

## Lesson 1

## What led Harry Driver to Russia in 1919?

### Learning objectives:

- To analyse original historic sources and interpretations and make valid inferences about the motivation of a past individual from them.
- To demonstrate the ability to research and deploy information in pursuit of an historical enquiry.

### Learning outcomes:

- To guide students through the process of historical research
- To enable students to examine a specific artefact and series of documents
- To allow students to assess the possible motivations for Harry Driver's involvement in the Russian Civil War
- To use Harry Driver's involvement as an introduction for explaining Britain's involvement in post-war Russia

### Resources:

- Powerpoint A
- Replica DSO (Distinguished Service Order) and MC. (Military Cross)

### Starter: (5 minutes)

1. Display slide 3 of powerpoint A and ask pairs to discuss the answers they might put in the layers of inference frame. (The slide could be printed for use in pairs to annotate) If possible also distribute the medal(s) and allow students to handle the item in turn.

Set up the enquiry – what can we learn from this object? **(2-3 minutes of paired and class discussion only)**

Draw out as much as possible about who might have owned the medal. When was it from? Who might have been awarded a medal? (Keep discussion brief and brisk)

Moving on, ask students how we can find out more? This should facilitate a discussion on who was originally awarded the medal.

### Main: (15- 20 minutes)

**Explain the role of the Commonwealth Graves Commission, and the process of researching Harry Driver.**

Reveal slide 4 which explains who was awarded the medal(s) (Captain Harry Driver)

2. Slide 5 is a template for filling in the details about Captain Harry Driver. Teachers may wish to print out as a hard copy for students to refer to.

**Modelling the process of research for Harry Driver using the Commonwealth War Graves Commission website.**

3. Display slide 6 to show how a name can be entered on the site.
4. Display slide 7 which shows the outcome of a search for Harry Driver.
5. Display slides 8 and 9 which show supporting documentation such as the Grave Registration Reports.
6. Teachers may wish to distribute copies of the documents - the Grave Registration Reports. Briefly allow students to read and question. Students may begin to complete the first stage of the fact file on Harry Driver.
7. Display slide 10 which gives the headstone from the Commission website. Lead discussion on
  - What more can we say about Harry Driver?
  - What questions might we have about the Grave Documents?
8. Display slide 11. Outline the process of searching via the **London Gazette**. (During the First World War, reports from the Army commanders would be issued in an official publication called the London Gazette which contained citations justifying the award of military honours.)

9. This may be an opportunity to explore students' knowledge and understanding of how news was distributed during the war. Students may highlight the use of censored information and government control over what was published.
10. Display slide 12 and distribute the copies of the citations for the award of the DSO and **MC** to Captain Harry Driver on separate occasions. Allow students time to read and discuss the documents. In pairs invite them to make inferences about Captain Harry Driver. Students may annotate their templates as they proceed.
  - What words can we use to describe his actions during the First World War?
  - Can we say anything about Harry Driver as a person?
11. Display slide 13 which shows records from the **Bedfordshire Regiment**. Remind students that information will not be immediate. They may have to read some sections carefully.
12. Display slide 14 which shows a summary of the service of Captain Harry Driver.
  - What further information can be discovered about Harry Driver?
 Allow time for students to continue recording details in their fact files.
13. Display slide 15 – 16 showing that a soldier's name can be independently researched on a search engine. Using the document **Bolos and Barishynas (Archangel 1919)** By G. R. Singleton-Gates. In pairs, read the extract and allow students to gather final facts. How can we add to our knowledge of Harry Driver?

### **Explaining the wider context of Captain Harry Driver's involvement in the Russian Civil War**

14. Display slide 17 and read off the slide. Students may wish to focus on some points from background knowledge. Why had Britain mobilised so many men during the First World War? Consider the implications for moving these men back to civilian life.
15. **Distribute the final set of documents from slides 18-22 which help to explain Captain Harry Driver's motivation for his involvement in the Russian Civil War. (Approximately 15 minutes)**  
 Students to read documents carefully in search of reasons why Harry Driver would have decided to return to the army in 1919. Discuss the financial motivation and need for employment after the uncertainties of the First World War. Could the sense of duty and patriotism be a factor for some soldiers to volunteer to go to Russia? Would Harry Driver's experience be typical of the other soldiers volunteering for the Russian Relief Force? What led Harry Driver to Russia by 1919? Students could fill in a copy of the thought bubble on slide 23.

### **Introduce home learning task (homework). (5 minutes)**

Explain that students will research two names of two soldiers from a given list on slide 24 – 28 taken from a list of the dead buried in Archangel Cemetery. Students should record their evidence in the fact file template provided on slide 29. Discuss the difficulties in historical research. They may find challenges in their research, so encourage students to select more than one name from the list.

### **Introduce Competition: How will students consolidate their learning? (5 minutes)**

Explain that over the next few lessons, students will be gathering images and ideas to include as part of a collage. Explanation given on slide 30.

### **Plenary: (5 minutes)**

Invite students to step back and consider the learning they have undertaken. Summarise how they used their replica medal and constructed a profile of who owned it etc. Remind them that they tested their hypotheses about Harry Driver's motivation.

Challenge students to consider the significance of the medal. What questions may remain?

- What work would Harry Driver have done in Russia?

- How did the British feel about fighting after Armistice had been declared?
- Who else would they have fought against?
- Was the mission a success?