



By Joan Brodsky Schur  
Draft of May 1, 2015

## **By the Full Moon They Flew: Honoring the Women Who Aided Resistance in Movements in Occupied Europe**

### **Overview**



This lesson is about the extraordinary women who flew out of the secret airbase in Tempsford, England, to aid resistance movements in Occupied Europe during World War II. In 2013, Prince Charles unveiled a monument, spearheaded and designed by Tempsford resident Tazi Husain, to honor all 75 women. Among them was Noor Inayat Khan, who flew out of Tempsford to an uncertain fate in Europe.

Students first analyze a set of primary sources documenting the process by which the Tempsford Memorial was designed, funded and unveiled. Each pair of students then researches one of the 75 women honored at Tempsford and submits a proposal for a monument just in her honor. Finally, the class holds a competition as to which of these memorials should be funded and built first.<sup>1</sup>

### **Grade Level or Course Types**

World History, grades 7 through 12

### **Learning Outcomes:**

The student will be able to:

- Explain Britain's purpose in aiding European resistance movements in World War II.
- Analyze the roles that women played in covert operations for the Special Operations Executive (SOE).
- Evaluate the role that public monuments play in keeping history alive.
- Utilize primary source documents as blueprints for action today (D4 Communicating Conclusions and Taking Informed Action) of the National Council for the Social Studies C3 Framework).

### **Materials Needs**

<sup>1</sup> \*The stamp is part of the "Remarkable Lives Stamp Set" that honors individuals for their contribution to British society in sports, design, economics, heroism and the arts. PHOTO: ROYAL MAIL  
Source: <http://tribune.com.pk/story/68seventy-five06/noor-inayat-khan-commemorated-in-british-postage-stamp/>



- Handouts provided with this lesson:
  1. Background Reading
  2. Primary Source Documents about the Tempsford Memorial
  3. Planning Your Memorial
  4. Writing and Submitting a Proposal
  5. Assessment Handout
- Suggested but not necessary: The Unity film production *Enemy of the Reich* about Noor Inayat Khan
- Drawing materials
- Optional: PowerPoint or other presentation software

**Time:**

3 to 4 class periods.

**Procedures/Activities**

**Activity 1: Introduction**

Introduce the role of women in World War II.

- Ask students what they know about how women contributed to the war effort. (They were nurses, sold war bonds, worked in factories building bombs, and so forth.)
- Explain that women were not permitted to be in combat in World War II. Tell students that in this lesson they will learn about a unique role that only a handful of women played in the war to free Occupied Europe: that of undercover agents in support of resistance movements against the Nazis.

Distribute Handout 1: Background Reading, Women Agents of the British Secret Operations Executive (SOE) in Occupied Europe. Ask students to read it for homework, or otherwise share information in this background essay with students.

- Ask students to study the map in Handout 1 so that they can visualize the extent of Nazi occupied Europe in 1942. What is unique about Britain on this map? Which European countries were left to fight the Nazis other than Britain in 1942?
- Point out that many women like Noor Inayat Khan were awarded medals (posthumously or as living recipients). Are such honors enough to keep their memories alive? Why or why not?
- Optional: Show portions of the production *Enemy of the Reich* about Noor Inayat Khan

**Activity 2. Learning about how the Tempsford Monument was conceived, funded and dedicated.**



Ask students to list public statues or memorials to war veterans in their communities. Where are they placed and why? (often near town halls, in public parks, etc.) Compare the role of medals to these public monuments.

Distribute Handout 2 to all students. Tell students that they are going to look at a grassroots effort to build a memorial to the 75 women who flew into Occupied Europe from the hidden air force base in Tempsford, England.

- Create 5 or 6 groups of five students each.
- Tell students to divide up the readings, with each person assigned to read one of the readings and answer questions about it. Each group should reconvene to share all answers and to fill in their Question charts accordingly.
- Reconvene the entire class to debrief the process of proposing a monument, designing it, finding funding and planning the unveiling ceremonies.
  - Was building the Tempsford Memorial a successful endeavor?
  - What made it successful?
  - How did the vision of one person propel it forward?
  - How was teamwork essential to bringing it to fruition?

### **Activity 3: Researching Individual Women honored in the Tempsford Monument**

Distribute Handout 3 and Handout 4. Assign each pair of students to research one woman and to plan a memorial to her as per instructions on the handouts.

Tell students that some female agents who flew out of Tempsford were executed by the Nazis during the war; others survived. Some lived for many years in obscurity, while others have been the subjects of movies and books. It is their job to make the case for why their heroine deserves to have a memorial just in her honor.

Note: Fifteen women were chosen for this lesson out of the 75 listed on the Tempsford Memorial. Brief biographies of all 15 can be found on two Websites: The Tempsford Memorial (search “Women”) at <http://www.tempsfordmemorial.co.uk/women.html> and the Website of author Nigel Perrin at <http://nigelperrin.com/soeagents.htm#.VT-xcqav2RM>.

Students should be encouraged to research more about each woman. (See Resources at the end of this lesson).

#### **British:**

Vera Leigh



Jacqueline Nearne  
Violette Szabo  
Anne-Marie Walters  
Cecile 'Pearl' Witherington

**French:**

Andrée Borrel  
Odette Sansom (Hallowes)  
Denise Bloch

**Russian:**

Emilya Novikova, also known as Emilie Boretzky

**Irish:**

Mary Herbert  
Patricia O'Sullivan

**Indian:**

Noor Inayat Khan

**Polish**

Krystyna Skarbek-Granville, also known as Christine Granville

**Swiss**

Yolande Beekman

**Activity 4: Assessment**

Ask each pair of students to make a formal presentation to the class in which they present the case for their monument in honor of their heroine.

As the class listens to each proposal, students should fill in Handout 5. assessment.

The teacher should collect all Handout 5's from all of the students, add up the points won by each team and announce the winner of the contest. Make sure that students understand that all of the 15 women should eventually be honored. The contest is about which monument deserves to be funded and built first.

**Extension:**

Suggest that the class send in the winning proposal (or others) to the appropriate persons, agencies or governmental bodies that would be interested in following through on the proposal to honor their heroine.



### Answer Key

Reasons for building memorial	<p>To honor female agents who risked their lives during World War II. Among them was Noor Inayat Khan (1914-1944), who was executed by the Nazis.</p> <p>Idea prompted by death of Eileen Nearne (1921-2010), whose role as an SOE agent had been forgotten by the public.</p>
Who is memorialized	<p>Seventy-five women who flew out of Tempsford on secret missions to occupied European countries.</p> <p>Women, mainly British and French, but also Russian, American, German, Polish, Dutch, Belgian, Indian and Chilean. Many were executed by the Nazis.</p>
Choice of location	<p>Tempsford, England, chosen as the site because it housed the secret airport from which agents boarded flights into Occupied Europe.</p>
Historical Researcher	<p>Help from Bernard O’Conner, author of many books on women agents, including <i>Churchill’s Angels</i>.</p>
Local support, funding and community help	<p>Parish commission of Tempsford supports the construction. Tempsford Parish Council raised equivalent of \$31,000 US dollars.</p> <p>Children and family make the logo.</p>
National Support	<p>Barnoness Crawley wins support of the House of Lords.</p> <p>Tazi Husain works in partnership with her.</p>
Design of monument, logo, inscription	<p>Tazi Husain with the help of others. The full moon is pictured because the flights took off on nights with full moons so pilots had better visibility. The bird shows flight, but is also a dove to symbolize peace. “By the Full Moon We Flew.”</p>
Materials used	<p>Marble and granite: long lasting, beautiful and durable.</p>



Who will manage and maintain the monument?	Tempsford Memorial Trust established by the Parish Council.
Ceremonies at the Unveiling	Prince Charles adds in the last piece of the mosaic. Children in attendance. Dignitaries from 12 countries arrive. Veterans and relatives of RAF and SOE are there. Lysander aircraft flies by. Festivities continue at a local pub.

## Resources:

### Books

- Basu, Shrabani. *Spy Princess: The Life of Noor Inayat Khan*. New Lebanon, New York: 2007.
- Escott, Beryl. *The Heroines of SOE-F Section: Britain's Secret Women in France*. Mount Pleasant, SC: The History Press, 2010.
- Foot, M.R.D. *An Account of the Work of the British Special Operations Executive in France 1940-1944*. Oxford, UK: Routledge. Updated 2004.
- Helm, Sarah. *Vera Atkins and the Missing Agents of WW II*. New York: Anchor, 2007.
- O' Conner, Bernard. *Churchill's Angels: How Britain's Women Secret Agents Changed the Course of the Second World War*. Amberley: Stroud, England, 2012.
- Walker, Robyn. *The Women Who Spied For Britain: Female Secret Agents of the Second World War*. Stroud, UK: Amberley, 2014

### Film

- Enemy of the Reich: The Noor Inayat Khan Story*. Unity Productions Foundations, 2014.
- The School for Danger: Now it Can Be Told*, 1944. Imperial War Museum, London DVD. Versions of this film have been posted on YouTube.
- “What's unique is that the characters play themselves performing the roles they executed during World War 2 -- from British secret agents to French Resistance fighters to special mission RAF pilots and operational commanders.”
- Carve Her Name With Pride*, 1956 film about the life of Violet Szabo. Available for rent on Netflix.

### Websites

- Special Agents; The Women of SOE, by Simon Mawher, *The Paris Review*.  
<http://www.theparisreview.org/blog/2012/05/21/special-agents-the-women-of-soe/>
- The Tempsford Memorial <http://www.tempsfordmemorial.co.uk/women.html>)





SOE Agents at the Website of author Nigel Perrin at

<http://nigelperrin.com/soeagents.htm#.VT-xcqav2RM>.

Noor Khan: Behind Enemy Lines. Includes original documents of Khan's SOE files.

<http://www.nationalarchives.gov.uk/education/sessions/noor-khan-behind-enemy-lines/>

The Wartime Memories Project – RAF Tempsford

<http://www.wartimememories.co.uk/airfields/tempsford.html>

“Mishal Husain on Being the First Muslim Presented in the Age of the Islamic State” by

Janice Turner <http://www.radiotimes.com/news/2014-11-06/mishal-husain-on-being-the-first-muslim-presenter-of-today-in-the-age-of-the-islamic-state>

November 6, 2014

## Standards

**Common Core State Standards** <http://www.corestandards.org>

### Reading

CCSS.ELA-LITERACY.RI.7.3

Analyze the interactions between individuals, events and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

CCSS.ELA-LITERACY.RI.11-12.3

Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas or events interact and develop over the course of the text.

### Writing

CCSS.ELA-LITERACY.W.7.1.B

Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

CCSS.ELA-LITERACY.W.11-12.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**National Council for the Social Studies Framework for Teaching, Learning and Assessment** <http://www.socialstudies.org/standards>

### Presentation of Knowledge and Ideas

CCSS.ELA-LITERACY.SL.7.4

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details and examples; use appropriate eye contact, adequate volume, and clear pronunciation.



CCSS.ELA-LITERACY.SL.7.5

Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

CCSS.ELA-LITERACY.SL.11-12.4

Present information, findings and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-LITERACY.SL.11-12.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning and evidence and to add interest.

D2.His.3.6-8

Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.

D2.His.4.9-12

Analyze the ways in which the perspectives of those writing history shaped the history that they produced.

D2.His.17.6-8

Organize applicable evidence into a coherent argument about the past.

D2.His.16.9-12 Integrate evidence from multiple relevant historical sources and interpretations in a reasoned argument about the past.

National Center for History in the Schools <http://www.nchs.ucla.edu/history-standards>

### **Standard 4B World War II**

The student understands the global scope, outcome and human costs of the war.



# ENEMY OF THE REICH: THE NOOR INAYAT KHAN STORY

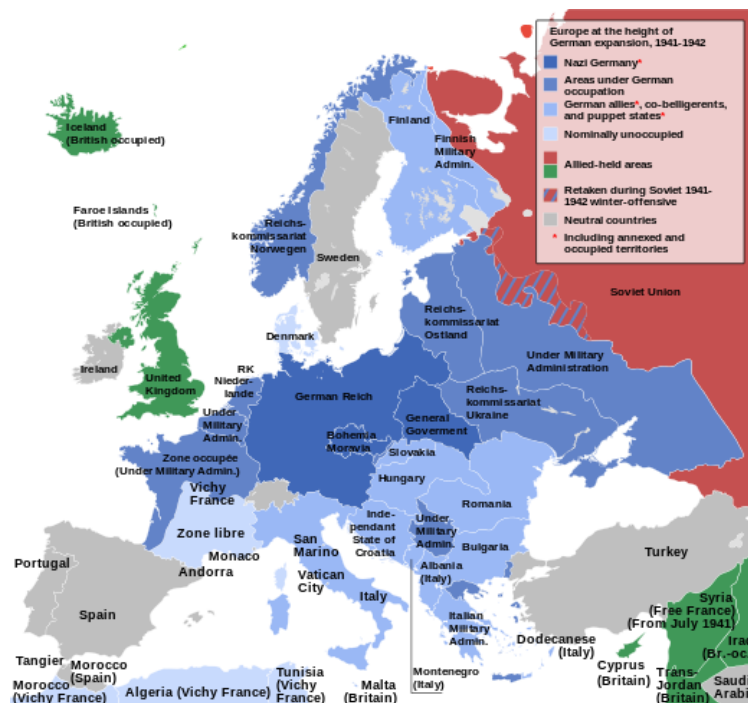
A muslim woman defies the Nazis in World War II Paris.

FOR TEACHERS

## Handouts for *By the Full Moon They Flew: Honoring the Women Who Aided Resistance in Movements in Occupied Europe*

### Handout 1. Background Reading

#### Women Agents of the British Secret Operations Executive (SOE) in Occupied Europe



**Map: Nazi Occupied Europe**

Source: Wikipedia

[http://en.wikipedia.org/wiki/Nazi\\_Germany#/media/File:World\\_War\\_II\\_in\\_Europe\\_1942.svg](http://en.wikipedia.org/wiki/Nazi_Germany#/media/File:World_War_II_in_Europe_1942.svg)

In response to the German invasion of Poland in September of 1939, Britain and France declared war on Nazi Germany. In quick succession Poland, Belgium, Holland, Luxembourg, Denmark and Norway fell to invading Nazi troops. The world was shocked by how rapidly France fell to Hitler's onslaught within the month of June 1940. German troops occupied approximately two-thirds of France (including Paris), the "occupied zone." In southern France, World War I hero General Pétain set up a puppet regime in Vichy that collaborated with the Nazis. Pétain replaced the French belief in "Liberty,



Equality, Fraternity” with the motto “Work, Family, Fatherland.”

Many of those attempting to flee Nazi-occupied Europe (see map) tried to cross the English Channel to Britain, the only country outside of Nazi-occupied “Fortress Europe” that was still waging war against Hitler. Noor Inayat Khan (1914-1944) was among those who made it, along with several of her family members. She arrived in London in June of 1940. By September, not even Britain was safe; the Nazi bombing of England’s civilian population, the Blitz, had begun. Noor’s father was an Indian Muslim and her mother an American convert to Islam. As a young child Noor lived in London, but she grew up outside of Paris. (For more about Khan’s life see [\(add in link to essay in Jataka lesson\)](#). Many British civilians as well as refugees like Khan wanted to help in the fight against the Nazis. In November of 1940, Noor Inayat Khan enlisted in the British Women’s Auxiliary Air Force. She was 26 years old.

British Prime Minister Winston Churchill had other ideas for how civilians could be recruited to help the war effort. Throughout German-occupied Europe were a small number of civilians, who at great risk to their lives, fought the Nazi occupation. If Britain could aid and coordinate these resisters, they could in turn provide the Allies with strategic information about German strengths and weaknesses. This information would ultimately help British and U.S. forces to successfully invade France in 1944. Thus in July 1940 Churchill established the Special Operations Executive (SOE) a top-secret organization that trained spies. As a fluent speaker of French, Noor Inayat Khan could blend into the French population. Furthermore, she was already being trained by the RAF to transmit radio messages. Khan was recruited into SOE-F Section, which helped the French Resistance in Occupied France. She was not permitted to let even her family members know that she had joined SOE.

The stated aims of the SOE were to undermine the morale of the enemy and to damage its manpower and communications. The means included providing agents with weapons, explosives and sabotage equipment. In France each clandestine cell included one organizer, one courier who would physically “drop” written messages and one radio operator. Only the radio operator had contact with the SOE in London. Small transistor radios had not yet been invented. An SOE radio weighed 30 pounds and was carried in a hand-held suitcase; there were no rolling suitcases in the 1940s. To send messages, the operator had to find a “safe house” where residents would let them set up their radios. They too risked their lives if caught. Because signals could be easily intercepted if the Nazis were on the track, radio operators had to be constantly on the move to avoid capture. The projected life span of radio operators was a matter of months, but they were critical to the entire operation.

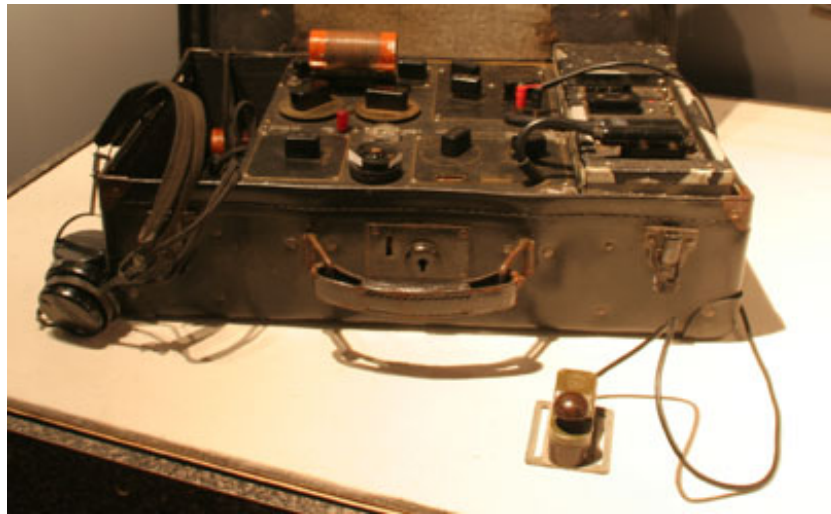
Women were at first deemed unacceptable for dangerous espionage work; only in 1942 did the British War Cabinet grant women permission to join SOE units. Writes Khan’s biographer Shrabani Basu in *Spy Princess: The Life of Noor Inayat Khan*: “The argument

## ENEMY OF THE REICH: THE NOOR INAYAT KHAN STORY

A muslim woman defies the Nazis in World War II Paris.

FOR TEACHERS

was that women would find it easier to move around under cover of shopping or doing daily chores and were less likely to be questioned than men (56).” Women could also avoid capture by changing their hairdos and dress more easily, an advantage over their male counterparts.



SOE radio transmitter flown in Lysander or drops. Image from the National World War II Museum in New Orleans. For an interview with an archivist about this radio go to <http://www.nationalww2museum.org/see-hear/collections/artifacts/soe-suitcase-radio.html>

Every agent in SOE-F Section was given a French cover name and fake identity papers. The same agent would also have a code name used when transmitting and receiving messages to London. As a radio operator, Khan’s French name was Jeanne-Marie Renier and her code name Madeleine. Her cell was part of the network led by Francis Suttill, known by its code name Prosper.

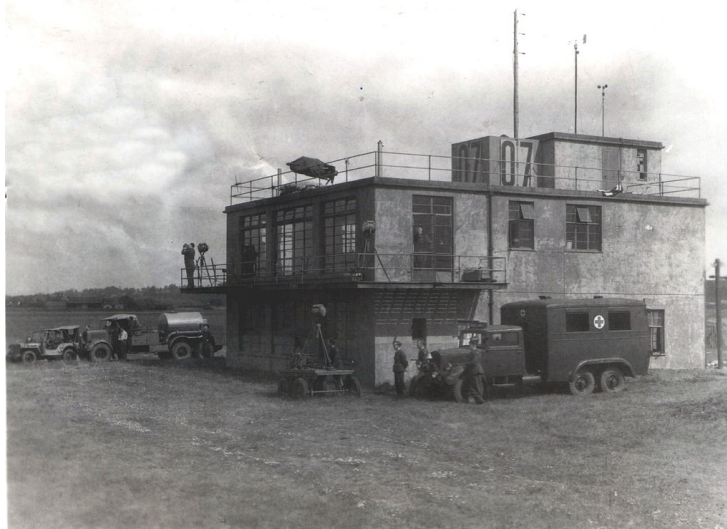
To train as a radio operator for SOE, Noor was sent to a variety of secret locations throughout Britain, from rural villages to country houses, where she was trained in survival skills and radio transmission. French manners were crucial to survival. Just pouring tea the English way (milk first, then tea) would betray her as not French (who pour the tea first). She also underwent simulated interrogations by the enemy, as well as practice in fleeing capture.

Once trained, agents took off for France from secret airfields like RAF Tempsford in Southeastern England. RAF pilots took off for Europe on nights with a full moon, and were thus known as Moon Squadrons. (“By the Full Moon They Flew.”) Some agents were dropped into France from parachutes. Khan left Tempsford on June 16, 1943, in a Lysander airplane that landed in France on a hidden landing field.

# ENEMY OF THE REICH: THE NOOR INAYAT KHAN STORY

A muslim woman defies the Nazis in World War II Paris.

FOR TEACHERS



Above: The secret Tempsford airbase in England used by SOE agents to fly into occupied Europe. [http://en.wikipedia.org/wiki/RAF\\_Tempsford#/media/File:Control\\_Tower\\_Tempsford.jpg](http://en.wikipedia.org/wiki/RAF_Tempsford#/media/File:Control_Tower_Tempsford.jpg)

Like other SOE agents, Noor Inayat Khan's family knew nothing about the nature of her mission in France. In 1946 she was listed as missing. It was SOE agent Vera Atkins who sought confirmation of Noor's fate after the War. Atkins also researched the fate of 14 other female SOE-F Section agents whom she had helped to train. In this effort she returned to Germany several times, eventually as part of a British war crimes unit, where she questioned Nazi war crimes suspects and searched records. Atkins confirmed that Noor Inayat Khan was captured, tortured and then executed at Dachau on September 13, 1944. Because of the information Atkins unearthed, these women could be officially honored and recognized as war heroes, even though they were civilians. Noor Inayat Khan was posthumously awarded the George Cross by Britain and the Croix de Guerre by France.

Women who flew out of RAF Tempsford to help liberate Occupied Europe might be forgotten by the general public today were it not for the ongoing effort to build public monuments in their honor. Tazi Husain spearheaded one such monument with the help of other villagers of Tempsford, England. Tazi Husain is a medical doctor whose daughter, Mishal Husain, is the first Muslim newscaster for BBC's *Today* show. The Tempsford Memorial Tazi Husain designed was unveiled by Prince Charles in 2013. It honors 75 women who, like Noor Inayat Khan, flew out of Tempsford toward unknown fates. Because of their help to defeat the Nazis, our lives remain in their debt.

by Joan Brodsky Schur





## Handout 2.

### Primary Source Documents

#### Planning, Implementing and Unveiling the Tempsford Memorial

“To honor and remember the women who flew out of RAF Tempsford to aid resistance movements in occupied Europe.”

Directions: Read your assigned reading in order to answer as many of the questions on the chart as possible (see below).

Readings 1 through 5:

#### 1. Plans for the Tempsford Memorial Project

*Tazi Husain proposed to the Parish Council [elected local governmental body] in January that a memorial be erected in Tempsford to the memory of the many female agents who flew out to enemy-occupied countries in WW2 from RAF Tempsford. Bernard O'Connor, author of several well-known books on RAF [Royal Air Force] Tempsford, has helped Tazi greatly with pictures, names and other information. Tazi brought pictures of suggested logos, wording and construction of the memorial to the council and suggested that it be put on the triangle of land outside the Millennium Garden opposite the entrance to the cemetery. The Parish Council, which supported his ideas and which are illustrated elsewhere in this issue, asked him to carry the project forward to find suitable materials, costs and possible events to unveil the memorial.*

*He reports here on his progress:*

*... I have now finalised the list of names of the women agents, most of whom went out from RAF Tempsford, and these total 68 [later raised to 75] - so that they will be equally divided to 34 on each side of the stone pillar. Baroness Crawley spoke in the House of Lords, 6 June 2011 on the tremendous debt the country owes these women (she listed only the 39 from the SOE) which had not been formally commemorated and there was support from other peers in the debate. I was moved to write to Baroness Crawley and we have had a warm exchange of emails since - she has agreed to support the project as a Patron and in any way she can. I am therefore proposing that we establish a 'Tempsford Memorial Trust' to deal with the legalities of the memorial and its future sustainability; I will be keeping you informed through the Tempsford Times on its progress.*



From The Tempsford Times March/April 2013  
The Village Magazine of Tempsford, Bedfordshire  
[http://www.tempsford.org/No\\_38\\_\(March\\_2013\).pdf](http://www.tempsford.org/No_38_(March_2013).pdf)

When was this source published? \_\_\_\_\_  
Who created this source? \_\_\_\_\_  
Who published this source? \_\_\_\_\_

## 2. The Conception of the Monument by Tazi Husain

*Retired surgeon Professor Husain said: "I'd been thinking for some time it was a great shame we didn't have more in our village about what happened at the wartime airfield. I was particularly taken up by the fact of these women - and I thought many had been forgotten." He said after the case of the wartime agent Eileen Nearne who died poor and alone in Torquay in 2010, the council decided to act. [SOE agent Nearne was a radio operator in France who was tortured and escaped from a concentration camp.] It [Tempsford Parish Council] raised more than £21,000 from donors to build the marble and granite memorial, which has been erected at the Millennium Sanctuary. The monument includes a mosaic designed by the professor, put together "as a collective thing" by 80 villagers. He added: "The last piece was reserved for the prince, who put it in after he unveiled the monument."*

From "Prince Charles Unveils Memorial to Wartime Agents, BBC News, December 3, 2013"  
<http://www.bbc.com/news/uk-england-beds-bucks-herts-25201367>

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## 3. The Unveiling of the Monument at Tempsford, December 3, 2013

*The monument was unveiled by His Royal Highness, The Prince of Wales, on 3rd December 2013. In attendance was HM the Lord-Lieutenant of Bedfordshire, a number of dignitaries (including Ambassadors and Delegates from the twelve countries that represented the various nationalities of the women agents) and veterans and relatives of the SOE agents and airmen of the two Special Duties Squadrons based at RAF Tempsford through the war. The Prince attended a Service of Remembrance in St Peter's Church before unveiling the monument and also affixing a final piece into the mosaic disc of the*





*flying dove and moon. He then met all the children who had helped in crafting the mosaic, also the gathered villagers, before going into The Wheatsheaf pub to share a beer with the veterans and relatives gathered there. A Lysander aircraft flying the colours of 161 SD Squadron, based at the Shuttleworth Collection in Old Warden, made a magnificent flypast during the unveiling.*

“Prince Charles Unveils Memorial to Wartime Women Agents, BBC, December 3, 2013.  
<http://www.bbc.com/news/uk-england-beds-bucks-herts-25201367>

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#### 4. Making the Logo and Unveiling Ceremonies: Photographs



*Photo left: Luke puts in a piece of the body of the dove, 14<sup>th</sup> August*

*Photo right: Mishal with her boys Rafael (9) and twins Musa and Zaki (7)*

[Mishal Husain, daughter of Tazi Husain, is a well-known news presenter for the British Broadcasting Corporation, the BBC.]



Photo left: Prince Charles unveils monument to WWII female spies, December 4, 2013  
*Prince Charles was joined by the Polish ambassador to the UK on Tuesday at the unveiling of a monument to female agents, including two Poles, who aided resistance movements in occupied Europe.*

<http://www.thenews.pl/1/10/Artykul/154944,Prince-Charles-unveils-monument-to-WWII-female-spies> [get rights to this photo]

Photo right: Yvette Pitt & Bob Large to the left of HRH, with Professor Tazi Hussain [in hat], the ‘originator’ of the Memorial Project behind.

Source Tempsford Squadrons <http://www.tempsford-squadrons.info/Tempsford%20memorial%20pictures.htm>

When was this source published \_\_\_\_\_

Who created this source \_\_\_\_\_

Who published this source \_\_\_\_\_

## 5. Reflections on the Wartime Memories Project, Tempsford

by BBC Broadcaster Mishal Husain\*, Tazi Husain’s daughter

*The village of Tempsford in Bedfordshire is one I have come to know from having family in the area, but I have only recently discovered that during the Second World War it was home to one of Britain’s most secret airfield. From here, agents of the Special Operations Executive and the other secret services were sent into occupied Europe, with flights going back and forth on the moonlit nights of every month. The barn where the agents waited to board their planes is still there, off the beaten track but visited every Remembrance Day by veterans and their families. Many who flew from RAF Tempsford never returned, and in the stillness of the barn, you can only imagine the mixture of emotions they must have*



*experienced as they waited. Among them were 75 women, whose names and nationalities reveal a surprisingly international line-up. Most were British and French but others included four from the Soviet Union, two Americans, two Germans, two Poles, Dutch and Belgian agents, as well as an Indian and a Chilean. Almost half of these women were captured and 16 executed. Now they, and others who played a key role in Special Operations, are being commemorated with a memorial in the village. It will be much more visible to passers-by than the old airfield and barn, which means that 70 years on, Tempsford's wartime record will now be less hidden.*

The Spectator, November 23, 2013

<http://www.spectator.co.uk/the-week/diary/9082771/mishal-husains-diary-i-thought-i-could-tell-the-time-until-i-started-presenting-today/>

Mishal Husain was the first Muslim presenter of the British Broadcast Corporation's program *Today*. For more about her role go to *Radio Times*:

<http://www.radiotimes.com/news/2014-11-06/mishal-husain-on-being-the-first-muslim-presenter-of-today-in-the-age-of-the-islamic-state>

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### **Questions: The Tempsford Monument from its Conception to Unveiling**

Directions: Read your assigned reading to answer as many of the questions below as possible.

Reasons for building memorial	
Who is memorialized	
Choice of location	
Historical researcher for information on the	



monument	
Local support, funding and community help	
National Support	
Design of monument, logo, inscription	
Materials used to build	
Who will manage and maintain the monument?	
Ceremonies at the Unveiling Who attends?	

### Handout 3.

#### Planning Your Memorial

Who are you memorializing?	<ul style="list-style-type: none"> <li>• Name:</li> <li>• Date of birth:</li> <li>• Nationality:</li> </ul>
Your reasons for memorializing this person.	Explain what this woman did before flying out from RAF Tempsford:

# ENEMY OF THE REICH: THE NOOR INAYAT KHAN STORY

A muslim woman defies the Nazis in World War II Paris.

**FOR TEACHERS**



	<p>Explain what this woman did once in Occupied Europe:</p> <p>Explain how and where this woman died, or where living if still alive:</p>
Justify a building a memorial in her honor.	<p>Do other memorials of this person already exist? If so, why is another justified?</p> <p>If no memorial to this woman exists, justify your reasons for why one should be built now.</p>
Choice of location for your monument.	<p>Review events in your heroine's life. Which country is most suitable as a place of remembrance for her?</p> <p>In which city or village will your monument be placed and why?</p> <p>How does your choice of location reflect the life and accomplishments of your heroine?</p>
Local, national and international help and funding.	Research the country and city in which your monument will be built. What governmental structures would you approach for funding? What foundations or community organizations?
Historical Researchers	Who has researched and written about your heroine? List titles, authors and sources of information about her.
Who will manage and maintain the monument?	Create a legal entity to manage and main your monument. Give it a title.
Estimated cost	<p>(optional)</p> <p>Think about whom you will need to pay for services and what materials you will need to purchase. Write a financial</p>



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	proposal.
Ceremonies at the Unveiling	<ul style="list-style-type: none"> <li>• Make a guest list of invitees to the unveiling. Why are they appropriate guests?</li> <li>• Which of the guests will have official roles and what will they be asked to do?</li> <li>• How will you publicize this event?</li> </ul>

Directions: Write a proposal to build a memorial to one of the women who flew out of Tempsford, England, during World War II. Like Tazi Husain, you must: 1. Justify your reasons for building such a monument to this particular woman. 2. Submit your drawing. 3. Submit plans for fund raising. 4. Describe plans for the unveiling ceremonies. Optional: Submit a detailed budget.

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[illegible]



# ENEMY OF THE REICH: THE NOOR INAYAT KHAN STORY

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Justification for funds spent. (Break down funding if possible.)

Justification for Unveiling procedures and ceremonies.

## Memorial Sketch or Mock-Up

Directions: Sketch your monument, including written inscription and images. List dimensions and building materials.

If you have access to a 3D printer, consider printing a mock-up.

## Design your Monument and Motto

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## Assessment Handout 5: Justification and Specifications

### Whose Monument Deserves to be Built First?



Directions: Listen carefully to each presentation to assess it in the following categories. Turn your assessment sheets into your teacher.

Name of Students	Name of Heroine	Points: 5 Strongest, to 1 weakest
Justification for the monument	Fully justified the compelling need to build a monument to this woman now. Gave details of her accomplishments.	
Choice of location	The choice of location made sense in terms of the heroine's life and as a public site of remembrance.	
Local, national and international help and funding	Presented strong research to gather support from appropriate agencies, individuals, governmental bodies.	
Historical Researchers	Presented authors, titles, Websites and other sound sources of information to verify historical facts.	
Artistic Design	Design of the monument was aesthetically pleasing and appropriate.	
Motto/Words	The motto and wording were fitting and informative.	
Who will manage and maintain the monument?	Made a viable plan for upkeep of this monument.	
Estimated cost	(Optional) Researched all aspects of costs, including building materials, fees for outside experts, maintenance and unveiling costs.	

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Ceremonies at the Unveiling	Guest list was appropriate and reflected research. Ceremonies involved the community and reached across national borders. Ceremonies celebrate and publicize the accomplishments of this woman.	