




Mendell Primary School

Aspire Challenge Achieve

Medium Term Plan History



<p>Year Group: 6</p>	<p>Term: Autumn #1 2021</p>	<p>Teacher: Dionne Sanati & Sarah Wearing</p>	<p>Subject lead: Dionne Sanati</p>	<p>Overview: Liverpool: national history over time reflected in our locality Locality study/visit: National Museum Liverpool/ War Museum Liverpool/ St Barnabus War Memorial</p>		<p>Key End Points: By the end of this unit children will be able to:</p> <ul style="list-style-type: none"> -Place current study on timeline in relation to other studies and sequence key events using dates and terms on a scale. -Follow lines of historical enquiry with questions: 'how', 'why' and 'to what extent' based around a concept such as cause and effect, significant or continuity and change. -Extract and interpret evidence from a range of primary and secondary sources. -Evaluate the usefulness of different primary and secondary sources considering: reliability, bias and making comparisons between sources. -Identify different types of bias in sources: political cultural or racial. -Compare and contrast wartime/ post war Britain to modern day. -Identify some aspects of continuity and change from post war Britain to the modern day through comparison focus on the city of Liverpool. -Interpret the impact of WW2 as a turning point in British history in the context of then and now. 	
<p>Links to other learning: PSHE - empathy Geography – UK map work/ Ariel photos Maths - scaling</p>	<p>Relevant Prior Learning: Chn will have some awareness of WW2. In Yr5 they will have studied Early Civilisations with a focus on Ancient Egypt in depth, Ancient Greece and Early Islamic Civilizations.</p>	<p>Relevant Future Learning: Later in the year children will look at changes over time in migration to Britain.</p>	<p>High Quality Text: Liverpool's Children by Pamela Russell, Goodnight Mr Tom by Michelle Magoria When We Were Warriors by Kath Emma Carroll (Pathways to Read)</p>	<p>Risk Assessment: Visit risk assessment required for local parish visit.</p>	<p>Teacher CPD: Watch the 5 CPD videos below – breaking down chronology Sequencing, Scaling, Duration/ intervals, Concurrence, Interaction https://www.youtube.com/channel/UCyYpfQy_yIJ8R8XgFHjwNTIQ Historical Association Login amyharris@mendell.wirral.sch.uk mendellhistory1</p>		
<p><u>Learning Intention</u></p>	<p><u>Lesson Outline (Key Questions in colour)</u></p>			<p><u>Resources</u></p>		<p><u>Vocabulary</u></p>	<p><u>Lowest 20% Adaptations</u></p>
<p>Enhancement opportunities: The Amazing History of Liverpool National Museums Liverpool Virtual Classroom Our journey begins with a question; how old is Liverpool? https://www.liverpoolmuseums.org.uk/learn/virtual-classrooms/amazing-history-of-liverpool Blitzed Exhibition National Museums Liverpool (linked to lessons 2-5)</p>							

<p>1</p> <p>I can construct timelines that sequence key events using dates and can make links between significant events in world history</p>	<p>Introduce overarching enquiry question for the unit of work: What were some of the impacts of World War II on the people in our locality?</p> <p>Enquiry question: Where do World War 1 & 2 fit chronologically with our existing knowledge?</p> <p>Today we are going to develop our chronological understanding. We will construct timelines that sequence key events using dates and will make links between significant events in world history.</p> <p>Word of the week: concurrence/ concurrent <i>Two or more events happening or existing at the same time.</i></p> <p>Use ppt slide similar to the one opposite. What periods have we studied in World History and British History so far? Are they any periods that are concurrent with each other? What might you infer from this about their interactions? What British period predates WW1 & 2? How do you think Britain's industrialisation during the Victorian era impacted on its ability to go to war? What else was happening in the world before/ during World War 1 & 2?</p> <p>Main Task 1: In groups chn to be given dates to construct scaled class overview timeline similar to below using border paper. Discuss and explore scale 1900 -2021, working to fact that be scale fit is 2cm = 1 year. Chn to bring together timelines to show concurrence on WW and discuss.</p>  <p>Teach led model: Focus in on specific period in timeline with internal chronological narrative of WW1 to demonstrate main task 2. What do you notice about the events in the lead up to the outbreak of WW1? What do the intervals between events tell us? What events do you think caused the outbreak of WW1? How did ...react to...? What do you think was the consequence of...? (cause and consequence) What is Armistice Day? How do we celebrate it now? Did the war end on Armistice Day?</p> <p>Main Task 2: In their books chn to independently sequence key events WW2 on their own scaled timeline similar to demonstrated timeline and then include key events Liverpool. Chn use books landscape and lines to support scaling.</p>	<p>Lesson 1 ppt.</p> <p>Main Task 1: Key Dates for class scaled timeline WW1 – 1914 –1918 WW2 –1939 –1945 Captain Tom Moore – 1920 - 2021 Mrs Wearing - Mrs Sanati – 1984 – Present day Year 6 -</p> <p>Main Task 2: Teacher to prepare in advance WAGOLL of scaled timeline in a book to show chn how to use red lines as a guide.</p> <p>Teacher to give list of key events to chn from these websites – see lesson 1 key events sheet. http://www.bbc.co.uk/history/worldwars/wwtwo/ww2_summary_01.shtml https://www.theworldwar.org/learn/dates</p> <p>The Liverpool Blitz -The first major air raid on Liverpool took place in August 1940, when 160 bombers attacked the city on the night of 28 August. -A series of heavy raids took place in December 1940, referred to as the Christmas blitz, when 365 people were killed between 20 – 22 December. -May 1941 saw a renewal of the air assault on the region; a seven-night bombardment that devastated the city. -The last German air raid on Liverpool took place on 10 January 1942. -British Prime Minister Winston Churchill in May 1941 said after visiting Liverpool and the surrounding area, "I see the damage done by the enemy attacks, but I also see ... the spirit of an unconquered people."</p>	<p>Chronology – scaling, concurrence, duration interval sequence</p> <p>outbreak invade surrender allies axis powers</p>	<p>Should chn struggle with drawing timeline with intervals give them pre-prepared timelines so they can just focus on sequencing.</p>
---	--	--	--	--

		<p>HA chn could use additional events sheets to deepen their reflections.</p> <p>Reflection: Chn to deepen their understanding by answering some of the questions below under the events.</p> <p>What do you notice about the events in the lead up to the outbreak of WW2? What do the intervals between events tell us? What events do you think caused the outbreak of WW2? How did ...react to...? How did Britain and France react to Germany invading Poland? What do you think was the consequence of...? Which events caused Germany and Italy to declare war on the US? (cause and consequence) Can you see any patterns in the events during this period? (cause and consequence) Compare the key events timelines of WW1 and WW2 – what do you notice is the same/ different? (similarity and difference)</p> <p>Mid lesson play this video to help chn answer ‘What events caused WW2?’ https://www.youtube.com/watch?v=AUd1HSWoMVQ</p>	<p>Mid lesson clarify learning/ reflect: https://www.youtube.com/watch?v=AUd1HSWoMVQ</p>		
2	<p>I can extract and interpret information from a range of sources of evidence</p>	<p>Today we are going to analyse and interpret a range of sources to help us answer the Enquiry question: What was the Liverpool Blitz and why was the city targeted for bombing raids?</p> <p>Introduce chn to key vocabulary using ‘Words of the Week’ – primary & secondary sources <i>Primary sources provide a first-hand account of an event or time period taken or written during that exact time or afterwards by someone who experienced it. They represent original thinking, report on discoveries or events, or share information.</i></p> <p><i>A secondary source of information is one that was created later by someone who did not experience first-hand or participate in the events or conditions you’re researching.</i></p> <p>Hook: Extract and video clips https://www.liverpoolmuseums.org.uk/liverpool-and-may-blitz-of-1941 https://www.merseyside.police.uk/police-forces/merseyside-police/areas/au/about-us/our-history2/the-ww2-blitz/ https://www.bbc.co.uk/programmes/p031chf8 What was the Liverpool Blitz? How devastating was it to the city and its people? Are these primary or secondary sources?</p> <p>Task: Investigate and analyse in detail a range of primary and secondary sources on sheet to answer the enquiry question. Chn to make notes of research and to present their findings to a partner or as a group. Chn to write a brief paragraph to answer enquiry question or if time is limited verbal presentation to be noted in books. Teacher to model:</p>	<p>Lesson 2 sources sheet and guiding questions under each source. Sources from https://www.culture24.org.uk/history-and-heritage/military-history/world-war-two/tra28260</p> <p><i>Why did the Axis Powers target Liverpool? Because it was country’s biggest west coast port and vital in supply route from USA and Canada.</i> <i>Did the geographical location and resources around Liverpool contribute to why it was targeted? Yes because it is located near the sea with an estuary, where industry and transport links were built around the docks.</i> <i>Was it just the docks that were targeted?</i> <i>No, photo shows women producing shell caps in an underground munitions factory, Liverpool, c.1945.</i> <i>Why do you think some of the bombing sites were further away from the docks? The sites might have been the main targets e.g. docks, warehouses, railways and factories. They may have been accidentally hit. Also bombers didn’t return with ammunition so sometimes dropped any excess bombs before returning home.</i> <i>Why was Cammel Lairds shipyard in Birkenhead targeted?</i> <i>The Cammel Laird shipyard in Birkenhead built many warships and merchant ships for the navies.</i> <i>Was Liverpool just targeted because supplies of food were being brought into the port? No, US soldiers were another import that came via Liverpool.</i> <i>Why did the government use Liverpool as one of the main supply cities? Because the railways map show that the direct links from Liverpool to other major UK cities.</i></p>	<p>Sources Blitz Axis Powers Allied Powers Estuary Docks Port Industry Munitions Aerial photograph Geographical location German luffwaffe</p>	

		<p><i>The Liverpool Blitz was the heavy and sustained bombing of the city of Liverpool and its surrounding area, during the Second World War by the German Luftwaffe.</i></p> <p><i>The city of Liverpool was targeted for bombing raids in WW2 because it was the country's biggest west coast port. Ships arrived in the River Mersey bringing supplies of food and other cargoes (e.g. US soldiers) from the USA and Canada. Without these supplies, Britain would have lost the war.</i></p> <p><i>It was also targeted as the city had many industries that were vital to the war e.g. munitions factories and it had good transport links across Britain.</i></p> <p><i>Across the River Mersey, the Cammel Laird shipyard in Birkenhead was also targeted as it built many warships and merchant ships for the navy.</i></p> <p>Plenary/ reflection/ conclusion: Use ipads to research the following questions: Why were other cities targeted? How did their geographical location contribute to why they were targeted? Were they targeted for the same reasons as Liverpool was?</p>			Mixed ability groups to support source analysis.
3	I can interpret a range of sources to compare and contrast	<p>Enquiry question: To what extent did the Liverpool Blitz affect the landscape of the city?</p> <p>Today we will be interpreting a range of sources to compare and contrast to help us answer our enquiry question.</p> <p>Revisit key vocabulary using 'Words of the Week' – primary & secondary sources Can you explain to your partner what the difference is?</p> <p>Task: Children to compare and contrast photographs, aerial maps and other maps from 1800s to 1960s and some from today using sources sheets. Use primary and secondary sources related to Winston Churchill's visit to the city and transport sources to model how to interpret and compare/ contrast (see ppt)</p> <p>Children to write or discussion brief summary to answer enquiry question with some images selected to support their compare and contrast summary. From the sources you have examined, to what extent would you say the Blitz affected the landscape of the city? A lot, majorly, drastically, irreparably? What evidence can you use from the sources to support your view?</p> <p>Plenary: How has the landscape changed from after the Blitz to present day? Is there any evidence in the images that the Blitz even happened? https://www.liverpoolecho.co.uk/news/nostalgia/gallery/then-now-together-liverpool-city-8683191</p>	<p>Lesson 3 sources sheet and guiding questions under each source. Sources from https://www.liverpoolecho.co.uk/news/liverpool-news/gallery/10-photographs-show-how-blitz-20604956</p> <p>How has this location changed over time? What evidence of the Blitz can you see at this location? How did the bombing of it affect the landscape? How do you think people would have felt seeing their homes destroyed after bombing raids? <i>Devastated, traumatised, hopeless etc...</i> Do you think the bombing of houses might have improved things for some residents? <i>Yes for some residents, particularly those who were still living in poor condition housing (e.g. 'slum courts') or municipal housing as these would have been rebuilt by the council and most definitely improved. However, people might have been devastated by the loss of their beloved homes.</i> How do you think the city responded to the devastation caused by the Blitz? <i>Even though the Blitz was devastating to the city, it would have given the people the opportunity to rebuild things and ensure that they were improved.</i></p> <p>Teacher to model how to write compare and contrast summary: <i>From my examination of the sources today, I believe that the Blitz drastically affected the landscape of the city. For example, the sources related to transport show the popular overhead railways in 1920s, which was one of the first modern railways in Britain. They also show the extreme damage caused to the overhead and dock railways during the Blitz. The overhead railway was rebuilt after the war, but was eventually demolished in 1958 as it cost too much to maintain and people used buses instead. However, the Birkenhead Tunnel was not damaged during the Blitz and is actually shown in the photo with planes being transported through it in 1941. It is also still in use today.</i></p> <p><i>Another source that shows the devastation the Blitz caused is...</i></p> <p><i>Even though the Blitz was devastating to the city, it would have given the people the opportunity to rebuild things and ensure that they were improved.</i></p>	<p>Primary & secondary sources</p> <p>Municipal housing</p> <p>Massively Majorly Drastically</p> <p>Devastation Damage Destruction Traumatic</p> <p>Landmarks</p>	Teacher led group write for summary.

4	<p>I can interpret a range of sources and draw conclusions from them</p>	<p>Enquiry question: What was evacuation and what was it like for evacuees from Liverpool during WW2?</p> <p>Today we will be interpreting a range of primary and secondary sources and drawing conclusions from them to answer our enquiry question. Recap on previous lesson words of the week – primary and secondary sources.</p> <p>Introduce chn to key vocabulary using ‘Words of the Week’ – propaganda and bias. <i>Propaganda is information, especially of a biased or misleading nature, used to promote a political cause or point of view.</i> <i>Bias in historical sources is when the creator’s perspective is so strongly for or against something that the information in the source is clearly unbalanced or prejudiced. Bias in information can cause wrong conclusions so we must consider it carefully when analysing sources.</i></p> <p>Show videos to explain what evacuation was and why chn were evacuated from British cities. <i>Are these a primary or secondary source? Are they reliable? Look closely, who produced them? Would you say they are bias? What type of bias? What message are they portraying?</i> https://www.youtube.com/watch?v=ZPs8hbksOg8 https://www.bbc.co.uk/teach/school-radio/history-ks2-world-war-2-clips-news-report-on-evacuation/z74q8xs</p> <p>Partner/ group task: Investigate and analyse in detail a range of sources and artefacts. Evaluate the usefulness of difference sources considering reliability, bias and making comparisons between sources. Identify different types of bias in sources (political).</p> <p>Partner/ group Task: Chn to discuss questions under each source as they investigate and analyse. Chn to use sources to answer enquiry question. This could be done in a written form with photos of source stick in or if time if limited in a verbal form.</p> <p>Plenary/ reflection: <i>Does evacuation still happen today? Where? Why? Yes, there are still countries at war or in conflict and there are still people fleeing war e.g. Afganistan, Yemen. https://www.unicef.org/children-under-attack</i> <i>Sometimes it is an organised evacuation and sometimes people leave seeking asylum in another country. People can also be evacuated due to disasters e.g. wildfires https://edition.cnn.com/2021/07/23/weather/western-us-wildfires-friday/index.html</i></p>	<p>Lesson 4 sources sheet and guiding questions under each source.</p> <p>Video recordings/ propaganda videos (primary sources) <i>Are these a primary or secondary source? Are they reliable? Look closely, who produced them?</i> <i>Would you say they are bias? What type of bias?</i> <i>What message are they portraying?</i></p> <p>Evacuation propaganda posters (primary sources) <i>Look closely, who produced these propaganda posters?</i> <i>Are they primary or secondary sources? Are they reliable?</i> <i>Would you say they are bias? What type of bias?</i> <i>What message are they portraying?</i></p> <p>Evacuation artefacts e.g. evacuee card, suitcase with items (chn to question whether these are primary or secondary so <i>Look closely at the evacuee suitcase, what items can you see?</i> <i>Do you think these are primary sources (original items from WW2) or secondary sources (replicas)?</i> <i>Why do you think that?</i> <i>What can you infer about what evacuation was like for a child from these artefacts?</i></p> <p>Photographs of evacuees before, during and after evacuation (primary sources) https://www.liverpoolecho.co.uk/news/nostalgia/gallery/second-world-war-local-evacuees-10512910 <i>From the pictures and information who was evacuated?</i> <i>How do you think they felt about being evacuated?</i> <i>Why do you think they felt like that?</i> <i>Do you think all evacuees felt the same way?</i></p> <p>Teacher to model how to write conclusion to answer enquiry question: <i>Evacuation means leaving a place. During the Second World War, many children living in big cities and towns were moved temporarily from their homes to places considered safer, usually out in the countryside. The government encouraged evacuation; however, it was voluntary so children could not be forced to go.</i></p> <p><i>Today we analysed evacuation propaganda posters, which are primary sources of evidence produced at the time by The Ministry of Health. They are primary sources from the time so they are quite reliable. However, they do include political bias as the government was trying to persuade parents to allow their children to be evacuated from major cities like Liverpool.</i></p> <p><i>We also looked at photographs of an evacuee suitcase, which I believe is a secondary source as I think the items are replicas. There was also a photograph of an evacuee label. From these items I infer that...</i></p> <p><i>The photographs of children being evacuated are also primary sources taken at the time. Some of the photographs show...and from this I infer that... etc...</i></p>	<p>Evacuee Evacuation Voluntary</p> <p>Primary sources Secondary sources</p> <p>Propaganda Bias Reliability</p> <p>Original Replica</p> <p>Asylum</p>	<p>Teacher support to write conclusion.</p>
5	<p>I can interpret verbal and written evidence to draw conclusions</p>	<p>Enquiry question: Did children from Liverpool think evacuation was a good or bad thing during WW2?</p> <p>Today we will be interpreting verbal and written evidence to draw conclusions about whether children from Liverpool thought evacuation was</p>	<p>Recorded video interviews, extracts from interviews and letters from evacuees (primary sources - then and now). Also, look at alternative sources from children who were left behind/ couldn't leave the city during the Blitz. https://www.liverpoolmuseums.org.uk/stories/sharing-human-stories-behind-blitz Excerpts from: Liverpool’s Children by Pamela Russell</p>	<p>Voluntary</p>	

	<p>a good or bad thing. We will present our findings using notes and will then consider them further in a debate. During our interpretations, we will consider what perspective is in a source and whether a source might contain bias.</p> <p>Introduce vocabulary using 'Words of the Week' – perspective & bias <i>Perspective is the point of view that a person sees a historical event from, while bias is when a source is clearly one-sided in its description of the event.</i></p> <p>Show parts of video interviews from Liverpool evacuees many years later. https://www.youtube.com/watch?v=iNmODIJ89E <i>Are these primary or secondary sources?</i> <i>How reliable are the sources? Discuss the reliability of the primary sources based on the fact that the interviews may have been conducted many years later so their accounts may not be 100% accurate.</i> <i>Do the sources contain perspective or bias? What type of perspective or bias? The sources will contain personal perspectives as the children will have either liked or disliked their evacuation experiences depending on their circumstances at the time. They will probably not contain bias as they are recounted from childhood experiences so will not be trying to persuade someone.</i></p> <p>Model creating a positives and negatives table on WW based on what the children have learnt so far.</p> <p>Independent Task: Chn to read through written extracts from interviews and letters to find evidence to continue to make notes of positives negatives of evacuation in table format. Share whole class and add more examples to WW.</p> <p>Extended Written Task: Chn to draw together evidence from past two lessons to write a persuasive or balanced argument or a letter in role as an evacuee explaining pros and cons of being evacuated or class debate.</p>	<p>Stories about evacuation (secondary sources)</p>		<p>Teacher led group read and write to make notes of positives and negatives in table format.</p>
--	--	---	--	---

6
-
7

I can compose and follow my own lines of historical enquiry with questions: 'how', 'why' and 'to what extent'

I can evaluate the usefulness of different primary and secondary sources considering: reliability, bias and making comparisons between sources.

Introduce vocabulary using 'Words of the Week' – commemorate and memorial
-recall and show respect for (someone or something) e.g. a wreath-laying ceremony to commemorate the war dead
to mark or celebrate (an event or person) by doing or producing something e.g. the victory was commemorated in songs
-a statue or structure established to remind people of a person or event.

Today you will be composing and following your own lines of historical enquiry related to the remembrance and commemoration of war heroes. During independent research, you must evaluate the usefulness of different primary and secondary sources considering: reliability, bias and making comparisons between sources to help you answer your research questions. You can present your findings in your own chosen way.

Show ppt with visual images to prompt initial historical enquiry ideas. Guide chn to use deeper thinking question starters. Give chn time to discuss initial ideas for questions. Feedback ideas and categorise their ideas into question types e.g. closed/ surface level questions and open/deeper thinking questions.

Possible Enquiry questions are below: Try to lead children to focus more on locality with questions such as - How are local war heroes commemorated? How are the achievements of our local war heroes commemorate? What can you infer about their achievements from the sources? How did their achievements affect us today? Which achievement do you think was the most significant and why did you choose that achievement? Can you explain why another person in class has chosen an alternative achievement to you?

Initially chn may choose surface level questions like...

What is Remembrance Day? Remembrance Day is a memorial day.

When to we commemorate it? On the 11th of November. The tradition of Remembrance Day evolved out of Armistice Day and has been commemorate since the end of the First World War.

Why do we commemorate war heroes?

On Remembrance Day, we acknowledge the courage and sacrifice of those who served their country and acknowledge our responsibility to work for the peace they fought hard to achieve. During times of war, individual acts of heroism occur frequently; only a few are ever recorded and receive official recognition.

Why do we wear a poppy? The reason poppies are used to remember those who have given their lives in battle is because they are the flowers which grew on the battlefields after World War One ended. This is described in the famous World War One poem In Flanders Fields. Visit following website to learn more about why we wear poppies for remembrance

<http://www.greatwar.co.uk/people/moina-belle-michael.htm>

Which countries commemorate Remembrance Day? Remembrance Day is a memorial day observed in Commonwealth member states.

Do others countries have their own similar traditions to commemorate? Yes, German national day of mourning is the secular public holiday of Volkstrauertag, which since 1952 has been observed two Sundays before the first Sunday of Advent; in practice this is the Sunday closest to 16



In Flanders Fields

In Flanders fields the poppies blow
Between the crosses, row on row,
That mark our places; and in the sky
The larks, still bravely singing, fly
Scarce heard amid the guns below.

We are the Dead. Short days ago
We lived, felt dawn, saw sunset glow,
Loved and were loved, and now we lie
In Flanders fields.

Take up our quarrel with the foe:
To you from falling hands we throw
The torch; be yours to hold it high;
If ye break faith with us who die
We shall not sleep, though poppies grow
In Flanders fields.

— Lieutenant Colonel John McCrae

www.LearningStationMusic.com

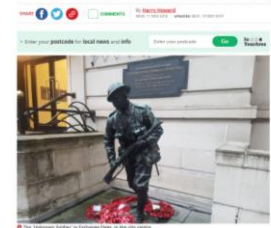


WE'LL STILL REMEMBER Remembrance Sunday at Cenotaph to be closed to public for first time in 100 years

Journalist: Mike Ashley | 10h 50min
SHARE TO YOUR STORY | SQUARESPACE.COM | 16 OCT 2020

Powerful tributes to Liverpool's war heroes and victims you probably never knew about

The Cenotaph at St George's Hall and the Port Headland memorial are well known, but there are many more around the city.



Memorial to the Engine Room Heroes by Sir William Grosvenor John
Josephine Baines, PhD, Assistant Editor, the Victorian Web

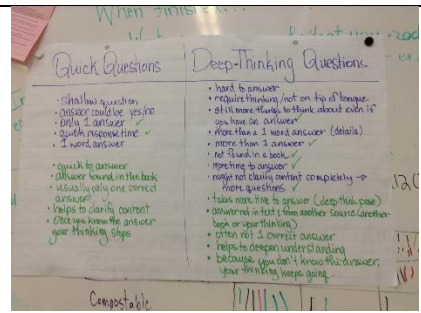
The Victorian Web | Honoring, Addressing, & Celebrating the War of 1812



<https://www.thesun.co.uk/news/12937700/remembrance-sunday-cenotaph-100-years/>

Guidance for teachers related to question types:

Remembrance
Commemorate
Memorials
Respect
Tradition
Dedicated



		<p>November. The anniversary of the Armistice itself is not observed in Germany.</p> <p><u>Independent/ partner research</u> Research your chosen enquiry question. Remember to... -Constantly evaluate the usefulness and reliability of different sources as you research e.g. <i>What sources are your evaluating? What do the sources tell you? Where and when are they from? Are they primary or secondary sources? How reliable would you say they are?</i> -Stay on track during research as it is easy to become lost / side tracked in facts and information <i>Does your research answer your enquiry question?</i> Present your findings in their own chosen format e.g. poster, ppt, information leaflet etc...</p> <p>Plenary: Present your findings to another group. Would anyone like to present their findings to the class?</p> <p><i>Did they answer their enquiry question? Can they name some of the sources they used in their research? Did they encounter any problems with sources during research? E.g. questioning reliability</i></p>		
8	I can interpret achievements and make a judgements on their significance	<p>Enquiry question: Are war heroes commemorated enough in our locality?</p> <p>Persuasive debate and writing.</p>		