

## Learning Resources for Teachers:

Learning Resource: **John Searle**

| Key Question and learning objectives   | Recommended Teaching Strategies   | Specific resources   | Core outcomes / products made by the students   |
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| <p><b>What can historical sources tell us about the life of John Stanley Searle?</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Make inferences from historical sources.</li> <li>• Sequence historical sources.</li> <li>• Draw tentative conclusions from sources.</li> <li>• Recognise that history is constructed from sources and that this will often lead to an incomplete picture of the past.</li> </ul> | <p>This enquiry focuses on the life of one individual soldier; John Searle who died at the battle of Boar's Head aged 15. John's story reveals to students something of the nature of being a historian- namely working with real archival evidence and attempting to reconstruct a story about the past.</p> <p>Start by explaining to students that they are going to be given access to all of the surviving material on the life of John Searle and that their task is to use it to tell his story. Students can be encouraged to tell the story in any way they see fit. We would recommend utilising one of the following strategies:</p> <ul style="list-style-type: none"> <li>• Create a time line of the events of John's life</li> <li>• Write a descriptive piece</li> <li>• Create a Wikipedia page for John</li> <li>• Design an appropriate memorial.</li> </ul> <p>Students next need to be given access to the source material. Note- we would recommend that the information about his age (15 and 6 months at the time of his death) is held back until the end. There are two reasons for this choice- firstly; some students should be able to deduce that he was young when he enlisted from reading the Census and School Admissions material.</p> | <p>Clue 1: Map of Durrington (as close to 1914 as can be sourced)</p> <p>Clue 2: 1901 Census Entry</p> <p>Clue 3: School Admissions records</p> <p>Clue 4: 1911 Census Entry</p> <p>Clue 5: Regimental Badge of the Royal Sussex Regiment (I found it on Wikipedia)</p> <p>Clue 6: Map of the Battle of Boar's Head</p> <p>Clue 7: Section from the Gazette "Joined when only Fourteen". (Use the whole article)</p> <p>Clue 8: Section from Regimental diary noting</p> | <p>Students to be given a choice of how to present the findings of their investigation in to the life of John Searle.</p> <ul style="list-style-type: none"> <li>• Create a time line of the events of John's life</li> <li>• Write a descriptive piece</li> <li>• Create a Wikipedia page for John</li> <li>• Design an appropriate memorial.</li> </ul> |

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|  | <p>Secondly, the age carries more emotional impact once students feel they know something about John.</p> <p>The lesson needs to end with a discussion of the nature of working with evidence. Students might be encouraged to consider what gaps remain in their stories. They might be encouraged to consider the sources of evidence that might be used to plug these gaps. Ultimately however, they need to appreciate that their picture of the past is partial and only as good as the evidence to hand.</p> | <p>casualty figures for the battle of Boar's Head.</p> <p>Clue 9: Commonwealth War Graves Commission picture for the Loos Memorial where John Searle's name appears on one of the memorial panels around the edge of the cemetery.</p> <p>Clue 10: Section about John Searle taken from 'The Day Sussex Died' by John A. Baines and the memorial plaque with his name on which was given to the families of those who died in the First World War. The plaque is often referred to as a 'Dead Man's Penny' as it resembles a large penny.</p> |  |
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