

Key concepts

History 1.5a
Citizenship 1.3a

**Teaching
and learning
activities**

**Range and
content**

The impact through time
of the movement and
settlement of diverse
peoples to, from and within
the British Isles.

The changing nature of
conflict and cooperation
between countries and
peoples and its lasting impact
on national, ethnic, racial,
cultural or religious issues.

**Key questions
and ideas**

Who was Walter Tull?
What do the primary
sources tell us about Britain
in the early 20th century?

STARTER: The Initial Stimulus Material that you should use for the start of the lesson is the image of Walter Tull in Officer's dress, his brother Edward, sister Cecillia and Edward's adoptive mother, Mrs Warnock. Students should be encouraged to interrogate the image and using a mindmap / brainstorm write down what the source tells us about Britain during WW1.

MAIN ACTIVITY: This activity focuses on the primary source material about Walter's early life – Document One is Walter's Birth Certificate, Document Two his mother's Death Certificate and Document Three the Tull Family Tree. Students should be given all three documents in pairs or small groups to study on their tables. The activities ask the students to extract appropriate material from the sources to build up a picture of his family. The final questions ask students to speculate what happened to Walter and Edward after both their parents had died by 1897 (they were sent to the Bonner Road Orphanage in Bethnal Green). The extension activity asks students to evaluate the most valuable source for someone studying about Walter Tull.

PLENARY: – hand out post it notes to every student and ask them to write down one or two questions that they have about Walter.

Resources

PRINTED MATERIALS

All the resources in this Module come from the 'Walter Tull: Sport, War & Challenging Adversity' published by and available from Northamptonshire Black History Association (see below for website)

Worksheet

Walter Tull – an Officer, a Footballer and a Gentleman, Documents 1-3

WEBSITE LINKS

www.northants-black-history.org.uk/publications.asp

web.ukonline.co.uk/ntfc/tull.htm

www.channel4.com/news/articles/sports/political+football+walter+tull/762667

IMAGES

Walter Tull and his family

Module title:
Walter Tull
– An Officer,
a Footballer
and a
Gentleman

Who Do We Think We Are?

Module title:
Walter Tull
– An Officer,
a Footballer
and a
Gentleman

LESSON 2: What were Tull's experiences as a professional footballer?

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Key concepts

History 1.3, 1.5a
Citizenship 1.3a

Teaching and learning activities

STARTER: Put two pictures up on an OHP or whiteboard showing a contemporary football team (of your choice, so long as there is some diversity in the team) and the picture of Walter in either the Tottenham or Northampton team photos. As the class to write down 3 differences between the images and try to draw out the diversity in football today.

Range and content

Identifying and explaining change and continuity within and across periods of history.

Considering the significance of events, people and developments in their historical context and in the present day.

Appreciating that identities are complex, can change over time and are informed by different understandings of what it means to be a citizen in the UK.

MAIN ACTIVITY: The students should use the sources as references to complete the written task in which they complete an entry for the Rothmans Footballers Yearbook 1914. This is an annual book that compiles bibliographies of footballers, examples of a similar type can be found here: <http://www.biogs.com/biogsdirectory/footballers.html>. There is also a writing frame that can be used for pupils with weaker literacy skills.

PLENARY: – Tell the students that Walter has been recommended to go into the Footballers 'Hall of Fame', ask them to imagine that they were Walter and that they have to give an empathetic response in no more than a sentence. Go around the class.

Key questions and ideas

What were Tull's experiences as a professional footballer?

Key processes, and/or themes

History 2.2a, 2.3a
Citizenship 2.1c

Notes

Walter started his football career as an amateur playing for Clapton (who later became Leyton Orient) and was signed as a professional for Tottenham in 1909, after he had completed his apprenticeship as a printer. After the disgraceful episode at Bristol City where Walter was racially abused by the crowd .He was transferred to Northampton Town, where he played for the rest of his career. It is believed that after the war it was probable that Walter would have moved to Glasgow Rangers to join up with his brother Edward and sister Cecillia who were living there. The focus of this lesson is to understand the significance of Walter's appearance as the first outfield Black professional footballer in England – the first was Arthur Warton who played in goal for Darlington and Preston North End (as an amateur) and Rotherham and Sheffield Utd (as a professional).

Key concepts

History 1.2a, 1.3a,
Citizenship 1.1c

Teaching
and learning
activities

STARTER: Do not give the students any prior information about what happened to Walter at Bristol. The starter uses a contemporary example of racist abuse from Spanish supporters against the Black English players Ashley Cole and Sean Wright Phillips in a friendly in November 2004 (<http://news.bbc.co.uk/sport1/hi/football/internationals/4022489.stm>). Use the clip from <http://www.comptonhistory.com/tull/index.htm> and images from the Spanish Grand Prix when Lewis Hamilton was racially abused and then ask the students to make a connection between what happened in Spain and what may have happened to Walter when he was playing. Draw out the comparisons and then read the handout.

Range and
content

Understanding the diverse experiences and ideas, beliefs and attitudes of men, women and children in past societies and how these have shaped the world.

Identifying and explaining change and continuity within and across periods of history.

Considering how democracy, justice, diversity, toleration, respect and freedom are valued by people with different beliefs, backgrounds and traditions within a changing democratic society.

Key questions
and ideas

What happened when Walter Tull played against Bristol City in 1909?

What does the Bristol Scandal tell us about race relations in Edwardian Britain?

MAIN ACTIVITY: The task is for students to work in pairs or on their own to create an end of match report about the Bristol-Tottenham match. You can hear examples here <http://www.comptonhistory.com/tull/index.htm> If you have a microphone attached to a PC then you can use a piece of free software called Audacity to make a digital recording (you can download Audacity at <http://audacity.sourceforge.net/>) and then play back to the class. You can hear examples of the recordings made by students on the same page as you found the video clip for the starter activity. Alternatively if you have windows XP then you can use the sound recorder that is preinstalled (programs – accessories – entertainment – sound recorder). If you don't have either of these then you can use a tape recorder/ mobile phone.

PLENARY: listen to the work that has been completed and ask for constructive feedback. Use this opportunity for some peer assessment, grading the reports with criteria such as historical accuracy, entertainment value, teamwork and effort.

**Key processes,
and/or**

History 2.3a
Citizenship 2.1a

**Curriculum
opportunities**

Use ICT to research information about the past, process historical data, and select, categorise, organise and present their findings.

Use and interpret different media and ICT both as sources of information and as a means of communicating ideas.

**Assessment
opportunities**

Peer Assessment of the digital recordings. Pupils should construct a variety of criteria to assess effectiveness of broadcast eg clarity of expression, delivery etc.

Resources

PRINTED MATERIALS

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Worksheet

What does the Bristol Scandal tell us about race relations in Edwardian Britain?

WEBSITE LINKS

www.northants-black-history.org.uk/publications.asp

news.bbc.co.uk/sport1/hi/football/internationals/4022489.stm

www.comptonhistory.com/tull/index.htm

www.comptonhistory.com/tull/index.htm

audacity.sourceforge.net/

Notes

This lesson focuses on one event that was to have a significant impact on Walter Tull – Tottenham were playing away at Bristol City in October 1909 and Walter was racially abused by the home crowd 'in language lower than Billingsgate'. Subsequently Walter was dropped from the first team and two years later transferred to Northampton Town.

Key concepts

History 1.2, 1.5a
Citizenship 1.3c

**Teaching
and learning
activities**

STARTER: Put the quote 'your gallantry and coolness' (from Source C on Document Nine) on an OHP or whiteboard. If you are using an IWB then you can put the whole source up but using the spotlight feature highlight this section from the newspaper report. Clarify that the students understand the key words. The aim of the starter is to encourage the students to make a link to the previous lessons on football – they should be encouraged to think that this is a description of his performances on the football pitch – however this should then be revealed to show Walter's character as a soldier / officer.

**Range and
content**

Understanding the diverse experiences and ideas, beliefs and attitudes of men, women and children in past societies and how these have shaped the world.

Considering the significance of events, people and developments in their historical context and in the present day.

Considering the interconnections between the UK and the rest of Europe and the wider world.

MAIN ACTIVITY: Read the Handout which explains how Walter joined the Football Battalion of the Middlesex regiment (this could lead to a discussion of whether this would happen today, and a link to the 'Pal's Battalions <http://www.spartacus.schoolnet.co.uk/FWWpals.htm>). Students should then study Documents Eight and Nine which look at Walter's signing up papers and newspaper reports about his exploits in the war. They should then complete the first task extracting relevant information from the sources before completing the second task which is a piece of extended writing. Students can use the postcard template to write a letter to Edward after Walter's promotion to Officer.

**Key questions
and ideas**

What is the significance of Tull's experiences in the British Army?

**Key processes,
and/or themes**

History 2.2a, 2.3b
Citizenship 2.1b

PLENARY: Ask the students to make a list of pioneers, eg Mandela as the first Black Prime Minister of South Africa, Elizabeth Garrett Anderson as the first female doctor in Britain. Ask them to explain why it is important to study key individuals in history. Now add Tull to the list and ask the students to explain why he was a figure of historical significance.

**Curriculum
opportunities**

Explore the ways in which the past has helped shape identities, shared cultures, values and attitudes today.

Module title:
Walter Tull
– An Officer,
a Footballer
and a
Gentleman

LESSON 4: The Army Experience

Resources

PRINTED MATERIALS

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Worksheet

What is the significance of Walter Tull's experiences in the British Army?
Documents 8&9

WEBSITE LINKS

www.northants-black-history.org.uk/publications.asp

www.spartacus.schoolnet.co.uk/FWWpals.htm)

www.comptonhistory.com/ww1webquest.htm

Notes

Walter Tull joined the 17th (Football) Battalion of the Middlesex Regiment in December 1914. This was a unit made up of only professional and amateur footballers. Tull served in France and Italy and survived the first battle of the Somme in 1916. In the same year he was asked to go to the Officer's Training school in Scotland. As a consequence Tull became the first Black Infantry Officer in the British Army (there were two other Black Officers in the Medical Corps) having broken the Colour Bar which stated that 'Negroes' were specifically excluded from exercising 'actual command'.

Key concepts

History 1.2, 1.5a, 1.6c

Teaching
and learning
activities

STARTER: Listen to the extract from the play 'Tull' to convey the tragedy of Tull's death in March 1918, or put the Telegram informing Edward Tull of his brothers death (Source C) on an OHP or whiteboard. Ask the students how they feel about the death of Tull.

Range and
content

Understanding the diverse experiences and ideas, beliefs and attitudes of men, women and children in past societies and how these have shaped the world.

Considering the significance of events, people and developments in their historical context and in the present day.

Evaluating a range of interpretations of the past to assess their validity.

Key questions
and ideas

How should the death of Walter Tull be remembered?

Key processes,
and/or themes

History 2.2a, 2.3b
Citizenship 2.1b

MAIN ACTIVITY: The final activity of the unit is a summative piece, where the students have a choice of writing an obituary for Walter Tull or designing a storyboard about his life. The storyboard activity allows pupils to be more creative in looking at Tull's experiences. The activity should be completed in two stages. The first is a paper version which will act as a draft. The students should use an A3 sheet of paper which they divide in 3 columns under the heading – Text, Images, Sound. They should then tell the story of Walter Tull in approx 6 stages (clips). The text will represent the voiceover that will be heard in the film, the images can be from the documents that have been used throughout the unit or can be sketched out, and the sound is the incidental, background sound to accompany the clip. Once the draft has been completed the students should complete an electronic version using either Windows Moviemaker or Windows Photostory3 (a free download for XP users from <http://www.microsoft.com/windowsxp/using/digitalphotography/photostory/default.mspx>). They should be able to use resources from the internet to provide them with images for their storyboards.

PLENARY: Ask students to present their work back to the class and ask for constructive feedback. Use this opportunity for some peer assessment, grading the reports with criteria such as historical accuracy, entertainment value, teamwork and effort.

**Curriculum
opportunities**

Explore the ways in which the past has helped shape identities, shared cultures, values and attitudes today.

**Assessment
opportunities**

Peer Assessment on pupil obituaries or films.

Resources

PRINTED MATERIALS

All the resources in this Module come from the 'Walter Tull: Sport, War & Challenging Adversity' published by and available from Northamptonshire Black History Association (see below for website)

Worksheet

The death of Walter Tull and Source Sheet

WEBSITE LINKS

www.northants-black-history.org.uk/publications.asp

www.microsoft.com/windowsxp/using/digitalphotography/photostory/default.mspx

Notes

The lesson focuses on Interpretations of Walter Tull, comparing primary accounts of his death, in which his colour is not mentioned at all, with contemporary accounts from researchers (Phil Vasili is the eminent historian on Black Footballers and has written the book *Colouring Over the White Line. The History of Black Footballers in Britain*, Mainstream Publishing, 2000) and writers (Andy Merriman wrote the play 'Tull' performed on Radio Four, October 2003). Encourage pupils to think about why there was a difference in emphasis between the accounts and there is scope for a discussion about the importance of celebrating the contributions that people of colour have made to this country.

Key concepts

History 1.2a, 1.5
Citizenship 1.3a

**Teaching
and learning
activities**

STARTER: Put up a picture of Kelly Holmes on the whiteboard and ask students to brainstorm her image. Explore whether they identify race as an issue (she is of mixed heritage) or that she was in the Army. Ask students to write a sentence for a press release explaining that Kelly Holmes has been entered into the Athletes Hall of Fame. Ask what the connection between Holmes and Tull could be (both mixed race, both in the army).

**Range and
content**

Understanding the diverse experiences and ideas, beliefs and attitudes of men, women and children in past societies and how these have shaped the world.

Considering the significance of events, people and developments in their historical context and in the present day.

Considering the interconnections between the UK and the rest of Europe and the wider world.

MAIN ACTIVITY: Students should prepare for a class debate with one side arguing that Walter Tull should be awarded a Military Cross and the other side arguing that an alternative commemoration would be appropriate. They could use the debating guidelines set out in the guidance provided by the English Schools Union <http://www.britishdebate.com/schools/> Students should be selected to take part in the debate, with the rest of the class judging the winners.

**Key questions
and ideas**

Should Walter Tull be awarded the Military Cross or would it be more appropriate to celebrate his life in a different way?

PLENARY: Ask pupils to reflect on the debate and explain what made the most effective speeches. Hand out a post it note and ask the students to reflect on the work that they have done on Walter Tull. Ask them to write down 2 things that they have learned about Tull and 2 skills that they have learned / developed during the unit. The post it notes could either be collected in or stuck in their books.

**Key processes,
and/or themes**

History 2.1b, 2.2a, 2.2b, 2.3b
Citizenship 2.1a

**Curriculum
opportunities**

Debate, in groups and whole-class discussions, topical and controversial issues, including those of concern to young people.

Explore the ways in which the past has helped shape identities, shared cultures, values and attitudes today.

Pupils participate in and assess the winners of a class debate.

**Assessment
opportunities**

Resources

WEBSITE LINKS

www.mod.uk/DefenceInternet/FactSheets/WomenintheArmedForces.htm

www.guardian.co.uk/uk/2004/aug/29/athensolympics2004.athletics

www.famouspeople.co.uk/k/kellyholmes.html

www.britishdebate.com/schools/

VIDEO/DVD

Films about Walter Tull made by pupils in previous lessons