

## RNLI Grace Darling Topic Pack

This topic pack is designed to support Lower Primary teachers in delivering a history unit based around the life of the Victorian heroine, Grace Darling.

The topic is based on the lives of famous people but the historical learning could be adapted to other contexts as appropriate.

The purpose of the pack is to provide a unique insight into the personal life of Grace Darling to give pupils a greater understanding of her background, putting the events of the rescue of the passengers of the Forfarshire into context.

The topic is divided into six lessons as follows:



- Who was Grace Darling? - Using images of the Darling family, pupils discuss the differences between Grace's life and their own, building their understanding of what everyday life was like in the past.
- What was Grace Darling's everyday life like? - Pupils use a role-play activity to explore Grace's life, then write a letter about their day in the lighthouse based on one of Grace's own letters.
- What did Grace Darling do to make her famous? – After learning about the events surrounding Grace's famous rescue of the Forfarshire, pupils explore the feelings of the different people involved using freeze-frames.
- How did Grace Darling become famous? - From a sequencing activity and their work in previous lessons, pupils write a newspaper report on the rescue and consider how reports like these made Grace famous.
- Why do we remember Grace Darling? - Based on images of Victorian memorabilia commemorating the heroism of Grace Darling, pupils make their own item to celebrate the rescue.
- What can we learn from Grace Darling's example? – This lesson links the work of Grace Darling to lifeboat crews today, particularly women who have followed in Grace's footsteps and won medals for their rescues and encourages pupils to reflect on how they too can be brave or helpful to others.

Included in the pack are lesson plans for the six sessions outlined above, along with supporting resource sheets.

In addition, there is an interactive whiteboard activity available on our website which is referenced in the plans.

For those in the area, we would also recommend a visit to the Grace Darling museum in Bamburgh to enrich the topic. The museum provides an educational visits programme. Further information and contact details for the museum can be found at [www.rnli.org/gracedarling](http://www.rnli.org/gracedarling)

We hope that you will find the resources helpful and that even teachers who have taught the topic in the past will find the resources helpful in adding new information and resources to this topic.

## Topic Name: Why do we remember Grace Darling?

### About the unit

This unit looks at the life of Grace Darling, what her life was like and the circumstances and events of her rescue of the survivors of the Forfarshire. It then goes on to consider how she subsequently came to be nationally celebrated and is still remembered today.

### Where the unit fits in

This focuses on the way of life of a famous person who lived at a time before living memory. It could contribute to cross-curricular work on 'people who help us', particularly linked to the continuing work of the RNLI to save lives at sea.

### Prior Learning

It is helpful if the children have:

- Ordered events in time and used everyday terms about the passing of time
- Answered questions about people/events in the past using pictures and written sources
- Recounted episodes from stories about the past
- Looked for similarities and differences between today and the past

### Vocabulary

In this unit, children will have opportunities to use:

- Words associated with the passing of time, e.g. Victorian, a very long time ago, before, after, when
- Words associated with the rescue, e.g. lighthouse, lifeboat, rescue, storm, ship
- A range of adjectives to describe human qualities, e.g. kind, caring, brave

### Resources

- Grace Darling image pack
- Victorian artifacts, e.g. a candle holder, a slate and chalk, a carpet beater or a washboard (These will often be available to loan from your local museum)
- Musical instruments

### Expectations

#### At the end of this unit

- Most children will: know some of the main events in Grace Darling's life and be able to sequence them correctly; give at least one reason for her actions; use pictures to find out about Grace Darling; recount the story of Grace Darling; be able in role to talk about the feelings of the characters in the story
- Some children will not have made so much progress and will: be able to sequence some of the events in Grace Darling's life correctly; recount episodes from the life of Grace Darling
- Some children will have progressed further and will: provide a detailed account of the life and work of Grace Darling; identify a number of reasons for her actions; understand how we know about Grace Darling from the evidence available; be able to talk about the links between the heroism of Grace Darling and modern RNLI medal winners

**Lesson Name:** Session 1 - Who was Grace Darling?

**Aim:** To understand the differences between Grace's life in the Victorian times and life in the present

**Objectives:** To infer information from pictures of the past, to recognise similarities and differences between what people wear today and what people wore a long time ago, to recognise similarities and differences between people everyday lives today and life a long time ago.

**Assessment/Success Criteria:** Describe clothes worn a long time ago, suggest what is different about Grace Darling's clothes from clothes worn by women of all generations today, recognise what is different about Grace Darling's life from their own lives.

**Teacher Notes:** To build a sense of surprise this unit begins by describing the everyday life of Grace Darling before discussing her heroism and resulting fame. Any Victorian resources or replicas which can be sourced would enhance this lesson and session 2, for example a candleholder, a slate and chalk, a carpet beater or a washboard. We have included the use of a lit candle as a prop, subject to your own risk assessment and safety precautions. There are a number of possible extension activities for this lesson which are noted at the end to leave the lesson as flexible as possible to be fitted into your own timetable and curriculum.

**Resources:** A candle, pictures of Grace and the Darling family copied for groups or displayed on the whiteboard, a Grace Darling fact sheet - download from RNLI website through this link: [www.rnli.org/gracedarling](http://www.rnli.org/gracedarling)

**Key Vocabulary:** Victorian                      Lighthouse                      A very long time ago

### Lesson Plan:

Timing	Section	Activity
5 mins	Introduction	Ask the children if they know how long ago their parents and grandparents were born. Explain that over the next few weeks they are going to be learning about a girl who lived a long time ago before that in the Victorian era. If you have a class timeline then you could enter the date of Grace Darling's birth, 1815, on the timeline and reference any events already on there (e.g. Queen Elizabeth II's reign, Queen Victoria coming to the throne etc).
15 mins	Whole class teaching	Explain that Grace was born so long ago that her life was very different from today. Tell the children that Grace would have had no electricity; ask for examples of things that are powered by electricity. Tell them that Grace would have had no light bulbs, so at night her only light would have been from a candle. Light a candle and turn out the lights in the classroom and shut blinds etc to make as much difference as possible. Describe how different Grace's life was from theirs – e.g. she was part of a family of nine children, she didn't go to school but was taught by her father in the lighthouse, they had no running water and had to row to the neighbouring island to collect the vegetables they grew and look after their animals. More facts can be found in the Grace Darling fact sheet to be used as you wish.

		Show the children a picture of Grace and explain that in this lesson they are going to look at some pictures of Grace and her family and use them to find out all they can about their lives. Discuss the list of questions that they could answer by looking at a picture, e.g. What are they wearing? What are they doing? Does the picture show what is happening today or something that happened a long time ago? Ask if they have any other ideas for questions.
15 mins	Group work	Divide the class into small groups and give each group the pictures of Grace and her family (in addition to resource sheets 1 and 2, there are other photos on the Grace Darling fact sheet). Ask them to use the questions you have developed as a class and any others they can think of to gather information from the pictures about Grace Darling. They can note down their findings as a group, either with key words or short sentences as appropriate to feedback.
10 mins	Plenary	<p>Ask each group to feedback on what they have found out about Grace Darling from the pictures and discuss what differences they have noticed between her life and their own.</p> <p>Explain that in the next lesson the children will get to experience being one of the Darlings. If appropriate, ask them to bring in hats and long sleeved clothing as was the dress at the time to help them get in to role.</p>

### Possible Extension Activities

1. Grace Darling hot seating – While the children are making notes on the picture activity, ask them to think of questions that they would like to ask Grace Darling about her life. Draw these together as a class and build up a bank of questions to ask Grace. Later in the topic, have an adult dress as Grace and then answer the class' questions in role.
2. My life / Grace's life – Either in class or as a homework activity, the pupils create a comparison between Grace's life and their own. Some examples could be "To get food my family... Grace's family rowed to the other island to get food". Other topics for comparison could be schooling, lights, running water, sharing bedrooms etc. This could either be illustrated or, in the case of their own lives, shown with photographs from home. This could also be used to make an initial display for the topic.
3. Making hats – As covering your head was very important to Victorian sensibility, making hats could be excellent preparation for the role play in lesson two. Simple bonnets for the girls and caps for the boys could be made out of card and decorated.



## Resource Sheet 1 - Picture of Grace Darling





## Resource Sheet 2 - Picture of the Darling family



**Lesson Name:** Session 2 - What was Grace Darling's everyday life like?

**Aim:** To understand the differences between Grace's life in the Victorian times and life in the present

**Objectives:** To recognise similarities and differences between people everyday lives today and life a long time ago, to learn about the life of a famous person from the past, to infer information from a written account of a person's life.

**Assessment/Success Criteria:** Recognise what is different about Grace Darling's life from their own lives, recount some aspects of Grace's everyday life.

**Teacher Notes:** This lesson builds on the facts discussed in lesson 1 and gives the pupils the chance to explore Grace's life in role. Depending on the space available, the first section may be better suited to an open space and therefore the session could be split into two sessions. In this case, the extension activities suggested could be used to develop separate sessions.

With regard to the Victorian expectations of long-sleeved clothing, please be aware that some sensitivity will be needed in introducing this issue, depending on the cultural background of the children in your class.

**Resources:** A Grace Darling fact sheet, excerpts from letters from Grace to Duke of Northumberland on whiteboard or photocopied.

**Key Vocabulary:** Victorian                      Lighthouse                      Island

### Lesson Plan:

Timing	Section	Activity
5 mins	Introduction	Ask the children to tell you any specific items they can remember about Grace's life from the previous session. Explain that in this lesson they are going to find out what it felt like to be a part of the Darling family and to live in the lighthouse. If you have asked the children to bring in hats and long-sleeved clothing then remind them that this was expected dress in the Victorian times as people thought it was polite to cover up as much as possible and ask them to change before the next activity.
15 mins	Whole class drama work	In this section the children will be acting as the Darling family, with separate jobs for the boys and for the girls. At each stage encourage the children to act out the activities they would be doing and pause regularly to ask them how they are feeling. Begin by dividing the children into groups of four and five. Explain that these are the brothers or sisters that they would have had to share their bedroom with as there were only three bedrooms for the 11 people in the lighthouse. They would begin their day by waking up and walking down the three flights of stairs to the living area and kitchen at the bottom. They would need to pump some water into the kitchen from the tanks underground and light the stove before having breakfast.

		<p>After tidying up, they need to row over to the next island where they need to do some gardening, dig up some vegetables, collect the chickens eggs and feed them before rowing back to the lighthouse. After this, the boys will go out fishing with their father (more rowing!), while the girls help their mother tidy the house and are taught to sew, spin and cook.</p> <p>After lunch, all of the children are taken upstairs to the lamp room to be taught maths, geography and history, working on slate boards by candle-light. After this is done, they all help their father to take care of the lamp in the lighthouse – polishing the reflectors, cleaning the windows, checking the wick, topping up the oil etc.</p> <p>After their day of hard work, the children return to their bedroom which they share with their siblings for a well deserved rest!</p>
10 mins	Whole class discussion	<p>Ask the children to share their thoughts and feelings about their experience of living (and working!) in the lighthouse. Discuss the differences between the jobs of the boys and the girls and the amount of different jobs they had to do as well as learning.</p> <p>Explain that we know a lot about Grace's everyday life because she regularly wrote letters to the Duke of Northumberland. Use the transcript of one of these letters, either on the board or using photocopies, to show the children an example. Ask them to write their own letter about their day as a Darling, explaining the type of things they were doing, and to include some of the thoughts and feelings they have had.</p>
20 mins	Individual writing	Each child writes a letter to a friend about their day in the lighthouse, either as Grace Darling or one of her brothers or sisters. Encourage them to ensure that they include details that show the letter is from the Victorian times.
5 mins	Plenary	Ask some volunteers to read out some excerpts from their letters which show that they are talking about events from a long time ago. Explain that this would have been a very ordinary day for Grace, but that in the next lesson they are going to be learning about an extraordinary day in her life.

### Possible Extension Activities

1. Freeze-framing – Take photos of the children acting out their day in the lighthouse at regular intervals. Give them copies of the photos and ask them to write a sentence describing the activity, and how they felt at this point. This could also be used to build up a display.
2. Authentic letters – The letters created at the end of the lesson could be stained with tea to make them look Victorian in origin.
3. Telescopes – As Grace lived surrounded by the sea and it was an important part of her father's job to monitor her surroundings, a telescope was an important part of their equipment. As a helpful object for the next lesson, the children could make and decorate their own.



## Resource Sheet 3 - A letter from Grace Darling to the Duke of Northumberland

My Lord Duke by your Permission my Guardian  
 this is to Inform My Lord that I have forwarded to  
 Mr Stamp A Draft for £84 "10 "7 Subscribed to me by  
 the Ladies at Edinburgh, so that the whole of my Money  
 to Dispose off is now at Alnwick. I believe that My  
 Father mentioned in his last to your Grace, that  
 I was Quite Satisfied with the proposal sent me,  
 we had the pleasure of Drinking the Duke & Dukes  
 healths both on Christmas and New Years Day in a Cup  
 of Tea out of Mothers Teapot but like every thing in  
 the world the first news we heard was your Grace, was  
 very Ill. May It Please God, this may find you in  
 health, My Humble Duty to the Dukes & Misses Percus  
 as I think I shall never forget there kind reception of me  
 at Alnwick Castle.  
 I am Duty bound my Lords Humble Servant.  
 Grace H. Darling.  
 Longstone Light.  
 Jan<sup>y</sup>. 24<sup>th</sup> 1840.

My Lord Duke by your Permission my Guardian

This is to inform my Lord that I have forwarded to Mr Stamp a Draft for £84 10s 7d subscribed to me by the Ladies of Edinburgh, so that the whole of my money to dispose off is now at Alnwick.

I believe that my Father mentioned in his last to your Grace that I was quite satisfied with the proposal sent me, we had the pleasure of drinking the Duke & Duchess healths both on Christmas and New Years Day in a cup of tea out of mothers teapot but like everything in the world the first news we heard was your Grace was very ill.

May it please God, this may find you in health, my humble duty to the Duchess & Misses Percuss as I think I shall never forget there kind reception of me at Alnwick Castle.

I am duty bound my Lords Humble Servant.

Grace H Darling

Longstone Light  
Jan 24th 1840

**Lesson Name:** Session 3 - What did Grace Darling do to make her famous?

**Aim:** To understand the events of Grace Darling's rescue of the passengers of the Forfarshire

**Objectives:** To learn about the life of a famous person from the past, to explore the feelings of historical characters in role.

**Assessment/Success Criteria:** Recount some aspects of Grace's rescue, sequence the events of the rescue of the passengers of the Forfarshire.

**Teacher Notes:** This lesson relates the facts of the Grace Darling's rescue. For those who are able to visit the Grace Darling Museum in Bamburgh we would recommend a visit at this stage in the topic. We have recommended using our online story resource, however using the facts from the fact file you could tell it in your own way or use other story books or resources you may have.

**Resources:** Musical instruments, e.g. Rainmakers, storm shakers and other percussion instruments, thought bubble worksheets, digital camera, access to [rnli.org/gracedarlingIWB](http://rnli.org/gracedarlingIWB) for the Grace Darling story. This can be found by using the Grace Darling whiteboard activity and using Option 3, with or without text.

**Key Vocabulary:** Victorian      Lighthouse      Steamship      Rescue      Lifeboat

### Lesson Plan:

Timing	Section	Activity
5 mins	Introduction	Tell the children that today they are going to learn about a very special day in Grace's life. Grace was 19, only she and her youngest brother still lived in the lighthouse, but her brother was on the mainland. It would have been a normal day in the lighthouse, ask the children if they can suggest some things Grace would have done today (based on session 2), and then Grace went to bed. As the story begins at night with Grace in bed, you may want to black out the classroom again and the light a candle as in session one to create an atmosphere.
15 mins	Whole class teaching	Using the Grace Darling story whiteboard activity tell the children the story of the rescue. Some notes to add to the story are below: 1. The Forfarshire was a luxurious ship. The first class passengers would have been travelling in style. During the night a great storm was blowing, using any musical instruments and some children to add sound effects simulate the noise of the storm. Ask the children how this would have made them feel if they were on the ship or if they were in the lighthouse. 2. The engines of the ship had stopped earlier in the day so the storm had pushed them into the rocks. 3. The ship broke up so suddenly there was no chance to get the passengers on to lifeboats. In the middle of the night, Grace got up and saw the shipwreck from the lighthouse but it wasn't until the next morning that it was bright enough to see the people clinging to the rocks.

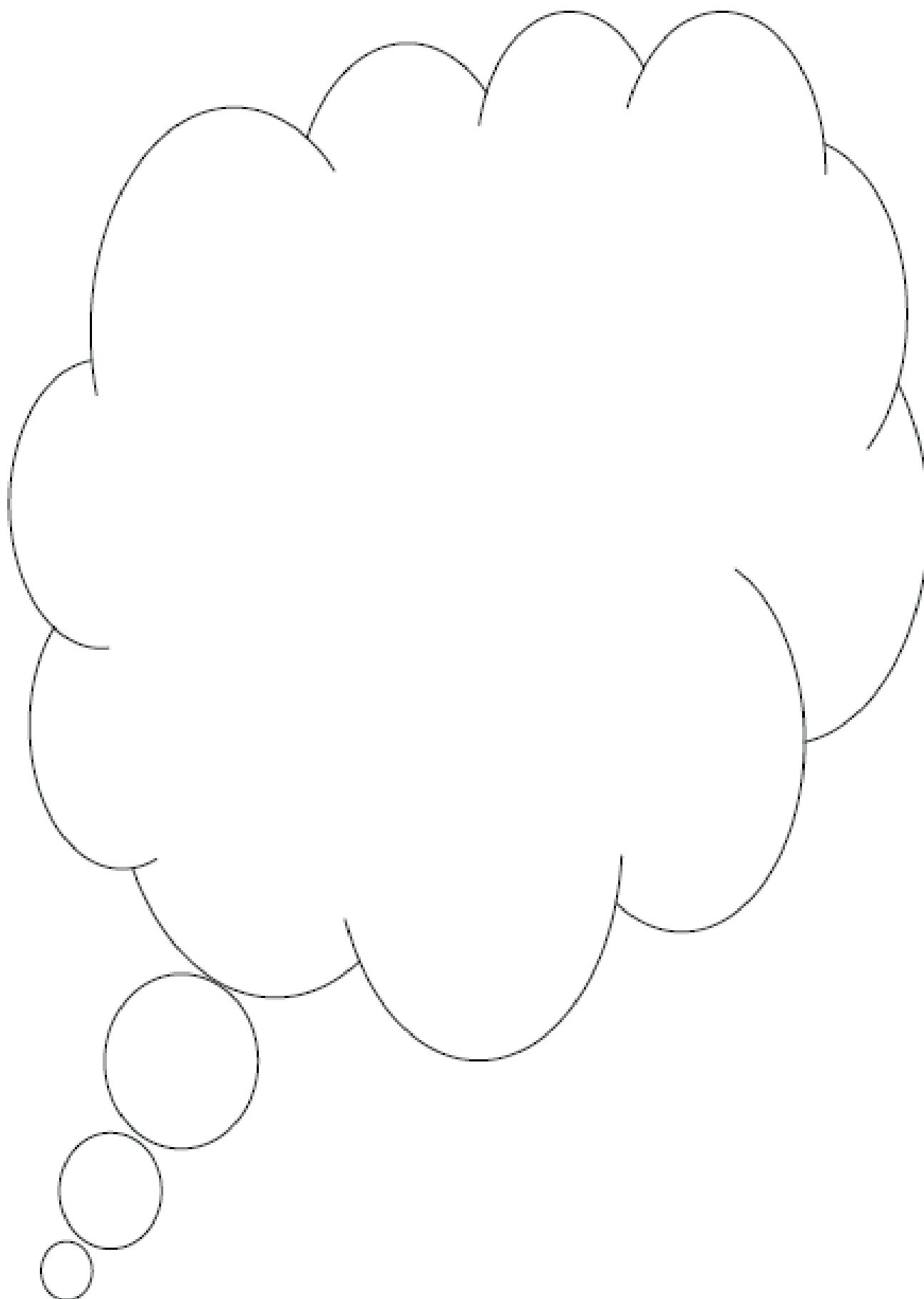


		<p>4. Grace's father knew the storm was too bad for the lifeboat from North Sunderland to reach the survivors in time so he and Grace set off in the boat. The storm was so bad they had to row for a mile just to make sure they wouldn't hit the rocks as well.</p> <p>5. There were nine people on the rocks but their boat would only be able to take five.</p> <p>6. Grace had to row backwards and forwards to hold the boat still for the survivors to climb in.</p> <p>7. Grace and her father took the first lot of survivors back to the lighthouse.</p> <p>8. Grace took care of the first group of people at the lighthouse while her father and two of the crew rowed back and picked up the others. All of them were trapped in the lighthouse for three days until the storm subsided.</p>
15 mins	Whole class drama work	<p>Explain that the children are going to re-enact some parts of the story to explore how the people would have felt through freeze framing. Use separate children to set up each freeze frame, but ask the whole class to suggest how people would be acting or behaving. After each freeze frame ask the actors what they would have been thinking or feeling at the time. Photograph each scene as you say freeze. The frames to use could be as follows:</p> <ul style="list-style-type: none"> <li>• Passengers having dinner on the Forfarshire</li> <li>• Passengers in their cabins as the ship strikes the rocks</li> <li>• Grace in the lighthouse seeing the survivors on the rocks</li> <li>• Grace and her father rowing in the coble</li> <li>• The survivors clinging to the rocks</li> <li>• The survivors seeing Grace and her father row towards them</li> <li>• Grace and her father rescuing the survivors</li> <li>• Everyone back at the lighthouse</li> </ul>
10 mins	Individual writing	<p>Using the large 'Thought bubble' sheets ask each child to write about what they were thinking or feeling during the freeze frame. If possible, display the photos you have taken on the whiteboard or print some copies to act as a reminder. Encourage them to write in as much detail as they can.</p>
5 mins	Plenary	<p>Ask a volunteer from each freeze frame to read out the thoughts they have written down.</p>

### Possible Extension Activities

1. Class display – Using the photos of the freeze frames and the thought bubbles, build up a display of the story as acted by your class. This can be done as activity one of session 4.

## Resource Sheet 5 - Thought bubble worksheet



**Lesson Name:** Session 4 - How did Grace Darling become famous?

**Aim:** To sequence the events of Grace Darling's rescue of the passengers of the Forfarshire

**Objectives:** To learn about the life of a famous person from the past, to recount the events of Grace's rescue, to identify people from the present and past who are famous, to identify how people became famous.

**Assessment/Success Criteria:** Recount some aspects of Grace's rescue, sequence the events of the rescue of the passengers of the Forfarshire

**Teacher Notes:** In this lesson the children will sequence the events of the rescue and then write a newspaper report on the topic. This lesson could easily be extended into two, depending on the amount of writing you wish to produce. Depending on your current literacy work you may well want to tie these together, add in more writing objectives or develop the use of speech marks for quotes or interview.

**Resources:** Photocopied sequencing sheets and writing frames (if required), image of newspaper report on whiteboard or printed and enlarged

**Key Vocabulary:** Victorian      Lighthouse      Steamship      Rescue      Lifeboat

#### Lesson Plan:

Timing	Section	Activity
5 mins	Introduction	<p>Encourage the children to think about what the word 'famous' means. Who do they know who is famous? Why is he or she famous? What other famous people from the past do they know about? What did they do to become famous? How do we find out about famous people?</p> <p>Discuss how often we see or find out about famous people from the media. Explain that this was exactly the same for Grace Darling. Newspapers wrote about her story and she became very well known. Explain that today they will be writing their own newspaper reports.</p>
10 mins	Group work	<p>Divide the class into small groups and give each group a set of the images from the sequencing sheet cut up. Ask each group to decide between them the order the pictures go in and to discuss with each other what the pictures show. The groups could stick the images onto a larger sheet to help them later with their writing.</p>

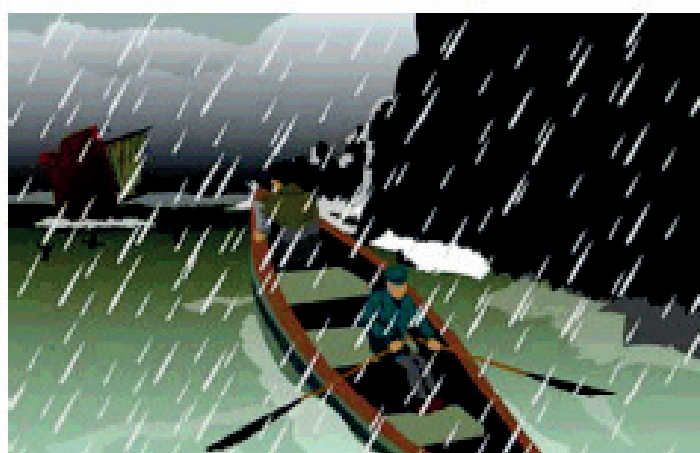


10 mins	Whole class teaching	<p>Show the children the newspaper report about the rescue on the whiteboard. Discuss what features they notice to include in their own work e.g. headline, sub heading, photo. Use an enlarged writing frame to show what they need to write and where and talk through describing the events in order. Build up a word bank of spellings and useful words together on the board.</p> <p>Explain that newspapers often interview people from the events to find out what they saw or what they think. Remind the children of the work they did in the last lesson and model turning one of their ideas into a quote. i.e. 'One of the passengers said that they were very scared while they were stuck on the rocks'</p>
25 mins	Individual writing	Using a writing frame, children write their own newspaper report on Grace's rescue of the survivors of the Forfarshire including one quote.
5 mins	Plenary	Choose some children to read out pieces of their reports, particularly their headlines and quotes. Ask the children what they would think of Grace of they were reading about the story for the first time. What key words would they use to describe her actions?

### Possible Extension Activities

1. Hot-seating – This drama technique could be used to develop more in-depth interviews with the survivors or Grace and her father. Develop questions that they would want to ask the different characters and then in small groups children can take on different roles and take it in turns to be interviewed.
2. Publishing – Using ICT, children can type their newspaper report and publish it.

## Resource Sheet 6 - Sequencing cards



## Resource Sheet 7 - Writing frame

# Daily News

Article by: \_\_\_\_\_



# Tyne Mercury

## *Saving Grace!*

### Heroic Rescue of steam ship passengers

The SS Forfarshire left Hull on Wednesday morning bound for Dundee but was struck by disaster when her engines failed due to a leak in the boiler.

The ship was heading into a storm and unable to steer. The crew abandoned the ship by lifeboat, leaving the heroic captain, John Humble, to do his best to save the ship. It struck 'Longstone' island in the early hours of the morning and only nine of the forty passengers on board were able to get on to the rocks from the sinking ship.



Luckily, Grace Darling, daughter of the keeper of Longstone Lighthouse spotted the survivors and rowed out with her father to rescue the survivors.

The nine survivors were taken safely back to the lighthouse where Grace and her family were able to take care of them until the storm had died down.

## Resource Sheet 9 - Transcript of Tyne Mercury report approx. date 12th Sept. 1838

From the most authentic accounts which we have received relating to this unfortunate accident, it appears that she left Hull on Wednesday morning, the 5th inst., on her voyage from Hull to Dundee, and had proceeded as far as Bamburgh, when it was reported that the pumps were no longer able to supply the boiler with water. On Thursday morning both deck pumps were employed without effect, and two of the furnaces were drawn for fear of injuring the boiler, but which, it seems, were afterwards lighted, the vessel being still under way, and having both deck and engine pumps at work. At eight o'clock the wind began to blow strong from North North East and the leak in the boiler had increased to such a degree that the deck pumps were unable to keep the vessel clear of the boiling water, and the firemen could not keep the fire burning. At 11 p.m. she bore up nearly as far as St. Abb's Head, and about one o'clock on Friday morning the engineer reported that the engine would not work. The sails were then set forth and aft, with a view to keep her off the land. The rain was falling heavily at the time, and the gale continuing with great violence. The captain (John Humble, late master of the Neptune, of this port) was unremitting in his endeavours to preserve the vessel and the lives of the passengers; unfortunately the fog was so dense at the time that they were unable to perceive the lights until they were very near them. About a quarter of an hour before she struck, the crew, whose conduct, unlike that which is a characteristic of British seamen, lowered the larboard quarter boat down, and left the ship, the mate accompanying them (one passenger only succeeding in leaping into the boat), leaving the captain, who bravely determined to stand by his ship to manage her in the best way he could. Meanwhile the vessel was drifting to leeward, an attempt was made to push her between the Fern Islands; but she refused to answer her helm, and at three a.m. she struck upon what is called the "Long Stone" or "Outer ferne Island", and little chance of escape was left for the unfortunate individuals, 40 in number, who were on board. The second sea that struck the vessel after she went on the rock swept all away abaft the foremast, hurrying into another world the captain and nearly all his ill fated companions. Perhaps the most heart-rending circumstances connected with the subject is, that, after the fatal occurrence, a female was observed clinging with two children to the fore part of the vessel until stern necessity compelled her to let go the children in order to save her own life. This is the only female saved who was on board after the vessel was abandoned by her crew, and it was with great difficulty that she was got on shore alive; she was in a very weak state. The crew, after leaving the ship, drifted to the south, and were picked up by a Montrose sloop and brought into Shields. Since the first report reached her on Saturday afternoon, the most contradictory statements have been made respecting the loss of the Forfarshire, and we regret to state that the true particulars have realised our worst fears, about thirty-eight individuals having met a watery grave; many of them were in bed at the time the vessel struck, and only rose to meet the cold embrace of death, as they sank beneath the angry and foaming waves.

From another account we learn that three bodies of the unfortunate sufferers have been brought ashore by a boat, those of a man and two children. From 35-40 have perished, nine are alive on the outer island, and nine escaped in the boat. After the vessel struck, the second sea broke her in two parts; the fore part remains on the rock, but the other half was carried away, and all who were on it were instantly launched into eternity. The mother of the two children whose bodies have been brought ashore, is the only female saved; she held her children in her arms as long as she could, but was at last reluctantly compelled to let them go.

We have seen the driver of the Royal William Coach, who is acquainted with some particulars, acquired principally from passengers who have travelled by the coach. He says the vessel has since gone to pieces and part of it has been driven on shore at Beadnell-quay. On Saturday a young man, the person who was saved from the wreck and brought to Newcastle by the sloop which picked up the boats crew at sea, went by the Royal William, on his road to his native place, Dundee. He stated that he was in bed, merely his trousers on, in which was his money, when the alarm was given, and on rushing on the deck he saw the crew, eight in number, in the boat, four or five yards off, leaving the vessel. With a desperate effort, which only the peculiar situation in which he was placed could have made effective, he made a bound which placed him in the middle of the crew. One instant to have awakened an uncle who lay asleep could not be spared, or his own doom would have been sealed. The coachman said it was reported a woman have been saved from the wreck, but it was estimated that 35 or 36 had perished.

**Lesson Name:** Session 5 - Why do we remember Grace Darling?

**Aim:** To understand how and why Grace Darling became famous.

**Objectives:** To learn about the life of a famous person from the past, to identify people from the present and past who are famous, to identify how people became famous.

**Assessment/Success Criteria:** Identify reasons why Grace Darling became famous.

**Teacher Notes:** This lesson is focussed around the array of Grace memorabilia produced after her rescue. The precise output of the lesson will depend on the resources and time you have available. The suggestions in the lesson plan can be adapted as appropriate.

**Resources:** Art and DT materials required, pictures of Grace memorabilia.

**Key Vocabulary:** Victorian      Lighthouse      Steamship      Rescue      Lifeboat

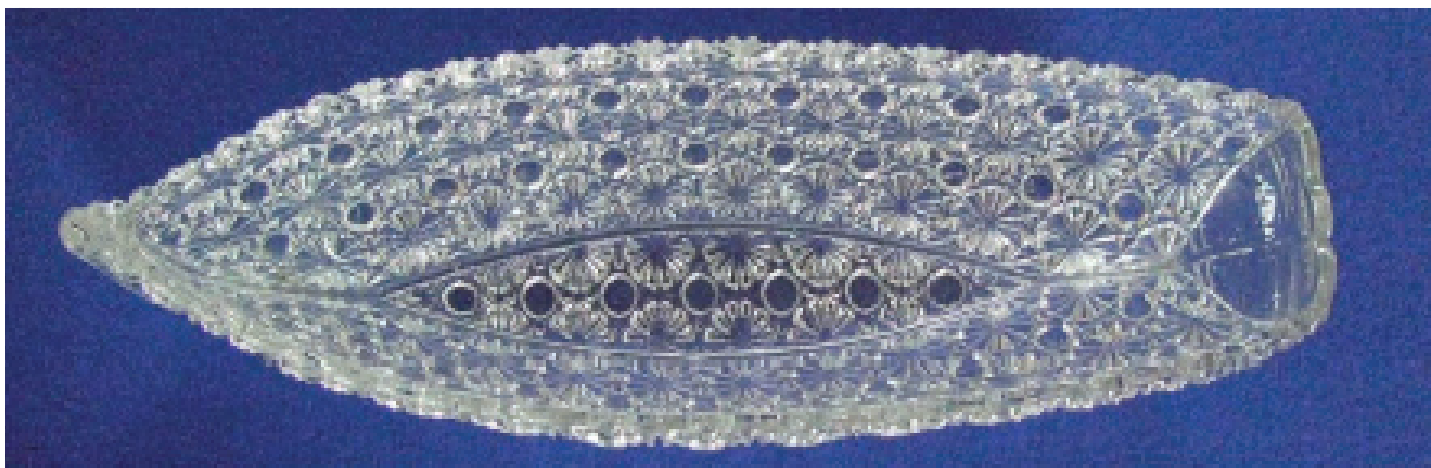
### Lesson Plan:

Timing	Section	Activity
10 mins	Introduction	Look at some of the headlines the children wrote in the previous lesson. What are the key words they have used? What would make these stories grab people's attention? Ask what they think would happen today if a story like this occurred.
10 mins	Whole class discussion	Explain that the Victorians did not have cameras or video to interview Grace, but this did not stop them. She had many artists go to paint her portrait and hundreds of people went on boat trips to the lighthouse just to see her. Even the queen sent her congratulations and £50. The question is why? Ask the children if they can think of reasons why Grace became famous e.g. she was brave, she helped people, she was an ordinary person, she was a girl. Tell the class that Grace's fame continued long after she was dead and that many people made things to celebrate her story. Look at the images of Grace memorabilia on the board. Explain that the children are going to make their own object as a celebration of Grace's story. Some possible items could be a chocolate box lid, a portrait or postcard, a medal or a model lighthouse.
30 mins	Individual work	Children make their own item of Grace Darling memorabilia.
5 mins	Plenary	Look at some examples of children's work

## Resource Sheet 10 - Grace memorabilia



**Souvenir Chocolate box** – The box was made by Rowntrees and Co in 1913, 75 years after the rescue. It came free with their Cocoa Gift Scheme.



**Glass coble** – This was a souvenir replica of Grace Darling's Coble boat used in the rescue. It was made in Tyneside from pressed glass. Made in the 1880's, most probably 1888, to commemorate 50 years after the rescue..



**Spoon** - This souvenir teaspoon with a portrait of Grace Darling was made by the RNLI Sales Dept in 1988 to commemorate 150 years after the rescue.

**Lesson Name:** Session 6 - What can we learn from Grace Darling's example?

**Aim:** To understand why the story of Grace Darling is still important

**Objectives:** To understand why Grace Darling is still remembered today, to learn about modern heroes who have rescued people.

**Assessment/Success Criteria:** To recognise similarities between the story of Grace Darling and other heroines.

**Teacher Notes:** This lesson is designed to link the story of Grace Darling with the modern work of the RNLI and other women who have rescued people and been rewarded as heroines. The purpose of the lesson is also to get the class to think about how they themselves can be brave and help others. This part of the lesson could be helpfully structured as a circle time if your children are familiar with this structure.

**Resources:** Access to [rnli.org/femalemedalwinners](https://www.rnli.org/femalemedalwinners) to watch the video on female medal winners

**Key Vocabulary:** Rescue                      Heroine

### Lesson Plan:

Timing	Section	Activity
5 mins	Introduction	Remind the children about their work in the previous lesson about why Grace Darling became famous. Explain that Grace Darling was given a silver medal for her bravery from the National Institution for the Preservation of Life from Shipwreck, which later became the Royal National Lifeboat Institution. The RNLI still rescues people who are in trouble at sea and that their crews and lifeguards are also normal people who volunteer to help people. Explain that in this lesson they will be learning about more people who have risked their lives to help others.
15 mins	Whole class discussion	Watch the video on female medal winners on the RNLI's education website. Discuss with the children the similarities between the different rescues, what do these women have in common? Use the keywords discussed in previous lessons to help and add to them as appropriate.  Ask if they can think of ways in which they could be more like Grace and the other heroines, when could they be more brave or help others even if it is scary? Gather some ideas for situations where they can be brave or helpful and write these on the board.
15 mins	Individual work	Ask each child to write their chosen quality at the top of the page, e.g. brave or helpful and then draw below a situation in their own lives where they could be more like Grace.
5 mins	Plenary	Look at some examples of the children's work.