



Notes for Facilitators and Learning Resources

Introduction: These notes are intended to support Facilitators delivering the digital Remembrance services developed by *British Jews in The First World War* in partnership with *Discovery Education*.

These notes presume no prior knowledge of the First World War, including any Jewish dimension, and can be used to whatever extent you wish. For each section of the presentation we have suggested some related activities which are optional should you wish to expand on the topics of the Remembrance presentation.

Facilitator Notes on the presentation:

The Poppy

Related activity: Ask children to write a poem about the poppy based on the assembly or ask them to write down what their thoughts are about the poppy.

Poems (copies available as an optional extra)

Remembrance Day by Cathy Connors

Poppy Fields Forever by Peter Balkus

Remembering the Heroes by Tracey Groundrill

Related activities: 1) Read and highlight words in the poems which create a picture in your head. What do you see? Draw a picture/write about what you see in your mind.

2) Write your own poem as if you were a soldier or a nurse.

Personal Records there are now a series of Personal Records. Selected to reflect gender, age, geographic spread across Great Britain. Each one is Jewish.

While these notes focus on the British Jewish contribution in the First World War, it is important to reflect that the combatants and non-combatants were mostly of other faiths or none, and from a large number of countries.

We have provided for each person a link to their Record on www.jewsfww.uk as often there is more information which you might want to use.

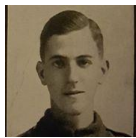
Note that the software automatically converts civic dates of birth and death (when known) to the Hebrew Calendar.



Emily Hartman was born in Sheffield in 1895 and died aged 22 years from the Spanish flu just weeks before the formal end of the War, in October 1918. A V.A.D. [Voluntary Aid Detachment] nurse. Many Jewish women served in one of the various Nursing Corps.



Dame Beatrice Hilda Lever was born in Salford in 1873 and died in London in 1917. A socialite and wife of one of the 23 Jewish MP's of the time. She devoted herself to nursing and at the age of 44, she contracted sepsis from caring for wounded soldiers in Hampstead General Hospital. She is commemorated in a window in York Minster.

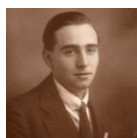


Harold Pinto born in London with no connection to Scotland but was commissioned into the Cameron Highlanders. He was a member of a large Sephardi family (Jews of Spanish or Portuguese origin). He acted bravely in volunteering to carry messages from the trench to Battalion HQ. He was fatally wounded – while asleep in a shell hole – aged 19 years.



Robert Barnett was born in Hackney, East London in 1899 and was killed aged 15 in 1914. One of the youngest fatalities of the Great War

Born Raphael Glitzenstein; in the autumn of 1914, there was a family row. He left home. A week after Simchat Torah, on 9 October 1914, he enlisted no doubt at the bidding of an unscrupulous Recruiting Officer, who was paid a 'bounty' on his recruitment. His family tried to secure his release, but to no avail. He was killed on 19 December 1914; he survived in the Army for 71 days.



Hyman Farber born in Manchester in 1899, one of 11 children. He was conscripted in March 1917 and was killed in September 1918. He survived 17 months in the Army and was killed just 2 months before the War ended.



Simon Maginsky born in Liverpool in 1897 and killed in May 1917, aged 20 years. One of the very many who might be described as the backbone of the Army.



Pinkus Silverman born in Leeds, one of 9 children, he was married with 4 children. Killed aged 34 years in the Third Battle of the Somme.



Hyman Falk born in Newcastle, at age 16 he began his apprenticeship as a watchmaker. He was killed age 27 years, in the Battle of the Somme in September 1916, the Battle commenced 2 months earlier in July 1916.

A Tribute to him in the *Jewish Chronicle* reads “...he was a fine type of English Jewish lad who is attached to England and all that name connotes ...not in vain will he and so many of our Jewish boys have died, for their participation in the struggle in which England is engaged...”.



Solomon Zimmerman born in Birmingham in 1897 and killed aged 19 years, in 1916. He was one of 11 children, 9 boys and 2 girls. Solomon and three of his brothers were killed in the Great War.



Aaron Cohen born in Glamorgan in 1891, he trained at University College Wales Medical School and was commissioned as a Lieutenant in the Royal Army Medical Corp, attached to the Somerset Light Infantry. He was killed aged 24, at the Battle of Loos.



Joshua ('Joe') Friend born in Glasgow in 1888 and one of 11 children. Commissioned as a Second Lieutenant in the Northumberland Fusiliers, Tyneside Scottish Battalion. Killed in 1917.



Philip Weinberg born Broughton Ferry, Dundee in 1896. Commissioned as a Second Lieutenant in The Black Watch. Married and lived with his wife in Lochee Road, Dundee. Killed age 19 years on 9 May 1915.

Related activities: 1) Choose a soldier or nurse from the WWTT online resources (see links above) Find a map of England, Belgium and France and trace the routes your soldier/nurse took.

Now write about that soldier or nurse's journey and how it ended. You could write in the first person. Describe your emotions as you describe events.

2) Draw a table with two columns. One is headed FACT. And one is headed EMOTION.

Read as much background as you can from the WWTT website to help you complete your two columns. For example you might write TRENCH LIFE in the first column, and add a few factual details.



Now, under EMOTION write your personal response to what you have discovered from your reading. You might write, “I would have hated the freezing cold, the wet, the filthy mud and the darkness. I would have felt terribly afraid, and lonely”.

Two Minute Silence first originated in Cape Town in May 1918 by its then Mayor who had lost his son in the War, from gassing. Originally 3 minutes, that was thought too long, so it was reduced to 2 minutes. The Reuters Correspondent in Cape Town cabled a description of the event to London.

The idea eventually found its way in October 1919 to King George V. He was enthusiastic and sought approval from the War Cabinet, which immediately approved its adoption.

For Primary school aged pupils, often a Silence of 30–60 seconds is more appropriate.

Related activities:

- 1) Ask children to write about what the Silence meant to them. What did they think about when it was quiet? Do they think there is another way to end a Remembrance Assembly other than a silence?
- 2) Design a Remembrance-themed emoji using what you have learnt about how we commemorate the end of the First World War.

Further activities:

Reading: [Animals in the First World War](#)

According to the Imperial War Museum, 16 million animals served in the First World War in transportation, communication, military support and morale.

Q. What do children think about animals in War? Are they properly looked after?