

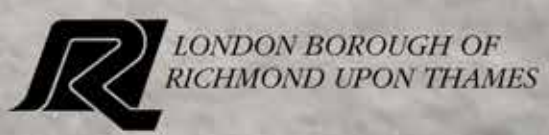
IN THEIR FOOTSTEPS:

RICHMOND'S FIRST WORLD WAR EDUCATION PACK

RICHMOND'S FIRST WORLD WAR

EDUCATION PACK

INFORMATION, ACTIVITY SHEETS and IMAGES.



INTRODUCTION

In Their Footsteps: Richmond's First World War

In August 1914, a global conflict began that was to last for four long years ending in November 1918. Whilst the war touched every corner of the world, this education pack explores the people and places of Richmond and their experience of the First World War through ten stories.

To commemorate the centenary of the start of The First World War, this pack has been designed to accompany the exhibition *In Their Footsteps: Richmond's First World War*. Working with photographer Othello De'Souza-Hartley, young people researched the rich but relatively undocumented history of Richmond's First World War. Young people creatively responded to the stories to make the work for the exhibition.

The Borough saw many changes as children, men and women contributed to the war effort at home whilst soldiers fought on the Front Line. This pack aims to engage and inspire by investigating the local stories of the Borough.

How to use this education pack:

This education pack has been designed to help plan and teach in the classroom, as well as accompany the exhibition. The activities are aimed at Primary Schools. Each sheet contains background information, photos, ideas for discussion and cross-curricular activities. There is also a powerpoint presentation with images relating to each story that can be downloaded for use in the classroom.

This pack contains a timeline, map, images and a glossary at the back.

School Workshops at Orleans House Gallery:

All sessions include an interactive tour and discussion, followed by creative practical activities. Sessions can be tailored for early years, Key Stages 1-5 and special educational needs. £100 for a 2 hour workshop (max 30 students).

Homefront Shops: Explore the local First World War stories through object handling and historical enquiry. Create an individual print and collaborate as a class to create your own Belgian shop front.

WW1 Sketchbooks: Discover the importance of sketchbooks and learn how to make your own. Explore the exhibition, documenting your response to the local stories, told through objects, images and artefacts.

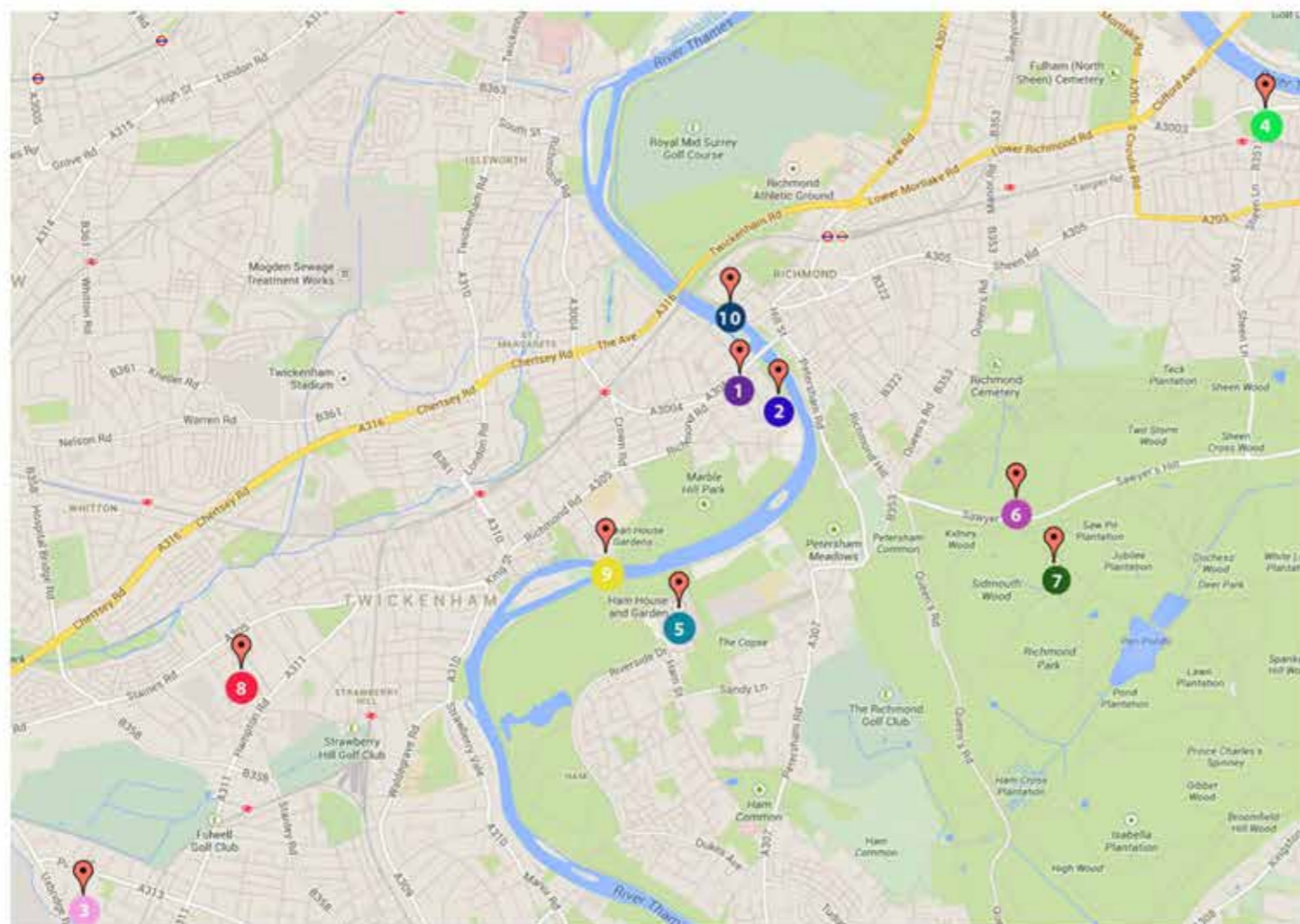
To **BOOK** contact Dawn.Smithers@richmond.gov.uk

The legacy continues:

Over the next four years the Arts Service is researching the impacts of the war on Richmond upon Thames. We want to capture and share for posterity, stories and recollections relating to Richmond's First World War. This can include information about people living in Richmond at the time of war or from people who have a connection with the borough today. If anybody from your school, staff or students, has a story that you would like to share please contact the arts service on artsinfo@richmond.gov.uk

Thank you to everybody
who contributed to the creation of this education pack.

MAP



CONTENTS

Discover Richmond's First World War through 10 local stories.



1) THE BELGIAN REFUGEE COMMUNITY

Explore the stories of the Belgian refugee community that established in Twickenham.

ACTIVITY: Design your own pocket watch.



2) WOMEN AT WORK AND THE CANARY GIRLS

Find out how life changed for women at home during the First World War and discover the new job opportunities in munitions factories.

ACTIVITY: Design a propaganda poster.



3) CHILDREN'S CONTRIBUTION TO THE WAR EFFORT

Children helped with the war effort at home. Find out why there was a National Egg Collection campaign.

ACTIVITY: Design and decorate an egg to send to a soldier.



4) BUSINESS AT HOME

Discover why Mortlake Brewery had to stop brewing beer during the war and found resourceful solutions to its problems.

ACTIVITY: Can you create a container from one piece of paper?



5) HOUSEHOLD AND CLASS CHANGES

Explore how a lack of domestic servants caused changes to local households, such as Ham House.

ACTIVITY: Design an advert for a household looking for a domestic servant.



6) ANIMALS IN WAR

Many animals played an important role in the First World War. Discover Jackie the baboon and Nancy the springbok antelope.

ACTIVITY: Design a shadow puppet!



7) THE SOUTH AFRICAN MILITARY HOSPITAL

Find out about the South African Hospital in Richmond Park and the magazine that was created by its residents and staff.

ACTIVITY: Create your own class magazine.



8) FOOTBALL ON THE FRONT

Find out how a football made history during the Battle of Loos.

ACTIVITY: Compare and discuss the characteristics that soldiers and footballers share.



9) THE LIFE OF A SOLDIER, Edward Denis Conran

Discover through a soldier's letters and photographs what life was like in the trenches.

ACTIVITY: Write a postcard to E D Conran, what would you want to ask him?



10) ART AND WAR

Find out how artist Phillip Connard documented the war through paintings.

ACTIVITY: Create your own 'Dazzle Ship' camouflage using geometric shapes.

TIMELINE

A summary of the major events of the War at home and on the Western Front. Events in *italics* are one of the ten stories in this pack.

Home Front

Events happening at home in Britain.

Britain declares war on Germany on the 4th August.

A recruitment campaign is launched. Half a million people joined the army in one month.

DORA – Defense Against The Realm Act is passed giving the government special powers.

Belgian refugees arrive in Britain.

With a severe shortage of shells and bullets a campaign is organised to tackle the munitions crisis. Women are recruited to work in factories. *Women at work and 'The Canary Girls'*

London is attacked by air by German Zeppelins

The National Egg Collection is launched in 1915. *Children's contribution to The War effort.*

In January conscription is introduced, every single man aged 18-40 must fight. In May it is extended to married men.

Households face a shortage of domestic servants.

The South African Military Hospital is set up in Richmond Park

Food supplies begin to run low as German ships sink supplies.

Business at Home. The effects of war trigger changes to Mortlake Brewery.

Phillip Connard documents the war through painting war ships.

The Women's Land Army is formed to help grow food.

Anti-German feeling rises and the Royal Family change their surname to Windsor.

Western Front

Events happening at the Battlefield.

Archduke Franz Ferdinand, heir to the throne of the Austria Hungarian Empire is assassinated.

Germany invades Belgium, causing many Belgians to flee to Britain.

Britain and France declare war on Germany.

1914

1915

There is a shortage of bullets and shells for the soldiers.

Stalemate continues on the Western Front.

Both sides begin to use poisonous gas as a weapon.

The Battle of The Loos - Football on The Front

1916

1st July: The Battle of The Somme began killing more soldiers than in any previous Battle.

Animals are at War on the Front Line.

1917

Tank, submarine and gas warfare intensifies.

Edward Denis Conran writes home throughout the war, describing life in the trenches.

Germany Sinks 1 in 4 merchant ship.

1918

Germany launches major offensive. The Allies successfully attack back.

An armistice is signed and the war ends at 11am on the 11th November

Learning Objectives: To discuss Belgian Refugees, how they established a community in Twickenham and what it would feel like to be a refugee. To explore the differences between shops now and in 1914 and to respond creatively by making a pocket watch.

The Belgian Refugee Community

INFORMATION

When Germany invaded Belgium in 1914, many Belgians fled their homes to escape the fighting. 250 000 Belgian refugees arrived in Britain to live in safety. The British government offered the 'hospitality of the British nation' and gave financial support to the Belgians.

6000 Belgians settled in Twickenham, creating a Belgian community. The neighborhood became known as *Le Village Belge sur la Tamise* (The Belgian Village on the Thames.) It was the largest Belgian community in the South of Britain. The children, who would not have spoken English but French and Flemish, mostly attended a special 'Belgian Department' at Orleans School in St Margaret's, and were taught by Belgian teachers.

Charles Pelabon was a refugee and engineer who wanted to support the new community. He opened a munitions factory in a disused roller skating rink by the river in East Twickenham. It was called The Pelabon Works and it employed nearly 2000 men and women who were mostly Belgians.

As the community developed, Belgian shops opened along the East Twickenham High Street to sell products that the Belgians were missing from their home country. They included a watch shop, cake shop, butchers shop and flower shop.

'Au Java', a Belgian grocery shop also provided hot meals, including the Belgian specialty 'moules frites' mussels with chips. The 'Boucherie Belge' was a Belgian butcher, which sold horse meat. This was regularly eaten in Belgium but was unusual for the English. 'The Mikado' was a Belgian café and teahouse, which was popular with the English due to the delicious cakes and chocolates. These shops can still be seen today, but the shop fronts have changed.

When the war ended in 1918, the Belgian Community disappeared as people moved back to Belgium.

DISCUSS

- What are the differences between the Belgian shop fronts and the shop fronts we know today?
- How would it feel to be a refugee leaving your home for safety to live in another country?
- What shop would you open and what would it sell?

FACT

The First World War saw the invention of the wristwatch. Pocket watches were impractical for soldiers to use in the trenches because they had to take them out of their pocket.

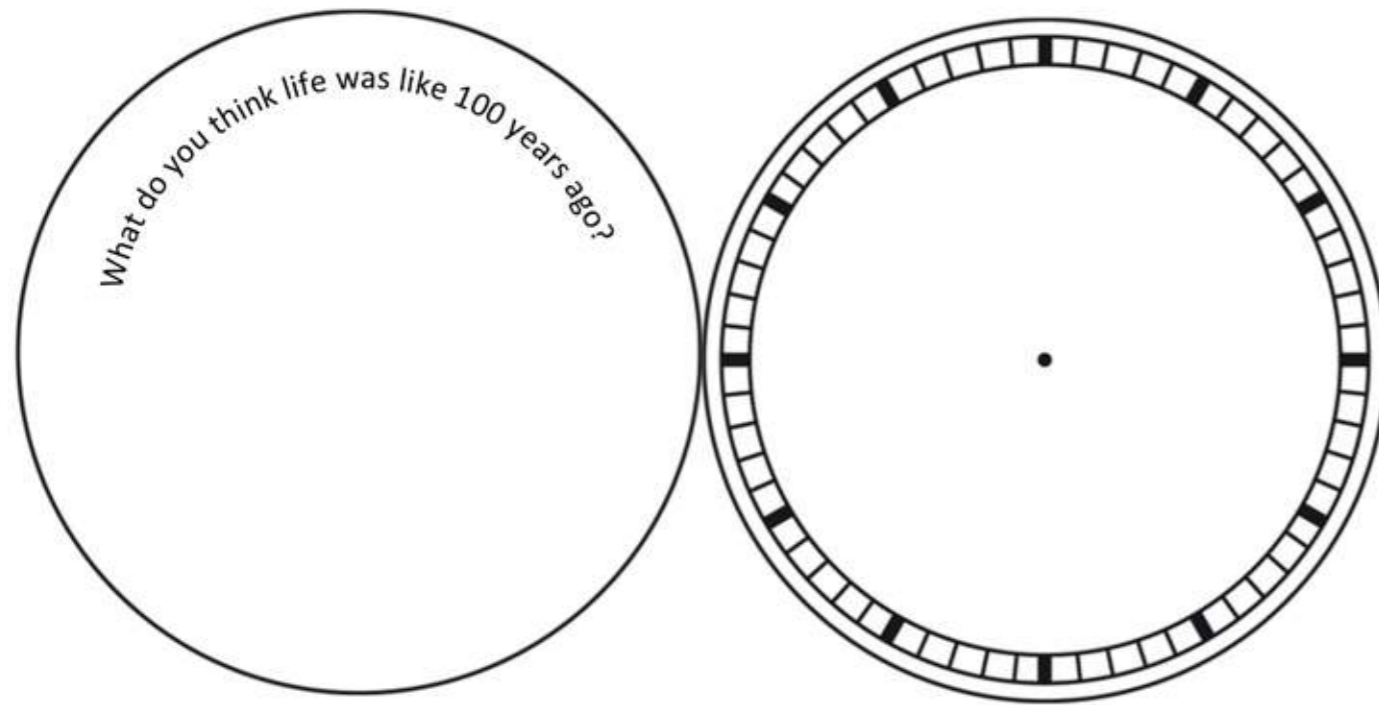
Design a pocket watch!

Name: _____

- 1) Cut this pocket watch out.
- 2) Add clock hands and a clock face.
- 3) Design a cover for your pocket watch.
- 4) Add a chain to your pocket watch, by making a paper chain or using ribbon.



What's the time?



Unknown Photographer
Belgian Shops in Richmond Road, East Twickenham
1918
Photographic print
© Royal Museum of the Army and of Military History, Brussels

This picture shows Belgian shops on the south side of Richmond Road, East Twickenham. The shops included the "Belgian House" – this also had signs in English (as well as French) because the English liked Belgian cakes. "Boucherie Belge" was a Belgian butcher which shocked the English by selling horse-meat, which Belgians liked. These shops can still be seen today – only the shop-fronts have changed.



Nadine Fletcher
Modern shop fronts along Richmond Road
2014
Photographic print

Learning Objectives: To explore the role of women during the First World War. To learn how the different roles of women changed. To explore the role of propaganda and why it was needed throughout the war.

Women at Work and The Canary Girls

INFORMATION

War on the Home Front offered an opportunity for women to show that they could work just like men. This changed the image of women forever.

Many women took paid jobs outside the home for the first time. By 1918 there were five million women working in Britain. Many women enjoyed the new employment opportunities and higher pay. With this also came new freedoms, that were previously only given to men or not allowed such as playing football, wearing trousers, wearing shorter skirts, cutting their hair short, wearing make up in public, being allowed to walk to work or go to the cinema independently and smoking openly.

With military conscription being introduced in March 1916 the need for female labour became even more essential. This led to the government producing propaganda posters, encouraging women to work.

Munitions factories were essential to the war effort and by mid 1917 it was estimated that women produced 80% of the munitions. A factory producing hand grenades and artillery shells was set up in Richmond, called the Pelabon Works. The Pelabon Works provided many jobs for the Belgian refugees living in Twickenham.

THE CANARY GIRLS

Making weapons was a hazardous job with exposure to dangerous chemicals, such as TNT, which could have awful side effects. Exposure to TNT turned skin yellow and also discoloured their hair to orange or green, which led to the name of 'Canary Girls'. They were often segregated at lunchtime because everything they touched turned yellow.

The health dangers of the chemicals were not known and some women even tried to take the chemical home, wanting the orange tint that the chemical gave to hair. Other effects included sneezing fits, a cough, severe sore throats and a metallic taste in their mouth.

No women in Richmond died, but sadly around 400 women died from the TNT chemical elsewhere in the UK. Later changes were made, such as better ventilation and the introduction of face masks.

- D**
I
S
C
U
S
S
- What were the advantages and disadvantages of working in a factory for women, compared to domestic service?
 - Women in The First World War did not serve in combat. They do now. Why do you think this change has happened?
 - Propaganda posters were created by the government to encourage women to contribute to the war effort, discuss this poster (on the picture card) as a class.

F
A
C
T

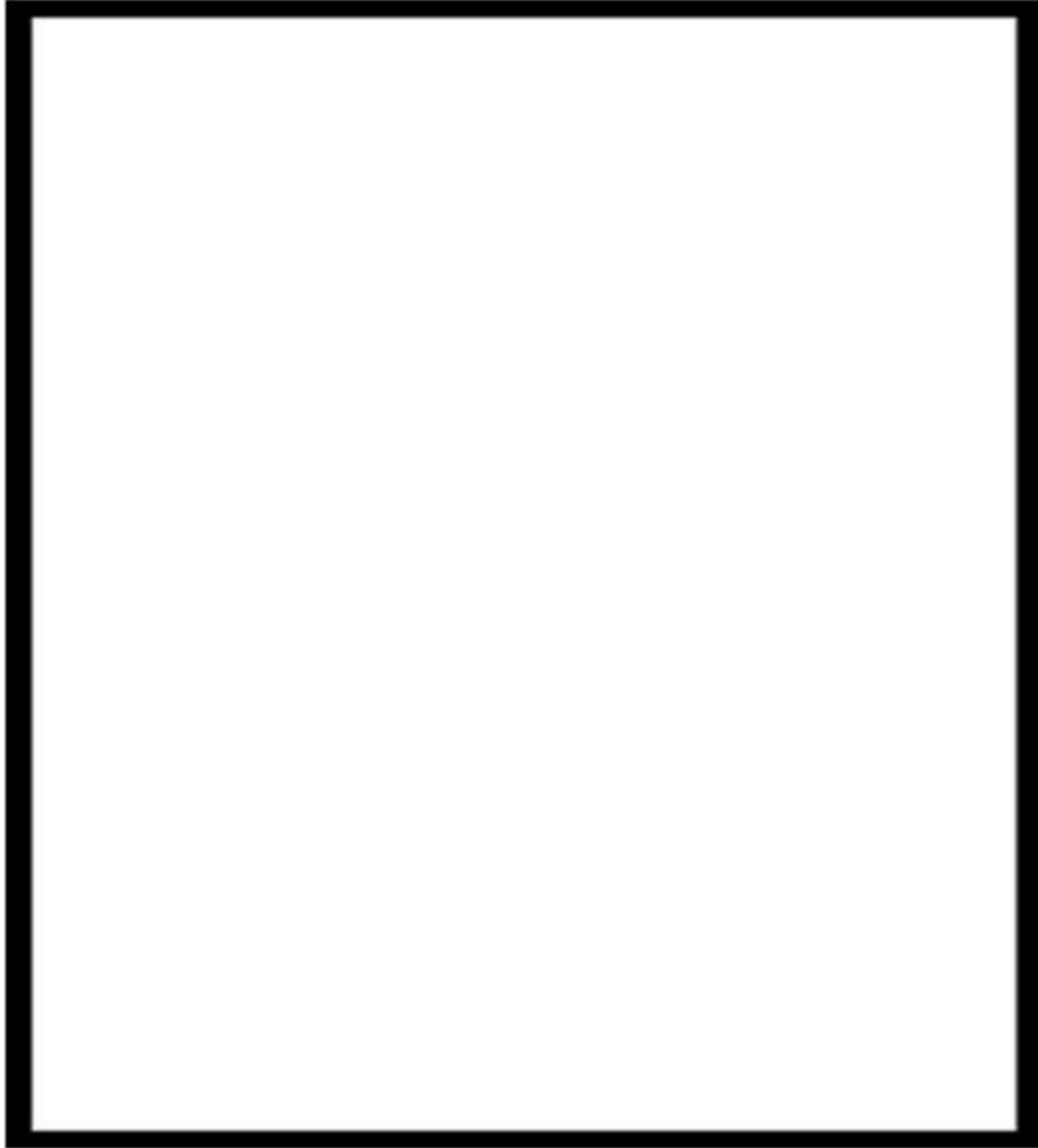
Canary Girls also had the nickname 'Munitionettes!'

Design a propaganda poster

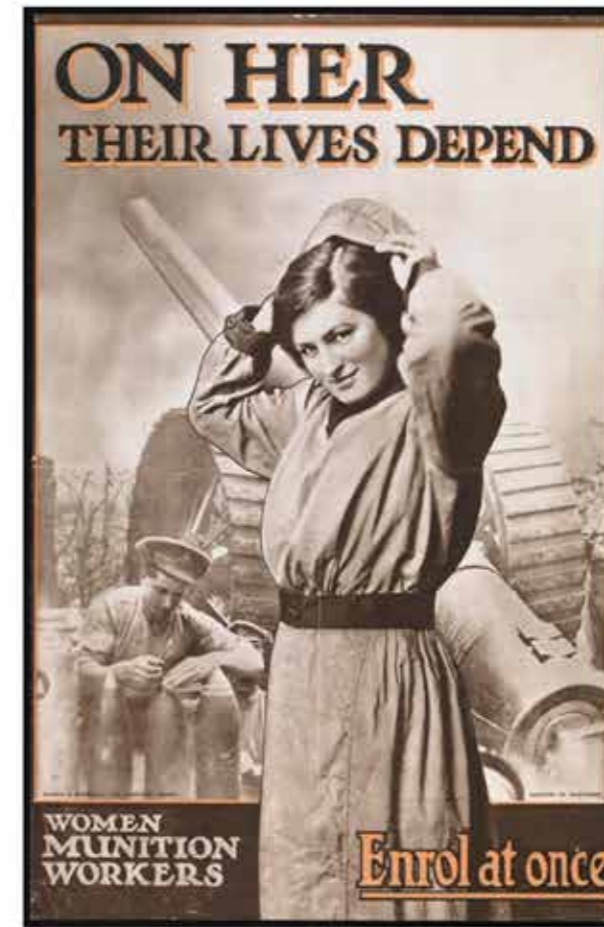
Name: _____



Add a drawing and title for your poster that will encourage women to work in a factory.



Ideas!



Unknown artist
Produced for the Ministry of Munitions
On Her Their Lives Depend
1916
Photographic print from lithograph
Courtesy of IWM (Imperial War Museum, London)
© Crown Copyright. IWM.



Adolph Augustus Boucher
The Pelabon Works
1918
Private collection
©The Bridgeman Art Library

Children's contribution to the war effort

INFORMATION

The National Egg Collection for the wounded was an initiative set up in the early stages of the war under the patronage of Queen Alexandra. The aim was to collect and send nutritious eggs to aid the recovery of wounded soldiers in war hospitals on the Front Line and at home. Propaganda posters were designed to encourage children to join in.

Everyone helped the war effort, including children and in February 1917 a special children's week saw 300,000 eggs collected nationwide.

By 1918 over 25 million eggs had been sent abroad by carefully packing them in sawdust and boxes. Any broken eggs were sent to wounded soldiers in hospital in the UK.

The eggs were personally decorated with illustrations, poems and often an address from the sender. Soldiers wrote back letters of thanks for the eggs. One soldier wrote, *'Your welcome egg came to me, the time is coming when all of us will be in Blighty having tea.'*

In January 1916 local children from Hampton Grammar School boys and members of the St James's Church Lads' Brigade collected 4,974 eggs and £26.00 in cash to help the war effort. This was coordinated by Mrs Isobel Anthony of Sussex Lodge, in Hampton Hill. In 1917, she wrote to the Surrey Comet saying:

'If a few words of encouragement and cheer were sent on the eggs, written in pencil, it would encourage our men and those who were down hearted would get a new interest in their lives on finding that there are people who think and care for them.'

DISCUSS

Why were eggs a good thing to send wounded soldiers? Find out the nutritional value of an egg.

What recipes include eggs? What are the different ways you can cook an egg?

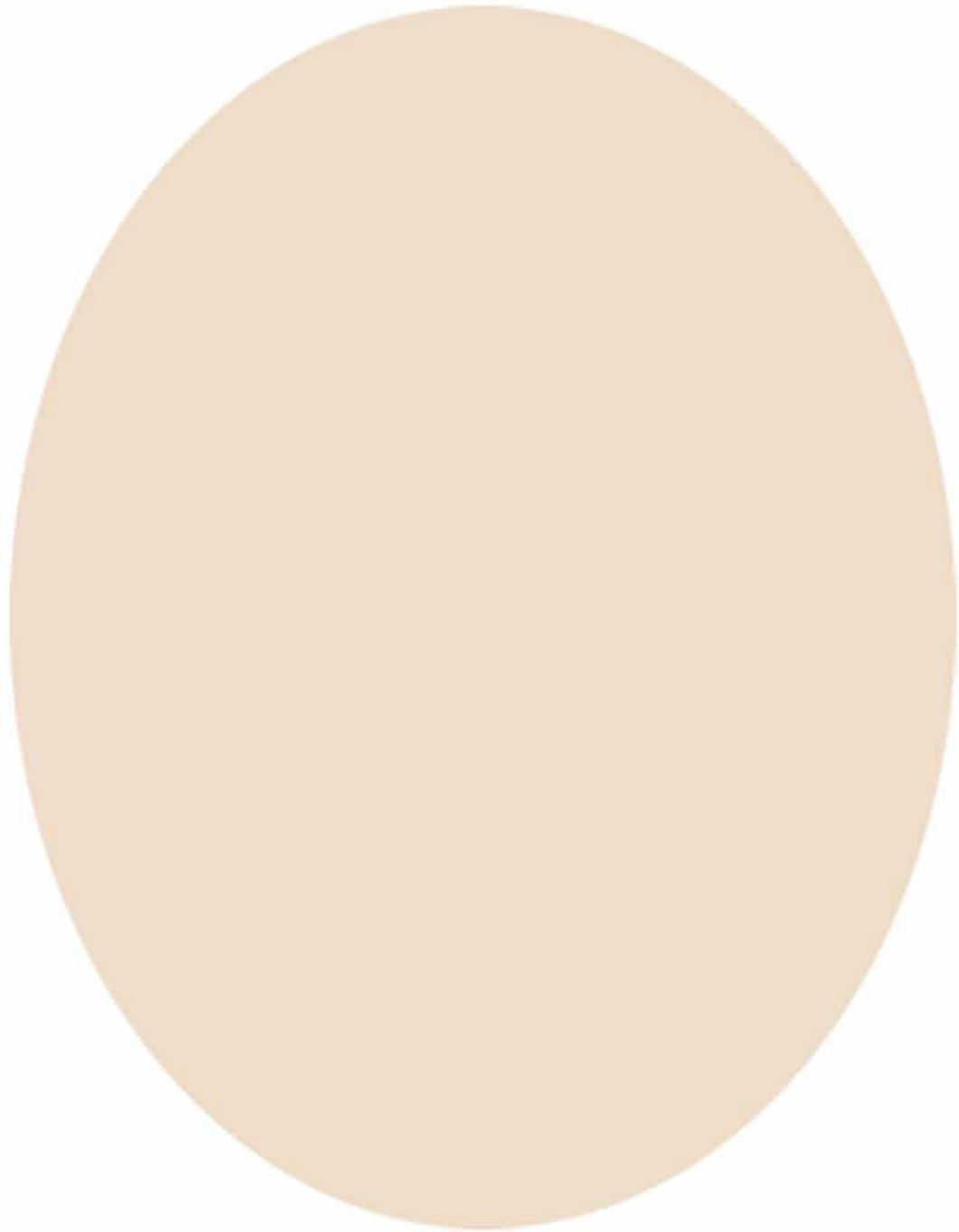
The eggs were often decorated in flags. Can you find and draw the flags of the countries involved in the war?

FACT

Fact! – Duck eggs were also sent to soldiers and they are even more nutritious than hen's eggs.

Design an egg to send to a soldier!

Name: _____



What images will you draw on your egg?
Write a message for a wounded soldier.



Unknown artist
National Egg Collection for the Wounded
Undated
Photographic print of lithograph
Courtesy of IWM (Imperial War Museum, London)
© Crown Copyright. IWM.

H.M. Queen Alexandra, patron of the National Egg Collection scheme is mentioned on this awareness raising poster.



Unknown artist
Wanted at Once New Laid Eggs
Undated
Photographic print of lithograph
Courtesy of IWM (Imperial War Museum, London)
© Crown Copyright. IWM

Learning Objectives: To discuss the problems that different businesses might have faced and problem solving techniques people used to tackle this. To experiment with design skills and techniques to solve problems.

Businesses at Home

INFORMATION

During the First World War society changed as everyone concentrated on the war effort. Businesses too faced the challenge of adapting to the War. Drinking alcohol was discouraged, causing problems for Mortlake Brewery, who made beer. Richard Garton who owned the brewery had to design new products to adapt to the changes.

David Lloyd George, Chancellor of the Exchequer, started a campaign to persuade national figures to pledge that they would not drink alcohol during the war. Drinking alcohol was also discouraged by pub opening times being cut down, beer production being reduced, the strength of beer being diluted and the taxes increasing, making beer more expensive.

Combined with labour shortages, transport difficulties and a lack of raw materials such as malt and hops the brewery was facing a difficult time.

Brewing beer eventually ended and Richard Garton converted part of the premises to produce popular food items that were hard to come by. The shortage of supplies meant that the government introduced rationing.

With little ingredients available, people had to be inventive in how they cooked and made food. Recipes were made from the few ingredients available, including bread made out of turnips and cakes made from potatoes!

DISCUSS

The brewery faced another problem, with horses being taken to the front line to help the soldiers; they could no longer use them as a means of transporting their heavy barrels.

Discuss different solutions to this problem - how else could you transport barrels?

If we had food rationing now, what do you think the most important foods to ration might be?

FACT

Sugar, butter, meat, cheese and margarine were all rationed in 1918!



With one piece of paper...

Challenge!

Can you create a container from this one piece of paper?

Name:



You can bend, tear, twist, scrunch, fold ...



Unknown artist, produced for the League of National Safety for the Ministry of Food
Food - Don't Waste It
Undated
Photographic print from lithograph
Courtesy of IWM (Imperial War Museum, London)
© Crown Copyright. IWM.



Mortlake Brewery
2014
Photograph

Household and class changes

INFORMATION

Before the war the most common employment for men and woman was domestic service. With the introduction of conscription in 1916 there was a gap in all sectors of the economy as many men left the UK to fight.

There were significant changes for domestic servants, who moved away from households to help with the war effort. Jobs such as working in a munitions factory offered higher wages, better conditions and greater independence.

This created a new experience for the upper classes as their servants left for better paid work. Households such as at Ham House, who had always had servants, found themselves having to cook and complete household chores for the first time. This led to an increase in adverts placed in newspapers calling for domestic servants.

- D**
I Discuss how the changes in work opportunities would change the roles of different people from different classes.
S
C ROLE PLAY:
U Act out a scenario between a upper class man or lady of a house and a domestic servant.
S How might the upper class man or lady convince the servant to stay?
S What arguments might the servant use to why they want to leave?

F
A **Domestic servants often worked 80-hour weeks!**
C
T

Design an advert

Design an advert for a household looking for a domestic servant or as a domestic servant who is looking for work.

Fill in the

Newspaper

TITLE

DATE

<p>_____</p>	
<p>_____</p>	
<p>RESPECTABLE Girl, dally; age about 18; clean and a good worker.—Apply, between 11 and 12, 105, Mortlake-road, Kew. v r s 9</p> <p>RESPECTABLE young Girl Wanted for mornings; two in family.—Apply, between 10 and 1 o'clock, 28, Cambridge-road, East Twickenham. v s 2</p> <p>SMART Boy Wanted; able to cycle.—JAMES, Twickenham. v s 2</p> <p>STRONG Lad to do cart round. — Apply, G. YOUNG, Dean Farm, Whitton. v s 2</p>	<p>_____</p>
<p>_____</p>	<p>_____</p>

Name:



What jobs does a servant have to do?

What information do you need to include to advertise?



Othello De'Souza-Hartley, produced with young people for the exhibition 'In Their Footsteps: Richmond's First World War'.
Tea Service
2014
Photographic print mounted on aluminium

This photograph hints at the changes taking place in society as the lady of the house takes tea 'downstairs' amongst her domestic staff.



Othello De'Souza-Hartley, produced with young people for the exhibition 'In Their Footsteps: Richmond's First World War'.
Women & War
2014
Photographic print mounted on aluminium

The lady of the house stands at the entrance with a member of domestic staff. The outbreak of war will change the world inside and outside the domestic sphere and have a lasting impact.

Animals in War

INFORMATION

Over 16 million animals served in the First World War. Animals included horses, pigeons, donkeys, elephants, dogs, tortoises, monkeys, camels and even glowworms! They were mainly used for transport, communication and companionship.

Nancy The Antelope Springbok

Nancy the Springbok was a mascot for the South African Regiment. Springbok's are a gazelle-antelope originating from South Africa. They can reach speeds of 100 km and jump 4m! Nancy was presented to the 4th South African Infantry Regiment in August 1915 and travelled with them through Egypt, France and Flanders. The first time she heard gunfire she ran into a wall, injuring one of her horns. She died in 1918 and was buried with full military honours.

Jackie the Baboon

A baboon called Jackie became an official mascot of the 3rd South African Infantry Regiment during The First World War. Jackie was a Chacma baboon found by Albert Marr on his farm and soon became his beloved and loyal pet. When Marr joined the infantry he asked for Jackie to come to and was given permission. Once enlisted Jackie was given a special uniform complete with buttons, a cap, regimental badges, a pay book and his own rations.

For three years Jackie accompanied the soldiers on the Front Line in the trenches. Jackie could light Albert's cigarettes and accompany him on night duty (which was particularly helpful due to his excellent eyesight and sense of smell allowing him to detect danger long before the soldiers.) Jackie would also stand to attention, salute soldiers and could even use a knife and fork!

- D** What animal would you like as a companion if you were a soldier? How would it help you?
- I**
- S** What do you think was the role of the following animals during the war?
- C** **Pigeons** – (Carried messages strapped to their foot on the Front Line and at sea.)
- U** **Dogs** – (Carried messages, were trained to kill rats in the trenches and were used to find wounded soldiers.)
- S** **Horses** – (Used for transporting food, weapons and wounded soldiers.)
- S** Have a debate- what are the reasons for and against taking animals to war?

F

A **Soldiers in the trenches kept glowworms. They give off light**

C **through a process called bioluminescence. This meant that**

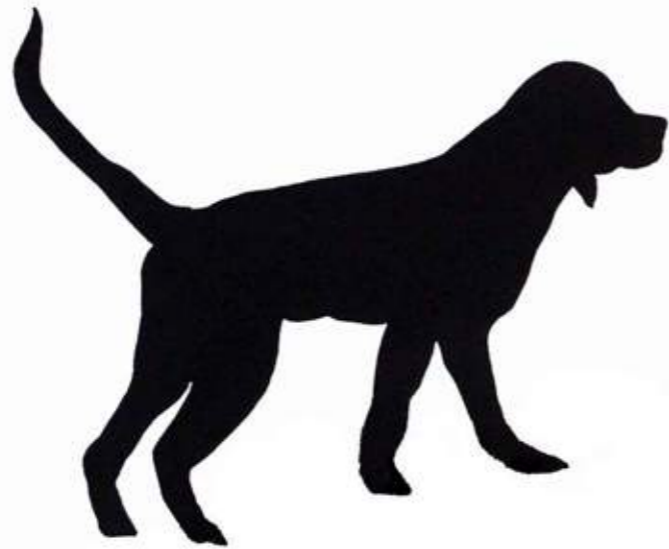
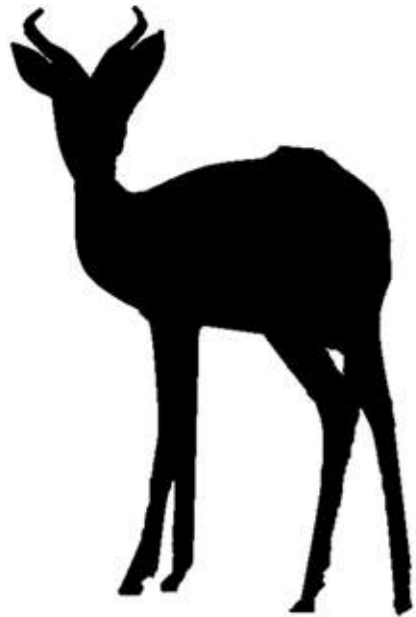
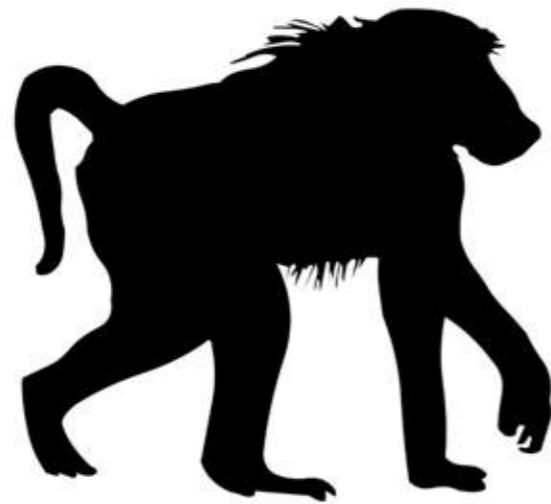
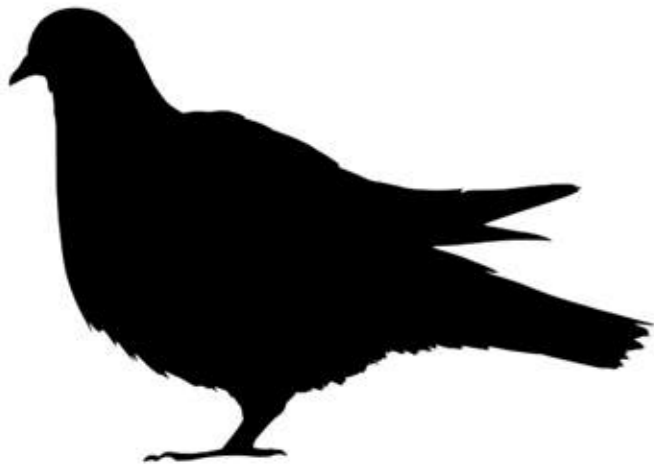
T **soldiers could read and write at night in the trenches.**

Make a shadow puppet!

Can you match the animal to the right silhouette?

Pick one animal to cut out and make a shadow puppet!

Name: _____



DOG

SPRINGBOK ANTELOPE

BABOON

PIGEON



Unknown Photographer
'Jackie' the Pride of the Army
c. 1917

Excerpt from Springbok Magazine from original material at Richmond Local Studies Collections

Jackie was a baboon found by Albert Marr on his farm in South Africa that became a beloved pet. Marr took Jackie with him when he joined the Third South African Infantry Regiment, and the baboon became the regimental mascot – with rations, a pay book, and his own uniform. Jackie spent three years in the front line amongst the trenches of France and Flanders in Europe.



Unknown Photographer
The Pipe Band of the South African Scottish, with "Nancy" the Regimental Mascot
c. 1915 -17

Excerpt from Springbok Magazine from original material at Richmond Local Studies Collections

Nancy the Springbok antelope was the mascot of a South African regiment. Nancy was presented to the 4th South African Infantry Regiment in August 1915 and was brought to Egypt, France and Flanders. Nancy's accompanied her regiment from 1915 until after the Armistice.

The South African Military Hospital, Richmond Park

INFORMATION

The South African Military Hospital opened in Richmond Park in 1916. It was established by a group of South Africans living in London, who raised funds and built a hospital in order to care for wounded South African soldiers. South Africa is part of the Commonwealth. The Commonwealth played a vital part in the First World War and over 100, 000 South Africans fought.

The hospital grew in size, starting with 300 beds it steadily rose and in May 1917 there were 620 beds. Amusements were provided in the form of live music in the hospitals concert hall, visits to the theatre and trips along the River. There was even fancy dress for entertainment! 2,000 operations took place at the hospital and over 9,500 patients were treated.

Nurses played a vital part in looking after the wounded. Nursing duties included first aid, bed making, feeding patients, giving baths and keeping the wards clean. The South African Military Hospital featured a special bath ward, equipped with six fire-clay continuous baths, for the treatment of patients with severe wounds.

The staff, volunteers and patients published *The Springbok Magazine*. It contained photographs, cartoons, poems and stories. The springbok is the national animal of South Africa and the name stems from the Afrikaans and Dutch words *Spring* meaning jump and *Bok* meaning antelope. It provided entertainment and kept up morale.

DISCUSS

Discuss the cartoons: what do they tell us about life in the hospital?

Why do you think the staff and patients decided to make a magazine?

Why do people keep scrap books? What do they tell us about life in the past?

FACT

Jackie the baboon was treated in the South African Military Hospital!



Make an entertaining comic that would cheer up the soldiers in The South African Military Hospital.

Name: _____

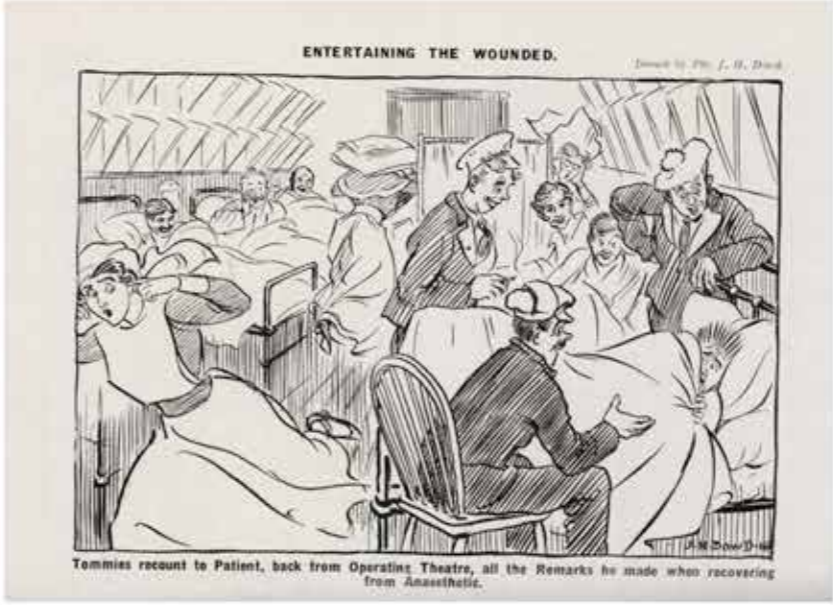
Fill in the gaps and add your own story.



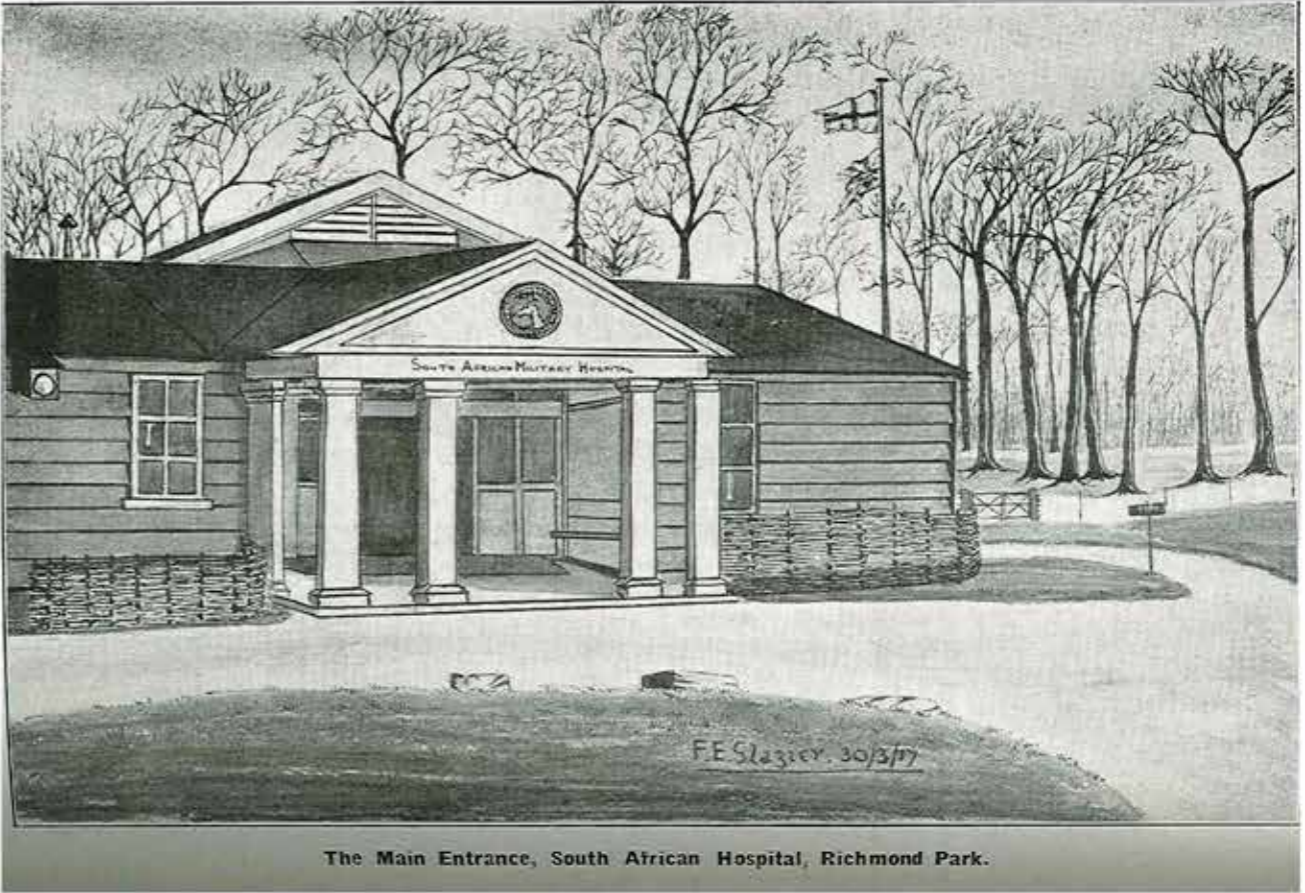
Nurse _____ began her morning by...


Don't forget to add speech bubbles!



J.H.Dowd
Entertaining the Wounded
 c.1916
 Excerpt from Springbok Magazine from original material at Richmond Local Studies Collection



F.E. Glazier
The South African Military Hospital, Richmond Park
 1917
 Excerpt from Springbok Magazine from original material held at Richmond Local Studies.

Learning Objectives: To discuss the part football played in the First World War, as a way of raising morale, keeping fit and providing unusual tactics. To find similarities and differences between words used to describe football and war.

Football on the Front

INFORMATION

Football has a unique story in the history of The First World War. When the war broke out in 1914, football was the most popular sport in Britain. Entire football teams joined the army together, and played on the front line as a way of keeping fit and keeping up morale.

The Christmas Day Truce 1914:

Football is a universal sport that brings people together, whatever language they speak. After soldiers had been fighting each other for months, football created a chance to come together. On Christmas Day in 1914 a remarkable truce was arranged and a game of football was played on no mans land, with football chants and carols being sung too.

Billy Nevill and The Battle of The Somme 1916:

There is also record of other football moments which link to the local area. During the Battle of the Somme in 1916 Twickenham Army Captain, Billy Nevill, led his regiment towards the enemy lines whilst dribbling a football and subsequently became a national hero.

Frank Edwards and The Battle of Loos 1915:

Nevill's actions were inspired by a lesser-known story at the Battle of Loos in 1915. A local soldier from Twickenham, Frank Edwards, planned to dribble a ball towards the enemy lines. Edwards believed that the sight of a football being passed between soldiers would shake the Germans so much it would put them off their guard. However the commanding officer did not agree and on the eve of the battle deflated their footballs by shooting them. Frank Edwards managed to hide a ball under his tunic and did indeed dribble it across no mans land the next day. The Rifleman Pub in Twickenham is named in honour after Edwards . This episode is also shown in the painting by Lady Butler (see on the picture card).

D

I How did football help soldier's morale?

S

C How do you think the soldiers felt as they approached the enemy lines whilst dribbling the football?

U

S What words that are used in football are also used to describe a battlefield? (E.g. defense, attack, protect)

S

F

A **Women's football became popular on the home front, with many munitions factories setting up a football team.**

C

T

Football and soldiers

Name:

What are the similarities and differences between footballers and soldiers?

Think about these three qualities,

- | | |
|----------------|---------------|
| 1) Physical | E.g. healthy |
| 2) Personality | E.g. bravery |
| 3) Socially | E.g. teamwork |



A Footballer needs to be...



A Soldier needs to be...



Othello De'Souza-Hartley produced with young people for the exhibition 'In Their Footsteps: Richmond's First World War'.
The Footballer of Loos
2014
Photographic print mounted on aluminium

Young people researched trench football during the First World War and explored how sports such as football helped to keep men fit and maintain morale. They also mused on how familiar football vocabulary such as 'attack', 'defence' and 'territory' could help prepare young soldiers for their role in the war.



Elizabeth Thompson, who later became Lady Butler
The Footballer of Loos
1916
Watercolour
Courtesy of the London Irish Rifles Association
© Irish Rifles Association

Lady Butler was one of the few female painters to achieve fame for history paintings, especially military battle scenes from the Napoleonic period to the First World War. She immortalised Frank Edwards, the footballer of Loos, in a watercolour painting.

Learning Objectives: To learn and gain an understanding about conditions in the trenches by reading Conran's letters. To discuss censorship, why it was used and to write a postcard using descriptive words.

THE LIFE OF A SOLDIER: Edward Denis Conran

INFORMATION

Edward Denis Conran was a civil servant who enlisted in 1909 to the British Army Reserve in the Artists Rifles. In 1914 he was sent to the Front Line in France, where he wrote many letters, diary entries and took photographs. He was awarded a military cross after fighting at the Battle of Loos and was made a captain.

After an accident in 1916, when a lamp exploded burning his eyes he was sent home for treatment. During 1916 and 1917, he campaigned constantly to rejoin the Front Line. He went back in 1918 and was awarded a bar to his Military Cross for bravery at Le Catalet but was wounded again and sent home.

Conran's letters, medals and photographs tell us in great detail about his life as a soldier. Extracts describe the terrible conditions of the trenches with the rats, freezing temperatures and deadly mustard gas. He also describes the camaraderie of the soldiers. He describes their huge appetites and his disagreements with their taste in music.

Soldiers wrote letters to communicate with loved ones at home and many also kept a diary, to pass time and raise spirits. Conran wrote in his letter, *'The mail is really the only event of any importance now.'*

Censorship

Censorship was introduced to stop important information being leaked to the other side and to prevent the population from hearing bad news on the front line. It was a way to control people's attitudes and opinions. During the First World War letters sent by soldiers to their families and friends were heavily censored to keep details of defeat and the terrible conditions in the trenches from reaching home. In some of Conran's letters sentences have been crossed out, as every letter was read before being sent.

D I S C U S S

What can we learn from peoples diary entries and letters?

Can you draw a picture of trench life by reading the letters from the war?

What descriptive words can you find?

**F
A
C
T** It took two days for a letter to reach the front line. 375 000 letters were censored everyday at the height of the war. 12.5 million letters were sent to the front line every week!

Write a postcard

Name: _____



Imagine you are writing a postcard to Edward Denis Conran in response to his letter.

Can you use descriptive words?

My dear Father

I write from my cellar in Maroc to wish you the old wish – many happy returns of the day. It hardly seems a year since I celebrated our birthday at Bailleul. It is curious to think that but for the chance of their removal to St Omer the Artists would still be at Bailleul. By this time many would have married and settled down.

I have just been called out to show Bell our zealous signal officer a water meter I discovered in the cellar of a house. Mine is almost the last house in the town and the German fire trench is just 700 yards away. Close billets with a vengeance of course the houses are all roofless ruins and we live in the cellars among rats and rubbish. A kitten blew in today from somewhere and we have adopted it. Never since the days of the pied piper can there have been so many rats as you find in these ruined towns. When you stumble about at night they rush before you in black masses. My house is a real Bairns-father billet (I suppose you have the book if not get it and you will see where we live). The roof is lying on the ground beside it. A 6 foot hole in the side is the entrance and you have to get in from next door because a machine gun plays past the front door at night. The snow is in a fearful state and the trenches falling to bits. Thank goodness we go out for 9 days in three days time.

Doll seems to be having a good time in Ireland – the longer she stays there the better.

My faithful old I.M.S. has just arrived to report rations all issued and correct so I will get this off by him. I have a platoon of R.I.F. attached to me for instruction. I may get leave some time.

Your affectionate son

What would you want to ask Edward Denis Conran about life in the trenches?



Unknown photographer
Denis Conran in a trench.
The caption on the back states: '8th October. I was hit here later on.'
c. 1915
Photograph
Family Collection



Unknown photographer
Denis Conran on Horseback
c. 1914
Photograph
Family Collection

Learning Objectives: To learn how art was used to document and record events. To learn how to interpret a work of art (using Connard's painting as an example). To discuss Connard's paintings and design a dazzle ship, using geometric shapes.

Art and War

INFORMATION

Phillip Connard

Phillip Connard was a British painter who spent the last years of his life in Twickenham. Connard was a painter decorator in his early years before winning a scholarship to the Royal Academy and later teaching at Lambeth College.

Although he was 40 when the war broke out, he still enlisted despite the average age of a soldier being 28. Connard became a member of the artillery unit at the Battle of the Somme and was later appointed as a captain.

Connard was sent home due to shell shock and then became an official war artist between 1916-18, documenting the war for the government. Connard's paintings show the British Naval Forces throughout the First World War, such as the surrender of the German ship SMS Goeben and the Zeebrugge raid. Connard's work can be seen in the Imperial War Museum and Richmond's Borough Collection.

His paintings document and commemorate the naval forces. The tones and imagery capture a reflective atmosphere.

Dazzle Ships and the Navy

Dazzle Ships were specially designed for the First World War and provided a unique camouflage. Designed by Norman Wilkinson, they were ships being painted with geometric shapes in contrasting colours. The ships geometric pattern would make it difficult to estimate their distance, speed and position, confusing the enemy. Every ship had a unique pattern. The term dazzle ship came from the American expression 'Razzle Dazzle!'

- D** Work in groups to discuss Connard's paintings, using the 'ways of looking' resource on the
I Powerpoint slide.
S **Personal Approach:** what is your first response to the artwork? How does it make you feel? What
C does it remind you of?
U **Subject:** What is it happening in the artwork? What is the painting called? Does this change your
S view on the work?
S **Object:** What shapes/colours/textures does the work have?
S **Context:** What does the work tell us about the time when the painting was created?

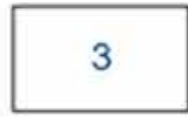
- F** **A group of Zebras is called a dazzle.**
A **Zebras have black and white stripes that also**
C **provide protection by confusing predators.**



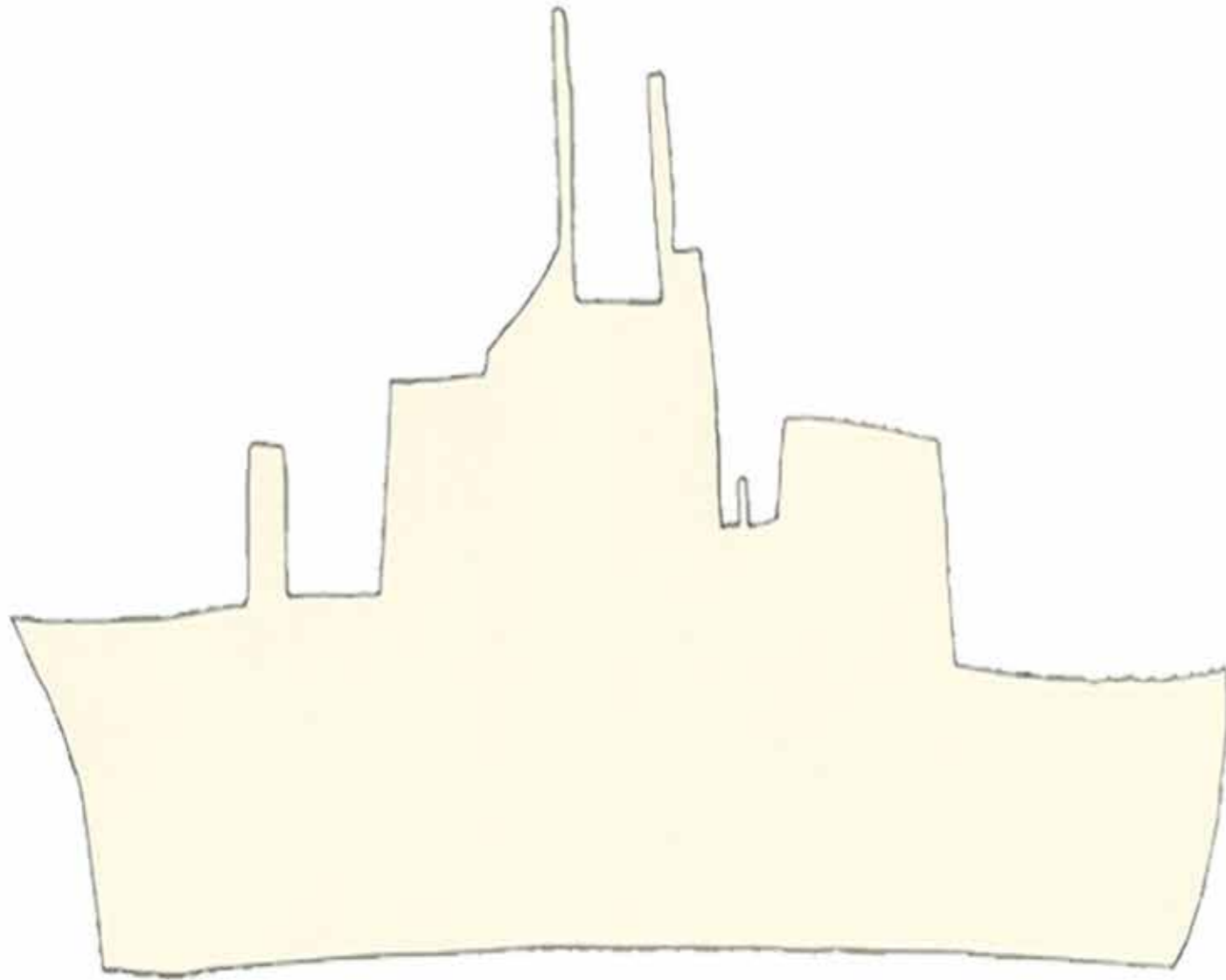
Design a Dazzle Ship!

Name: _____

Use these shapes to camouflage your ship.



What other shapes can you draw on your Dazzle ship?



Can you name the shapes?

1 -

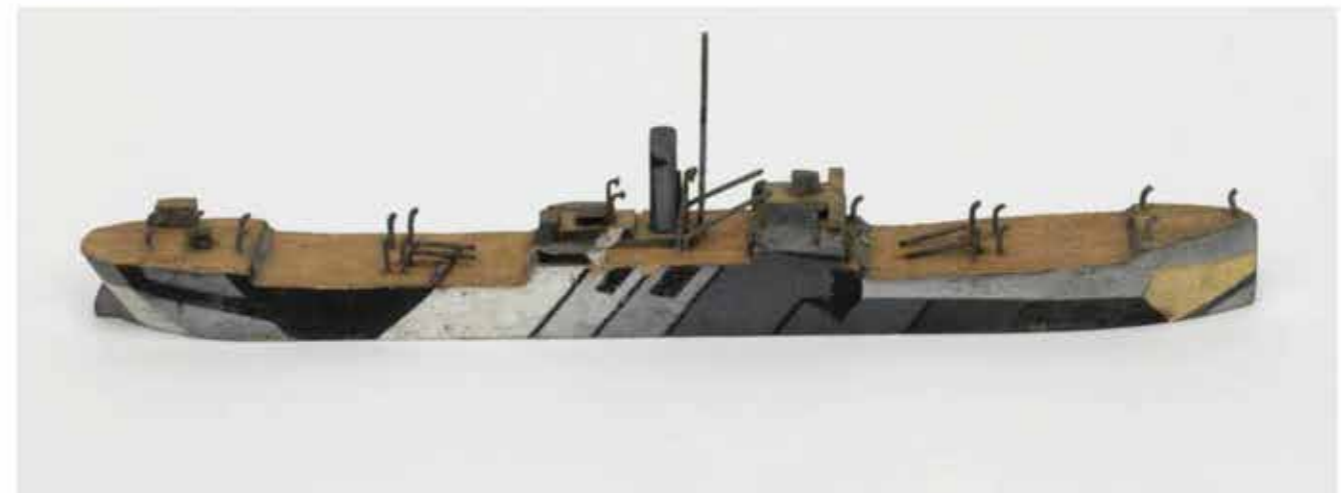
2 -

3 -



Philip Connard
Cloud Shadows
1918
Photographic print of oil on canvas
Courtesy of IWM (Imperial War Museum, London)
© Crown Copyright. IWM.

A dramatic seascape with a number of ships moored at sea, including a warship on the left.



Dazzle Painted Ship Model Type 14G
1917
Wood, metal
Courtesy of IWM (Imperial War Museum, London)
© Crown Copyright. IWM.

Ships were painted in intersecting geometric shapes and patterns during the First World War. Unlike other forms of camouflage, 'Dazzle Camouflage' works by making it difficult to estimate the distance, speed and direction of the ship.

GLOSSARY



Allies

Countries that agreed to join forces against a common enemy. In the First World War this included Britain and its Empire, France, Russia and The United States of America.

Central powers

The nations who opposed the Allies. The main Central Powers were Germany, Austria-Hungary and Turkey.

Commonwealth

The association of countries, which were formerly territories of the British Empire.

Front line

The military line or boundary where opposing armies face each other.

Home front

The civilian population of the nation at war, who support their military by actions at home.

Invasion

When one country tries to take over another one by force.

Mascot

A person or thing that is supposed to bring good luck, especially one linked to a particular organisation or event.

Morale

Collective spirit.

Munitions

Weapons such as bullets, grenades and shells.

No mans land

The unoccupied area between opposing enemy trenches.

Propaganda

Information (posters, leaflets, adverts) designed to promote or damage a political cause and influence opinion.

Refugee

Someone who has been forced to leave a country because of war, religious or political reasons.

Shell shock

A medical condition caused by the effects of war. Symptoms including depression, recurrent nightmares and flashbacks to the traumatic scene.

Trench

A ditch with steep sides: a long deep hole dug in the ground, usually with steep or vertical sides. Used for protection against enemy fire.

CONTACT

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HOW TO GET HERE

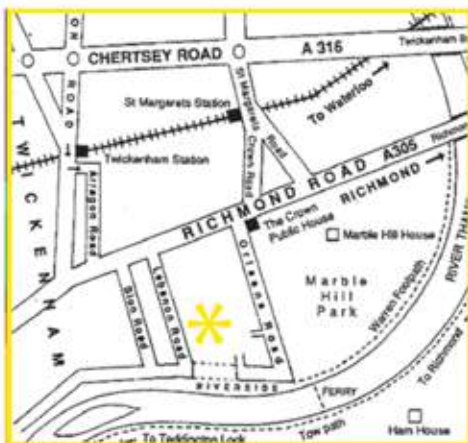
ORLEANS HOUSE GALLERY
Riverside, Twickenham TW1 3DJ

BY TRAIN

⇒ St. Margarets (15 minutes walk)
Twickenham (25 minutes walk)

⊖ Richmond
Buses from Richmond station:
33, 490, H22, R68, R70.
Alight at Marble Hill Park (Crown Pub)

♿ The gallery has wheelchair access.



For regular updates, like 'Orleans House Gallery' on Facebook and follow @Orleanshg on Twitter.