

Walter Tull

Sport, War & Challenging Adversity

Hilary Claire

Schemes of Work
Key Stage 2/3



NORTHAMPTONSHIRE
Black History
ASSOCIATION



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A CROSS CURRICULAR SCHEME Key Stage 2/3

About Walter Tull with Citizenship, PSHE and History as the main curricular areas.

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1. Who was Walter Tull?

Tell your class that we are going to be history detectives and use clues to find the answer to the question ‘Who was Walter Tull?’ Remind them that History is detective work and that there are quite a lot of people like Walter, who are actually very interesting and significant, but who have been left out of the history books. [Save the discussion for why Walter has been left out of many history books for the end of the scheme when children will consider ‘Why was Walter forgotten for 80 years?’]

i) What do we mean that someone is significant? Does this mean the same as famous? Why do we remember some people in history? (history, citizenship, PSE)

This activity prepares the class to think about why Walter’s life and achievements should finally be recognized, and after that to find out how he has been commemorated in recent years.

Ask children to brainstorm what they mean by ‘significant’ and scribe this on one side of the whiteboard. Brainstorm ideas about being ‘famous’ on the other side of the board and ask children for names of famous people, which you list underneath. Now ask which, if any, they think belongs on the ‘significant’ side and will be remembered in 100 years. Write their names on the ‘significant’ side. Which of the famous people will not be remembered in the future? Why not? Now that you have tried to think of why people might be significant, can they think of any more significant people from history? Help children who are having difficulty with the concept of significance, by suggesting that some people will be remembered for what they did. Offer the following ideas (and add your own!)

A significant personis courageous; the first person to do something new; a great leader; a role model; perseveres against difficulties; an inventor or scientist whose work has improved other people’s lives; a person who has tried to help other people; someone who is very good at something like singing, or football; has had an impact.

Talk some more about the word ‘significant’. See if they can come up with any ideas themselves about this, but if not, offer them some ideas to get them started:

People can do something significant which influences or changes things at the time and/or later – (some examples to get you started)

- Rosa Parks is significant because she refused to move out of her seat on the bus, which in turn started the bus boycott, which in turn kick-started the Civil Rights movement in the USA

Note: not all people who deserve to be remembered do something good – eg Hitler, Idi Amin; we may remember them as a warning.

- Sylvia Pankhurst is significant because she was involved in the campaign to get women the vote, tried to improve the lives of people less privileged than herself, and later helped publicise the opinions of black authors by publishing their writing
- Nelson Mandela is significant because he was an inspirational leader of people wanting democracy and justice in South Africa and then became the first democratically elected President.
- The economist Amartya Sen is significant because he has influenced many people's ideas about how to deal with poverty in the modern world
- Flo-Jo Joyner and Wilma Rudolph are significant because they were both amazing athletes, overcame personal difficulties and broke world records
- Gandhi is significant because he inspired people to resist injustice through non violence, and was prepared to suffer personally to help the cause.
- Garrett Morgan is significant because he invented traffic lights which can prevent road accidents
- Alexander Fleming is significant because he discovered how to use the penicillin in moulds as an antibiotic
- Ella Fitzgerald, Bob Marley and Beethoven are significant because their music is important to so many people's enjoyment of life.
- Shakespeare and Benjamin Zephaniah are significant because many people are moved and feel enriched by the ideas and language in their writing.

Remind them that who people find significant will vary – their own family will be significant to them; a local hero will be significant – but some people have much wider and longer lasting significance and tend to get remembered in history.

Facilitate a discussion about how many people who are celebrities now, are really significant, and whether they should be remembered in the future.

- After this discussion, give the children a bit more time to amend their list of memorable characteristics, working in small groups. Then collect their ideas about qualities and characteristics on the whiteboard and follow the instructions on page 20 of the Teachers' Resource about ranking and sorting activities. [You will find useful material in a scheme of work for history and citizenship devised by a London teacher for Year 5-6 entitled Heroes and Heroines- http://www.citized.info/pdf/commarticles/D_Rougvie.doc]

Finally

Try and come up with a joint definition of characteristics and qualities of a person who deserves to be remembered.

Tell them that at the end of this project, they will decide if the person they are going to learn about should be counted as significant and 'enter the hall of fame'.

ii) What did Walter Tull look like? (history, with art)

Tell the children they are going to learn about someone who isn't very well known, and they are going to decide whether or not he should be commemorated as a significant person.

Give out the photographs of Walter that are available, starting with the Orphanage Football Team (Source 1). There should be at least 4 altogether, taken at different times in his life (Sources 1 – 4).

Put *Source 2*

Ask the children to brainstorm words to describe Walter physically.

Then ask for their ideas about the sort of person he seems to be from this photo (eg serious, calm) and put these up too.

Tell them that working in small groups with this and 3 other photos, they are going to make a pen portrait of Walter Tull.

For this activity, you might use diagram 1 Historical enquiry and interpretation on page 11 of the Teachers' Resource using the section '

Finally, they should write a couple of sentences which incorporate all their descriptive words. The ones which are interpretations should start 'we think he looks', or 'we think he might have been' or 'possibly' to indicate that these are interpretations.

Art

Some children might now like to draw or paint their own portrait, using their photo, which will be displayed with their caption. (Remind them that artists often use photos if the subject can't sit for them.) Make sure that you provide paints or pencil crayons which allow children to portray skin tones realistically. Discuss skin tones with the children, reminding them that we only have black and white photos, but Walter was mixed heritage, with a Barbadian father and white mother.

iii) Using primary sources to find out as much as we can about Walter Tull's early life (history investigation)

[Teachers: look at the notes about differentiation on page 13 of the Teacher's book]

- Print copies of all the following sources to distribute round your class. Children should work in pairs. They will gather information from the source they are given about Walter, or other members of his family. You will pool the information at the end of the sessions, to build up your chronological story of Walter's life.
- Children should scribe the information they get from their source onto a sticky note. You will be able to put them up on a board in the classroom which they can easily see, with arrows showing relationships, but also move them around as more information comes in.
- When you have established the web of relationships the information will be transferred on to a ready prepared time line. This should extend from the 1840s through to the present, so that you can later include Walter's Barbadian grandparents and the establishment of the memorial garden. When you finally reach the establishment of the memorial, right at the end of the scheme, you will be able to talk about the 80 odd years in which Walter was forgotten, why they think this was the case, and why he should come out of obscurity now.
- The children should prepare a short caption from their sticky note to go on the timeline which can go up with the primary evidence. Their caption can be word processed to make it easier to read.
 1. Daniel and Alice's marriage certificate, 1880, showing their ages, who their fathers were, and where they lived .(Point out to the children that the mothers' names are not given and ask why they think this is..... reflects a patriarchal society at the time.) *Source 5*
 2. Walter's birth certificate *Source 6*
 3. Census return for 1881 showing Daniel and Alice's age, where they were living, and Daniel's occupation *Source 7*
 4. Census return for 1891 including four eldest children with their ages *Source 8*

5. Alice's death certificate 1895 *Source 9*
6. Daniel and Clara's marriage certificate 1896 (ask children to look at Clara's father's name. Get them to look at the former marriage certificate and see if they can work out Clara and Alice's relationship) *Source 10*
7. Daniel's death certificate 1897 *Source 11*
8. The census for the Bethnal Green Orphanage 1901 showing Walter's name. (There is a great deal of information here – ask children to find the oldest and youngest child, to look where the children come from; why they think there is only one female on this list – a servant (It is likely that the girls were listed separately, given that a photo of the orphanage includes girls. Note that Eddie's name is not there – he has already gone to his adoptive parents in Glasgow.) *Source 12*
9. Walter in Spurs team *Source 13*
10. Walter in Cobblers Team *Source 14*
11. Enlistment paper – make sure the children note a variety of information given here, eg his height, religion, the date he enlisted. *Source 15*
12. The 'short service attestation' – signing on paper for military service which gives his residence, and profession. *Source 16*
13. Extract from Rushden Echo, 12.04.18, p 16 *Sources 17 & 17a*

2. Who were the people in Walter's family?

History - using the family tree

Once the class have got a skeleton outline of events in Walter's life (albeit with many gaps) put the family tree (source 18) up on OHP or whiteboard (the family tree has already been created for us). Talk about the difference between family trees and family histories. The former shows marriages, children, deaths and relationships across families. It is a framework for family history – and that is all!

The Tull/Palmer family tree is complicated, and you will need to talk through the different sections carefully, perhaps masking off areas and dealing with small sections at a time. Use as much of this as seems appropriate to the age and experience of your class.

Some questions you might ask about the family tree:

- Who were Walter's grandfather and grandmother on his father's side (his paternal grandparents)? Where were they from?
- If Daniel was 24 in 1880 when he married, how old is it likely his parents were then? Could you estimate when they might have been born? [Conventionally, a generation is 25 years. So Daniel's parents may well have been in their 50s when he was 24. So they would have been born in the 1830s.]
- Walter was born in 1888. How old was his father then? How old was his mother?
- Who were his maternal, English grandfather and grandmother?
- Alice Palmer was his mother. What were his uncles' and aunts' names on his mother's side of the family?
- How was Clara Palmer who became his stepmother, related to his mother Alice?
- Who did Clara marry in 1899?
- How many people can you find with the same first name? Who might they have been named after? (eg Clara and Daniel's baby Miriam has the same name as Clara's youngest sister)

Vocabulary – make sure your children are familiar with the conventions for setting out a family tree, and relevant vocabulary for discussing family history eg. generations, paternal, maternal

3. What can we find out from the sources about Walter's early years?

Acknowledging and coping with difficult times in one's life - PSE and drama/role play

Tell the children that other historians have used the kinds of records they've been using, to find out more about Walter's life. Records show that when Daniel died, Clara struggled to look after her step children and her new baby. William, the oldest was working, and Cissie could look after the younger children, but it was all too much for Clara, and she accepted the offer from her Church to take Walter and Eddie into their care. They went to Bonner Road Methodist Orphanage when Walter was 9 and Eddie 11, in 1898, a year after Daniel's death. By 1900 Eddie had been adopted by a Glaswegian couple, the Warnocks. Remind them that Eddie's name isn't in the 1901 census for the orphanage.

i) Activity: Exploring emotions at a very difficult time in one's life (PSE based activity)

Clara's decision to let the boys go into care must have been very hard. All the evidence indicates that she loved them, and continued to keep close contact as best she could. It must also have been terribly hard for Walter and Eddie to leave their family behind and go into the orphanage, however kind the people were at Bonner. The evidence from Eddie is that the regime was strict and disciplined, based on inculcating Christian principles, but not unfair or unduly cruel and there is no evidence of racism. The census shows that there was no one else from Folkestone in the home at the time. They just had each other. Then Eddie was adopted.

With the whole class, take some ideas about how Clara, the other siblings left at home, and finally Walter and Eddie might have been feeling or thinking at this moment in their lives. Aged 11 and 13, they would probably both want to present a good face, whatever they are really feeling. Encourage them to think about Eddie's hopes, Walter's desire to be brave and strong and his wish for his brother to do well. What would the brothers say to each other?

Now ask the children to work in fours. Two of them take the role of Eddie, and two take the role of Walter but the four work together to develop their role play. One 'Eddie' will speak but the other 'Eddie' standing just behind him, will say what he is also thinking, but doesn't want to say out loud. The same goes for the two Walters. Some children might like to take the part of Cissie and Clara who stayed behind. Encourage the children to say more than just 'be brave' or 'I'll be thinking of you and never forget you'. The quality of their presentations will depend on the amount of work you have put in as a whole class, as well as their own capabilities.

After each group has presented to the class, debrief by going through the qualities we need to cope in difficult situations, and the sorts of things that can help us personally, as well as how we can help one another and be supportive.

4. What can we find out about the ‘football years’?

History with literacy – speaking and listening

i) Activity: Using primary and secondary texts to create radio interviews on Walter’s professional career.

This is quite a short lesson, leading up to probing the racism at Bristol in more depth. It is also an opportunity to fill in gaps on the time line.

- The children will use primary and secondary evidence as before, to find out more about the years between Walter leaving Bonner Road Orphanage, and joining up in 1914, at the start of WW1. They already know that Walter became a professional footballer. Use the information on the time line to review the different teams he played with, and how long he stayed with different teams before moving on.
- For the next activity, the material comes from contemporary newspaper articles (primary evidence) and extracts from a biography of Tull (secondary source).
- Put children in pairs and give each pair an extract from the boxed sources below (Source 19). In each case one child takes the role of ‘our reporter’ on the local radio station and the other plays Walter. They should work together to prepare what each will say, and then perform their interview to the class.
- The second part of this activity is for children to summarise the information they gained from the evidence to add to the time line, at the right points. This can be done in the same way as for the previous activity using sources.

Teachers: Before introducing the next activity with your class, please look at page 16 in the Teachers Book about Language Issues

5. How should we respond to the racist incident at Bristol?

Exploring the children's feelings about the Bristol incident, and their responses - Citizenship – challenging racism through organised action; PSE - personal responses and what you can do; using Philosophy for Children (see *Teachers' Book page 15-20*)

Introduce the game 'the Great Divide' (see page 17-18 in the Teachers' Book) ending up with the statement 'sticks and stones can break your bones but words can never hurt you'. Remember to debrief the children after the game. Remind them that being open minded and willing to change your mind, is an important characteristic of educated, rational people.

Activity ii): Kick Racism out of Football! (Citizenship)

Use Circle Time for the following activity.

Suggest to the children that they do something active in the campaign to 'Kick Football out of Racism'. [Go to the website (www.kickitout.org/) for up-to-date information and to get hold of resources for the classroom.] Tell them that though things have improved since Walter Tull's day, there is still a nasty undercurrent of racism in some clubs and games, and that there are a lot of problems in Europe with racism.

Start by showing them the extract from the Kick It Out website. (*Source 20*).

- Discuss any experiences they have had personally, or heard about.
- What happened?
- What did they feel?
- What did they do?
- Do pay attention to children who say they were a witness not the perpetrator or victim, and discuss what witnesses can do.

Talk about how hard it is to enter a difficult situation and what courage you need to confront other people. Talk about 'solidarity'. That it is important to stand up for other people who are victims, so they don't feel isolated and also that it is better to confront racists in a group, not on your own. Remind them that just like bullying, it's important to speak out, and not suffer in silence, or turn your back on it, if it doesn't affect you personally. Discuss how far remaining silent if you see something bad happening, just allows it to continue.

Teachers before you start on this activity, please read the notes on dealing with racism on page 14 of the Teachers' Book and The Great Divide on page 16

iii) What can we do actively against racism?(citizenship)

Making posters

[This activity is a suggestion and, in the spirit of democracy and encouraging creativity, you may want to give your class the chance to say what they would like to do on this theme.]

Tell your class you had thought of making a big display for the school in the form of posters which featured pictures of well known black players, the comments below from white and black players (and others) and also their own contributions.

Give out the statements (*Source 21*) from well-known football players for them to read

- They should read all the statements and select one or two which best represent their own feelings.
- The statements should be starting points to help them think about what goes on their poster, which should include their own feelings and wishes for football.
- Children can work in small groups or individually to make their own posters.
- They should work as a whole class to organise the caption for the whole display of posters, statements from the footballers, and the photographs, all of which will be part of the display.

Activity iv) Going wider than the school (citizenship)

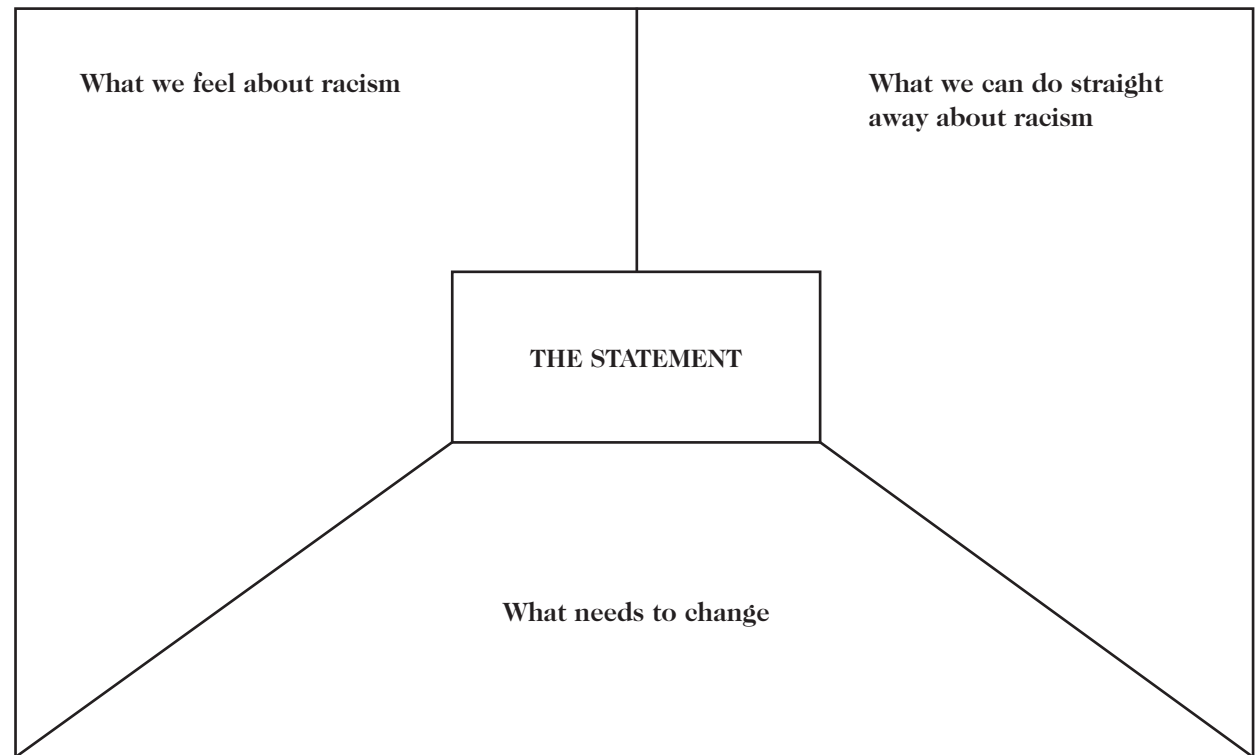
Now encourage your class to think of actions which go beyond publicity in the school which they could undertake and would be a contribution to the campaign against racism. Perhaps this can and should go wider than football, as John Barnes said. They can work in pairs or small groups, and put their ideas on a special board labelled – ‘we are working to kick out racism’. These might include a pledge to challenge someone who makes a racist remark (but only in a safe way which doesn’t put them at personal risk), reporting racist behaviour to someone who is in a position to take it further, writing a letter of support to a player who has been abused, talking to people in their families.

Activity v). This is an alternative, shorter activity than the one above – it could substitute for, or be additional to activity iii.

Photocopy the statements (*Source 22*), cut them out and stick them on card.

Children work in groups and choose one of the statements or any one that came from their own posters or thinking.

They divide a large piece of sugar paper in three (as below), with these headings and stick the statement in the middle.



Give them sticky notes to put their comments in the different sections.

Later, when you share what the groups have done in a whole class session, collate them to form a class poster which has the same headings, even though the starting statements have been different.

6. What can we find out about Walter's achievements in football?

Walter was the first Black outfield player (not goalkeeper) in the English Football League. When he played for Spurs they had just been admitted to the League's second division. When he moved to Northampton Town he moved outside the Football League to the Southern League (which became the Third Division South of the League in 1920). There he played with Herbert Chapman, who in the 1920s became the famous manager of Arsenal when they won two League Championships. In Walter's time, the favoured team formation was called the 'Pyramid'. Walter played 'inside left forward'. The pyramid formation was favoured by teams until the 1920s when, in response to the introduction of the offside rule, a formation called the 'WM' was introduced by Herbert Chapman, who had been player/manager of Northampton Town when Walter played for them. Inside Left was the bottom left of the W (see diagram 2).



Diagram 1 – The Pyramid (source [http://en.wikipedia.org/wiki/Formation_\(football\)](http://en.wikipedia.org/wiki/Formation_(football))).

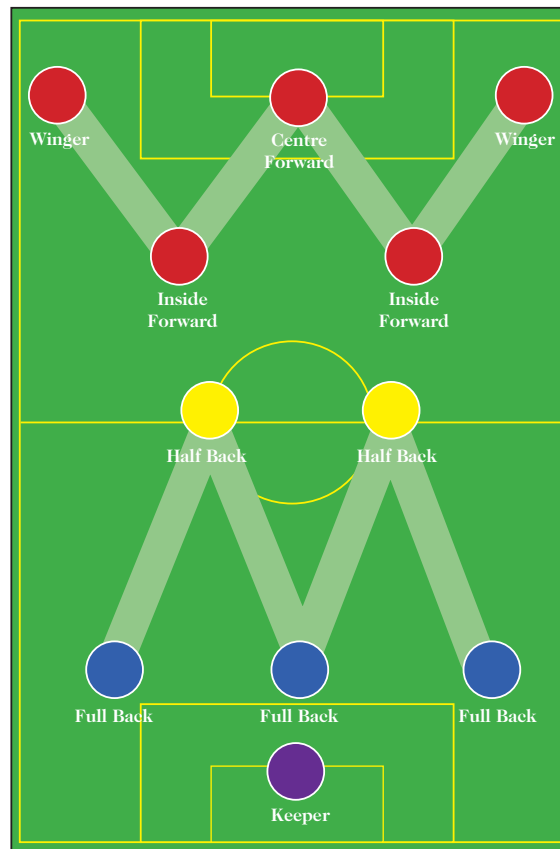


Diagram 2 The WM (source [http://en.wikipedia.org/wiki/Formation_\(football\)#The_WM](http://en.wikipedia.org/wiki/Formation_(football)#The_WM))

Activity i) PE

Remind the children that as a forward, Walter's job was to score goals. Put the Pyramid diagram up on the whiteboard and discuss which they think was Walter's position. They should explain their reasoning. Then put up the WM and the modern 4-4-2 formations (diagrams 2 and 3) and ask them to discuss where they think Walter would have played had he lived, and where he might play now.

- Who do they know who plays in this position today?
- Which Black players do they know about and where do they play?

(For more information on Black players representing England see <http://www.EnglandFootballOnline.com/TeamBlack/Black.html>.)



Diagram 3 The 4-4-2 formation, favoured by contemporary football teams. (Source http://news.bbc.co.uk/sport2/hi/football/rules_and_equipment/4197518.stm)

Activity ii) PE, literacy, history

Ask the children to imagine that through time travel, Walter is able to visit us. In small groups of 4-5, they should think of questions Walter might ask – for example about the modern game and formation, what the fans are like, what their training schedule is like, the pay and anything else the children suggest. They should also think of questions the modern players or fans might ask Walter about the game when he was a player. For both sets of questions, they should work out their answers. They should make notes of their questions and responses (perhaps set out in a grid) then work out a presentation which could take one of the following forms:

- A talk show with Walter as a guest along with other players
- Hot seating – Walter in the hot seat with others in the group asking and answering his questions
- A radio interview – with different children taking different roles
- Walter joins a group of players from their own team, and they talk about the game.

Activity iii) PE

During outdoor PE time, organise the children to play in the different formations. Discuss the differences and what the advantages and disadvantages seemed to be.

Teachers note: for a history of football going back almost a millennium, with some wonderful old illustrations, see <http://www.spartacus.schoolnet.co.uk/Fhistory.htm>.

For information about the Southern League see <http://www.spartacus.schoolnet.co.uk/Fsouthern.htm>.

For brief information about the early years of the football league, see <http://www.spartacus.schoolnet.co.uk/Fleague.htm>

7. What happened to Walter during World War 1?

The war years (history)

First the children will fill in more on the time line of Walter's life, using documentary evidence.

Start the session by asking children to look on the time line to see how far they have got in finding out about Walter's life. They will see that they know Walter enlisted in December 1914, but so far they do not know what happened next and have no information about Walter's army career. This is what they are now going to research. Make sure the class remembers, from the earlier session, the difference between primary and secondary sources, and how to interrogate and interpret sources. Then, using appropriate differentiation for your class, give out the following sources to groups of children, working in pairs. Some children will have two or three sources. Also give them large sticky-notes, on which they will write a sentence explaining what they have found out from their source and include the date. In the whole class group, find out who has the earliest date. This group reads out their date and sentence and puts the sticky-note on the time line you have drawn on the board from 1914 – 1918. Continue till all the groups' statements have been used. You should now have a clear narrative of Walter's movements and actions in the period. Later, these can be made into large captions to go on the main timeline.

1. Extract from letter from Walter, early 1916 (*Source 26*)
2. Secondary source relating to Walter being sent home with shell shock, May 9, 1916 (*Source 27*)
3. Northampton Mercury 18.18.16 p 5 col 6 (*Source 28*)
4. Image from WW1 archives – photo of trench warfare (*Source 29*)
5. The image of Walter, Eddie, Cissie and Mrs Warnock – early 1917, Glasgow (*Source 30*)
6. The London Gazette list showing Walter's name on the Officer Reserves in June 1917 (*Source 31*)
7. The images of the Victory medal and the 1914-15 Star together with military history showing medals awarded (*Source 32 a & b*)
8. Feb 14, 1917 certificate showing nationality and race info when Walter goes for officer training (*Source 33*)
9. 2ndary source Vasili re commission (*Source 34*)
10. 2ndary source Vasili re the Italian event end December 1917 (*Source 35*)
11. Mention in dispatches New Year 1918 from Northampton Independent 16.03.18 p 6 (*Source 36*)
12. Northampton Mercury, 12.04.18 p 7 death notice (*Source 37*)
13. Northampton Independent July 13 1918, 'How Lieutenant Tull died' (*Source 38*)

Teachers – there are some notes about World War 1 in the Teachers' Resource Book to provide you with historical background for teaching this part of the scheme.

14. Telegram to the Tulls announcing Walter's death 1918 (*Source 39*)
15. Death certificate (*Source 40*)
16. War diary from the front – 27th Battalion, Middlesex Regiment reports Walter Tull's death (*Source 41*)
17. Scroll commemorating Walter's death (*Source 42*)
18. Probate granted 1919 – shows date of death either France or Belgium, what Walter left in his estate, and gives last address same as his brother. (*Source 43*)

8. What was it like in the trenches in WW1?

Activity i) (history)

Children are going to use pictorial sources to fill in their understanding of warfare in WW1, prior to some creative writing about the war and the courage of the soldiers.

Sources 44 - 48

- 44. Waiting in the trenches at the Battle of the Somme
- 45. Painting of soldiers 'going over the top' at the second battle of the Somme 1918
- 46. An artist's impression of machine gunners advancing at the Somme
- 47. Carrying back the wounded, battle of the Somme
- 48. Passchendaele

For the pictorial sources

- Download the photographs and print them to distribute to small groups of children
- Working in groups with a photo, the children use diagram 2, page 12 in the Teachers' Resource, to interpret the images
- Children should use sticky notes in the different areas of the diagram.
- Give them the opportunity to share their thinking with the rest of the class.

Activity ii) using oral sources (history and PSE)

Go to the website of the National Archives: <http://www.learningcurve.gov.uk/greatwar/g3/worksheet/video.htm>
We suggest you use two audio extracts 'Like a great sea rolling' and 'We was dead keen' and ask the children to listen carefully, and think about their responses. Make sure to debrief the children in circle time, after they have worked with these pictorial and oral sources, as they are quite emotive and unsettling.

Activity iii) annotating the pictures

After they have used diagram 2 to describe and interpret the pictures and listened to the oral evidence, they should annotate the photographs with speech bubbles, using their statements 'what might they be saying' and 'what I would like to ask'. They can then display their work.

Activity iv) (creative writing)

Use all four sections of the diagram, your discussions during circle time, and their annotations on the pictures as stimuli for children to do a piece of creative writing or poetry. You may decide to read them some World War 1 poetry to help them with possible models (for example

An extract from Anthem for Doomed Youth (Wilfred Owen)

*What passing-bells for these who die as cattle?
Only the monstrous anger of the guns.
Only the stuttering rifles' rapid rattle
Can patter out their hasty orisons.
No mockeries for them from prayers or bells,
Nor any voice of mourning save the choirs,
The shrill, demented choirs of wailing shells;
And bugles calling for them from sad shires.*

An extract from 'For the Fallen' by Laurence Binyon

*They went with songs to the battle, they were young,
Straight of limb, true of eye, steady and aglow.
They were staunch to the end against odds uncounted;
They fell with their faces to the foe.*

*They shall grow not old, as we that are left grow old:
Age shall not weary them, nor the years condemn.
At the going down of the sun and in the morning
We will remember them.*

An extract from 'Aftermath' by Siegfried Sassoon

*Do you remember the dark months you held the sector at Mametz
The nights you watched and wired and dug and piled sandbags on parapets?
Do you remember the rats; and the stench
Of corpses rotting in front of the front-line trench
And dawn coming, dirty-white, and chill with a hopeless rain?
Do you ever stop and ask, 'Is it all going to happen again?'*

Discuss with them the title for their own writing – it should express their feelings about war, which will vary with different individuals. Some might be moved by the horror, wasted lives and sadness, others may feel war is exciting and gives an opportunity to prove your courage. Offer the opportunity to write in the first person, either as themselves, or as someone in the picture, including someone who is wounded or who has died.

Do not censor children - they will have another opportunity to explore their feelings about war.

Activity v) Learning songs from the First World War

Songs from the Great War are memorable and easily learned, particularly the choruses! 'Pack up your troubles in your old kit bag' 'It's a long way to Tipperary', 'Keep the Home Fires Burning' all date from this time. (<http://www.firstworldwar.com/audio/packupyourtroubles.htm> will give you the lyrics and music but best to stick to the choruses however!)

Activity vi) Hot seating (drama)

[Teachers: please read the notes on p15-20 of the Teachers' Resource if you are unsure about this activity]

There are two possibilities for this activity:

1. You may have a gifted and talented child, or someone in your class who has taken a particular interest in Walter's life, and done extra research. They can take the role of Walter in the hot seat.
2. Alternatively, you should take the role, wearing something to symbolise that you are Walter. It doesn't matter if you are female, or not black – children happily enter the spirit of hot seating.
 - Tell the class that you are going to time travel back to January 1918 and have an opportunity to meet Walter Tull and ask him about his life.
 - Give the children some time to prepare their questions for 'Walter' before he comes
 - At the end of the 'interview' leave the room, and return without whatever you have been wearing to show you were Walter. Make it clear you are now back in role as teacher. Ask the children what they talked about and learned during Walter's visit.

Activity vii) Maths

This activity is to help children understand the devastation of WW1 in which something like 10 million people lost their lives. Choose a football stadium with which your class is familiar and find out its capacity. Then divide 10 million by this number. This will show how many stadia full of people were killed in the Great War.

9. How shall we respond to what we have found out about World War 1?

Dreams for the future, recognizing and commemorating courage, discussing the notion of British identity - PSE and citizenship; Philosophy for Children methods for identity discussion

Activity i) 'All the dreams that were lost, gone, in a few short hours' (PSE)

This line, from the learning curve audio 'Like a great sea rolling' is an opportunity for the children to think about their own dreams for the future, about Walter and also about the millions of others who lost their lives in World War 1.

1. What are your dreams?

Ask the children to write a short piece of prose, or a poem, or a letter, expressing their dreams as if they could share them with Walter Tull, or another soldier who died in WW1.

2. Walter's lost dreams

We don't know what Walter's dreams for the future were. But ask your class to put themselves in his shoes – what might his dreams have been at the age of 29, if he had survived the Great War? Remind them of what he had already achieved, and the evidence we have of the importance of family, and trying as hard as he could at everything he did. Your class might produce a piece of shared writing – a poem perhaps, to express Walter's lost dreams

Activity ii) Remembering Walter's courage and also that of Private Billingham and all the other soldiers (PSE)

- In circle time, discuss what we mean by courage, passing round the 'power ball'.
- What sorts of things take courage, and what can children think of in their everyday lives where people have shown courage?
- Talk about the idea that people will show their courage in different ways, and that courage isn't just about doing physical things like diving into the deep end of the swimming pool.
- We are not all good at the same things and some people find some things harder than others. For example, it takes courage for a very shy person to talk in front of lots of people; for another person it will take courage to do something different from the gang.

Talk about the medals that Walter was awarded during the war (the Victory Cross and the 1914-16 Star). Ask them what kinds of things they think deserve a war medal. Move them beyond ideas about fighting and killing the enemy and draw out their thinking about the necessity in the Lines of helping others, keeping your comrades cheerful when they are feeling down, not showing your fear, showing courage when you are hungry, wet, cold and perhaps wounded, persistence, resilience, not complaining. Also talk about other episodes in his life when he would have needed to be courageous (for example when he went into Bonner Road Orphanage with Eddie, when Eddie left for Scotland, when he had to write to Clapton asking them to consider him, when he had to play at Bristol, despite the racist abuse).

Talk about Private Billingham's courage when he tried to bring Walter's body back behind the lines. Why was this courageous? He was not unique. Many soldiers risked their lives trying to rescue their friends.

You might set up a display board in your classroom for children's own 'badge of courage' (or one for someone else they know). This could say 'Badge of courage awarded to... (name of child) and then a description of what they did. This doesn't have to be something that would necessarily get into the papers! Children will be able to think of things that are relevant to themselves and their classmates.

Activity iii) What is British identity? (citizenship)

Tell the class that Walter has no marked grave because his body could not be recovered, but that he is commemorated as a Commonwealth soldier who died in the Great War. Show them the 'Commemorative Scroll' (*Source 49*) again.

Remind them that they saw evidence that he was considered 'West Indian' even though he had been born in England. Ask them what they think about this – do they think people who are born in England of foreign born parents should be considered British? Walter fought in a British regiment, not a West Indian one (of which there were several). What do they feel about his inclusion in the Commonwealth section, rather than the British section of the War Graves Memorial? Use this opportunity to talk about how British people come from all over the world, from different ethnic, cultural and religious backgrounds. What unites us is that we all live in Britain now.

Your children may be sufficiently mature to consider ideas of 'multiple identity'. This means looking at 'who we think we are' in terms of more than one characteristic that we think defines us. For example someone might feel that their identity is female, mixed heritage - with African and Scottish roots, Christian, a sister, hardworking and determined to become a doctor, good at music, loves soul music etc.

The good thing about multiple identities is that it allows us to think about the ways we are similar to other people, while recognising the differences and diversity.

When they have done some work on their own multiple identities, they could consider how Walter might have wanted to describe his identity. Footballer would certainly have been there – but what else? He would most certainly have considered himself British, given that he enlisted in the British army and became a British officer.

Activity iv) Representing our feelings about war, courage and identity through art or music or dance (PSE, music, art or dance)

Ask if any children in your class would like to compose a piece of music or make a painting about their feelings at this point. This gives an opportunity for children whose creativity runs along these paths to express themselves.

Dance and music: Walter's death

- The children are going to create a dance/mime, moving in slow motion (like tai chi). You may want to give out a few instruments – a deep cymbal, a drum, a large glockenspiel, sticks for the machine gun fire. The music for the 'Last Post' is given below.
- Allow the children to work in small groups to develop some movements for the dance. Give a few children instruments to work out what they want to do. Some children can be 'statues' who only move at the beat of the drum. We know that as well as soldiers in the trenches, there were rats 'as big as kittens'. Some children might work out a dance for the scurrying, hungry rats.
- Talk about how you can represent Billington trying to carry Walter, since the children are too small to really do this.
- Choreograph or co ordinate their ideas into a dance sequence, with their own musical accompaniment.

DO NOT FORGET TO DEBRIEF THE CHILDREN AFTER THE PERFORMANCE.

- Come out of role, go into a circle and sit quietly for a moment reflecting on your feelings and thoughts. Then pass round the speaking permission. No child should be obliged to say anything. Start yourself to set the tone with something like...

‘I feel terribly sad for Walter and all the young men who died in the Great War. I want us to remember their courage...’

The music for the Last Post



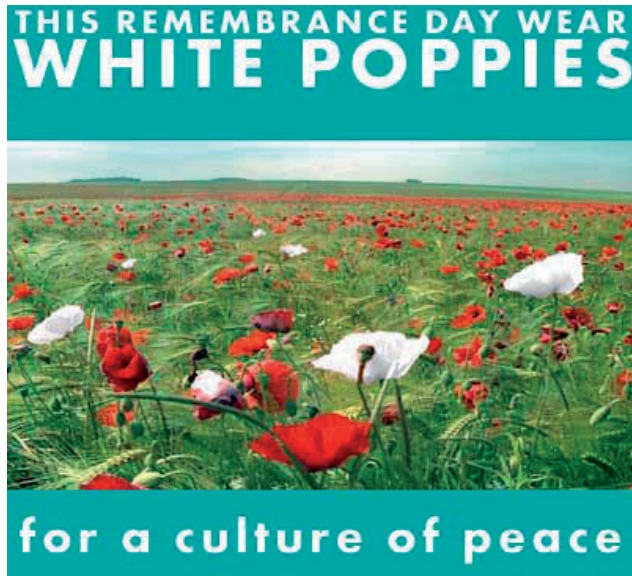
10. Is it right to fight?

Exploring values, beliefs and ideologies about war: consequentialist and deontological thinking - PSE/RE; Philosophy for Children

Show the class the poster 'Your country needs you' (Source 50) and talk about its propaganda message in the First World War. Then move onto the activity described next which explores attitudes to conflict in more depth. (http://www.firstworldwar.com/posters/images/pp_uk_32.jpg).

- Photocopy the statements (Source 51) in sufficient numbers for everyone in your class to have a copy. They should cut up the sheet. Working in pairs, they should decide which statement is closest to how they feel personally. Even though they are in pairs, this is simply to encourage discussion. Children in a pair can each choose a different statement.
- After a few minutes ask everyone who has chosen statement 1 to go into a group; repeat this for each of the 6 statements. It doesn't matter if one of the statements isn't chosen, but if a child finds her/himself completely alone, ask them either to make another choice and join a group, or watch for the time being and think about what they want to say for their position.
- Now each group prepares a joint argument defending their position using sugar paper to list their main points. If a group is very big, then divide it in two or three.
- Facilitate a discussion where every group gets a right to speak. (Please see Teachers Resource Book for more information and ideas about how to manage this discussion.)
- Then facilitate a Q and A session making sure that if anyone has been a lone supporter of a position, that they get a chance to speak now.
- Explain about 'armistice'. Talk about the red poppies sold on Armistice Day (now called Remembrance Day) to remember the war dead in all subsequent wars (11th November or the nearest Sunday). Tell them that Armistice in WW1 took effect from 11.am on the 11th day of the 11th month and that it is traditional to observe two minutes silence to reflect on war and peace, and those who lost their lives. If you have a WW1/11 memorial in your area, remind the children about it. Some children will have seen the Remembrance Day commemorations on TV.
- As well as discussing the symbolism and meaning of the red poppies, traditionally sold round Remembrance Sunday, talk to the children about the white poppies – first made and sold on Remembrance Day in 1933, symbolising the belief that there are better ways to resolve conflicts than killing strangers. You may have time, and wish to pursue ideas about peaceful conflict resolution. If so, the stories of people like Gandhi, Martin Luther King and Archbishop Desmond Tutu would be worthwhile.

Teachers: Consequentialists do not have rules that apply in all circumstances for beliefs and decisions. So they might decide it was right to fight in World War 1, but not in World War 2 or the recent Iraqi War. Deontologists follow rules that apply in all situations: so they might say that in all circumstances you should follow your government, or that no circumstances ever justify fighting (the latter is the Quaker position).



The image comes from the Peace Pledge Union
website: http://www.ppu.org.uk/poppy/white_index.html

Teach the children this poem written by a Canadian doctor, John McRae who was killed in battle in 1915.

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

You may also choose to read your class this poem by the American poet Carl Sandburg. Ask them what they think it means and how they feel.

Grass by Carl Sandburg

*Pile the bodies high at Austerlitz and Waterloo.
Shovel them under and let me work...
I am the grass; I cover all.*

*And pile them high at Gettysburg
And pile them high at Ypres and Verdun.
Shovel them under and let me work.
Two years, ten years, and passengers ask the conductor:
What place is this?
Where are we now?*

*I am the grass.
Let me work.*

11. How shall we commemorate Walter Tull?

This is the culmination of the project and extremely important, not just as an opportunity to review what they have learned, but to reinforce a variety of messages – history, citizenship, PSE, and possibly literacy, music, art

Activity i)

Remind the class of the list they created right at the start of the project about people they thought deserved to be remembered in the future and bring out the original list. Ask them who else they might like to add to the list now. You would expect the class to want to add Walter's name. Allow children to talk in pairs for a few minutes about his qualities and character, and then invite them to explain what it is about him they think is special and significant. At this stage, don't write anything up.

- Now tell the children they are going to create a memorial to Walter in their classroom, or for the foyer of the school.
- Don't show them anything about the memorial at Northampton (so that their ideas can be their own), but take ideas in a brainstorm about how he should be remembered: some children may want to write a poem, compose a rap or a story, a newspaper item, a short biography or an obituary.
- Some may feel a physical memorial is appropriate – including a mural, an illustrated story book for other children, a painting or a statue.
- Whichever they choose, try and facilitate children planning their commemoration and carrying it out, but you, as the teacher, will decide what works for your class, and how far you are able to resource them.

Remind them of the variety of things they might choose to include:

- Walter going into the orphanage – coping with loneliness, losing his family etc
- Walter playing for the Orphanage football team – the importance of 'playing to your strengths', practising what you are good at and team play
- The Bristol incident – the importance of protesting against racist behaviour if you are not the victim; thinking about the feelings of the person abused and giving them support
- Joining the army – being prepared to give up your life for your country; fighting for what you feel is right
- His courage – including his actions in Italy
- His leadership – the importance of working well with the people in your battalion ('team') being a good, fair, leader who never asks others to do what they wouldn't themselves

Finally, you can hand out some of the newspaper reports from recent years. (sources 52a – e). When the children have had a chance to read them, ask them to work in small groups on the following question –

Activity ii) Why was Walter forgotten for eighty years? Reflecting on Walter Tull's achievements.

This is where we began the scheme! Now the children have enough knowledge and insight to try and answer.

There are no right or wrong answers to this question. It is part of the wider question about how history is constructed, and how some people are marginalised and forgotten, while the names of others are recycled and embedded in everyone's consciousness. In ending the project with this open-ended question we hope that your class will start to appreciate that history is not a 'given' but that it is up to us to keep people's memories and names alive if we think they are significant.

Now that they have learned about Walter Tull, put a picture of the memorial (sources 53a –b) on OHP or whiteboard. Read the words on it and discuss what they mean, what they think about it and how it makes them feel. Make sure to discuss the symbolism of the white and black squares. Talk about 'memorial gardens' and the idea of a garden in which plants are 'reborn' and flower again each year.

THE PROJECT CULMINATES WITH AN ASSEMBLY OR PRESENTATION TO OTHER CLASSES, PARENTS, PEOPLE IN THE COMMUNITY, IN WHICH THE CHILDREN PRESENT THEIR WORK IN THE FORM YOU, THE TEACHER, AND THEY HAVE PLANNED AND ORGANISED.



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