

WW1 Lesson 3

Additional Ideas



Literacy

Write a diary entry as an ambulance driver, based on events learned from the game.

Write an advert for *The War Cry*, asking for volunteer men and women to support the troops in France.

Investigate, using drama, Tom meeting a character from Lesson Three. Write a letter home as Tom, detailing an encounter he had.

Art

Draw an outline of your hand. Fill it with little cartoon/stick people, showing different actions of caring for others.

PSHE

Explore how the concept of '*Let us not love in word or speech but in action and in truth*' extends to modern-day situations. Is saying it enough?



WW1 Lesson 3

Love in Action and in Truth

Women's War Work and Ambulances



Main Activity

Share the lesson objectives with the class.

Explain that today we shall learn about more duties men and women did. Read the start of the story of an encounter in France that a Salvation Army zone major had with a military colonel:

I had left the girls at the camp a few days ago and dropped by to see how they were settling in. When I arrived I was met by the colonel of the camp first. He was incensed with me. He kept shouting at me, 'I had no business bringing those girls.' It was a right proper dress-down and he was very rude. I have to admit I left as soon as I could, and avoided the place over the next few days.

Discuss the encounter. *Why was the colonel so angry? Why did he not want women working so close to the front line? What do you think?*

Explain that when he left Britain our soldier, Tom, might still have met women from The Salvation Army, supporting the soldiers. Explain that we are going to be history detectives. Look at slide 7. Give pupils two minutes with a talk partner, to look at the clothes and to record on sticky notes what they notice. Ask for some examples of their observations. Now that they have looked at the evidence, what conclusions can be made from these clues? *Worked near danger - messy work - easily recognised as a member of The Salvation Army - worked outside or inside.* Pupils should write conclusions on sticky notes - a second colour if possible. Invite pupils to stick their notes on the screen displaying slide 8. Place the evidence notes around the outline, and the conclusions inside.

There are no survivors from this period of time to ask what it was like. To find out what happened, photos and writings are carefully examined. Evidence is gathered, and then conclusions are made. Put the class into small groups and give each group an evidence bag. (Each bag is differentiated and contains cut-out evidence from resource sheet 3A.) Challenge the pupils to be history detectives and to research what some Salvation Army women did during WW1. Groups are to record evidence and their conclusions by writing on resource sheet 3B, enlarged to A3. Support groups to help draw conclusions.

Class to feed back conclusions and discuss. Discuss any contradictory conclusions, pointing out that this is what also happens to historians today. Add to their conclusions from fact sheet 3A. Highlight that women would be doing all duties mentioned if it was feasible.

Summarise the duties and effects women had on supporting soldiers. *What if there had been no hospital visits? What if there had been no field kitchens or grave visits?* Discuss with the class.

Remind pupils of the zone major's story and continue:

I eventually headed back to the camp. I could not believe my bad luck as I saw the same colonel rushing up to me. I steeled myself, but he seemed happier. 'Where have you been? Hiding from me?' he asked. 'Can you blame me for not wanting to be shouted at again?' I replied. 'Ah yes,' he said with a little smile. 'You still had no business bringing them.' 'But didn't they do fine?' 'Oh yes. Very fine, very fine indeed. But, Major, what if we lost them?'



Fact Sheet 3A

Love in Action and in Truth

Women's War Work and Ambulances



Discuss why the colonel still did not want the girls there. What effect might they have had at the camp? Finally, reveal the Salvation Army major's reply, and discuss:

I replied with, 'My girls are soldiers.'

Tom may also have met Salvationist men - ambulance drivers. Explain that this time they are going to learn about the ambulance men by playing a board game. Teach the class the rules - see instructions on resource sheet 3C. Negotiate with the class how to play fairly - *What happens if you are asked to roll the dice a second time and land on a square with another set of instructions? Do you have to land exactly at The Front or the hospital?* Highlight the fact that the players are a team, a fleet of ambulances, and their total will be compared to other fleets of a similar size.

Play the game, then ask pupils to feed back what they have learned about ambulance men - use fact sheet 3B to support. *What if there had been no ambulance drivers? What if there had been no bandsmen or truck drivers?* Discuss with the class.

Plenary

Review lesson objectives. Then challenge the class with the following - *Tell me three (things) ... you have learnt today - ...you have done well - ...the group has done well - ...you would like to find out more about, - ...you know now that you didn't know 50 minutes ago.*

Finally, ask the class what was the promise you made and broke at the beginning of the lesson. One of the reasons The Salvation Army was so popular with the men was because it kept its promises. Give each pupil a doughnut and ask them to reflect on what it represented to the men as they eat it.

Follow-up

Pupils to complete pages 4 and 5 in their WW1 booklet.

The themes of this lesson can be explored further by using the Additional Teaching Ideas Sheet.

