



YEAR 8

REMOTE

LEARNING



**SARUM
ACADEMY**

THE ATLANTIC
SLAVE TRADE



YEAR 8

TERM 1: SLAVERY

THE ATLANTIC SLAVE TRADE



MALI

Mali was one of the largest empires in West Africa. It started in 1235 and ended in the early 1600s.

Timbuktu was a famous city. It had a great university for learning. Important teachers & engineers were taught here.

The empire was multi-ethnic. This meant it had different people, languages and religions living peacefully.

Mali had a large army that could defend its borders. It could also stop rebellions.

Mansa Musa built many schools and libraries.

Mansa Musa was very generous. When he visited Egypt he spent lots of gold.

Mansa Musa spent so much gold in Egypt he made it worthless. Egypt went into chaos. It took 10 years to recover.

Mansa Musa built many mosques. Most of the people in his empire were Muslims.

People had various jobs such as traders, farmers and hunters. Mali made its riches from its gold.

1. What years did the Mali empire start and finish?
2. Why was Timbuktu an important city?
3. What does multi-ethnic mean?
4. How did Mali defend itself?
5. What did Mansa Musa build?
6. Where did mansa Musa spend lots of gold?
7. What happened to Egypt's money because Mansa Musa spent so much gold?
8. What religious buildings did Mansa Musa build?
9. What jobs did people in Mali have?
10. ENQUIRY QUESTION: Why was Mali a powerful African Kingdom?

POINT: Mali was a powerful kingdom

EVIDENCE: For example, ...

EXPLAIN: This tells me... it also shows...
It could suggest.....



THE ATLANTIC SLAVE TRADE



SONGHAY

Songhay was a fishing community. It traded fish for other goods with Mali.

Songhay took over lands in Mali. Songhay had a strong & organised army.

Sonni Ali the Great was a good warrior leader. His troops would use canoes to take over cities like Timbuktu.

Songhay took over the gold mines in the south and salt mines in the north.

Songhay became a huge empire. It stretched over 2000 miles (The UK is only 700 miles).

Songhay exported (sold) gold, salt, fish and slaves.

Songhay imported (buy) silks, clothes, horses and luxury foods.

Songhay sold men, women and children into slavery. Mostly prisoners of war.

Books were very important. Songhay had many educated people such as doctors, judges, priests and teachers.

Most of Songhay and its leaders were Muslim. They had strong link with other Islamic nations.

1. What did Songhay first start to trade?
2. What did Songhay do with its army?
3. What city did Sonni Ali the Great take over?
4. What mines did Songhay have?
5. How big was Songhay?
6. What did Songhay export?
7. What did Songhay import?
8. Who did Songhay sell into slavery?
9. What was the main religion of Songhay?
10. ENQUIRY QUESTION: Was Songhay a well-developed Kingdom?

POINT: Songhay was/wasn't a well-developed kingdom.

EVIDENCE: For instance, they...

EXPLAIN: This was important because...

THE ATLANTIC SLAVE TRADE



WHAT IS FREEDOM & SLAVERY?

Thinking and saying what you want.

Being forced to live somewhere
you don't want to.

Being owned by someone.

Having your own religion.

Working for no pay.

Being sold.

Having rights that will be protected
by the law or police.

Being educated/having an
education.

Being physically harmed with no
consequence.

Being chained up or locked up.

TASK:

Read each of the statements. Decide if they are describing freedom or slavery.

(Freedom is where you have choices.)

(Slavery is where you do not get to make decisions and are owned.)

ENQUIRY QUESTION: What is good about freedom?

POINT: Freedom is good for many reasons.

EVIDENCE: The best is...

EXPLAIN: This was the best because...

ENQUIRY QUESTION: What is bad about slavery?

POINT: Slavery is terrible for many reasons.

EVIDENCE: For example...

EXPLAIN: This is terrible because...

THE ATLANTIC SLAVE TRADE



TRADE TRIANGLE

British factory owners would sell cloth, guns and pots & pans to traders. The traders sold these goods in Africa to African kings.

African Kings received cloth, guns and pots & pans to build their empires. They gave traders slaves in return. They captured their slaves during wars.

The trader sold the slaves to American plantation owners (farmers). The slaves worked on the farms for free for the rest of their lives and were treated very harshly. The trader bought the goods made on the farm. A common crop from these farms was cotton.

1. What goods were made in British factories?
2. Where did the traders take these goods?
3. What did African kings trade for the factory goods?
4. Where would the slaves be taken?
5. What is a plantation?
6. What would slaves do on plantations?
7. What is a common crop grown in American farms?
8. **ENQUIRY QUESTION:** Who gained from the Trade Triangle?

POINT: One person that gained from slavery is....

EVIDENCE: For example...

EXPLAIN: This gave them.../This impacted them by...



THE ATLANTIC SLAVE TRADE



MIDDLE PASSAGE

The middle passage was the journey slaves took from Africa to the farms of America.

The conditions were horrid. Slaves had to sleep on small shelves in tight rows. They were not allowed to leave unless told.

Slaves wore shackles and chains for most of the journey which were tight and painful.

Slaves were often beaten and killed by the traders.

Diseases were common as the slaves were rarely cleaned. Typhoid killed many.

Slaves were often forced to dance on the decks of the boat to keep them fit. It was also to humiliate them.

Slaves that were ill or tried to fight back could be thrown overboard and left to drown.

Food was extremely basic and mainly consisted of yams.

1. **What was the middle passage?**
2. **Where did slaves sleep?**
3. **What did slaves have to wear?**
4. **How were slave treated?**
5. **What was common?**
6. **What were the 2 reasons slaves were forced to dance?**
7. **What happened to ill slaves?**
8. **What did slaves eat?**
9. **ENQUIRY QUESTION: Why was the Middle Passage horrific?**

POINT: The middle passage was horrific.

EVIDENCE: For example...

EXPLAIN: This was horrific because...

THE ATLANTIC SLAVE TRADE



SLAVE AUCTIONS

When enslaved Africans arrived in America they were sold at auction.

Farm or plantation owners would bid for a slave they wanted. The highest bid won.

Strong men were more expensive and would work on the farms.

Families would be split apart and enslaved parents would never see their children again.

Posters would be spread around towns advertising new shipments of enslaved people.

1. What happened when slaves arrived to America?
2. What is an auction?
3. Where would slaves go to work?
4. What type of slave was most popular?
5. What happened to families?
6. How were slave auctions advertised?
7. **ENQUIRY QUESTION:** Why would slave auctions have been extremely heart breaking places?

POINT: Slave auctions were heart breaking.

EVIDENCE: For example...

EXPLAIN: This was terrible because because...



THE ATLANTIC SLAVE TRADE



PLANTATIONS

Slaves worked for **most of their lives**. They started work from as young as 3 years old.

The average life expectancy of a slave was **26 years old**.

If slaves were late to work in the morning they would be **whipped**.

Special teams of '**runaway hunters**' would help plantation owners capture slaves that escaped.

If slaves **rebelled** they would be **nailed** to the ground and **burned** from their feet to their face.

25% of babies born on plantations would die before they made it to just **10 days old**.

If caught running away a slave would have to wear a **neck ring**.

A slave's life would be working on a **farm**. Different farms grew cotton, tobacco, coffee or sugar.

If slaves continued to run away their hand, foot or testicles would be **removed with an axe**.

1. What age would slaves start work?
 2. How long did most slaves live for?
 3. What was a common punishment?
 4. What did Runaway Hunters do?
 5. What was the punishment for running away?
 6. What percentage of babies died before they were even 10 days old?
 7. Why would a slave have to wear a neck ring?
 8. What were the different types of plantations/farms?
1. What would happen to slaves that tried to run away more than once?
 2. ENQUIRY QUESTION: What was life like on a slave plantation?

POINT: Life on a slave plantation was...

EVIDENCE: For example...

EXPLAIN: This was bad because...

THE ATLANTIC SLAVE TRADE



HARRIET TUBMAN

Harriet Tubman was born on a slave plantation. She had 8 brothers and sisters. Most of her family were forced apart.

At the age of 12 Harriet had a taste for justice. She saw a slave owner about to throw a large rock at a slave. Harriet stood in its path and was hit in the head. She would suffer with severe headaches for the rest of her life.

In 1849, Harriet escaped with her brothers Ben and Henry. Ben and Henry changed their minds and went back but Harriet continued north.

Harriet used the 'Underground Railroad'. This was code and not actually a train. Slaves would follow secret routes and sleep in safe houses until they reached Canada and freedom.

Harriet wanted to free her family and other slaves. She became a 'Conductor'. This was code for someone that helped slaves along the secret route to Canada.

Harriet believed she saved 70 people from slavery but some reports go as high as 300.

When the Civil War broke out in 1861, Harriet became a nurse and treated many sick soldiers. She also helped free slaves in the army.

In 1869 Harriet married Nelson Davies and they went on to adopt a little girl named Gertie.

Harriet died in 1913 but her legacy lives on today. Throughout the United States, schools and museums have her name. Her story is told in books, movies and documentaries.

1. What happened to Harriet's family?
2. What happened when harriet turned 12?
3. Who did harriet escape with?
4. What was the 'Underground Railway'?
5. What was a 'Conductor'?
6. How many people did Harriet save?
7. What did Harriet do during the Civil War?
8. Who was Gertie?
9. How is Harriet remembered today?
10. ENQUIRY QUESTION: Why was Harriet Tubman a hero during the time of slavery?

POINT: Harriet Tubman was a hero.

EVIDENCE: For example...

EXPLAIN: This was good/heroic because...

THE ATLANTIC SLAVE TRADE



ABOLITION

Granville sharp was an Englishman who won a legal case to free a slave that was stolen and sold into slavery.

People in England began signing petitions to end slavery. In Manchester, a city in north England, 20,000 people out of 75,000 wanted slavery to end.

Thomas Clarkson made a report & speeches about the horrible conditions on slave ships.

There are 485 records of slaves rebelling on board slave ships. This changed politician's minds.

Slaves on an island in the Caribbean rebelled, killed the plantation owners and declared their own independence.

Harriet Tubman was one of many slaves that escaped to places like Canada.

It was expensive for plantation owners to pay for slave's food, housing, water and clothing. Some planation's had hundreds of slaves.

1. **What did Granville Sharp do?**
2. **What did 20,000 people in Manchester want?**
3. **What did Clarkson's report show?**
4. **What happened on 485 slave ships?**
5. **What happened on a Carribbean slave island?**
6. **Who was Harriet Tubman?**
7. **Why was slavery too expensive for farmers?**
8. **ENQUIRY QUESTION: What is the main reason slavery was abolished (ended)?**

POINT: Slavery was abolished by the late 19th century.

EVIDENCE: This is because...

EXPLAIN: This made slavery end because...

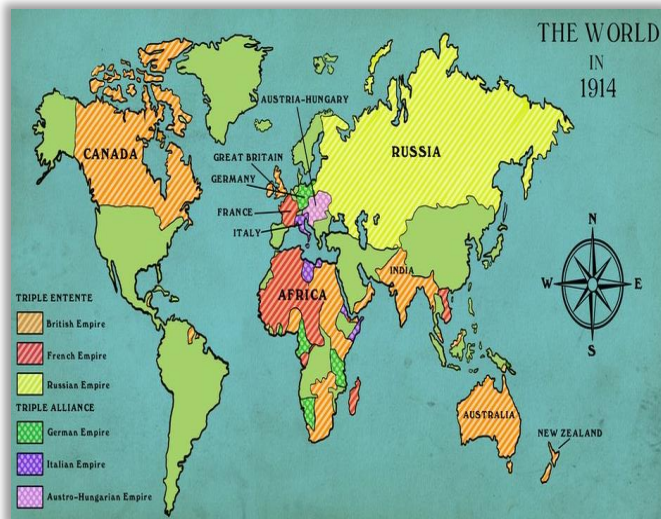


YEAR 8

TERM 2: WW1



EMPIRES



Before WW1, the major countries in Europe created large empires. An empire is when one country takes over other countries. A country that is then taken over becomes a colony.

The map above shows the empires of Britain, France, Russia, Germany, Italy and Austria-Hungary.

Britain had the largest empire which made Germany very jealous. A rivalry began and Germany tried to build its own empire. This created tension and led to war.

1. What is an empire?
2. What is a colony?
3. What were the major countries of Europe that had empires?
4. Who had the biggest empire?
5. What was jealous of the biggest empire?
6. A competition began to create the biggest empire. What feelings did this create between the Countries in Europe?
7. Look at the map. Can you make a list of the different colonies in the different empires? Can you find Britain's colonies?
8. **ENQUIRY QUESTION:** Why did empires help cause the First World War in 1914?

POINT: Empires caused WW1.

EVIDENCE: This is because...

EXPLAIN: This caused war because...



THE ARMS RACE

Britain dominated the world with its huge empire. The leader of Germany, Kaiser Wilhelm II, wanted Germany to be more powerful. In 1898 he began spending lots of money building battleships. He wanted a navy which could challenge Britain's.

Britain's Royal Navy was the largest in the world. From 1900 Britain started to become very worried about the growing size of the German navy. Soon a race to build bigger and more powerful battleships developed between them.

In 1906 Britain launched HMS Dreadnought, the biggest and most powerful warship ever made. From 1908 Germany started to build its own Dreadnoughts. Dreadnoughts had thick steel armour plating, modern engines that made them very fast, and huge guns which rotated on turrets and could fire shells for over 6 miles.

From 1900 all European countries were spending millions on their armies and recruiting millions of soldiers.

1. **Who had the largest empire?**
2. **Who was the leader of Germany? What did he want?**
3. **What did Germany do in 1898?**
4. **What did Britain & Germany race to build?**
5. **Describe the key features of HMS Dreadnought?**
6. **What did all European countries do from 1900?**
7. **ENQUIRY QUESTION: Why did the arms race cause the First World War in 1914?**

POINT: The arms race caused WW1.

EVIDENCE: This is because...

EXPLAIN: This caused war because...



ALLIANCES

Alliances is where countries team up to try and protect one another.

An alliance was formed between Britain, France and Russia. This was known as the Triple Entente.

Another alliance was formed between Germany, Italy and Austria-Hungary. This was known as the Triple Alliance.

The alliance was supposed to prevent a war but instead made it more likely.

- Countries promised to help each other if there was a war.
- People believed a strong alliance would stop countries risking a war.
- Alliances made countries jealous. This led to rivalry and tension.
- The Triple Entente & Triple alliance had similar size armies.
- All it took was one country to start a war and the rest would be dragged in as well.
- Alliances made some countries cocky. They would act rashly.
- Alliances stopped stronger countries declaring war on the weaker countries.
- Alliances negotiated in secret. This added to the suspicion and tension in Europe.

1. What is an alliance?
2. What formed the Triple Entente?
3. Who formed the Triple Alliance?
4. Read through the bullet points and decide if they were likely to:
(P) PREVENT WAR - alliances made war less likely
OR
(C) CAUSE WAR - alliances made war more likely
5. **ENQUIRY QUESTION 1: Why did alliances make the First World War in 1914 more likely?**

POINT: The alliances made WW1 more likely.

EVIDENCE: This is because...

EXPLAIN: This caused war because...

6. **ENQUIRY QUESTION 2: Why did alliances make the First World War in 1914 less likely?**

POINT: The alliances made WW1 less likely.

EVIDENCE: This is because...

EXPLAIN: This made it less likely because...



SIGNIFICANCE OF WW1

- The use of new weapons and the horrible conditions of the trenches led to over 38 million civilian and military casualties during the course of the war.
- Huge advances in technology changed the way that people travelled and communicated. This is seen in the developments with planes and radios.
- Medicine & hospitals had to catch up with new horrible injuries. Blood banks stored blood for operations and X Rays could see inside the human body to find bullets.
- War is incredibly expensive. Just one day's worth of bullets cost £3.8 million in September 1918. It left most of Europe with economic problems. Britain was no longer the richest nation in the world.
- Although most of the war was fought in Europe, over 100 countries fought in the war. Soldiers from Africa, the Americas, Asia and Australasia were involved in the conflict.
- Historians today believe World War I and the events just after led to the rise of Adolf Hitler in Germany which in turn caused World War II.
- Women's jobs during the war led to laws for equality and better opportunities. In 1918 Women could vote in the UK.

1. **New weapons led to the deaths of how many men in WW1?**
2. **What new developments led to improvements in communication?**
3. **What things show medicine and hospitals improved during WW1?**
4. **The war was expensive. How much did Britain spend in one day on bullets in September 1918?**
5. **The war saw people from all over the world fighting. What continents sent soldiers to fight?**
6. **What do historians believe the First World War led to?**
7. **Why did WW1 have a positive impact on women?**
8. **ENQUIRY QUESTION: Why was the First World War significant (important)?**

POINT: WW1 was very important.

EVIDENCE: For example...

EXPLAIN: This was important because...



TRENCH WARFARE

1. When there was no fighting, life in trenches was **boring**.
2. **Sleeping** was uncomfortable and difficult.
3. Sentries (men at guard) feared being shot by **snipers**.
4. At night men had to go into **No Man's Land** to fix barbed wire & recover the wounded.
 5. There was a shortage of **food** and the menu was usually the same every day (beef, a biscuit and jam).
6. There were not many places to wash so many men had **lice**. They would burn lice eggs every night from their clothes.
 7. The **sewage** system and rotting **dead bodies** created a terrible smell.
8. **Rats** fed on the dead bodies. They could carry diseases into the trenches.
9. Living in fear and constant shelling caused **mental health problems**. This was known as **Shell Shock**.
10. Standing in dirty water caused '**Trench Foot**' (feet swell). 75,000 men had it and some had to be **amputated** (cut off)
11. **Shell holes** filled with water and could drown soldiers if they fell in.
12. Disease and illness could easily spread. **Typhoid** was a common disease.

1. Go through each fact about life in trenches. Decide what factor it belongs to (write the code next to it):

- H = Health
- D = Dangers
- F = Feelings
- E = Environment

2. Go through the facts and order them from the worst (1st, 2nd, 3rd....12th)

3. ENQUIRY QUESTION: Why was trench warfare so horrid?

POINT: Trench warfare was horrid.

EVIDENCE: For example...

EXPLAIN: This was horrid because...



BATTLE OF THE SOMME

Before the Battle of the Somme, the British bombed the German trenches. They thought the artillery fire would destroy the German barbed wire and trenches. They expected the British soldiers to walk across No-Mans-Land and take the trenches.

- General Haig was inexperienced. He had never fought the Germans before!
- The Germans held the high ground on the battle field.
- The Germans built deep and strong underground bunkers.
 - The British fired 1 million shells. 1/3 of the shells did not work!
- The British shells did not destroy the barbwire that was in the front of the German trenches.
- The British soldiers were young and inexperienced. Most had never fought in a battle before.
- The British blew whistles to tell their soldiers to start the attack.
- The British were ordered to walk across no man's land!
 - The Germans were ready with machine guns. They wiped out lots of the British soldiers.

1. Go through each fact about the Battle of the Somme. Decide what factor it belongs to (write the code next to it):

- **B = Bad British Tactics**
- **F = Failing Technology**
- **C = Things outside British control**
- **G = Good German tactics**

2. Go through the facts and order them. Which would have caused the biggest problems for the British? (1st, 2nd, 3rd....12th)

3. ENQUIRY QUESTION: Why did Britain lose the Battle of the Somme?

POINT: Britain lost the Battle of the Somme.

EVIDENCE: For example...

EXPLAIN: This meant they lost because...



WW1 WEAPONS

Artillery

- Artillery fired shell over long distances.
- Artillery pounded trenches for days to 'soften them up' before an attack.
 - Sometimes artillery shells did not explode.

Machine Guns

- Machine guns could fire up to 600 bullets per minute.
- Machine guns were heavy and needed a six men.
 - One machine gun had the same damage as 100 rifles.

Bayonet

- Bayonets were used to stab enemy soldiers in hand-to-hand combat.
- Bayonets were a useful last resort when ammunition had run out.
- Bayonets made rifles less accurate due to the added weight.

Tanks

- Tanks were bulletproof vehicles.
- Tanks could travel over rough ground, crush barbed wire and cross trenches.
- They were very slow (4mph) and often broke down.

1. What distance could artillery fire?
2. What would artillery try to do to trenches?
3. What was the problem with artillery shells?
4. How many bullets could a machine gun fire per minute?
5. How many rifles was 1 machine gun worth?
6. What were bayonets used for?
7. When would a soldier use a bayonet?
8. How did bayonets affect rifles?
9. What terrain could a tank travel over?
10. Tanks were very slow. What other problem did they have?
11. ENQUIRY QUESTION: What was the best weapon in WW1?

POINT: The best weapon in WW1 was _____.

EVIDENCE: This weapon...(describe it)

EXPLAIN: This was good because...



WOMEN DURING WW1

1. The Women's Land Army was set up in 1915. Women's Land Army volunteers, known as 'land girls' worked on farms.
 2. Women filled jobs previously carried out by men such as tram drivers, bus conductors and in the London Underground.
 3. 35,000 women worked for the Post Office. They delivered letters from soldiers to their family.
 4. Women worked in farming. They used ploughs that prepares soil for growing crops.
 5. Women's Police Volunteers patrolled the streets for the first time (not allowed to catch criminals.)
 6. Women worked in munitions factories making bombs and missiles. There were accidents and some women were killed.
 7. Women nurses treated injured soldiers. There were 120,000 trained nurses.
 8. Women who worked in clothing factories changed to making weapons. By 1918 women were making most of Britain's munitions.
 9. In the Munition factories, an explosive called phosphorus turned skin yellow and women in some factories were called 'canaries' (yellow bird).
1. What did the 'Women's Land Army' do?
 2. What jobs did women do during the war that men would have done?
 3. What did 35,000 women do for the Post Office?
 4. What jobs did women do on farms?
 5. What did the Women's Police Volunteers do?
 6. Women worked in munitions factories. What are these?
 7. How many women worked as nurses?
 8. Women went from working in clothing factories to what type of factories?
 9. What would munition workers nick-name and why?
 10. ENQUIRY QUESTION: Why were women so important during WW1?

POINT: Women were very important during WW1.

EVIDENCE: For example,...(describe)

EXPLAIN: This was important because...



SALISBURY DURING WW1

1. One million men trained at Stonehenge from 1914 and 1918.
2. Members of the Red Cross Voluntary Aid Detachment moved wounded men to military hospitals around Salisbury.
3. Men, women and children helped to support the war by farming, fundraising and sending supplies to the troops.
4. Salisbury Plain was the centre for the newly formed Royal Flying Corps (afterwards the RAF).
5. Food shortages meant soup kitchens had to be created on Gigant street.
6. Invicta Workers produced leather for thousands of army boots at Fars the coach-builders in Brown Street.
7. Thousands of injured soldiers came to Salisbury during the war. In 1915, 940 major operations were conducted.

1. **How many men trained at Stonehenge?**
2. **Who moved wounded men to hospitals in Salisbury?**
3. **How did men, women and children of Salisbury help the war?**
4. **How did Salisbury Plain help the war?**
5. **What was set up on Gigant Street?**
6. **What did Invicta workers do?**
7. **How many major operations took place in Salisbury in 1915?**
8. **ENQUIRY QUESTION: How did Salisbury help during WW1?**

POINT: Salisbury helped during WW1.

EVIDENCE: For example,...(describe)

EXPLAIN: This was important because...



COMMONWEALTH SOLDIERS

People in the British Caribbean had a lot of loyalty to the "Mother Country". By the end of the war over 15,500 West Indians had joined the BWIR (British West Indies Regiment).

The Australian and New Zealand Army Corps (ANZAC) was formed in December 1914, and operated during the Gallipoli campaign. 16,697 New Zealanders were killed and 41,317 were wounded during the war – a 58 percent casualty rate. 60,000 Australians were killed and 156,000 wounded, gassed, or taken prisoner.

Canada's total casualties stood at 67,000 killed and 173,000 wounded, out of a force of 620,000 people mobilized (39% of mobilized were casualties).

The total South African casualties during the war was about 18,600 with over 12,452 killed - more than 4,600 in the European theater alone.

India sent over 1 million men to aid the War effort. At that time India included Pakistan, Nepal, Bangladesh & Sri Lanka. In all 47,746 were classed as killed or missing with 65,000 wounded. The Indian Corps won around 13,000 medals for gallantry including 12 Victoria Crosses.

1. **Who had loyalty to Britain and the 'Mother Country'?**
2. **How many soldiers from the West Indies helped Britain?**
3. **What army corps was set up in 1914?**
4. **How many Canadians mobilized to support Britain?**
5. **How many South African soldiers died during WW1?**
6. **How many men did India send to fight?**
7. **What countries were included in the Indian soldiers?**
8. **How many medals for gallantry were won by the Indian Corps?**
9. **ENQUIRY QUESTION: Why should we remember the role of other countries during WW1.**
POINT: We should remember the role of other countries during WW1.
EVIDENCE: For example...(describe)
EXPLAIN: This was important because...



WILLIAM COLTMAN & FLORA SANDES

William Coltman

1. He refused to kill a man because of his religious faith but still signed up to join the army in 1915.
2. He worked as a stretcher-bearer. He would help wounded men make their way to a doctor.
3. He rescued an officer shot in the leg. He ran out with his stretcher with no gun whilst being shot at.
4. He saved many men that were wounded in no-mans-land.
5. He organised a rescue party to save men buried alive in a bombed trench.

Flora Sandes

- A. She worked as a nurse helping wounded soldiers in Serbia.
- B. She worked with a Serbian regiment on the front line.
- C. She was the only British woman to officially fight in WW1 when the Serbian Army let her join.
- D. She was badly injured fighting and was awarded a bravery medal by the Serbian government.
- E. Even after her injuries, she went back to fight until the end of the war.

1. Why did William Coltman refuse to fight?
2. What job did Coltman do during WW1?
3. Who did Coltman rescue? He charged into no-mans-land without a gun.
4. He saved a group of men. What had happened to them?
5. What job did Flora do in Serbia?
6. Where did she work with the Serbian regiment?
7. Why was Flora unique in WW1?
8. Why was Flora awarded a bravery medal?
9. ENQUIRY QUESTION: Who was more important. Flora Sandes or William Coltman?
POINT: _____ was more important during WW1.

EVIDENCE: For example...(describe)
EXPLAIN: This was important because...

10.