

Who Do We Think We Are?

Module overview
and plan:
Walter Tull

KS3

Year 9

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

Learning objectives

- To use a range of sources to discover about Walter Tull's early life and think about his significance as a historical figure
- To explore Walter Tull's importance in the history of modern football
- To investigate the Bristol Scandal where Tull was racially abused and formulate a response in the form of a commentary on the match
- To use a variety of sources to explore Tull's experience as a soldier and reflect on the significance of his promotion to become the first Black Officer in command of White soldiers
- To examine a variety of sources about the death of Tull and, building on knowledge gained from the whole module, create a film showing the historical significance of Tull
- To evaluate the work completed and reflect on the key learning outcomes
- To host a debate on the historical significance of Walter Tull with other pupils from different schools and conclude by deciding how to remember him appropriately.

Key question(s)

- Who was Walter Tull?
- What do the primary sources tell us about Britain in the early 20th century?
- What were Tull's experiences as a professional footballer?
- What happened when Walter Tull played against Bristol City in 1909?
- What does the Bristol Scandal tell us about race relations in Edwardian Britain?
- What is the significance of Tull's experiences in the British Army?
- How should the death of Walter Tull be remembered?
- Should Walter Tull be awarded the Military Cross or would it be more appropriate to celebrate his life in a different way?

LESSON 1

Learning objectives

Pupils should be able to use a range of sources to discover about Walter Tull's early life and think about his significance as a historical figure.

Key vocabulary

- Dual Heritage
- Mixed Race

Key question(s)

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

Resources within module

Worksheet
Walter Tull – an Officer, a Footballer and a Gentleman

Learning outcomes

Pupils will have learned that Walter Tull came from a dual heritage background, through interrogating a variety of source material including birth and death certificates and a family tree.

Powerpoint
Introducing Historical Significance

Documents
Birth Certificate, Death Certificate of Mother, Tull Family Tree, photograph of Walter, Edward, Cecilia and Mrs Warnock

Links to Key Concepts

Key concepts
History 1.5a
Citizenship 1.3a
Key processes
History 2.1a and 2.2a, 2.1b
Citizenship 2.1c

LESSON 2

Learning objectives

Pupils should explore Walter Tull's importance in the history of modern football.

Key vocabulary

- Pioneer
- Role model
- Professional

Key question(s)

What were Tull's experiences as a professional footballer?

Resources within module

Worksheet
The Football Years

Learning outcomes

Pupils will have compared images from contemporary times with the early 20th century.

Pupils will have selected appropriate material from a range of resources to reflect on Tull's significance as a footballer.

Links to Key Concepts

Documents
showing Tull playing for Tottenham Hotspurs FC and Northampton FC

Key concepts
History 1.3, 1.5a
Citizenship 1.3a
Key processes
History 2.2a, 2.3a
Citizenship 2.1c

LESSON 3

Learning objectives

Pupils should investigate the Bristol Scandal where Tull was racially abused. Pupils should be able to formulate a response in the form of a commentary on the match.

Key vocabulary

- Racist abuse

Key question(s)

What happened when Walter Tull played against Bristol City in 1909?
What does the Bristol Scandal tell us about race relations in Edwardian Britain?

Resources within module

Film clip
'A night of shame' (a clip showing England's Black footballers receiving racist abuse from Spanish supporters).

Learning outcomes

Pupils will have used digital audio recording to reflect on Tull's experience by commentating on the match.
Pupils will have compared the situation in 1909 with contemporary examples.

Images
Images of Spanish Grand Prix 'fans' 'blacked up' to look like Lewis Hamilton.

Links to Key Concepts

Worksheet
The Bristol Scandal

Key concepts
History 1.2a, 1.3a,
Citizenship 1.1c
Key processes
History 2.3a
Citizenship 2.1a

LESSON 4

Learning objectives

Pupils should use a variety of sources to explore Tull's experience as a soldier and reflect on the significance of his promotion to become the first Black Officer in command of White soldiers.

Key vocabulary

- Second Lieutenant
- Non-Commissioned Officer
- Colour Bar

Key question(s)

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

Resources within module

Worksheet
The Army Years

Learning outcomes

Pupils will have extracted information from a variety of sources.
Pupils will be able to develop their empathetic writing skills.
Pupils will be able to show their understanding of the significance of Tull's promotion.

Links to Key Concepts

Documents
Tull's Short Service Document, a selection of newspaper cuttings.
Newspaper

Key concepts
History 1.2, 1.5a
Citizenship 1.3c

Key processes
History 2.2a, 2.3b
Citizenship 2.1b

LESSON 5

Learning objectives

Pupils should examine a variety of sources about the death of Tull and ,building on all of their knowledge from the module, create a film showing the historical significance of Tull.

Key vocabulary

- Historical significance

Key question(s)

How should the death of Walter Tull be remembered?

Resources within module

Worksheet
The death of Walter Tull

Learning outcomes

Pupils will have extracted appropriate information from a variety of sources.

Pupils will be able to use ICT (windows moviemaker or photostory3) to show Tull's historical significance.

Documents
A wide range of sources about the death of Tull and his significance.

Film clips
Henry Compton
Students films about Tull.

Links to Key Concepts

Key concepts
History 1.2, 1.5a, 1.6c
Key processes
History 2.1a, 2.2a, 2.3b
Citizenship 2.3d

LESSON 6

Learning objectives

Pupils should evaluate the work that they have completed and reflect on what they have learned.

Pupils should be able to debate the historical significance of Walter Tull with pupils from different schools by deciding how to remember him appropriately.

Key question(s)

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

Learning outcomes

Pupils will have peer assessed the films that they made about Tull.

Pupils will reflect on what they have learned from the unit.

Pupils will have used the most appropriate material to debate whether Tull should be awarded a Military Cross or an alternative award – comparison with Kelly Holmes for example.

Key vocabulary

- Role Model

Resources within module

Film clips

Films made by students completing the module

Worksheet

Debate guidelines based on the English Speaking Union handout at www.britishdebate.com/schools/

For additional information on Kelly Holmes see www.guardian.co.uk/uk/2004/aug/29/athensolympics2004.athletics and www.famouspeople.co.uk/k/kellyholmes.html and for information about women in the armed forces: www.mod.uk/DefenceInternet/FactSheets/WomenintheArmedForces.htm

Links to Key Concepts

Key concepts

History 1.2a, 1.5
Citizenship 1.3a

Key processes

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