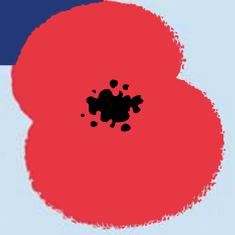


THE ROYAL BRITISH  
LEGION



WWI: KEY STAGE 3

# Women in Medicine (English, History)

Scheme of Work and Lesson Plans 1-5

IN ASSOCIATION WITH

National  
Literacy  
Trust

Changing life stories

# Mini Scheme of Work

The First World War generation served, sacrificed and changed our world today. The Royal British Legion encourages you to find your way to say thank you to them by looking at the efforts of an entire generation around the themes of the Armed Forces, The Commonwealth, Women, Children, Pioneers and the Arts. You can explore and appreciate their legacies in your world today.

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 in medicine and the impact of WWI on medical equipment and processes. 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 participate in Remembrance. You can celebrate this by sharing the pupils' work in the following ways:

On Facebook: [Facebook.com/OfficialPoppyLegion](https://www.facebook.com/OfficialPoppyLegion)

On Twitter: [@PoppyLegion](https://twitter.com/PoppyLegion)

Contact The Royal British Legion at [remembrance@britishlegion.org.uk](mailto:remembrance@britishlegion.org.uk) and let them know about your pupils' work.

Please visit [www.rbl.org.uk/remembrance](http://www.rbl.org.uk/remembrance)

## Unit objective

To examine and celebrate the role of three female surgeons in WWI. To use information and understanding to craft a written letter.

Women surgeons and doctors:

### **Isie Inglis bio**

[www.rcpe.ac.uk/heritage/college-history/elsie-inglis](http://www.rcpe.ac.uk/heritage/college-history/elsie-inglis)

[www.iwm.org.uk/collections/item/object/30096221](http://www.iwm.org.uk/collections/item/object/30096221)

[www.youtube.com/watch?v=rC2B99zQJIO](http://www.youtube.com/watch?v=rC2B99zQJIO)

### **Flora Murray bio**

[www.spartacus-educational.com/WmurrayF.htm](http://www.spartacus-educational.com/WmurrayF.htm)

### **Louisa Garrett Anderson bio**

[www.spartacus-educational.com/Wgarrett.htm](http://www.spartacus-educational.com/Wgarrett.htm)

### **Endell St military hospital photos**

[www.bbc.co.uk/programmes/p01rp8hf/p01rp7f8](http://www.bbc.co.uk/programmes/p01rp8hf/p01rp7f8)

### **Endell St military hospital short radio programme**

[www.bbc.co.uk/programmes/p01rjcsv](http://www.bbc.co.uk/programmes/p01rjcsv)

### **WWI medical treatment**

[www.bbc.co.uk/schools/0/WWI/25403866](http://www.bbc.co.uk/schools/0/WWI/25403866)

### **WWI medical advances** (start around 5 min in)

<https://youtube.com/watch?v=oore7jT-lDc>

## Introductory lesson

Use the introductory lesson to set a purpose for the sequence of lessons remembering women's contribution to the First World War.

Show The Royal British Legion film: Women - [https://youtu.be/L\\_KcPfv7pFQ](https://youtu.be/L_KcPfv7pFQ)

# Roles of Women in World War One

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

### Learning objective:

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

### Description:

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

### Literacy outcomes:

**Speaking:** participate in a group discussions.

**Reading:** use online texts to find information.

**Writing:** summarise information to provide an overview of a topic.

### Teacher notes:

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

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

### Resources:

- Images of women in WWI PowerPoint
- Printable copy of images
- ICT facilities

### 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.

## LESSON 1

# Introduction

Introduce typical images from WWI. In pairs, discuss what is happening in each image. Ask pairs to 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?

Tell the students that, during the war, women were called upon to take on men's roles whilst they were away fighting. Use the photos in the lesson PowerPoint to identify some of these areas of work.

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# Main activity

Students will conduct research focusing on the question: What were women's roles during WWI?

Students to split into groups. Each group should consider how women contributed to different sectors during WWI:

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

## LESSON 1

# Introduction (continued)

Share this list of websites with students as a starting point for their research:

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

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

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## 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?

# Female Surgeons

## 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.

## LESSON 2

### 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.

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### 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

## LESSON 2

### 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?

#### 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?

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### 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.

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### 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?

# Medicine in WWI

## Lesson 3: Medicine in WWI

### Learning objective:

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

### Description:

This lesson will explore what hospitals were like during WWI 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 WWI 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.

### Resources:

WWI 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'.

## LESSON 3

### Starter

Recap information gathered in last lesson.

Using the PowerPoint provided, display some true/false questions about WWI 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 WWI era.

Display (appropriate) images of WWI injuries/hospitals/medical care.

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?

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### 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: [www.youtube.com/watch?v=86DYE8ueXUI](http://www.youtube.com/watch?v=86DYE8ueXUI)). Students should imagine they are there and managing the patients.

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 WWI hospital. Ask some students to perform their monologues dramatically, playing your soundscape in the background if possible.

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### Plenary

Discussion of 'what if' questions:

- **What if...** women had not been allowed to work in the hospitals during WWI?
- **What if...** in today's hospitals we still used the same resources and medicine as in WWI?
- **What if...** Anderson & Murray had not had each other to inspire them?

# Injuries and Treatments

## Lesson 4: Injuries and Treatments

### Learning objective:

To understand how medical equipment and processes changed as a result of WWI.

### Description:

The purpose of this lesson is to develop students' understanding of the development of medical practices and how new injuries sustained during WWI led to the advancement of treatments.

### Literacy outcomes:

**Speaking:** use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.

**Reading:** retrieve, record and present information from non-fiction.

**Writing:** identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.

### Teacher notes:

There are six different research sheets:

A. Metal facial prosthesis mask (made by Anna Coleman Ladd)

B. Surgical dressing substitutes and sphagnum moss

C. Blood transfusion apparatus

D. Diagram published in Bipp Treatment of War Wounds book by Rutherford Morison

E. Wooden 'Anglesey' artificial right leg

F. Basket weaving at Seale Hayne hospital

We would recommend that students work in groups of four or five.

Students will need ICT facilities to access the links provided in each sheet.

## LESSON 4

### Lesson 4: Injuries and Treatments

#### Resources:

- Injuries and treatment research pack
- ICT facilities

#### Differentiation:

Some of the URLs provided contain images which may be distressing for some students, especially those relating to the prosthesis mask.

Students may have been personally affected by some of the injuries or conditions described. Please adhere to your schools' safeguarding policy.

The research sheets for C (blood transfusion apparatus) and D (diagram published in Bipp Treatment of War Wounds book by Rutherford Morison) outline surgical procedures and may therefore provide greater challenge for students.

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## Starter

Look at the six images provided in the PowerPoint and discuss what they might have in common.

They are all medical treatments or equipment that were developed as a result of WWI:

- a) metal facial prosthesis – new weapons such as shells resulted in new injuries and WWI saw some of the first developments in plastic surgery.
- b) Surgical dressing substitutes, consisting of a roll of, petticoat cotton, curtain material, cotton muslin and block of sphagnum moss – a bit of a red herring, surgical dressing materials had been created but there was a shortage and sphagnum moss was used due to its antibacterial properties and prevalence on battlefields.
- c) Blood transfusion apparatus – blood transfusions had been attempted as early as the 1600s but were delivered at scale as a result of the injuries sustained during the war.

## LESSON 4

### Starter (continued)

Look at the six images provided in the PowerPoint and discuss what they might have in common.

They are all medical treatments or equipment that were developed as a result of WWI:

a) metal facial prosthesis – new weapons such as shells resulted in new injuries and WWI saw some of the first developments in plastic surgery.

b) Surgical dressing substitutes, consisting of a roll of, petticoat cotton, curtain material, cotton muslin and block of sphagnum moss – a bit of a red herring, surgical dressing materials had been created but there was a shortage and sphagnum moss was used due to its antibacterial properties and prevalence on battlefields.

c) Blood transfusion apparatus – blood transfusions had been attempted as early as the 1600s but were delivered at scale as a result of the injuries sustained during the war.

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### Main task

In small groups of four or five students will undertake some research into each of these items or processes. The aim is to answer the following questions for their image:

- How does your equipment/process work?
- What injury/condition did it address during WWI?
- Why was it used or invented during WWI? Were further developments made during WWI?
- Extension: How similar is this item to medical equipment/processes used today?

Each group is given a research sheet with suggested URLs to help them research their piece of equipment or treatment.

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### Plenary (allow 20 minutes)

Each group to share their facts with the class and answer questions from their peers.

# Thank You

## 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:

Students have the chance to pull together their learning from throughout the week and write a thank you letter to Anderson, Murray or Inglis as their personal act of Remembrance.

### 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:

Writing this letter is an act of Remembrance for the work the female surgeons did.

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.

## LESSON 5

### Lesson 5: Thank You

#### Resources:

- Model letter for students
- Teacher's copy of model letter
- 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.

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## Introduction

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

Recap some of the things they have learned about the surgeons this week:

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?
- 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.

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## 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.