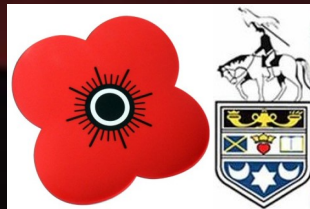


heritage
hub



S3

GALLIPOLI

Learning Experience
Hawick High School
2012/13
Student Workbook

Name: _____

Class: _____

Teacher: _____

GALLIPOLI

curriculum for excellence



heritage
hub



Hawick High School
A school of ambition

Workshop Programme

9:30 – 9:40	Arrive and Organisation
9:40 – 10:10	Welcome and Introduction - <i>Still Images and Extracts</i>
10:10 – 10:45	Roll Call and Discussion - <i>Recruitment, Leaving Home, Staying in Hawick</i>
10:45 – 11:15	Tour of Heritage Hub
11:15 – 12:45	What happened after they left on the train - <i>Group Work, Writing Home, The Fallen</i>
12:45 – 12:50	Concluding Activity
12:50	Depart

Outcomes and Experiences

The Gallipoli Learning Experience is all about the effects of the First World War on your local community - Hawick and District - both on the soldiers and on people left behind at home during the First World War.

It uses drama, music and images of war throughout.

There will be opportunities for you to work individually, in pairs and in groups. And, for you to:

- engage in the ‘detective’ work that archivists do
- engage in the process of assembling a story from information
- use active learning approaches e.g. through drama, discussion and presentations
- develop empathy with Hawick soldiers’ experiences as expressed through their letters
- develop empathy with the experience of those back home in Hawick waiting for news, fearing news of death and hearing about the realities of battle in brief reports and rumour
- understand the difference between primary sources and interpretation/synthesis
- develop knowledge and skills in History, Drama and Literacy (English)

Most of all, you will be actively involved in carrying out a local study on an incredibly important part of Hawick’s long and proud history.

Still Images & Freeze-Frames

Still images or freeze-frames are physical shapes created by individuals or groups using their bodies.

 **Tip:**

When developing and showing work, encourage pupils to look at how they can use facial expression and body postures to communicate their ideas as well as exploring physical levels (low, medium and high) and proximity (distance from one another).

 **Tip:**

Questions to ask characters in a still image

*What are you thinking?
What do you wish for?
How do you feel about other people around you?
What do you want to tell other people in the tableau?*

Questions to ask students about a still image

*What do we know from looking at the image?
What do we think might be true?
What would we like to know more about?*

Prompts for commenting on still images

*I can see ...
I wonder ...
I imagine ...*

**Each pair has been given a brief soldier biography -
Redraft the soldier biography as a statement in the first person
(write it as if you are the soldier).**

I am Private

I am _____ years of age

I live

Before the War, I

I am

Write about your family ↗

I

Write about anything else that the biography mentions e.g. your interests, talents or personal qualities ↗

My partner today is _____

Imagine that the partner you are working with today is either a close family member or other person mentioned in the biographical notes ↗

**Bringing it Home -
The Gallipoli Learning Experience
Hawick High School,
The Fallen**



I was Private

I died when I was _____ years of age

I was

Write about the details of the soldier's death - what happened? when? where? ↗

Before I joined the Army, I lived

Before the War, I

I was

Write about your family ↗

I was

Write about anything else that the biography mentions e.g. your interests, talents or personal qualities ↗

My partner today is _____

Imagine that the partner you are working with today is either a close family member or other person mentioned in the biographical notes ↗



Using the template below -

Write a short letter home informing the family of a death of a loved one.

ARMY FORM B. 104-82.

To:

From:

_____ Record Office

_____ 19

Dear _____

It is my painful duty to inform you that a report has been received from the War Office notifying the death of:

(Rank) _____

(Name) _____

(Regiment) _____

which occurred _____

On the _____

The report is to the effect that he _____

By His Majesty's command I am to forward the enclosed message of sympathy from the King and Queen. I am at the same time to express the regret of the Army Council at the soldier's death while serving his Country.

I am,

Commanding Officer, 1/4th Battalion K.O.S.B

No. R72/457
(If replying, please quote above No.)

ARMY FORM B. 104-82.

Infantry Record Office,
Hounslow
May 9th 1917

Madam

It is my painful duty to inform you that a report has been received from the War Office notifying the death of:-
(No.) 53202 (Rank) Pte
(Name) Bertie Robert Huggins
(Regiment) 20th Bde Royal Fusiliers
which occurred at place not stated
on the 16th April 1917
The report is to the effect that he was
Killed in Action

By His Majesty's command I am to forward the enclosed message of sympathy from Their Gracious Majesties the King and Queen. I am at the same time to express the regret of the Army Council at the soldier's death in his Country's service.

I am to add that any information that may be received as to the soldier's burial will be communicated to you in due course. A separate leaflet dealing more fully with this subject is enclosed.

I am,