

Learning Resources for Teachers:

Learning Resource: **William Rainsford**

Key Question and learning objectives	Recommended Teaching Strategies	Specific resources	Core outcomes / products made by the students
<p>Would William Rainsford have found WWI boring?</p> <ul style="list-style-type: none"> To raise questions To speculate To make inferences To classify and sort source material To evaluate an interpretation of WWI and reach a conclusion. 	<p>This enquiry focuses on the life of one individual soldier, William Rainsford. William's story reveals very much about the wartime experiences of many ordinary British men. The lesson asks you to consider the life of this First World War soldier in light of comments made by a sailor from the same war, Claude Choules. He claimed that for him WWI was quite boring- students will need to use a range of sources to decide if the same could be said for William Rainsford.</p> <p>Start by asking student to look at the newspaper articles from the Telegraph- in it the last surviving sailor who served with the British Navy in WWI describes his wartime experiences as "boring". Ask students to consider what aspects of trench warfare might have been considered dull or boring. The full article can be viewed here: http://www.telegraph.co.uk/news/uknews/5919952/Britains-last-surviving-First-World-War-veteran-Claude-Choules-says-war-was-boring.html</p> <p>This should help students to establish some criteria for "boring"- namely that soldiers rarely saw action and spent much of their time on guard duties, repairing trenches, the monotony of sitting around waiting for something to happen, the same food day-in-day-out etc.</p> <p>Next set the main task- to consider to what extent to which we would want to remember William Rainsford's wartime experiences as similar to those of Claude Choules- Would</p>	<p>Electronic or paper copy of the article from the Telegraph.</p>	

	<p>William Rainsford have found his own war “boring”?</p> <p>It is recommended at this stage that students be introduced to the character of William Rainsford- this should be done via viewing source A (A synopsis of William Rainsford’s life- along with the ‘William Rainsford Image’</p> <p>Students now need to examine Rainsford’s diary accounts and the other sources and begin to construct an account of his wartime experiences. This can be supported by using a thinking frame (Resource Worksheet). Students now look at the Sources and record any information that supports or challenges the “boring war” interpretation.</p> <p>Once students have arrived at an agreed criteria for what might constitute “boring” versus “exciting” they can complete the worksheet. This is simply done by taking each source in turn- reading the contents deciding (with a <input checked="" type="checkbox"/> or a X) if they fit the “boring” criteria and then adding some detail to support their decision.</p> <p>Do the first source as a whole class so everyone understands how to complete the worksheet.</p> <p>Students now need to work through the remainder of the sources themselves- completing their worksheet as they go.</p> <p>Once students are finished then the findings need to be debriefed. What conclusions can be drawn about the wartime experiences of William Rainsford? You might also like to ask students to consider why Rainsford’s experiences might differ from those of sailor Claude Choules? This discussion might centre around how much action Choules would have seen- the odd naval engagement perhaps versus Rainsford being present on the Western Front with all that entailed.</p> <p>End Task- Students to write a response to the Telegraph</p>	<p>William Rainsford- Synopsis of his life.</p> <p>Worksheet on which to record findings from the sources.</p> <p>Clue 1: Photo of medals along with citation from the Royal Sussex Regiment Awards explanation for why DCM was awarded- “For conspicuous good work...”</p> <p>Clue 2- RSR MS 2/72 Concert Programme 1915 and local newspaper account of entertainment at the Front.</p>	<p>End Task- Students to write a response to the Telegraph article. Does</p>
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	<p>article. Does their study of William Rainsford's WWI experiences suggest that life during WWI was boring?</p>	<p>Clue 3- Diary entry for 13 Sept 1914 the battalion was "most disagreeably surprised".</p> <p>Clue 4- Diary entry 2 WSRO Acc 15444 - Roll call:</p> <p>Clue 5-Diary entry 3 WSRO Acc 15444 - Description of Ypres</p> <p>Clue 6- Diary entry 4 WSRO Acc 15444 p. 18- Fall back to Ypres</p>	<p>their study of William Rainsford's WWI experiences suggest that life during WWI was boring?</p>
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