



CROSSING THE WHITE LINE: THE WALTER TULL STORY KS2 ACTIVITY PACK

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ACKNOWLEDGEMENTS

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Westminster Archives is proud to present the life story of Walter Tull, which would not have been possible without the £49,900 grant we recieved from the Heritage Lottery Fund. As an organisation we are committed to celebrating diversity and this funding has allowed us to bring the story of a Great Black Briton to the wider audience it deserves. We would also like to acknowledge the help of Tull biographer Phil Vasili. Without Phil's tireless years of research on the Tull story this project would not have been possible.

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The learning activities featured in the Crossing the White Line: The Walter Tull Activity Pack may be duplicated for educational purposes only.

www.crossingthewhiteline.com



ACTIVITIES

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All activities are linked to History Unit 20: What can we learn about recent history from studying the life of a famous person (Walter Tull)

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This KS2 pack is an additional resource and compliments Crossing the White Line: The Walter Tull Story, which can be downloaded from the project website

www.crossingthewhiteline.com

Walter's biography - Childhood

Activity 1

Focus: Biography

Using the sources provided for you on page 28, answer the questions about Walter Tull's life in the tables below. Once you have done this, use the information you have gathered to write Walter Tull's biography, photocopy the sheet on page 4.

SOURCE 1

How many members from Walter's family lived at 51 Walton Road when the census was taken in 1891?

SOURCE 1 & SOURCE 2

Compare the family photograph in source 2 with the census sheet in source 1. Who is missing? What do you think happened to them?

SOURCE 1 & SOURCE 3

Where was Walter's father, Daniel, from? What do you think attitudes towards black people were like when Walter was young?

SOURCE 4

What happened to Daniel Tull in 1897?

SOURCE 5

Walter and his brother Edward entered the Children's Home and Orphanage in Bonner Road in 1898, but only Walter's name appears on the 1901 Census for the orphanage. Find out what happened to Edward? (Read page 4 in *Crossing the White Line* to help you.)

Walter's biography - Footballer

Activity 1

Focus: Biography

Using the sources provided for you on page 28, answer the questions about Walter Tull's life in the tables below. Once you have done this, use the information you have gathered to write Walter Tull's biography, photocopy the sheet on page 4.

SOURCE 5

Where did Walter start playing football?

SOURCE 6

What amateur football team did Walter join in 1908?

SOURCE 7

When did Walter play for Tottenham Hotspur?

SOURCE 8

What South American country did Walter go to with Tottenham Hotspur? Walter travelled there by ship, how did the hot weather on his journey effect him?

SOURCE 9

'Walter Tull Leads the Way.' What was this headline about?

Walter's biography - Soldier

Activity 1

Focus: Biography

Using the sources provided for you on page 28, answer the questions about Walter Tull's life in the tables below. Once you have done this, use the information you have gathered to write Walter Tull's biography, photocopy the sheet on page 4.

SOURCE 10

Which regiment did Walter join during World War One? What was unusual about this Battalion?

SOURCE 11

Which countries fought in World War One? Where did Walter fight and die?

SOURCE 12

What did Walter manage to achieve in the army?

SOURCE 13 & page 10 from Crossing the White Line: The Walter Tull Story

What did Walter do in Italy that led him to be nominated for a Military Cross?

SOURCE 14

Who first went to Walter's assistance when Walter was fatally shot?

Focus: Playscript writing

Where you are: (The Scene)

Where you are: (The Scene)

It is 24th February, 1898. Walter his brother, Edward, and step-mother, Clara, have arrived at Dr Stephenson's Children's Home and Orphanage in Bonner Road, Bethnal Green, East London. Walter and Edward are standing in a corridor outside Dr Stephenson's office. They are secretly listening to a conversation between Clara and Dr Stephenson who are both inside. Walter wants to run away back to Folkestone. Clara is upset because she is worried about leaving Walter and Edward at the orphanage. It is a long way from Folkestone and she is concerned that she might lose contact with them. Dr Stephenson is trying to reassure her, explaining that they will be looked after and she will be able to visit them.

- What do you think Walter and Edward would have been thinking whilst listening?
- What would Walter and Edward have said to each other?
- How would they react to Clara leaving them?

Who you are: (Character List)

Narrator (*An older orphaned boy who has been asked by Dr Stephenson to show the new boys around*)

Once your group have decided how to do their freeze frame picture of this scene, it will be your job to step out of the freeze frame and introduce your group to the rest of the class. You will need to briefly describe what is happening before introducing yourself and each character, which you will do by tapping them on the shoulder. Each character will then describe what they are doing and how they are feeling.

Walter Tull

Walter is upset but trying not to show it. He is standing in the corridor outside Dr Stephenson's office secretly listening to the conversation between his stepmother Clara and Dr Stephenson. He wants to run away back to Folkestone.

Edward Tull

Edward is standing next to Walter, and is also trying to listen to the conversation inside Dr Stephenson's office. Very quietly, in whispers, he tries to persuade Walter not to run away.

Dr Stephenson

Dr Stephenson founded the orphanage in 1869. He is trying to reassure Clara that Walter and Edward will be well cared for. He promises that they will both learn a trade and there's the chance that they might be adopted by families who want children.

Clara

For Clara the dreaded day has arrived, she is very upset. She doesn't want to leave Walter and Edward but knows she has to. She does not like the idea that the boys could be adopted. She fears she might lose contact with them.

Dr Stephenson's maid

Dr Stephenson's maid is an orphaned girl. She has taken some tea into Dr Stephenson's office. As she leaves the office she is grabbed by Walter, who asks her what is being said inside between Clara and Dr Stephenson.

Extension Task

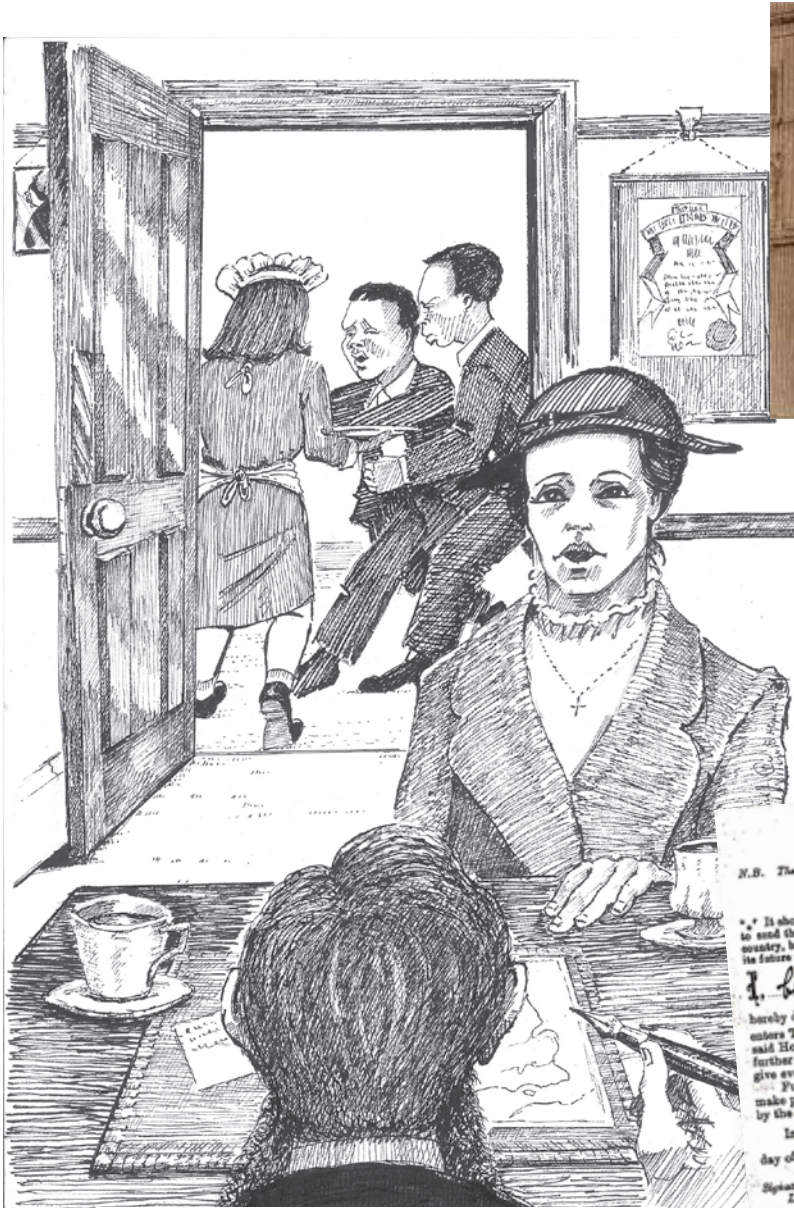
Aftermath

If you have time, get together with your group and try to freeze frame a new scene which will show Walter and Edward being led to their dormitory by the older orphaned boy after Clara has left to return to Folkestone.

Drama workshop instructions:

Activity 2

- In your group of 6 read the scene on page 5.
- Decide who will be playing which part.
- Use the images and captions below to help you picture the scene.
Try to imagine how your character would have felt and what they might have said.



Children's Home and Orphanage in Bonner Road, East London.
NCH Action for Children



Dr Stephenson (pictured) is the founder of the Children's Home & Orphanage in Bonner Road. c.1890.
NCH Action for Children

FORM OF AGREEMENT.

N.B. The Parent, if living, or eldest Brother or Sister, if of age, or other legal Guardian of the Child, will be requested to send the form below BEFORE THE CASE CAN BE CONSIDERED BY THE COMMITTEE.

* * It should be distinctly understood by the persons signing this Form of Agreement that they thereby give to the Committee the power to send the child to any situation either in this country or abroad. This does not imply that the child will actually be sent out of the country, but the Committee claim the right to exercise their power if, when the time comes for the child to leave the Home, they consider the future welfare will be better secured by emigration.

I, Blair Alice Tull Walter David John Tull
 hereby declare that Walter David John Tull to the care of the Principal of the said Home, and I pledge myself not to interfere with his power in any way so long as he remains therein; and I hereby further agree to the Child being sent to any situation in this country or abroad, chosen by the said Principal. Also I promise to give every assistance in my power to the Principal and Officers in their efforts on the Child's behalf.

Further, I hereby agree not to remove the Child without the consent of the Committee, but should I do so I hereby agree to make payment to the Treasurer for the time being, of the said Children's Home, of the outlay which shall have been expended by the Institution on the Child's behalf, at the rate of Eight Shillings per week from the time of admission.

In witness hereof this Agreement is subscribed by me, at the Address given below, the 18th day of January Eighteen Hundred and Ninety eight before the subscribing witnesses.

Signature and Address of Legal Guardian. Blair A. S. Tull 51 Waltham Cross, Follishton.
John Tull 90 Brentford Road, Follishton.
 Signature and Address of Witnesses. John Tull 90 Brentford Road, Follishton.
John Tull 90 Brentford Road, Follishton.

Clara speaks to Dr Stephenson about leaving Walter and Edward at the children's home. Walter and Edward are in the background. Ted Smith-Orr

Form of Agreement, signed by Clara A.S. Tull.
Phil Vasil/Finlayson Family collection



The Tull family are now faced with the prospect of having to split up as Clara can not cope with bringing up 6 children on her own. Walter and Edward are sent to an orphanage. This would have been very difficult for the two boys.
City of Westminster Archives

Bonner Road Orphanage

Setting the Scene

Focus: Playscript writing

Write a scene for a play called “Crossing the White Line: The Walter Tull Story”.

It is 24th February, 1898. Walter, his brother, Edward, and stepmother, Clara, are at the Children’s Home and Orphanage in Bonner Road, Bethnal Green, East London. Walter and Edward are standing in a corridor outside Dr Stephenson’s office. They are secretly listening to a conversation between Clara and Dr Stephenson. Clara is upset because she is worried about leaving Walter and Edward at the orphanage. London is a big city and a very long way from Folkestone, she thinks that she will lose contact with them. Dr Stephenson is trying to reassure her that the boys will be well looked after and she will be able to visit them.

Use the character descriptions on page 5, the pictures below and on page 6, to help you write your scene.



Clara speaks to Dr Stephenson.

Ted Smith-Orr



Walter is pictured in his football team at the Children’s Home and Orphanage in Bonner Road, East London.

Phil Vasili/Finlayson Family collection

1. SET THE SCENE: Use your imagination to describe what is happening in both the corridor and in Dr Stephenson’s office. What does the office look and feel like? Is it warm and welcoming or cold and unfriendly? Are there any pictures on the walls? What do the characters look like and what are they wearing?

More Walter Tull scenes are available to download from www.crossingthewhiteline.com

2. The characters in the scene are Clara, Walter, Edward, Dr Stephenson, the maid and an older orphaned boy. Begin the dialogue with Clara telling Dr Stephenson she is upset at leaving the boys sixty miles from their brothers and sisters and their home in Folkestone. The brackets are for stage directions.

Clara: ()

Dr Stephenson: ()

3. Walter and Edward are standing in the corridor secretly listening to the conversation between Clara and Dr Stephenson inside his office.

Walter: ()

Edward: ()

Maid: ()

4. Describe how the scene ends:

‘Language lower than Billingsgate!’

Focus: Newspaper article

TO DO:

Look at the sources (a) and (b) below. What do these pictures show you about attitudes towards black people at the time Walter Tull played for Spurs?



SOURCE (a): Sports Gazette cartoon depicting South African footballers on their tour of England 1899-1900. Phil Vasili



SOURCE (b): British Empire Map. City of Westminster Archives

‘An unpleasant incident occurred when the West Indian, Tull, upset Annan with a heavy charge. Annan protested vigorously and the spectators took up the story, but the referee ignored the incident, although he penalised Hanlin for charging over Curtis.’

Bristol Evening News, October 2nd, 1909.

‘A section of the spectators made a cowardly attack on him (Tull) in language lower than Billingsgate. Let me tell those Bristol hooligans that Tull is so clean in mind and method as to be a model for all white men who play football whether they be amateur or professional. In point of ability, if not actual achievement, Tull was the best forward on the field’

Football Star, October, 1909.

- Read and compare the two newspaper reports, both cover the same match in October, 1909, where Walter suffered alot of racial abuse from Bristol City fans.
- Write down four questions that you would like to have asked Walter Tull about what really happened at Bristol City.

1) _____

2) _____

3) _____

4) _____

Newspaper Report

Activity 3

- Use role play to help you write your own report on Walter Tull's match at Bristol City.
- Split into groups of two. Decide who will be Walter Tull and who will be the journalist.
- If you are the journalist then use the questions that you have thought up (page 9) to interview Walter.
- Read page 6 of "Crossing the White Line," to help you write the article.

Headline:

Brief introductory paragraph about Walter Tull:

Details of the racist abuse at the Bristol City match:

Comment from Walter Tull:

What action did Spurs take? What is your opinion of this?

Play the Game!

Activity 4

Focus: Poster design



Imperial War Museum

TO DO:

Imagine you are Walter Tull and you are looking at this recruitment poster. Write down how you think you would feel as a black man reading the graffiti next to the poster.

Football Battalion posters



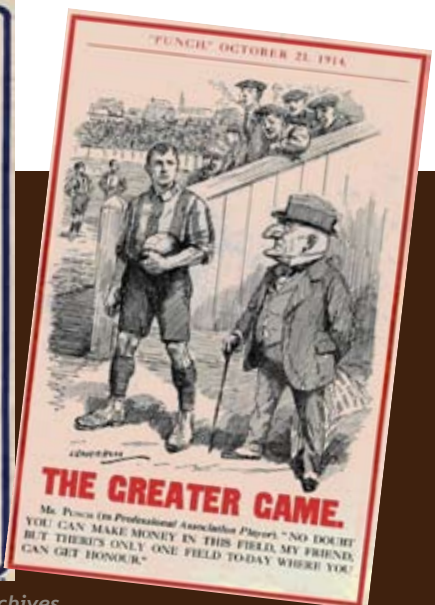
National Army Museum



Imperial War Museum



City of Westminster Archives



TO DO:

Why do you think these posters for the 17th Middlesex (Football Battalion) would have persuaded Walter Tull to join the army?

Football Battalion posters in World War One made war and sport seem as if they were the same thing. Even today people involved in football often talk about their sport as if they are fighting in a war.

‘Seb Coe plea to Chelsea: Die with blood in their boots.’

Comment prior to the Champions League final in the Daily Mirror 18th May, 2008

“I know that if I was in the trenches the two people I would want alongside me are Alan Shearer and Bobby Robson.”

Newcastle chairman Freddy Shepherd, 29 October, 2002



Phil Vasili/Finlayson Family collection



City of Westminster Archives



Phil Vasili/Finlayson Family collection

TO DO:

The words in the table below could be used to describe warfare or a sporting battle. Write a sentence using the words in both contexts.

Spurs	Football	
	Battle	
Forward	Football	
	Battle	
Goal	Football	
	Battle	
Victory	Football	
	Battle	
Shoot	Football	
	Battle	



TO DO:

Design a Football Battalion poster for the front cover of the 1915 F.A. Cup Final programme on page 13.

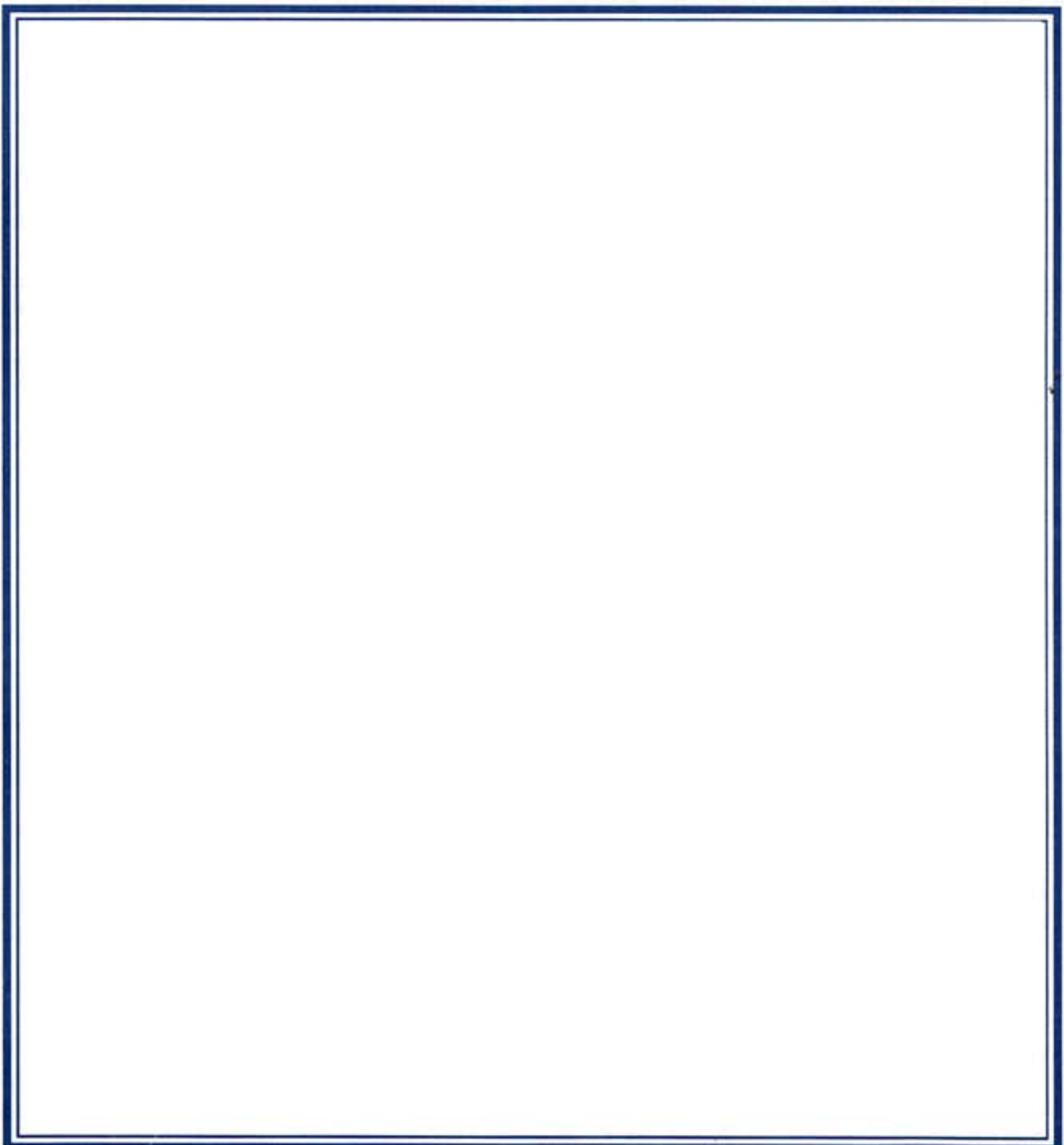
The 1915 F.A. Cup Final (Sheffield Utd 3 Chelsea 0) played at Manchester United’s Old Trafford ground was also known as the “Khaki Cup Final” because so many soldiers attended. *Associated Press*



Vol. 5. No. 21.

SATURDAY, APRIL 24, 1915.

ONE PENNY.



A postcard from Piave

Activity 5

Focus: Letter writing in role as Walter Tull

It is New Year's Day, 1918. Walter has just returned from his second successful patrol behind enemy lines at Piave on the Italian front.

He receives his mail from home and immediately sits down to write a letter to his sister Cecillia in Folkestone.



Phil Vasili / Finlayson Family collection

TO DO:

Imagine you are Walter Tull. Write a letter to Cecillia from Piave, Italy.

To help you, use the sources on page 15 and read the letter below written by Harry Lamin, who served on the Italian front in 1917/18 at the same time as Walter.

32507 9th Batt York and Lancs
C Company
12 platoon L. G. section
BEF Italy

Dec 1st 1917

Dear Jack,

I have just received a small packet from you and was very pleased with it. It was a good job it was something that would keep as it was dated Nov 8th. I have also received a letter Nov 14th. We have had some good marches this last fortnight which

I should have enjoyed better had we not quite so much to carry. The weather has been just right for marching the roads are very level out here you can see all the big hills or mountains in the distance with snow on them the scenery would be grand in summer time. I am pleased they are going on all right and home and that you are keeping well. Glad to hear about Kate. I think it is very good of them to buy you a present worth about £10 it should be a good one. We are getting on better for food now but very short of bread. Don't forget to put Italy instead of France I hope you have a Merry xmas and a Happy new year. I'm going to try to get a card to send you for Christmas. Write back as soon as you can and don't forget.

Yours, Harry

Harry's letter comes from WW1 *Experiences of an English Soldier* <http://wwar1.blogspot.com/> Harry Lamin's letters have been made part of a live blog put together by his grandson Bill Lamin. Check the daily postings on Harry's blogs to see the everyday things soldiers on the Italian front wrote about.

A postcard from Piave

Activity 5

Focus: Letter writing in role as Walter Tull

- 1 a) Tell Cecillia how proud you are that you are now 2nd Lieutenant Walter Tull.
b) Describe any difficulties you have faced now that you are an officer?



Phil Vasili/Finlayson Family collection

- 2 a) Describe the weather conditions you are facing on the Piave front.

**BRITISH ARE ACTIVE
ON THE PIAVE FRONT**
Patrols Cross the River and
Artillery Shells Austro-
German Bases.

GUN DUELS INTENSIFIED

Italians Bombard Enemy Trans-
ports and Moving Columns
on the Asiago Plateau.

ITALIAN SNOWS 5 FEET DEEP.
Invaders, Hampered in Transport,
Suffer Under Defenders' Fire.

New York Times

- 3 a) Tell Cecillia why you have been mentioned in dispatches by your commander, Major General Sir Sydney Lawford.

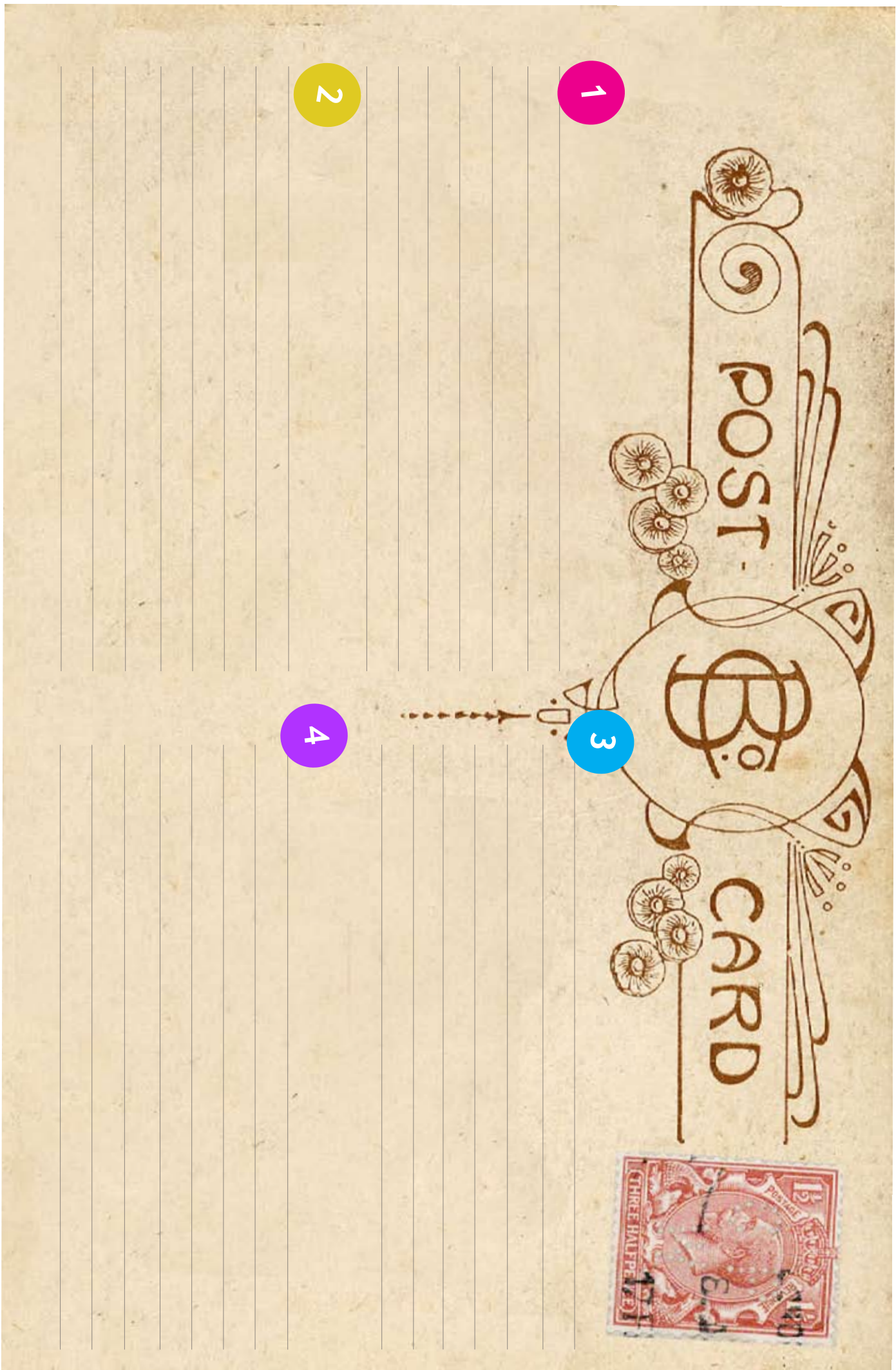
"I wish to place on record my appreciation of your gallantry and coolness. You were one of the first to cross the river prior to the raid, and during the raid you took the covering party of the main body across and brought them back without a casualty, in spite of heavy fire."

Northampton Independent

- 4 a) Describe how pleased you are to have received your Christmas presents in the post. (Look at Harry Lamin's blog <http://wwar1.blogspot.com/> to see the kinds of things soldiers received from their families at Christmas on the front).



City of Westminster Archives



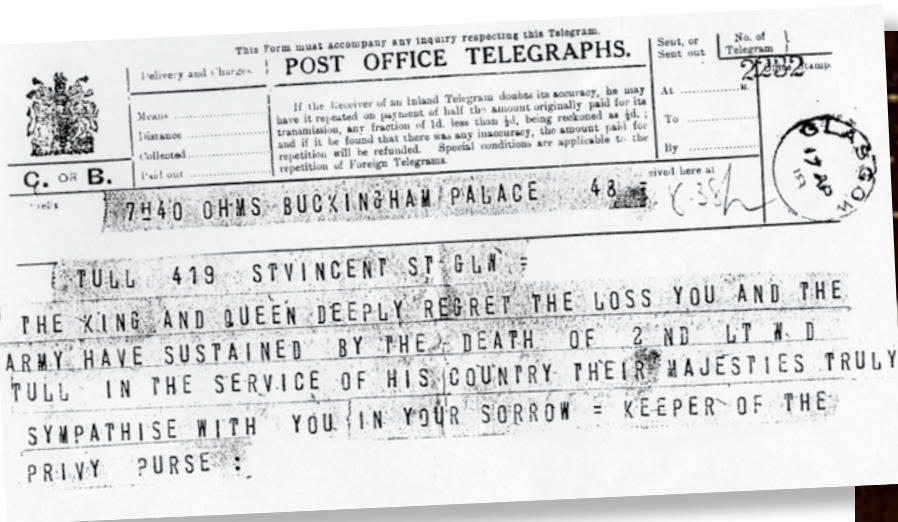
The King's Telegram

Focus: Diary Writing

Edward Tull received the King's telegram, below, from Buckingham Palace a few days after Walter had been killed. It arrived at his home in Glasgow on the 17th April, 1918.

Walter had been killed at Favreuil on 25th March, 1918. Like many soldiers of that time he believed that he was fighting for his King and country.

Walter Tull's body was never found so Edward and his family had no grave to visit and grieve at.



The Kings Telegram sent to Edward Tull.
Phil Vasili/Finlayson Family collection



Walter and Edward Tull.
Phil Vasili/Finlayson Family collection

On November 10th, 1920 the Unknown Warrior was buried in Westminster Abbey in front of King George V. This unidentified soldier represented all the men who had died in the war and who had no known grave. The Unknown Warrior was buried amongst Kings to honour the sacrifice of all these men.



THE UNKNOWN WARRIOR'S GRAVE, WESTMINSTER ABBEY, LONDON.



City of Westminster Archives



THE UNKNOWN WARRIOR'S GRAVE, WESTMINSTER ABBEY.

Focus: Diary Writing in role as Edward Tull

Imagine you are Edward Tull. Write two diary entries one for April 17th, 1918, when you receive the King's telegram about your brother Walter's death and the other, on the 10th November, 1920, when you hear about the Unknown Warrior being buried at Westminster Abbey. Read the poem 'The King's Telegram' to help you write in role.

17th April, 1918

TO DO:

- Write about how close you were to your brother, Walter, and why.
- Record how you feel about the telegram you have received from the King at Buckingham Palace.
- Are you angry, sad, or lonely?
- Are your feelings about Walter's death similar or different to when your father, Daniel died?
- How do other members of the Tull family feel such as Cecillia or William?
- Does it remind you of your father's death or is it different in any way?

November 10th, 1920

TO DO:

You have read in the newspaper that there is going to be a two minute silence at 11am and that the Unknown Warrior is going to be buried at Westminster Abbey.

- Record how you feel nearly two and a half years after Walter was killed.
- How do you feel about the ceremony in the Abbey? Does it make you angry or sad?
- Draw a picture to go with your diary page.

You could draw Edward Tull receiving the King's telegram from the postman in 1918.

The King's Telegram

17th April 1918

Take away this telegram,
Erase each and every line,
These 'regrets' are just a sham,
Against this grief of mine.

Your words cannot dull my pain,
Or help me through the day,
They won't bring him back again
And let me see him play.

November 10th 1920

When your note dropped through my
door,
So many months ago
The grief I'd felt was so raw
I couldn't let it show.

The clock on my mantelpiece
Starts to chime eleven,
Let's hope Walter's now at peace
In a football heaven.

Two minutes without a sound
Except the ticking clock,
His body was never found,
Tick tock, tick tock, tick tock.

Imagine if it was him,
That is the strangest thing,
My brother, the orphan,
Now buried by his King.

Peter Daniel

Should Walter Tull have been awarded his Military Cross?

Focus: Persuasive writing



Walter Tull received his commission as an Officer in May, 1917 and as 2nd Lieutenant Walter Tull was sent to the Italian front to fight against Austrian and German soldiers.

Tull became the first ever black Officer to lead troops into battle in the British Army. On both Christmas Eve, 1917 and New Years Day 1918 Walter led his men on patrol behind enemy lines and returned without any of his men coming to harm. For these acts of bravery, he was mentioned in despatches for his “gallantry and coolness” under fire and nominated for a Military Cross. He never received it, perhaps because he was breaking the Army’s own rules which forbade black officers leading men into battle.

Phil Vasili/Finlayson Family collection

23rd Middlesex Regt
17 April 1918.

Dear Sir,

Of course you have already heard of the death of 2nd Lieut. W.D. Tull on March 25th last.

Being at present in command of 'C' Co. - (the Captain was wounded) - allow me to say how popular he was throughout the Battalion. He was brave & conscientious, he had been recommended for the Military Cross, he had certainly earned it; the Commanding Officer had every confidence in him, & he was liked by the men.

Now he has paid the ultimate price, sacrificed pro patria*; the Battalion and Company have lost a faithful officer; personally I have lost a friend. Can I say more! Except that I hope that those who remain may be as true & faithful as he.

Yours sincerely
D. Pickard

23rd Middlesex Regiment
17th April 1918.

Dear Sir,

Of course you have already heard of the death of 2nd Lieut. W.D. Tull on March 25th last.

Being at present in command of 'C' Company - (the captain was wounded)-

Allow me to say how popular he was throughout the Battalion. He had been recommended for the Military Cross, and had certainly earned it; the Commanding officer had every confidence in him, and he was liked by the men.

Now he has paid the ultimate price, sacrificed pro patria*; The Battalion and Company have lost a faithful officer; personally I have lost a friend. Can I say more! Except that I hope that those who remain may be as true and faithful as he.

Yours Sincerely

D. Pickard

* Pro patria- comes from a popular line from the time: "Dulce et decorum est pro patria mori" - It is Sweet and fitting to die for your country.

TO DO:

Do you think Walter deserved his Military Cross?

Write a letter to the Secretary of State for Defence. Argue the case for Walter Tull to receive his medal.

Use the writing frame to help you. It has been split into 6 paragraphs:

- 1) In your first paragraph let Secretary of State know the purpose of your letter.
- 2) Give your main reason why Tull should receive his Military Cross.
- 3) Read the letter from 2nd Lieutenant Pickard; explain how Walter Tull's comrades felt about Walter Tull back in 1918.
- 4) Describe Walter Tull's other achievements ie his success as a footballer having been brought up in an orphanage.
- 5) Think of a reason why the Secretary of State might say no.
- 6) Give a good reason why this argument put forward in (5) is not valid.

Should Walter Tull have been awarded his Military Cross?

Focus: Persuasive writing

Dear Secretary of State

1) I think that

2) The reason I say this is because

3) Also,

4) Furthermore,

5) Some people might argue that

6) However, I think

Yours sincerely,

Stained glass window

Activity 7

Focus: Art/design



Phil Vasili/
Finlayson
Family
collection

Wartime is a time of saying goodbye. Many soldiers, like Walter Tull, left Britain to fight not knowing whether they would return home. Read the passage below to help you think of ideas to design a stained glass window in Walter Tull's memory.

Phil Vasili/Finlayson Family collection



Walter Tull was born in Folkestone on the 28th April, 1888. He was the grandson of a slave, son of a Bajan carpenter, and born to a white English mother from Kent. By the time Walter was 9 years old both his parents had passed away. He moved to Bonner Road Orphanage, Bethnal Green, East London. Whilst at the orphanage, Walter discovered his love of football, he later joined Clapton where he was noticed by Tottenham Hotspur, making him the second black professional in England and the first outfield player. When war broke out in 1914 Walter joined the Football Battalion.

Walter was quickly recognised for possessing great leadership qualities and was promoted to the rank of Sergeant in 1916. After suffering from trench foot, he was sent to the Officer Training School in Gales, Scotland, despite military regulations forbidding 'any person not of pure European descent' being an Officer. Walter received his commission in May, 1917.

2nd Lieutenant Walter Tull was sent to the Italian front and became the first black Officer of the army to lead troops into battle. He led his men in the Battle of Piave and was mentioned in dispatches for his 'gallantry and coolness' under fire.

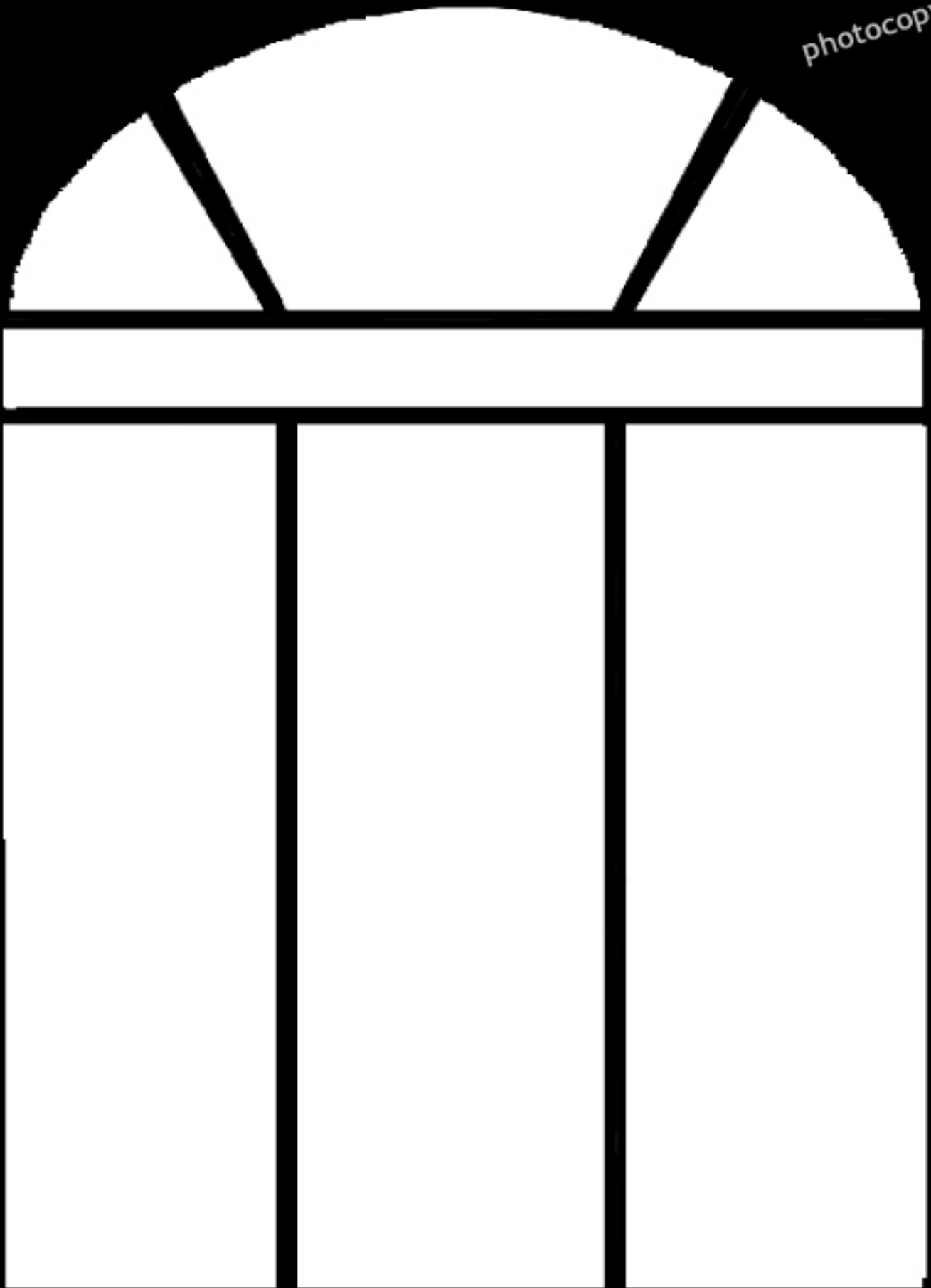
On 25th March, 1918, 2nd Lieutenant Tull was ordered to lead his men on an attack on the German trenches at Favreuil. He was killed by machine gun fire and his body was never recovered.



TO DO:

Using the stained glass window template, design a stained glass window in memory of Walter Tull.

To help you get some ideas for your design, take a look at the stained glass windows on the right. The bold colours are often outlined in black, the black helps give a dramatic contrast to the colour, helping the colour to stand out.



- Use the centre arch at the top of the window to write and design Walter Tull's name.
- Follow the instructions for the "In Memoriam" activity on page 26 and include your epitaph in the oblong shape near the top of the window.

Focus: Poetry

On March 25th 1918, Walter Tull was killed at Favreuil, France. Leicester goalkeeper, Private Billingham, tried to recover his body for burial, but it proved impossible under heavy fire. Like 35,000 others who died in the region and have no known grave, Walter is commemorated on the Arras Memorial.

Walter is also named on the war memorial at the top of the 'Road of Remembrance' in Folkestone, where so many soldiers marched down the hill to embark for France. His family also made sure his name was on the large Dover Town War Memorial and on a smaller memorial at River, just outside Dover.

For a long time, he had no epitaph to put into words the amazing things he'd achieved in his short life. Then in 1999 a memorial was built for him outside Northampton Town's 'Sixfields Stadium'. Phil Vasili, who had done so much to uncover Tull's story, had the difficult job of trying to sum up Tull's life in a few short words.



Walter Tull's name as it appears on the Arras memorial in France.



Arras memorial in France.

'Through his actions, Tull ridiculed the barriers of ignorance that tried to deny people of colour equality with their contemporaries. His life stands testament to a determination to confront those people and those obstacles that sought to diminish him and the world in which he lived. It reveals a man, though rendered breathless in his prime, whose strong heart still beats loudly.'

Phil Vasili

Epitaph

An epitaph is a short inscription on a tombstone in memory of the one buried there.

In Memoriam

Is a latin phrase meaning 'in Memory.' It is often used to remember someone after they've died.



Walter Tull memorial in Northampton. Phil Vasili had the difficult task of summing up Tull's life in a few short words. *Phil Vasili*

Focus: Poetry

At the end of World War one, there were many families, like the Tull family, whose loved ones had no known grave. The Tull's had nowhere to grieve for Walter and nowhere to leave a tribute, an epitaph fitting for what he had achieved in his life. To help families who were in this position the government set up the Imperial (now Commonwealth) War Graves Commission (CGWC) in 1917.

Rudyard Kipling

The CGWC gave Rudyard Kipling the task of choosing the wording that would be used on memorials. It was he who chose the inscription for Edwin Lutyens' Stone of Remembrance. The phrase, 'Their Name Liveth For Evermore' was taken from the Biblical book of Ecclesiasticus. Kipling also chose the wording for the headstones which marked the graves of unknown casualties, 'Known Unto God'.

Kipling understood the pain and suffering the war had brought to so many people, as his own son John Kipling had been killed in 1915 and had no known grave. In addition to the words he wrote for the public memorials he wrote some verse about his son, which you can read here.

You can feel Kipling's pain in his words. He'd encouraged his only son to join up and blamed himself for his death.

A Son
My son was killed while laughing at some jest.
I would I knew
What it was, and it might serve me in a time
when jests are few.

Rudyard Kipling

**If any question why we died,
Tell them, because our fathers lied.**

Rudyard Kipling

"HAVE you news of my boy Jack?"
Not this tide.
"When d'you think that he'll come
back?"
Not with this wind blowing, and this
tide.

Rudyard Kipling

Edward Thomas

Edward was already a poet when he enlisted in the army in 1915. He was killed in action during the Battle of Arras (1917), soon after he arrived in France. He wrote, "In Memoriam" only a year before he too became a victim of the war.

IN MEMORIAM

The flowers left thick at nightfall in the wood
This Eastertide call into mind the men,
Now far from home, who, with their sweethearts, should
Have gathered them and will do never again.

Edward Thomas

1 SOME TIME
SOME TIME
WE'LL UNDERSTAND

2 LITTLE CROSS OF BRONZE
THE CROSS HE WON
BUT NEVER WORE
MY SON

3 HIS FACE WAS A RAY OF SUNSHINE
AMONGST SO MANY DARK CLOUDS

Here are three examples of epitaphs found on CWGC graveyards in France, written by ordinary people.

Visit www.cwgc.org/

Focus: Poetry

The Unknown Warrior

Thousands of soldiers killed in World War One were left with no known grave. Walter Tull, like others, are honoured in Westminster Abbey through the tomb of the Unknown Warrior. The remains of an unidentified soldier were brought back to England on the 11th November, 1920 and buried amongst the Kings of England.



Walter and family in Scotland, Phil Vasili/Finlayson Family collection

TO DO:

Imagine you are Edward Tull, Walter's favourite brother. You have been asked to write an epitaph for a window dedicated to your brother for Westminster Abbey. Use some of the examples of epitaphs on page 24 to help you write one for Walter Tull.

- Read through Walter's story 'Crossing the White Line' and answer the questions in the boxes below. This will help you remember the key parts of Walter's story.
- Use the template to put together an epitaph for Walter Tull.
- Use your epitaph in your stained glass window for Walter Tull.

SECTION 1

What were the major events in Walter Tull's life?

How did Walter Tull die?

How do you think Walter Tull would have felt about the circumstances of his death?

How did Edward feel about his brother?

What do you think Edward would most like people to remember about his brother?

Focus: Poetry

SECTION 2

Now try and write your epitaph for Walter Tull. Remember that epitaphs are usually quite short, four lines are normally enough.

My list of words and phrases

Write a list or phrases for your epitaph.

Use your answers to Section 1 to help you here.

Sort out my list of words and phrases

Now look at all the thoughts you have jotted down. Can you put them into some sort of order?

Think about the mood or tone of what you are trying to say.

The final draft of my poem

Ask a partner to read what you have written. What works well? What isn't clear and needs improving?

When you have done this give your epitaph a title and write your final draft in this box.

**LEES'
HAND FILLED
CIGARETTES.**



**W. D. TULL
NORTHAMPTON
TOWN FOOTBALL CLUB**

301

Walter Tull cigarette card
from Northampton Town
Football Club.

SOURCES

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SOURCE 1

1891 Census Report for 51 Walton Road, Folkestone, Kent

The 1891
Census Report
for Walton Road,
Folkestone, Kent.
The National Archives UK

Daniel Tull	Head	M	35	Carpenter & Joiner	X	Barbados West Indies
Alice DO	Wife	M				Hougham Kent
William DO	Son		9			Folkestone DO
Cecillia DO	Daughter					DO DO
Edward DO	Son		4			DO DO
Walter DO	Son		2			DO DO

Name and surname of each person	Relation to Head of family	Condition as to Marriage	AGE last birth-day of MALES	AGE last birthday of FEMALES	PROFESSION OR OCCUPATION	EMPLOYER	EMPLOYED	
Daniel Tull	Head	m	35		Carpenter/Joiner		X	Barbados, West Indies
Alice *DO	Wife	m		34				Hougham, Kent
William DO	Son		9					Folkestone, Kent
Cecillia DO	Daughter			7				DO DO
Edward DO	Son		4					DO DO
Walter DO			2					DO DO

* DO means ditto - this was used so that the census enumerator did not have to write out the Tull surname over and over again.

What is a census?
A census is a count of all people and households. Since 1801, Britain has had a Census every 10 years. The last one was on Sunday 29 April 2001.

What is a census used for?
The information from the Census provides very useful information for local government, for example by counting how people live in an area, the local government can decide how many schools, hospitals, transport an area needs.

SOURCE 2

The Tull family

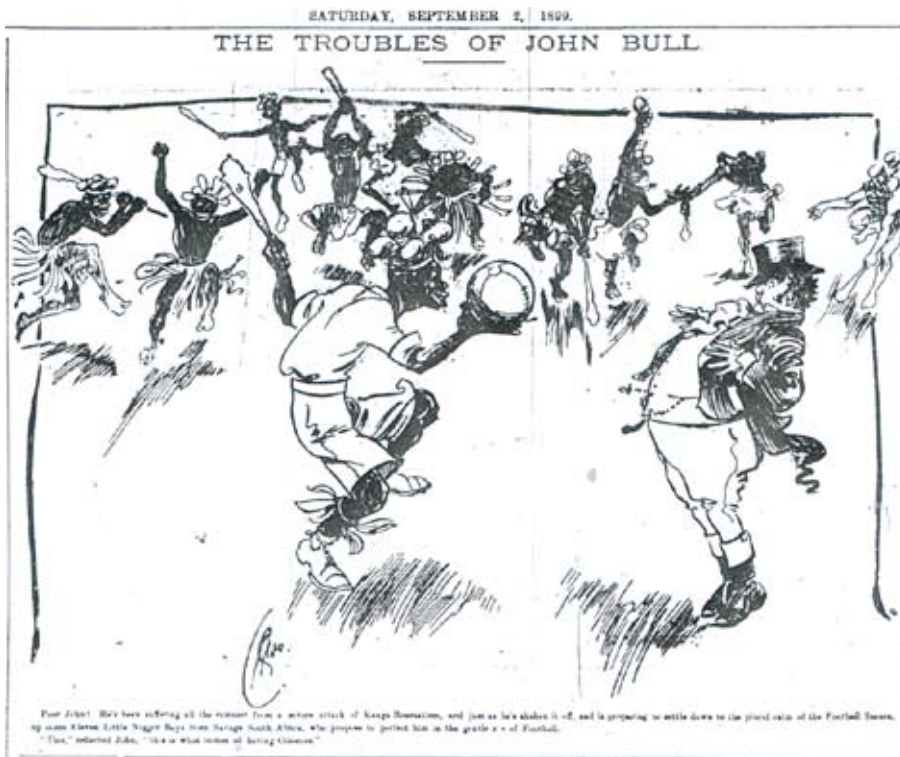


Phil Vasili/Finlayson Family collection

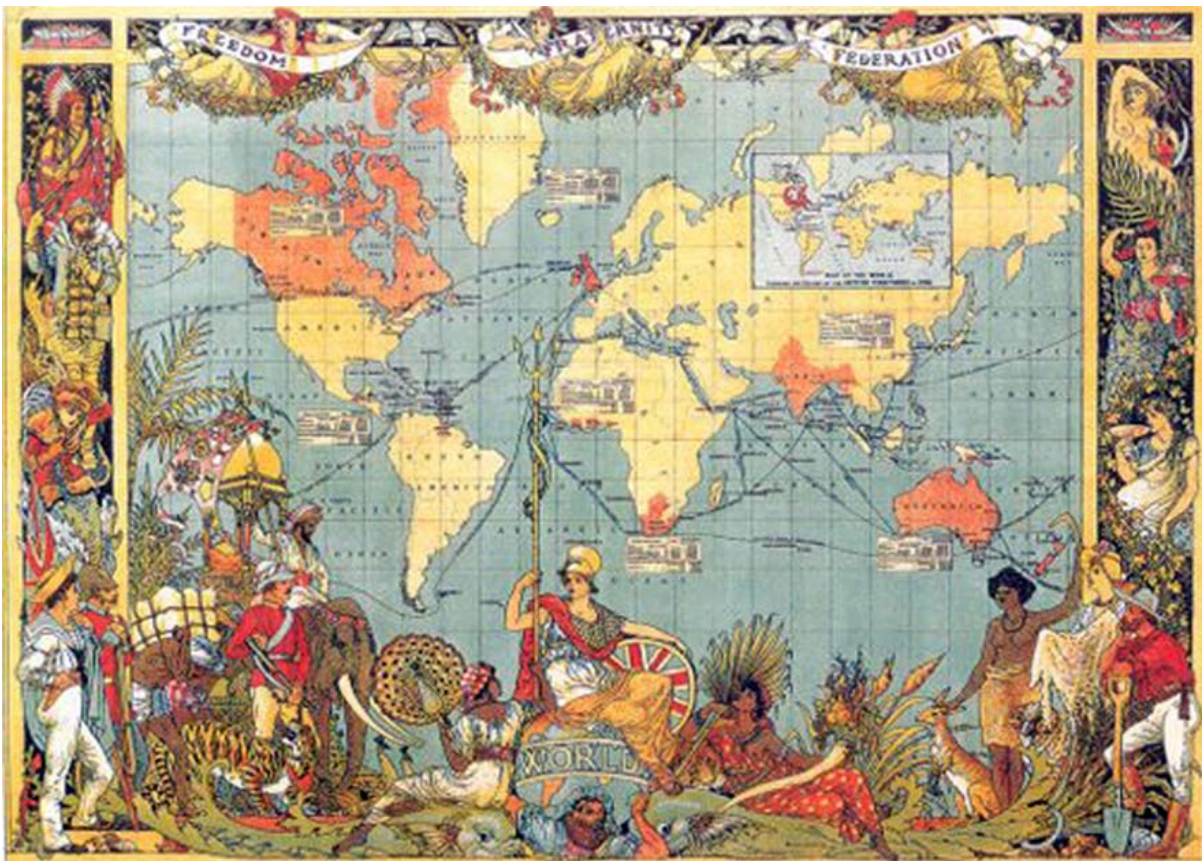
The Tull family

SOURCE 3

Sports Gazette and map of the British Empire



SOURCE 3a:
Sports Gazette cartoon depicting
South African footballers on their
Tour of England 1899-1900.
Phil Vasili




SOURCE 3b: Map of the British Empire. *City of Westminster Archives*

SOURCE 4

Daniel Tull death certificate

HC 315811


CERTIFIED COPY of an ENTRY OF DEATH
 Pursuant to the Births and Deaths Registration Act 1953

D. Cert. S.R.

1897		Registration District <u>Elham</u>			in the <u>County of Kent</u>		Death in the Sub-district of <u>Folkestone</u>	
No.	Where and when died	Name and Surname	Sex	Age	Occupation	Signature, description, and residence of informant	When registered	Signature of Registrar
231	Tenth December 1897 51 Walton Road Folkestone U.D.	Daniel Tull	Male	41 years	Carpenter (Journeyman)	Disease of aortic valves 3 years Syncope Certified by J. Murray L.R.C.P.	Eleventh December 1897	W.P. Birah Registrar

W. Tull Son
 51 Walton Road
 Folkestone

Lydia M. Clarke Deputy Superintendent Registrar
 3rd November 1995

It is an offence to fabricate a certificate or to make or knowingly use a false certificate or a copy of a false certificate intending it to be accepted or given for the purpose of any person, or to possess a certificate knowing it to be false without lawful authority.

Daniel Tull's Death Certificate. *The National Archives UK*

Registration District <u>Elham</u>									
1897 Death in the Sub-District of <u>Folkestone</u> in the <u>County of Kent</u>									
No.	Where Died, When Died	Name/ Surname	Sex	Age	Occupation	Comportment	Surviving Family in Care at time of Death	When Registered	Signed
231	Tenth December 1897 51 Walton Road Folkestone U.D.	Daniel Tull	Male	41 Years	Carpenter (Journeyman)	Disease of aortic valves 3 years Syncope Certified by J. Murray L.R.C.P.	W. Tull Son 51 Walton Road Folkestone	Eleventh December 1897	W.P. Birah

Certified Copy of an Entry of Death
Pursuant to the Births and Death Registration Act 1953

SOURCE 5


Walter Tull in the Bonner Road orphanage football team and 1901 Census Report for Bonner Road

No.	Name	Service	Age	Sex	Marriage	Address
7	Walter Tull	Private	17	Male	Single	Sheppards Works
8	Arthur Swann	Private	15	Male	Single	Weytham, Kings Lane
9	Ernest Pritchard	"	15	Male	Single	Weytham
10	Frank Hunt	"	14	Male	Single	Weytham, Kings Lane
11	Daniel Phillips	"	14	Male	Single	London N.W.
12	Thomas Kelly	"	13	Male	Single	London N.W.
13	Leonard Healey	"	13	Male	Single	Weytham
14	Walter Tull	"	17	Male	Single	Weytham, Kings Lane
15	Charles Wilson	"	12	Male	Single	Weytham, Kings Lane
16	Albert Long	"	12	Male	Single	Weytham, Kings Lane
17	Walter Smith	"	12	Male	Single	Weytham, Kings Lane
18	David Bradley	"	12	Male	Single	Weytham, Kings Lane
19	Edward Betts	"	9	Male	Single	Weytham, Kings Lane
20	John Hoffmann	"	11	Male	Single	Weytham, Kings Lane
21	Alfred Milligan	"	11	Male	Single	Weytham, Kings Lane

1901 census report for Children's Home and Orphanage, Bonner Road, East London.

The National Archives UK

FORM OF AGREEMENT.


 8 Jull

N.B. The Parent, if living, or eldest Brother or Sister, if of age, or other legal Guardian of the Child, will be REQUIRED TO SIGN THE FORM BELOW BEFORE THE CASE CAN BE CONSIDERED BY THE COMMITTEE.

* * It should be distinctly understood by the persons signing this Form of Agreement that they thereby give to the Committee the power to send the child to any situation either in this country or abroad. This does not imply that the child will actually be sent out of the country, but the Committee claim the right to exercise their power if, when the time comes for the child to leave the Home, they consider its future welfare will be better secured by emigration.

I, Clara Alice Swann, Tull
 hereby declare that Walter Daniel John Tull
 enters The Children's Home with my full approval and consent, and I hereby commit him to the care of the Principal of the said Home, and I pledge myself not to interfere with him in any way so long as he remains therein; and I hereby further agree to the Child being sent to any situation in this country or ABROAD, chosen by the said Principal. Also I promise to give every assistance in my power to the Principal and Officers in their efforts on the Child's behalf.

Further, I hereby agree not to remove the Child without the consent of the Committee, but should I do so I hereby agree to make payment to the Treasurer for the time being, of the said Children's Home, of the outlay which shall have been expended by the Institution on the Child's behalf, at the rate of Eight Shillings per week from the time of admission.

In witness hereof this Agreement is subscribed by me, at the Address given below, the Third
 day of January Eighteen Hundred and Ninety Eight before the subscribing witnesses.

Signature and Address of Legal Guardian: Clara A. S. Tull, 51 Walter Road, Folkestone.

Signatures and Addresses of Witnesses: George Adams, 906 Kenton Road, Folkestone.
Alfred F. R. Barrope, Lynnhurst, S.O. Kent.

Form of Agreement, signed by Clara A.S. Tull

Phil Vasili/Finlayson Family Collection

SOURCE 6

“Catch of the Season!” article



“Catch of the Season” article written for the *Football Star* on 20 March, 1909. *Phil Vasili*

THE CATCH OF THE SEASON



WALTER D. TULL.

“Without doubt the original of the portrait appearing below has been Clapton’s “Catch of the Season.”

The son of a West Indian who came over and settled in England, the subject of our sketch was born at Folkestone in 1888. Coming to London ten years later, he played with an orphanage team first on Victoria Park and later at Stamford Hill playing-fields, usually at left-back. In fact, he joined Clapton with the idea of continuing in that position, as his friends told him he was better there than as outside-left, the position he occupied as a school boy. Previous to playing for his present club, our dusky friend had never played in a League game or a Cup, although one of his brothers used to play for Folkestone and Dover St. Mary’s. Another is an amateur for Ayr Parkhouse, a Scottish Second League Team.



Walter Tull playing for Clapton Orient.
Phil Vasili

SOURCE 7

125 Years of Tottenham Hotspur football kits



Phil Vasili/Finlayson Family collection

Kit Classics

Look at the Tottenham Hotspur kit timeline and the picture of Walter Tull in his Spurs kit. Can you work out when Walter played for Spurs by finding his kit in the picture?

SOURCE 8

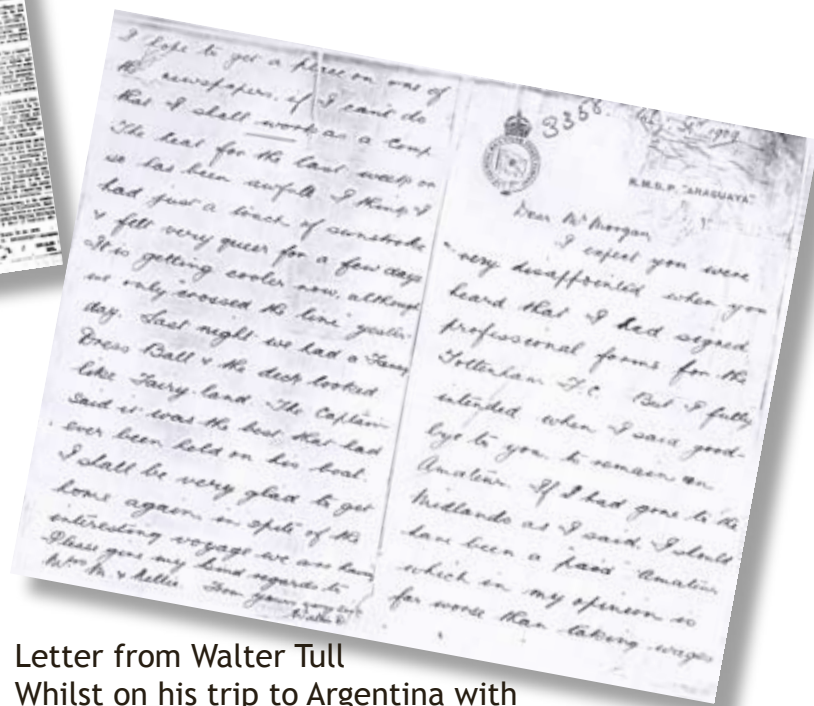
Spurs visit Argentina



Picture of Tottenham Hotspur in *The Buenos Aires Herald*.
Phil Vasili



Argentinian flag



Letter from Walter Tull
Whilst on his trip to Argentina with
Spurs. Phil Vasili/Finlayson Family collection

The letter, on the right, was written by Walter Tull to Mr Morgan from the Bonner Road orphanage, whilst on his trip to Argentina with Tottenham Hotspur, dated May 26th, 1909. Below is an extract from the letter.

"The heat for the last week or so has been awful. I think I had a touch of sunstroke and felt very queer for a few days. It is getting cooler now, although we only "crossed the line" yesterday."

The heat for the last week or so has been awful. I think I had just a touch of sunstroke & felt very queer for a few days. It is getting cooler now, although we only "crossed the line" yesterday.

SOURCE 9

Timeline of Army uniforms & newspaper article 'Walter Tull Leads the Way'

A timeline of British military uniforms and engagements since the birth of Walter Tull



BOER
WAR

W.W.1

W.W.2

KOREAN
WAR

FALKLANDS
WAR

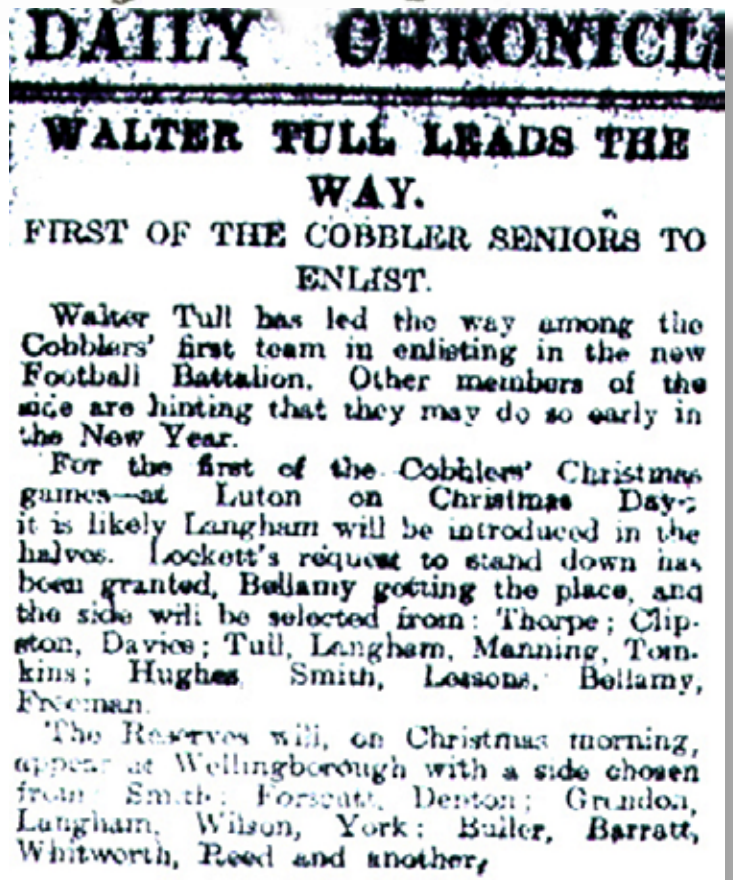
GULF
WAR



Compare this picture with the timeline above. Which war did Walter fight in?

TO DO:

Phil Vasili/Finlayson Family collection



“Walter Tull Leads the Way” was written for the Daily Chronicle at the end of 1914. Walter was the first footballer from Northampton Town to sign up to the Football Battalion. Phil Vasili

SOURCE 10

Walter Tull's Attestation form and the Footballer's Battalion Recruitment Posters

SHORT SERVICE.
(For the Duration of the War.)

ATTESTATION OF
No. 55 Name Walter Daniel Tull Corps Middlesex Regiment

Questions to be put to the Recruit before enlistment.

1. What is your Name?	Walter Daniel Tull
2. What is your full Address?	99 Albany Road Northampton
3. Are you a British Subject?	Yes
4. What is your Age?	26 Years of Months
5. What is your Trade or Calling?	Professional Footballer
6. Are you Married?	No

(Note: A red arrow points from the 'No. 55' field to the 'Name' field.)

SHORT SERVICE.
(For the Duration of the War.)

ATTESTATION OF
No. 55 Name Walter Daniel Tull Corps Middlesex Regiment

Questions to be put to the Recruit before enlistment.

1. What is your Name?	Walter Daniel Tull
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3. Are you a British Subject?	Yes
4. What is your Age?	26 Years of Months
5. What is your Trade or Calling?	Professional Footballer
6. Are you Married?	No

Walter Tull's attestation form.
The National Archives UK




Recruitment poster for the 17th Battalion Middlesex Regiment, 'The Football Battalion.'

City of Westminster Archives and The National Army Museum


SOURCE 11

Europe at War

 During WW1 Britain fought with a group of countries called the Allies (shown on the map in red).

Britain's 3 main allies were:

1. France
2. Russia
3. Italy

 Britain fought against a group of countries called the Central Powers (shown on the map in black).

Britain's 3 main enemies were:

1. Germany
2. Austria and Hungary
3. Turkey




Imperial War Museum

Battle Map of the Somme, showing the trenches, where Walter fought and died.

SOURCE 12

Admission for Officer Training

Register No. 175466/1  Minute Sheet No. _____

55. Lt Sgt. Walter Daniel Tull.
28th Batta Middlesex Regt.

(nominated for appointment to a commission in _____)

has been accepted for admission to No. 10 Officer Cadet Battalion,
to join at Gairles.
on the 26 JAN 1917 6th Feby.

Form S. D. 601. sent 26/1/17
6 FEB 1917

SEE LONDON GAZETTE
16 JUN 1917
SPECIAL RESERVE

has been accepted for admission to No. 10 Officer Cadet Battalion,
to join at Gairles.
on the 26 JAN 1917 6th Feby.

Form S. D. 601. sent 26/1/17
6 FEB 1917

W17807-3085 12,000 2/16 HWV(P1194) H141365
9647-H2395 10,000 11/16

→ This form shows the date that Walter Tull was accepted for officer training.

The National Archives UK

SOURCE 13

Walter Tull at the Battle of Piave (Italian Front)

Town Footballer's Heroism.

The many friends of Sec.-Lieut. Walter Tull, the old Northampton half-back, will join me in hearty congratulations upon his exceptional gallantry which has brought him the following fine tribute from Major-General Sir Sydney Lawford, commanding officer of one of the British divisions on the Western front:—

"I wish to place on record my appreciation of your gallantry and coolness. You were one of the first to cross the river prior to the raid, and during the raid you took the covering party of the main body across and brought them back without a casualty, in spite of heavy fire."

Tull, who is attached to the Middlesex Regiment, joined the Footballers' Battalion when war broke out, and won rapid promotion by his many soldierly qualities.

* * * *

"Town Footballer's Heroism"
Northampton Independent,
March 16th, 1918.

Phil Vasili

BRITISH ARE ACTIVE ON THE PIAVE FRONT

Patrols Cross the River and
Artillery Shells Austro-
German Bases.

GUN DUELS INTENSIFIED

Italians Bombard Enemy Trans-
ports and Moving Columns
on the Aslago Plateau.

ITALIAN SNOWS 5 FEET DEEP.

Invaders, Hampered in Transport,
Suffer Under Defenders' Fire.

Headlines from the Italian
Front.

New York Times

SOURCE 14

Walter Tull's Death

New

4/4/18

POST OFFICE TELEGRAPHS.

No. of Telegram *1304/16*

Office of Origin and Service Instructions: (Inland Official Telegrams only.)

O.H.M.S. CAS.

Words: Sent

At _____ m.

To _____

By _____

I certify that this Telegram is sent on the service of the _____

(Signature) *[Signature]*

Attention is called to the Regulations printed at the back hereof.

Dated Stamp.

TO } Tull 419 St. Vincent Street
Glasgow

Deeply regret	Lieut. W. D. Tull
Middlesex Regt	Killed in action
March Twentieth	the Army
Council express	sympathy

FROM } SECRETARY WAR OFFICE

The Name and Address of the Sender, if NOT TO BE TELEGRAPHED, should be written in the space provided at the Back of the Form.

Telegram sent to Edward, breaking the tragic news of Walter's death.

The National Archives UK

THE NORTHAMPTON INDEPENDENT. March 16th, 1918.

This Week's Gossip

Military Items.

How Lieut. Tull Died.

In a chat with Pte. T. Billingham, the Leicester goalkeeper the other day, he told me that Lieut. Walter Tull, of the Footballers' Battalion of the Middlesex Regiment, whose death was such a blow to his many friends, was killed by a machine gun bullet which entered his neck and came out just below his right eye. Billingham was about 30 yards from him when he was hit, and was the first to go to his assistance. He only lived two minutes, however, and Billingham carried him some distance in the hope of securing for him a decent burial, but had to leave him on account of the Germans' rapid advance. Tull, he adds, will be greatly missed. He was a thorough gentleman and was beloved by all.

The Northampton Independent reports on Walter Tull's death.

Phil Vasili



2nd Lieutenant Tull
Phil Vasili/Finlayson Family collection

CURRICULUM LINKS

CURRICULUM LINKS

Unit 20 What can we learn about recent history from studying the life of a famous person?	46
What can you discover about Walter Tull from your own research?	47
Who was Walter Tull and what was his childhood like?	47
Why is Walter Tull's story so significant?	49
What influenced Walter Tull to join the Football Battalion?	51
How did people react to Walter Tull's death?	51
What impact did Walter Tull have on the history of this period?	53
What should we remember from the life of Walter Tull?	53
What impact did Walter Tull have on the history of this period?	55

Unit 20 What can we learn about recent history from studying the life of a famous person? (Walter Tull)

About the unit

In this unit, children learn about aspects of early twentieth century history through the study of the life of Walter Tull as an example of whose life as a footballer and soldier portray some of the key social and cultural features of the period. The unit has links with with non-fiction work in literacy; in particular this unit is designed to develop media and information-handling skills.

Children will develop their historical understanding of the period around War One, which will help this unit act as a transition unit for children in Y6 moving on to KS3. As the period being studied is not normally covered at KS2, a large number of literacy activities are included so that teachers if they wish can approach this pack under the umbrella of the literacy hour. Indeed many of the activities form ideal preparation for SATS. Children will learn about changes both within and across the period, and apply their skills of historical enquiry to a study of the recent past.

Where the unit fits in

This unit builds on others that have focused on chronology and will help children to identify some of the ideas, attitudes and beliefs of early twentieth century Britain. It has an emphasis on personal enquiry using primary sources, and requires the children to interpret and critically assess the impact of an individual on society. It links to with Unit 17 What are we remembering on Remembrance Day?

Adapting the unit for a different age group

Year 3 and 4 children could:

- focus more on an individual episode of Walter Tull’s life
- focus more on the decades as markers of time and less on specific dates
- use fewer sources of information and undertake less evaluation and comparison
- use a structured framework for bringing their work together.

PRIOR LEARNING	VOCABULARY	RESOURCES
<p>It is helpful if the children have:</p> <ul style="list-style-type: none"> • Studied aspects of the way of life of people from the past. • Identified similarities and differences between aspects of life today and in the past. • Asked and answered questions using a variety of sources of information. • Some understanding of World War One. 	<ul style="list-style-type: none"> • Words associated with the period which indicates the casual racism of the period, eg ‘Darkie’ Tull, ‘Our coloured friend etc.’. • Words associated with aspects of military life in this period, <i>eg enlistment, recruitment, battalion, trenches, arillery, no man’s land.</i> • Words associated with change, eg different, same as, because, cause, effect, reasons, results.. 	<ul style="list-style-type: none"> • A time line showing Spurts kits during their 125 year history; a timeline of military uniforms. • Story book ‘Crossing the White Line’, encyclopedia’s and CD-ROMS. • Media sources, such as television, the internet and newspapers with contemporary articles about Tull. • A collection of primary sources marking the key periods of Tull’s life from Childhood, Footballer to Soldier.

Activities	Unit 20: What can we learn about recent history from studying the life of a famous person? (Walter Tull)	
	Learning Objectives	Learning Outcomes
<p>1. Walter's story (Focus Biography/History use of Primary sources)</p> <ul style="list-style-type: none"> • Use original documents primary sources) to piece together as much information as possible about Walter Tull and his family. • Use Walter Tull website www.crossingthewhiteline.com use images on line to help you focus on key aspects of his life. • Write a biography and present finished work to the class. 	<p>What can you discover about Walter Tull from your own research?</p> <ul style="list-style-type: none"> • To identify Walter Tull and his family from pictorial evidence and extract information. • To investigate using secondary sources some characteristic features of early 20th century Britain. • To place events in a chronological sequence and use appropriate vocabulary to relate these events to markers of time. • To carry out personal research. • To identify the key achievements of Walter Tull. • To compare primary and secondary sources of information about Walter Tull. 	<ul style="list-style-type: none"> • Know about Walter Tull from information extracted from pictures and what the teacher has told them. • Find out and record details of every day life in early 20th century Britain. • Demonstrate their knowledge of Tull's life from their personal research. • Identify the range of different sources of evidence used. • Discuss the value of different sources.
<p>2. Walter arrives at the Children's Home and Orphanage, Bonner Road, East London (Bethnal Green). (Focus: Play script writing)</p> <ul style="list-style-type: none"> • Read through the scene setting and cast list. • Answer key questions about the text to identify what the story is about and who the key characters are. • Work in group to freeze frame scene. • Explore characters feelings through role play. • Look at play script template and discuss format. • Write up scene. 	<p>Who was Walter Tull and what was his childhood like?</p> <ul style="list-style-type: none"> • To carry out personal research about Tull's childhood. • To identify key events in Tull's childhood. • To compare primary and secondary sources about Tull's childhood. 	<ul style="list-style-type: none"> • Demonstrate knowledge of Tull's story from their personal research. • Identify the range of different sources of evidence used. • Discuss the value of different sources.

Literacy	Foundation Subjects/ additional notes
<p>Y6 T1 t7 to understand how words and expressions have changed over time.</p>	<p>Finding Information ICT Unit 2c Analysing data and asking questions ICT Unit 5B</p>
<p>Y6 T1 t11 to distinguish between biography and autobiography; recognising the effect on the reader of the choice between the first and third person.</p> <p>Y6 T1 t14 to develop the skills of autobiographical writing in role adopting distinctive voices e.g. of historical characters.</p>	<p>A weekly lesson plan for the Literacy hour focussed around this activity is included on the website : www.crossingthewhiteline</p>
<p style="text-align: center;">Speaking and Listening</p> <p>63 Group discussion and interaction to consider examples of conflict and resolution, exploring language used.</p>	
<p style="text-align: center;">Sentence</p> <p>Y6 T1 t7 to understand how words and expressions have changed over time.</p> <p>Y6 T1 t9 to prepare a short section of a story as a script, e.g. using stage directions, location/setting.</p>	<p>Citizenship (Year 6) Unit 12: Moving on</p> <ul style="list-style-type: none"> • That transition and change are part of everyone’s life experience. • To identify their own feelings about change and transition. • To create and sustain different roles. • To develop strategies for managing change.
<p style="text-align: center;">Text</p> <p>Y6 T1 w2 to take account of a view point in a story through, e.g. identifying the narrator; explaining how this influences the reader’s view of events; explaining how events might look from a different point of view.</p> <p>Y6 T1 w3 to articulate personal responses to literature identifying why and how a text affects the reader.</p>	
<p style="text-align: center;">Speaking and Listening</p> <p>64 Drama To improvise using a range of drama strategies and conventions to explore themes such as hopes fears and desires e.g. drawing on shared text to explore emotional tension at key moments in a story.</p>	<p>(Further scenes covering Tull’s life from Childhood, through to footballer and soldier are available on the Walter Tull website at: http://www.crossingthewhiteline.)</p>

Activities	Unit 20: What can we learn about recent history from studying the life of a famous person? (Walter Tull)	
	Learning Objectives	Learning Outcomes
<p>3. Language lower than Billingsgate (Focus: newspaper article)</p> <ul style="list-style-type: none"> • Children write newspaper article for the Evening Standard reporting on Walter Tull’s abuse at the Bristol City match. • Use the original report to help them locate the key facts. • Discuss in pairs using role play how Walter would have reacted to events. • Give their thoughts on how the incident should have been dealt with. 	<p>Why is Walter Tull’s story so significant?</p> <ul style="list-style-type: none"> • To carry out personal research. • To reflect on the first reported case of racism in football. • To compare primary and secondary sources of information. 	<ul style="list-style-type: none"> • Demonstrate knowledge of the key incident in Tull’s football career by researching their report. • Identify the range of different sources of evidence used. • Discuss the value of different sources.
<p>4. Play the game (Focus poster design)</p> <ul style="list-style-type: none"> • Look at photo of poster with racist slogan. Imagine how Tull would have reacted. • Review Football Battalion. Posters. • Look at wording of posters and how they reflect attitudes to sport and war. • Design a Walter Tull poster for the Football Btn to attract recruits from football fans at the Khaki Cup final. • Use slogans with double meaning. 	<p>What influenced Walter Tull to join the Football Battalion?</p> <ul style="list-style-type: none"> • To identify characteristic ideas in recruitment posters and design from WW1. • To compare differences between images from different periods. 	<ul style="list-style-type: none"> • Make inferences about how the army attracted recruits from the evidence collected/ shown. • Identify characteristics of style and design from the period.

<p style="text-align: center;">Literacy</p>	<p style="text-align: center;">Foundation Subjects/ additional notes</p>
<p style="text-align: center;">Sentence</p> <p>Y6 T1 t7: To understand how words and expressions have changed over time.</p>	<p>Citizenship (Year 6) Unit 5: Living in a Diverse World</p> <ul style="list-style-type: none"> To recognise and show respect for similarities and differences. To develop strategies to deal with prejudice, including racism, and to support others who encounter it
<p style="text-align: center;">Text</p> <p>Y6 T1 t3: Distinguishing between fact opinion and fiction. Distinguishing between implicit and explicit points of view and how these can differ.</p> <p>Y6 T1 t15: To develop a journalistic style through considering: balanced and ethical reporting; what is of public interest; the interest of the reader; selection and presentation of info</p> <p>Y 6 T1 t16: To use styles and conventions of journalism to report on e.g. real or imagined events.</p>	
<p style="text-align: center;">Speaking and Listening</p> <p>63 Group discussion and interaction: To consider examples of conflict and resolution, exploring language used.</p>	
<p style="text-align: center;">Sentence</p> <p>Y6 T1 t7: To understand how words and expressions have changed over time.</p>	<p>Art and Design Y6</p> <p>Finding information ICT Unit 2a</p> <p>Excellent WW1 poster sites are: http://library.georgetown.edu/dept/specool/britpost/posters.htm</p> <p>http://snuffy.lib.umn.edu/image/srch/bin/dispatcher</p> <p>War artists work can be found on: Abbey http://www.spartacus.schoolnet.co.uk/FWWart.htm</p>
<p style="text-align: center;">Text</p> <p>Y6 T1 t12: To comment critically on the language, style, success of non fiction.</p> <p>Y6 T2 t15: To recognise how arguments are constructed to be effective</p>	
<p style="text-align: center;">Speaking and Listening</p> <p>63 Group discussion and interaction: To consider examples of conflict and resolution, exploring language used.</p>	

Activities	Unit 20: What can we learn about recent history from studying the life of a famous person? (Walter Tull)	
	Learning Objectives	Learning Outcomes
<p>5. A Postcard from Piave (Focus: Letter writing in role as Walter Tull)</p> <ul style="list-style-type: none"> • Use original documents primary sources) to piece together as much information as possible about Walter Tull becoming the first black man to lead British troops into battle. • Use Harry Lamin’s WW1 blog to consider what a soldier in Italy would have written home about. • Write a postcard in the role of Walter Tull to your sister Cecillia. 	<p>Who was Walter Tull and what was his childhood like?</p> <ul style="list-style-type: none"> • To carry out personal research about Tull’s childhood. • To identify key elements of Tull’s story. • To compare primary and secondary sources of information about Walter Tull becoming the first black soldier to lead British troops in battle. 	<ul style="list-style-type: none"> • Demonstrate knowledge of Tull breaking racial barriers in the army from their report on the details of their personal research. • Identify the range of different sources of evidence used. • Discuss the value of different sources.
<p>6. The Telegram (Focus: Diary writing)</p> <ul style="list-style-type: none"> • Look at the telegram sent to Edward Tull, brother of Britain’s first black officer Walter Tull.. • Discuss difference between Killed in Action and Missing in Action.’ • Read poem ‘The Telegram’ to enable children to take on the role of Edward Tull. • Write diary entries in role, imagining how Edward Tull would have reacted to the news of Walter’s death and then the return of the Unknown Warrior.’ 	<p>How did people react to Walter Tull’s death?</p> <ul style="list-style-type: none"> • To examine the portrayal of a key event from contemporary newspaper reports. • To provide an account of a historical event based on more than one source. 	<ul style="list-style-type: none"> • Recognise similarities and differences between reports in different media and give reasons for the differences. • Produce a factual account of the events, drawing on appropriate sources.

<p style="text-align: center;">Literacy</p>	<p style="text-align: center;">Foundation Subjects/ additional notes</p>
<p style="text-align: center;">Sentence</p> <p>Y6 T1 t7: To understand how words and expressions have changed over time.</p> <p>Y6 T1 t3: To distinguish between fact opinion and fiction. Distinguishing between implicit and explicit points of view and how these can differ.</p>	<p>Finding information ICT Unit 2C Analyzing data and asking questions ICT Unit 5B</p> <p>Use real time diary blog of Harry Lamin to gather examples of genuine letters from the Italian front. http://wwar1.blogspot.com/</p>
<p style="text-align: center;">Text</p> <p>Y6 T1 t4: To develop the skills of autobiographical writing in role adopting distinctive voices e.g. of historical characters.</p>	
<p style="text-align: center;">Speaking and Listening</p> <p>63 Group discussion and interaction To consider examples of conflict and resolution, exploring language used.</p>	
<p style="text-align: center;">Sentence</p> <p>Y6 T1 t7 to understand how words and expressions have changed over time.</p> <p>Y6 T1 t9 to understand how new words have been added to the language.</p>	<p>Citizenship (Year 6) Unit 12: Moving on</p> <ul style="list-style-type: none"> • That symbols may represent commemorative events. • To use historical sources in the locality to find out information. • How to record their findings so they can demonstrate to other people what they have learnt. • To ask and answer relevant questions from the past. <p>Art and Design Y3-6 Visiting a Museum or Gallery Visit to war memorial (Westminster Abbey)</p>
<p style="text-align: center;">Text</p> <p>Y6 T1 t2 to take account of a view point in a story.</p> <p>Y6 T1 t14 to develop the skills of autobiographical writing in role adopting distinctive voices e.g. of historical characters.</p> <p>Y6 T1 t3 to articulate personal responses to literature identifying why and how a text affects the reader.</p> <p>Y6 T2 t5 to analyse how messages, moods, feelings and attitudes are conveyed in poetry.</p>	
<p style="text-align: center;">Speaking and Listening</p> <p>63 Group discussion and interaction to consider examples of conflict and resolution, exploring language used.</p>	

Activities	Unit 20: What can we learn about recent history from studying the life of a famous person? (Walter Tull)	
	Learning Objectives	Learning Outcomes
<p>7. Should Walter Tull be awarded his Military Cross? (Focus: Persuasive writing)</p> <ul style="list-style-type: none"> • Read 2nd Lieutenant Pickard's regarding Tull's death. • Summarise the arguments for and against Walter Tull receiving his Military Cross. • Summarise argument and give personal opinion. 	<p>What impact did Walter Tull have on the history of this period?</p> <ul style="list-style-type: none"> • To compile a historical narrative. • To select information to represent key aspects of a biography. • To begin to evaluate the impact of an individual on the history of his times. 	<ul style="list-style-type: none"> • Gather relevant information from a war memorial and communicate what they have learnt by writing and drawing. • To compare and contrast information about remembrance.
<p>8. Create a Walter Tull Stained glass window (Focus: Art/Design)</p> <ul style="list-style-type: none"> • Visit a war memorial or research symbols of remembrance. • Design a stained glass window for Westminster Abbey to honour Walter Tull a soldier with no known grave. • Review World War One artists to look for inspiration (War Artists work can be found on http://www.spartacus.schoolnet.co.uk/FWWart.htm) 	<p>What should we remember from the life of Walter Tull?</p> <ul style="list-style-type: none"> • To extract information from reference material including the internet and CD-ROMs. • To find out about aspects of remembrance (see link to unit 17 What are we remembering on Remembrance Day. • To use war artists as a source of historical information 	<ul style="list-style-type: none"> • Demonstrate knowledge of the life of Walter Tull from the information extracted from a range of sources. • Link the theme of remembrance with other events and activities from his life. • Gather relevant information from a war memorial and communicate what they have learnt by writing and drawing. • Explain why the poppy was chosen as a symbol of remembrance. • Explain that the national focus of remembrance is on Westminster at the tomb of the unknown Warrior in Westminster Abbey and at the Cenotaph in Whitehall.

<p style="text-align: center;">Literacy</p>	<p style="text-align: center;">Foundation Subjects/ additional notes</p>
<p style="text-align: center;">Sentence</p> <p>Y6 T2 t2 to understand features of formal official language.</p>	<p>Finding information ICT Unit 2C</p>
<p style="text-align: center;">Text</p> <p>Y6 T2 t15 to recognise how arguments are constructed to be effective.</p> <p>Y6 T2 t16 to identify the features of balanced written arguments which, e.g:</p> <ul style="list-style-type: none"> - summarise different sides of an argument; - clarify the strengths and weaknesses of different positions; - signal personal opinion clearly; <p>Y6 T2 t18 to construct effective arguments.</p> <p>Y6 T2 t19 to write a balanced report of a controversial issue.</p>	
<p style="text-align: center;">Speaking and Listening</p> <p>63 Group discussion and interaction To consider examples of conflict and resolution, exploring language used.</p>	
<p style="text-align: center;">Sentence</p> <p>Y6 T1 w7 To understand how words and expressions have changed over time.</p>	<p>Link to History Unit 17: What are we remembering on Remembrance Day? (for Y6)</p> <ul style="list-style-type: none"> • That symbols may represent commemorative events. • To use historical sources in the locality to find out information. • How to record their findings so they can demonstrate to other people what they have learnt. • To ask and answer relevant questions from the past. <p>Art and Design Y3-6 Visiting a Museum or Gallery Visit to war memorial (Westminster Abbey)</p>
<p style="text-align: center;">Text</p> <p>Y6 T1 t3 to articulate personal responses to literature identifying why and how a text affects the reader.</p>	
<p style="text-align: center;">Speaking and Listening</p> <p>63 Group discussion and interaction to consider examples of conflict and resolution, exploring language used.</p>	

Activities	Unit 20: What can we learn about recent history from studying the life of a famous person? (Walter Tull)	
	Learning Objectives	Learning Outcomes
<p>9. In Memoriam: Walter Tull (Focus: Poetry)</p> <ul style="list-style-type: none"> • Look at Tull memorials and discuss significance of having no known grave. • Read examples of epitaphs. Learn about significance of CWGC and Rudyard Kipling. • Read Edward Thomas's poem In Memoriam. • Look at picture of Edward and Walter Tull and imagine how they felt at their last meeting. • Children take the role of Edward Tull and write an epitaph for brother Walter. 	<p>What impact did Walter Tull have on the history of this period?</p> <ul style="list-style-type: none"> • To begin to evaluate the impact of an individual on the history of his times. 	<ul style="list-style-type: none"> • Summarise the key events of Walter Tull's life. • In discussion, assess the significance of Walter Tull's life.

<p style="text-align: center;">Literacy</p>	<p style="text-align: center;">Foundation Subjects/ additional notes</p>
<p style="text-align: center;">Sentence</p> <p>Y6 T1 t7 to understand how words and expressions have changed over time.</p> <p>Y6 T1 t9 to understand how new words have been added to the language.</p>	<p>Finding information ICT Unit 2C Link to History Unit 17: What are we remembering on Remembrance Day? (For Y6)</p> <ul style="list-style-type: none"> • To ask and answer relevant questions from the past • To compare and contrast information about remembrance.
<p style="text-align: center;">Text</p> <p>Y6 T1 t2 to take account of a view point in a story.</p> <p>Y6 T1 t3 to articulate personal responses to literature identifying why and how a text affects the reader.</p> <p>Y6 T2 t5 to analyse how messages, moods, feelings and attitudes are conveyed in poetry.</p> <p>Y6 T2 t6 to read and interpret poems in which meanings are implied or multi layered, to discuss challenging poems with others.</p>	
<p style="text-align: center;">Speaking and Listening</p> <p>63 Group discussion and interaction To consider examples of conflict and resolution, exploring language used.</p>	

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