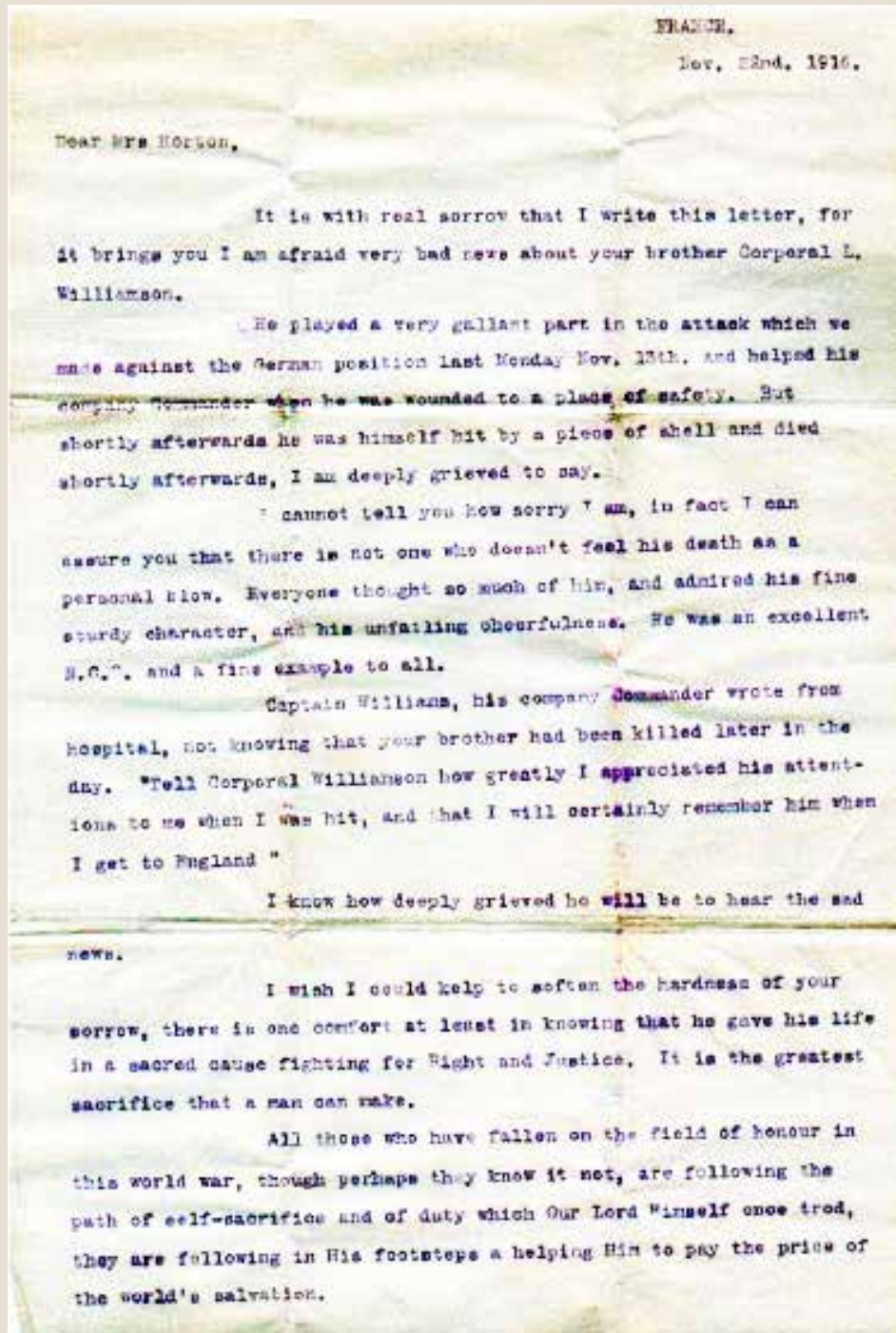


Lesson Plan: Women at War West Newcastle 1914-1918 The Family They Left Behind - Letters of Condolence	
Teacher/s:	Date:
Subject: History	Year:
Learning Objectives: Understand methods of historical enquiry; analyse an historical document in order to identify bias English: Reading and comprehension – understanding the possibilities of bias in documentary sources	Success Criteria: The pupils will be able to analyse primary source evidence for bias
Key Questions: How can we use primary sources to find out about the past and to be able to detect possible bias?	
Starter Activity/Introduction: Tell the pupils how families would receive news about their soldiers at the Front. Explain the different categories of how the soldiers were reported – killed in action/wounded/missing in action. If they were ‘missing in action’ what might this mean? The possibilities could be killed and not found; wounded and unconscious or taken prisoner. What might it mean to the families if their loved one was reported as ‘missing in action’? Pupils could write the responses of the family on poster stickers and place on a board for discussion.	Resources Poster stickers
Main Activity: Explain what a letter of condolence is. Why would they be written? Who would write them? Read through the example letter of condolence. Identify words and phrases which have been used to comfort the family. Explain what biased means. Ask the pupils for examples. Suggest ways in which the letter might be biased .	Resources Example letter of condolence activity
Plenary: Discuss the ways in which a letter of condolence might be constructed Look at example of ‘field post cards’ that gave the barest information. What were the reasons for these cards?	Internet sources of letters of condolence. The first letter refers to Northumberland men. http://www.experiencewoodhorn.com/letters-of-condolence/ http://www.bbc.co.uk/ahistoryoftheworld/objects/LUw_XSQiQOiHECRtQRzsLg http://www.ronaldaddyman.wanadoo.co.uk/CAT.htm

LETTERS OF CONDOLENCE

When a soldier was killed on the battlefield an officer would often write to his family to say how sorry they were that they had died.



Underline the words and phrases which the writer has used to give some comfort to the family.

Would all the praise for this soldier have been true? Why might the writer have exaggerated?

Write a sentence thanking the writer for sending the letter of condolence.

FRANCE.

Nov. 22nd. 1916.

Dear Mrs Horton,

It is with real sorrow that I write this letter, for it brings you I am afraid very bad news about your brother Corporal L. Williamson.

He played a very gallant part in the attack which we made against the German position last Monday Nov. 13th. and helped his company Commander when he was wounded to a place of safety. But shortly afterwards he was himself hit by a piece of shell and died shortly afterwards, I am deeply grieved to say.

I cannot tell you how sorry I am, in fact I can assure you that there is not one who doesn't feel his death as a personal blow. Everyone thought so much of him, and admired his fine sturdy character, and his unfailing cheerfulness. He was an excellent N.C.O. and a fine example to all.

Captain Williams, his company Commander wrote from hospital, not knowing that your brother had been killed later in the day. "Tell Corporal Williamson how greatly I appreciated his attentions to me when I was hit, and that I will certainly remember him when I get to England "

I know how deeply grieved he will be to hear the sad news.

I wish I could help to soften the hardness of your sorrow, there is one comfort at least in knowing that he gave his life in a sacred cause fighting for Right and Justice. It is the greatest sacrifice that a man can make.

All those who have fallen on the field of honour in this world war, though perhaps they knew it not, are following the path of self-sacrifice and of duty which Our Lord Himself once trod, they are following in His footsteps a helping Him to pay the price of the world's salvation.

Lesson Plan: Women at War West Newcastle 1914-1918 The Family They Left Behind – Can the Horton Family Manage?	
Teacher/s:	Date:
Subject: History	Year:
Learning Objectives: Understand methods of historical enquiry. Maths: Computation – conversion of old money to new money	Success Criteria: The pupils will be able to compute old money to new and to interpret the results
Key Questions: How can we find out how families of servicemen killed in the First World War managed to survive?	
Starter Activity/Introduction: Explain to the pupils the system of old money. How might a family survive? What sorts of benefits exist to help people to manage today? Pensions, child benefits?	Resources
Main Activity: The head of the household was nearly always the man. He would normally be regarded as ‘the bread winner’ that is he would earn wages for the family. Although women worked outside the home (about 29% of the workforce in 1914) they could not earn as much as men. Discuss how the family might survive without the father’s wage. Complete the activity sheet.	Resources Poster stickers for plans How will the Horton Family manage activity?
Plenary: Discuss whether the family would be able to manage? What different plans were devised for the family?	

HORTON FAMILY BUDGET

How might the Horton family manage to survive?

Look at the Horton Family budget resource sheet on the next page.

The Horton family receive pensions and money for the children on the death of the father. Add up all these benefits. How much money is coming in to the family? Compare that to an average wage of about £2 per week. Are they going to be badly off? How else might the family earn money to add to these pension and benefits?

My plan is ...

HORTON FAMILY BUDGET

How might the Horton family manage to survive?



Edwin Horton 39 years of age. Worked at Armstrong's factory as a gun maker. He was killed in France.

Edwin Horton's Family

Wife: Margaret Horton

Pension £1 per week

Children:

Robert 13 years old

10s..0d per week

William 8 years old

7s..6d per week

Elizabeth 2 years old

6s..3d per week

Edwin's mother 68 years old

no pension

Old money to new money

£1 =240d =100p

10s..0d =120d =50p

1 shilling =12d =5p

Average workers wage was about £2 per week