an equal footing to men.' Ask them how far they think it is true. Take a straw poll – get the class to vote to see how many agree.</p> <p>It is also worth introducing some definitions:</p> <p>NAAFI – The Navy, Army and Air Force Institute.  ATS – Auxiliary Territorial Service – a section of the army for women  WAAF – Women's Auxiliary Air Force – a section of the RAF for women</p>	<p>Source A: Mrs A talks about women in uniform and the freedoms that war gave to women</p> <p>Source B: NAAFFI leaflet</p> <p>Source C: WAAF leaflet</p> <p>Source D: ATS leaflet</p> <p>Source E: ATS posters</p> <p>Source F: Report soldier attitudes to ATS</p> <p>Source G: Report: Soldier opinions on ATS</p> <p>Source H: NAAFI ADVERT</p> <p>Source I: article from Worthing Herald 18 Dec 1944.</p>	<p>Answer to the big question</p>

	<p>Next, explain to your pupils that they are going to analyse and evaluate some evidence and decide how far each source supports or disagrees with the hypothesis: 'The role women played in World War Two proved to all that they were on an equal footing to men.'</p> <p>Either create a spectrum on each desk like the one below:</p> <p style="text-align: center;">Equal to men.....Inferior to men</p> <p>Each source can then be placed where pairs or individuals think it should go. Alternatively they could rate each source using a grading system:</p> <p>1= totally inferior to men, up to 5 = totally equal.</p> <p>As a class start with source 1 which is an oral account. Listen to Mrs A and discuss where they would place her on the spectrum.</p> <p>Next introduce sources 2-9. Encourage your pupils to look closely at each source, discuss where it should go on the spectrum / grading system and get them to explain why they think it goes there. It is also worth considering asking your class how reliable the source is as evidence.</p> <p>When you think that everyone is ready to move on, ask them if they are surprised by what they have seen? It is worth at this point having another vote, to see now how many agree with the hypothesis. Comment on the location of most of the sources being at the <a href="#">Mass Observation Archive, University of Sussex</a> housed at <a href="#">The Keep, East Sussex</a>.</p> <p>As an end task you could get your class to answer the big question. A good answer will argue both sides, draw on evidence and explain. You could also follow this up by investigating how women became more equal to men.</p>		
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