SOURCE PACK ON THE GERMAN OCCUPATION OF JERSEY 1940-1945

Teachers Guide

Introduction

We hope that you and your pupils find this pack useful and interesting. All the documents contained in the source pack are reproduced on the CD and you are welcome to print and use these copies within the classroom. Please photocopy what you need for use in the classroom.

There is also a suggested lesson plan which can accompany a visit to the Maritime Museum to see the Occupation Tapestry Gallery.

We hope teachers will use these sources in a variety of ways; in their own right, to supplement other resources and to act as a spur to further research by pupils. We have included some suggestions for using the sources although many teachers will no doubt have their own ideas. This is followed by a list of the documents contained in the pack.

Sources are of course the raw materials of the historian and can be used in the classroom for many different purposes and in many different ways. The ideas given below are simply guidelines.

SUGGESTED ACTIVITIES

1 – ASKING HISTORICAL QUESTIONS

Even before the sources are looked at, pupils could be asked to produce a list of historical questions which they think should be posed about health e.g. what types of people were affected by cholera and why?

2 – TRANSLATING SOURCES

This is a good way to make sure that pupils read and understand the sources. They could be asked to use a source to produce an account (e.g. newspaper or newsreel) of an event. Pupils should be encouraged to use the style and language of the time and
could be asked to consider how the tone of such accounts differs from similar ones today and why.

3 – LOOKING FOR SUITABLE SOURCES

Rather than directing pupils to sources, teachers could ask pupils to decide which sources are most relevant for answering the questions they have set themselves.

4 – ANALYSING SOURCES

Pupils should be encouraged to think about the provenance and value of sources. Key questions include:

- WHEN was the source produced?  
- HOW was it produced?  
- WHAT is the source?  
- WHO produced it?  
- How USEFUL is it?  
- WHY was it produced?  
- How VALUABLE is it?  
- How RELIABLE is it?

5 – TESTING INTERPRETATIONS

Pupils can be given interpretations such as films or books which feature health alongside the evidence.

6 – PRODUCING SECONDARY SOURCES

After studying and analysing the evidence, pupils could produce their own secondary source. This could be a project folder, information poster, TV documentary or film script based on some of the sources. They should start by setting themselves a series of questions to ask about the topic. Any gaps left after the sources have been used could be addressed by looking to other sources (e.g. reference books, oral accounts).

7 - SUGGESTED QUESTIONS ON SOURCES

A range of questions can be set on sources which are designed to develop pupils’ skills at thinking about historical sources generally.

**Questions to ask younger pupils:**
What type of person may have produced this source? Why do you say this?  
What do these sources tell you about…?  
What do you think is the most important thing we can work out from this source?  
Does this source prove that…happened?  
Use these sources to explain what it must have been like to….
Which of these sources shows that….

**Questions to ask older pupils:**
What are the advantages and disadvantages of using these sources to tell us about…?  
How reliable do you think this source is?  
What questions would you like answered before you are happy that this is a reliable source? How would describe the tone of this source? How would you account for this?