

# GRACE ON THE CASE

## A World War One Adventure



### RESOURCE PACK

The Role of  
Women during War



# Notes for Teachers

## Curriculum Links



**The Grace on the Case project is designed to work alongside the national curriculum for history with particular emphasis on the following aims:**

- 1.** To know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- 2.** To gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry.'
- 3.** To continue developing a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
- 4.** To complete a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

# The Grace on the Case Project



The Grace on the Case project started as a conversation with the Hounslow Military Wives. Through conversations with Bounce theatre, they shared their experiences of the First World War, giving a unique picture of how life had been for women in particular during that time.

Fusing real life narratives with their own research, Bounce then began working with local primaries to play with story boarding and creating a character who was able to travel in time. The Grace character was created by a year five girl from local primary, Beavers, and local cartoonist David Lewis created the comic book style.

Each of the women that Grace meets in the book is based upon one of the women who contributed to the book and, if you look carefully, you might notice the historical buildings that still exist in Hounslow today.

Bounce Theatre creates opportunities for young people to make unique theatre and artwork by producing a bespoke programme of project and production work for young people who might not otherwise access the arts. Our work blurs the lines between performance and process to create innovative and exciting learning experiences.

If you would like to find out more about our work, please contact us at [www.bouncetheatre.com](http://www.bouncetheatre.com)



# Introduction

## Developing a sense of time

Look carefully at the first two pages of “Grace on the Case” and use your detective skills to answer the following questions:

What differences can you identify between current day and wartime?

WORLD WAR ONE	TODAY

What kind of a medal does Grace find? Why might someone have been given a medal? .....

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Looking at the picture, why do you think there are so many horses in the field? .....





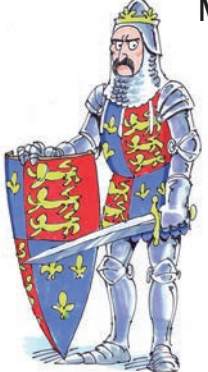
.....

What might have been the problem with using horses during a war? .....

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# Activity

Cut out each period of British history and create a timeline with them in the correct order. Put in your own picture for today!

<p><b>Roman Britain</b></p> <p>43 AD - 410 AD</p> 	<p><b>Victorian Britain</b></p> <p>1839 AD - 1901 AD</p> 	<p><b>Tudor Britain</b></p> <p>1485 AD - 1603 AD</p> 
<p><b>Modern Britain</b> Including World Wars I &amp; II</p> <p>1902 AD - 2014 AD</p> 	<p><b>Anglo Saxon Britain</b></p> <p>450 AD - 1066 AD</p> 	<p><b>Pre-historic Britain</b></p> <p>500000 BC - 40000 BC</p> 
<p><b>Stuart Britain</b></p> <p>1603 AD - 1714 AD</p> 	<p><b>Stone Age</b></p> <p>4000 BC - 2300 BC</p> 	<p><b>Iron Age</b></p> <p>750 BC - 43 AD</p> 
<p><b>Medieval Britain</b> <b>Normans</b></p> <p>1066 AD - 1485 AD</p> 	<p><b>Viking Invasions</b></p> <p>787 AD - 1100 AD</p> 	<p><b>Today</b></p> <p>2016 AD</p>



# Life in Medicine

## QAIMNS and VAD

### Detective Skills

Read pages three and four and then answer the following questions.

1. How many QAIMNS before the war and after?

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2. Which symbol suggests the person is a medical professional?

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3. Why were women called upon to become nurses?

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4. What was unusual about Percy House Military Hospital?

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### Context Skills

Look at the following questions with a partner and prepare some thoughts for a class discussion.

1. You could only become a VAD when you turned 23. Why do you think this was?

2. What do you think women did before the war? How do you think the establishment convinced women to become nurses and leave their homes?

3. What differences do you see between the hospital in the book and the one that you might see today? What medical advances do you think were inspired by world war one?

# Propaganda

One of the ways that women were persuaded to take part in the World War One war effort was through propaganda. Propaganda is a poster that is biased towards one opinion that is designed to persuade others. Here are some examples of propaganda during World War One:





# Propaganda

Use the template below to create your own piece of propaganda for World War One.





# Vets

## Detective Skills

Read page five where Daisy goes to ask directions from the first woman she sees.

1. In modern day, Hounslow Heath is a recreational place for families and children. What was it used for during the first world war? Why was it unsafe for children?

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2. Look at the uniform of the woman in the Land Army and compare it to that of the QAIMNS nurse. What are the differences between them? Why do you think they were there?

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3. Why did the Women's Land Army need vets and veterinary nurses?

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## Context Skills

1. Which battle is mentioned in the text? With a partner (or overnight for homework) research some key facts about that battle and make a class list

2. Where do you think the horses used in war came from?



# Horses in Wartime

In the first World War, horses were essential to the effort as they were the only way that Soldiers could move artillery, food and supplies as well as carrying guns and supporting soldiers who were either riding into or injured in combat.

Over a million horses were sent into the War with horses being shipped from North America to boost numbers. New Zealand gunner Bert Stokes later recalled being told in 1917: 'to lose a horse was worse than losing a man, because... men were replaceable, while horses weren't at that stage.'

For many, the loss of horses caused great sadness both for practical reasons (horses were essential for many manual tasks both in the war and at home) and emotional ones.

## Activity

Imagine you are the owner of a horse between 1914 and 1918. Who are you? Are you in or out of the war effort? What condition is your horse in?

Write a diary entry about your day. Remember to consider your viewpoint before you start and use details to bring the diary to life.

*Dear diary...*

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# Letters and Cryptography in World War One

Since it was so difficult to communicate during the war, sensitive communications were translated into code. A popular code was a substitution cypher. This involved substituting letters for numbers like this:

A	B	C	D	E	F	G	H	I	J	K	L	M
6	19	4	12	26	9	24	14	22	2	16	20	7
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
5	17	10	21	1	15	25	8	18	11	23	3	13

Then, these would be used to encode letters. See if you can crack the following:

7	26	26	25		22	5		10	6	1	22	15

## Activity One

Write your friend a letter in substitution code for your friend to translate. Use the table above as your rule and remember to keep the numbers clear so your friend can distinguish one from another (make sure 21 looks different to a 2 with a 1 next to it).

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Swap with your friend and see if they can read what you've given them!



# Letters and Cryptography in World War One

## Activity Two

The following substitution codes do not follow the alphabet given above. See if you can use what you know to work out what they say using trial and improvement to decode the alphabet.

13	5	9		11	9	8	9	67	4		17	90	9
6	10	0	9	90		13	5	9		7	9	0	

Use the alphabet below to help you try out which numbers correspond to which letters. The first one is done for you...

A	B	C	D	E	F	G	H	I	J	K	L	M
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
						13						

## Activity Three

Complete the alphabet above and write your friend a new coded message but this time, make it harder! Instead of just giving them the number, write them a sum and see if they can work it out!

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# The Entertainment Industry

Read page seven - where does she go next?

## Detective Skills

1. Why might someone go to a ballroom? Why don't we use them today?

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2. What is a "Bunny Hug" and a "Turkey Trot" (Clue: no animals are involved!)

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3. What are the "shows" that are referred to?

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4. What's a gramophone?

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## Context Skills

Work with a partner to discuss:

1. Why was the entertainment industry important at that time?

2. Looking at the place and the costume, what sort of **economic** situation is this woman in compared to the other characters (*economic situation means how much money do you think she had compared to the others*).



# The Entertainment Industry

Despite some people thinking it was a waste of time creating entertainment in wartime, people began to agree that seeing a show in the theatre or going dancing had morale-boosting benefits.

Consequently, entertainment was fun and light-hearted, often with songs or sketches that stirred patriotic feelings and encouraged young men in the audience to enlist.

War-themed plays such as Tommy Atkins and Business as Usual were staged within weeks of the outbreak of war and German spy plays, such as Pigeon Post and The Man Who Stayed at Home, fed a growing national fear that the war might be lost.

## Activity

Create a theatre programme encouraging people to come and see a show at the theatre or a dance. Remember to make it patriotic and persuasive as well as fun and morale-boosting!



# Food Supply

Look at page eight. Don't forget to pay attention to the pictures!

## Detective Skills

1. Can you identify the propaganda on the page? What is it persuading you to do?

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2. What two meats are mentioned and why do you think they're being eaten?

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3. What food items **are** on offer? What do they have in common?

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## Context Questions

**Work with a partner to discuss:**

**Why** isn't there food to eat? What is it about the war that is causing shortages in food supply?

The character says that budgeting meals will one day come in handy in the UK. Can you think of a time when budgeting meals became a way of life in the UK?

Are there any food stuffs that come directly from that time?



# Food Supply

## Food Shortages in World War One

World War One, many farmers joined the army, leaving the country in short supply. Adding to concerns about British food stocks, the wheat harvest of 1916 was lower than usual and the potato crop in Scotland and parts of England failed. Food prices started rapidly increasing, making some items too expensive for many people to afford.

The situation became worse when, on 9 January 1917, Germany announced unrestricted submarine warfare. This meant that British merchant ships transporting food from overseas would be at risk of being sunk, worsening the shortages.

For richer families and communities, the rise in food costs was more an inconvenience than a real issue. However, for poorer communities, the issues with food became such a problem that some families suffered malnutrition.

Partly because of that, a scheme of voluntary rationing was promoted on 1 February 1917, with the aim of reducing the consumption of food in short supply.

The allowance under this scheme was based on three staples of the daily diet - bread, meat, and sugar. The weekly allowance was for:

- **Bread** including cakes, puddings etc - 4lbs (1.8 kg)
- **Meat** (bacon, ham, sausages, game, rabbits, poultry, tinned meat) - 2½ lbs (1.1 kg)
- **Sugar** ¾ lb (340 grams)
- **Butter** was also rationed to 4oz until 1920





# Food Supply

## Activity

### Working with food shortages

Imagine you are a housewife and your job is to make the food stretch across a week of meals. Your husband is in the war effort so it will you and your two children, Hilda and Bertie.

	Breakfast	Lunch	Dinner
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

### Top housewife tips

- Remember to try and make your meals fun so your children to get bored
- You can use an unlimited amount of vegetables as long as you could grow them in the garden
- Compare your cooking list with what you'd normally have in a week – does it make you think twice about your food intake?



# Women's Fashion

Look at pages nine and ten, where Grace finds her way home.

## Detective Skills

1. What differences do you notice between women's fashion back then and women's fashions today? It might help to pay attention to Grace's nan and the woman she speaks to.

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2. Why might a woman need to wear a pinafore?

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3. How did women's fashion change during world war one?

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## Context Skills

1. What caused all the changes to women's fashion? Do you think fashion always reacts to these kinds of changes?
2. What does the fashion in World War One say about attitudes to women at that time (hint: were they practical clothes? Were clothes intended to convey professionalism? Were they revealing? Were women allowed individuality within their fashion sense?)
3. How important do you think our fashion choices are today? Grace goes with a onesie for this story – what do you think this says about current fashions?



## Fashion in the Future

Throughout the 20th Century, women gradually moved away from being housewives and became far more a part of the working world. As a result, women's fashion became far less pretty and far more practical: trousers replacing skirts, pinafores becoming replaced by aprons and suits replacing dresses.

Thinking forward to a hundred years from now, how do you think fashion will change for either gender? Consider the technological advancements, the differences in how much people go out, the impact of global warming and what the next fifty years might bring. Design your own outfit based upon some of these changes...



## Extension Activities

The following sheets may provide inspiration for different activities.

### **Field of Poppies**

Children may colour the image. It could also be an inspiration for writing existing or personal war poetry.

### **Paper Dolls**

Paper dolls were popular during WW1. A cut out and keep activity is included in the pack for art lessons and furthering childrens understand of fashion at the time.

### **Newspaper Article**

A template of a newspaper from WW1 is included for children to write their own news stories.

# Field of Poppies



# Paper Dolls



VOTES FOR  
WOMEN



# THE DAILY NEWS.

----- DAY, ----- 1916 ONE HALFPENNY

