

The Workers' War: Home Front Recalled

TUC History Online

TEACHERS' NOTES by Ben Walsh



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THE WORKERS' WAR: HOME FRONT RECALLED

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Welcome

Welcome to The Workers' War: Home Front Recalled, a partnership initiative between London Metropolitan University, the Trades Union Congress and the National Pensioners' Convention to record and commemorate the role played by trade unions and workers on the Home Front during the Second World War. This new learning resource has been made possible through a grant from the Big Lottery Fund as part of their Home Front Festival programme, established as part of national activities to mark the 60th anniversary of the war.

By its completion in Spring 2006, this website will hold an exhibition of hundreds of digitised images and documents, oral testimony from those who worked on the Home Front during the war and contributions from historians providing thematic perspectives on the period. Choose your pathway into the website by clicking on one of the buttons below.

We hope that you find this resource informative and useful. Please find time to complete our [feedback form](#) and tell us what you think. Any detailed enquiries should be sent by e-mail.

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Voices from the Home Front
Listen and read about the experiences of working men and women during the war.

Images & Documents
View a selection of photographs, posters, flyers and documents about the War and the Home Front effort.

Historical Perspectives
Read and explore the many themes of the Home Front through our historians' narratives.

The Workers' War: Home Front Recalled Teacher Notes

By Ben Walsh part time teacher and history author

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(This section will take the same approach as section 6 in the original Tutor pack, but obviously will use relevant examples. It will also address the technology of whiteboards and other software tools now becoming more common in schools).

5 Glossary

1 Introduction

1.1 What is *The Workers' War: Home Front Recalled*?

The Workers' War is a microsite which sits within the larger web site of trade union history called *The Union Makes Us Strong*. The purpose of both sites is to help anyone with an interest in the history of trade unions and working people in general to pursue that interest. The Workers War site focuses on the experiences of working people in the Second World War. It uses a combination of oral history, original documents, posters and photographs to help users get a sense of the wartime experience for ordinary working people.

The Workers' War is aimed at a general readership and not specifically at school students. At first sight, this might seem to rule it out as a resource for youngsters. After all, there are many web sites relating to World War 2 and life on the Home Front. Many of these other sites are specific education sites. However, few if any of these other sites can provide the wealth of wonderful material which *The Workers' War* can provide. With just a little input from the teacher, and the advice in this guide, the student can experience the thrill of genuine archive research. Here the original sources – the raw material of history – are available to browse and explore. On the one hand such sources are harder to use than the textbook which the student usually uses – most sources will have no helpful explanations. On the other hand original sources provide us with an insight into the little stories which make up the big story which the textbook tells. They can also give us a glimpse of stories which the textbook cannot find room to include. Given a proper context and a motivating task, students of all ages and abilities will be able to enjoy and explore the material in this resource.



Caption: All students enjoy wrestling with attractive and colourful images like this wartime poster. Part of the appeal of sources like these is the layers of inference which can be unravelled. At the simplest level, students could be asked to simply explain what this poster says. At a deeper level, they might try and explain the thinking behind it. At a still deeper level, they might consider how and why the language used would not be employed today.

<http://www.unionhistory.info/workerswar/display.php?irn=142>



Caption: Most students are unlikely to have come across scenes such as this in textbooks. Here officials from the Soviet Union are being cheered by war factory workers. From 1941 onwards, the UK and Soviet Union were allies against Germany.

<http://www.unionhistory.info/workerswar/display.php?irn=159>

1.2 About the TUC Library Collection

NOTE FROM BEN HERE – COULD SIMPLY REPEAT THE TEXT IN THE ORIGINAL TUTOR PACK HERE JUST TO ALERT TEACHERS TO THE 'PARENT SITE' AND ITS FOUNDING PRINCIPLES. I THINK IT WOULD BE WORTH SAYING SOMETHING ABOUT THE SITE, HOW IT CAME ABOUT AND WHAT IT IS TRYING TO ACHIEVE.

AS I WRITE THESE NOTES I AM ALSO AWARE THAT WORKERS AT WAR AND THE MAIN SITE ARE ONGOING WORKS SO I THINK IT WOULD BE WORTH ADDING A FEW WORDS HERE TO THAT EFFECT.

2 Contents of the site

The *Workers' War* consists of three major sections:

- **Voices from the Home Front:** This section is the result of the Home Front Oral History Project which interviewed over 80 people from January 2005. Testimonies are available as transcripts, with photographs of the interviewee and audio files of their interviews.
- **Images and Documents:** This section contains over 300 images and documents relating to trade unions and workers during the war. All images and documents are accompanied by detailed notes.
- **Historical Perspectives:** These are narratives on important themes which have been written by specialist historians. They are pitched at the intelligent general reader rather than the school audience.

THE WORKERS' WAR: HOME FRONT RECALLED

Site search: [Advanced Search](#)

Home **Voices from the Home Front** Images & Documents Historical Perspectives Back to TUMUS Feedback E-mail us

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Welcome

Welcome to **The Workers' War : Home Front Recalled**, a partnership initiative between London Metropolitan University, the Trades Union Congress and the National Pensioners' Convention to record and commemorate the role played by trade unions and workers on the Home Front during the Second World War. This new learning resource is supported by the Big Lottery Fund as part of national activities to mark the 60th anniversary of the war.

By its completion in Spring 2006, this website will hold an exhibition of hundreds of digitised images and documents, oral testimony from those who worked on the Home Front during the war and contributions from historians. Choose your pathway into the website by clicking on one of the buttons below. You can add your own memories about working on the Home Front by clicking [here](#).

We hope that you find this resource informative and useful. Please find time to complete our [feedback form](#) and tell us what you think. Any detailed enquiries should be sent by e-mail.

Voices from the Home Front
Listen and read about the experiences of working men and women during the war.

Images & Documents
View a selection of photographs, posters, flyers and documents about the War and the Home Front effort.

Historical Perspectives
Read and explore the many themes of the Home Front through our historians narratives.

TUC
Trades Union Congress
Library collections at the
London Metropolitan University

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Caption: The front page of The Workers' War: Home Front Recalled. The different sections of the site are accessed from the coloured bar running across the top of the page.

Each of these areas is also divided into categories. The contents of these categories are described in the rest of this section.

2.1 Voices from the Home Front

This section is effectively a small oral history archive. There are over 80 testimonies in which working people describe their experiences in various areas of work during the war. They can be searched in a variety of ways:

- By Surname
- By Location
- By Occupation

THE WORKERS' WAR: HOME FRONT RECALLED

Site search: [Advanced Search](#)

Home [Voices from the Home Front](#) [Images & Documents](#) [Historical Perspectives](#) [Back to TUMUS](#) [Feedback](#) [E-mail us](#)

You are in: [Home](#) > [Voices from the Home Front](#)

Voices from the Home Front

Updated as interviews are processed.

Scroll down to contribute your own story of working on the Home Front

The Voices from the Home Front oral history project, conducted by our partners the National Pensioners Convention, has interviewed over seventy people since January 2005. The focus of these interviews was to document working lives and trade union experiences during the Second World War. Choose an interview by surname, by location or by occupation.

Name

Sumames A to L: Sumames M to Z:

Location

East Midlands
East Midlands
London
South East
South West
West Midlands
Yorkshire and the Humber

Occupation

[click here to share your story](#) Click this button to share your story and memories from the Second World War. Your stories will be read by the project worker and will appear at the bottom of this page within 10 days.

[Share your story](#)

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Caption: The title page of Voices from the Home Front. Note the different options for searching the entries and also the facility to add a story to the collection.

It is most likely that you will use the occupation option. The list of occupations covered includes:

- Aircraft Production
- Engineer
- Factory Production
- Farming / Food production
- Hospital Staff
- Office Work
- Shipping
- Communications/Telephony
- Lorry Drivers
- Mining
- Munitions
- Nursing
- Transportation

In the early part of 2006 there is also an option to add extra stories to this list. Clearly none of the students using the site is qualified to add a story but it might be possible for students to work with local people who do have memories of the war and for them to work together to create an entry and post it on to the site.

Clearly there are many potential uses of this section of the site. One approach which most students enjoy is to 'adopt' one of the speakers and summarise his or her experiences for the rest of the class. By good fortune, the different testimonies vary a great deal in length, so it may be possible to match less confident students to shorter testimonies and challenge more able students with longer ones. The following information might be helpful in allocating particular witnesses to students. Other possible approaches to using this section of the site are set out in section 3.

Sample:

Speaker	Location	Occupation	Length of transcript (pages)	Audio file?
Roy Ansley	South West	Aircraft Production	7	Yes
Ted Boyle	Yorkshire and Humber	Shipping	8	Yes
Dorothy Brown	South East	Nursing	12	Yes
Florence Cooper	London	Lorry Driver	8	Yes
Frank Cutts	London	Engineer	5	Yes
Queenie Dell	London	Office	4	Yes
John Drinkwater	East Midlands	Engineer	9	Yes
Brenda Faris	London	Factory	13	Yes
Doreen Hall	West Midlands	Factory	10	Yes
Eileen Hands	London	Hospital	6	Yes
Joan Hill	South East	Communications/Telephony	12	Yes
Albert Hilton	North West	Transportation	6	Yes
Mary Kelham	West Midlands	Munitions	6	Yes
Colin McDermott	Yorkshire and Humber	Mining	4	Yes
Muriel Pardoe	South East	Farming	8	No
Jean Parry	South East	Office	8	No
Pat Slater	South West	Nursing	7	No
Flip Thornett-Roston	London	Hospital	4	Yes

2.2 Images & Documents

The title of this section is pretty much self explanatory! As with the Voices from the Home Front section, this part of the site can be viewed in various ways. One option is to view all 250+ images but it is much more likely that you will direct students to use the sub sections of the site, or indeed choose a few resources from the site yourself and present them to students on a projector screen, whiteboard or handout (or some combination of these). Here are the sub sections of the site.

Sub section	Number of images and documents
Trade Unions and the War	63
Working Conditions	38
Women in wartime	23
Working Class Life	14
Post War Reconstruction	18

The screenshot shows the website's navigation bar with the title 'THE WORKERS' WAR: HOME FRONT RECALLED'. The breadcrumb trail is: Home > Voices from the Home Front > Images & Documents > Historical Perspectives > Back to TUMUS. The search results page displays a grid of 15 items, each with a thumbnail image and a title. The items are:

- Munition workers of allied countries are hitting back at Hitler... through British factories!-poster
- Fall in the Fire-Bomb Fighters!-poster 1940
- Builders! Speed is Vital, Minutes Saved-Lives Saved-poster
- Ernest Bevin says "We must have exports" poster, 1940
- Train to Win-poster 1940
- Bravo Mate, Keep It Up!-poster
- Home Guard, 1941
- Notice to staffs of hospitals-poster 1941
- Bombs From Bricks-poster 1941
- Darwen Weavers Association Journal, 1941 (pg. 2)

Caption: The first of two pages of original sources in the Working Conditions sub-section of the Images & Documents section of the site. For teachers and students the value of the wealth of rich and colourful images is immediately apparent. Each image or document also comes with detailed supporting notes.

In planning to use this section, it is easy to feel overwhelmed by the sheer volume of material, particularly in the first two sections. Remember that selecting only one image or document is a valid use of this material, perhaps to demonstrate propaganda methods which were used by the government or ways in which working conditions changed during the war. It may be possible to locate particular types of material by using the search function of the site. This is described in section 3. Other possible ways to use the resource in the classroom are also set out in section 3.

2.3 Historical Perspectives

These five resources are narratives written by historians with an expertise in the fields in question. They are primarily aimed at the intelligent general reader and so may contain more detail and analysis than most secondary students would normally need. That said, they represent an excellent opportunity to stretch more able and committed students. They may also provide useful additional material for students at GCSE and A Level tackling coursework tasks or individual research studies. The contents of this section are set out below.

Section	Author	Length
Trade Unions and the Home Front <ul style="list-style-type: none"> • Co-operation between trade unions and government • Impact of war on employers and trade unions 	Nina Fishman, University of Westminster	1861 words
Employment during the Second World War <ul style="list-style-type: none"> • Increasing employment during war • Women workers • Prisoners of War as workers • Contribution of large and small businesses to war effort • Production levels 	Dave Lyddon, Keele University	1668 words
Women Workers in the Second World War <ul style="list-style-type: none"> • Women in industry • Tackling 'men's jobs' • Balancing home and work • After the war 	Sue Bruley, University of Portsmouth	1720 words
The Home Front in the Factories, Docks and Mines <ul style="list-style-type: none"> • Technological war • Organisation of production and labour • Wages and industrial relations • Trade union membership • Collieries • Docks 	Jon Murden, University of Liverpool	1911 words
Industrial Conflict in Britain in the Second World War <ul style="list-style-type: none"> • Sensitive issue • Employer – trade union relations • Government role in industrial relations • Election of 1945 	Richard Croucher, Cranfield University	1789 words

3 Using this site with school history courses

The Workers' War: The Home Front Recalled contains a wide range of material which is directly relevant to courses which many students follow.

3.1 *The Workers' War: The Home Front Recalled* in Key Stage 2

As part of the History National Curriculum at KS2 students must tackle a unit on either the Victorians or on Britain Since 1930. Clearly it is in this second option that the site could be useful. In addition to the statutory guidance in the National Curriculum the Qualifications and Curriculum Authority and DFES have produced exemplar schemes of work which many teachers use in their entirety or select from. Key Stage 2 History Unit 9 is entitled '*What was it like for Children in the Second World War?*'.

Here is a selection of just a few of the Learning Objectives set out in the unit. According to the scheme of work ...

'Children should learn:

- *why rationing was necessary*
- *how to find out about the war in their locality from the recollections of someone who lived through it*
- *an overview of how the war affected people's everyday lives*
- *about the restrictions on people, how they suffered during the war, their courage and resilience'*

The full scheme (and all of the other schemes for KS2 History) can be found at <http://www.standards.dfes.gov.uk/schemes2/history/?view=get>

It is easy to see how the section *Voices from the Home Front* would be useful in meeting some of these learning objectives. Searching on key terms such as 'ration' or 'child' and limiting the search to the Workers' War section of the site usually produces hits in the *Voices from the Home Front* section. Searches using place names sometimes generate results in the other parts of the *Workers' War*.



The key search term used here is ration. Using an * will find references to ration, but also rationing and rations.

Here the search is limited to the Workers War microsite

Date references might be useful in some searches

Advanced Search

All search results will be presented in ascending date order unless you choose to have them ranked according to relevance. Choosing this feature will present them according to the number of times your word/words are mentioned in the record. For tips on searching, go to [Site Information](#).

Search for all of the words

Search for the exact phrase

Search for any of the words

Without the following words

Sounds like the words

Include the following Packages in your search:

- All
- Timeline
- Match Workers Strike Fund Register
- General Strike
- The Ragged / rousered Philanthropists
- TUC Reports
- Workers' War

Year (e.g.: 1930 to 1940 for that decade). Leave blank for any year. From: To:

Format (e.g.: letter, photograph, telegram). Leave blank for any format.

Rank results by Relevance



Search results

New Search | [List view](#) 1 to 3 of 3

 Thornett-Roston, Flip	 Ansley, Roy	 Pardoe, Muriel
--	--	---

New Search | [List view](#) 1 to 3 of 3

Caption: The search on ration, limited to the Workers' War microsite, produces these three results.

You might ask students to carry out these searches but for KS2 students you will probably carry out the searches in advance yourself and then allocate particular sections of particular resources to particular students or groups of students. This has to be your judgement based on your knowledge of your students.

As mentioned earlier on page 6, you could get students to 'adopt' one of the witnesses in this section and tell the rest of the class about his or her experiences. In order to avoid students simply copying and reading out the testimonies, you could put time limits on the students' presentations. You could also give them specific areas to search. Thus students could be set the task of finding out what their adopted witness might be able to tell us about one or more aspects of the war from a list such as:

- Humour
- Fear
- Supporting the war effort
- Feelings towards the enemy
- Black market
- Rationing
- Effects on family life

The Images & Documents section also contains much material which students at KS2 could use. The QCA Scheme of Work specifies students learning about how war affected everyday lives and also the restrictions which were placed on people. Just a few images and documents can illustrate this very powerfully. For example, you could select just three images from the Working Class Life sub section, such as those shown below.



Caption: These three images show very clearly examples of the restrictions placed on normal everyday activities and of course the impact of war on those directly attacked in bombing raids.

Left: <http://www.unionhistory.info/workerswar/display.php?irn=142>

Centre: <http://www.unionhistory.info/workerswar/display.php?irn=169>

Right: <http://www.unionhistory.info/workerswar/display.php?irn=141>

Students can then be asked to show skills of historical inference. By all means start by asking them simply to describe what is shown in the images. However, they usually enjoy the challenge of using the sources to explain how these images help us to understand the impact of the war on people and the restrictions it put on their everyday lives. Students could import these images into presentation or desktop publishing software and annotate them to show just how useful they would be to historians. The technical aspects of this operation are described in section 4.

3.2 *The Workers' War: The Home Front Recalled* in Key Stage 3 and GCSE

As part of the History National Curriculum at KS3 school students have to undertake a unit called *World Study After 1900*. In most schools this includes a study of some aspects of the Second World War and sometimes an examination of life on the Home Front. At GCSE the majority of students tackle a Modern World History course. Such courses usually have optional units within them, one of which is a study of the Home Front in Britain in WW2. Below is an extract from the AQA Examination Specification:

Option Z: Britain in the Second World War

Key Issues	Content Focus
How did the war change life in Britain?	Evacuation; conscription; censorship and propaganda; the Blitz and air-raid precautions; Internment; the role of women; rationing and the effects of submarine warfare.

In addition to studying the content of the course, students at KS3 and GCSE are also required to consider the nature of historical evidence and interpretation. As a wonderful collection of original sources, *The Workers' War* has outstanding potential to support teachers teaching the Home Front in WW2 to students in this age group.

Students could be asked to use the *Voices from the Home Front* section in similar ways to those suggested for KS2, but naturally to extend the challenge for older students.

- For example, older students might study the entries in this site and also in the BBC web site *People's War* (<http://www.bbc.co.uk/dna/ww2/>). They could be asked to reduce one or two of the entries in the *Voices from the Home Front* section to the length of the average entry in the BBC resource. Reducing a text like this forces students to consider what the critical pieces of information are, and in the process this drives memory and effective learning.
- It may also be possible to get students to work with local people who remember the war to make their own collections of memories and add them to the *Voices from the Home Front* until July 2006.
- Students might be asked to imagine they were researchers for a TV programme featuring one or more of the witnesses in the *Voices from the Home Front* section. They have to suggest particular sections of testimony to use in talking head interviews on the TV programme. They also have to select images from the rest of the site which could be used in the programme as well. It may even be possible to create a short programme using digital video editing software. See section 4 for more information on this.
- One possibility, for instance, is to present students with a range of questions to answer or a range of assumptions to consider. Examples of questions could be:
 - To what extent did life change for women?
 - How and to what extent did people still travel around in wartime?

- There was no need for propaganda in wartime Britain as people supported the war.
- Industrial relations during the war were excellent.

The Images & Documents section also contains a wealth of material which could be used at KS3 and GCSE. The activity suggested above on page 12 (with the three posters) would probably work just as well with secondary students. A similar activity which uses a range of interesting sources might be to challenge students with the question:

What really worried the government during the war?

Armed with this question, students could be given a range of sources and asked to study them. Again, the emphasis in this task is not on recounting what the source says, but what the source tells historians, based on intelligent inferences. A good collection of sources for an exercise such as this is shown below.

 <p>Kill the Octopus and nearly all the thieving will cease.</p>	 <p>PLEASE TURN OVER</p>
<p>http://www.unionhistory.info/workerswar/display.php?irn=239</p>	<p>http://www.unionhistory.info/workerswar/display.php?irn=204</p>

DON'T FORGET THE ENEMY HAS LONG EARS • DON'T FORGET THE ENEMY HAS LONG EARS •

of the sensible people he resists the temptation. They know that by talk they can, without meaning to do so, play the enemy's game. They won't do that.

What I want is to urge everybody to be like them. Not to pass on stories, rumours or gossip; not to tell what they know or repeat what they hear. Especially do I appeal to the people who through their occupation come to know something that could be pieced together so as to convey information to the enemy. Nobody wants to do that, but everybody doesn't realise how some small bit of news, in itself seemingly harmless or even unmeaning, can yet be used dangerously if it is passed on; could complete the jigsaw puzzle for the enemy's use. The passer-on may be innocent in intention, yet the wrong person overhears and the harm is done.

This goes especially for all those of us who are in contact with the public. Workers in shops and hotels, transport and railway workers. Commercial travellers and insurance agents, the man on the milk round, the collector of any kind, workers in canteens and milk bars, men and women of all ranks in the Services and in Civil Defence—all these have the opportunity to spread rumours and tell tales. Because of the opportunity given by their work, they can be specially tempted to tell the things they know and to pass on the stories they hear. For them, the opportunity makes temptation.

It is a temptation they will resist, once they are aware of it. So here is a bit of War work that's not too easy always. The secret seems so innocent. It doesn't seem to matter who knows where "Bet" is or what "Jane" is doing. Yet it may matter a lot. The rumour or yarn or piece of news that seems harmless to the talker may do harm. Carelessness is the danger. A few in all classes are still careless. They are careless in clubs and in pubs, in trams and trains and other public places.

Don't be one of those careless people. Your carefulness matters to your country's safety.

XXXX XXXX XXXX

Printed in England by K.H.K. Ltd., London, S.E.1.



FALL IN THE FIRE-BOMB FIGHTERS!

— HERBERT MORRISON

ISSUED BY THE MINISTRY OF HOME SECURITY

<http://www.unionhistory.info/workerswar/display.php?irn=205>

<http://www.unionhistory.info/workerswar/display.php?irn=153>



BOMBS FROM BRICKS!

Drive the roads! Speed the canteens! Hurry the hostels! Every job on this site rapidly completed will help to increase the output of the war factories—will give us more bombs, more guns, more shells, more planes, more tanks.

Men in the fighting services need the weapons made by the munition workers.


Munition workers need the hostels made by you.

HURRY THE HOSTELS

<http://www.unionhistory.info/workerswar/display.php?irn=155>

MINISTRY OF HEALTH 1941

Coughs and sneezes spread diseases




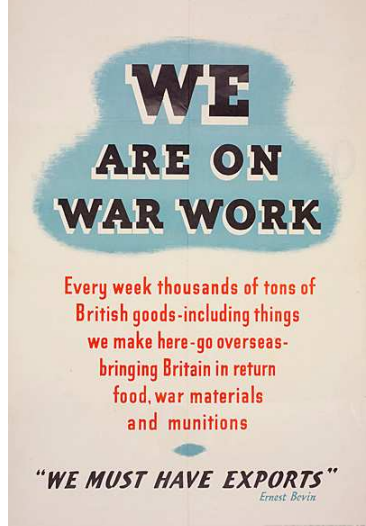


**Trap the germs by using
your handkerchief**


Help to keep the Nation Fighting Fit

<http://www.unionhistory.info/workerswar/display.php?irn=149>

Along the same lines, some carefully selected sources from this section could be used to get students to explore some of the more controversial and sensitive aspects of life on the Home Front. For example, the government went to some lengths to promote the idea that there was a Blitz Spirit in which all the people of the country pulled together and differences of wealth or class were forgotten. Modern historians now question to what extent this really happened. A selection of sources such as these could provide an engaging and stimulating starting point for such an investigation by students.

How strong was the Blitz Spirit?

	
<p>http://www.unionhistory.info/workerswar/display.php?irn=236</p>	<p>http://www.unionhistory.info/workerswar/display.php?irn=154</p>
	
<p>http://www.unionhistory.info/workerswar/display.php?irn=144</p>	<p>http://www.unionhistory.info/workerswar/display.php?irn=237</p>

	<p style="text-align: center;">3</p> <p>Agreements, to prevent unconstitutional stoppages of work hereby affirm the pledges already given in these Agreements, and instructs all Lodges and their officials and members to utilise the Local and County Machinery to the full to settle disputes and to honour the rules and constitution of the Association.</p> <p>Where this undertaking is not honoured and carried out the Council meeting desires to state that no action of any kind will be taken until the Rules and Constitution of the Association are loyally carried out and work resumed.</p> <p>That resolution was carried by an overwhelming vote, and up to a few months ago seemed to have a salutary effect; but recently it seems to have been ignored by many Lodges, as indicated by the many stoppages that have taken place. Such is a reproach and a rebuke to discipline. In fact it is known that on occasions a Lodge vote has decided for a pit to work, but a minority section refused to honour the decision, and kept the whole pit out. This is anarchy and not order and alien to democracy—if a minority has to over-ride the majority. It is the duty of Lodge Officials and members of Lodges to see that the Rules and Constitution of the Association are honoured and also refuse to be over-ruled by a section of disruptives.</p> <p>These reckless stoppages are not a manifestation of the high standard of valour and the testing qualities of grit that the Durham miners have been renowned for, in fighting for freedom and justice in adverse circumstances, against terms of inquiry imposed upon them by the brutality of oppressors. It is a strike frequently against agreements mutually negotiated by their own representatives and those of the Owners.</p> <p>It is holding up the Nation and our Allies at the moment when they are struggling in a bloody grip of life and death with intolerable Nazi tyrants, who would not hesitate a second to smash every vestige of liberty we possess, as expressed in our Trade Unions and other free institutions.</p>
<p>http://www.unionhistory.info/workerswar/display.php?irn=171</p>	<p>http://www.unionhistory.info/workerswar/display.php?irn=227</p>

Both of these investigations could be used in conjunction with the articles in the Historical Perspectives section. This teacher's guide can only provide a few of the possible approaches which could be used to exploit the resources in *The Workers' War*. Taking all three sections together, a wide range of other activities might be possible, such as:

- An investigation into the role of women workers on the Home Front. Extra rigour could be achieved by basing the investigation around a challenging issue, such as whether the increased opportunities gained by women were long lasting, or whether their work really was appreciated at the time, or whether attitudes towards women really did change.
- An investigation into how wartime propaganda worked – students could select sources from the collection which they believe to be examples of propaganda, and explain their choice. They should explain why they think it is propaganda, and also what methods it was using and what its aims were.
- Cross reference entries in the Voices from the Home Front section with sources from the Images & Documents section and ask students to reach some conclusions about the nature and reliability of oral history as evidence. Is it acceptable to simply say 'they were eye witnesses so their testimonies must be accurate'?
- Take one or more of the articles in the Historical Perspectives section and ask students to make it more visually appealing by adding images from the Images & Documents section.

4 Technical issues in using the resource

4.1 Downloading and copying material from the site

There are many instances when tutors or students or researchers might want to copy text or images from the site. This is very straightforward.

The Home Front in the Factories,
Docks and Mines.

Jon Murden, University of Liverpool.

'The work you do this week fortifies
and strengthens the front of battle
next week... The production you pour
out of your factories this week will be
hurled into desperate struggle next
week'

Lord Beaverbrook, Minister of Aircraft
Production, Summer 1940.

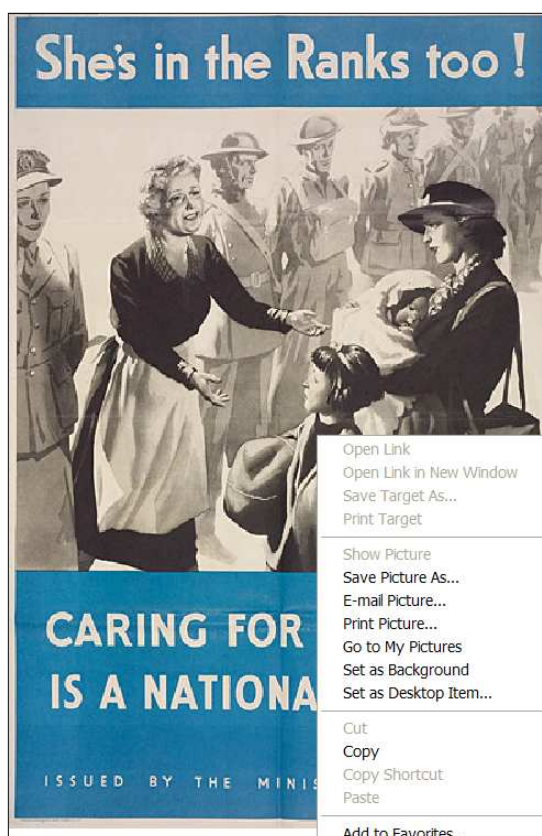
More than in any previous conflict the
Second World War was a war of

Copying text

It is quite common for a student to want to copy a piece of text from a web site or from the transcripts of one of the witness statements in Voices from the Home Front. For example, a student might want to copy a short extract from one of the articles in the Historical Perspectives section which shows that there were strikes and other forms of industrial conflict. All the user needs to do is to highlight the required section of text and then click the right mouse button. A menu then appears which allows the user to copy the selected text. The user can then go to his/her document and paste the selected text into his/her own document.

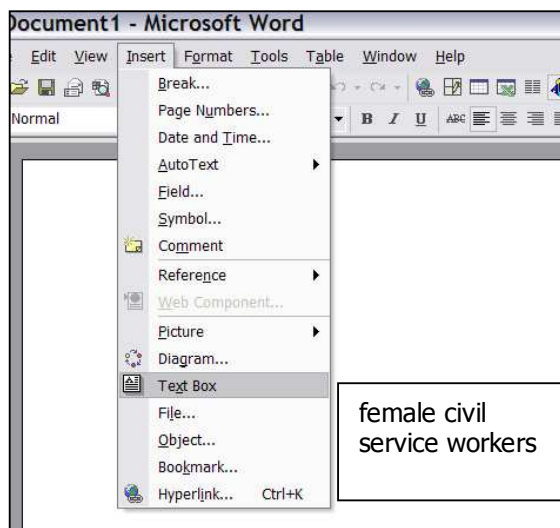
Copying images

It is almost exactly the same process with images. Blow up to full size and simply click on the image with the right mouse button. Again a menu appears. This menu allows users to copy to the clipboard and paste just like the text selection described above. Alternatively, users can save their image to their computer or to a floppy disk. Choosing this option brings up a dialogue box which asks about the file format you want to save the picture in. the usual formats are jpeg or gif. These provide decent quality images without taking up too much memory space.



4.2 Working with text, images and media files

It is also worth remembering that text boxes can be very useful tools for annotating images. For example, a cartoon such as this contains a number of interesting features. As an alternative to describing its message and method, users can annotate the image using text boxes. These are created using the Insert command in Word. Comments can then be written in each text box to point out significant elements in a cartoon or other image.



Government poster

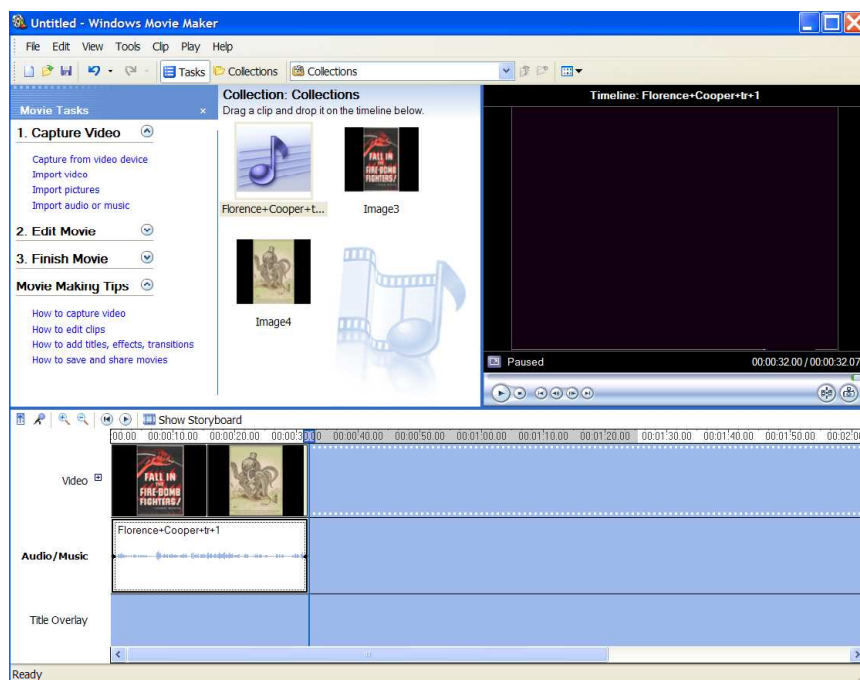
Smiling woman in overalls – would have a novelty value in 1940s Britain

Clear message – suggests workers are needed

Working with multimedia resources

New developments in software mean that students now have easy access to software which can create movie files. Apple computers come equipped with editing software called iMovie and Windows XP computers all carry the Windows Moviemaker software. These packages allow users to take movie clips, sound files and images and create a storyboard which can then be turned into a movie. Resources have to be saved to the computer or network to be imported into video editing software. This can usually be done by right clicking on a resource and using the Save Target As ... command or Save Picture As ... command for images. Moving image files are now increasingly available from online archives as well. Good sources of such material are:

- British Pathe Archive <http://www.britishpathe.com/>
- The National Archives Art of War
<http://www.learningcurve.gov.uk/onfilm/default.htm>
- The National Archives Learning Curve Onfilm
<http://www.nationalarchives.gov.uk/theartofwar/>



Caption: Here Windows Moviemaker is being used to create a storyboard using images from the site and the voice commentary from Florence Cooper, one of contributors to the *Voices from the Home Front* section of the site. Video clips could also be added to the storyboard.

Copyright

Copyright is always a tricky issue with resources which are used this way. As a general rule, you are safe from a copyright point of view if you do not try to 're-publish' any images or other material which does not belong to you. Creating an assignment based on copyright material is an acceptable form of use of this material, but publishing on a web site or similar format is not. To be absolutely clear about the copyright implications on each image you use you need to contact the copyright holder. For information regarding copyright it is best to contact the TUC Library Collections at London Metropolitan University for advice.

Glossary

Bookmark/favourites

Your browser saves a web address which takes you directly back to a site.

Browser

A piece of software that you need to visit web sites and view the information.

Cache

The area on your computer that stores web pages you've visited. So when you visit them again, it is a lot quicker to download.

Download

When your browser gets information or software from a web page.

E-mail - Electronic Mail

A message that is sent across a computer network.

Freeware

Software that is available on the Internet for free.

GIF - Graphic Interchange Format

Gif and Jpeg are the two formats used for image files. Gifs are good for tables and drawings.

HTML - Hyper Text Markup Language

The language used to make web pages.

Home page

The starting point when you go to a set of web pages. It should link to the rest of the site.

Hyperlink

Part of web page that links to another site or web page. Click on it and you'll go there.

Hypertext

Text that contains hyperlinks to web sites or pages. So if you click on the highlighted words, you'll go to a different web site or page.

Intranet

A private network that uses Internet technology. Institutions, businesses and organisations may well have their own Intranets.

Jpeg - Joint Photographic Experts Group

Jpeg and Gif are the two formats used for image files. Jpegs are good for photos.

NGfL - The National Grid for Learning

The NGfL is a gateway to all things educational on the web. It provides a 'grid' of inter-connected web sites and educational services to support teaching, learning, training and administration in schools, colleges, universities, libraries and the workplace.

Online

Quite simply, being on the Internet.

Plug-in

A programme that you can 'plug in' to your browser to help it do more, e.g. play video or sound.

Search engine

A software tool that helps you find pages you want by searching for the words you type in.

Shareware

Software that is available for free for a limited period.

URL - Uniform Resource Locator

Basically, a web address.