

Walter Tull

Sport, War & Challenging Adversity

Dan Lyndon

Schemes of Work
Key Stage 3



NORTHAMPTONSHIRE
Black History
ASSOCIATION



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Finlayson Family Archive

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Lesson 1

Who was Walter Tull?

Lesson Objectives

- Pupils should be able to learn about Walter Tull's family and background
- Pupils should be able to develop their historical enquiry skills
- Pupils should be able to generate questions about Walter Tull

Starter - The Initial Stimulus Material that you should use for the start of the lesson is the image of Walter Tull, in Officer's dress, his brother Edward, sister Cecilia and Edward's adoptive mother, Mrs Warnock. Students should be encouraged to interrogate the image and using a mindmap / brainstorm write down what the source tells us about Britain during WW1.

Main activity - This activity focuses on the primary source material about Walter's early life – Document One is Walter's Birth Certificate, Document Two his mother's Death Certificate and Document Three the Tull Family Tree. Students should be given all three documents in pairs or small groups to study on their tables. The activities ask the students to extract appropriate material from the sources to build up a picture of his family. Some of the areas to highlight include that his father was born in Barbados, and that after his first wife Alice (Walter's mother) died, Daniel Tull remarried Alice's niece Clara. The final questions ask students to speculate what happened to Walter and Edward after both their parents had died by 1897 (they were sent to the Bonner Road Orphanage in Bethnal Green). The extension activity asks students to evaluate the most valuable source for someone studying about Walter Tull.

Plenary – hand out post it notes to every student and ask them to write down one or two questions that they have about Walter Tull. Ask them to stick them on the board and then read them out and explain which will be covered during the unit.

Additional information – Walter Tull was born on April 28 1888 to Daniel Tull of Barbados and Alice Palmer of Folkestone, Kent. His mother died in 1895 when he was seven and his father remarried his wife's niece Clara. Walter's father died in 1897 and as a consequence Walter and his brother, Edward, had to move to the Bonner Road Orphanage in Bethnal Green, East London. After a few years in the orphanage Edward Tull was adopted by Mr and Mrs Warnock of Glasgow (Mrs Warnock is shown in the photo) and Walter remained in the orphanage. Edward went on to become a very successful Dentist in Glasgow, whilst Walter completed an apprenticeship as a printer at the same time as he was playing football for Clapton.



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It is often said that 'Every picture tells a story' or that 'a picture tells a thousand words'

What does this picture tell us about Britain during the First World War?

- 1) Write a short mindmap to answer the question above
- 2) Write a caption for this picture in which you explain who you think these people are.
- 3) Write a funny alternative caption.

Walter Tull - an Officer, a Footballer and a Gentleman

We are going to start investigating the life of Walter Tull, an amazing man, who was a genuine pioneer (someone who does something before anyone else) but has, until recently been 'hidden from history'.

Look at the three sources that you have been given (Document One - Birth Certificate, Document Two - Death Certificate of Walter's mother and Document Three - The Tull Family Tree).

- 1) Using Walter Tull's birth certificate write down where and when Walter was born and the name of his mother and father.
- 2) Using the Death Certificate of Walter's mother write down when she died and what she died from
- 3) Using the Tull Family Tree write down the name of Walter's brothers and sisters, their dates of birth and death.
- 4) Who did Walter's father remarry after the death of his first wife? What was their relationship?
- 5) By 1897, at the age of 9 Walter was an orphan, what do you think happened to him and his brother Edward?

EXTENSION: Which of these three documents is most valuable to someone studying Walter Tull. Explain your answer.

Document 1

Birth Certificate

CERTIFIED COPY OF AN ENTRY OF BIRTH

GIVEN AT THE GENERAL REGISTER OFFICE
Application Number **G001234**


Elham
REGISTRATION DISTRICT
1888 **Folkestone**
BIRTH in the Sub-district of in the **County of Kent**

Columns:-	1	2	3	4	5	6	7	8	9	10
No.	When and where born	Name, if any	Sex	Name and surname of father	Name, surname and maiden surname of mother	Occupation of father	Signature, description and residence of informant	When registered	Signature of registrar	Name entered after registration
	<i>Presently registered 29 April 1888. 146, Allendale Street Folkestone Kt.</i>	<i>Walter Daniel John</i>	<i>Boy</i>	<i>Daniel Tull</i>	<i>Mrs Elizabeth Tull formerly Palmer</i>	<i>Carpenter</i>	<i>D. Tull Father 16, Allendale Street Folkestone</i>	<i>29th June 1888.</i>	<i>M.P. Birch Registrar</i>	

CERTIFIED to be a true copy of an entry in the certified copy of a Register of Births in the District above mentioned.
Given at the GENERAL REGISTER OFFICE, under the Seal of the said Office, the **29th** day of **April** **2004**

BXCA 067682

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018889 5304 03.03 SPPL 005207

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Document 2
Death Certificate of Mother

CERTIFIED COPY OF AN ENTRY OF DEATH

GIVEN AT THE GENERAL REGISTER OFFICE

Application Number **G001234**

REGISTRATION DISTRICT **Elham**

.....**1895** DEATH in the Sub-district of **Folkestone**.....in the **County of Kent**.....

Columns:-	1	2	3	4	5	6	7	8	9
No.	When and where died	Name and surname	Sex	Age	Occupation	Cause of death	Signature, description and residence of informant	When registered	Signature of registrar
10	<i>15th April 1895 54 Walton Road Folkestone K.S.D.</i>	<i>Alice Elizabeth Tull</i>	<i>Female</i>	<i>42</i>	<i>Wife of Daniel Tull a Carpenter</i>	<i>General Hospital 11th April 1895 Folkestone Cause of death Specimen taken Prescribed by Dr. D. M. D.</i>	<i>D. Tull Widower of deceased Present at the death 51 Walton Road Folkestone</i>	<i>15th April 1895</i>	<i>H. P. Birch Registrar</i>


CERTIFIED to be a true copy of an entry in the certified copy of a Register of Deaths in the District above mentioned.

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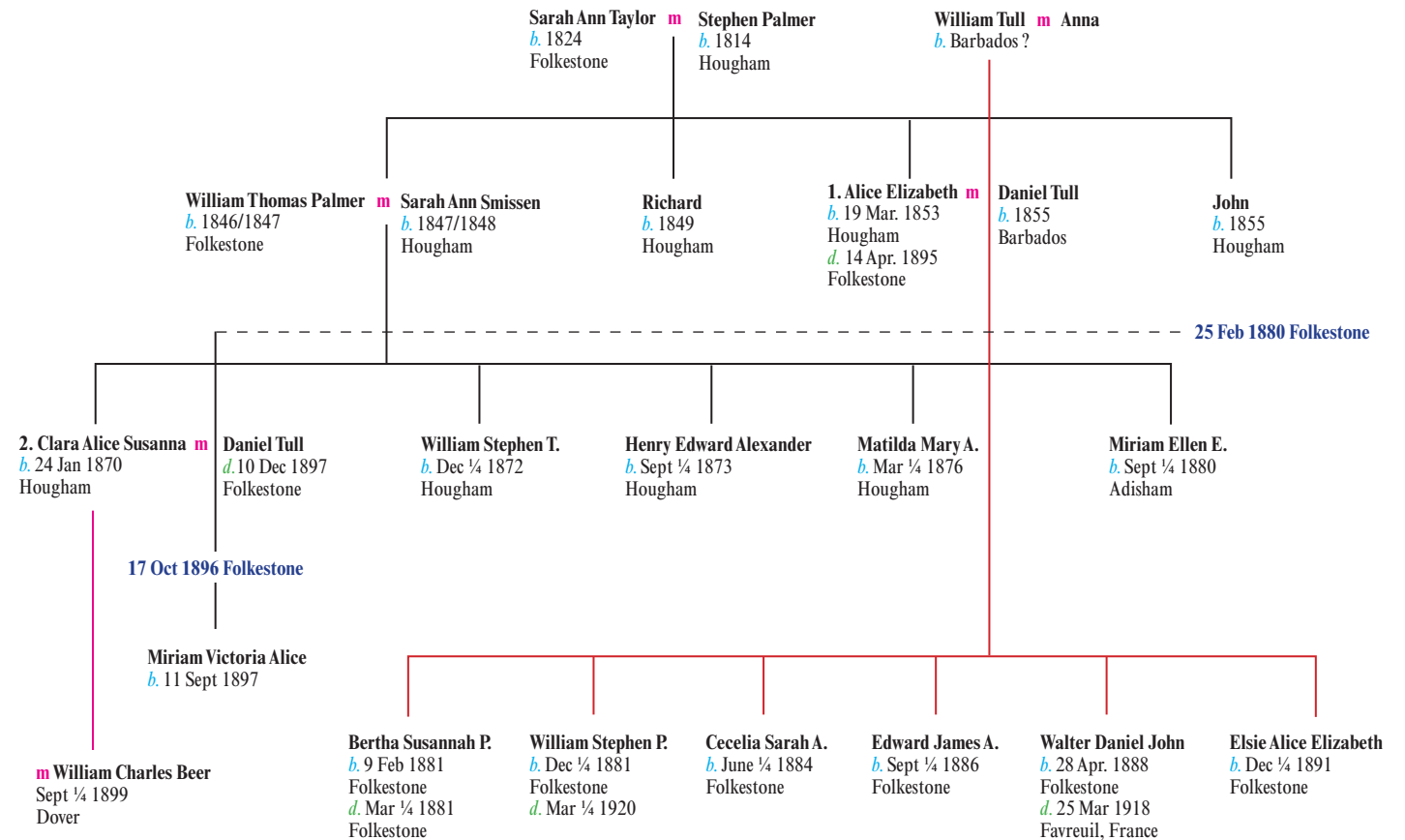
018889 5406 0203 SPSL 005197



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Document 3
The Tull Family Tree



Lesson 2

How can we find out about Walter's early life?

Lesson Objectives

- Pupils should be able to extract data from primary source material
- Pupils should be able develop extended writing skills
- Pupils should be able to use peer assessment to evaluate written work

Starter – Brainstorm / Mindmap on the board the different areas of life that the government is involved in eg health, education, transport etc. Then ask the students how can the government find out the correct information about these areas? What does it need to do? Explain that the census evolved to help the government to make decisions based on the data about schools, health care etc. Put up a copy of Document Four as an example of the census from 1891. Ask the students to identify the kind of questions that were asked and work out why they needed that information. Finally ask the students to find the entry for the Tull family.

Main activity - Students should look at Documents Four and Five and complete the comprehension tasks. Students should be able to highlight the fact that Daniel Tull is shown on the Census as being born in Barbados. They should also work out that by 1901 Walter was living in an orphanage. The extended writing activity asks the students to write a letter from Walter to his step mother Clara about his experiences at Bonner Road. There is a writing frame available for lower ability students. You may be able to use extracts from the play 'Tull' to enhance pupil understanding of what it may have been like at Bonner Road. There is also a research activity that students can complete about the Fashanu brothers who were Barnado Children as well as professional footballers.

Plenary – Ask a few students to read through the work that they have completed so far and then ask for constructive feedback from the rest of the class. Ask the students whether they thought that the letter writing was a useful activity? Why? How can it be used in other lessons? What new information have they learned about Walter Tull? What skills have they developed by completing this activity?

Additional information – Walter and his brother, Edward moved to the Bonner Road Orphanage in Bethnal Green after the death of their father in December 1897. Walter's sister Cecilia, who was four years older, did not go to the Orphanage and worked as a domestic servant, eventually moving to Glasgow to live with Edward.



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Using Census data to find out about Walter Tull

Look at documents four and five which come from the Census of 1891 and 1901 respectively. The Census was carried out by the government every 10 years to find out about every household in Britain. The questions would ask how many people lived in each house, their ages, occupations, place of birth and if they had any illnesses or disabilities.

THINK:

Why would the government want to know all of this information? What could the government do with this information?

TASK:

- 1) Look at Document Four. How would you describe the situation in the Tull family in 1891? Look at the number of children, the work that Walter's father did, and see if you can spot the one massive difference between the entry for the Tull family and everyone else.
- 2) Look at Document Five. This was carried out on the night of March 31st 1901. Write down the differences between this entry and the entry for 1891. Where do you think Walter is now? Why?

These two images might give you a clue as to what happened to Walter by the time of the second census in 1901. Another clue is that two other famous Black footballers, the Fashanu brothers, spent time in a similar place ([http:// en.wikipedia.org/wiki/Justin_Fashanu](http://en.wikipedia.org/wiki/Justin_Fashanu))

ACTIVITY - Listen to the clip from the play 'Tull' about life at Bonner Road and then write a letter from Walter to his step mother, Clara about his experiences. Describe how he feels living there. Explain what it must feel like being an orphan?



Bonner Road, East London

Document 4

The 1891 Census (the census collects information about every household)

Administrative County of Kent The undermentioned Houses are situate within the Boundaries of the

Civil Parish of Folkestone Municipal Borough of Folkestone Municipal Ward of North Urban Sanitary District of Folkestone Town or Village or Hamlet of Folkestone Rural Sanitary District of Folkestone Parliamentary Borough or Division of Hythe Ecological Parish or District of S. Saviour's Page 78

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
No. of Schedule	ROAD, STREET, &c. and No. or NAME of HOUSE	No. of HOUSE	Whether the HOUSE is a Dwelling	NAME and Surname of each Person	RELATION to Head of Family	CON- DITION as to Marriage	AGE last Birthday of	PROFESSION or OCCUPATION	Employed	Employed in Agriculture	WHERE BORN	(1) Deaf-and-Dumb	(2) Blind	(3) Lunatic, Imbecile or Idiot	
504	47 Watton St	1		William Kaine Son	S	18	General Laborer	X			Reye Sussex				
				George do Son	S	16	Plumber & Glazier	X			Stover Kent				
				Michael Farby Head	M	32	Harness Maker	X			Ince Kent				
				Jane do Wife	M	29					Woolwich Kent				
				Mary do Daughter		19	Scholar				Radford do				
				John do Son		17	do				Folkestone do				
				Ellen do Daughter		16					do do				
				Michael do Son		13					do do				
				Ellen do Foster Child		10	Scholar				N. H.				
				Milda M. Fogell do		8	do				N. H.				
505	49 Wallon St	1		John S. Fogell Son		7 mo					Folkestone Kent				
				Henry Child Head	M	49	General Labourer	X			Clarendon				
				Sarah do Wife	M	47					Wye Kent				
				William do Son	S	17	General Boy	X			Radford do				
				George do Son	S	14	Scholar				Folkestone do				
				Emily do Daughter		12					do do				
506	51 do	1		Daniel Tull Head	M	35	Carpenter & Joiner	X			Canby West India				
				Oliver do Wife	M	38					Northam Kent				
				William do Son		19					Folkestone do				
				Julia do Daughter		17					do do				
				Edward do Son		14					do do				
				Walter do Son		2					do do				
507	53 do	1		James Reynolds Head	M	69	General Labourer	X			Newington Kent				
				Mary Ann do Wife	M	70					Folkestone do				
508	55 do	1		William Bean Head	M	33	Gardener	X			Bagham do				
				Jane do Wife	M	26					Hythe				
				William do Son		1					Folkestone Kent				
				Elizabeth Hayward Sister	S	18	Dressmaker	X			do do				
509	57 do	1		Edward Halliday Head	M	51	Gardener	X			Newington do				
				Jane C do Wife	M	46	Dressmaker	X			Folkestone do				
510	59 do	1		George Cookman Head	M	36	General Labourer	X			do do				
7	Total of Houses and of Tenements with less than Five Rooms ...	7		Total of Males and Females...		18	13								

NOTE.—Draw the pen through such of the words of the headings as are inappropriate.

Reference: **RG12/750**

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Document 5
The 1901 Census

Page 4

LIST of all PERSONS who SLEPT or ABODE in this INSTITUTION on the NIGHT of SUNDAY, MARCH 31st, 1901.

Col.	NAME and SURNAME	RELATION to Head of Family, or Position in the Institution.	CONDITION as to Marriage.	AGE last Birthday.		PROFESSION or OCCUPATION.	Single, Widowed, or Overboard.	If Working at Home.	WEEKS BORN.	10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25
				Males	Females					
1	Thomas M. Adams	Male	single	14	1				London, City of St. James	✓
2	John Kellerman	"	"	10	1	scuder			London - Whitech.	
3	Charles Wheeler	"	"	10	1				Kent. Sittingbourne	✓
4	Charles Clifton	"	"	11	1				London - Pall Mall R? W	
5	Arthur Porty	"	"	10	1				London - Whitech.	
6	Sidney Wraymouth	"	"	10	1				London - Whitech.	✓
7	Esther Mason	servant.	single	17	1	domestic servant.	worker.		Sheppards Yard	✓
8	Arthur Asarman	Male	"	15	1				Sheppards Yard	✓
9	Ernest Braman	"	"	15	1				Nottingham	✓
10	Frank Hunt	"	"	14	1				Nottingham	✓
11	Daniel Phillips	"	"	14	1				London - N	✓
12	Thomas Kelly	"	"	13	1				London - N	✓
13	Leonard Healey	"	"	13	1				Kent. Bromley	✓
14	Walker Tull	"	"	12	1				Kent. Folliscombe	✓
15	Charles Wilson	"	"	12	1				W. Sussex. Hove	✓
16	Albert Long	"	"	12	1				Wilt. Westbury	✓
17	Walter Smith	"	"	12	1				90 W. Kenton	✓
18	David Brockley	"	"	12	1				London - Tottenham	✓
19	Edward Belton	"	"	9	1				London - Whitech.	✓
20	John Hoffmann	"	"	11	1	Office messenger.			London - N	✓
21	Alfred Milligan	"	"	10	1				90 W. Kenton	✓
22	James Francis	"	"	10	1				London - Bow	✓
23	Charles Francis	"	"	10	1				London - Bow	✓
24	Nicholas Noble	"	"	10	1				London - Whitech.	✓
25	William Park	"	"	13	1				London - N	✓
				Total of Males and of Females.....	24	1				

PUBLIC RECORD OFFICE REFERENCE :- RG 13/296 CROWN COPYRIGHT - NOT TO BE REPRODUCED WITHOUT PERMISSION ON SCALE 1 2 3 4 5 6

Dear Clara

I am writing to you this morning to tell you about how I am getting on ...

Adjective Box - Use some of the following words in your description

Sad

Lonely

Upset

Happy

Busy

Scared

I spend most of my time with my brother Edward. These are the kind of things that we get up to;

Football

Cleaning

Praying

Washing

Reading

Writing

Chose a few and write a sentence about each one

When are we going to be able to leave Bonner Road? I really want...

Think about how Walter would have felt living in a Children's Home

- How would you feel?

- What would you want more than anything?

That is all for now,

I hope to see you soon

Love *Walter x*



Lesson 3

The Football Years

Lesson Objectives:

- Pupils will be able to compare images from contemporary times with the early 20th century
- Pupils should be able to select appropriate material from sources
- Pupils should be able to consider the historical significance of Tull's football career

Starter – Put two pictures up on an OHP or whiteboard showing a contemporary football team (of your choice, so long as there is some diversity in the team) and the picture of Walter in either the Tottenham or Northampton team photos. As the class to write down 3 differences between the images and try to draw out the diversity in football today.

Main activity - The students should use the sources as references to complete the written task in which they complete an entry for the Rothmans Footballers Yearbook 1914. This is an annual book that compiles bibliographies of footballers, examples of a similar type can be found here: <http://www.biogs.com/biogsdirectory/footballers.html>. There is also a writing frame that can be used for pupils with weaker literacy skills.

Plenary – Tell the students that Walter has been recommended to go into the Footballers 'Hall of Fame', ask them to imagine that they were Walter and that they have to give an empathetic response in no more than a sentence. Go around the class.

Additional information - Walter started his football career as an amateur playing for Clapton (who later became Leyton Orient) and was signed as a professional for Tottenham in 1909, after he had completed his apprenticeship as a printer. After the disgraceful episode at Bristol City where Walter was racially abused by the crowd (Lesson Four), he was transferred to Northampton Town, where he played for the rest of his career. It is believed that after the war it was probable that Walter would have moved to Glasgow Rangers to join up with his brother Edward and sister Cecillia who were living there. The focus of this lesson is to understand the significance of Walter's appearance as the first outfield Black professional footballer – the first was Arthur Warton who played in goal for Darlington and Preston North End (as an amateur) and Rotherham and Sheffield Utd (as a professional).

Why is Walter Tull important in the history of modern football?

Walter's football career lasted from 1908 until the outbreak of the war in 1914 and in that time he played for three teams; Clapton (an amateur team who later became Leyton Orient), Tottenham Hotspurs and Northampton Town. It is possible that he would have also joined Glasgow Rangers after the war.

When he made his debut for Tottenham in September 1909, Walter became the first Black outfield professional footballer in English history (the first Black professional was Arthur Wharton who played in goal for Darlington and Preston North End). When Walter was playing he was the only Black player out of the 660 players in the English Leagues.

Look at the following sources about Walter:

Source A: This is a description of Tull's home debut for Tottenham against Manchester United from the Daily Chronicle, 13 September 1909 (Tull's) display on Saturday must have astounded everyone who saw it. Such perfect coolness, such judicious (careful) waiting for a fraction of a second in order to get a pass in not before the defender has worked to a false position, and such accuracy of strength in passing. I have not seen for a long time ... Tull is very good in deed.

Source B: Walter Tull's Football records

Tottenham Hotspurs (1st team): 10 games 2 goals

Tottenham Hotspurs (reserves): 27 games 10 goals

Northampton Town: 110 games 9 goals

Source C: An undated press cutting presumed to be from October 1909 after Tottenham played Bristol City at Ashton Gate Tull is so clean in mind and method as to be a model for all white men who play football ... (he) was the best forward on the field

TASK: Using information from Sources A, B and C and documents Six and Seven write an entry for Walter Tull in the Rothmans Footballers Yearbook for 1914. You should include the teams he played for including his appearances and goals, how he is described and why he was such an important figure in English football.

Document 6a

Walter Tull playing for Tottenham
Hotspurs 1909-11



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and Learning Service

Document 6b

Walter Tull playing for Tottenham
Hotspurs 1909-11



Document 7

Walter Tull playing for Northampton Town
1911-14



The Rothmans Football Yearbook 1914

Walter Tull played for three teams C _____ , T _____ H _____
and N _____ T _____ .

He made his debut for T _____ in September _____ when he
became the first B _____ outfield professional footballer in England.

Walter was the only B _____ player out of the players in the English Leagues.

This is what some of the journalists who watched Walter play said about him:

These are Walter's appearances and goals for the different teams that he played for:

Walter Tull was a very important person in English football because:

Lesson 4

The Bristol Scandal

Lesson Objectives

- Pupils will be able to use ICT
- Pupils will be able to write for a specific purpose
- Pupils should be able to develop their peer assessment skills

Starter activity – DO NOT GIVE THE STUDENTS ANY PRIOR INFORMATION ABOUT WHAT HAPPENED TO WALTER AT BRISTOL. The starter uses a contemporary example of racist abuse from Spanish supporters against the Black English players Ashley Cole and Sean Wright Phillips in a friendly in November 2004 (<http://news.bbc.co.uk/sport1/hi/football/internationals/4022489.stm>). Use the first 25 seconds from the clip on <http://www.comptonhistory.com/tull/index.htm> and then ask the students to make a connection between what happened in Spain and what may have happened to Walter when he was playing. Draw out the comparisons and then read the handout.

Main activity - The task is for students to work in pairs or on their own to create an end of match report about the Bristol-Tottenham match. You can hear examples here <http://www.bbc.co.uk/fivelive/sport/football/> If you have a microphone attached to a PC then you can use a piece of free software called Audacity to make a digital recording (you can download Audacity at <http://audacity.sourceforge.net/>) and then play back to the class. You can hear examples of the recordings made by students on the same page as you found the video clip for the starter activity. Alternatively if you have windows XP then you can use the sound recorder that is preinstalled (programs – accessories – entertainment – sound recorder). If you don't have either of these then you can use a tape recorder/ mobile phone.

Plenary - listen to the work that has been completed and ask for constructive feedback. Use this opportunity for some peer assessment, grading the reports with criteria such as historical accuracy, entertainment value, teamwork and effort.

Additional information - This lesson focuses on one event that was to have a significant impact on Walter Tull – Tottenham were playing away at Bristol City in October 1909 and Walter was racially abused by the home crowd 'in language lower than Billingsgate'. Subsequently Walter was dropped from the first team and two years later transferred to Northampton Town.

What does the Bristol Scandal tell us about race relations in Edwardian Britain?

Having signed as a professional for Tottenham Hotspur, in 1909, Walter made his way into the first team. At an away match against Bristol City, Walter experienced racist chants against him from the Bristol crowd. According to a journalist who was reporting on the match 'a section of the spectators made a cowardly attack on him in language lower than Billingsgate.' This was a reference to the famous London fish market where many working men would have used language that most people would have found unacceptable. The journalist went on to say;

"Let me tell those Bristol hooligans that Tull is so clean in mind and method as to be a model for all white men who play football whether they be amateur or professional. In point of ability, if not actual achievement, Tull was the best forward on the field" The match ended 0-0, attendance 20,000"

It seems likely that the connection that Bristol had with the Slave Trade (it was one of the most important ports where slave ships left Britain from), was a cause of the racist language that was used against Walter. Another anonymous journalist said that Walter 'had much to contend against on account of his colour'.

It is also not surprising that Walter was deeply affected by this experience, although there is no evidence that his form on the pitch suffered. However he played only a few more games for Tottenham's first team before being dropped to the reserves. In 1911 he was transferred for a 'heavy transfer fee' to Northampton Town.

TASK: You are going to produce a digital audio recording (podcast) of the Bristol City game where Walter was abused by the crowd. You can look at the following video clip from a recent England game against Spain where there was also racist chanting against the Black players to give you some ideas. <http://www.comptonhistory.com/tull/index.htm>

Your broadcast should be similar to the ones that are given at the end of the match on Radio Five Live (listen to some examples here: <http://www.bbc.co.uk/fivelive/sport/football/>). You can make some comments on the game but most of your broadcast should focus on what happened to Walter and how he would have felt. You can also comment on how you felt listening to the abuse.

Lesson 5

The army years

Lesson Objectives

- Pupils will be able to extract evidence from a variety of sources
- Pupils will be able to develop their empathetic writing
- Pupils will be able to show their understanding of the significance of Tull's promotion

Starter – Put the quote ‘your gallantry and coolness’ (from Source C on Document Nine) on an OHP or whiteboard. If you are using an IWB then you can put the whole source up but using the spotlight feature highlight this section from the newspaper report. Clarify that the students understand the key words. The aim of the starter is to encourage the students to make a link to the previous lessons on football – they should be encouraged to think that this is a description of his performances on the football pitch – however this should then be revealed to show Walter's character as a soldier / officer.

Main activity - Read the Handout which explains how Walter joined the Football Battalion of the Middlesex regiment (this could lead to a discussion of whether this would happen today, and a link to the ‘Pal's Battalions’ <http://www.spartacus.schoolnet.co.uk/FWWpals.htm>). Students should then study Documents Eight and Nine which look at Walter's signing up papers and newspaper reports about his exploits in the war. They should then complete the first task extracting relevant information from the sources before completing the second task which is a piece of extended writing. Students can use the postcard template to write a letter to Edward after Walter's promotion to Officer.

Plenary – Ask the students to make a list of pioneers, eg Mandela as the first Black Prime Minister of South Africa, Elizabeth Garrett Anderson as the first female doctor in Britain. Ask them to explain why it is important to study key individuals in history. Now add Tull to the list and ask the students to explain why he was a figure of historical significance.

Additional information – Walter Tull joined the 17th (Football) Battalion of the Middlesex Regiment in December 1914. This was a unit made up of only professional and amateur footballers. Tull served in France and Italy and survived the first battle of the Somme in 1916. In the same year he was asked to go to the Officer's Training school in Scotland. As a consequence Tull became the first Black Infantry Officer in the British Army (there were two other Black Officers in the Medical Corps) having broken the Colour Bar which stated that ‘Negroes’ were specifically excluded from exercising ‘actual command’.

What is the significance of Walter Tull's experiences in the British Army?

Shortly after the outbreak of the First World War in August 1914 Walter Tull had made the decision that he could no longer continue as a professional footballer and became the first of his team mates to join up for the British Army in December 1914. Walter did not want to make a complete break from football, however as he joined the Football Battalion of the Middlesex Regiment. Walter served in France and Italy, and survived the first battle of the Somme, however he was invalided home on a number of occasions with 'trench fever' and 'shell shock'. Walter won several medals during the war, including the '1914-15 star'.

It was after receiving treatment for 'trench fever' in 1916 that a truly remarkable event took place. Walter was asked to go to the Officer training school in Scotland, where he graduated, becoming the first Black Infantry Officer in the British Army. Walter had broken the 'Colour Bar' that existed in the army - no 'Negroes' were allowed to take 'actual command'. Walter Tull was promoted to the rank of Second Lieutenant and joined the 23rd (2nd Football) Battalion of the Middlesex Regiment.

TASK: Look at Documents Eight and Nine and answer the following questions:

- 1) How old was Walter when he joined the Army?
- 2) What was the date that Walter joined the Army?
- 3) Read sources A and B - can you think of a reason why the Northampton Newspapers published these articles?
- 4) Read source C - Write a few sentences that describe what kind of a soldier Walter was (use quotes from the source).

TASK: Write a postcard from Walter to his brother Edward after his promotion to Officer. You might want to use examples from source C to explain why Walter was chosen to become an Officer. You should include a description of how Walter felt at the time, and why this was such an important event in British history.

Document 8

Walter Tull's Short Service Document
(used to sign up for the army)

325. Wt. 0749-54 50,000. 1414. R. M. & S. 27
Oath No. 2225

Army Form B. 2505.

SHORT SERVICE.
(For the Duration of the War.)

1st Battalion

ATTESTATION OF
No. *55* Name *Walter Daniell Tull* Corps *Middlesex Regiment*

Questions to be put to the Recruit before enlistment.

1. What is your Name?	1. <i>Walter Daniell Tull</i>
2. What is your full Address?	2. <i>33, Albemarle Street</i>
3. Are you a British Subject?	3. <i>Yes</i>
4. What is your Age?	4. <i>26</i> Years <i>7</i> Months.
5. What is your Trade or Calling?	5. <i>Professional Footballer</i>
6. Are you Married?	6. <i>No</i>
7. Have you ever served in any branch of His Majesty's Forces, naval or military, if so, * which?	7. <i>No</i>
8. Are you willing to be vaccinated or re-vaccinated?	8. <i>Yes</i>
9. Are you willing to be enlisted for General Service?	9. <i>Yes</i>
10. Did you receive a Notice, and do you understand its meaning, and who gave it to you?	10. <i>Yes</i> Name <i>Mr. J. J. ...</i> Corps <i>1st Battalion</i>
11. Are you willing to serve upon the following conditions provided His Majesty should so long require your services?	11. <i>Yes</i>

For the duration of the War, at the end of which you will be discharged with all convenient speed. If employed with Hospitals, depots of Mounted Units, and as Clerks, etc., you may be retained after the termination of hostilities until your services can be spared, but such retention shall in no case exceed six months.

Walter Daniell Tull do solemnly declare that the above answers made by me to the above questions are true, and that I am willing to fulfil the engagements made.

Walter Daniell Tull SIGNATURE OF RECRUIT.
Stewart Bright Signature of Witness.

OATH TO BE TAKEN BY RECRUIT ON ATTESTATION.

Walter Daniell Tull swear by Almighty God, that I will be faithful and bear true Allegiance to His Majesty King George the Fifth, His Heirs and Successors, and that I will, as in duty bound, bravely and faithfully defend His Majesty, His Heirs and Successors, in Person, Crown, and dignity against all enemies, and will observe and obey all orders of His Majesty, His Heirs and Successors, and of His Generals and Officers set over me. No help me God.

CERTIFICATE OF MAGISTRATE OR ATTESTING OFFICER.

The Recruit above named was cautioned by me that if he made any false answer to any of the above questions he would be liable to be punished as provided in the Army Act. The above questions were then read to the Recruit in my presence. I have taken care that he understands each question, and that his answer to each question has been duly entered as replied to, and the said Recruit has made and signed the declaration and taken the oath before me at *London* on this *21st* day of *December* 191*4*.

C. Franke Signature of Justice.

† Certificate of Approving Officer.

I certify that this Attestation of the above-named Recruit is correct, and properly filled up, and that the required forms appear to have been complied with. I accordingly approve, and appoint him to the *Middlesex Regiment*. If enlisted by special authority, Army Form B. 205 (or other authority for the enlistment) will be attached to the original attestation.

Date *21st Dec* 191*4* *C. Franke* Approving Officer.
Place *King's Cross, London*

* The signature of the Approving Officer is to be affixed in the presence of the Recruit. † Have inserted the "Corps" for which the Recruit has been enlisted.

* If so, the Recruit is to affix the particulars of his former service, and to produce, if possible, his Certificate of Discharge and Certificate of Character, which should be inserted in his consignment endorsed in red ink, as follows, viz:—Name _____ on the (Date) _____

Document 9

A selection of newspaper cuttings about Tull's experiences in the army

Walter Tull, the Cobblers' half back, who is in the Players' Battalion, has been in hospital three months with pneumonia, but is now convalescent.

Source A from the Northampton Mercury 18 August 1916

Lieutenant Walter Tull, the old Northampton player, is now in Italy, where Pte. Billingham, of the reserves, has also been serving.

Source B from the Northampton Independent 19 January 1918

Town Footballer's Heroism.

Th many friends of Sec. Lieut. Walter Tull, the old Northampton half-back, will join me in hearty congratulations upon his exceptional gallantry which has brought him the following fine tribute from Major-General Sir Sydney Lawford, commanding officer of one of the British divisions on the Western front:—

"I wish to place on record my appreciation of your gallantry and coolness. You were one of the first to cross the river prior to the raid, and during the raid you took the covering party of the main body across and brought them back without a casualty, in spite of heavy fire."

Tull, who is attached to the Middlesex Regiment, joined the Footballers' Battalion when war broke out, and won rapid promotion by his many soldierly qualities.

* * * *

Source C from the Northampton Independent 16 March 1918

Lesson 6

The death of Walter Tull pt 1

Lesson Objectives

- Pupils should be able to extract appropriate information from a variety of sources
- Pupils should be able to create a storyboard of Tull's experiences
- Pupils should be able to use ICT to commemorate Tull's life

Starter activity – Listen to the extract from the play 'Tull' to convey the tragedy of Tull's death in March 1918, or put the Telegram informing Edward Tull of his brothers death (Source C) on an OHP or whiteboard. Ask the students how they feel about the death of Tull.

Main activity - There are a large number of sources that the students need to use for these lessons (9) and the focus for the first lesson should be on extracting appropriate information from the sources to enable the students to write an epitaph for Walter Tull (question 3). There is a worksheet for lower ability students which reduces the number of sources needed.

Plenary – listen to the epitaths that the students have produced and ask them to vote for the best three examples. Ask the students to give reasons for their choice.

The Death of Walter Tull

Having become the first Black Infantry Officer in the British Army, Walter was posted to Italy as a Second Lieutenant in the 23rd (2nd Football) Battalion of the Middlesex Regiment. Walter was mentioned in dispatches (he was written about in the Army records because of his bravery) for leading his men at the battle of Piave, and returned to France in 1918 fighting in the second battle of the Somme.

Sadly, on the 25th March 1918, Walter was shot through the head and killed in no-man's land whilst leading a counter attack against the German army. His fellow soldiers tried to bring Walter's body back to be buried but came under heavy machine gun fire and failed to do so. Walter's body was never found. His name was placed on the wall at the Arras Memorial.

Questions:

Look at sources A, B and C

- 1) What can you learn from these three sources about the death of Walter Tull? Explain using examples from all three sources.

Look at sources D, E, F, G, H and I

- 2) Make a list of all of the qualities that Walter Tull had according to these sources.
- 3) In no more than 10 words write an epitaph for Walter Tull - an epitaph is an inscription that goes on someone's grave.

Look at sources F, H and I

- 4) Can you work out the difference between these sources and all the other sources about Walter Tull?
- 5) Why do you think there is a difference between sources F, H and I and all the other sources? You might want to think about when they were written and differences in attitudes between the times.

TASK: Using information from all the sources and your own knowledge, design a storyboard about Walter Tull's life.

You will be able to use photostory3 or windows moviemaker to complete the task, but need to plan carefully first. OR write an obituary about Walter Tull's life for the Northampton Independent.

Document 10

Source A - A copy of Walter Tull's death certificate

An Extract from an Entry in the Army War Records of Deaths 1914-1921

CERTIFIED COPY OF

AN ENTRY OF DEATH SA 062790

Application Number...G001234.....

Registration of Births, Deaths and Marriages (Special Provisions) Act 1957

Army Officers Records of War Deaths 1914 - 1921

Name and Rank	Unit	Cause, Date and Place of Death
TULL Walter Daniel 2 nd Lt. Prev Sgt 17 th Middx R	5 th Bn.att'd to 23 rd Bn Middx R.	Killed in Action 25.3.1918 France or Belgium

An Extract from an Entry relating to the death of Walter Daniel Tull


CERTIFIED to be a true copy of *the certified copy of*[®] an entry made in a Service Departments Register.
Given at the GENERAL REGISTER OFFICE, under the Seal of the said Office, the 29th day of April 2004

*If the certificate is given from the original Register the words "the certified copy of" are struck out.

Section 3(2) of the above mentioned Act provides that "The enactments relating to the registration of births and deaths and marriages in England and Wales, Scotland and Northern Ireland (which contain provisions authorising the admission in evidence of, and of extracts from, certified copies of registers and duplicate registers) shall have effect as if the Service Departments Registers were certified copies or duplicate registers transmitted to the Registrar General in accordance with those enactments."

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Document 10

Source B - the telegram informing Edward Tull of his brother's death

1	2	cms	The National Archives	ins	1	1	2
Ref: WO 339/90293							
Please note that this copy is supplied subject to the National Archives' terms and conditions and that your use of it may be subject to copyright restrictions. Further information is given in the enclosed 'Terms and Conditions of supply of Public Records' leaflet							

Pre. 4/4/18 Code		POST OFFICE  TELEGRAPHS. (Inland Official Telegrams only.)		No. of Telegram 1207/18
Office of Origin and Service Instructions: O.H.M.S. M.S.C. CAS.		Words	Sent	I certify that this Telegram is the service of the W.O. (Signature) <i>M. Herge</i>
Attention is called to the Regulations printed at the back hereof.			Dated Stamp.	
TO }	Tull 419 St. Vincent Street Glasgow			
Deeply regret Lieutenant W.D. TULL Middleton Regt Killed in Action March Twenty fifth the Army Council express sympathy				
FROM }	SECRETARY WAR OFFICE			

The Name and Address of the Sender, if NOT TO BE TELEGRAPHED, should be written in the space provided at the Back of the Form.

Document 10

Source C – The Northampton Independent
July 13 1918

How Lieut. Tull Died.

In a chat with Pte. T. Billingham, the Leicester goalkeeper the other day, he told me that Lieut. Walter Tull, of the Footballers' Battalion of the Middlesex Regiment, whose death was such a blow to his many friends, was killed by a machine gun bullet which entered his neck and came out just below his right eye. Billingham was about 30 yards from him when he was hit, and was the first to go to his assistance. He only lived two minutes, however, and Billingham carried him some distance in the hope of securing for him a decent burial, but had to leave him on account of the Germans' rapid advance. Tull, he adds, will be greatly missed. He was a thorough gentleman, and was beloved by all.

Document 10

Source F from the Oxford Dictionary of National Biography by Phil Vasili, 2004/5

Tull, through his actions, ridiculed those barriers that tried to deny people of colour equality with their contemporaries, revealing the shallow substance of these obstacles by the strength of his integrity.

Source G from The Observer Sports Monthly Magazine November 2005

Tull's commanding officer wrote to his brother to say 'how popular he was throughout the battalion ... The battalion has lost a faithful officer and personally I have lost a friend'

Source H from Andy Merriman, a writer who wrote the play 'Tull' broadcast on Radio 4, October 2003

I think Tull is an inspirational historical figure to manage the extraordinary double feats of first black outfield professional footballer and first black NCO, during a very much less tolerant time were remarkable achievements. He also did this with the utmost respect of his peers - not at their expense. In historical terms, he was a true pioneer and his tragic death at such a young age only adds to his iconic stature.

Source I from the Walter Tull Memorial

Through his actions, WDJ Tull ridiculed the barriers of ignorance that tried to deny people of colour equality with their contemporaries. His life stands testament to a determination to confront those people and those obstacles that sought to diminish him and the world in which he lived. It reveals a man though rendered breathless in his prime, whose strong heart still beats loudly. This memorial marks an area of reflective space as a Garden of Remembrance.

Written by Phil Vasili.



Lesson 7

The death of Walter Tull

pt 2

Lesson Objectives

- Pupils should be able to extract appropriate information from a variety of sources
- Pupils should be able to create a storyboard of Tull's experiences
- Pupils should be able to use ICT to commemorate Tull's life

Starter activity – recap previous lesson by recalling epitaphs

Main activity - The final activity of the unit is a summative piece, where the students have a choice of writing an obituary for Walter Tull or designing a storyboard about his life. The storyboard activity allows pupils to be more creative in looking at Tull's experiences. The activity should be completed in two stages. The first is a paper version which will act as a draft. The students should use an A3 sheet of paper which they divide in 3 columns under the heading – Text, Images, Sound. They should then tell the story of Walter Tull in approx 6 stages (clips). The text will represent the voiceover that will be heard in the film, the images can be from the documents that have been used throughout the unit or can be sketched out, and the sound is the incidental, background sound to accompany the clip. Once the draft has been completed the students should complete an electronic version using either Windows Moviemaker or Windows Photostory3 (a free download for XP users from <http://www.microsoft.com/windowsxp/using/digitalphotography/photostory/default.mspx>). They should be able to use resources from the internet to provide them with images for their storyboards.

Plenary – Ask students to present their work back to the class and ask for constructive feedback. Use this opportunity for some peer assessment, grading the reports with criteria such as historical accuracy, entertainment value, teamwork and effort.

Additional information - The second lesson focuses on Interpretations of Walter Tull, comparing primary accounts of his death, in which his colour is not mentioned at all, with contemporary accounts from researchers (Phil Vasili is the eminent historian on Black Footballers and has written the book *Colouring Over the White Line. The History of Black Footballers in Britain*, Mainstream Publishing, 2000) and writers (Andy Merriman wrote the play 'Tull' performed on Radio Four, October 2003). Encourage pupils to think about why there was a difference in emphasis between the accounts and there is scope for a discussion about the importance of celebrating the contributions that people of colour have made to this country.

The Death of Walter Tull

Having become the first Black Infantry Officer in the British Army, Walter was posted to Italy as a Second Lieutenant in the 23rd (2nd Football) Battalion of the Middlesex Regiment. Walter was mentioned in dispatches (he was written about in the Army records because of his bravery) for leading his men at the battle of Piave, and returned to France in 1918 fighting in the second battle of the Somme.

Sadly, on the 25th March 1918, Walter was shot through the head and killed in no-man's land whilst leading a counter attack against the German army. His fellow soldiers tried to bring Walter's body back to be buried but came under heavy machine gun fire and failed to do so. Walter's body was never found. His name was placed on the wall at the Arras Memorial.

Questions:

Look at source A

- 1) What was the date that Walter Tull was killed?
- 2) How was Walter's death described on the Death Certificate?

Look at Source B

- 3) Write down what the telegram says.

Look at Source C

- 4) Explain how Walter Tull died
- 5) Why did Tull's friends have to leave his body behind?

EXTENSION: In no more than 10 words write an epitaph for Walter Tull - an epitaph is an inscription that goes on someone's grave


TASK: Using information from all the sources and your own knowledge design a storyboard about Walter Tull's life. You will be able to use photostory3 r windows moviemaker to complete the task but need to plan carefully first.



Document 11

Source A - A copy of Walter Tull's death certificate

An Extract from an Entry in the Army War Records of Deaths 1914-1921

CERTIFIED COPY OF  **AN ENTRY OF DEATH** SA 062790

Application Number...G001234.....

Registration of Births, Deaths and Marriages (Special Provisions) Act 1957

Army Officers Records of War Deaths 1914 - 1921

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An Extract from an Entry relating to the death of Walter Daniel Tull

01/0/01 4660 11002 SP5L 004078


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Document 11

Source B - the telegram informing Edward Tull of his brother's death

1		2		cms		The National Archives		ins		1		1		2	
Ref: WO 339/90293												Please note that this copy is supplied subject to the National Archives' terms and conditions and that your use of it may be subject to copyright restrictions. Further information is given in the enclosed 'Terms and Conditions of supply of Public Records' leaflet			

Pro		Code		Office of Origin and Service Instructions.		Words.		Sent		No. of Telegram		I certify that this Telegram is the service of the	
4/4/18				O.H.M.S. M.S.C. CAS.				At _____ M.		120		the service of the	
								To _____		(Signature) <i>H. Herge</i>			
Attention is called to the Regulations printed at the back hereof.										Dated Stamp.			
TO		Tull 419 St Vincent Street Glasgow											
		Deeply regret		Lieut W.D. TULL		Middleton Regt		Killed in Action					
		March Twenty fifth		the Army		Council express sympathy							
FROM		SECRETARY WAR OFFICE											

The Name and Address of the Sender, if NOT TO BE TELEGRAPHED, should be written in the space provided at the Back of the Form.

Document 11

Source C – The Northampton Independent
July 13 1918

How Lieut. Tull Died.

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Tull's commanding officer wrote to his brother to say 'how popular he was throughout the battalion ... The battalion has lost a faithful officer and personally I have lost a friend'

Source H from Andy Merriman, a writer who wrote the play 'Tull' broadcast on Radio 4, October 2003

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Source I from the Walter Tull Memorial

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Written by Phil Vasili.



Document 11





NORTHAMPTONSHIRE
Black History
ASSOCIATION

Northamptonshire Black History Association, Doddridge Centre, 109 St James Road, Northampton, NN5 5LD
Tel: 01604 590 967 www.northants-black-history.org.uk

