



Citizenship - Teacher's notes

Theme - 'The Lost Generation'

Introduction

Brian Hatton died in the First World War aged 28, on 23rd April 1916, at the Battle of Oghratina in Egypt, where he had been sent to fight the Turkish forces that had joined the central powers (Germany Austro-Hungary and Bulgaria) in 1914. Volunteering in the heat of battle to ride for help from the nearby Gloucester Regiment, Brian disappeared into the desert and was never seen again. His body was found months later. In his wallet was a tiny photograph of his wife.

From an early age, Brian Hatton showed a keen interest in horses in action. The first image, 'The Tournament', demonstrates his remarkable observation of horses and armour. Many of his early drawings and paintings were influenced by the stories of King Arthur and his knights, Walter Scott and Byron, so reflect scenes of conflict.

On the 4th September 1914, Brian joined the Worcester Yeomanry as a trooper. During his time in the army, Brian produced several pieces of work including, 'Civilisation', 'Scene in the Café Royale', 'Advance Guard Patrolling a Road' and 'Signalling, Enemy in Sight.' These continued to reflect his fascination with horses. Most of these were completed using charcoal, black ink and white gouache with a grey wash. Why do you think that might be?

The young men who volunteered to fight for their country had little idea of what lay before them, yet within days or weeks of reaching the front line they had experienced the realities of war.



Title of Artwork: 'Civilisation'

Brian drew this in 1915, before he went into active service. It was based on accounts he must have heard, in spite of censorship. It was very different from the works he had produced before. He may have wanted to offer this to a newspaper, but it is unlikely that a picture showing so clearly the stark horrors of war would have been printed.

During the First World War, 908,371 soldiers from the British Empire were killed in action, or died of their injuries or disease. These countries included Canada, Australia, New Zealand, South Africa and India. Approximately

750,000 of these men were from Great Britain. The men who died in this war became known as 'The Lost Generation'.

Useful Web link

<http://www.spartacus.schoolnet.co.uk/FWWdeaths.htm>

Casualties of war

Lesson activities - Censorship debate

Citizenship national curriculum - KS3

Key concepts

1.2 Rights and responsibilities, 1, 2, 3

Key processes

2.1 Critical thinking and enquiry, 1, 2, 3

2.2 Advocacy and representation, 1, 2, 3

3 Range and content, 5, 6, 7

4 Curriculum opportunities, 1, 2, 7, 10

Key Question - Is censorship ever justifiable?

This lesson will take the form of a class debate. Pupils may wish to look at some of the following sites and resources before preparing their presentations

Podcast

There is a podcast of Brian Hatton's last letter to his wife read by the actress Miranda Richardson –go to ['The Lost Generation', Podcast](#)

Resources

Image of 'Civilisation'- go to the end of this document

Useful web links

<http://www.iwm.org.uk/server/show/conMediaFile.54981>

<http://www.iwm.org.uk/server/show/conMediaFile.54984>

First World War propaganda posters

[Witness: Highlights of First World War Art](#)

Exhibition notes with useful art works and commentary

<http://www.art-ww1.com/gb/visite.html>

Art of the First World War

<http://greatwar.nl/>

The heritage of the First World War

Background to censorship

Independent photographers or war correspondents were not allowed near the Front. Newspapers showed smiling soldiers and the images of the dead were often those of the enemy. Photographs and reports that showed the true horrors of the war were either destroyed or hidden from the public. Letters to newspapers or friends at home were censored.

Writers and artists were still recording their true feelings about the conflict; however the government's censorship system prevented paintings being shown.

"I am not allowed to put dead men into my pictures because apparently they don't exist."

Paul Nash, First World War Artist

"I am no longer an artist. I am a messenger who will bring back word from the men who are fighting to those who want the war to go on for ever. Feeble, inarticulate will be my message"

Charles Nevinson, First World War Artist

Activity 1 - Class Debate of the following motion, 'It was right that this picture never went to press'.

Read the background information, look carefully at the painting and discuss its impact. It is possible that Brian intended 'Civilisation' to be published in a newspaper. The year was 1915, one year into the war.

Class Debate

Working in two groups

Group 1: Will argue for publication

Group 2: Will argue against publication

Each group will be allocated time to discuss and record some of their ideas. They will need to think about

- The right of the artist to interpret events
- The effect this will have on the reader
- The right of the public to know the truth
- The effect on the war effort e.g. recruitment

Each group will then identify a maximum of three people to speak on their behalf.

Allow the pupils time to practise their presentation, before they present it to the rest of the class.

At the end of the debate pupils are allowed a free vote on the motion:

'It was right that this picture never went to press'.



Civilisation