Lawrence of Arabia and Dorset
An Education Pack for KS2, KS3 and KS4
Supporting learning across History, Geography and Creativity
Welcome to The Lawrence of Arabia and Dorset Education Pack

Lawrence of Arabia - or T.E.Lawrence - found fame in World War One, working largely in the Middle East but he also spent his final years at Clouds Hill, a small cottage near Bovington. Clouds Hill is now owned by the National Trust and in 2014 a group of students from Carter Community School near Poole worked with community artist Sarah Butterworth to find out more about Lawrence through a cross curricular creative project: ‘Castles in the Clouds’.

This pack is one of the project outcomes and we are pleased to be able to share our lines of enquiry with a wider audience.

THE PARTNERS

National Trust
The National Trust protects some of the most important spaces and places in England, Wales and Northern Ireland. They take care of historic houses, gardens, mills, coastline, forests, woods, fens, beaches, farmland, moorland, islands, archaeological remains, nature reserves, villages and pubs - and then open them up forever, for everyone.

Carter Community School
Carter Community School is a small secondary school for students aged 11-16 with approximately 400 students on roll. We are particularly proud of the individual care and support we can offer our students. However, being small does not prevent us from offering a wide range of GCSE courses alongside a diverse vocational programme.

Sarah Butterworth & Emerald Ant
Emerald Ant is a group of artists passionate about art in education and celebration. Our art work is large scale and outdoors, often involving performance. We initiate projects and take commissions, working with schools, NGOs, museums, universities, the National Trust and The Wildlife Trusts. Our projects are funded by the Arts Council of England, the Heritage Lottery Fund and a range of charitable trusts.

The Keep Military Museum, Dorchester
The Keep Military Museum houses artefacts, weapons, uniforms, medals and of course the stories of soldiers and their families. Computer and digital presentations, realistic battle environments, together with tales of courage, humour and sacrifice of the soldiers and their families who have served in the regiments of Devon and Dorset for over 300 years. Part of their outreach programme is making history available via the web providing in-depth coverage of topics and documents in support of KS2, KS3 and GCSE.
Lawrence of Arabia and Dorset

How to use this pack

The pack is laid out in six sections; each section provides background information, ideas for discussion and cross curricular activities. There are learning outcomes, links to the curriculum subjects and lists of additional resources.

The activities are aimed at pupils aged 9-14 but they can be adapted to suit older or younger pupils who are studying significant historical events and people from their own locality.

The activities can be used as individual lessons or could form part of a larger cross curriculum. Because of Lawrence’s connections with the Middle East they could also be a foundation for a joint curriculum project with a partner school overseas.

Please do:

- Share the pack across your school
- Use it in lessons, assemblies, cross-curriculum projects with partner schools
- Encourage visits to Clouds Hill, The Keep or Bovington Tank Museum
- Display the results in your school or online

CONTENTS
In sections:

1. T. E. Lawrence – who was this man and what motivated him?
2. World War 1 and the Middle East
3. T. E. Lawrence and his contemporaries during WW1 roles, desert conditions and campaigns
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5. T. E. Lawrence and Clouds Hill
6. Creative interpretation and ideas
7. Further resources
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Thomas Edward Lawrence - who was this man and what motivated him?

Thomas Edward Lawrence was born in Tremadoc in Wales in 1888 and was the son of Thomas Chapman, who later changed his name to Lawrence. Lawrence was born out of marriage which was relatively rare in Victorian Britain. By the age of four he was able to read and by six he was learning Latin. In 1894–96 the family moved to Langley Lodge (now demolished), set in private woods between the eastern borders of the New Forest and Southampton Water in Hampshire and then to Oxford.

At the age of 15, Lawrence and his school friend Cyril Beeson bicycled around Berkshire, Buckinghamshire and Oxfordshire, visiting almost every village’s parish church. They studied monuments and antiquities, and made rubbings of their monumental brasses. Lawrence and Beeson monitored building sites in Oxford and presented their finds to the Ashmolean Museum. The Ashmolean’s Annual Report for 1906 said the two teenage boys “by incessant watchfulness secured everything of antiquarian value which has been found”. In the summers of 1906 and 1907, Lawrence and Beeson toured France by bicycle, collecting photographs, drawings, and measurements of medieval castles.

By 1907 Lawrence had won a scholarship to Oxford University and studied History. He developed a passion for reading, especially books on military history and wrote his thesis on Crusader Castles. After gaining his degree in 1910 Lawrence joined an expedition led by D. G. Hogarth, from the Ashmolean Museum, to Carchemish - Northern Syria. He found he had a natural affinity with the Arab people who he met; he learned their language and customs and spent time reading about their history.
Group Activity

Links to Curriculum areas: History, Drama, Art.

Global Citizenship skills and values: Creative thinking, empathy, collaboration and research skills.

Learning objectives: Use research skills to identify key dates and events in an historical figure’s life.

Start a visual time line of Lawrence’s life marking the first 26 years up to 1914. This can be added to as you find out more.

As a group each student should be given a note card with an event; they are then responsible for explaining one event on the card and supplying a visual to use on the timeline. Using a classroom or corridor, a timeline can be displayed with students placing their card in the appropriate place.

Individual Activity

Worksheet 1: Lawrence – A Mind Map (see section eight)

An outline chronology

In...

1914 Lawrence tries to join the army but is turned down because he is too small.
1914 Lawrence is sent to Cairo as an intelligence officer where he serves in the Arab Bureau.
1916 The Arab Revolt begins and Lawrence joins Sherif Faisal in his campaigns against the Turks.
1917 Allenby’s forces enter Jerusalem with Lawrence.
1918 31st October an armistice is concluded with the Turks.
1919 The Paris Peace Conference.
1919 Lawrence resigns from the army and spends time writing ‘The Seven Pillars of Wisdom’.
1922 First joins the Royal Air Force under the name J. M. Ross, when his true identity is found out he leaves and joins the Royal Tank Corps.
1925 Lawrence rejoins the RAF as T. E. Shaw. During this time he serves in India.
1925–29 Lawrence serves in India.
1935 Lawrence leaves the RAF.
1935 19th May Lawrence dies as a result of a motorcycle accident.

RESOURCES AND LINKS

www.telsociety.org.uk
www.nationaltrust.org.uk/clouds-hill/
SECTION TWO

WW1 and the Middle East

Was the First World War only fought in Flanders Fields?
The First World War was the first truly global conflict, yet in many people’s minds it was fought entirely on The Western Front, in Flanders Fields. This enquiry enables pupils to confront the myths about where the First World War was fought and to investigate the full story of the War. Have a look at the following resource from the Imperial War Museum to discover more about introducing this area:
www.tpyf.com/upload/pdf/Flanders_Fields----TA.pdf

By 1913, Lawrence was working on a survey of the Sinai Desert for the British Army. He was chosen to do this because his work as an archaeologist made a good cover for what was really a spying mission.

Lawrence the Soldier
With the start of the First World War, Britain was at war with the Ottoman Turkish Empire. Lawrence joined the British Army as an Intelligence Officer. At this time, various Arab peoples were attempting to free their lands from Turkish occupation. Lawrence realised that the Arabs, who were fierce fighters and expert at living in the desert, would make an excellent guerrilla force, attacking Turkish positions and disappearing back into the desert. Lawrence won the trust and support of two important Arab leaders – Emir Feisal and Auda abu Tayi - as well as the British General Allenby. The Arab Revolt began with small scale raids and the blowing up of the Hejaz Railway, an important Turkish supply line. As his force got larger, Lawrence and the Arab army were able to capture the important town of Aqaba and then, finally, in October 1918, the Syrian capital, Damascus. With a small force of only around 8,000 men, Lawrence had achieved a huge amount.

Prior to World War One the Middle East was then, as now, full of differing peoples both Arab and non-Arab, nomadic and town-dweller, adhering to various divisions of Islam or other religions, and all with overlapping claims on territory, with ever changing hostilities and alliances. Rigid boundaries were irrelevant to that confusing picture. However the Ottoman Empire was divided into vilayets (provinces), which to some extent provided the basis for post-WW1 subdivision by the French and British under League of Nations mandate. Out in the desert, where only nomadic tribes lived, rigid boundaries had little meaning before or after.

Small Group Activity
Can you find maps of the Ottoman Empire and the Middle East pre-1914 and then again after 1918? What major differences can you identify? What do you think the implications were for the different tribes living in the area? How does this relate to current issues?

RESOURCES AND LINKS
Visit The Keep Military Museum First World War Galleries to find out more about uniforms, weapons and conditions.

Lawrence recorded his experiences in the book ‘The Seven Pillars of Wisdom’. An unabridged version was first published in 1922. The observations and strategic thinking about warfare are still felt to be relevant today:

www.military-history.org/articles/fighting-phantoms-guerrilla-warfare-from-lawrence-to-the-taliban.htm

SECTION THREE

Lawrence and his contemporaries during WW1 – roles, desert conditions and campaigns

The British military campaign in the Middle East was attempting to suppress the Turks who were attacking areas in the region. In June 1916 the revolt against the Turks started in Hejaz. The ruler of Hejaz was Sherif Hussein, whose son was Amir Feisal. Lawrence was sent to meet Amir Feisal and they developed an immediate rapport. Lawrence believed that Feisal’s best chance of suppressing the Turks lay in guerrilla warfare directed at destroying a vital rail line. Feisal placed himself and his men under the command of General Allenby, British commander in Palestine. In addition, small numbers of British, French and Indian troops were sent to support Feisal’s men.

Curriculum Links: History
Learning objectives: Use research skill to learn about uniform during the First World War

Small Group Activity

Find an image of soldiers from a French or British Unit and an image of Bedouin or tribal forces from the Middle East during WW1. What can the image tell us about the type of conditions these uniforms/dress were made for? What were the practical reasons for both uniforms/dress? How might you adapt your clothing for very dry conditions?

Group of British and French officers at Yenbo

Colonel T. E. Lawrence photographed wearing white Arab clothing and a dark Arab headdress on a ridge above a camp in the desert, Wejh

Bedouins marching past on parade at Wejh
Small Group Activity:
Desert knowledge exercise/discussion

How would you rank the following skills or objects in order of priority when fighting in desert conditions?

- Ability to speak Arabic
- Access to trucks or armoured car (Tank Museum, plus quote)
- Paper based maps
- Compass
- Ability to use the stars as navigation points
- Access to water
- Camels
- Horses
- Knowledge of clothing and weaponry
- Sandals or boots
- Other vital items or skills

RESOURCES AND LINKS

www.iwm.org.uk has a selection of images taken by T. E. Lawrence
SECTION FOUR

T E Lawrence and his relationship with 'fame'

During the closing years of the war Lawrence sought, with mixed success, to convince his superiors in the British government that Arab independence was in their interests. This was not to be the case and Lawrence felt frustrated and struggled with his divided allegiances between Britain and its army and his newfound comrades within the Arabian Desert tribes.

The film 'Lawrence of Arabia' depicts Lawrence and in particularly his attacks on Aqaba and Damascus and his involvement in the Arab National Council.

Use the film or part of the film as a starting point to discuss the media's role in individuals' lives and how Lawrence may have been affected by it.

Curriculum links: History, Art and Design

Global citizenship skills and learning values:
Research skills, empathy, communication

Learning objectives:
Use research skill to study primary and secondary evidence to form personal interpretations
Activity - Group Discussion:

What media made Lawrence famous?

Nowadays what media would be used to make someone a celebrity? In your opinion, is it a good thing or not?

How did fame affect Lawrence? e.g. why do you think he had to change his name?

Do you think the film portrays the ‘real’ Lawrence? How do the two characters compare?

Do you think Lawrence’s childhood had an effect on his later life, and how he dealt with ‘being famous’?

RESOURCES AND LINKS

Film: Lawrence of Arabia (1962) Director David Lean
One Foot in the Past - T.E. Lawrence - YouTube: www.youtube.com/watch?v=K_gTty1EgF0
SECTIoN FIVe

Lawrence and Clouds Hill

“I’ve a hut in a wood near camp wherein I spend my spare evenings”
- the words of Lawrence, about Clouds Hill.

Clouds Hill is a tiny, isolated brick and tile cottage in the heart of Dorset and was the peaceful retreat Lawrence bought to renovate. Lawrence first rented the cottage as an occasional refuge in 1923 while stationed at Bovington Camp with the Tank Corps and he purchased it in 1925. It was probably built as forester’s cottage in the early 19th century. The lintel over the door now bears a Greek inscription: οὐ φροντὶς (“Why Worry”).

In 1935, he left the Royal Air Force and lived at Clouds Hill. A few weeks after leaving the service, Lawrence suffered severe head injuries in a motorcycle accident close to the cottage and died in the nearby Bovington Camp hospital on 19 May 1935. The following year his heir, his brother A. W. Lawrence, gave Clouds Hill to the National Trust.

The cottage remains largely as Lawrence left it at his death. Today, if you visit, you will find an exhibition detailing Lawrence’s life, and most of his original furniture and possessions. The austere rooms full of books and images reflect his complex personality and close links with the Middle East. There is no electric light and lighting levels are kept deliberately low to protect the books, fabric, paintings, furniture and pictures on display.

Activity:

Using Google Maps, draw a map of where Clouds Hill is located including significant buildings and locations around it. Then use the following prompts to find out more:

How would you describe the location?

Why might T. E Lawrence have chosen Clouds Hill as a place to live?

Mark the road on which he died and try and find out more about why some people think this wasn’t an accident.
Group Activity: Using photographic sources

Curriculum links: History, Art and Design

Global citizenship skills and learning values: Research skills, empathy, communication

Learning objectives: Use research skill to study primary and secondary evidence to form personal interpretations

Look carefully at the inscription above the door of the cottage. What do you think it means? Why do you think Lawrence might have placed it there? What strikes you about the exterior of the cottage?

RESOURCES AND LINKS

www.moretondorset.co.uk/moreton/st_nicholas_church.php

Visit St Martins church and tea rooms in Wareham
Individual Activity: Clues in the Cottage
Learning what sort of person Lawrence was

Curriculum links: History, Art and Design
Global citizenship skills and learning values: Research skills, empathy, communication
Learning objectives: Use research skill to study primary and secondary evidence to form personal interpretations

Use the images opposite as a starting point and try and find more of the interior of the cottage to think about what objects can tell us about a person, how we might understand the value of historical objects, their uniqueness and meaning.

Are there any objects, or inscriptions, that tell you why he came to Clouds Hill? Name them. What was going through Lawrence’s mind when he first came here?

What objects show you what he did here? From this, can you work out what sort of person he was?

Look at the décor of the cottage. What is lacking from a ‘normal’ home? Considering this, what sort of person do you think Lawrence was?

What objects tell you who else came here? What does this tell you about Lawrence?
Lawrence the Host

Lawrence reserved a sleeping bag for guests and visitors who stayed overnight and in 1965 it was stolen. The bag’s disappearance coincided with the release of ‘Lawrence of Arabia’, the film which popularised his story and it was thought the theft could have been inspired by the publicity and excitement generated by the film. In 2001, the sleeping bag was returned.

The Independent reported:

“The sleeping bag that served as a guest bed to some of the 20th century’s most distinguished authors at TE Lawrence’s weekend retreat has been returned 36 years after it was stolen. National Trust custodians of Clouds Hill, the author’s cottage in Dorset, were amazed when a weather-beaten package from Belgium arrived containing the sleeping bag, along with a sheepish note that read: ‘This is yours’. The bag, embroidered with the word ‘tuum’ ['yours'], was provided for guests at the cottage, while Lawrence slept on the floor in the other sleeping bag, marked ‘meum’ ['mine']. According to Jeremy Wilson, Lawrence’s biographer, tuum’s occupants included George Bernard Shaw, E. M. Forster and Robert Graves.”

RESOURCES AND LINKS

www.nationaltrust.org.uk/clouds-hill/
www.telstudies.org/discussion/service_years/clouds_hill.shtml
SECTION SIX

Creative Interpretation and Ideas

The following activities engage students in processes of research, discussion, thinking and making, with visual outcomes that can be shared with audiences.

1. Younger children
An Exceptional Travelling Machine for Lawrence

Lawrence was a keen traveller and explorer. As well as leading military campaigns on camel and horses, and going on long cycling trips as a child, he worked in the army to build speedboats and aeroplanes and had a great love of motorbikes. He was also a great walker and walked across the Middle East as a student. Think about Lawrence’s desire for travel and love of machinery, find out more about what he did with these machines and animals, and design a special travel machine for him that can take him across deserts, in the air and on water, at a fast or slow, leisurely pace as he chooses. Look at the modes of travel that were available in 1910 – 1930s. Maybe he can listen to music on his way… If you want to take it further, work with design teachers to make a model.

2. Older groups
International exchange project – Sharing Perspectives

Make a link with a secondary school in the Middle East (suggested country: Jordan). This can be done through the British Council’s Connecting Classrooms programme: https://schoolsonline.britishcouncil.org/

Talk on Skype and make a plan for the students to research local stories about Lawrence in their own schools or communities. The students can gather information and put it into film format by interviewing each other on video, or interviewing local people in their community. They can write the stories down and compare and contrast them, looking at how Lawrence is seen from different perspectives. The work can be done on Skype and artwork and writing shared through Dropbox. A small book that shares joint perspectives.

NB: Sarah at Emerald Ant is in contact with a school in Jordan who are keen to link with UK secondary schools.

3. Older teenagers / students
The Seven Pillars

Lawrence’s book, ‘The Seven Pillars of Wisdom’, is ‘the autobiographical account of the experiences of British soldier T. E. Lawrence (‘Lawrence of Arabia’), while serving as a liaison officer with rebel forces during the Arab Revolt against the Ottoman Turks of 1916 to 1918.’ (http://en.wikipedia.org/wiki/Seven_Pillars_of_Wisdom)

The film ‘Lawrence of Arabia’ by David Lean was based on this book, and so parts of the film are useful in this exercise, as is a summary at http://telawrence.blogspot.co.uk/2012/10/lawrence-of-arabia-seven-scenes-from.html

In small groups go online to research The Seven Pillars. What is the book about and can you summarise its general messages? Use your knowledge of World War I, historical and current affairs to consider whether Lawrence’s strategies would be relevant today. If you were a politician or military leader, what would your ‘Seven Pillars’ be? Research the title that Lawrence used; what is its significance to him?

Using black card and laminates, design a series of silhouette cut outs. You can bring in images of Lawrence’s classical studies and travels (for example, classical Roman and Greek temples). Use cut out lettering to describe your own Seven Pillars. You can make and use a shadow screen to share these between groups.
4. For all ages and abilities
A project for teamwork and creativity: build an Arabian Castle

Find out about Arabian architecture by researching the crusader castles that Lawrence visited, looking online and perhaps linking with a school in the Middle East. See https://schoolsonline.britishcouncil.org or contact Sarah Butterworth at Sarah@emeraldant.com

Work with an artist to build the castle in your school grounds or another suitable place. The castle can be lit and used as a performance space for shadow dance.
SECTION SEVEN

Resources and Links

www.carter.poole.sch.uk
www.emeraldant.com
www.keepmilitarymuseum.org
www.iwm.org.uk (Imperial War Museum)
www.moretondorset.co.uk (Moreton Tea Rooms collection)
www.nationaltrust.org.uk/clouds-hill/
www.npg.org.uk (National Portrait Gallery)
www.tankmuseum.org
www.telsociety.org.uk (The T. E. Lawrence Society)
www.telstudies.org (T. E. Lawrence Studies)
www.tpyf.com (Their Past Your Future)
SECTION EIGHT
Worksheets

WORKSHEET 1: Lawrence – A Mind Map

This can be an ongoing activity as you find out more about Lawrence.

Purpose of Activity:
• Understanding Lawrence
• Recalling events in his life
• Creating an illustrative map

Discussion prompts:
• Why might Lawrence have developed such an interest in Crusader Castles?
• What opportunities did he have to explore his interest?
• What might have made him a successful archaeologist?

Use a double page spread in your sketchbooks and in the lower left-hand corner mark an ‘X’ as Lawrence’s birth (in 1888). Mark an ‘X’ in the top right corner for his death (in 1935).

In the middle space you are going to map his life and his state of mind as he goes through his life.

Look at the map symbols and consider how these might relate to your life. What features might you use to describe a happy, contented memory? What might you use for a situation in which you felt scared? Is there a symbol for looking back and viewing your life, or viewing the future of your life? You might use the contour lines to plot bumpy times, or good times and unhappy times... You can use your own symbols or drawings if you prefer.
WORKSHEET 2:  
Photography in Lawrence’s life

Purpose of Activity:
- To use photographs in understanding heritage
- To consider how we use photography in heritage learning
- To consider the changes in the medium of photography through the last century

Look at the photographs in the cottage and think about our own use of photography.

1) What was Lawrence’s connection with photography?
2) Look at Lawrence’s photos in the cottage, what do they tell you about the events of Lawrence’s life?
3) How do we use photography today? How different is it? Think about how we are using it on this project.
Special thanks to pupils from Carter Community School and their teacher Hannah Pratt: Caitlin, Bethany, James, Henry, Amy, Mia, Cassidy, Henry, Connor and Lisa.