



LEARNING PACK

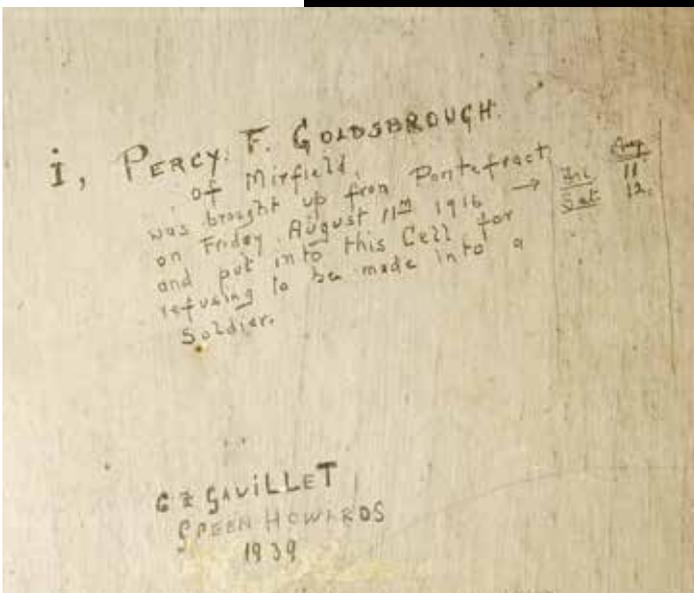
Richmond Castle Cell Block

This pack supports teaching about the cell block at Richmond Castle, where conscientious objectors were imprisoned during the First World War, and the extraordinary graffiti left on its walls. Use these resources to help students get the most out of their learning.

KS1-2

KS3

KS4+



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Step into England's story

WELCOME

This Learning Pack for Richmond Castle cell block has been designed for teachers and educators exploring local history in the classroom or at home. It includes a variety of materials suited to teaching a wide range of subjects and key stages, with historical information, activities and sources to support continued learning and research.

We know that each class and study group is different, so we have collated our resources into one pack allowing you to decide which materials are best suited to your needs. Please use the contents page, which has been colour-coded to help you easily locate what you need, and view individual sections. All of our activities have clear guidance on the intended use for study so you can adapt them for your desired learning outcomes.

We hope you find this Learning Pack useful. You can also download our **Richmond Castle Teachers' Kit**, which explores the castle's Norman and medieval history, by visiting our Richmond Castle Schools Page: www.english-heritage.org.uk/visit/places/richmond-castle

English Heritage Learning Team

ICON KEY

The icons below will help you quickly identify the types of activities and information presented.



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KSI-2

KS3

KS4+

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INTRODUCTION

Everything you need to know about the cell block at Richmond Castle.



ENGLISH HERITAGE
EDUCATION

CELL BLOCK PROJECT

2016–19

RICHMOND CASTLE

An introduction to the Richmond Castle cell block project, generously supported by the Heritage Lottery Fund.

WHAT IS THE PROJECT?

The cell block at Richmond Castle contains graffiti drawn by people imprisoned there, including conscientious objectors (COs) during the First World War. From 2016 to 2019, English Heritage and the Heritage Lottery Fund worked together to conserve the 19th-century cell block, helping to provide a stable environment for the long-term preservation of the important graffiti.

The project worked with local volunteers to research some of more than two thousand graffiti inscriptions to build a picture of who was in the building and why.

Find out more about the project in **this short video** (4.23 mins) and on our website: www.english-heritage.org.uk/cellblockproject



A portrait of CO prisoner Norman Gaudie's mother drawn by fellow CO prisoner Bert Brocklesby on the walls of the cell block in 1916.

WHY CAN'T WE GO INSIDE THE CELL BLOCK?

To ensure the survival of the graffiti, English Heritage needs to maintain a stable, sympathetic environment in the building. The graffiti is drawn, written or etched in pencil on lime-washed surfaces, which are very sensitive to conditions caused by moisture in the air and walls. **Unfortunately, this means that the cells are not open to visitors.**

We have created this Learning Pack for you and your students to discover the fascinating history of the graffiti in the cell block at Richmond Castle and the science behind its conservation.



HISTORY OF THE CELL BLOCK

Information you can use with your students to discover the story of the cell block, conscientious objectors and the Richmond Sixteen.

HISTORICAL INFORMATION

DISCOVER THE STORY
OF RICHMOND CASTLE
CELL BLOCK

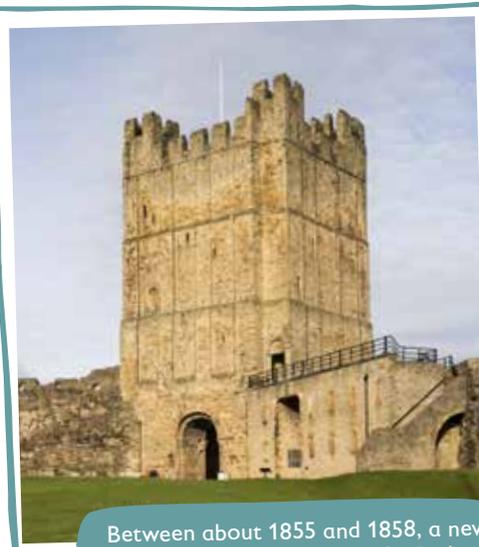
Below is a short history of Richmond Castle's cell block. Use this information to learn how the cell block has changed over time. You'll find the definitions of the key words in the Glossary.

19TH CENTURY: A NEW ERA AT RICHMOND CASTLE

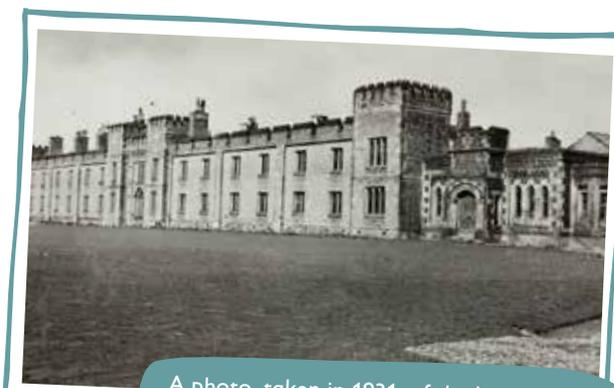
Richmond Castle had been an important defensive **stronghold** and seat of power in the **medieval period**. By the 16th century, it was no longer in use and was in poor repair. The ruined castle became a tourist site in the 18th century, attracting visitors with its '**picturesque**' beauty.

In the 19th century, Richmond Castle was given a new purpose. The castle was owned by the **Duke of Richmond**, who, in 1854, agreed to lease the castle to the **North York Militia** (at that time known as the North York Rifle Regiment). As the militia's **headquarters** and stores, the castle needed updating: a **barrack** block was built for staff to live in. The keep was adapted and used as a guardroom on the ground floor, **armoury** on the first floor and clothing room on the second floor. Another block was built adjacent to the keep, which included prisoners' **cells**, a store and sentry box, a **quartermaster's** store, offices and a tailor's shop.

In 1877, much of the castle was used by the **War Office**, who looked after the castle's maintenance and preservation.



Between about 1855 and 1858, a new cell block was built alongside the keep.



A photo, taken in 1931, of the barrack block built in 1855 for the militia to live in.

1908–14: TERRITORIAL FORCE HEADQUARTERS

In 1908, the castle became the headquarters for the Northumbrian Division of the **Territorial Force**. The commander of the division was **General Baden-Powell**, founder of the Scout Movement, and he lived in the barracks in the castle courtyard.



General Baden-Powell on a patriotic postcard from 1900.

The Territorial Force was a part-time volunteer section of the British Army, created to increase the number of men and avoid **conscription**. Members of the Territorial Force could be called to serve anywhere in the United Kingdom, but could not be forced to fight abroad (though this would change during the **First World War**).

By 1913, the barrack block was in poor condition. In particular, the drains were so bad that the buildings had to be abandoned. Soon afterwards the War Office decided not to renew its lease on the castle, due to end in 1914. However, everything changed in 1916, two years into the First World War. By this date the War Office had taken the castle back into use, and it became the **depot** of the Northern **Non-Combatant Corps**.

1916: CONSCRIPTION AND OBJECTION

By 1916, two years into the First World War (1914–18), there was a critical shortage of men in the British Army. The number of men volunteering had fallen and high numbers of **casualties** on the battlefields were reported back at home. The problem was debated in **Parliament** and eventually conscription was introduced in Britain by the Military Service Acts of January and May 1916. This law meant that all single (and later, married) men must join the Army, and go to war.

There were exceptions. Under the conscription laws, men were allowed to apply to be released from military service for reasons of ill health, hardship, occupation, or on the grounds of conscience (**conscientious objection**).



An image of one of the posters by the Parliamentary Recruiting Committee, published in 1914 (colour lithograph).

WHAT IS CONSCIENTIOUS OBJECTION?

Not everyone in Britain supported the war, as it went against their conscience – their sense of right and wrong. There were many different types of conscientious objectors (COs). For some people, killing another person, enemy or not, contradicted their religious beliefs. For others, the war was a political issue between the ruling classes, and nothing to do with working men. Some COs were **Pacifists** and did not believe in any type of war at all.



Members of the No Conscription Fellowship national committee on their way to prison for objecting to conscription, July 1916.

A number of religious and political groups had been campaigning against the war and conscription since 1914. Groups such as the **International Bible Students Association** and the **No Conscription Fellowship** printed leaflets and lobbied Parliament against conscription. In 1916, the founders of the fellowship and some of its members went to prison for their opposition. The introduction of conscription – compulsory military service – was a turning point. Those who opposed the war had to decide whether to serve their country or to continue in their opposition.

After applying for release from military service, a CO was interviewed by a local **tribunal** who decided whether their reason for objection was genuine. If the reason was rejected, the applicant was forced to join the Army. If their reason was accepted, in most cases they were granted release from military service and instructed to carry out non-combat work in the Non-Combatant Corps (NCC). COs could appeal against decisions by tribunals but if unsuccessful were forced to join the Army or the NCC.

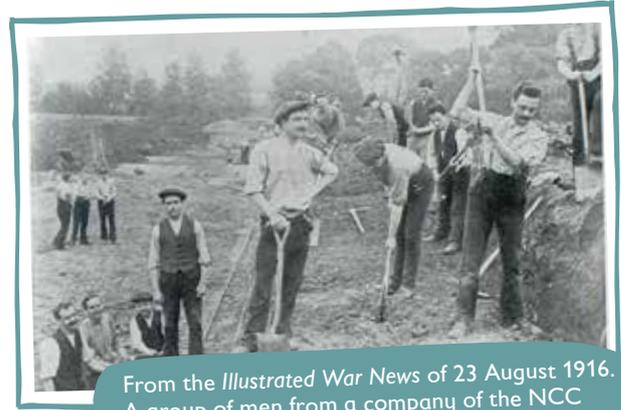


A poster mocking COs, produced during the First World War.

THE NON-COMBATANT CORPS

Of the 20,000 men who applied for **exemption** from conscription on the grounds of conscience, a very small number were granted release from all military service. Many were granted partial exemption and were ordered to join the NCC. In this unit, men could work in support of the war without having to fight or use weapons. They wore army uniform and had to follow army discipline, but they did not carry weapons or take part in battle. Their duties were mainly physical labour (building, cleaning, loading and unloading).

Hundreds of conscientious objectors mainly from the north of England were sent to Richmond Castle to join the northern branch of the NCC. The barrack blocks were reopened for their accommodation. Many COs joined the NCC willingly and accepted the military discipline required in a military unit and obeyed their orders. But for a small group of **absolutist** conscientious objectors, any role in the war was against their beliefs. They refused to recognise their **enlistment** and did not follow any orders; they were punished for their refusal by being imprisoned in the castle's cell block.

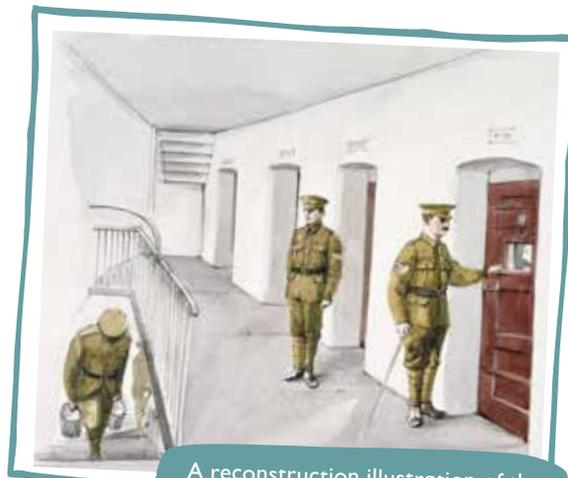


From the *Illustrated War News* of 23 August 1916. A group of men from a company of the NCC working on a military road in East Anglia.

THE CELL BLOCK AND GRAFFITI

The cell block has eight cells over two floors. Men were imprisoned here for offences such as refusing to go on parade. The conditions in the cell block were harsh; the cells were cold, cramped and damp and punishments included a bread and water only diet. Prisoners coped by singing hymns, reciting from the **Bible** and discussing political and religious issues. Two conscientious objectors even played chess on a pocket board passed through a hole in the wall.

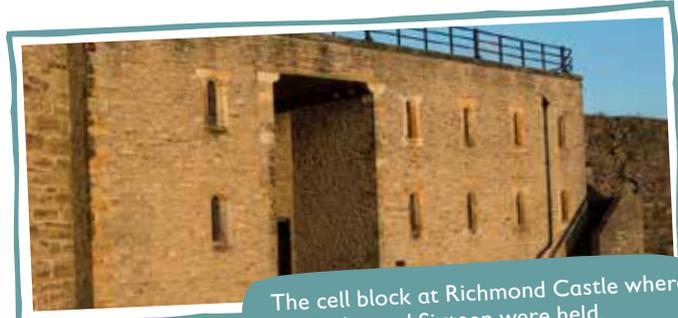
Inside the cells men who were imprisoned carved or drew **graffiti** on the cell walls. The graffiti includes portraits, political and religious statements, hymns, verses from the Bible, and countryside scenes. Among those who drew on the walls in 1916 were a group of absolutist conscientious objectors held on the cell block, the **Richmond Sixteen**.



A reconstruction illustration of the cell block in 1916, by Terry Ball.

THE RICHMOND SIXTEEN

One group of conscientious objectors held in the cell block later became well known because of what happened to them after they left Richmond. On 29 May 1916, sixteen men from the cell block and the guardroom in the castle keep were taken from Richmond Castle and transported to Henriville military camp, near Boulogne, in France. Once there, they were considered to be on **active service**, which meant that they might face a **firing squad** if they refused to obey orders.



The cell block at Richmond Castle where the Richmond Sixteen were held.

After arriving at the camp, they were given 24 hours to decide whether to follow orders or risk being shot. 'How far are you prepared to go?' asked one of the Richmond Sixteen, Bert Brocklesby, to another, Leonard Renton. 'To the last ditch!' Renton replied. Soon afterwards, the men were asked to move supplies at the nearby docks, but refused. They were then **court-martialled** and found guilty.

On 24 June, the Sixteen were sentenced. The COs stood on a large platform to hear their sentences read out, one by one. Each was 'sentenced to suffer death by being shot'. After a short pause, each sentence was changed to ten years' **hard labour**. These men became known as the 'Richmond Sixteen'.

Why were conscientious objectors treated in this way? These men were going against military authority. It seems some people in the War Office and in the Army wanted to make an example of them by having them shot. However, it's possible that the government never meant the death sentence to be carried out. In early May, Prime Minister **Herbert Asquith** gave a secret order that no CO sent to France was to be shot for refusing to obey orders.



Prime Minister Herbert Henry Asquith.

WHO WERE THE RICHMOND SIXTEEN?

The Richmond Sixteen were absolutist conscientious objectors who refused to take part in any activity to do with the war. They came from a variety of backgrounds:

1. **Norman Gaudie**, a **clerk** for the Eastern Railway, Newcastle, and reserve Sunderland FC footballer
2. **Alfred Martlew**, a clerk at the Rowntree's chocolate factory in York
3. **Alfred Myers** and 4. **Charles Ernest Cryer**, ironstone miners from Skinningrove, North Yorkshire
5. **John Hubert (Bert) Brocklesby**, a schoolteacher from Conisbrough
6. **Leonard Renton**, a **draughtsman** from Leeds
7. **Charles Rowland Jackson**, a clerk at a Leeds wool merchant
8. **Robert Armstrong Lown**, a bookseller from Ely
9. **Clifford Cartwright**, a printer from Leeds
10. **Charles Herbert Senior**, a **carpenter** and cabinetmaker from Leeds
11. **Ernest Shillito Spencer**, a clerk in a Leeds clothing factory
12. and 13. the **Hall brothers** – **Clarence**, a **joiner's** clerk, and **Stafford**, a draughtsman for Leeds Corporation sewage works
14. and 15. the **Law brothers** from Darlington – **William Edwin (Billy)**, a painter and decorator, and **Herbert George (Bert)**, a share broker's clerk
16. **John William Routledge**, a clerk at the Leeds steelworks.

Find out more about some of their stories online:

www.english-heritage.org.uk/visit/places/richmond-castle/history/conscientious-objectors/



Discover CO stories on the English Heritage website.

WHAT WAS IT LIKE TO BE A CONSCIENTIOUS OBJECTOR?

Rejecting military service had consequences. Some COs in the NCC faced verbal and physical aggression by officers. Those in prison sometimes had to cope with harsh physical conditions. Many faced strong public anger and newspapers often described conscientious objectors in a negative light as lazy, cowardly or as traitors. The white feather movement – the giving of a white feather in public to a man believed to be a CO – was designed to humiliate and shame men into joining up. The life of a CO was lonely and isolating, and those who stood firm showed the strength of their beliefs.



A photograph taken at Dyce Camp, in September 1916, shows 11 of the Richmond Sixteen.
©Religious Society of Friends (Quakers) in Britain

As well as the Richmond Sixteen, 19 other British COs from Harwich and Seaford sent to France during May 1916 received the same hard labour sentence. On their return to England they spent the rest of the war undertaking work of 'national importance' in work camps and centres or detained in **civil** prisons. Some of the men sent to France undertook hard physical work quarrying at Dyce Camp, near Aberdeen, Scotland.

After their release, some found it impossible to go back to their old lives before the war, as some people were angry that they had not served in the Army, and some COs found it hard to get work or be accepted back into their community.

However the publicity surrounding the Richmond Sixteen's court martial brought to the public's attention the dramatic lengths to which COs were prepared to go in order to uphold their beliefs, and helped to change some public attitudes towards their view.



A anti-CONSCIENTIOUS OBJECTOR cartoon, titled 'This little pig stayed at home'. © IWM Q103334

Read **this blog** for more information about experiences of conscientious objectors after the First World War: blog.english-heritage.org.uk/conscientious-resistance/

THE CELL BLOCK AFTER THE WAR

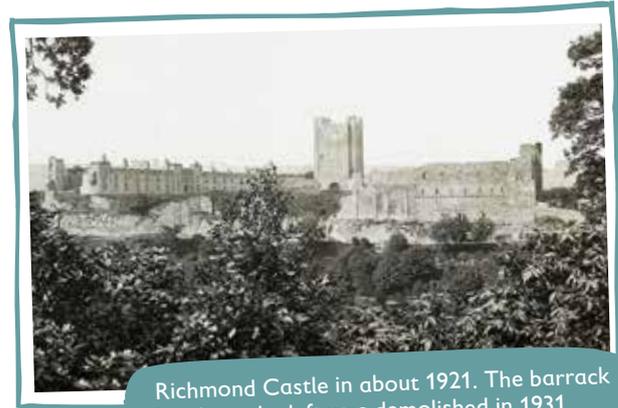
After the First World War (1914–18) ended, the barrack block was used as **social housing** before being demolished in 1931.

During the **Second World War (1939–45)**, Richmond Castle was used by the military again. The keep was used as an **air raid shelter** and a watch station, keeping an eye out for enemy activity in the area.

Prisoners were once again kept in the cell block, but this time they were not conscientious objectors. There are lots of graffiti from this time and a large amount of it appears to have been drawn by serving soldiers, mainly from the local **Green Howards** regiment. One soldier records that he was put in the cell block for 'not swinging his arms on **Armistice Day 1939**'. Other graffiti shows **swastikas** on aeroplanes and a cartoon drawing of **Adolf Hitler**.

The use of Richmond Castle and the cell block in the later 20th century is not well recorded. After the Second World War, there is no evidence that the cells were used for prisoners. The graffiti continues up until the 1970s, though it is thought that much of this is by members of the public who were able to visit the cells.

Since 1984, Richmond Castle and the cell block have been in the care of English Heritage.



Richmond Castle in about 1921. The barrack block on the left was demolished in 1931.



Graffiti on the cell block walls from the Second World War.

2016–19: THE CELL BLOCK PROJECT

The graffiti in the cell block was drawn over roughly one hundred years, resulting in just over 2,300 graffiti pieces. Much of this graffiti has survived, and it gives historians a detailed and unique record of the creators' lives, thoughts and experiences. With the support of the Heritage Lottery Fund, English Heritage has been **conserving** and researching the graffiti in the cell block. You can find out more about **the project online**: www.english-heritage.org.uk/visit/places/richmond-castle/richmond-graffiti/cell-block-project/

GLOSSARY

TRICKY TERMS AND
WHAT THEY MEAN

Below is a list of words you might come across while studying the history of Richmond Castle's cell block. Use this Glossary to find out what they mean.

absolutist – someone with fixed principles and views that cannot be changed in any way

active service – taking part in military activity as a member of the armed forces

Adolf Hitler – (1889–1945) leader of Germany's Nazi Party from 1921 to 1933, and then Chancellor of Germany, was one of the most powerful and dangerous dictators of the 20th century. His order to invade Poland in 1939 led to the outbreak of the Second World War.

air raid shelter – also known as bomb shelters, are structures that protect people against enemy attacks from the air, such as falling bombs

Armistice Day – on 11 November each year and is also known as Remembrance Day. It marks the day that fighting ended in the First World War, in 1918. A two-minute silence is held at 11am to remember the people who have died in wars.

armoury – a place where weapons are kept

barrack(s) – a large building or group of buildings used to house soldiers

Bible – the scriptures (sacred writings) of Christianity, made up of the Old and New Testaments

carpenter – a person who makes and repairs wooden objects and structures

casualties – people killed or injured in a war or accident

cells – a small room in which a prisoner is locked up

civil – relating to ordinary citizens, non-military

clerk – a person working in an office or bank to keep records or accounts, and to undertake other duties to help keep things running smoothly



One of the cells at Richmond Castle.

Congregationalist

– a person belonging to a Christian group that believes that each congregation should be independent, make its own decisions and govern itself, instead of asking bishops for permission and approval

conserving – protecting (something, especially something of environmental or cultural importance) from harm or destruction

conscription – people being required by law to join the army, navy or air force

conscientious objection – refusal to serve in the armed forces or carry weapons for moral, political or religious reasons

court-martialled – to be put on trial in a special court for members of the armed services who are accused of breaking military law

cowardice – fearful, not being brave

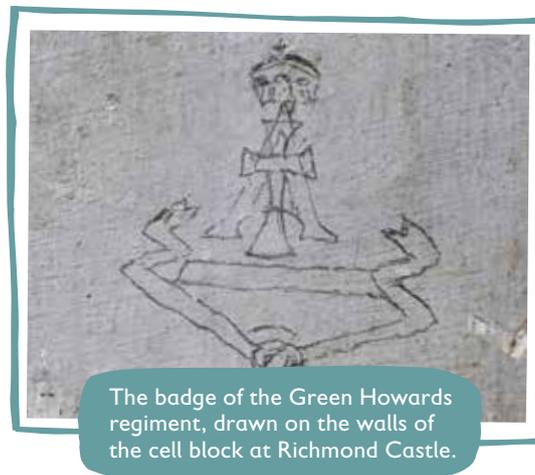
depot – a place for the storage of large quantities of equipment, food or goods

draughtsman – a person who makes detailed technical plans or drawings

Duke of Richmond

– Charles Henry Gordon-Lennox (1818–1903), the 6th Duke, was a Conservative politician. He served in the Royal Horse Guards.

enlistment – the action of joining or being forced to join the army, navy or air force



The badge of the Green Howards regiment, drawn on the walls of the cell block at Richmond Castle.

exemption – being free from a duty, commitment or liability imposed on others

firing squad – a group of soldiers who are ordered to shoot someone sentenced to death

First World War

(1914–18) – also called World War One, a conflict

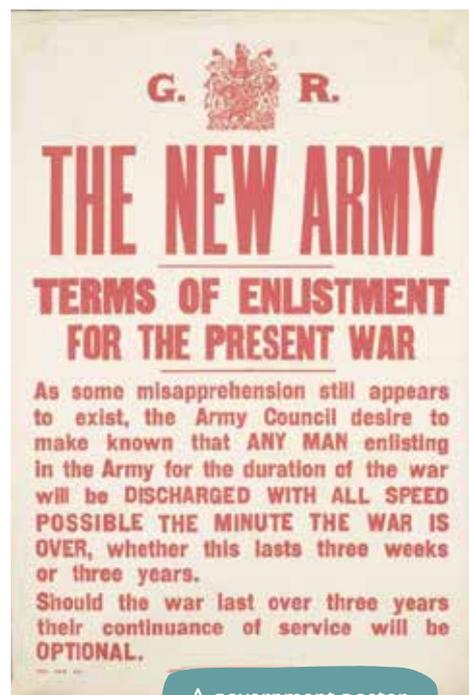
that involved most of the countries of Europe along with Russia, the United States, the Middle East, and other regions. The war was between the Central Powers – mainly Germany, Austria-Hungary and Turkey – against the Allies – mainly France, Great Britain, Russia, Italy, Japan and, from 1917, the United States. It ended with the defeat of the Central Powers. At the time, the war was the worst in history for the amount of casualties and destruction it caused.

General Baden-Powell – Robert Baden-Powell (1857–1941) was a British Army officer, writer and founder of the worldwide Boy Scout Movement, and, with his sister

Agnes, of the worldwide Girl Guide/Girl Scout Movement

graffiti – writing or drawings scribbled, scratched or sprayed on a wall or other surface in a public place

Green Howards – a line infantry regiment of the British Army, based at Richmond. Raised in 1688, the regiment was known as the Green Howards from 1744, after their colonel, Hon. Sir Charles Howard. The division became part of the wider Yorkshire Regiment in 2006.



A government poster explaining enlistment.

hard labour – heavy, physical work as a punishment, such as digging or lifting

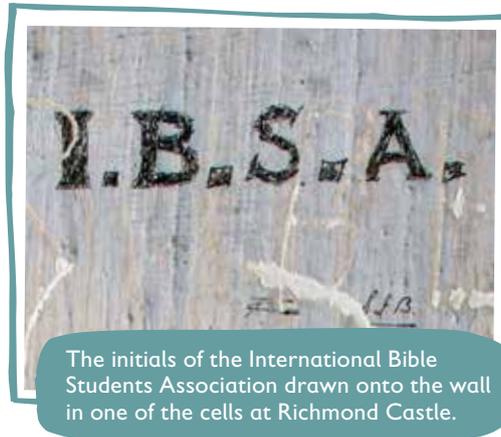
headquarters – where a military commander and their staff work

Herbert Asquith – (1852–1928) British prime minister from 1908 to 1916. Asquith passed important new laws, including introducing conscription. He faced criticism over military losses during the First World War and resigned in 1916.

Independent Labour Party – a British political party created in 1893 to represent the views of the working-classes

International Bible Students Association – a Christian group that came together in the 1870s in America through Charles Taze Russell.

International Bible Students did not believe in working for the military, or serving in the armed forces, and refused national military service. The group later became known as Jehovah's Witnesses.



joiner – a person who builds the wooden parts of a building, such as stairs, doors and window frames

lobby (lobbied) – to try to influence someone (for example, a Member of Parliament) who makes laws

medieval period – a period of history between the 5th and 15th centuries, also referred to as the Middle Ages

Methodist – a person belonging to the Methodist Church, a Protestant Christian group. Methodism was founded in 1738/9 by a Church of England minister, John Wesley (1703–91), who believed in the methodical (well-organised, well-planned) action of being holy, according to the Bible.

militia – a group of volunteers who supported the main army

No Conscription Fellowship – a group formed in 1914 to support people who objected to taking up arms in the First World War. The NCF kept records of every CO's objection, charge and tribunal. They visited COs in camps, barracks and prisons and tried to publicise their ill-treatment.

Non-Combatant Corps (NCC) – a section of the British Army made up of conscientious objectors. Its members had been conscripted but were only prepared to accept non-fighting duties.

North York Militia – a regiment of volunteers from the North Riding of Yorkshire, also known as the 1st and 4th Battalions, of Alexandra, Princess of Wales's Own Yorkshire Regiment (the Green Howards). In 1908 the Secretary for War reorganised the local volunteers around the country into the Territorial Force.

Pacifist – someone who believes that there is never a good reason for war or violence

Parliament – the highest law-making authority, made up of the Sovereign, the House of Lords and the House of Commons

picturesque – (of a place or building) looking pretty, especially in an old-fashioned way

Quaker – a member of the Religious Society of Friends, a Christian movement founded by George Fox in around 1650. Quakers are devoted to creating and keeping peace. For more information visit: www.quaker.org.uk/resources/free-resources/teaching-resources-2

quartermaster – an officer who looks after the food, living space and equipment in a military unit

Richmond Sixteen – 16 conscientious objectors who were imprisoned at Richmond Castle for their opposition to the First World War, then transported to France, where they were court-martialled and faced a death sentence

Second World War (1939–45) – also called World War Two, was a conflict that in many ways was a result of the disputes from the First World War. The war was between the Axis powers – Germany, Italy and Japan – and the Allies – France, Great Britain, the United States, the Soviet Union and China. 40,000,000–50,000,000 people died during the Second World War, making it the bloodiest, and largest, war in history.

social housing – housing given to people in need

socialism – the idea or belief that the making and selling of things should be managed or organised by the whole community, rather than an individual, such as a business owner (**socialist** – a person who believes in socialism)

stronghold – a place that is strengthened so it is protected against an attack, for example, by building a castle

swastika – an ancient religious symbol, and, from the 1930s, used as the badge of the German Nazi Party

Territorial Force – a force in the British Army who are not professional soldiers but train as soldiers in their spare time (after 1921, known as the Territorial Army)

tribunal – a group of people who come together to settle certain types of disagreements

War Office – a department of the British Government responsible for the administration of the British Army between 1857 and 1964



Drawings of Second World War planes on the walls of Richmond cell block, showing the swastika on the wing tip of the right-hand plane.

VICTORIAN BRITAIN

1837–1901

1837–1901

Reign of Queen Victoria.



1853–56

The Crimean War, where an alliance between the Ottoman Empire, France, Britain and Sardinia fought against the Russian Empire.

1800

1854

The Duke of Richmond grants a lease of Richmond Castle to the County of the North Riding for sixty years to be used by the North York Militia.

1855–58

A new barrack block is built in the castle courtyard. Part of the keep is converted into an armoury and store. A new cell block is built next to the keep.

1877

North Riding sublets the castle to the War Office.

19TH
CENTURY

20TH-CENTURY BRITAIN

1900–1999

1900

Trade unions and socialist groups agree to form a Labour Party, to represent the needs of the working classes.

1901–10

Reign of Edward VII.

1908

The Territorial Force is created to support the permanent British Army.

1910

The British Socialist Party is formed.

1910–36

Reign of George V.

1900

1908

Richmond Castle becomes the headquarters of the Northumbrian Division of the Territorial Force.

1908–10

General Baden-Powell, commander of the Northumbrian Territorial Force, lives in the barrack block.

1913

The barrack block is no longer safe for people to live in and is abandoned.

1914

The War Office does not renew its lease with North Riding and the Territorial Force no longer uses the castle.

20TH
CENTURY

20TH-CENTURY BRITAIN

1900–1999

1914–18

First World War.



1936–52

Reign of George VI.



1915

Britain loses 285,107 men on the Western Front.

1916

Jan: The Military Service Act is passed, introducing conscription for all fit, single men.

May: A second Act is passed, extending military service to married men.

July–Nov: The Battle of the Somme on the Western Front, where more than a million people are killed.

1939

1 September: Germany, led by Chancellor Adolf Hitler, invades Poland.

1939–45

Second World War.

1920

End of conscription in Britain.

2000

1915

Agreement between the War Office and the Duke of Richmond to lease the barrack block at Richmond Castle.

1931

The barrack block is demolished (but not the cell block).

1916

Richmond Castle becomes a depot for the Northern companies of the Non-Combatant Corps.

Conscientious objectors, including the Richmond Sixteen, are imprisoned in the cell block at Richmond Castle. On 26 May they are sent to France, to carry out work in the war zone.

1939

The military use the castle barbican for wash-houses and latrines. Prisoners are once again held in the cell block.

1940

The keep is used as a daylight air raid shelter and watch station.



1984

Richmond Castle comes into the care of English Heritage.

20TH
CENTURY

RICHMOND CASTLE CELL BLOCK TIMELINE

SOURCES

PEER INTO THE PAST

A historical source is something that tells us about life in the past, such as a document, a picture or an object. It may be a primary source, from the time, or a secondary source, created later. Our experts have chosen these sources to help you learn about the history of Richmond Castle's cell block.

SOURCE 1

'... At a meeting of the Council of the borough of Richmond, held in the Common Hall, on the 6th Feb., 1854, it was resolved that the following memorial should be presented to His Grace the Duke of Richmond...

...The Castle of Richmond has for ages been celebrated, and its fine old Norman tower, still externally in good preservation amidst the extensive ruins which surround it, is the proudest ornament of the town, and the principal object of attraction to the numerous visitors who resort to it.

Still, my Lord Duke, the Council of this borough are not without apprehensions that even this stronghold, formerly the residence of one of the most powerful of Norman Barons, may fall into decay and ultimate ruin, far sooner than would appear probable to any one not examining it very closely, with somewhat of the eye of scientific knowledge of an antiquary and an architect. For centuries the tower has been unroofed, and water now penetrates its massive walls, injuring the mortar, whilst by alternate severe frosts and sudden thaws, like those experienced this winter, very serious damage may be effected...

It is, therefore that we learn with feelings of satisfaction that the Lieutenancy of the Riding, with the noble gallant Colonel and Officers of the North York Rifles, and have turned their attention to this tower, as, of all other places, the most proper for keeping the arms, accoutrements, and stores of this regiment...

We, therefore, most respectfully request that your Grace will kindly allow the North-Riding and their Regiment of Rifles thus to occupy the Castle, assuring your Grace that, ... their occupation of it would tend very materially to the preservation of these extensive and interesting ruins, ... and that in granting this request, your Grace, without any injury to the property or to the picturesque effect of the ruins, will be rendering a considerable service to the Riding, and materially aiding in the defence of the country.'

The York Herald and General Advertiser (York, England), Saturday, 11 February 1854; Issue 4240. 19th Century British Library Newspapers: Part II.

SOURCE 2

'Richmond Castle, Reg[iment]tle Orders, 22nd May 1861

The Regiment will assemble tomorrow morning at 10 o'clock for 27 days training and exercise under authority dated War office 30th March 1861.'

An extract from an orders book for the militia at the castle. The National Archives, WO68 181.



SOURCE 3

1881 BRITISH CENSUS

Dwelling: Castle Yard

Census Place: Richmond, York, England

Source: FHL Film 1342174

PRO Ref RG11

Piece 4879

Folio 49

Page 10

	Marr	Age	Sex	Birthplace
JOHN TAYLOR	M	45	M	Dunchurch, Warwick, England
	Rel: Head Occ: Staff Sergeant Militia			
SARAH TAYLOR	M	30	F	Jersey, Channel Islands
	Rel: Wife Occ: Staff Sergeant Wife			
JOHN T. TAYLOR		12	M	Dublin, Ireland
	Rel: Son Occ: Scholar			
ERNEST TAYLOR		11	M	Malta
	Rel: Son Occ: Scholar			
FLORENCE TAYLOR		9	F	East Indies
	Rel: Daughter Occ: Scholar			
ADA TAYLOR		4	F	Richmond, York, England
	Rel: Daughter Occ: Scholar			
HENRY TAYLOR		2	M	Richmond, York, England
	Rel: Son			
WILLIAM TAYLOR		1	M	Richmond, York, England
	Rel: Son			

An extract from the 1881 census of Richmond Castle Yard.



SOURCE 4



A photograph showing the footprint of the demolished barrack block, built for the militia staff in 1855.

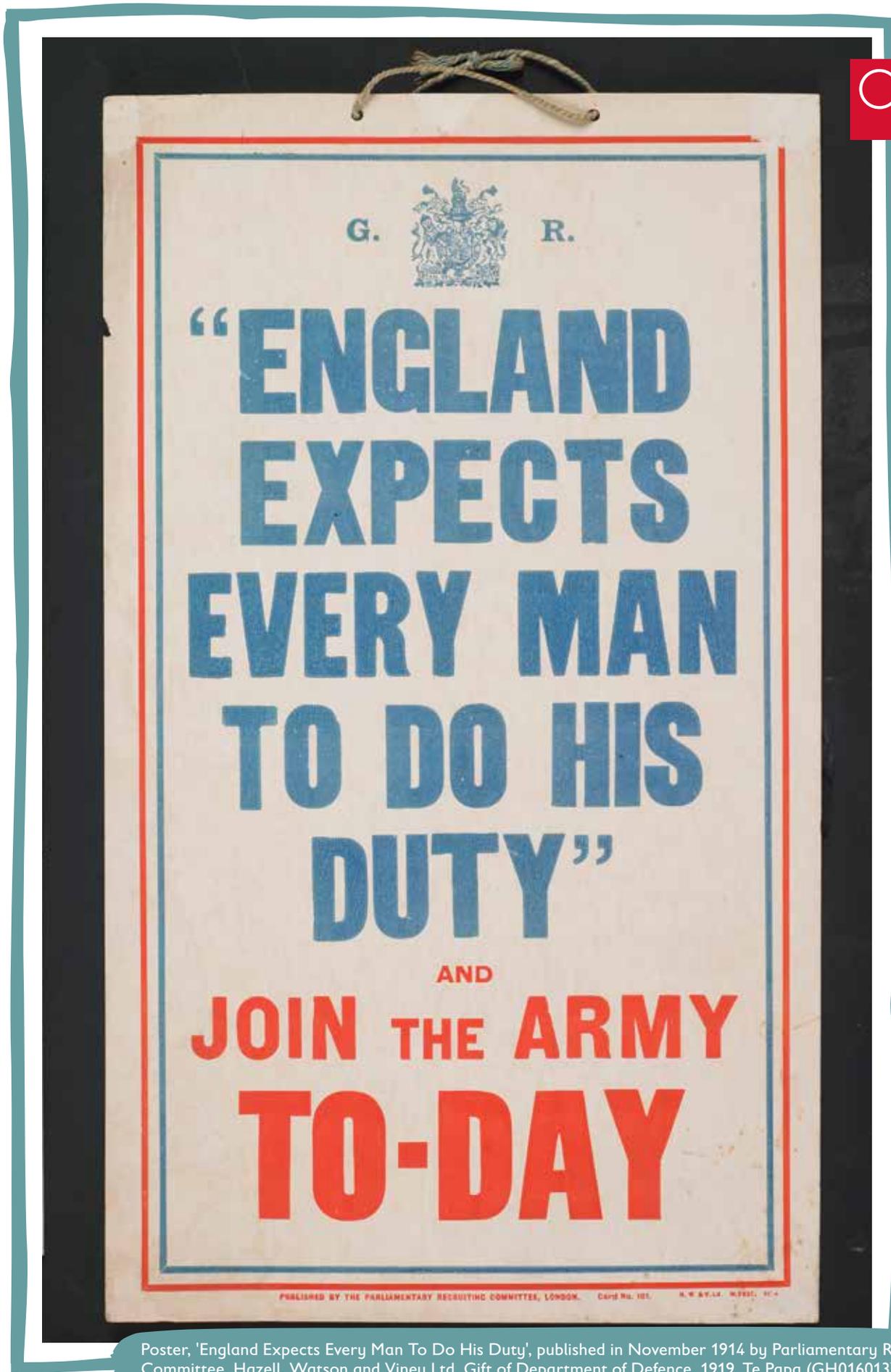
SOURCE 5

‘Some cases of diphtheria having occurred this year in Richmond, the barracks drains were examined and found to be so utterly bad that the War Office, rather than face a heavy expense for their removal, have decided to abandon the buildings as dwelling houses, and to take houses in the town for their men.’

A memorandum about the state of the barrack block at Richmond Castle, from 1912.



The barrack block built in 1855 for the North York Militia staff.



Poster, 'England Expects Every Man To Do His Duty', published in November 1914 by Parliamentary Recruiting Committee, Hazell, Watson and Viney Ltd. Gift of Department of Defence, 1919. Te Papa (GH016013)

SOURCE 7



A photograph of the Darlington Local Tribunal that considered applications for exception from military service. © Centre for Local Studies at Darlington Library

SOURCE 8

CLERK. You have a conscientious objection to killing?

B. Yes sir.

CLERK. Would you retaliate if you were attacked?

B. No sir.

CLERK. If I were to smite you on the cheek would you turn the other?

B. That is our Christian duty, sir.

CLERK. But give me a plain answer, Yes or No. If I were to knock one of your teeth out, wouldn't you try to knock one of mine out?

B. The question is hypothetical. One cannot say what one would do in the heat of the moment.

CLERK. Very well, I will put another hypothetical question, If you were attacked by Germans would you kill to save your own life?

B. No sir. In view of the Sixth Commandment it is better to be killed than to kill.

CLERK. But if the Germans were to arrive at Conisboro and attack your mother

Continued...

SOURCE 8 (continued)

B. The case is hypothetical; I believe God would provide a way of escape before things got so far.

CLERK. But it happened in Belgium.

B. Yes, but the menfolk ran away and left their women to the tender mercies of the Germans.

CLARK. But suppose for example that you were really concerned and there was no way of escape. If you were attacked by Germans with bayonets and you had a revolver, would you shoot?

B. No sir. It would be a happy release from the miserable world.

[The Clerk grunts and throws up the sponge.]

CHAIRMAN. Mr Barker, will you question this man?

MR HENRY BARKER. Mr Brocklesby, you are a teacher?

B. Yes sir.

BARKER. What is your salary?

B. £115 per year.

BARKER. You have the young life of the nation to train. How many people know that you belong to an organisation of perhaps 50 or 60 members who have all sworn to refuse anything this Tribunal may award?

B. I have never made a secret of it.

BARKER. This woman Wray, is she a member of this organisation?

B. Yes.

BARKER. Has she two sons of military age?

B. No sir, only one.

BARKER. Is he a member?

B. Yes.

BARKER. Is Wray the pawnbroker a member?

B. I am not sure.

BARKER. Come now, don't tell me that. You know your own members.

B. He is not a full member.

BARKER. How many members are there?

B. Perhaps five thousand.

BARKER. But how many are there in this district?

B. In our branch perhaps forty-five.

BARKER. And is not Wray a member?

“““

Continued...

SOURCE 8 (continued)

B. He is not a full member; he may be an associate.

BARKER. Oh! There are associates; then [triumphantly] there are about fifty or sixty.

B. Perhaps.

BARKER. Well now, if you are determined to refuse whatever this tribunal may be prepared to award, why do you come here?

B. We merely come as an acknowledgment of the concession made to the conscientious objectors by the government.

BARKER. Now sir, answer my question.

B. I have answered as well as I can.

CHAIRMAN. Yes, surely Mr Barker, he has given a very clear answer.

BARKER. [to Brocklesby] Well then, if the Germans were attacking Doncaster, if you could save the lives of some women and children, would you do so?

B. I would try to save life, but not by taking life.

BARKER. Would you not shoot any Germans?

B. Perhaps.

BARKER. Answer Yes or No.

B. Yes.

[Snort from member of the board.]

CHAIRMAN. If you would not take life to save the lives of hundreds of women and children, you would be responsible for their deaths. [Smiles and gazes triumphantly around the tribunal.]

A MEMBER. Would you be prepared to take non-combatant service, say in a munitions factory or mine sweeping?

B. No sir, they would not let me sweep English mines as well as German mines.

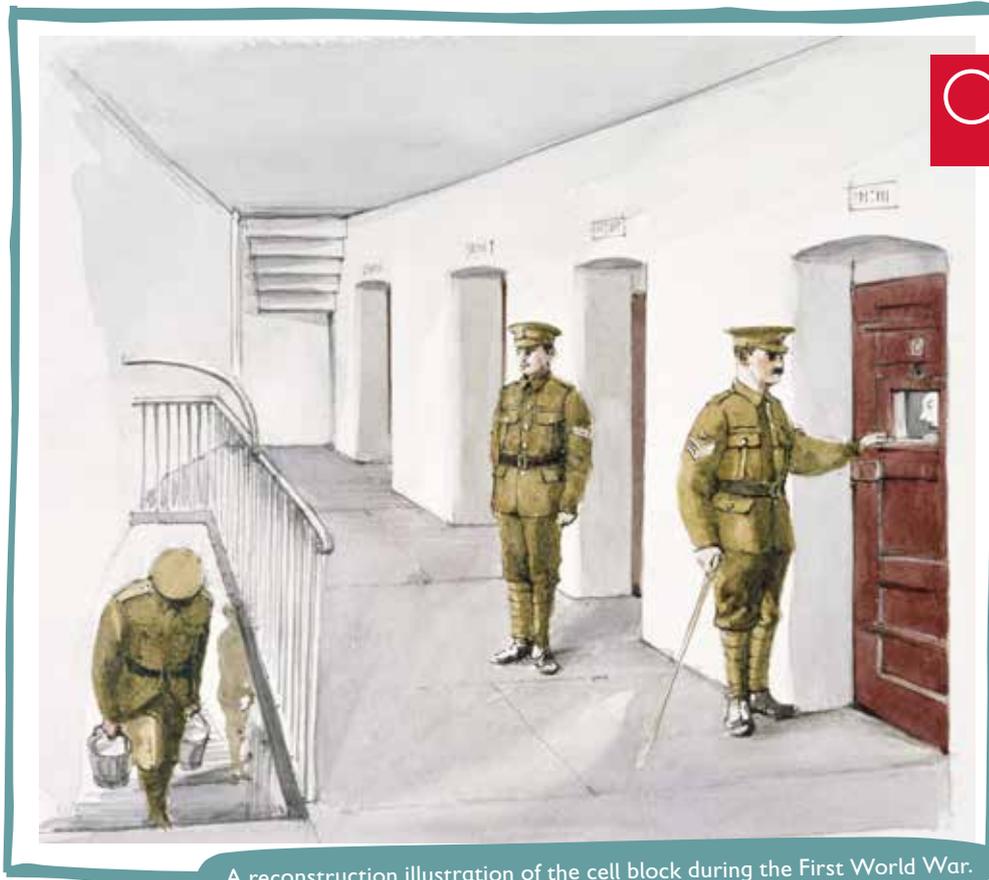
CLERK. It seems as if he has an objection to doing anything that will take him into danger.

B. It is very difficult to bring evidence to prove a conscientious objection; one can only prove it by suffering for it. I am prepared to die for my principles. I am fighting for the principle of freedom of conscience for every Englishman and I am prepared to die for my principles. It would be a pity if, while there are so many thousands who are ready to die for their country, there are not some who are ready to die for higher principles.

Account of John Hubert Brocklesby's Local Tribunal, 27 February 1916, Doncaster, from John. H. Brocklesby, *Escape from Paganism* (19 January 1958). This is Brocklesby's own recollection and account.

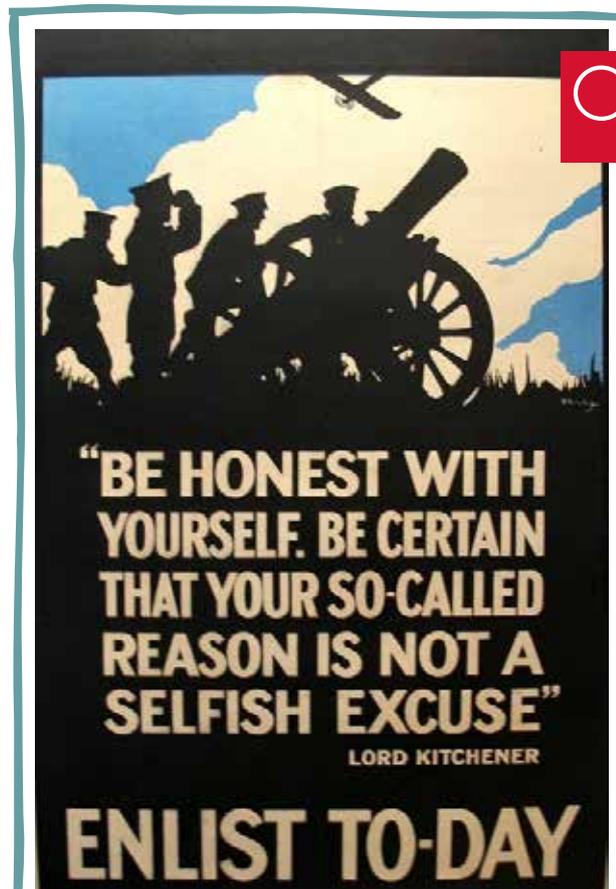
“”

SOURCE 9



A reconstruction illustration of the cell block during the First World War.

SOURCE 10



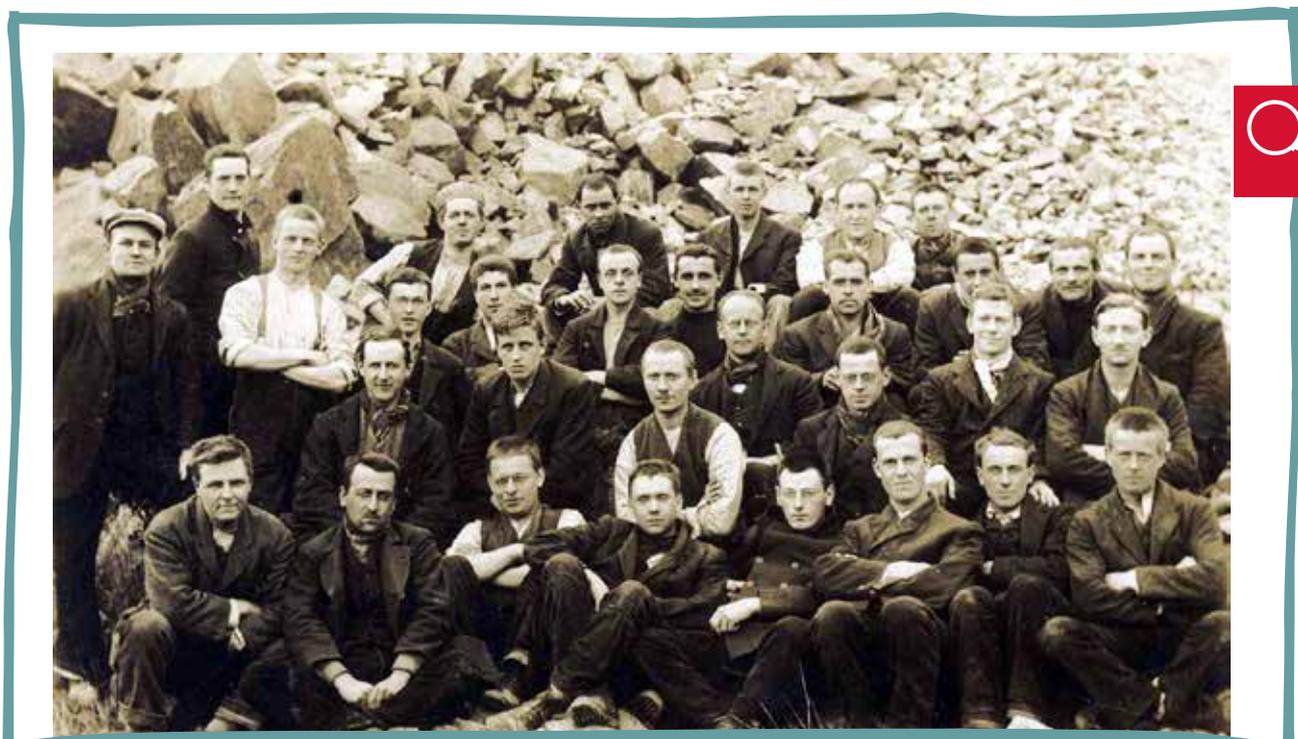
Poster, produced in 1915. Published by the Parliamentary Recruiting Committee, London. © IWM (Art.IWM PST 5068)

SOURCE 11



This First World War postcard depicts COs singing to German troops – a typical example of objectors being ridiculed as weak and cowardly. Compare this postcard with the evidence of songs sung by the prisoners in Richmond cell block in The Graffiti section of this pack. © This image courtesy of worldwar1postcards.com

SOURCE 12



A photograph taken at Dyce Camp, in September 1916, includes 11 of the Richmond Sixteen. Front row: H Law (far right); third row (left to right): Lown, Jackson, Routledge (fifth from left) and far right Bert Brocklesby; back row (left to right): Spencer, Cartwright, Cryer, WE Law, Gaudie and Martlew © Religious Society of Friends (Quakers) in Britain



THE GRAFFITI

Information and images about the graffiti drawn on the walls of the cell block.

THE GRAFFITI

THE WRITING ON THE WALL

This selection of graffiti shows the opinions and skills of some of the conscientious objectors imprisoned in the cell block at Richmond Castle. Explore the images with your class or cut out the boxes for working in smaller groups.

EXPLORING THE GRAFFITI

There are thousands of pieces of graffiti in the cell block, from the mid-19th century to 1970. As well as showing some of the reasons for conscientious objection, the graffiti also gives us evidence about other aspects of life at the time it was drawn, such as types of jobs, the clothes people wore, the technology of the era, and social and cultural practices.



The English Heritage online graffiti gallery.

Today, because the graffiti is so fragile, English Heritage can't allow visitors to go inside the cell block. Instead, you can explore the **graffiti gallery online**: www.english-heritage.org.uk/visit/places/richmond-castle/richmond-graffiti/cell-block-graffiti

By John Hubert (Bert) Brocklesby

Date

May 1916

Bert was one of the group later known as the Richmond Sixteen. This sketch is of his fiancée, Annie Wainwright. Her portrait may have given him strength and comfort during his time in prison.

The drawing may have reminded a different, later, prisoner of a loved one, as he relabelled the drawing 'My Kathleen'.



By William Thomas Angrave



Date

27 July 1916

This intricate floral design is probably a pattern for lace. Before the war William was a draughtsman designing lace in Long Eaton, Derbyshire. This was a town booming on the profits of the lace trade.

William was transferred from the Sherwood Foresters, Derby, to the 3rd Northern Non-Combatant Corps (NCC) at Richmond on 13 July 1916.



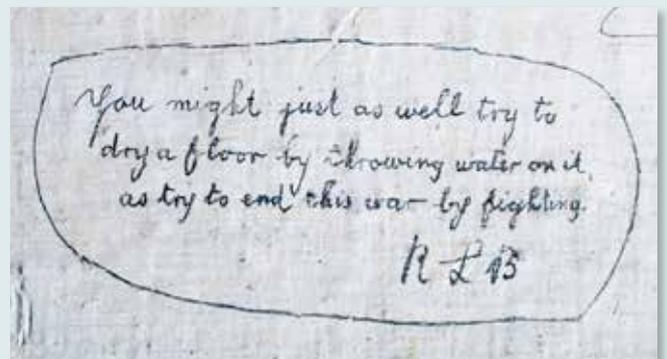
By Richard Lewis Barry

Date

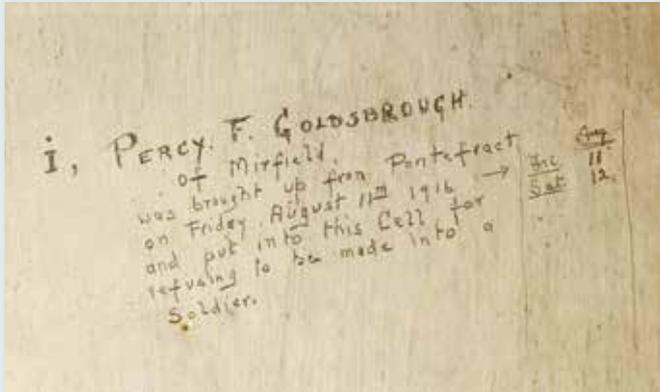
circa 1916

In this playful inscription Barry, a **socialist** conscientious objector from Long Eaton, Derbyshire, explains that fighting is useless.

We do not know whether this was a quote recalled from memory, or written in Barry's own words.



By Percy Fawcett Goldsbrough



Date

August 1916

Percy Fawcett Goldsbrough was a **socialist** conscientious objector from Mirfield in West Yorkshire.

Goldsbrough was put into the cells for disobeying orders. Soon after making his mark on the cell wall he was court-martialled, sentenced to 112 days' imprisonment and transferred to Durham civil prison.



By John Hubert Brocklesby

Date

22 May 1916

Norman Gaudie was also a member of the conscientious group later known as the Richmond Sixteen. On 22 May 1916, Norman laughed while out of his cell at Richmond on exercise. However, it was his fellow objector Bert Brocklesby, another of the Richmond Sixteen, who was mistakenly identified as the culprit and confined to his cell.

In his diary Gaudie wrote how 'old Brock' 'did not waste the time for he drew on his cell wall a man lying on the ground struggling under the load of a heavy cross'. The lines below the drawing are from a 19th-century poem that was sung as a hymn in **Methodist** churches.



By an unknown artist



The date and creator of this musical score remain unknown. However, the song 'Home Sweet Home' would have struck a chord with those held in the cells.

Isolated from their families and drawn from across the country, it is unsurprising that those held here would have turned their thoughts to the comforts of domestic life. 'Home Sweet Home' was one of the most popular songs of the 19th century. Perhaps this reassuring and familiar tune was transcribed from memory by a homesick conscientious objector.



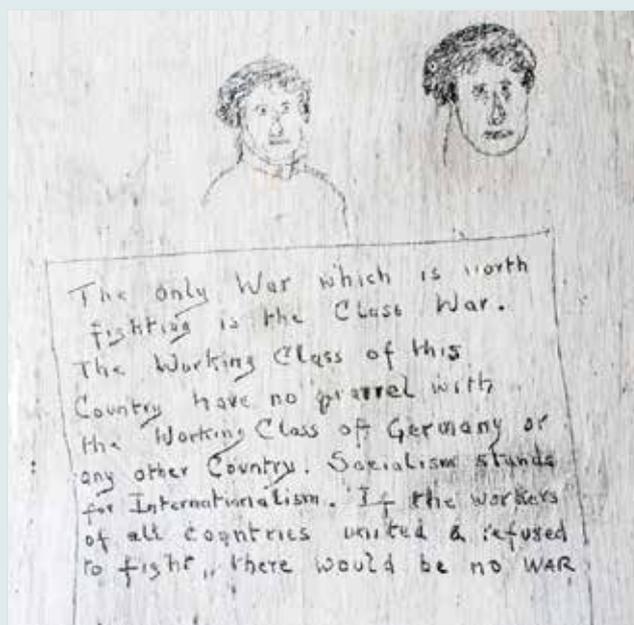
By an unknown artist

Date

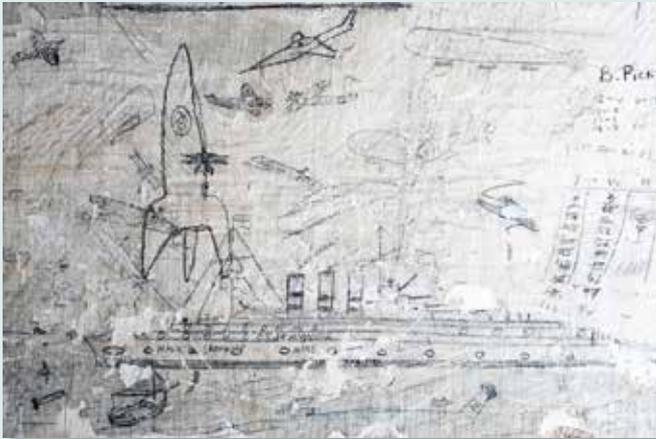
1915

In his inscription, this **socialist** conscientious objector asserts his belief that 'The only War which is worth fighting is the Class War.' Like many socialists he argues for solidarity among the working classes of all nations.

After all, he writes, the working-class men of England had no quarrel with working-class men of Germany. If only they stood together and refused to fight, 'there would be no war'.



By an unknown artist



Date

Various

This battle scene was probably added to by different people over time, showing war aircraft from different periods in history, including a biplane, Zeppelins, a Second World War plane decorated with a swastika, a jet plane and a futuristic rocket that looks like something out of a comic book.

The warship is HMS Sherwood, a destroyer that came to the Royal Navy from the United States during the Second World War. She had four funnels, not three as in the sketch.



By George Davidson

Date

1939

This illustration of Newcastle-upon-Tyne by George Davidson shows the view from the High Level Bridge on the River Tyne.

The level of detail suggests it could have been drawn from a picture or a postcard, most likely by a local resident. George, whose identity remains unclear, did not limit the sketch to the iconic Tyne Bridge, but also shows the Swing Bridge, Grey's Monument, the castle and a church. It is a misremembered view – Grey's Monument should not be in the picture, and the wrong church has been sketched in the right position, suggesting this was either from memory, or was a deliberately edited version of said postcard.



WHO WERE KEPT IN THE CELLS?

PEOPLE PROFILES

Below is a small selection of the stories of conscientious objectors who were imprisoned at Richmond Castle.

PERCY FAWCETT GOLDSBROUGH (1896–1988)

At Richmond: 11–29 August 1916, aged 20

Job: brass moulder from Mirfield in Yorkshire

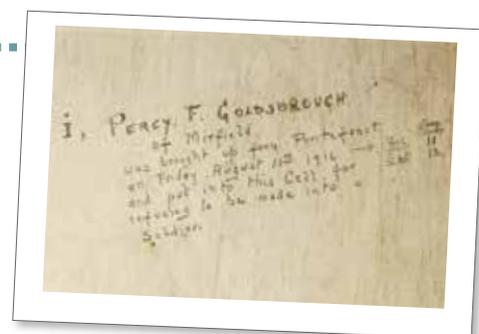
Why did he object?

Goldsbrough was a member of the British Socialist Party and, like some other **socialists**, refused to take any part in the war. This was a war he believed was caused by the greed of ‘diplomats & the money lords’ and which had nothing to do with the working classes.

Goldsbrough was granted exemption from fighting, but he did not follow orders to join the Non-Combatant Corps. He was arrested as an absentee and was sent to Richmond Castle.

On 11 August 1916, he was put in the cells for, as he writes in his graffiti, ‘refusing to be made into a soldier’. He was court-martialled, sentenced to 112 days’ imprisonment for refusing orders, and transferred to Durham civil prison. While there he wrote a poem explaining his beliefs:

*We care not how their evil threats
Their punishments still stand
We will not lend our aid to kill
Men of another land*



ALFRED MATTHEW MARTLEW (1894–1917)

At Richmond: 25–29 May 1916

Job: a ledger clerk at Rowntree's Cocoa Works

Why did he object?

Martlew was a member of the No Conscription Fellowship and the **Independent Labour Party**. Martlew was uncompromising in his stance against the war. But despite his protestations he was ordered to join the Non-Combatant Corps, and was one of the 16 men sent from Richmond to France in May 1916.

After returning to England, Martlew was imprisoned at Winchester before being offered a place on a government work scheme. Martlew worked in the quarry at Dyce Camp, spinning at Wakefield Work Centre, West Yorkshire, and tree felling in Dalswinton, Dumfries. But like many other conscientious objectors he questioned whether the work he was performing was still supporting the war effort.



RICHARD LEWIS BARRY (1890–1949)

At Richmond: July/August 1916

Job: twisthand (someone who made twisted lace) for Frank T Sutton Lace Manufacturing

Why did he object?

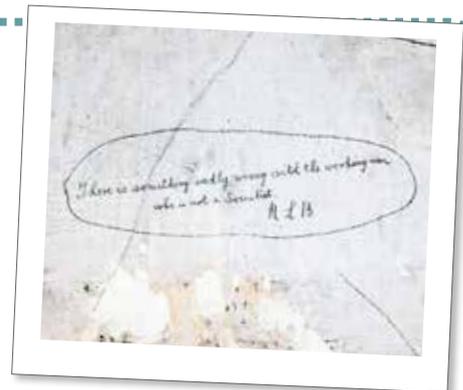
Barry was a **socialist**, who believed in the power of the community working together, rather than being controlled and managed by an industry or business owner or 'boss'. During the First World War, some socialists were opposed to a war that they said would mean workers going to die in the interests of these bosses.

When both the local and appeal tribunals refused his claim to be exempt from fighting, Barry protested about the unfair administration of the Military Service Act.

Barry ignored his summons to enlist into the Non-Combatant Corps and was arrested and handed over to the military authorities. He ended up in the cells at Richmond Castle for refusing to go on parade.

In the cells, he wrote many inscriptions. This included the song 'The Red Flag', an anthem for the socialist movement and the British Labour Party.

Barry was court-martialled three more times in the course of the war and eventually released in April 1919.



ALFRED MYERS (1884–1948)

At Richmond: 6–29 May 1916

Job: miner in East Cleveland

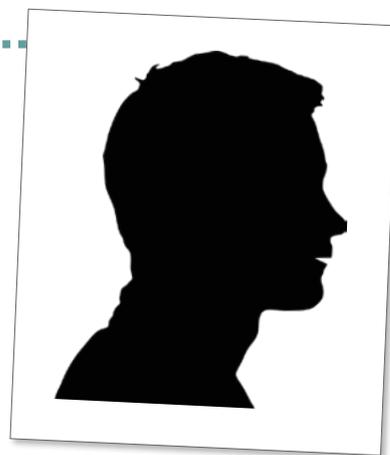
Why did he object?

Alfred Myers was a member of the Independent Labour Party and a devout **Methodist**. He was a tenor in the Wesleyan Carlin How choir, a Sunday school superintendent and trustee of the local church.

At his hearing for exemption from compulsory military service, Myers spoke about his belief in an international brotherhood of man, and stated that he ‘could not conscientiously kill, nor assist in killing’. Like many others he was granted exemption from fighting and sent to the Non-Combatant Corps at Richmond Castle.

In the cells at Richmond, Myers sang the hymn ‘Nearer My God to Thee’ with two other conscientious objectors, Brocklesby and Gaudie, in three-part harmony. Myers’ performance wasn’t as perfect as the other prisoners hoped, however – they had to bang on the cell floor to keep him in time.

Myers was one of the Richmond Sixteen sent to France. When he returned he was sent first to Dyce Camp, near Aberdeen, and then Maidstone prison.



JOHN HUBERT (BERT) BROCKLESBY

(1889–1962)

At Richmond: 16–29 May 1916, aged 27

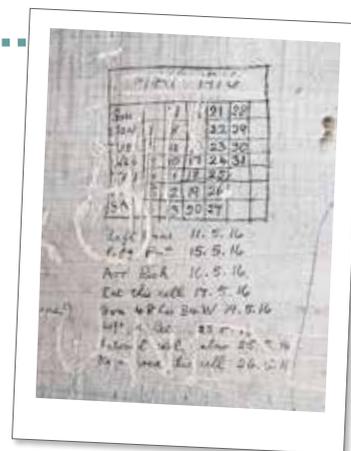
Job: schoolteacher from Conisbrough, South Yorkshire

Why did he object?

Brocklesby and his family were **Methodists**. They believed in living an active, holy life according to the rules of the Bible. To Brocklesby, war went against the Sixth Commandment – ‘Thou shalt not kill’.

To Brocklesby, taking part in any work that supported the war effort, even if it did not involve weapons, was just as impossible as fighting and he refused to enlist. He was arrested and ended up at Richmond Castle with the Non-Combatant Corps. At Richmond he repeatedly disobeyed orders and spent much time in the cells. While imprisoned, he sketched and wrote many graffiti on the cell walls.

Brocklesby was one of the Richmond Sixteen sent to France in May 1916 where he was sentenced to ten years’ hard labour. On his return to Britain a few months later, Brocklesby was sent to quarry stone at Dyce Camp, near Aberdeen. On hearing the stone would be used on a military road, he refused to continue working and served the rest of his sentence in civil prisons.



NORMAN GAUDIE (1888–1955)

At Richmond: 26 April to 29 May 1916

Job: a clerk in the accounts department of the Eastern Railway, Newcastle, and reserve centre forward for Sunderland Football Club

Why did he object?

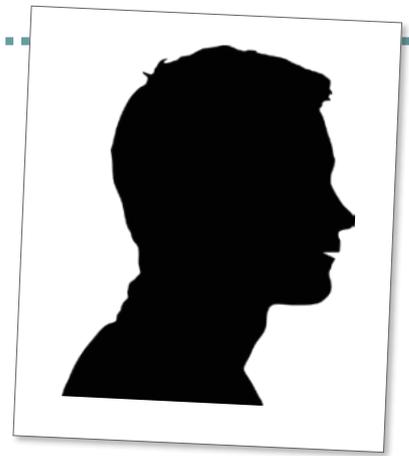
Norman Gaudie was a devout **Congregationalist**, a Christian group. He believed that taking part in the war effort would be going against his faith.

In early March 1916 he applied for total exemption from military service on religious grounds. He was granted exemption from combatant roles only, and just over a month later was arrested and handed over to the military after failing to report for non-combatant service. His clothes were forcibly removed when he resisted medical examination in Sunderland, and at Newcastle barracks he was made to wear khaki before being sent to the Non-Combatant Corps at Richmond Castle.

Once there, Gaudie spent several periods in detention for continuing to refuse orders. Yet despite his ordeal, his wartime diaries record moments of solidarity and optimism. He thrived on debates with other conscientious objectors, sang hymns, read, recited the Bible and even managed to play chess on a pocket chessboard. His friend Bert Brocklesby drew a likeness of Gaudie's mother on their cell wall, copied from a photograph he kept in a secret pocket.

Just over a month after arriving, Gaudie became one of 16 men from Richmond sent to France, court-martialled and sentenced to death. Their sentences were immediately reduced to ten years' hard labour. Back in Britain, Gaudie spent the rest of the war in civil prisons and work centres.

After his early release in 1919, like many conscientious objectors Gaudie struggled to find work and acceptance in his local community. This even extended to his passion, sport – the chairman of his local cricket club objected to him playing.





ACTIVITIES

Activities for students to help them get the most out of their learning about the cell block at Richmond Castle.

SELF-LED ACTIVITY

PERCY'S VIEW



KS1-2

Recommended for

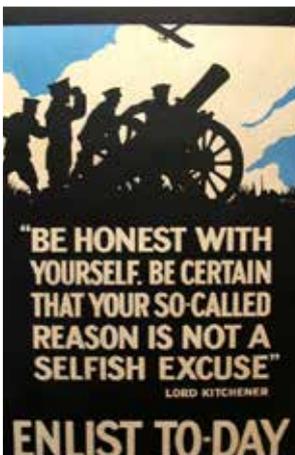
KS1 & KS2 (History, PSHE, P4C)

Learning objectives

- Understand that people have the right to hold different opinions, and that we can share and discuss different opinions in a respectful way.
- Work together to create and approach a philosophical question about whether people should be forced to fight in a war.
- Develop empathy and compassion for another person, e.g. thinking about how Percy felt, and compare with the feelings of others.

Time to complete

Approx. 50 minutes



A First World War recruitment poster.

SUMMARY

This activity will help students consider the subject of conscientious objection from different viewpoints. They will explore one conscientious objector's life, and why they disagreed with conscription and fighting in the First World War. As a group, they will tackle the philosophical enquiry into whether people should be forced to take part in a war.

Use the information in this Learning Pack to introduce the topic of conscientious objectors during the First World War in a previous lesson.

1. Start with a warm-up starter activity: Talk to the class about listening to and respecting the views of different people. Introduce the concept of giving reasons for the way they feel, e.g. 'My favourite season is... because...'. Next, ask the class to think about whether they agreed or disagreed, and select some students to share their views. Remind them that they need a reason to explain the way they feel. Discuss the etiquette of disagreement – what words should we use/ not use when we are explaining that we disagree? How do we have a good discussion?
2. Stimulus: Show the children the picture card of **Percy's graffiti** on **page 33** and the recruitment posters on **page 24** or **28**. Have a few minutes' thinking time. You might like to guide their thinking by asking them what they think both pictures are about.
3. First thoughts: Select some students to share a single concept word, e.g. 'brave', 'fear', 'help', etc. Alternatively members of the group can share their first thoughts and feelings in discussion with the person sitting next to them. Give a little more context to the stimulus and ask some comprehension questions to find out what other students make of it.
4. Philosophical question: The group can work in pairs or as a whole to come up with philosophical questions about the stimulus, e.g. 'Should people have to fight in a war?' You could scaffold this by circulating and asking 'I wonder' questions, e.g. 'I wonder if Percy had a reason not to be a soldier?' or 'I wonder why the army needed soldiers?' Share the question ideas as a group, and remember to point out which questions are philosophical and which are not, i.e. speculative or closed. Decide on which question you are going to answer.

Continued...

5. Discussion: Select students to give their first thoughts. Then each member of the group volunteers their thoughts, connecting them with what they have already heard. You can frame this by asking them to state first whether they agree or disagree. Together, the group builds up a dialogue in answer to the enquiry.

For KS2, extend the learning by introducing more information, depending on the ability of your group. Use the biography of Percy on **page 36** to explore his socialist views, his poem and his reasons for being a conscientious objector. Allow the group to have thinking time to try to put themselves in Percy's shoes. What would Percy say? Then they should think about people who are fighting. What might they think?

For more help with ideas and techniques for teaching Philosophy for Children, explore the **SAPERRE website**: www.sapere.org.uk

MORE LEARNING IDEAS

Younger students could create a role play of Percy talking to a soldier guarding the cells at Richmond and their exchange of views. The students can use their learning about different opinions and how to discuss them. To get into character, encourage the students to think empathetically about people on both sides of the argument. Older students could take this role play further by creating a scene of Percy's imprisonment and writing a diary entry from his perspective about how he feels in the cell.

SELF-LED ACTIVITY

DESIGN YOUR OWN GRAFFITI



Recommended for

KS2 & KS3 (History, Art)

Learning objectives

- Understand that art can be used to express our identity: who we are, the way we feel and what we believe in.
- Understand that graffiti art can be legal if you have permission, and is an art form that anyone can take part in.
- Explore how the graffiti in the Richmond Castle cell block is an expression of the identities and beliefs of the Richmond Sixteen.

Time to complete

50 minutes



Grffiti in the castle cell block.

SUMMARY

This activity will help students understand how some of the graffiti in the Richmond Castle cell block represents people's identity and views, and why it is important to preserve it.

Begin with a whole-class or partner mindmap session about the class's first responses to the word 'graffiti'. Do they think of it as a positive or a negative?

In discussion, prompt the class to consider graffiti as a means of self-expression. Cave art was an expression of what was important to early man. You might ask them to research online to find examples of cave art, legal graffiti or street art walls.

Introduce the examples of the graffiti in Richmond Castle cell block on **pages 31–35**, or look at our **gallery online**. Split the class into groups who each explore one graffiti example. Task them to find out what the image is of, what it means, who drew it and why? Each group explains their findings to the rest of the class. Encourage higher-level thinking through enquiry/questioning, e.g. 'Why would a lacemaker draw a section of lace?', 'What might this tell us about him?'

Show the class this **short video** (4 mins 23 seconds). Use 'think, pair, share' to discuss why conscientious objectors created graffiti in the cell block. They didn't have much means of expressing themselves and they were imprisoned because of their views.

English Heritage needs to look after the graffiti as a record of what the conscientious objectors believed. There aren't many official records of objection to the First World War, and what they believed is important to the history of this time.

Now ask the class: How would they express themselves in their own graffiti? It could be a poem, a drawing, a cartoon, a statement – whatever shows what is important to them.

MORE LEARNING IDEAS

Create a wall display in school of all your students' graffiti designs. What is important about safe, legal graffiti? Make a list of rules and stick it up on your wall, and see if other students in your school or teachers leave their own graffiti! Send your examples to us on **Twitter @EHEducation**.

SELF-LED ACTIVITY

CAN SCIENCE SAVE THE CELL BLOCK?



KS2

Recommended for

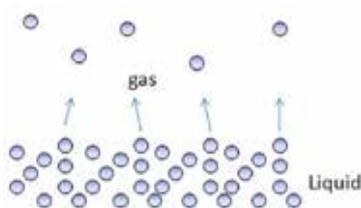
KS2 (Science, History)

Learning objectives

- Understand the principles of solubility, humidity, condensation and evaporation in relation to the damage to the cell block walls.
- Conduct experiments and collect data to predict the behaviour of matter in the varying conditions in the cell block and answer a scientific enquiry about how to stop the damage to the cell block walls.
- Understand some of the threats to historic buildings and how conservation is important for protecting the historic environment.

Time to complete

60 minutes



Evaporation occurs in the cell block.

SUMMARY

This sequence of scientific experiments will help students investigate the scientific principles behind the disintegration of the graffiti in the cell block, and how it might be protected. Use the **Can Science Save the Cell Block? slide presentations** to guide you through each experiment.

LESSON 1

Starter: Introduce the Richmond Castle cell block using the information in this Learning Pack, explain who was imprisoned there and look at some of the graffiti they drew. Students watch the video of the graffiti and discuss the need to preserve it. Meet Dr Paul who asks the students for help in investigating the environment of the cell block to discover how we might protect the graffiti.

Main: Explain how the graffiti has become damaged: salt in the lime-washed walls is reacting with moisture in the air. Experiment 1: What happens when salt reacts with moisture? Students add water to salt and mix to create a solution. Remember to keep your salt water solutions for next lesson. Results activity: Students fill in the gaps to explain what happened.

Plenary: Students conclude that salt dissolves when it reacts with moisture and that this is not a stable environment for the graffiti on the walls.

LESSON 2

Starter: Whole-class recap activity: fill in the blanks to remind students what they learnt last lesson.

Main: Explain that in dry weather the moisture in the cell block will evaporate. Experiment 2: What happens to the salts in the walls when the moisture evaporates? Students use a hairdryer to heat the water from their Petri dish from Lesson 1. Results activity: The salt separated from the water and crystallised. Dr Paul explains that the salt crystals will also hydrate. Class discussion: How will the salts dissolving, crystallising and hydrating affect the graffiti? Explain that as the salts in the walls change shape, they push off the thin layer of limewash. This flakes away and the graffiti is lost.

Plenary: Role-play activity: interview 'Annie' in the wall. Students conclude that changing level of humidity causes the salts in the walls to change shape, which damages the graffiti.

Continued...

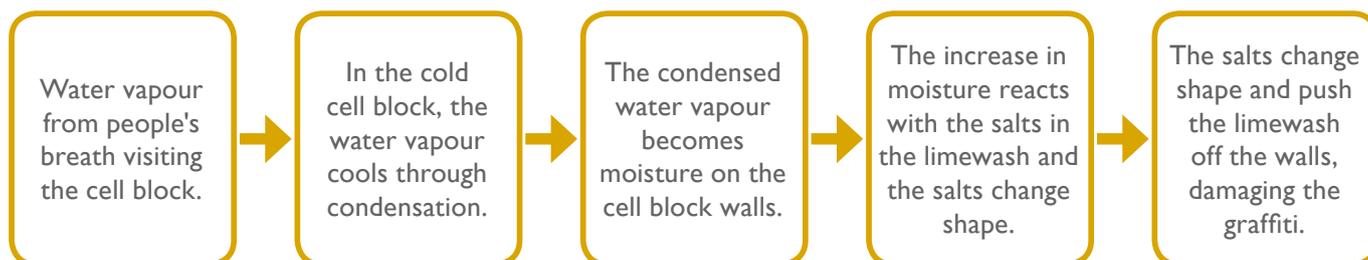
LESSON 3

Starter: 'Find the link' activity: students connect each picture with damage to objects from 'wear and tear' that people inflict over time. What impact might people have on the cell block?

Main: Experiment 3: Students discover how breathing onto a colder surface condenses water vapour into liquid moisture. The more people breathe, the more moisture condenses. Molecule movement activity: Students act out the change of state from gas back to liquid. Students complete the flow chart to explain how people visiting the cell block will have an impact on the graffiti.

Plenary: The humidity level of the cell block needs to be stable. Students conclude that letting people into the cell block will change the humidity level and damage the graffiti. Students come up with ideas about how to stabilise the environment and watch a video that explains the action that English Heritage is taking. If it works, hopefully people can visit the cell block again one day.

COMPLETED FLOW CHART



MORE LEARNING IDEAS

You could explore the scientific processes that apply to the cell block further by conducting a salt crystallisation experiment, growing salt crystals from a boiling salt water solution, or growing salt stalactites from two beakers of salt water solution.

CAN SCIENCE SAVE THE CELL BLOCK?



LESSON 1

1. What happens when salt reacts with water?

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LESSON 2

2. What happens to the salt when water evaporates?

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LESSON 3

3. What happens when you breathe on the glass dish?

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4. Complete the flow chart to explain how people visiting the cell block will damage the graffiti:



SELF-LED ACTIVITY

THE GREAT DEBATE



Recommended for

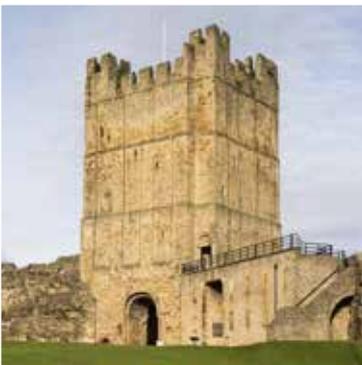
KS3 & KS4 (History, English)

Learning objectives

- Through debate, explore and discuss alternative perspectives about conscription and the treatment of conscientious objectors during the First World War.
- Construct arguments using critical analysis of sources in their historical context and wider knowledge, and explain these arguments clearly to an audience.
- Understand how evidence is used rigorously to make historical claims, discerning how and why different interpretations of the past have been constructed.

Time to complete

30 minutes



The cell block at Richmond Castle.

SUMMARY

Approximately 20,000 men in Britain appealed for exemption from military service in the First World War after conscription was introduced in 1916. This debating activity will help students to understand different attitudes towards conscription and conscientious objection during the First World War, and some of the consequences of the policies that were introduced.

Split your students into teams who will be working together to approach different sides of a question about conscription and conscientious objection (some examples are suggested below). They should start by using the source material in this Learning Pack, and the suggested websites on **page 48** to research attitudes towards conscientious objection during the First World War.

DEBATE TITLES:

- *The Military Service Act gave conscientious objectors a fair means of participating in the war without going into battle.*
- *Conscientious objectors were unfairly treated.*
- *Negative attitudes towards conscientious objectors were reasonable and to be expected during wartime.*

Remind your students that, in a debate, they need to research, justify and deliver an argument that may not be representative of their personal views. The object of a debate competition is to provide the most convincing argument, based on evidence and tackling all the points of the opposition.

A key component of historical debate is the use of sources to support the claims. Through their exploration and analysis of sources, encourage students to think critically about the sources' provenance and purpose. Sources can provide evidence in lots of different ways, and can be used to prove both sides of an argument and alternative interpretations of past events.

Continued...

Useful research websites:

The Historical Association runs a Great Debate competition each year, and produces a helpful guide with tips including speech writing and hints for delivery:

www.history.org.uk/getinvolved/categories/907/info/3638/creating-the-debate-public-speaking-guidance

Look at our website for information about conscientious objectors:

www.english-heritage.org.uk/visit/places/richmond-castle/history/attitudes-to-cos/

MORE LEARNING IDEAS

Students can use their debate speeches and research to write a discursive essay answering one of the questions above. To add challenge, they could answer from the opposite side of the question from which they argued. Alternatively students could recreate a dramatic monologue to present their view, or even write a play script showing a debate between characters during the First World War.