

S3 HISTORY

HOME LEARNING

Dear Learner and Parent/Carer

This pack has been created to support you with learning at home. Hopefully, enabling you to keep some element of normality and routine in a time which is, frankly, not at all normal or easy. Everyone has different circumstances and we fully understand this. Please complete work at a pace that suits you and your family. Also, we understand that you have many different subjects sending you work and need to manage your time to complete work for all subjects.

We would recommend completing a section per week - although, we understand that some sections will take longer than others. As you complete a section, you can email it to your teacher or send it through 'show my homework'. This will allow your teacher to give you feedback before you move onto the next section. You can attach your work as a word document or take a picture of work you have handwritten.

If you have any questions, we are also working from home, and will reply to any emails you send. Our email addresses are listed below:

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S3 The Great War Revision Pack 2020



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Curriculum for Excellence Levels 3/4

curriculum for excellence



Experience and Outcome	Benchmark
<p>I can use my knowledge of a historical period to interpret the evidence and present an informed view.</p> <p style="text-align: right;">SOC 3-01a</p>	<ul style="list-style-type: none"> • Compares a range of primary and secondary sources of evidence, to present at least three valid conclusions about a historical period.
<p>I can evaluate conflicting sources of evidence to sustain a line of argument.</p> <p style="text-align: right;">SOC 4-01a</p>	<ul style="list-style-type: none"> • Demonstrates the ability to provide a valid argument on a historical theme. • Provides at least two valid opinions to support the argument.
<p>I can describe the factors contributing to a major social, political or economic change in the past and can assess the impact on people's lives.</p> <p style="text-align: right;">SOC 3-05a</p>	<ul style="list-style-type: none"> • Provides at least two valid opinions about the impact on people's lives of a major social economic or social change in the past.
<p>I can discuss the motives of those involved in a significant turning point in the past and assess the consequences it had then and since.</p> <p style="text-align: right;">SOC 3-06a</p>	<ul style="list-style-type: none"> • Provides at least two valid opinions about the possible motives of those involved in a significant turning point or event in history. • Provides a valid opinion of the impact of this significant historical event.
<p>Through researching, I can identify possible causes of a past conflict and</p>	<ul style="list-style-type: none"> • Identifies at least two possible causes of past conflict, using

<p>report on the impact it has had on the lives of people at that time.</p> <p style="text-align: right;">SOC 3-06b</p>	<p>research methods.</p> <ul style="list-style-type: none"> • Presents in any appropriate form at least two impacts on people at that time.
<p>Having critically analysed a significant historical event, I can assess the relative importance of factors contributing to the event.</p> <p style="text-align: right;">SOC 4-06a</p>	<ul style="list-style-type: none"> • Uses critical analysis to evaluate the relative importance of the factors which led to an historical event.
<p>I can express an informed view about the changing nature of conflict over time, appreciate its impact and empathise with the experiences of those involved.</p> <p style="text-align: right;">SOC 4-06b</p> <p>I can describe attempts to resolve an international conflict and maintain the peace and can present my conclusion about how effective these attempts were.</p> <p style="text-align: right;">SOC 4-06c</p> <p>I can assess the impact for those involved in a specific instance of the expansion of power and influence in the past.</p> <p style="text-align: right;">SOC 4-06d</p>	<ul style="list-style-type: none"> • Describes at least two attempts to resolve international conflicts and maintain peace. Makes reasoned judgements about the success of these strategies. • Expresses at least three valid opinions about the impact on those involved in a past expansion of power or influence.

Europe before WW1



Task 1:

Copy out the paragraph below and fix any spelling mistakes or factual inaccuracies.

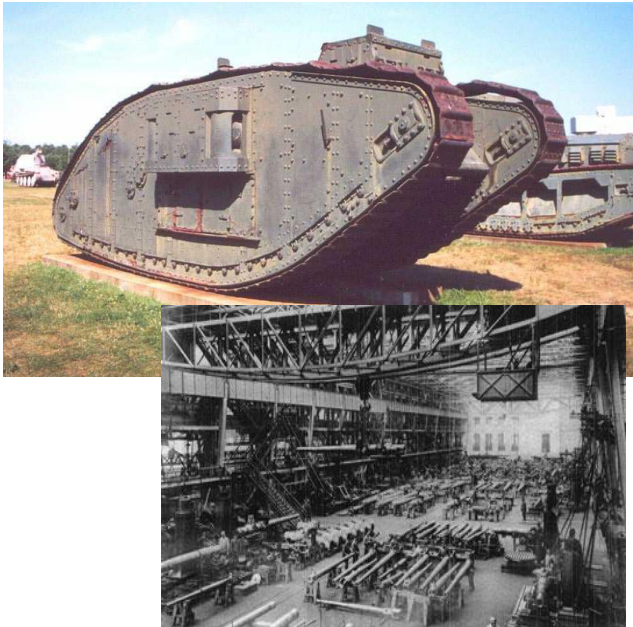
Wordl War One began in 1912 and lasted for 4 years. Brittain and Germany were directly involved, along with a small number of other countrys.



Task 2:

World War One started as a conflict between several Great Powers. To be considered a Great Power, a country needed to have several things. Can you think what they might be? Use the pictures below to help you.

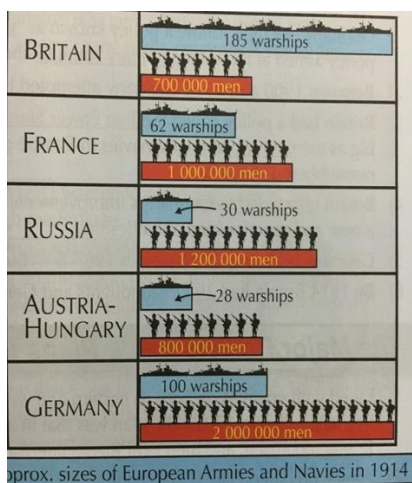




Task 3 -

Can you recall who the important *Great Powers* in 1914 were? Write them below.

Task 4 -



Which of the great powers do you think was most prepared for war and why?

By 1914 the *Great Powers* had formed into two groups

- This created two opposing rival alliances in Europe

Glossary - Alliance

A commitment to provide military support for the other members of the alliance (allies)



Task 5 Looking at the map above and note down who were part of the Triple Alliance, Triple Entente and Neutral Countries.

Triple Alliance _____

Triple Entente _____

Neutral Countries

Task 6

1. What do you think are the advantages to countries forming an alliance?

2. What problems do you think the Alliance system caused in Europe?

Recruitment & Conscription

Task 1: Revision

In the space below create a mind map on why you think men signed up to fight in the Great War. Try to think of at least 6 reasons.

Task 2:

Below there are 3 different recruitment posters from around 1914.

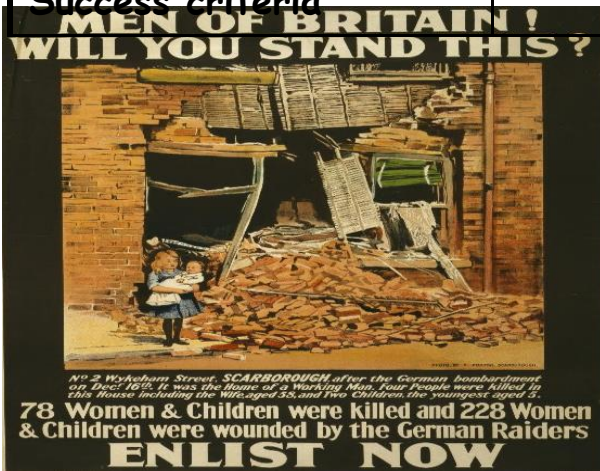
For each one analyse them and write down the message the poster is attempting to give to young men.





Task 5 - Self Assess -
Success criteria

Comment



VIDEO

<https://www.youtube.com/watch?v=UXi-Wpx60DQ>

Task 3 - Watch the video clip above and write down notes on the reasons why men signed up to fight.

Task 4 -

Task - Propaganda Poster

Your task is to create an individual propaganda poster to recruit soldiers.

Your poster must have a **clear message**.

As much as possible, your poster should be appropriate to the time period.

- Appropriate language - e.g. 'enlist today'; 'take the King's shilling'; 'For King and country' etc.

You should make it clear which **emotion** you are using in your poster - e.g. fear; guilt; pride etc.

What is the message of this poster?	
Is the poster effective ? Is the message clear?	
Is the language used on the poster appropriate to the time period?	
Is it clear which emotion has been used in the poster? Has it been used effectively?	
Comment on the overall presentation of the poster.	
How could the poster be improved in relation to the success criteria?	

Task 6 -

Using the words in the word bank copy the following passage and fill in the blanks.

When war was declared thousands of men to join the 247,000 regular soldiers in the British army. Many believed the war would be over by The government began a recruitment..... To persuade even more young men to volunteer. Women handed out whiteto men in civilian clothes they suspected were too afraid to join up. Friends joined up together: wholeteams. They were trained together in pals

battalions - campaign - Trench Effects - feathers - football - chicken - Christmas - volunteered



<https://www.youtube.com/watch?v=G4ZY66BG38>

Task 1 - Watch the video clip and take notes on what soldiers experiences whilst being in the trenches.

Task 2 - Create a revision mind map of all the conditions men experienced whilst living in the trenches. Try to give as much detail as possible on each condition e.g. Trench foot.

Task 3 - Describe the conditions that soldiers experienced in the trenches. (4) (Remember 4 extended sentences)

Battle of the Somme

Task 1 - Evaluate each source below and fill out the table provided.

Source A

'It was clear that the plan to shell the German barbed wire had not worked. Hundreds of dead bodies hung from the wire in front of the German trenches.'



Written by a British soldier from the Somme

Source B

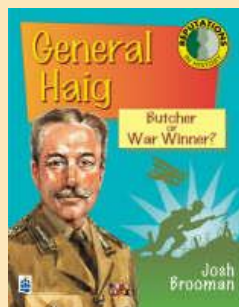
'It was pure bloody murder. Douglas Haig should have been hanged for what he did on the Somme. Top class young British men were sent out to their inevitable death'



Private P. Smith, July 1916

Source C

'To have refused to fight at the Somme would have meant abandoning the French who were fighting at Verdun.'



From a book about Haig, written in 1936

Source D

'The Somme was successful. The pressure was taken off the French and the German strength was worn down. Haig was right to send them in to battle. Death is always a result of war.'



From a book about the Battle of the Somme

Source	Primary or Secondary Source?	Who? When? Why?	Positive/negative Evidence? Give an example.
A			
B			
C			
D			
E			



Task 2

Watch the following video clip and note down anything you did not already know about the Battle of the Somme.

<https://www.bbc.co.uk/bitesize/clips/znnw6sg>

Task 3 - Research Task

- **Do some research on a soldier that fought in WW1.**
- **Write his story - get as much detail about him as possible**
- **Did he see battle? Which battles?**
- **Did he survive? What does he say about the War?**
- **Did he die? How?**

Take notes below,

Weapons

Task 1 -

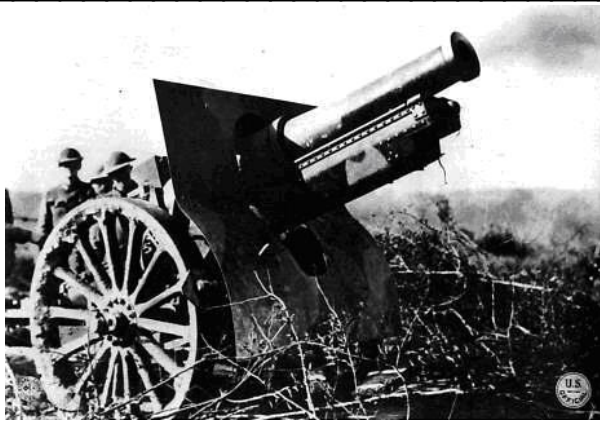
Identify each weapon and note down 3 facts about. These can be positive or negative facts about the weapon.











Task 2 -

Describe the use of weapons and new technology used during World War One. (4) (Remember 4 extended sentences)

The Home Front

The Defence of the Realm Act (DORA) was passed on 8th August 1914 (4 days after war was declared.)

It meant the UK government had much more power over the people and could control their behaviour to help win the war.

Task 1 -

For each of the restrictions below that were introduced note down WHY you think they were brought in by the British government.

Taking photos of anything to do with Army/ Navy was banned



Homing pigeons were not allowed



Beer was watered down



British Summer Time (BST) was introduced



All letters from soldiers in the war had to be checked before they were sent home



CENSORSHIP

- All newspapers had to be checked before publishing
- Negative articles were erased



CENSORSHIP

Rationing

Task 2

Why do you think rationing was introduced during the war? Give as many reasons as possible?

What types of food were rationed? What types of food were replaced with other alternatives? What foods were not rationed. Write down at least 2 examples for each.

Women & the Vote

The Suffragettes

Task 1 - Match the following words to their meanings - use the worksheet to help you.

Word	Meaning
Suffrage	Leader of the Suffragists
Suffragette	This means the vote. In this case votes for women.
Emmeline Pankhurst	The government would release hunger strikers until they got better and then rearrest them again.
Force feeding	Leader of the Suffragettes
Cat and Mouse Act	Making someone eat food. Sometimes using a tube in the nose and mouth.
Millicent Fawcett	Nickname given by the Daily Mail to members of the Women's Social and Political Union.

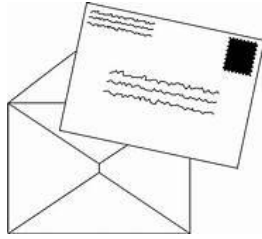
Task 2 - List at least 8 methods that the Suffragettes used to get their message across.

-
-
-
-
-
-
-
-

Task 3 - What peaceful methods did the Suffragists use to put their point across?

Task 4 - Make a timeline of events in history of women gaining the vote.

Task 5 - Why were men against women having the vote? Give at least 3 reasons why.



Task 6 - Imagine you are a woman who wants to be able to vote.

Write a persuasive letter to parliament giving good reasons why you should be given the vote.

War Horse Report



Task 1 -

Watch the film War Horse with the following video link <https://www.flicksmore.com/siteinfo/search/?search=war+horse> or alternatively it can be watched on Netflix. Whilst watching the film take notes throughout. You will want to consider the following points when taking your notes as you will be creating a report.

THE BEGINNING

An Introduction- give a summary of what the film was about. You don't need to go into a great deal of detail here but around 4 sentences should be enough to get key background information across - but you can do more if you want!

THE MIDDLE

The middle of your report is made up of a number of paragraphs commenting on at least 4 different themes of the film and how the film explored this theme - i.e. what you saw in the film in relation to your chosen theme. E.g. the theme of sacrifice - where did you see Albie and Joey sacrifice themselves to help their friends, etc?

You might also want to include a paragraph commenting on how the film helped improve your knowledge and understanding of the First World War- what did you learn from it? Would you recommend the film?

THE END

A concluding paragraph telling me if you enjoyed the film and if you have any criticisms. Start by recapping your favourite moment in the film and tell me why you liked it. Then recap the themes you have described in the middle of your report.

Task 2 -

Now that you have watched the film and taken notes you will now create a report. You should follow the structure above.

What is 'Create and Curate?'

Museums allow us to understand and appreciate many different groups and cultures. They promote better understanding of our heritage and encourage discussion, curiosity and self-reflection. Also, they work to help future generations understand their history and recognize the achievements of those who came before them.

Museums are both necessary and relevant today. They are the institutions who protect and display artifacts from our past and therefore preserve our rich heritage which might otherwise be lost to private collectors or to time itself. Quite simply, without museums we would most certainly lose the clear and obvious links to our past.

'Create and Curate' is an opportunity for you to create your own museum. You will decide what your museum focuses on from a list of options, and you will be responsible for filling your museum. You will need to ensure you have descriptions that explain the pictures/models you have in your museum. This is an opportunity for you to develop many skills including; research, time management, literacy skills etc.

Task 1

Name as many museums as you know.

What do museums do?

Do you know any famous items museums hold?

Task 2 -

What words do you associate with museums?

What is the aim of museums?



Do you know where this is?

Key Words

- Artefact
- *an object made by a human being, typically one of cultural or historical interest.*
- Curate
- *To take charge of a museum or organise an exhibition.*

Task 3 -

- For each picture below, try and guess what the artefact is. Write a detailed response explaining what you think the artefact is and why the public should care about it. Be as creative as you like.

Mrs Albert Broom, self-proclaimed "Official Photographer to the Guards", photographed by her daughter as she displays her camera and examples of her photographs at a stand at the Womens War Work Exhibition, Prince's Skating Rink,





- Embroidered postcards representing the Allies, First World War - Eph.C. Postal



EMEDALS.COM

Silver-coloured metal medal with striped fabric ribbon in red/white/blue, the obverse is embossed with three shields (the uppermost flag being the Union flag) and is surrounded by the following inscription 'TO COMMEMORATE THE TERMINATION OF THE GREAT WORLD WAR. COMMENCED 4 AUG 1914. ARMISTICE 11 NOV 1918. PEACE 28 JUNE 1919', the reverse shows the winged figure of Victory stood upon two shields and surrounded by a wreath and the names of the Allied countries Britain, Australia, New Zealand, South Africa, Romania, Italy, France, United States, Serbia, Egypt, Canada.



Metal food bowl used during the Second World War by Mrs Lyra M Brooks while interned in Changi Prison (Women's Internment Camp), Singapore. Note that 'CP' was the Changi Prison mark.



BIG TASK

- You are going to create your own museum.
- From scratch.
- You will research and decide what pieces you would like in your museum.

TASK	FILL IN THIS BOX
Museum name:	Museum name is:
Study area: Please decide what area of study your museum will focus on: <ul style="list-style-type: none"> • World War One - life on the frontline. • The Home Front • Women and the vote 	Our chosen study area is:

IMPERIAL WAR MUSEUM: Where is it? What kind of collections does it have? How does it engage the public? What were the coolest things you found? Name 3.	NATIONAL MUSEUM OF SCOTLAND: Where is it? What kind of collections does it have? How does it engage the public? What were the coolest things you found? Name 3.
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What will you take from this museum and put in your own?

What will you take from this museum and put in your own?

NATIONAL WAR MUSEUM:

Where is it?

What kind of collections does it have?

How does it engage the public?

What were the coolest things you found? Name 3.

What will you take from this museum and put in your own?

YOUR MUSEUM IDEAS:

Where will it be?

What kind of collections will it have and focus on?

How will you engage the public?

What were the coolest things you will keep in it? Name 3.

ICT RESEARCH TASK

You will plan your museum. In order to be successful you must make sure you complete the following tasks.

- ✓ Pick 6 artefacts that will be in your museum.
- ✓ Research these 6 artefacts.
- ✓ Write descriptions about each of the 6 artefacts.
- ✓ Think about how you would engage the public and get them along to see those 6 artefacts - why should they care?
- ✓ Begin to look at creating a campaign to sell your museum as the best around.

ARTEFACT 1:

Key details:

ARTEFACT 2:

Key details

ARTEFACT 3:

Key details

ARTEFACT 4:

Key details

ARTEFACT 5:

Key details

ARTEFACT 6:

Key details

You should now make your artefacts from any materials you can find in your house; recyclables, paper, play dough, etc

List the materials you will use below.

As well as creating the artefacts draw a birds eye view map of your museum to illustrate what section each of artefacts will be in or highlight any other sections your museum will have. Try make your map as detailed as possible.

Lesson 6: SELF ASSESS!

You are now going to self assess your museum or you may want to present everything you have created to a family member/carer.

Judge yourself on a scale of 1 - 10. 1 means requires lots of work to improve and 10 means no improvement could be made. Also comment on how well you did in your

<u>MUSEUM NAME</u> What was the name of the museum?	<u>GROUP PARTICIPATION</u> Did you feel you participated fully in creating your museum? Give at least two points. What could you have done to improve your museum?	<u>CONTENT</u> Were there 16 artefacts? Did they interest you? Were they things you had not seen before?	<u>PRESENTATION</u> Was the way the museum was presented engaging? Were the artefacts displayed well and explained?	<u>OVERALL</u> Overall score.

Lesson 7: Evaluation of activity

Please answer all questions fully. You will share your thoughts in a carousel activity.

Before you started this activity, were you worried about anything?

What were the most important thing you learned about yourself by taking part in this activity? Write 2 things.

What three most important things did you learn about museums by taking part in this activity? Write 3 things.

Would you recommend this activity to other classes? Why/ Why not? Give two reasons.

What could be improved about this activity? Suggest 2 things.

Overall, what one word would you use to sum up this activity?

SQA Past Papers

National qualifications are just around the corner for you; therefore, it would be appropriate for you to engage in past paper practice after you have completed part 1 of your learning pack.

We have been working towards completing these types of exam question for many months now. If you need any help or support email me or Mrs Jenkins on gw14traceylisa@glow.sch.uk or gw13jenkinsnicola@glow.sch.uk

Questions 17, 18 and 19 -

https://www.sqa.org.uk/pastpapers/papers/papers/2015/N5_History_QP_2015.pdf

Questions 13 and 15 -

https://www.sqa.org.uk/pastpapers/papers/papers/2016/N5_History_QP_2016.pdf

Questions 17, 18 and 19 -

https://www.sqa.org.uk/pastpapers/papers/papers/2017/N5_History_QP_2017.pdf

Questions 18, 19 and 20 -

https://www.sqa.org.uk/pastpapers/papers/papers/2018/N5_History_QP_2018.pdf

Questions 22, 23 and 24 -

https://www.sqa.org.uk/pastpapers/papers/papers/2019/N5_History_QP_2019.pdf

National 3 Unit Assessment: The Era of the Great War 1910-1928

Source A is about the recruitment campaign to the armed forces in 1914.

At first the outbreak of war was exciting. The opportunity to go on an adventure with your pals in a kilted uniform was too good to miss. There were more Scots volunteers in proportion to the size of the population than any other area of the UK. The possibilities of facing serious injury or death were put aside. War hysteria also played a part. The War Propaganda Bureau told stories of Belgian babies being bayoneted and nurses and nuns being raped by German soldiers.

1. Explain the reasons why many Scots joined the British Army to fight in the Great War?

Complete the passage below using three of the words provided. (Use Source A and recall)

exciting battle propaganda recruitment joined

Many Scots wanted to join the army because they felt that it would be _____ to be involved in the conflict. The Scots, who were influenced by the _____ campaign of Kitchener, were eager to play a part in securing victory for Britain. Outrage played a large role in the rush of Scots joining up as _____ showed the Germans as cruel.

Source B is from the memoirs of Lieutenant George Craik, who fought with the 12th Battalion Highland Light Infantry in 1915.

When we arrived at Loos the trenches were in not too bad a state. The problems for commanders were organising supplies and suitable living conditions. The other problem was the disposal of the many dead lying all about. This could only be done under cover of darkness. To venture into no man's land in daylight was instant death.

2. Give two dangers of life in a trench.

Source C was written by a historian after World War One. It is about women during the war.

During World War One, many things changed. As men left their jobs to go and fight, their places in industry were increasingly taken by women. Women's most vital work was in munitions factories where they produced weapons and shells. This work was both dirty and dangerous. Women worked on trams and buses to keep the transport system going. With so many men away fighting, women had to take the responsibility of being head of the family.

3. Why is Source C useful as evidence of the contribution women made during World War One?

- A Source C is a primary source
- B Source C is a secondary source
- C The purpose of the source is to show that women helped in World War One
- D It gives details about women fighting on the front line
- E It gives details about the type of work that woman done
- F It gives information about men fighting in the trenches

Write a letter in each box

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4. Describe two types of weapons that were used in World War One.

NATIONAL 4 - UNIT ASSESSMENT Historical Study: Scottish The Era of the Great War, 1910 - 1928

THEME: THE EXPERIENCE OF SOLDIERS WHO JOINED THE BRITISH ARMY AND FOUGHT IN THE GREAT WAR.

In late 1914 many Scottish men joined the British army to fight for their country in the Great War. The experience of war turned out to be very different from what these young men had expected.

Use the Sources and your own knowledge to explain why the Great War was such a dreadful experience for many Scottish soldiers.

You should:

- Explain the reasons why many Scots joined the British army to fight in the Great War.
- Compare the views in Sources B and C about the conditions experienced in the trenches by Scottish soldiers. Describe in detail the similarities and/or differences. You can also briefly compare the overall attitude of the source.
-
- Look at Source D. You should:
 - State the origin of the source. This means you should identify who made the source and when the source was made.
 - Explain in your own words what the source tells us about the fighting during the war.

The following sources are about the experience of Scottish soldiers who fought in the Great War.

Source A is about recruitment at the start of the war and is written by a Modern Historian.

Source A

Kitchener's recruitment campaign was a huge success in Scotland and by the end of 1914 huge numbers of men had joined up. One newspaper, the Dundee Advertiser declared, 'All honour to the lads who have put Scotland in the front this time. We must not let the sons of the Rose (England) or the Leek (Wales) or the Shamrock (Ireland) get in front of the proud Thistle (Scotland)'. However, a small number of men refused to take part in the fighting.

Sources B is written by a soldier who fought in the Great War

Source B

Life in the trenches was miserable. It seemed to rain for days on end in the winter months and we often had to wade through water up to our knees. These conditions seemed ideal - for rats! Many of the men fell sick. Trench fever and trench foot were common among the men. However, this would result in men being sent back up the line to recover, out of harms way.

Source C is written by a Modern Historian

Source C

A system of trenches spread across the Western front in the early stages of the war. The conditions in the trenches were appalling. There was constant danger from enemy bullets and shells. Flooding in the trenches was a constant problem and the conditions provided a perfect breeding ground for rats and lice. In conditions such as this one thing was certain - disease. Many soldiers suffered terribly from conditions such as trench foot and trench fever.

Source D is a diary entry in 1916 from a soldier fighting in the Great War.

Source D

When the order came to 'go over the top' we had to make sure we crossed no man's land at a good pace. However, our heavy pack made it difficult to get out of the trench, impossible to move more quickly than a slow walk or to rise or lay down quickly. We were at the mercy of the enemy machine guns.

National 4 Added Value Unit: The Era of the Great War 1910-1928

Steps for the Assignment

1. Choose your topic
2. Choose your essay question
3. Collect evidence for your essay from at least two sources - books, past papers, websites, diary entries etc
4. Collect information for the body of your essay - from class notes and books
5. Identify historiography - historians' opinions on your topic
6. Write your essay in a structured way

Step 1: I can choose, with minimum support, an appropriate historical question

Acceptable question stems;

- To what extent did...
- How important was...
- How significant was...
- How far can it be argued that...

Examples of possible questions to choose from,

1. To what extent did the part played by women in the war effort contribute to why some women received the vote in 1918.
2. To what extent did developments in new technology help to break the stalemate on the Western Front?
3. To what extent does the use of propaganda explain why so many men enlisted to fight in the First World War?

Assignment

Introduction

Main body of the essay: 3-4 paragraphs/sections

Conclusion

It makes sense to write a short plan of your assignment/essay first.

The body of the essay

- This contains 5 key things;
- **Knowledge** - how much do you know about the topic? I.e. Facts.
- **Analysis** - can you explain why the facts you have are relevant? I.e.

Explanation

- **Evaluation** - can you decide which factors are less/ more important than others and why?

Sources (2) - can you use quotes from historians to support your argument?

- **Structure** - can you write your essay in an organised, systematic way? i.e. clear paragraphs?
- **Sources (2)** - can you use quotes from historians to support your argument?
- You should quote then explain in your own words
- The quote should be relevant to the paragraph!

Example:

Historian Paula Bartley said "the war would not have been won if it was not for the valuable contribution of women behind the scenes." (Author, Title, year published). This shows that women were very important to helping win the war.

Success Criteria: at least 2 sources and explanations

Topic sentences/ signposting

Para 1/Section 1

The first important factor in explaining why women got the vote is...

Subsequent paragraphs/Sections

Another important factor was...

The Introduction -

- You must place the issue in it's historical context. i.e give 1 or 2 sentences of background info.
- Use the wording of your question
- You also must list the factors that you will discuss in the essay and say which is the most important

The Conclusion -

- you must **come to a conclusion** which answers the question
- Then, you must support this conclusion with **evidence (i.e. give a reason)**