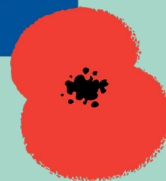




## MINI SCHEME OF WORK



Key Stage 3 – female surgeons (English, history, science)

To mark 100 years since the end of the First World War, The Royal British Legion is leading a national movement to say 'Thank You' to all who served, sacrificed and changed our world during the First World War. We want to look beyond traditional commemoration of British servicemen and celebrate the efforts of an entire generation, with the movement based around themes of:

- The arts
- Commonwealth
- Women
- Children
- Pioneers
- Armed forces

This mini scheme of work focuses on the contribution of Elsie Inglis, Flora Murray and Louisa Garrett Anderson, three women who worked as surgeons to treat people injured during the First World War. The lessons have been planned by the National Literacy Trust and support young people in Key Stage 3 to write a thank you letter to one of the women as their personal act of remembrance.

In addition to literacy outcomes, the lessons provide an opportunity for students to understand the history of women and medicine. We have provided lesson plans, supporting powerpoints and worksheets for use in English, history or science classes.

By delivering this scheme of work your school will become part of The Royal British Legion's Thank You movement. You can celebrate this by sharing the students' work in the following ways:

On Facebook: <https://www.facebook.com/groups/thankyou100>

On Twitter: @PoppyLegion

Contact The Royal British Legion at [thankyou@britishlegion.org.uk](mailto:thankyou@britishlegion.org.uk) and let them know you're involved. By sharing your school's logo with the Legion you can become a Thank You school and your activity can be shared on the Thank You website.

To find out more about the ways your school can get involved with the Thank You campaign, please visit [www.rbl.org.uk/thankyou](http://www.rbl.org.uk/thankyou)



[rbl.org.uk/thankyou](http://rbl.org.uk/thankyou)

# KS3 UNIT OF WORK: FEMALE SURGEONS IN WW1



## Unit objective:

To examine and celebrate the role of three female surgeons in WW1, using literacy skills to read, comprehend and discuss. To use information and understanding to craft a written letter.

## Women surgeons and doctors:

- Elsie Inglis bio <https://www.rcpe.ac.uk/heritage/college-history/elsie-inglis>  
<https://www.iwm.org.uk/collections/item/object/30096221>  
<https://www.youtube.com/watch?v=rC2B99zQJI0>
- Flora Murray bio <http://spartacus-educational.com/WmurrayF.htm>
- Louisa Anderson bio <http://spartacus-educational.com/Wgarrett.htm>
- Endell St military hospital photos <https://www.bbc.co.uk/programmes/p01rp8hf/p01rp7f8>
- Endell St military hospital short radio programme <https://www.bbc.co.uk/programmes/p01rjcsv>
- WW1 medical treatment - <http://www.bbc.co.uk/schools/0/ww1/25403866>
- WW1 medical advances (start around 5 min in) <https://www.youtube.com/watch?v=oore7jT-ldc>

## Introductory lesson

Use the introductory lesson, Remembrance and Thank You to set a purpose for the sequence of lessons about women.

The Royal British Legion 'Thank You Campaign - women': <https://www.britishlegion.org.uk/remembrance/ww1-centenary/thank-you/what-is-thank-you/women/>

### Lesson 1: Roles of women in World War One

#### Learning objective:

To understand the context of WW1 and women's rights at the time.

#### Description:

This lesson will explore the rights and roles of women before WW1 began and the impact the war had on these.

#### Literacy outcomes:

Speaking: Participate in a group discussion

#### Teacher notes:

In addition to the literacy outcomes, your students will use their skills of inquiry to find information about the role of women.



# KS3 UNIT OF WORK: FEMALE SURGEONS IN WW1



## Lesson 1: Roles of women in World War One

Reading: Use online texts to find information

Writing: Summarise information to provide an overview of a topic

Resources:

Images of women in WW1 PowerPoint

Printable copy of images

ICT facilities

During this lesson, your class will need access to ICT facilities in small groups.

Differentiation:

The suggested websites provided for the research task should ensure that all children are able to find relevant information to complete the task.

You may want to provide focused research questions for groups who need support with reading comprehension.

## Introduction

Give the class different images of women from the war. In pairs, discuss what is happening in each image. Ask pairs to share their image with the class and feedback their observations.

As a class, discuss the images,

- What do these pictures have in common?
- What kinds of people were involved in the fighting element of the war?
- Guide students to notice absence of women in most photographs. Why do you think this was?

Explain that, in 1914, women's place in society was in no way equal to men. Show the list of 'coulds and couldn'ts' for a 1914 woman and discuss as a class:

- How do you think women felt about not being able to do certain things?
- How different are women's rights today?
- Which of these things would it upset you if you couldn't do?



# KS3 UNIT OF WORK: FEMALE SURGEONS IN WW1



Tell the students that, during the war, women were called upon to take on men's roles whilst they were away fighting. Provide/show students images (PPT) of some of these areas of work.

## Main activity

Research links:

- The Royal British Legion's timeline of women in war: <https://www.britishlegion.org.uk/remembrance/ww1-centenary/women-at-war-100/>
- What did WW1 really do for women? <http://www.bbc.co.uk/guides/z9bf9j6>
- Women's roles on the home front <http://www.bbc.co.uk/schools/0/ww1/26439020>
- Woman's Hour view on WW1 women <https://www.bbc.co.uk/programmes/p01qr14t>
- Women trailblazers <https://www.bbc.co.uk/programmes/p01s19gg>

Students to split into groups. Each group to be given an area taken on by women in WW1:

- Women in medicine
- Women in factories
- Women in cities
- Women in the countryside
- Women in politics

Students to research this online, write a short summary, and then share with the rest of the class. Allow time for rest of class to ask questions.

## Plenary

Share Murray and Anderson's slogan: 'You not only have got to do a good job, you have got to do a superior job. What would be accepted from a man will not be accepted from a woman. You've got to do better.'

What do the women mean by 'superior'? Why was it important for women of this era that they 'do better'? Is this true today?



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# KS3 UNIT OF WORK: FEMALE SURGEONS IN WW1



## Lesson 2: Female surgeons

### Learning objective:

To understand the stories of Louisa Garrett Anderson, Flora Murray and Elsie Inglis.

### Description:

An introduction to Anderson, Murray and Inglis and the work they did.

### Literacy outcomes:

Speaking: Participate in a group discussion

Reading: Comprehension of an information text

Writing: Construct an information text that is appropriate to its purpose and form

### Teacher notes:

There are two information texts provided for this lesson. You may choose to focus on just one story, or to divide the class in half for the comprehension activity and ask them to feedback about the surgeon/s they have found out about.

### Resources:

Anderson and Murray story

Elsie Inglis story

Biographical poster worksheet

### Differentiation:

We have provided a glossary on each text to ensure all students can access the text.

The biographical worksheet provides a structure for students to recall information about the female surgeons' lives and work. You may want to give students the opportunity to develop their own posters.



# KS3 UNIT OF WORK: FEMALE SURGEONS IN WW1



## Starter

What were some of the roles women took on whilst men fought in the war? Pupils to recall some of these from the last lesson and share. Remind pupils particularly of info on women's suffrage and roles as nurses and doctors, as researched in previous lesson.

## Introduction

Explain to pupils that our focus will be on three female surgeons who made significant contributions to the war effort: Anderson, Murray and Inglis.

Read the (one or more of) the women's stories. You may need to clarify key vocabulary before or during reading using the glossaries provided on each sheet:

### Glossary:

Militant – someone favouring violent methods of protest

Suffragette – women seeking the right to vote through protesting together

Suffrage – the right for women to vote

Demonstration – a mass group of people coming together to pass on a message (similar to a protest)

MP – member of parliament

Sympathiser – someone who agrees with a cause or view and may fund it too

Stretcher bearers – people who carry wounded people (e.g. from a battlefield or into hospital from an ambulance) on a stretcher

Campaign (v and n) – working in an organised way towards a goal or a military operation or attack

Prejudice – a view or perception of another that is not based on real experience, usually negative

## Discussion

Students to verbally respond to selected comprehension questions:

### Anderson & Murray

Recall question: What was the name of the hospital the women set up in London?

Inference question: Why did the women compare running a military hospital to running a children's hospital?

Discussion/debate question: Why do you think the male authorities predicted that their hospital would fail?



## KS3 UNIT OF WORK: FEMALE SURGEONS IN WW1



### Inglis

Recall question: Where was Elsie's first hospital? What did the War Office say to Elsie?

Inference question: Why do you think the women's suffrage campaign was suspended in 1914?

Discussion/debate question: Is appearing on a bank note a good way to commemorate a hero?

### Main activity

Students to create biographical poster of the women. You may choose to use the template worksheet provided or to give students free reign.

### Plenary

Provide students with a 'big question'/discussion question: How should we remember the sacrifice and contribution of women doctors and surgeons from this time? What could we learn from Anderson, Murray and Inglis?

#### Lesson 3: Medicine in WW1

##### Learning objective:

To develop an understanding of and empathy for medical care provided during WW1.

##### Description:

This lesson will explore what hospitals were like during WW1 and ask students to put themselves into role as a doctor or nurse.

##### Literacy outcomes:

Speaking/reading: Present a monologue in character with appropriate tone and pitch

Writing: Produce a monologue in role as a WW1 medical professional

##### Teacher notes:

Use the true/false quiz at the beginning of the lesson to ensure any myths or misunderstandings are addressed. In particular students may not be aware of technology that was in use or that hadn't yet been invented. Encourage them to ensure their monologues are appropriate to the time period – you may want to give some students the role of 'fact checker' to ensure the monologues are accurate.



# KS3 UNIT OF WORK: FEMALE SURGEONS IN WW1



## Lesson 3: Medicine in WW1

### Resources:

WW1 medicine and hospitals PowerPoint

### Differentiation:

For students currently experiencing hospital visits or ill health in the family, the content of this lesson may be challenging. Ensure the child's wellbeing in accordance with your school policy.

Students may not be familiar with the term 'monologue'.

## Starter

Recap information gathered in last lesson.

Using the PowerPoint provided, display some true/false questions about WW1 hospitals/medicine. Give students time to discuss their responses in pairs before voting and ask students to justify their ideas inviting thoughts from both sides where necessary. Display the answers and ensure students are clear on the quality of hospital care in WW1 era.

Display (appropriate) images of WW1 injuries/hospitals/medical care using the PPT provided:

What is the same/what is different to modern medical care? What are some of the challenges workers there might face? How would it feel, being responsible for the lives of others?

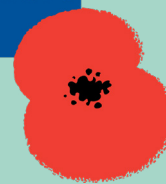
## Main activity

Tell students that we are going to immerse ourselves in the role of a doctor in World War One. Ask students to close their eyes while you narrate the surroundings. (It might be useful to play a hospital soundscape to help set the scene. This is a recording of a modern-day hospital: <https://www.youtube.com/watch?v=86DYE8ueXUI> ). Students should imagine they are there and managing the patients.





## KS3 UNIT OF WORK: FEMALE SURGEONS IN WW1



Once finished, ask students to write down their thoughts, emotions and/or feelings and share. Create a class word bank to support students with their writing.

Using information and ideas gathered in introduction, students to write a monologue in role as a doctor or nurse in WW1 hospital. Ask some students to perform their monologues dramatically, playing your soundscape in the background if possible.

### Plenary

Discussion of 'what if' questions:

What if... women had not been allowed to work in the hospitals during WW1?

What if... in today's hospitals we still used the same resources and medicine as in WW1?

What if... Anderson & Murray had not had each other to inspire them?

### Lesson 4: Obituaries or eulogies

#### Learning objective:

To consider the achievements of Anderson, Inglis and Murray further and write about these in a eulogy.

#### Description:

The purpose for this lesson is to ensure students are confident in their knowledge of the work of Anderson, Murray and Inglis and its relevance for us today. They will need to be able to articulate their thoughts on this in preparation for writing their thank you letter.

#### Literacy outcomes:

Speaking: Participate in a class discussion

Reading: Analyse the features of an obituary

Writing: Plan and write an obituary

#### Teacher notes

It may be useful to note that a written obituary is one way that we remember and record the significant events in the life of people who have died. This lesson will lead up to the thank you letter, which will be an act of personal Remembrance and the national commemoration on Remembrance Sunday.



# KS3 UNIT OF WORK: FEMALE SURGEONS IN WW1



## Lesson 4: Obituaries or eulogies

### Resources:

Eulogy and obituary sample texts

### Differentiation:

Students may not be familiar with the term 'obituary'. You might also reference 'eulogy' which is a funeral speech.

If students are not confident with writing, you may need to provide a clear model and perhaps write the first paragraph together.

For students who are recently bereaved, this focus may be difficult. Ensure the child's wellbeing in accordance with your school policy.

## Starter

### Class discussion:

What impact did Anderson, Murray and Inglis have on the people they operated on and cared for?  
What about their impact on modern society?  
What have they done for us?

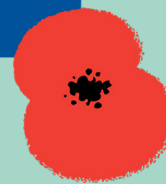
Draw out impact on modern society, revisiting your discussion about women's rights from lesson one if necessary:

- Women being taken more seriously in medicine
- Lives saved/children alive today thanks to women
- Women's suffrage having succeeded
- Advances in social welfare/medical care for all (e.g. Inglis focused on free healthcare for vulnerable women)



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# KS3 UNIT OF WORK: FEMALE SURGEONS IN WW1



## Main task

Explain to students that in order to prepare for writing a thank you letter, they will focus their thoughts by writing an obituary (or eulogy) for one of the three women, using all the information they have gathered in the previous sessions.

What is an obituary? What is the purpose of an obituary? Why is it important? Discuss.

Provide students with samples from obituaries or eulogies for important women, for example Dame Beulah Bewley and Barbara McClintock. From this, draw out what they think ought to be included. Record vocabulary and sentence ideas for students to refer to.

Ask students to choose one of the women to write about, using a model if necessary. Select students to read their piece to the class.

## Plenary

Begin to focus on the next lesson. Of all the women's achievements, ask students which ones they are most thankful for and why? Collect some of these thoughts on a board which you can use for planning in the next lesson.

### Lesson 5: Thank you

#### Learning objective:

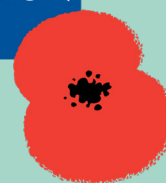
To write a letter thanking one or more of the female surgeons for their contributions to the war effort

#### Description:

Pupil have the chance to pull together their learning from throughout the week and write a thank you letter to Anderson, Murray, Inglis or another woman in medicine they know as their personal act of Remembrance.



# KS3 UNIT OF WORK: FEMALE SURGEONS IN WW1



## Lesson 5: Thank you

### Literacy outcomes:

Speaking: Participate in a class discussion

Reading: Analyse the features of a thank you letter

Writing: Plan and write a thank you letter

### Teacher notes:

This year provides an opportunity for us to remember all the people who contributed to the war effort in some way including the soldiers on the frontline, the surgeons working to save injured soldiers' lives and the women who took on new jobs to keep the country running.

Writing this letter is an act of Remembrance for the work the female surgeons did. You might want to make pupils aware that children all over the country are writing letters to thank people for their many and varied contributions to the First World War.

All of the symbols and ceremonies of Remembrance which are recognised today – such as the National Service of Remembrance at the Cenotaph, Two Minute Silence, and the poppy, were borne out of the First World War. Draw the link between this lesson and these symbols and ceremonies. While very different, all demonstrate participation in Remembrance activity which serves to highlight the personal nature of Remembrance.

### Resources:

Model letter for students

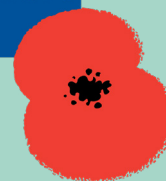
Teacher's copy of model letter

### Differentiation:

We have provided focused questions to support students in analysing the structure of a thank you letter.



# KS3 UNIT OF WORK: FEMALE SURGEONS IN WW1



## Lesson 5: Thank you

### Resources:

Letter planning template

### Differentiation:

We have provided focused questions to support students in analysing the structure of a thank you letter.

The planning sheet has also been structured to enable students to gather ideas in pairs, small groups or as a class if necessary to ensure they are prepared to begin writing.

If necessary, you may also want to model letter writing for your class.

## Introduction

Using the information gathered during the previous lessons each child will write a letter thanking Anderson, Murray or Inglis for their contribution to the war effort.

Recap some of the notes from the eulogies written in the previous lesson:

What can we thank the women for? What are some of their key achievements? Is there anything that has happened in students' lives that might not have been possible without the work of Anderson, Inglis and Murray?

If necessary, scribe the women's key achievements asking students to remember these in as much detail as they can.

## Main task

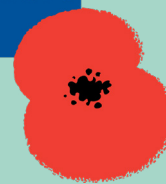
Provide students with the model thank you letter. Ask them to read and discuss it in pairs, deciding on what they think the features of letter writing would be:

- Is it a formal or informal style of writing?



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## KS3 UNIT OF WORK: FEMALE SURGEONS IN WW1



- What language features do you notice?
- How is it structured?
- What does each paragraph include?
- Which examples of good vocabulary could we borrow?
- Is there anything missing from this letter? (e.g. a personal anecdote)

Create a class checklist of typical features from this (teacher's copy has a version of this, can be amended if need be). Based on list of features and knowledge of the women, students to complete planning template with their ideas.

Students to write their thank you letters, providing examples (from their personal experience where appropriate) of the way Anderson, Murray and Inglis have had an impact on our lives.

### Plenary

In pairs, ask students to share and read each other's letters and ask for examples of words or phrases that express an idea in a particularly clear or beautiful way.

