

York in the First World War



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explore

Libraries and Archives

A York Civic
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York Libraries
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NOTES FOR TEACHERS: HOW TO USE THIS WORKPACK

This workpack has been designed to be easy to use and as flexible as possible. It is digital. Please use as much or as little of it as you like. The pack is aimed at Key Stage 2, but can be used for any classes/age groups that you think appropriate. There is a students' version of the pack, and also a teacher's version, which includes extra notes, suggestions and background information.

The pack has a structured introductory section, illustrated with photographs.

There are a number of questions in this section designed to get your pupils thinking about what life was like during the First World War in York and for York people. The questions are open-ended, and designed to provoke interest, thought and debate.

You can use these questions and the associated materials however you like: to spark class discussions or debates, to promote drama sessions, to stimulate children's imaginations for a writing exercise, or as the starting point for research projects on local history.

The introductory section is followed by a resource pack. This includes more photographs linked to the First World War in York. The resource pack also includes a number of further questions and suggested exercises.

The workpack is colour-coded. The main text is in black Franklin Gothic for easy reading. Case studies are designed to stand out and appear separate from the main text. In the teacher's pack, notes for teachers (which contain background information which you may want to present to children in your own way and in your own words) are in blue.

York Explore's online archive of historic photographs of York is a great resource. It can be searched, free of charge, from any computer linked to the Internet: simply visit: www.imagineyork.co.uk

Children can easily be encouraged to search this archive looking for more photographs of York.

You are free to use, share, copy or redistribute the material in this pack in any way you want for educational purposes relating to school. However, please remember many of the images are covered by copyright. These images, and the pack itself, should not be used for commercial purposes. When using the pack or material from it, please give appropriate credit, in accordance with the principles of creative commons: <https://creativecommons.org>

Marching off to war



*Photo:
Yorkshire
Film
Archive*

Look carefully at the photograph above

Whereabouts do you think the photo was taken? (Look at the writing on the building for a clue.)

How many women can you see? Why do you think they are there?

Who do you think the men are and where may they be going?

In what year do you think it was taken?

Look at the expressions on the men's faces. How do you think they may be feeling?

NOTES FOR TEACHERS

You can view the video from which this image came here:
<https://artsandculture.google.com/exhibit/gROAZXoq>

Suggested activities

- You may like to use the photo as a starting point for role play or creative writing. It was taken in 1915 and shows the men from the 5th Battalion York and Lancaster Regiment, also known as the Barnsley Battalion.
- Choose one of the people in the photo. Ask the children to create a biography for him or her by asking them a series of concrete questions, for example:
 What is his/her name, age, address, family, job, etc and then move to more abstract cues. What is s/he thinking as s/he walks across the bridge, what are his/her emotions, etc
- Write the letter which one of the men left to be found by his wife/children/mother after he had left to go to war.
 You could use the opening line:
 "By the time you read this,....."
- Role play the scene round the breakfast table of one of the men or women in the photo on the morning that the soldiers prepare to leave.

An alternative task would be to have one man (or woman) represented by two pupils sitting back to back. One pupil speaks the words the character says, the other speaks the words the character is actually thinking.

For example:

"Don't you worry about me, I'm not a bit scared, it will be exciting and I will be back before you know it."

"I really feel worried at the thought of going off to war. I'm going to miss everyone so much and suppose I never come back?"

Why did the First World War start?

The reasons for the start of the First World War are very complicated but most historians agree that the direct cause was the assassination of Archduke Franz Ferdinand on the 28 June 1914. It seems hard to believe that the murder of one very important man by a terrorist could lead to such world wide devastation, but it did.

What is an Archduke? He sounds very important!

An Archduke is similar to a British Prince.

Why was the Archduke so important?

The Archduke was heir to the throne of the Austro-Hungarian Empire in Europe.

Where did the assassination happen?

It took place in the city of Sarajevo in the country of Bosnia

I've never heard of the Austro-Hungarian Empire. What is it?

Who killed the Archduke?

Gavrilo Princip

Today, the Austro-Hungarian Empire is separated into different countries, two of which are Austria and Hungary.

Find out what an empire is in a dictionary.

Why did he do it?

Princip was a Bosnian and he did not want his country to be under the rule of the Austro-Hungarian Empire.

An artist's impression of the assassination of Franz Ferdinand, heir to the throne of the Austro-Hungarian Empire.



Image: Wikipedia

Can you find Gavrilo Princip, the assassin, in the picture?

Who do you think are the people in the car?

Imagine you are the person looking out of the window of the house. You are interviewed later to give an eye witness account of the event. Give details not just of what you saw, but what you heard and how you felt.

NOTES FOR TEACHERS

This is an illustration of the assassination of Franz Ferdiand in Sarajevo, the capital of Bosnia, that sparked the First World War. You may wish to use the following information about the event.

Bosnia was taken over by Austria-Hungary in 1908. Archduke Franz Ferdinand, heir to the throne of Austria-Hungary, was in Sarajevo (the capital of Bosnia) to inspect the troops. His wife Sophie accompanied him.

Seven young Bosnians, wanting to free Bosnia from the Austro-Hungarian Empire's rule, planned to assassinate Franz Ferdinand as he drove along the main road in Sarajevo. The first conspirator who tried to kill Franz Ferdinand threw a bomb at his car. He missed and was arrested.

The Archduke escaped unhurt. He decided to abandon the visit and return home via a different route. Unfortunately no one told the driver of the change of plan. He turned into Franz Josef Street, as arranged. When the mistake was discovered, the driver stopped to turn the car round.

On the other side of the street was Gavrilo Princip, one of the conspirators, who was on his way home thinking he had failed. Princip pulled out a gun and shot at Franz Ferdinand, hitting him in the neck. There was a tussle, during which Princip shot and killed Sophie. Franz Ferdinand died soon after.

The European countries became involved in the war because of the alliances they had formed with each other - they had promised to support each other in the event of war and war was upon them.

There are many websites detailing the alliances between countries should you require further information.

You may wish to show this clip about the assassination:

<https://www.bbc.co.uk/education/clips/zp7msbk>

Britain reports the news

The event was reported in the news in Britain, even though Sarajevo is 1500 miles away. If you had read about it in the newspaper, would you have believed it would eventually affect your life in York?



Image: thought.com

Imagine you are a reporter for York's newspaper, "The Press". Your editor asks you to write an account of the event. Include a **SHORT** headline, which should make your reader want to buy the paper to read more.

Remember to include the facts as far as you know them.

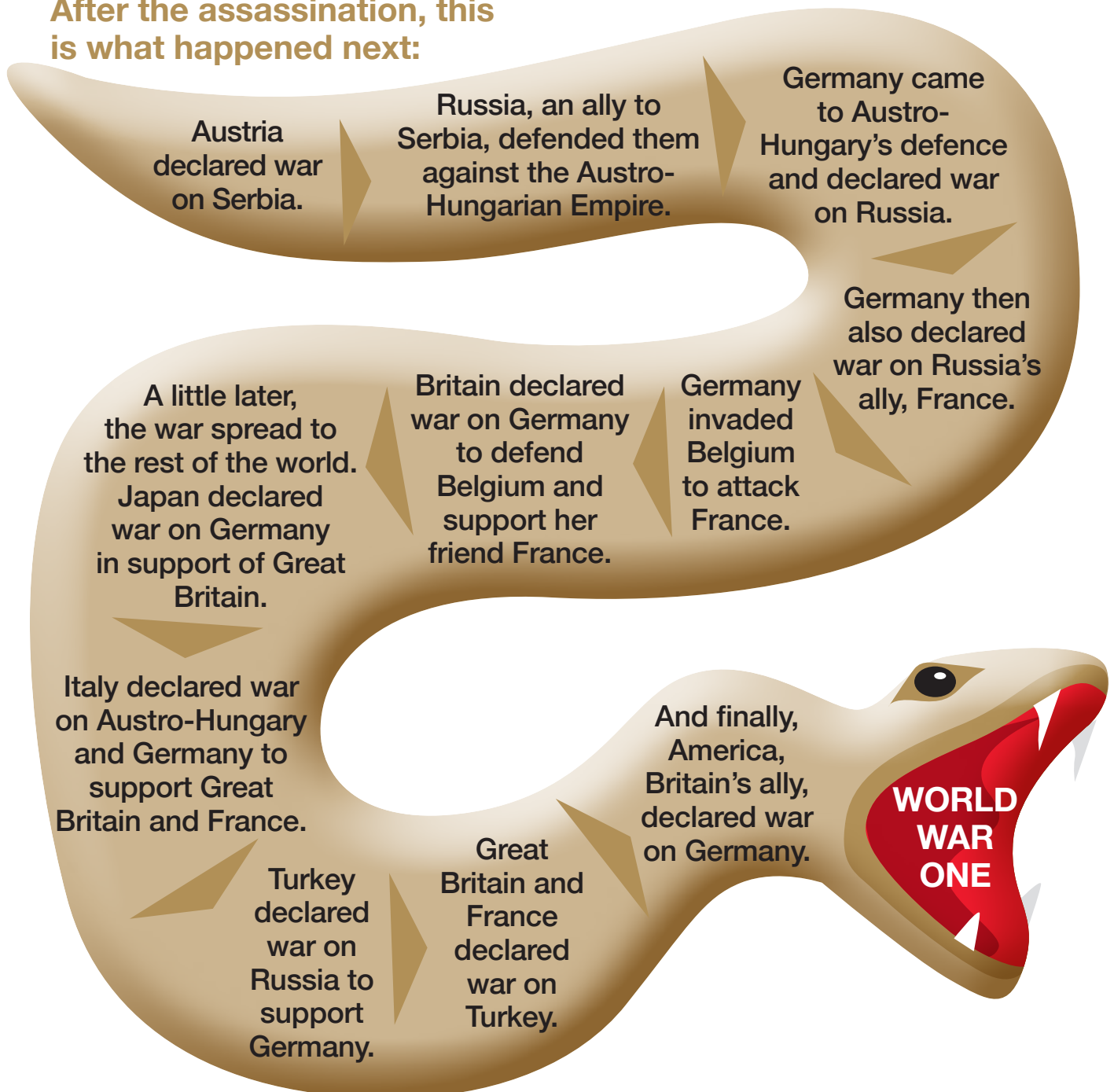
What happened? **Who** is involved? **Where** did the event take place? **When** did it happen? **Why** did it happen?

Use simple language, keep sentences short and check your facts, grammar and punctuation.

Design a front page for a national tabloid newspaper, reporting the event. You should include an eye-catching headline.

Why did this one event lead to a world war?

After the assassination, this is what happened next:



Ally: An individual person or (in this case) a country that has agreed to give help to and support another country. The allied powers in the war were all the countries who fought on the same side.

NOTES FOR TEACHERS

There is no simple explanation for the events which led to the start of the First World War, but what we do know is that the world would never be the same again.

The assassination of Archduke Franz Ferdinand pushed most European countries into alliances that were organised in the 19th and 20th centuries. Britain was one of the last of the European countries to declare war on Germany after it had invaded Belgium as a means to invade France. War was declared on August 4th, 1914. The British government warned Kaiser Wilhelm II that if he didn't back down by 11pm that night, it was war. There was silence from Germany and from then on, there was no going back. The Government sent a telegram to the British Forces that read: War. Germany. Act.

To begin with, Britain had a small, professional army of 120,000 men called the British Expeditionary Force. This was sent to France to attempt to push back the German advancement. The German army totalling two million soldiers overwhelmed the French and British Forces, allowing them to get very close to Paris.

Britain realised they needed more troops to keep the German army from taking over France so they began a recruitment campaign to persuade a million soldiers to join up. This was largely successful but the war turned into a stalemate. Both sides dug in, creating a trench system that extended from the channel to the Alps.

The Military Service Act of 1916 brought in conscription for able-bodied unmarried men between 18 and 40 years of age. The restrictions changed throughout the war with married men and those up to the age of 51 also being called up later in the war.

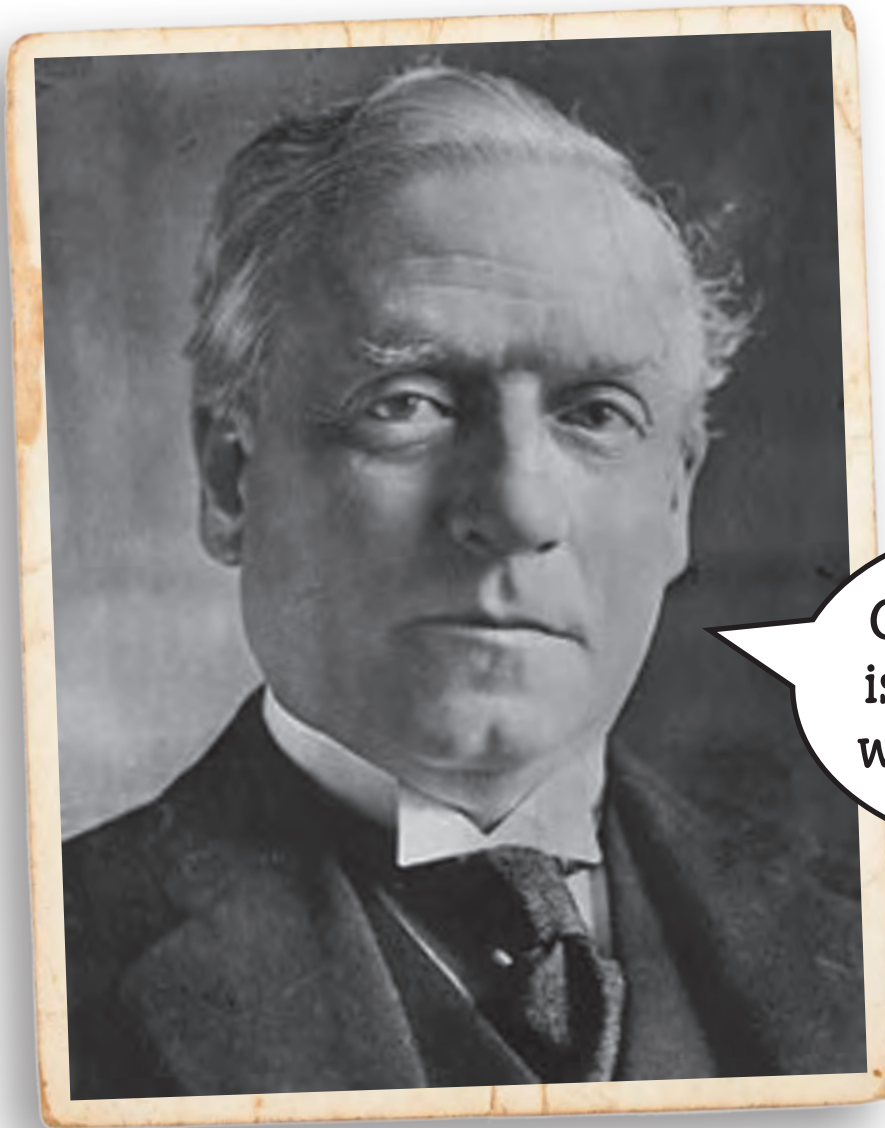
There were many battles with hundreds of thousands of casualties on all sides. War waged across the world with countries and territories being caught up in battles on land, at sea and in the air. It wasn't until the summer of 1918 that the stalemate broke and allied forces pushed the German frontier back.

November 1918 saw the end of the fighting but most soldiers didn't return until 1919 and many came back with life changing physical and mental illnesses.

SUGGESTED ACTIVITIES

- Pupils could draw or paint flags to represent the various warring nations. They could gather these flags into two groups, representing the opposing sides in the war.
- A physical representation, with groups of children representing the individual countries, perhaps holding flags, would also work well.
- Another alternative would be to set up a line of dominoes, each one representing a country and get the children to do a "domino run" to better understand how one act led to the next.

The First World War comes to Great Britain and to York



On August 4th, 1914, Herbert Asquith who was Prime Minister at the time, declared war against Germany.

Great Britain
is now at war
with Germany

Image: Wikipedia

But there was a BIG problem.

- The German Army had two million soldiers.
- The entire British Army was 120,000 men.
- That's nearly 17 German soldiers to 1 British soldier.

Kitchener wants YOU!

This man, Herbert Horatio Kitchener, realised Britain needed a massive army. He was Secretary of State for War, which means he was the member of Government responsible for organising the armed forces.

He wanted men to volunteer to join the Army and so with his very famous finger, he began a recruitment drive to persuade able-bodied young men, over five feet three inches (1.6 metres) tall and between the age of 18 and 41 years old, to join up. Many men and boys ignored these age limits and volunteered anyway.

NOTE TO TEACHERS:

You may wish to discuss WHY Kitchener's finger became so famous. It has been copied many times for many diverse advertising posters.



Image: Wikipedia

Write a list of as many men as you can think of among your close family and family friends who you think are

- Over 18 and under 41 years
- Over 5 feet 3 inches tall.

1

2

3

4

5

6

7

8

By the end of the war, it is very likely they would all have been recruited to fight in the war. Perhaps you have family or friends who are in the Army today. Have they had to go to dangerous places?

Recruitment: This means the job of attracting and employing suitable people to do a job. In this case, the Government's recruitment drive was to persuade young men to join (or enlist in) the Armed Forces.

The words "sign up", "join up" and "enlist" all mean the same thing: to join the Armed Forces.

Whose face is on this poster?



Image:
Wikipedia

Here is another recruitment poster

Image: Wikimedia

How are the soldiers presented?

Why is there a little boy in the picture, not a little girl?

How are the women presented?
(Think about the caption as well as the picture).

Imagine you were a young man, not yet enlisted, out with your friends who were all soldiers. You walk past this poster, how might it make you feel?

What might your friends say to you?

Compare this poster with the one of Lord Kitchener. In what ways are they different?



Recruitment begins in York

Along with these two very famous posters, here is one which was used in York:

This site on Bootham was cleared in 1915 and used as a builders' yard. You can see recruitment posters on the fence for men to join the Army.



Image: York Explore



The two outer posters read “Lord Kitchener calls for more men” and the larger one says “West Riding Territorial Force” and then lists the seven Yorkshire regiments that require more men.

Which of these posters do you think would be the most successful in persuading men to enlist? Give reasons for your choices.

York, just like every other city, would display these posters in public places. They would be at the railway station, at bus stops, on the sides of buildings and all around the town. The Art Gallery in Exhibition Square was the recruitment office for the city where men went to volunteer to join the Army.

If you went to the theatre, the actors may have pointed at you if you weren’t wearing army uniform. How might this make men feel? How might it make the women with them feel?

York just like every other city would have days set aside to recruit soldiers. Bands would play and local important people like The Lord Mayor would give speeches encouraging men to do their patriotic duty.

Patriotic: To be very proud of your country and to show love for it. People are often very patriotic at sporting occasions when their country is competing against another.

Men queuing to sign up outside a recruiting station in London



By the end of the first year of the war, over one million volunteers had enlisted.

Image: Imperial War Museum

This is a very long queue of men all wanting to enlist. Are you surprised there are so many?

On one particular day, 3rd September 1914, over 30,000 men from all over the country signed up to be soldiers. That is nearly a third of ALL the men who live in the City of York today.

Have you been told about anyone in your family who signed up to fight in the First World War? Ask your family members.

What would YOU have done?

Imagine you are 19 years old, a healthy young man, born and bred in York. You left school at 13 (that was the school leaving age in 1914) and you have worked in York in a factory ever since. You live with your parents, you are engaged to be married and you consider yourself to have a very good life. You have just heard that war has been declared. What would you do?

Would you have enlisted as a volunteer to go to war?

Think carefully about your response. There is no right or wrong answer. List your reasons for or against below and then be prepared to share them with the class.

Your country



I WOULD sign up because:

Your country



I WOULD NOT sign up because:

NOTES FOR TEACHERS

There are of course many propaganda posters ripe for analysis of persuasive techniques. Try this web site for a rich source of material.

<http://www.ww1propaganda.com/world-war-1-posters/british-ww1-propaganda-posters>

or the Imperial War Museum:

<https://www.iwm.org.uk/learning/resources/first-world-war-recruitment-posters>

Suggested activities:

- Select a range of posters for your class to analyse. Identify the persuasive techniques used, which tend to focus on guilt, pride, fear, strength, patriotism and duty. To help the class explore propaganda, you could examine the different methods aimed at different target audiences.
 - Compare modern Army recruitment methods.
- Pupils could design their own posters, appealing for soldiers, or for something else needed to support the war effort.

Children and the war

War came to Britain and to York. You didn't have to be in uniform or even an adult to be affected by it. It changed the lives of everyone and everyone was expected to do what they could to help the war effort. Children chopped wood for fires in the house (no central heating in 1914!), they carried water and they queued up for food in the shops and helped to grow vegetables. (Food was in short supply because German submarines would sink boats bringing food to Great Britain).

How would you have helped the war effort?

If you were a Girl Guide or a Boy Scout, you were given more responsibility.

Boy Scouts would:

- Guard telephone and telegraph lines so important messages could get through.
- Guard railway stations and railway lines in case of German invaders.
- Guard water reservoirs against attack.
- Watch the skies for aeroplane attacks and blow a bugle to let everyone know when the attack was over.
- Be trained in how to fight fires.
- The Scout movement's handbook instructed Scouts to "be prepared... to die for your country if need be".

These Scouts in York are marching as part of Military Sunday.



Image: York Explore

Girl Guides would:

- Work on farms and allotments, digging and weeding.
- Knit scarves and socks to keep British soldiers warm when they were fighting.
- Collect bones which people saved from meat to help make ammunition.
- Learn first aid, use stretchers and collect a special type of moss called sphagnum moss. How do you think moss could help win the war?
- Collect conkers, but not to play with! What do you think they were for?
- Carry important messages for the Government.

A Girl Guide records a signal message

This girl has received a message sent using flags.

What is this form of communication called?

It seems a very old fashioned way to communicate. Why might it have been effective?



Image: Imperial War Museum

Read the statements below. How many of them do you agree with?

Read these statements and tick those you agree with. Put a cross next to those you don't agree with. Be prepared to say why you have made those choices.

☐

I think it was a good thing that children had to help the war effort.

☐

I think it was a bad thing that children had to help the war effort.

☐

I think boys and girls should have been given the same jobs to do.

☐

I think children today should be given more responsibility.

☐

I am expected to help out with household chores and I think this is a good thing.

☐

Children today have enough work to do at school so they should be able to play or rest when they are not at school.

NOTE FOR TEACHERS

Sphagnum moss has been used to staunch wounds for over 1,000 years. Scottish soldiers used it at the Battle of Flodden in 1513. Its use for treating wounds waned until the 1914 – 18 war when it soon became obvious to surgeons that the need for dressings for wounds would be immense.

Chemicals found in conkers were used to manufacture cordite, a substance used in making explosives. Children were paid for the conkers they collected; seven shillings and sixpence (37.5p) for a hundredweight, equal to 8 stone or 50.8 kg.

When conscription was introduced in 1916, many teachers were forced to enlist in the armed forces and some schools were forced to close or reduce in size. Many children missed out on their schooling and worked in factories or on farms instead.

SUGGESTED ACTIVITIES:

- You could get children to think about this by using a “continuum line”, that is, a line representing a spectrum of feeling.
- At one end of the classroom, place a sign which says:
Your teacher has to serve in the Army, so school will only take place on three days a week. I think this is a good thing.
- At the other end, *Your teacher has to serve in the Army, so school will only take place on three days a week. I DO NOT think this is a good thing.*
- Then get the class to position themselves anywhere between these two statements depending on how strongly (or not) they agree with them. (For example if they think it is the best thing ever that school is reduced to three days a week, they will stand as close as they can to the first statement. If they think the reduction of schooling is disastrous, then they stand close to statement two. If they can see some merits and some demerits to the situation, then they may stand in the middle, or at a place somewhere along the continuum line which represents the strength of their view).
- You then ask individuals to explain why they are standing in their chosen place. Each child is free to re-position him or her self in response to listening to the views of others.
- This activity works well with any opposing viewpoints and makes children think about their views on any given issue.
- The class could gather some Autumnal conkers, work out an average weight and then work out an approximate number of conkers needed to earn 37.5 pence, or about £20 in today's purchasing power. This is how much they were paid for a hundredweight, or about 50 kg.

Here is a young man who wanted to sign up so badly, he lied about his age.

Read the case study below and be prepared to give your opinion of Sidney Lewis. Do you think he was brave or foolish?

CASE STUDY

**from the Daily Mirror,
18 September 1916**

Sidney George Lewis (24 March 1903 – 1969) enlisted in the East Surrey Regiment in August 1915 at the age of twelve. He fought in the Battle of the Somme in 1916, then still only thirteen, fought as a gunner at the Battle of Delville Wood that saw some of the worst casualties on the Somme. He was sent home after his mother sent his birth certificate to the War Office and demanded his return. Lewis was awarded the Victory Medal and the British War Medal. He re-enlisted in 1918 and served with the army of occupation in Austria. He joined the police in Kingston upon Thames after the war and served in bomb disposal in World War II. Later, he ran a pub in Frant, East Sussex. He died in 1969.

World War I army recruiters often turned a blind eye to underage recruits. They may also have been deceived by Lewis's mature appearance. He was a tall, heavily built boy, growing to 6 feet 2 inches (1.88 m) as an adult. The minimum height requirement of the British Army at the time was only 5 feet 3 inches (1.60 m).



Image: Wikipedia

What do we mean when we say we "turn a blind eye?"

Why do you think the recruiters did this?

How many children in your class would have been tall enough to sign up?

How would your parent/guardian react if you had tried to enlist?

Would you have tried to sign up if you were under age?

NOTE FOR TEACHERS

Suggested activities

- Pupils could conduct a height survey amongst their class or a number of classes to see how many of them would have been tall enough to meet the height requirements.
- In July 1915, height restrictions were revised downwards as more and more troops were needed. The height restriction was lowered to 5 feet, or 1.5 metres.

What's in a kit bag?

Sidney would have gone off to war with a small kit bag containing amongst other things:

- ☐ Hob nail boots
- ☐ Puttees (long strips of cloth wound round and round the leg from ankle to knee for extra support and protection)
- ☐ Gas mask
- ☐ Change of underwear and socks
- ☐ Long johns
- ☐ Bar of soap
- ☐ Boot polish
- ☐ Notebook and service warrant card
- ☐ Mess tins (like a small portable saucepan for cooking and eating out of)
- ☐ Tin opener and a can of food
- ☐ Bar of chocolate
- ☐ Pipes, cigarettes and matches
- ☐ Oxo cubes
- ☐ Dog tags (engraved with his name, rank and service number)
- ☐ Rifle
- ☐ Ammunition
- ☐ Bayonet
- ☐ Helmet
- ☐ Penknife
- ☐ Field dressing
- ☐ Coins

You may not know what all these things are.

Put a x next to those items that you have never heard of.

Are you
surprised by
any of the
contents?

What would
YOU pack in
your kitbag?
Make a list!



Image: Wikipedia

Can you
identify ten
of the objects
in the
picture?

Soldiers often sang songs to keep their spirits up. One of the most well known songs from World War One is called: "Pack up your troubles in your old kit bag". Ask family members if they know it. Find the words and the tune on the internet and sing it!

Why do you think it was so popular?



There was no music streaming, no computers to download music, no television, few people had radio, so how do you think people got to know about the songs?

NOTE FOR TEACHERS

Here is a link to an original recording of the song on Youtube:

<https://www.youtube.com/watch?reload=9&v=kXcs1Vv3YIE>

Here is a link to an original recording of the song on Youtube:

<https://www.youtube.com/watch?reload=9&v=kXcs1Vv3YIE>

Image:
Pinterest

Women and the war

Life changed dramatically for women during the war because so many men were away fighting. Many women took paid jobs outside the home for the first time as well as running their homes and looking after their children.

Women were not allowed to be soldiers. They could be nurses, or work behind the front line where the fighting happened but they could not fight. In Britain, women were asked to take jobs which had previously been thought of as men's work, such as tram drivers, ambulance drivers or factory workers.



There are two women on the tram. We know one is the driver. Who might the other one be?

Do you know any women who drive lorries or buses or trains?

We don't have trams in York any more. How are they different from buses?

This photograph of a woman driving tramcar No.17 was taken during the Great War. This tram went from Nessgate to Hull Road.

Women began working on trams at the end of 1915 as a third of men were in the forces. The women were given the same wage as male workers - 28 shillings a week, which in today's money would be worth about £117.



An ambulance driver stands beside her ambulance at St. Omer in France, 28 February 1918. The ambulance, one of several, seems to have been paid for by Yorkshire mine workers.

Image: Imperial War Museum

Before the war women were expected to marry and have a family. During the war, women took on jobs that had been traditionally done by men. After the war, these jobs were given back to men.

How might this make you feel if you were a woman?

How might this make you feel if you were a man?

NOTE FOR TEACHERS

Suggested activities

- Women did not enter combat in the First World War. They do now. Debate why this change has happened and its merits.
- Story board (using stick figures) a day in the life of a married women with children whose husband is away at war. Get the class to list all the different activities she may undertake inside and outside the home.
- Get the class to write down questions to ask a working woman during the war. One class member then takes on the woman's character in the "hot seat" and answers in role.
- Do the same with the "hot seat" being occupied by the woman's husband returning from fighting at the end of the war.

Conscientious objectors and the war

When war broke out, everyone expected Great Britain to win a quick victory. People in York, just like the rest of the country, had been enthusiastic for war, excited by the thought of it and convinced it would all be over by Christmas.



"It will all
be over by
Christmas"

But by 1916, the war showed no sign of stopping and more soldiers were needed if Great Britain was to win the war.

The war shows
no sign of ending.
We need more soldiers.
You will have to
join up.

The government introduced conscription. This forced all men who were single and between the ages of 18 and 41 to join up whether they wanted to or not. A few months later, the law was changed again to include married men and in 1918, the age limit was raised to include men up to the age of 51.

NOTE FOR TEACHERS

You may wish to show some clips from "Blood and Chocolate", a drama about the outbreak of the war and the response of the people of York.

<https://www.youtube.com/watch?v=-DggP6TqHSo>

I believe war and killing are **WRONG**. I do not want to be forced to join up.

Image:
York
Explore

This is William Varley who lived at 24 Chestnut Grove in New Earswick. He was a conscientious objector in the First World War.

He was arrested and sent to prison because he refused to enlist to fight in the war.

William was a pacifist. This meant he did not believe in fighting or wars. Like other men with the same belief, William became a conscientious objector, that is someone who objected to war on the grounds of his conscience, or inner belief of what is right or wrong.

York had, and still has, a large religious community called Quakers. Quakers believe very strongly in pacifism. Can you name any famous York Quakers?

Pacifism: The belief held by a pacifist that war and violence can never be the right way to settle a dispute. All disputes should be settled by discussion and peaceful means.

A conscientious objector:

- Refused to fight on moral grounds – they simply did not believe in violence.
- Said their inner beliefs, or conscience, would not allow them to fight.
- Refused to fight on religious grounds – they may have been Quakers or pacifists.
- May have worked in jobs to help the war effort that did not involve fighting, such as driving an ambulance. These were often dangerous jobs.
- May have refused to do anything that would help the war effort. Many were sent to prison.
- May have been bullied in the street or imprisoned.

William Varley sent a postcard to his wife from Wormwood Scrubs at Christmas 1917 writing ***“May our ‘little bit’ of prison separation do something towards an everlasting Peace on Earth...Not forgetting the boys still suffering.”***

CASE STUDY: Alfred Martlew

The following case study is based on research done by Ros Batchelor, a local historian. We are grateful to her for permission to use her work.

Alfred worked at Rowntrees (now Nestle) and when conscription was introduced in 1916 he was sent his "Notice Paper" which you can see on the next page, telling him he had to enlist in the Army.

William did not believe in fighting and so he applied for exemption. That is, to be excused from fighting in the war.

He said he had a "conscientious objection" to the taking of human life. He said: "I absolutely and emphatically deny the right of our government to call upon me, as a citizen of the world, to assist in the slaughter of my fellow men."

He was not excused from fighting in the war and instead with 15 other conscientious objectors from Yorkshire he was made to join the Northern Company Non Combatant Corps. That was a group of conscientious objectors who did not have to fight but instead had to do jobs to help the war effort, such as driving ambulances.

Alfred, however, along with the other 15 men, refused to take military orders and refused to wear a uniform, so they were all imprisoned in Richmond Castle.

In May 1916 they were posted to France. Again, they refused to obey orders. They were tried by court martial and sentenced to death. The sentence was later changed to 10 years hard labour. Alfred was sent to break stones at a granite quarry in Scotland.

In 1917, Alfred went missing and returned to York to see his fiancée, Annie Leeman who lived in Heslington. He gave her his money, watch and other possessions and told her he intended to give himself up for re-arrest. However, in July of that year, his body was found in the River Ouse near Bishopthorpe. It seems likely that he had committed suicide, although no one will ever know for sure.

[In accordance with the provisions of Section 24 (2) of the Reserve Forces Act, 1882, "evidence of the delivery at the last registered place of abode of a man belonging to the Army Reserve of a Notice, or of a letter addressed to such man, and containing a notice, shall be evidence that such Notice was brought to the knowledge of such man."]

Harley

No. in Milty.
Register
(A. B. 414)

Christian Name

William

Address

24 Chestnut Grove
New Canaan, Conn.

Class Number 34

You are hereby warned that you will be required to join for service with the colours on the 1 Oct 3rd 1916.

You should therefore present yourself at *Recruiting Office*
on the above date, not later than *9.20* o'clock, bringing this paper with you. *Fairwood.*

A Railway Warrant is required after enclosed herewith. Permitting Officer
Painfnote

^a This will be struck out if the man resides within 2 miles of the place at which he is required to present himself.

W. H. Jordan Signature.

25-9/16 Date.

Pay Rank.

Paincourt Place. Secretary Office Appointment.

N.B.—Particular attention is called to Section 15 of the Reserve Forces Act, 1882, which provides that where a man belonging to the Army Reserve is called out on Permanent service, and such man, without leave lawfully granted or such sickness or other reasonable excuse as may be allowed in the prescribed manner, fails to appear at any time and place at which he is required on such calling out to attend, he shall be guilty, according to the circumstances, of deserting within the meaning of Section 12, or of absenting himself without leave within the meaning of Section 15 of the Army Act, 1881.

(4275) WL W1121/M476 (R. 49) 1mm. McA. & W. 3/16 (P782/3) Forma/W. 3236/3

What would **YOU** have done?

Would you have volunteered when war first started?

Would you have enlisted when you had to?

Would you have been a conscientious objector, or "conchie" as they were known?

If you had been a conchie, would you have wanted to help the war effort in some way that didn't involve fighting, like being an ambulance driver?

NOTE FOR TEACHERS

Not all people objected on religious grounds; many socialists and communists did not want to fight because they were being forced to kill their fellow workers by the powers that be.

Suggested activities

- * Start a word wall with new vocabulary.
- Role play a conversation between two brothers, one a conscientious objector and one an early volunteer, home wounded from the Front, but wanting to return as soon as possible.
- Make a continuum line of pupils. At one end of the room, write the statement:
It is NEVER right to take life, even to save your country.
At the other end, write the statement:
Sometimes, war is justified and lives have to be lost for the greater good.
Ask your class to arrange themselves in a line as close to, or as far away from those statements, depending on their own views. Then get individuals to justify where they are standing. Children may wish to re-arrange themselves when they have heard the views of others.
- Hot seat a conscientious objector.
- Write the diary of a conscientious objector in the days leading up to conscription.
- Write a newspaper article reporting the story of Alfred Martlew.

The White Feather

In August 1914, at the start of the First World War, an important soldier called Admiral Charles Fitzgerald founded the Order of the White Feather. His purpose was to identify young men who had not volunteered to fight in the war.

Young men not in uniform were handed a white feather as a sign that they were cowards.

Usually it was young women who handed out the feathers.

The aim was to shame men into enlisting in the British army if they were not wearing a uniform.

But of course some men not in uniform were soldiers back on leave, or men doing important jobs at home.

Some men did not have to sign up because of the jobs they did. They were given uniforms or silver badges to wear so everyone would know they weren't conscientious objectors.



SYMBOL: A thing or an object which is used to stand for something else. Often it is a **CONCRETE** object (something we can physically see or touch) which is used to stand for an **ABSTRACT** object (something we cannot see or touch, like an emotion or an idea). Red poppies are used to symbolise all the soldiers who were killed in the war.

Why do you think he chose a white feather to be a symbol of cowardice?

Do you think conscientious objectors were cowards or very brave? Give your reasons.

Do you think giving a white feather to men not in uniform was a good thing to do? Give your reasons.

What other symbols can you think of which are commonly used to stand for an idea or an organisation? For example, if you saw a dove, what would it make you think of?

Can you think of a symbol that is often used to represent soldiers who have been killed in war?

The Medical Officer of the 12th Battalion, East Yorkshire Regiment conducts a foot inspection in a support trench near Roclincourt, France, 9 January 1918.

Image: Imperial War Museum



War on the Front Line

What is the meaning of “the front line”?

The front line is the place where the two enemy armies (Britain and Germany) faced each other and where the fighting happened.

Trench Warfare

The front line where the British and German armies faced each other was in Northern France. The land here is very flat and there was nowhere to hide.

Soldiers on both sides dug deep trenches to live in and to protect themselves.

These trenches were dug across France from Calais to the Alps.

Find these places on a map. How many miles do you think this is?



Image: Wikimedia

Soldiers would live in them and attack the enemy across no man's land. This was a thin strip of land between British and German trenches which each side fought over.

A photograph taken from the air of the trenches in France.

The top left lines are British trenches and the lower right are German trenches.

Can you see differences in how the trench lines look?

Which area do you think is no man's land?

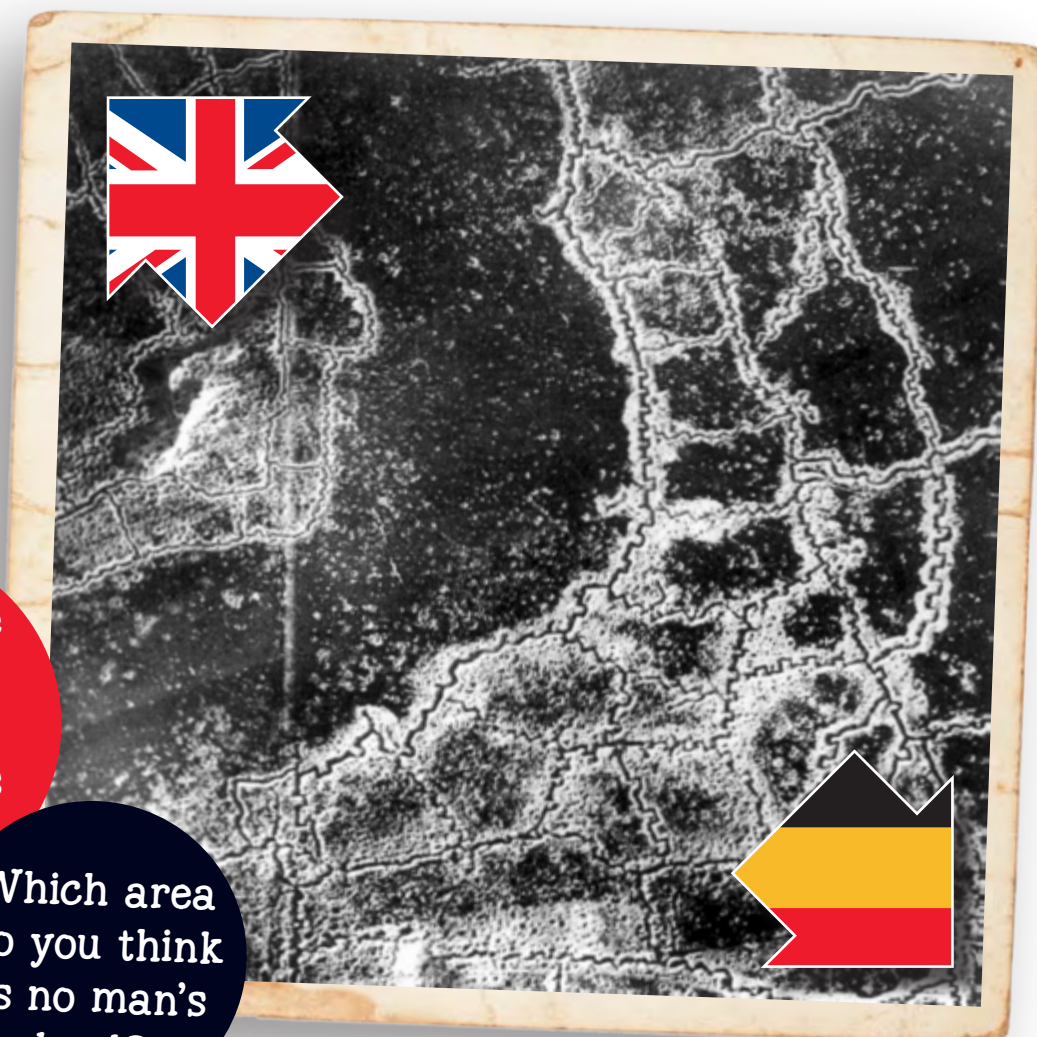


Image: Wikimedia

Between the two front lines is no man's land. It was pitted with craters where shells had dropped, unexploded shells and barbed wire. Sadly, there were often dead and wounded soldiers in no man's land too.

The Germans were better at designing and constructing trenches. They used reinforced concrete to construct deep, shellproof, ventilated dugouts, while British trenches used wood and chicken wire to secure the trench sides.

Shells: These were large exploding bullets fired from field guns.

You can see the line of the trenches in the image above. The British trenches look like wiggly lines while the German trenches are shaped like castle battlements. If a shell fell on one of the lines, the explosion would travel down the trench. The German sharp corners would take the impact of the explosion whereas the British smooth corners were less good at this.

NOTE FOR TEACHERS

There are many excellent on line resources on life in the trenches.
A good starting place is

<http://www.bbc.co.uk/schools/0/ww1/25652729>
<https://kidskonnnect.com/history/ww1-trenches/>

There are lots of resources for trench warfare, look in the BBC Bitesize website or Spartacus History website

Here is a clip about trench life for KS1:

<https://www.bbc.co.uk/education/clips/z9gcjxs>

For KS2 with interactive map:

<http://www.bbc.co.uk/guides/z8sssbk>

Here is a slideshow of the life of Lawrence Rowntree, grandson of Joseph Rowntree, who was killed in action in 1917.

<https://www.rowntreesociety.org.uk/rowntree-now/exhibitions-anniversary-events/lawrence-rowntree-exhibition/>

You can read Lawrence's diary extracts from this page.

Activity ideas

- Children could identify York, Calais, Feuchy and the Alps on a map and work out how far soldiers from York travelled.
- Ask pupils to close their eyes and imagine the sounds they might have heard in a trench on the Western Front. The children could use instruments, found objects and their own voices to make trench sound effects. The children could go on to record a trench soundscape, with the sounds of daily life, such as hammering as duckboards are mended, or sloshing as water is pumped out.
- Read extracts from Lawrence Rowntree's diary and have your pupils write a diary entry of their own.
- Children could pace the distance between enemy trenches in the playground and see how narrow no man's land was. (Most trenches were between 45 and 275 metres apart).
- They could, of course, construct trenches out of clay.

Life in the trenches



NOTE FOR TEACHERS:

Ask the class to look at a map of France and Belgium to find the location of Feuchy, Roclincourt (mentioned later), Calais and Ypres.

Troops of the 12th Battalion, King's Own Yorkshire Light Infantry (KOYLI), the pioneer battalion of 31st Division, break for food in the ruins of Feuchy, France, April 1917.

Image: Imperial War Museum

This picture shows troops from Yorkshire in the small French village of Feuchy in Northern France. It had been occupied by German troops.

Feuchy was freed by the British army in 1917 as part of a much bigger battle in the surrounding area.

Describe what you can see in the picture.

What are the men doing?

What emotions do you think they are feeling?

These men will have been very brave. Many may have been given medals. Why do you think medals are awarded? Do you know any family members who have a medal?



Image: Imperial War Museum

Men of the King's Own Yorkshire Light Infantry attaching fuses to trench mortar shells near Ypres in Belgium, 1 October 1917.

These men are preparing mortar shells for use, by attaching fuses to them.

They would light the fuse and then fired the mortar at the enemy. A mortar could be fired whilst the soldiers were in the safety of the trench.

What do you think the men are thinking as they work?

What do you think the worst thing about being a soldier might be?

NOTE FOR TEACHERS

Suggested activities

- Children could choose one of the men in the picture and construct an identity for him. They could write a diary entry for the day their character joined up, and a diary entry for the end of the day pictured above. The entry should describe (perhaps contrasting) emotions, thoughts, hopes and fears.
- Imagine one of the men “time travels” into your classroom. What questions would the children want to ask him?
- You may like to read “The Dugout” by Wilfred Sassoon with the class. Some of the language may be challenging but you could paraphrase it line by line.

*Why do you lie with your legs ungainly huddled,
And one arm bent across your sullen, cold,
Exhausted face? It hurts my heart to watch you,
Deep-shadowed from the candle's guttering gold;
And you wonder why I shake you by the shoulder;
Drowsy, you mumble and sigh and turn your head...
You are too young to fall asleep for ever;
And when you sleep you remind me of the dead.*

- The first verse of Wilfred Owen's “Dulce et Decorum Est” may also be suitable for some classes and again would make an excellent starting point for creative writing.

Other excellent children's literature about the Great War includes:

Michael Foreman – War Game: Village Green to No Man's Land
Michael Morpurgo – War Horse
Michael Morpurgo – Private Peaceful
Tony Bradman – My Brother's Keeper
Marcia Williams – Archie's War

Trench Foot

The Medical Officer of the 12th Battalion, East Yorkshire Regiment conducts a foot inspection in a support trench near Roclincourt, France, 9 January 1918.

Image: Imperial War Museum



Trenches were long, deep and narrow. Soldiers lived in them whenever they were at the front line. They did not get much sleep because it was cold and uncomfortable. There were many rats who ate their food and sometimes nibbled at the men as they slept. The soldiers would also suffer from lice which made them itch unbearably. Perhaps worst of all was trench foot. Rain would flood the trenches so soldiers spent a lot of time with soaking wet feet which meant their feet would start to rot. It is still possible to get trench foot today if your feet are wet and cold for a very long period of time.

The man bending over is a medical officer. What do you think he is doing?

Look at the foot he is inspecting. Does it look healthy?

Why was the health of soldiers' feet so important?

If you lived in the trenches in the conditions described below, what other illnesses do you think you might get?

NOTE FOR TEACHERS:

This BBC web site has an interactive trench: the children could explore <http://www.bbc.co.uk/guides/z8sssbk#z8444wx>



Image: Imperial War Museum

Men of the 12th Battalion, East Yorkshire Regiment, 31st Division, passing along a communication trench near Roclincourt, France, January 1918.

These men are part of a wiring party. (The word “party” here means a group of people all taking part in the same activity, not eating and drinking and having fun).

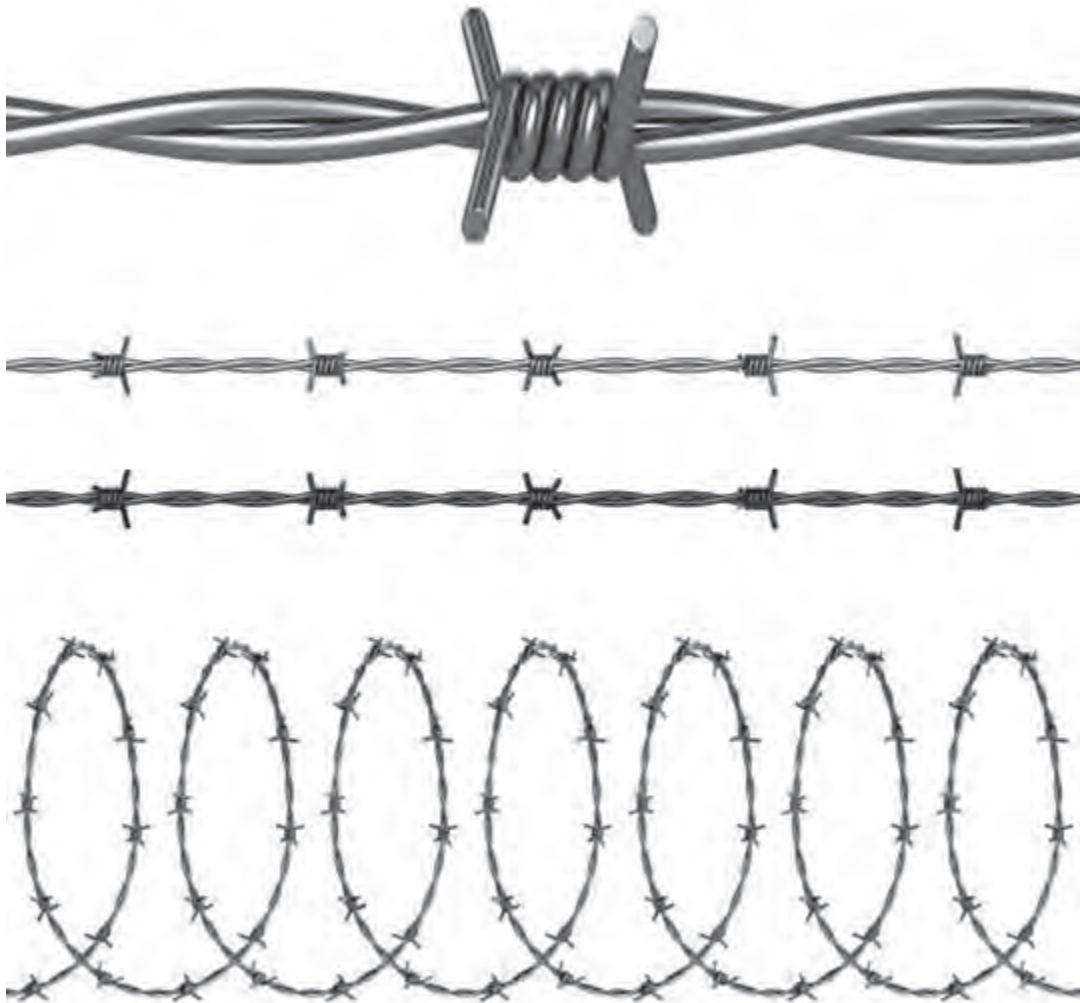
Barbed wire was used as a weapon of war to stop the enemy crossing no man’s land. Look at the images of barbed wire over the page. How would it feel if you touched it?

Men like those in this picture would go out at night to cut the enemy’s barbed wire obstacles. This meant their comrades had a better chance of crossing no man’s land during the next attack.

At the same time, they would mend their own defences whilst trying not to be noticed by enemy search lights.

There are no trees anywhere on the landscape. Why do you think that is?

Think of 5 reasons why being a member of a wiring party was so dangerous.



One soldier writing home says:

"You mention in your letter about what I would like or need most...a good stout pair of gloves for handling barbed wire would be acceptable. But don't worry about me, I'm not complaining."

**NOTE FOR
TEACHERS:**

You may wish to show a clip from "War Horse" depicting the horses caught up in barbed wire

Why do you think the soldiers would not complain when they wrote home to their loved ones?



Image: Imperial War Museum

A group of officers of the 12th Battalion, East Yorkshire Regiment wash, shave and dress in their dugout near Roclinourt, France, 9 January 1918.

How many men can you see in the picture? They are sharing a very small space. How big do you think it is?

Perhaps you have been on a residential visit with your school where you may have shared a room with your classmates. If so, did you have enough space for yourself and your belongings?

Did you miss home?

Did you always get on with your room mates?

How would you feel about living in the trench in the picture above?

Do you think it's a safe place?

A little piece of home

For Christmas 1914, Princess Mary, daughter of the reigning king, George V, sent every serving soldier a gift of a small box. Most of the boxes contained chocolate, some had cigarettes and some had other tastes from home like spices for Indian soldiers.

The Lord Mayor of York at the time, J.B. Morrell, wanted soldiers from York to have a taste of home. He sent each one a commemorative tin full of chocolate from Rowntrees (now Nestlé).



Image: York Museums Trust

Imagine you are a soldier living in the trenches. What emotions do you think you would feel receiving this present? They may not all be positive!

Many soldiers sent the tins home to their family. Perhaps someone in your family still has one?

J.B. Morrell was a very important man in York. Where is there a building named after him?

Many soldiers sent letters home thanking the Lord Mayor and the Sheriff, Oscar Rowntree for the gift. Here is one of the letters they wrote.

(29)

H.M.S. New Zealand
Feb 8th 1915

Your Worship.

I have just received your kind Xmas gift which you so kindly sent to all York men on active service and I would like to express my thanks to Yourself and Mr Rowntree (The Sheriff) for the same. I am sending the box home as I guess my people would like to have it for a keepsake and I can assure you that I have enjoyed the contents. I was very pleased to see my name in the City's Roll of Honour, and by the list the City has contributed well to the Army and Navy and I think they will all uphold the Honour of the City. I have had the pleasure of taking part in two actions up to the present and in both instances our efforts were rewarded by a victory so now we are patiently waiting for our next action only I am afraid that they will be too much afraid of our gunnery to venture out again after what they received from us in our last engagement. It is twelve months since I was in York so will be pleased when I get the chance of coming again. I will close now with Best Regards and Thanks from. Your Obedient Servant

Pte. G W Breckon, Royal Marines.
H.M.S. New Zealand
1st Battle - Cruiser Squadron. % G.P.O. London

Image: York Explore

This is what the letter says:

HMS New Zealand
Feb 8th 1915

Your Worship.

I have just received your kind Xmas gift which you so kindly sent to all York men on active service and I would like to express my thanks to yourself and Mr Rowntree (The Sheriff) for the same. I am sending the box home as I guess my people would like to have it for a keepsake and I can assure you that I have enjoyed the contents. I was very pleased to see my name in the City's Roll of Honour and by the list the City has contributed well to the Army and Navy and I think they will all uphold the Honour of the City. I have had the pleasure of taking part in two actions up to the present and in both instances our efforts were rewarded by a victory so now we are patiently waiting for our next action only I am afraid that they will be too much afraid of our gunnery to venture out again after what they received from us in our last engagement. It is twelve months since I was in York so will be pleased when I get the chance of coming again. I will close now with Best Respects and Thanks from.

Your Obedient Servant

Pte. [Private] G W Breckon, Royal Marines.

HMS New Zealand

1st Battle- Cruiser Squadron.

c/o G.P.O. London

G.P.O. stands for General Post Office. It was established in 1660 by Charles II, eventually growing into the country's postal system. If a soldier was serving abroad and didn't have an address, their mail would be sent c/o G.P.O. meaning 'care of' the General Post Office. In other words, the G.P.O. would look after their letters until they could be either collected or delivered.

Does Private G.W. Breckon sound cheerful or miserable in his letter?

Does any of the language sound old fashioned to you?

What do you think "The Roll of Honour" is?

Does your school have a Roll of Honour?

Do you know where any war memorials are in York?

Have you ever seen the names of any of your family members or anyone you know on a war memorial?

Why do you think we build memorials?

NOTE FOR TEACHERS

Suggested activities

- If your school has a Roll of Honour, the children could investigate the lives of some of the men named. Perhaps they have descendants attending the school!
- You may wish to follow up the references to the Lord Mayor and the Sheriff with some of these questions.
 - What are the duties of York's Lord Mayor?
 - Can a woman be Lord Mayor?
 - Why is York's Mayor a LORD Mayor?
 - Which other city has a Lord Mayor?
 - Where does he or she live?
 - How long is their term of office?
 - What is the job of the Sheriff?
 - Who is Lord Mayor and who is Sheriff at the moment?
 - Have you ever seen the Lord Mayor or the Sheriff?
- The class could design a similar box to send to today's soldiers serving abroad and decide what they would put in it.
- You may like to ask the class about the importance of writing letters and the ways in which receiving a letter is different from receiving an email.
- The class could write their own letter of thanks from the Front Line.
- An alternative would be to write a letter in which they portray their situation as cheerful and optimistic, as Private Breckon does, and another letter revealing their true feelings about the human misery of living in the trenches and the suffering they have seen.

Here is another letter, this time from a Lieutenant:

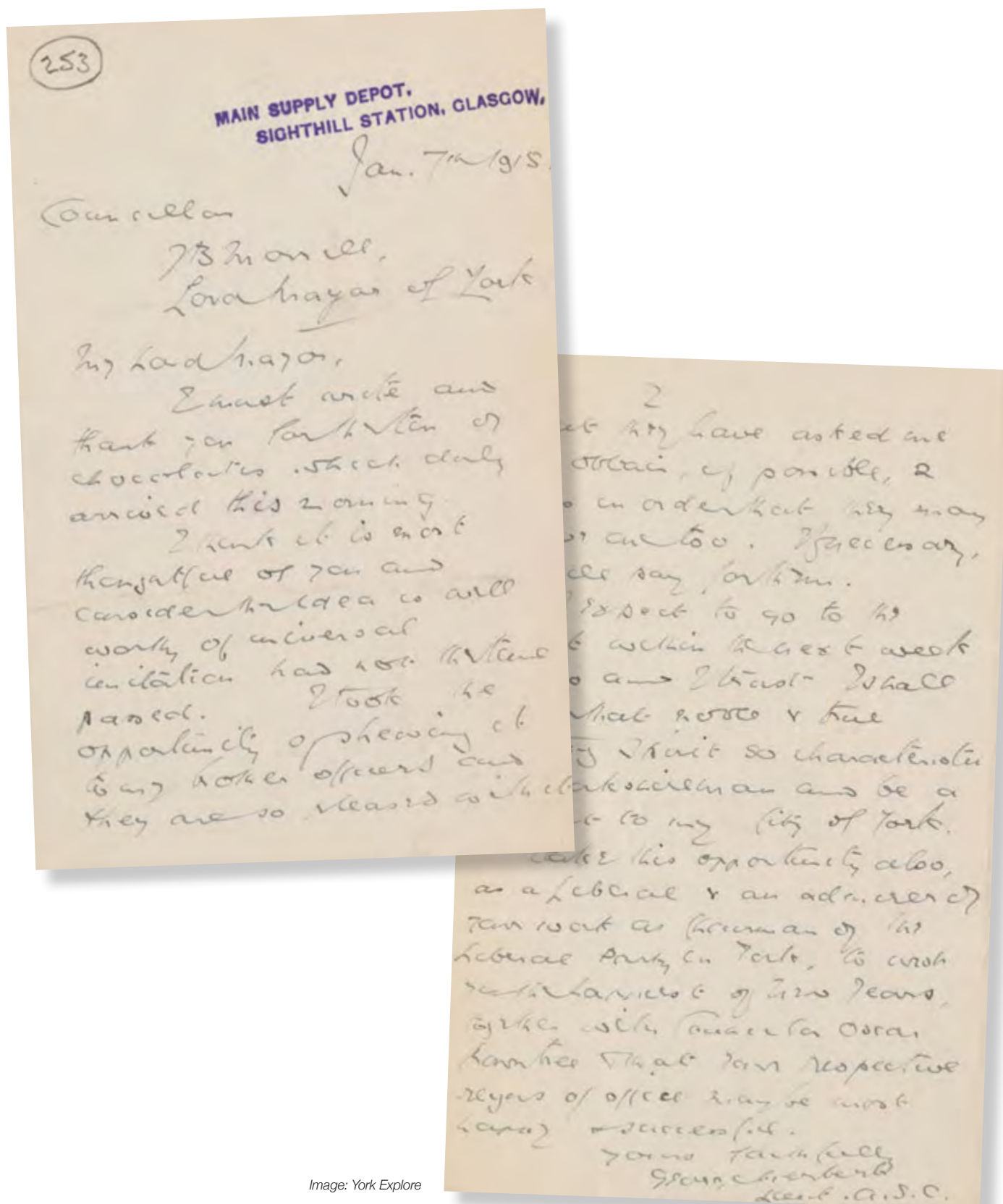


Image: York Explore

This is what the letter says:

MAIN SUPPLY DEPOT,
SIGHTHILL STATION, GLASGOW.

Jan. 7th 1915.

Councillor J B Morrell,
Lord Mayor of York.

My Lord Mayor,

I must write and thank you for the tin of chocolates which duly arrived this morning.

I think it is most thoughtful of you and consider the idea is well worthy of universal imitation had not the time passed. I took the opportunity of showing it to my brother officers and they are so pleased with it that they have asked me to obtain, if possible, 2 tins in order that they may have one too. If necessary I will pay for them.

I expect to go to the Front within the next week or so and I trust I shall have that force & true fighting spirit so characteristic of a Yorkshireman and be a credit to my City of York.

I take this opportunity also, as a Liberal & an admirer of your work as Chairman of the Liberal Party in York, to wish you the happiest of New Years, together with Councillor Oscar Rowntree That your respective years of office may be most happy & successful.

Yours faithfully
George Herbert
Lieut. [Lieutenant]
A.S.C. [Army Service Corps]

What would you miss most from home?

Would you have eaten the chocolate or kept it safe?

What would you say in your letter of thanks if you had received chocolate?

Does any of the language sound old fashioned to you?

Animals at War

The photograph was taken in 1914 at York Cattle Market (today, the location of the Barbican centre). The horses are waiting to be sent to the front lines in France.



Image: York Explore

Before the First World War most wars had been fought by cavalry; that is, soldiers on horseback with swords and guns. When war broke out in 1914, most people assumed this would be the case again and so horses were rounded up from across the country to be sent to France. Cavalry charges were used in some battles at the start of the First World War but both sides soon realised that a combination of machine guns, barbed wire and very muddy ground meant that horse power alone would not win the war.

Over eight million horses died during the war.



Image: Imperial War Museum

Here are some of the things horses helped with:

Horses moved equipment in the muddy terrain. Often tanks and vans would get stuck in mud or would take longer than the tried and tested horse.

Horses helped deliver food to the front line.

Horses were used as ambulances to transport wounded soldiers.

Have you read Michael Morpurgo's book "Warhorse", or seen the film or the theatre production?

Other animals were used in the war. Homing pigeons were used to send messages. Dogs pulled machinery and would help to lay telephone wires. They were also used to sniff out gas attacks and search for wounded soldiers. Some soldiers even kept jars of glow worms so they could read in the trenches.

Some battalions had animals which they kept as pets or mascots to help them forget about the horrors of war. In the picture below, you can see a soldier with the regiment's mascot.



Image: Imperial War Museum

A gunner of the 6th Battalion, the York and Lancaster Regiment with the Regiment's cat mascot, in a trench near Cambrin, France, 6 February 1918.

NOTE FOR TEACHERS

Students could find out the definition of a battalion and research terms used to describe other military units.



Image: Imperial War Museum

A German dog, fitted with apparatus for laying telephone wires, walking across muddy ground. The telephone wire is clearly visible stretching out behind the dog from the container carried on its back.

Why do you think soldiers had mascots?

Do you think the animals felt safe doing these jobs?

Would you want your pet to go to war?

How many other ways can you think of where animals help humans?

Home on Leave

If you were a soldier, you weren't always away fighting in the trenches. You would go on 'leave' and return home.



The photograph shows the wedding of Regimental Sergeant Major Percy Lewis Jones and Jessie Field on 31 October 1917. They married at St Thomas's Church on Lowther Street.

The boy on the right is Robert Field, who was about 10 years old and the man on the left is John Greenwood Field the elder.

Some soldiers would get married during the war like this couple. You can see the men dressed in their uniforms. In the first round of conscription it was only unmarried men who were called up so some men would get married to avoid being drafted into the military.

Imagine you are one of the people in the photograph. Describe your day. You may feel very differently about it depending on which character you decide to be!

This portrait of the Morris family was taken at their home at 29 Claremont Terrace. On the back row are Ike Morris, Benjamin Raisman (who went on to marry Sarah Morris in 1915), Solly Morris. Middle row: Saul Morris, Sarah Morris, Kitty Morris (nee Fischler). Front row: Les Morris, Lewis Morris.



Image: York Explore

How old do you think the two people in uniform are?

Think about their parents in this picture. How do you think they feel about their sons coming home and then having to return to the war?

If you were walking around in York in 1915 and saw people in uniform, what would you think? What would you say to them?

If you saw men walking around during the war who were not in uniform, what would you think? What would you say to them?

NOTE FOR TEACHERS

Suggested activities

- Ask your pupils to write diary entries for one of the people in the photograph.
- Two men, ex school friends, bump into each other. One is in uniform, the other is not. Write the conversation that takes place.

Coming home to recover

Many people were hurt very badly in the war. If men were seriously hurt but had a chance of recovering, they were sent back home to get better. Many schools, big country houses and other large buildings were converted into hospitals, including The Mount School in York, pictured below.



Image:
York
Explore

These nurses are standing in the newly created wards of The Mount School. It was prepared as a hospital for the wounded in August 1914 but never used and was returned to its original state two weeks before term started.

Look at this room. Would you like to stay here?

What do you think it would have been like to spend a few weeks here?

What do you think happened after this photograph was taken?

Does the bed look comfortable?

What do you think this room was used for?

Zeppelin raids on York

Britain had never been attacked by air before, but this was all to change in 1915 with the launch of German Zeppelin raids.

Zeppelins were huge long thin tubes, like giant sausages and more than twice as long as a modern jumbo jet. They were slow moving balloons full of hydrogen gas that was lighter than air. During the First World War the Germans used them to drop bombs on Britain. They did this to try and break the British people's morale and to force the Government to give up the war in the trenches.

When they first appeared in British skies, people would rush out to look at them in wonder, not used to seeing things flying above them. However, it didn't take long to realise how deadly they were as the bombs fell.

On the night of Tuesday 2 May 1916 nine people were killed in York with 40 more being injured by a raid from the skies. Eighteen bombs were dropped on York causing destruction on Nunthorpe Lane and the Upper Price Street area in Bishophill and in Hungate. Among the nine people killed that night were 71-year-old George Avison and his wife, Sarah Ann. Their house at 13 Upper Price Street was completely destroyed in the raid.

In a letter, Norah Chapman writes about her sister Emily who was killed.

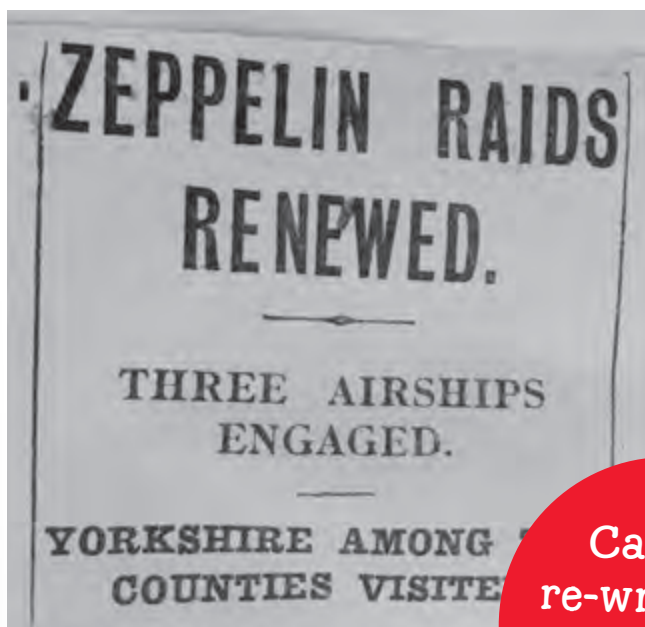
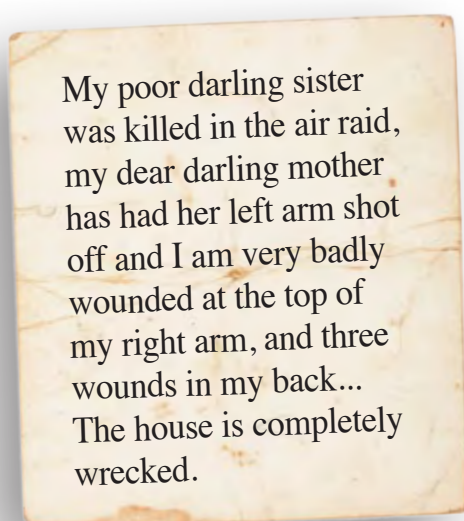


Image: York Explore

This was the headline in "The Yorkshire Evening Press".

**Can you
re-write it to
sound more
dramatic?**



Image: Wikimedia

Design a poster in the style of the one above warning about the dangers of a Zeppelin attack on York.

If you were at home with your family and you heard a Zeppelin flying overhead, what would you do and where would you go?



***Zeppelin damage
in Kyme Street,
Bishophill***

*Image: The Press (Clements
hall local History group)*

Imagine this
was your home.
You are the first
one of your family
to discover what
has happened.
What would you
do next?

If you could
save one thing
from the
wreckage, what
would it be?

NOTES FOR TEACHERS

Suggested activities

- Pupils could write a short story describing a Zeppelin attack on York. They could begin by writing about feelings of excitement as they see this huge construction in the air, then describe how they raised the alarm when they realised what it was.
- They could write an information leaflet to go through letterboxes describing this new menace, how residents can protect themselves during a raid and how to know when it was safe again.
- Discuss the emotions the people of York might feel after an attack, particularly of someone returning to the devastated house on the previous page.
- Research zeppelins on line and find out how they fly.

Remembering the dead: loss of a generation



This postcard is part of a series produced during the First World War. These are men of the Fulford Road area who were killed.

Image: York Explore



Image:
York
Explore

What do many people wear during November?

Can you think of any other ways that we remember those that die in conflict?

Why do you think the word "fallen" rather than "killed" is used?

The picture shows the NER (North Eastern Railway) war memorial. This was built to remember the railwaymen who died in the First World War. Sir Edwin Lutyens designed it with panels listing the names of the dead. It is so big that its creation involved the removal of some of the mound of the city walls.

These two images show the different ways in which people commemorated those that died during the war.

NOTE FOR TEACHERS

Suggested Activities

You may wish to explore the act of remembrance, why it is important, the location of war memorials in York, (and in France) and the names and ages of the fallen.

You may like to read with your class the fourth verse of Laurence Binyon's "For the Fallen" which is often carved into war memorials and which is read at services of remembrance:

*They shall not grow old as we that are left grow old:
Age shall not weary them, nor the years condemn,
At the going down of the sun, and in the morning,
We will remember them.*

Sir Edwin Lutyens was a very famous architect who designed many famous buildings and war memorials. Find out the location of his most famous War Memorial.

CASE STUDY: Alfred Martlew

The following case study is based on research done by Ros Batchelor, a local historian. We are grateful to her for permission to use her work.

Alfred worked at Rowntrees (now Nestle) and when conscription was introduced in 1916 he was sent his "Notice Paper" which you can see on the next page, telling him he had to enlist in the Army.

William did not believe in fighting and so he applied for exemption. That is, to be excused from fighting in the war.

He said he had a "conscientious objection" to the taking of human life. He said: "I absolutely and emphatically deny the right of our government to call upon me, as a citizen of the world, to assist in the slaughter of my fellow men."

He was not excused from fighting in the war and instead with 15 other conscientious objectors from Yorkshire he was made to join the Northern Company Non Combatant Corps. That was a group of conscientious objectors who did not have to fight but instead had to do jobs to help the war effort, such as driving ambulances.

Alfred, however, along with the other 15 men, refused to take military orders and refused to wear a uniform, so they were all imprisoned in Richmond Castle.

In May 1916 they were posted to France. Again, they refused to obey orders. They were tried by court martial and sentenced to death. The sentence was later changed to 10 years hard labour. Alfred was sent to break stones at a granite quarry in Scotland.

In 1917, Alfred went missing and returned to York to see his fiancée, Annie Leeman who lived in Heslington. He gave her his money, watch and other possessions and told her he intended to give himself up for re-arrest. However, in July of that year, his body was found in the River Ouse near Bishopthorpe. It seems likely that he had committed suicide, although no one will ever know for sure.

This photograph is of a man walking on crutches, as he is an amputee. He is a casualty of the First World War. The photograph was taken in St Sampson's Square.

Image: York Explore

Some people returned from the war with many injuries that would affect them for the rest of their lives. Some had physical injuries, such as amputations and facial disfigurements. Many more had shell shock, a mental health condition that we now know as post traumatic stress disorder.

In the years after the war, people with disabilities were more noticeable and new medical treatments were implemented to try and improve their quality of life. Plastic surgery started with those who had disfigurements from the war. False limbs become more comfortable and flexible and mental health was discussed more openly.

How do you think people with disabilities were treated in public after the war?

Has your school been adapted so people with mobility needs have access?



NOTE FOR TEACHERS

Suggested activities

- Children could carry out an assessment of local buildings to see how disabled people are catered for.
- The class could research the Invictus games and their purpose.
- Discuss changing attitudes to physical disabilities and the importance of acknowledging and treating mental health and invisible injuries.

Finally, the war ends

On the eleventh day of the eleventh month at 11 o'clock in the morning the war finally ended. There was an armistice; that is, an agreement that there would be no more fighting. All over the country, church bells were rung in celebration. There was a noise of hooters, fireworks and whistles. People cheered and rejoiced and took to the streets.

In York, 10,000 people squashed into the Minster for a service of thanksgiving. The Lord Mayor gave a speech and everyone was given a day off work.

This is how it was reported in "The Yorkshire Evening Press".

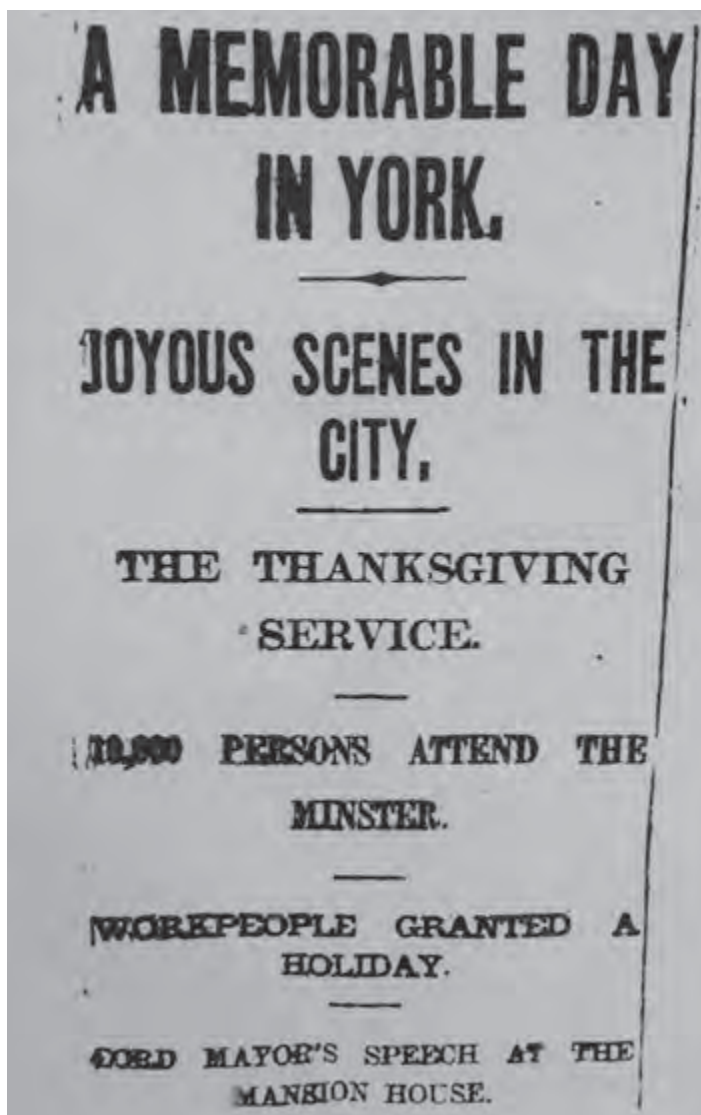


Image: York Explore

Imagine you were alive on 11th November 1918. How would you have felt when you heard the news?

How would you have celebrated?

The First World War was known as the Great War, the war to end all wars and the war of the nations. We still remember the Armistice every year.

Why do you think it is important that we do this?



The residents of Moss Street, off Blossom Street, hold a street party to celebrate...

*Image:
The Press*

...so do the residents of Thorpe Street.

*Image:
The Press*



Have you ever been to a Street Party?

If so, what did it celebrate?

Design a poster advertising one of the events shown in the pictures.

Describe how you would organise a street party. You may like to begin by writing a list of all the different things you would need, such as food, entertainment, decorations, who you would invite, what you would wear, etc.

How do you think you would have celebrated the end of the war?

Teacher evaluation form

How did you access this workbook?

- ☐ School resource
- ☐ Downloaded from York Civic Trust website
- ☐ Given by a colleague
- ☐ Other

How did you use this workbook?

How useful was this workbook

- ☐ No use
- ☐ Somewhat useful
- ☐ Useful
- ☐ Very useful

Will you use this again?

- ☐ Yes
- ☐ No

Any other comments