

Walter Tull Information Gap Activity



Walter Tull, killed 100 years ago in 1918, was one of the first Black professional footballers in England. He was the first Black outfield player to play in the English Football League. He was also the first Black officer in the British Army and was recommended for an M.C.

Walter Tull.

Developed by Steve Cooke.

Webaddress: <http://www.collaborativelearning.org/waltertull.html>

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Good for all pupils!
Vital for EAL pupils!

It's empowering to talk an idea through
before you write about it!

**Basic principles behind our talk for
learning activities:
Oracy in curriculum contexts!**

**Build on children's own prior knowledge.
Move from concrete to abstract.
Ensure everyone works with
everyone else.
Extend social language towards
curriculum language.
Provide motivating ways to go over the
same knowledge more than once.**

COLLABORATIVE LEARNING PROJECT

Project Director: Stuart Scott

We support a network of teaching professionals to develop and disseminate accessible talk-for-learning activities in all subject areas and for all ages.

17, Barford Street, Islington, London N1 0QB UK Phone: 0044 (0)20 7226 8885

Website: <http://www.collaborativelearning.org>

BRIEF SUMMARY OF BASIC PRINCIPLES BEHIND OUR TEACHING ACTIVITIES:

The project is a teacher network, and a non-profit making educational trust. Our main aim is to develop and disseminate classroom tested examples of effective group strategies that promote talk across all phases and subjects. We hope they will inspire you to develop and use similar strategies in other topics and curriculum areas. We want to encourage you to change them and adapt them to your classroom and students. We run teacher workshops, swapshops and conferences throughout the European Union. The project posts online many activities in all subject areas. An online newsletter is also updated regularly.

*These activities are influenced by current thinking about the role of language in learning. They are designed to help children learn through talk and active learning in small groups. They work best in non selective classes where children in need of language or learning support are integrated. They are well suited for the development of oracy. They provide teachers opportunities for assessment of talk.

*They support differentiation by placing a high value on what children can offer to each other on a particular topic, and also give children the chance to respect each other's views and formulate shared opinions which they can disseminate to peers. By helping them to take ideas and abstract concepts, discuss, paraphrase and move them about physically, they help to develop thinking skills.

*They give children the opportunity to participate in their own words and language in their own time without pressure. Many activities can be tried out in pupils' first languages and afterwards in English. A growing number of activities are available in more than one language, not translated, but mixed, so that you may need more than one language to complete the activity.

*They encourage study skills in context, and should therefore be used with a range of appropriate information books which are preferably within reach in the classroom.

*They are generally adaptable over a wide age range because children can bring their own knowledge to an activity and refer to books at an appropriate level. The activities work like catalysts.

*All project activities were planned and developed by teachers working together, and the main reason they are disseminated is to encourage teachers to work more effectively with each other inside and outside the classroom. They have made it possible for mainstream and language and learning support teachers to share an equal role in curriculum delivery. They should be adapted to local conditions. In order to help us keep pace with curriculum changes, please send any new or revised activities back to the project, so that we can add them to our lists of materials.

General Information on Collaborative Reading Materials with an Information Gap.

These are a set of different texts with a common answer sheet. The principle here is that readers will be unable to complete the task by simply using the information in their version, but will have to collaborate with other readers, asking questions and eliciting information, hopefully arguing and negotiating. There is also an opportunity to draw on their own previous knowledge and other information that might be provided.

We have outlined the following procedure for a class of thirty using three texts, but you can reorganise things in a variety of ways. You can have four texts or more. You can possibly arrange to pair slower readers with faster ones etc. You could start with threes rather than pairs etc. It is better to organise your groups before the lesson. Teachers who do a lot of group work want everyone in the class to work with everyone else at some point. They give their pupils different identities which will immediately sort them into different groups with different sizes and different composition.

The class works first in pairs or threes and these groups have copies of the same text. For example: five pairs could have Sheet A, five Sheet B etc. Pupils can read the text silently first, and then to each other, and then work together to answer as many questions as they can. They need to know that not all the answers are in their text and that they are very welcome to draw on their own shared knowledge/prior learning. Everyone in the group needs to make notes on their answer sheet since they will subsequently move to a group where their information is unique to them. They become experts.

The pairs/threes then split up and move into colour (or you can organise the name of your new groups around the topic you are studying) groups of six where two participants have Sheet A, two Sheet B etc. They can then go on to complete the questions by interrogating and informing each other.

If you are thinking about producing your own information gaps, you may find it easier if you try this method. Find a suitable whole single text containing the information you wish to teach. Formulate a series of questions for the text. Produce three or four texts where the factual and inferential information is shared between them. Some overlapping of information is fine. You may decide to provide texts of varying difficulty. There is an example of this online at <http://www.collaborativelearning.org/foodandbabies.pdf>

Walter Tull.



A

Walter Tull was one of the first Black professional footballers in England. He was the first Black outfield player to play in the English Football League. He was also the first Black officer in the British Army.

Walter Tull was born in Folkestone in the south of England? When he was 7 years old his mother died. Walter went to live in an orphanage in East London. While he was at the orphanage he often played football. When he was older he started playing for an amateur team called Clapton. While he was playing for Clapton, Tottenham Hotspur heard that he was a very talented player and decided to sign him. He played for Tottenham for about two years. In 1910 Walter was transferred to Northampton Town F.C. Between 1910 and 1914, Walter played 110 first team games for the club.

Walter went to France to fight in the First World War. At the end of 1916 he was sent back to England because he had an illness called 'trench fever'. After he had recovered, he went back to fight in the war again. In 1918 his regiment took part in the Battle of the Somme. Thousands of soldiers were killed during the battle. Walter was killed on 25th March 1918. At the centenary of his death 127 MPs are now asking for him to receive his Military Cross.

Walter Tull.



B

Walter Tull was one of the first Black professional footballers in England. He was the first Black outfield player to play in the English Football League. He was also the first Black officer in the British Army.

Walter Tull was born in 1888. Two years after his mother died, his father also died. Walter trained to be a printer, but when he was 20 he started playing professional football. The club paid him £4 a week.

In 1914 the First World War started. Walter joined the British Army. He was in the 17th (1st Football) Battalion of the Middlesex Regiment. Walter was ill in 1916 but when he recovered he was sent to the Army Officer Training School. In 1917 he was promoted to Second Lieutenant.

After his death, many people paid tribute to him. They described him as brave, conscientious and a faithful officer. He was recommended for the Military Cross but never received it. In 1994, Northampton Town F.C. built the Walter Tull Memorial Garden near their football stadium to honour their former player.

Walter Tull.



C




Walter Tull was one of the first Black professional footballers in England. He was the first Black outfield player to play in the English Football League. He was also the first Black officer in the British Army.

Walter Tull's father was from Barbados in the Caribbean and his mother was English. Both his mother and father died while he was still young. Walter and his brother were taken into care and sent to an orphanage in East London. Walter's brother was adopted by a family in Scotland, but Walter had to stay at the orphanage.

Walter became a professional footballer with Tottenham Hotspur. In one match in 1909 against Bristol City, the Bristol fans shouted racist abuse at Walter. This was very upsetting for Walter and it disturbed him so much that he could only play three first team games in the next season.

At the start of the First World War in 1914, Walter joined the British Army. In 1916 he was promoted to the rank of sergeant. In 1917 his regiment were sent to fight in Italy. The following year his regiment were sent to France to fight in the Battle of the Somme.

Walter Tull - Answer Grid

| | | | | | |
|--|---|---|---|--|--|
| 1. When was Walter Tull born? | 2. Where was he born? | 3. Where was his father from? | 4. Where was his mother from? | 5. How old was Walter when his mother died? | 6. What happened two years after his mother died? |
| 7. What happened to Walter and his brother? |  | 8. Where did Walter's brother go when he was adopted? | 9. What amateur team did Walter play for? | 10. What did he train to be? | 11. What professional football team did he sign for in 1908? |
| 12. How much money did they pay him each week? | 13. What happened at the match against Bristol City in 1909? | 14. How did this affect Walter? |  | 15. Which club did he join in 1910? | 16. What happened in 1914? |
| 17. What army regiment did Walter join? | 18. What army rank did he become in 1916? | 19. Why was he sent back to England at the end of 1916? | 20. When he was better where was he sent? | 21. What officer rank was he promoted to? | 22. Where were his regiment sent to fight in 1917? |
| 23. Where were his regiment sent to fight in 1918? | 24. What battle did his regiment take part in? | 25. When was Walter killed? | 26. What did people say about Walter after his death? |  27. Why did he not get the M.C.? | 28. What did Northampton Town Football Club do in 1994? |