

TEACHING CHARACTER

THROUGH THE PRIMARY CURRICULUM

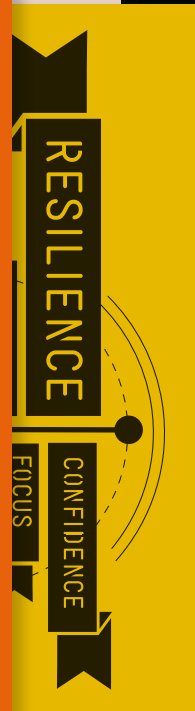
A CROSS-CURRICULA APPROACH
TO TEACHING CHARACTER

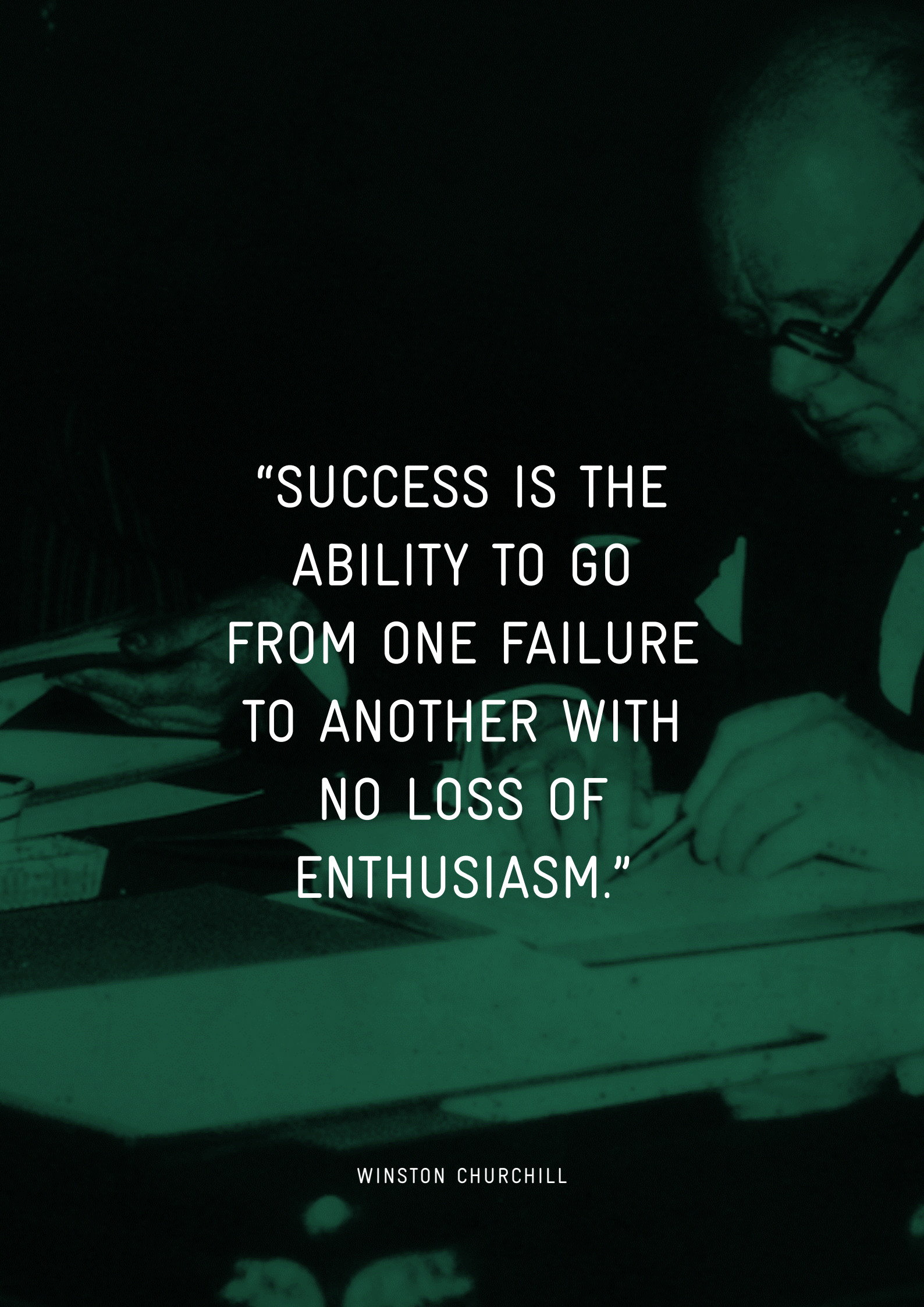
INSPIRING A NATION

VIRTUE: RESILIENCE – SUBJECT: HISTORY



THE
JUBILEE CENTRE
FOR CHARACTER & VIRTUES





“SUCCESS IS THE
ABILITY TO GO
FROM ONE FAILURE
TO ANOTHER WITH
NO LOSS OF
ENTHUSIASM.”

WINSTON CHURCHILL

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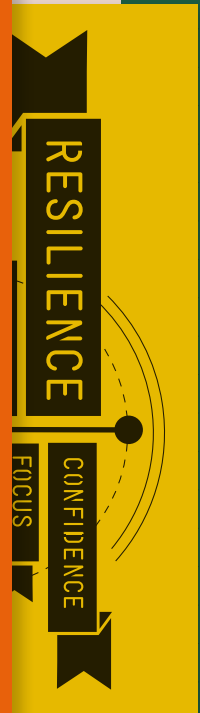
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TEACHER'S NOTES

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INSPIRING A NATION — WINSTON CHURCHILL



TEACHER'S NOTES

The purpose of this pack is to reaffirm and develop pupils' knowledge and understanding of character virtues, with particular reference to the primary virtue of **resilience** and the secondary virtues of drive, confidence, integrity, focus and service. These virtues should be highlighted as important to a successful transition from Year 6 (Key Stage 2 Primary) to Year 7 (Key Stage 3 Secondary). To accompany these Teacher's Notes, Inspiring a Nation – Pupil Activity, Inspiring a Nation Narrative and a PowerPoint are downloadable via the Jubilee Centre for Character and Virtues website.

THE FOLLOWING SUPPORTING DOCUMENTS ARE ALSO PROVIDED ONLINE:

- Teaching Character Through the Primary Curriculum Introduction Materials
- Pre-lesson Virtue Toolkit including activities on the following virtues: Curiosity, Courage, Focus, Resilience, Integrity, Drive, Charity and Service.
- Resilience PowerPoint
- Other narratives in the programme including: John Simpson, Alan Turing, Emmy Noether, Luz Long, Wangari Maathai, Gertrude Elion and a Local Hero.

BACKGROUND INFORMATION FOR TEACHERS:

This information is to supplement the Resilience PowerPoint, which provides an investigatory approach into the life of Winston Churchill. The 'Inspiring a Nation' Narrative is available online and can be printed off for pupil use. The edited version of the 'Inspiring a Nation' Narrative in this pack gives a simplified account of Churchill's life during the Second World War. For reasons of space, this version focuses, in the main, on the challenges Churchill faced and his use of the virtue resilience, to overcome these. The main focus of the narrative is to provide sufficient evidence of Churchill's resilience in the historical context of World War II and his ability to 'inspire a nation'. The extract provides opportunities to discuss Churchill's virtues and disposition. The aim is for this lesson to open a discussion about resilience and the secondary virtues in focus (drive, confidence, integrity, focus, service). Children should be given the opportunity to reflect on their learning and how these virtues are present in their own life.

Teachers may well wish to expand and develop work here, using direct links to the History curriculum and cross-curricula links to English. These resources and lesson plans provide a guide and teachers are encouraged to adapt them to best suit the needs of their classroom.

OTHER RESOURCES

- <http://www.bbc.co.uk/timelines/z363gk7> - BBC iWonder Winston Churchill: The Greatest Briton.
- <http://www.biography.com/people/winston-churchill-9248164> - Biography of Winston Churchill
- http://www.bbc.co.uk/schools/primaryhistory/famouspeople/winston_churchill/ - Activities on Winston Churchill
- <https://www.gov.uk/government/history/past-prime-ministers/winston-churchill> - UK Government biography

LESSON PLAN

INSPIRING A NATION

This lesson plan, with accompanying PowerPoint, is a **guide** for teachers in how to best use the pupil resources provided. This plan should provide **inspiration** and is a suggested way to conduct a lesson to meet the objectives stated. Teachers are encouraged to **adapt** and **develop** this plan to best suit their class. The corresponding **Virtue Toolkit** lesson should be taught pre-lesson and the **Virtue Glossary** could be provided throughout the lesson to aid pupils' understanding. Teachers should use a selection of different methods and processes to facilitate **discussion** and **reflection** on the primary and secondary virtues in focus. It is important pupils become aware of the virtues and their meaning, but **discussion** and **reflection** will also aid pupils' understanding of them. Teachers may need to **differentiate** this lesson to best suit their pupils' needs; paired, shared, group or guided work is encouraged where needed.

TITLE: INSPIRING A NATION – WINSTON CHURCHILL
PRIMARY VIRTUE: RESILIENCE

CURRICULUM LINK: HISTORY – A STUDY OF A THEME IN BRITISH HISTORY/HISTORY THAT INTERESTS THE PUPIL.

POSSIBLE CROSS-CURRICULA LINKS:

ENGLISH – BIOGRAPHIES AND AUTOBIOGRAPHIES
ENGLISH – REPORTS AND JOURNALISTIC WRITING
ENGLISH/DRAMA – ARGUMENTS AND DEBATES

LEARNING OBJECTIVES

1. To understand what the virtue of resilience means in the life of Winston Churchill.
2. To accurately identify vocabulary that illustrates the virtue of resilience in the 'Inspiring a Nation' Narrative.
3. To begin to be able to retrieve information from the narrative that illustrates a wider selection of virtues.

LEARNING OUTCOMES

1. To be able to identify and describe the virtue of resilience and begin to relate it to their own lives.
2. To begin to discuss how different virtues occur together in positive or negative ways.
3. To begin to be able to relate the virtue of resilience to the period of transition from Year 6 to Year 7.

RESOURCES

Provided: Inspiring a Nation Narrative, Inspiring a Nation Teacher's Notes, Inspiring a Nation Pupil Activity, Resilience PowerPoint, I Will cards.
Not Provided: Interactive White Board, Flipchart, Pens, Paper

INTRODUCTION

5 MINUTES

Introduce/affirm the meaning of character and virtue. Introduce the definition of resilience (beginning of Resilience PowerPoint). Go over children's examples of this virtue in their own lives.

TEACHER LED ACTIVITY

20 MINUTES

Assess children's prior knowledge of Winston Churchill and World War II. Use PowerPoint resource. Show children the photograph of Winston Churchill and ask children who he is. Generate ideas as groups. Discuss ideas; ask if they know how Winston Churchill displayed resilience. Reveal identity and begin to read Churchill biography. Spend time discussing unknown vocabulary. After each slide, allow children opportunity to discuss Churchill's use of resilience and if it had positive or negative effects. Encourage children to reflect on other virtues used such as motivation, drive, confidence, integrity, focus and service (glossary provided). Were these virtues always a positive? Introduce the 'Inspiring a Nation' narrative. If time permitting, play speech from http://www.bbc.co.uk/history/worldwars/wwtwo/churchill_audio_01.shtml Continue to encourage discussion. How did this make the children feel? How would people during World War II feel hearing this? How does it show resilience? Does this show any other virtues or would it be likely to encourage any other virtues in the listeners? Show next slide and listen to two Churchill sound clips from http://www.bbc.co.uk/schoolradio/subjects/history/ww2clips/speeches/churchill_the_few

Explain the importance of Churchill and his role of inspiring the nation during World War II. Always ask children to give reasons for their answers.

CONTINUED >

CHILD LED ACTIVITY

25 MINUTES

Allow pupils time to read/or read to the pupils the 'Inspiring a Nation' Narrative, instructing them to look closely for when the virtue in focus is displayed (provide highlighters if appropriate). Children must also reflect on secondary virtues (drive, confidence, integrity, focus, service) in the narrative and how these may have helped inspire the nation, or what virtues Churchill encouraged in the nation. Were these virtues always positive? Did they have any negative consequences? Children then answer questions from the activity sheet. Model if necessary.

PLENARY

10 MINUTES

Bring the group together to discuss the examples of resilience found within the life of Winston Churchill and how these may have developed or clashed with other virtues. Invite them to share their examples. Explain how this virtue will be important for when the children transition to Year 7. Provide 'I will' cards and get the children to write a statement of intent - one thing they will now do in regards to this virtue. Make sure they are achievable.

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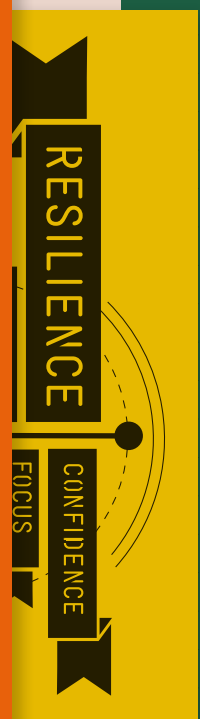
INSPIRING A NATION

MAIN NARRATIVE

VIRTUE: RESILIENCE – SUBJECT: HISTORY



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WINSTON CHURCHILL

On 3rd September, after a German invasion of Poland, Britain declared war on Germany. So began World War II.

Winston Churchill was appointed first Lord of the Admiralty and a member of the war cabinet by Prime Minister Neville Chamberlain. He believed Churchill's experience would be vitally important in the war ahead. This experience, on May 10th 1940, prompted King George VI to appoint Churchill as Prime Minister of the United Kingdom.

Churchill knew the importance of **cooperation** and instantly formed a **coalition** cabinet of leaders from the Labour, Liberal and Conservative parties. He had built a career as a successful public speaker, speaking in the Houses of Parliament and on the battle field. This would become one of his greatest **assets** in the fight against the Axis Powers.

On May 13th 1940, he addressed the House of Commons:

'We have before us an ordeal of the most **grievous** kind. We have before us many, many long months of struggle and of suffering. You ask, what is our policy? I can say: It is to wage war, by sea, land and air, with all our might and with all the strength that God can give us; to wage war against a monstrous **tyranny**, never surpassed in the dark, **lamentable** catalogue of human crime. That is our policy. You ask, what is our aim? I can answer in one word: It is victory, victory at all costs, victory in spite of all terror, victory, however long and hard the road may be; for without victory, there is no survival.'

He received the full backing of the Members of Parliament. Churchill made a personal **plea**, saying, "I have nothing to offer but blood, toil, tears and sweat."

By June 1940 German forces occupied large amounts of France. Morale was extremely low in Britain, and amongst Allied soldiers. People could not see where a victory would come from. The British public and soldiers knew that they must be courageous to keep fighting, but it was difficult to forget the horrors of a previous world war. Families had lost fathers, husbands, brothers, sons, uncles and grandfathers. Churchill knew he would have to inspire the nation to keep fighting against the Nazi regime and not give up, even if it meant the loss of many more lives and many more years of fighting.

In June 1940, Churchill gave one of his most **iconic** speeches:

'We shall go on to the end. We shall fight in France, we shall fight on the seas and oceans, we shall fight with growing confidence and growing strength in the air, we shall defend our island, whatever the cost may be. We shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills; we shall never surrender.'



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The world listened and a nation began to be inspired. Churchill led the country and his speeches helped the public to believe they were fighting for justice against an evil tyranny. However, things did not get better quickly. In September 1940, Nazi planes dropped bombs on British cities, in what has come to be known as the Blitz, and civilians, particularly those in London, became the target of German air raids. More soldiers were sent to fight for the Allied forces in Europe, Africa and Asia. Children in large British cities were **evacuated** to the countryside, away from their parents and friends. Some would never see their parents again.

Churchill understood the importance of not giving up. A year later, during a visit to his old school, he gave another inspirational speech encouraging the nation to stay determined:

‘Never give in, never give in, never, never, never—in nothing, great or small, large or petty – never give in except to convictions of honour and good sense. Never **yield** to force; never yield to the apparently overwhelming might of the enemy.’

Churchill’s speeches alone would not win the war for the Allied forces, but the raising of morale of the British public was very important. The war would not end until 1945, and there were many occasions where Churchill privately questioned the war and whether or not it was actually winnable. He and the British public had made huge sacrifices to continue to fight. Finally, the Allied forces would be victorious. On 8th May 1945 (‘Victory in Europe’ Day) he said:

‘The lights went out and the bombs came down. But every man, woman and child in the country had no thought of quitting the struggle. London can take it. So we came back after long months from the jaws of death, out of the mouth of hell, while all the world wondered. When shall the reputation and faith of this generation of English men and women fail? I say that in the long years to come not only will the people of this island but of the world, wherever the bird of freedom chirps in human hearts, look back to what we’ve done and they will say do not despair, do not yield to violence and tyranny, march straightforward and die if need be-unconquered.’

As the war came to an end, Churchill was defeated in a general election by Clement Attlee. Churchill left his post as Prime Minister having guided Britain to victory in World War II, a task which looked very unlikely when he took control in 1940. Victory came at a heavy cost as 383,600 British military personnel and over 60,000 British civilians died. In 1953, Queen Elizabeth II knighted Churchill making him Sir Winston Churchill. He died in January 1965. Many world leaders attended his state funeral and crowds lined the streets of London. He was given a hero’s farewell. Churchill inspired a nation during its darkest days, and in response, in 2002, the British public voted Churchill as the greatest Briton to ever live.

GLOSSARY

ASSETS
a useful or valuable thing

COALITION
a temporary alliance

COOPERATION
working together to the same goal

EVACUATED
remove someone from a place of danger to a safer place

GRIEVOUS
something very bad or serious

ICONIC
very famous or popular

LAMENTABLE
very bad

PLEA
a request made in an urgent or emotional way

TYRANNY
a cruel use of power

YIELD
to give way to arguments, demands, or pressure

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RESOURCES FOR PUPILS

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Read the 'Inspiring a Nation' narrative and answer these questions.

1 Write down an example where Winston Churchill showed resilience.

2 How did being resilient help Britain become victorious in World War II?

3 During Churchill's life what other virtues did he show?

4 Pick one of these virtues and explain if it had any negative consequences.

5 Imagine you were Winston Churchill during World War II. Write a speech which will inspire the British nation to be resilient and keep fighting.

