

## Learning Resources for Teachers

Learning Resource: **Harold Linfield**

Key Question and learning objectives	Recommended Teaching Strategies	Specific resources	Core outcomes / products made by the students
<p>What happened to Harold Linfield in 1915?</p> <ul style="list-style-type: none"> <li>To raise questions</li> <li>To speculate</li> <li>To make inferences</li> <li>To classify and sort source material</li> <li>To censor letters</li> <li>To offer a decent answer to the question: what happened to Harold Linfield?</li> </ul>	<p>This enquiry focuses on the life of one individual soldier, Harold Linfield. Harold's story reveals very much about the wartime experiences of many ordinary British men. It is a sad story about an often neglected, disastrous battle of the Great War . It best approached through a mystery style activity in which the pupils raise questions and use the archive material to answer their questions.</p> <p>Start this enquiry by showing pupils clue 1 and clue 2. Clue 1 is a photograph of Harold Linfield which his mother kept. The cut flowers were sent home by Harold from the Western Front. Clue 2 is a transcript written about Harold Linfield taken from the Worthing Gazette 14 July 1915. Get the class to write down as many questions as they can about these two clues. Great history teachers train pupils to ask good questions. The questions you are looking for are: <i>Who was Harold Linfield? What happened to him in May 1915? Did he die? Who were his parents?</i></p> <p>Having whetted the classes appetite with these first clues, explain to them that they are going to use real source material to piece together Harold's story and answer their questions.</p> <p>Start by modelling how you want them to look at the sources by</p>	<p>Clue 1: photograph of Harold Linfield</p> <p>Clue 2: Extract from the Worthing Gazette 14 July 1915</p> <p>Clue 3: extract of census from 1911</p> <p>Clue 4: Photograph of Harold and men marching through Lydd 1914</p> <p>Clue 5: Photograph of Harold, William and Wilfred Linfield 1907</p> <p>Clue 6: Photograph of the Linfield family 1895</p> <p>Clue 7: Photograph of Linfield nursery from Ham bridge 1905</p> <p>Clue 8: Photograph of The</p>	

	<p>working on clue 3 as a class. Clue 3 is an extract from the census of 1911. It is highly recommended that you copy all of the source material and get your pupils to use it in its original form. Teachers rarely get the opportunity to work with such archive material.</p> <p>Can they use the census to find out:</p> <p>How old Harold was in 1911?          What Harold’s job was in 1911?          Who his parents were?          How many brothers and sisters he had?          Where he lived in 1911?</p> <p>You can either discuss or get individuals to write the answers to the questions.</p> <p>Next, ask the class if they can piece together Harold’s life from other sources that have been found about him. Then give them clues 3 to 9. All of these clues are in random order and they show Harold’s early life. Encourage the class to look at each clue in turn and speculate what it tells them about Harold. To help them make sense of this information, get them to create a timeline with all of the clues they have been given (1-9).</p> <p>Having completed this, ask the class to tell you the story of Harold Linfield’s life 1894 – 1911. Encourage the use of tentative language here. Are they sure? Is it probable, or possible? Should they be using the word perhaps?</p> <p>So far they have worked out who Harold was: the son of a</p>	<p>Laurels 1905</p> <p>Clue 9: Post card 4.11.14</p>          <p>Clue 10: Harold Linfield Medal rolls</p> <p>Clue 11: Memorial card</p> <p>Clue 12: Memorial plaque</p>          <p>Clue 13 background to the attack on Aubers Ridge</p>	<p>Optional written answers to questions</p>          <p>Optional timeline showing the early life of Harold Linfield</p>
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	<p>wealthy businessman from Worthing who signed up to fight in the war in 1914. But we still haven't worked out what happened to Harold in May 1915? Do these next clues help? Give pairs or groups clues 10 (Harold's medal card), clues 11 Harold's memorial card and 12 a photograph of the memorial plaque. Get them to see that Harold died in 1915 and won medals.</p> <p>But exactly how did he die? Use clue 13 to explain the background to the Aubers Ridge attack.</p> <p>Then tell them that the clues that we have are from letters written by soldiers in Harold's battalion. Can they work out what probably happened to Harold using the letters? It is a good idea for pupils to read for a purpose. Explain to the class that letters home were censored by the government. The Defence of the Realm Act stated that <i>"No person shall by word of mouth or in writing spread reports likely to cause disaffection or alarm among any of His Majesty's forces or among the civilian population"</i></p> <p>They need to act as a censor to stop any 'bad news' reaching home. Letters were censored at the time by officers. They need to cross out any parts of the letter (clue 14) that would reduce morale at home, give away the tactics used by the British army, or give any other secrets away to potential spies.</p> <p>Get individuals to censor the letter and decide what parts, if any, could be sent home. When this is completed, ask the class what they think happened to Harold Linfield? It would appear</p>	<p>Clue 14: Letter from Private George Short to his mother</p> <p>Clue 15: Letter from Private Coldwell</p> <p>Clue 16: Account by Lt. Col, F.G. Langham, commanding the 5th Battalion Royal Sussex Regiment</p>	<p>Censored letters</p>
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	<p>that he was either caught in no man's land for hours or killed immediately by German machine gunners.</p> <p>But how could we check to see if this was true? Look at other letters or accounts written at the time. At this point distribute, the next clues, one is letter from another private in the Sussex Regiment – clue 15, the other is an account from a commanding officer, clue 16. These accounts are pretty shocking. You will need to warn the class this before reading the two accounts. You could ask them to find all that is shocking in these extracts. Then ask the pupils if these two extracts support our theory that Harold was caught in no mans land and killed by German machine guns? Do they give us any more information about Harold's death? Can we speculate how he may have died?</p> <p>At this point you can tell them that absolutely no land was gained by the British at Aubers Ridge and roughly 11 and a half thousand men were either injured, killed or taken prisoner in one day. Ask the class to speculate why was it such a failure? Look back at the letters. They give some clues:</p> <p>What had happened to the German barbed wire?      How effective were the German machine guns?</p> <p>You could also tell them that the censorship worked as no newspapers reported on this 'battle' and we don't remember it today.</p> <p>Finally you can bring all of this work together by asking the students to write an answer the question: Explain what</p>		<p>Extended written answer to the question: Explain what happened to Harold Linfield</p>
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	<p>happened to Harold Linfield? They need to include:</p> <ul style="list-style-type: none"><li>• A short summary about Harold's early life up to 1914</li><li>• A explanation of what actually happened to Harold in May 1915</li><li>• An explanation of why Harold died on 9<sup>th</sup> May 1915</li></ul>		
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