

NATIONAL HISTORY HOMEWORK ASSIGNMENTS

SCHOOL Baldragon Academy



1. RECRUITMENT AND PROPAGANDA
2. TRENCH WARFARE
3. LOOS AND THE SOMME
4. THE HOME FRONT
5. CONSCRIPTION AND CONSCIENTIOUS OBJECTORS
6. POLITICS AND PROTEST
7. WOMEN AND THE WAR
8. INDUSTRIAL CHANGE
9. RED CLYDESIDE
10. THE AFTERMATH OF WAR

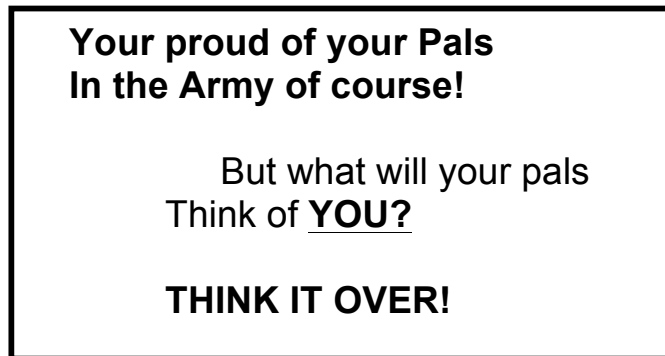
Q.	LO
1a	1.1
1b	1.2
2	2.1
3	2.2

RECRUITMENT AND PROPAGANDA

4/1

SOURCE A is an example of a British government poster from 1915.

SOURCE A



Q.1 Look at **SOURCE A**. You should:

- State the origin of the source. This means that you should identify who made the source and when the source was made.
- Explain in your own words what the source tells us about how the government tried to persuade young men to join the army during World War 1?

3

SOURCE B is from a school history book.

SOURCE B

In the first weeks of the war, the government put out stories of terrible cruelty by the Germans in Belgium. These were reported in British newspapers – stories of mothers and children being bayoneted by German soldiers and of innocent villagers being shot without reason. Realistic drawings showing these acts of cruelty and torture usually accompanied each story.

Q.2 In what ways did British propaganda try to get people to hate Germans? You may use **SOURCE B** and should also use your own knowledge.

4

Q.3 Explain why so many young men volunteered to join the army in 1914?

3

THE ERA OF THE GREAT WAR 1910-1928: NATIONAL 4

Q.	LO
1	2.2
2	1.1/2
3a	1.1.
3b	1.2

TRENCH WARFARE

4/2

Q.1 Explain why it was difficult for soldiers to live in the trenches on the Western front?

4

Q2. Organise the opinions in the information to show the **ADVANTAGES** and the **DRAWBACKS** of tanks during the First World War.

4

INFORMATION

Machine gun fire had little effect. The only thing that could stop a tank was a direct hit by an artillery shell.

Tanks were unreliable and constantly broke down on the battlefield. With the engine at full throttle they could only reach a speed of three miles per hour.

Thousands of our soldiers owe their lives to the tanks which gave them cover from enemy fire as they crossed no man's land

They were an easy target for artillery. Of the 36 tanks used at the Somme only 5 survived the battle.

Barbed wire was no obstacle. The tank could roll over and crush even dense entanglements.

Tank crews had to endure diesel fumes and flying shards of metal when machine gun bullets hit the sides.

SOURCE A was written in 1920 by Major James Redfern of the Scots Guards who recalls his experiences in the trenches during the Great War.

SOURCE A

The huge killing power of new weapons prevented any real breakthrough. The combination of the trenches defended by machine guns and barbed wire made attempts to break through the enemy lines almost impossible. Even the heaviest artillery bombardments simply warned the enemy of an attack and failed to break the deadlock. Many thousands of soldiers on both sides died in the killing ground of no-man's land.

Q.3 Look at **SOURCE A**. You should:

- State the origin of the source. This means that 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 effects of new technology during World War One?

4

Q.	LO
1a	1.1
1b	1.2
2	1.3
3	2.2

SCOTS ON THE WESTERN FRONT: LOOS & THE SOMME 4/3

SOURCE A was written in 1919 by Major-General Richard Hilton, a Forward Observation Officer at the Battle of Loos.

SOURCE A

Our first attacks drove the Germans back but we could not hold on. Two things stopped our advance - the exhaustion of the 'Jocks' (for they had been marching and fighting all day) and the fire of German machine-guns. All that we needed was more artillery ammunition to blast those machine-guns, plus some fresh infantry to take over from the weary 'Jocks.' Neither ammunition nor reinforcements arrived and so we had to pull back.

Q.1 Look at **SOURCE A**. You should:

- a) State the origin of the source. This means that you should identify who made the source and when the source was made.
- b) Explain in your own words what the source tells us about the Battle of Loos?

4

SOURCE B is from a school history book about the First World War

SOURCE B

Haig had serious doubts about the planned attack at Loos. He did not like the ground which was open and gave no cover from German machine guns. He also worried that stocks of ammunition for the artillery guns would not be enough. And so he planned to use gas. Despite heavy casualties, there was considerable success on the first day in breaking into the German positions. But the reserves had been held too far from the battle front and did not arrive in time to relieve his exhausted troops.

Q.2 Compare the views about the Battle of Loos in **SOURCES A** and **B**. Describe in detail their similarities and/or differences. You can also briefly compare the overall attitude of the sources.

4

Q.3 Explain why the British Army suffered such heavy losses on the first day of the Somme Offensive?

3

THE ERA OF THE GREAT WAR 1910-1928: NATIONAL 4

Q.	LO
1	2.2
2	2.1
3a	1.1.
3b	1.2

THE HOME FRONT

4/4

SOURCE A is about the use of propaganda during World War 1.

SOURCE A

When Britain went to war in 1914, the government knew that it would be important to keep the country united and determined to defeat the enemy. Early in 1915 a secret War Propaganda Bureau was set up to produce posters and leaflets to remind everyone of their duties in wartime.

Q.1 Explain why propaganda was important in wartime? You may use **SOURCE A** and should also use your own knowledge.

4

Q.2 Describe the effects on Britain of the German U-Boat campaign of 1917?

3

SOURCE B is a Government poster from 1915.

SOURCE B

DEFENCE OF THE REALM
Regulation 21a
.....
SHOOTING HOMING PIGEONS
Killing, Wounding or Molesting Homing Pigeons

SIX MONTHS IMPRISONMENT OR £100 fine

The public are reminded that Homing Pigeons are doing valuable work for the Government and are requested to assist in the suppression of the shooting of these birds

£5 REWARD
Will be paid by the NATIONAL HOMING UNION for information leading to the conviction of any person SHOOTING HOMING PIGEONS

Information should be given to the Police, Military Post, or to the Secretary of the Union, C.C. Plackett, 14 East Parade, Leeds.

Q.3 Look at **SOURCE B**. You should:

- State the origin of the source. This means that 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 powers of the government during World War One?

4

THE ERA OF THE GREAT WAR 1910-1928: NATIONAL 4

Q.	LO
1	2.2
2a	2.2
2b	1.1.
31	1.1/2

CONSCRIPTION AND CONSCIENTIOUS OBJECTORS

4/5

Q.1 Explain why the British government introduced conscription in 1916?

4

SOURCE A is from an article by an Edinburgh doctor from 'The People's Journal', March 1916.

SOURCE A

Men who refuse to fight ought never to marry because they are physical and mental weaklings. They are not real men; they have women's hearts in men's bodies. What we ought to do with these poor, sensitive souls is difficult to say, but we certainly ought not to let them marry and produce a race of cowards as timid as white rabbits.

Q.2 Look at **SOURCE A**. You should:

- State the origin of the source. This means that you should identify who made the source and when the source was made.
- Explain in your own words what the source tells us about Scottish attitudes to conscientious objectors during the Great War?

4

Q3. Organise the opinions in the information to show the arguments **FOR** conscription and the arguments **AGAINST** conscription.

4

INFORMATION

There are many workers in Britain who can do more for the war effort by staying in their job.

All men should be proud to serve their King and Country like so many have already done.

Many religious people in this country believe that man should not kill as it says in the bible.

Prison is too good for cowards who will not fight. They should face a firing squad.

Many of our brave young men have volunteered but we need even more men if we are to win this war.

British workers should not be made to kill German workers. They have more in common with them than with their officers.

THE ERA OF THE GREAT WAR 1910-1928: NATIONAL 4

Q.	LO
1	2.2
2	2.1
3a	1.1
3b	1.2

POLITICS AND PROTEST

4/6

Q.1 Explain why rent strikes became widespread in Glasgow in 1915?

3

SOURCE A is about industrial unrest on Clydeside during the Great War.

SOURCE A

In 1915 skilled engineers went on strike for more pay. Food prices and rents increased quickly during the war and wages did not keep up. The government made a law which said skilled workers could not change jobs without an employer's permission. They were also angry because unskilled workers were employed to do skilled work.

Q.2 Describe the Clydeside engineers strike of 1915?
You may use **SOURCE A** and should also use your own knowledge.

4

SOURCE B is a letter by the socialist leader John MacLean to the Editor of the newspaper 'FORWARD', May 8, 1915.

SOURCE B

I trust that the British Socialist Party and the Independent Labour Party will take joint action to stop the war before many more workers are uselessly butchered in this slave-masters war. Only the capitalist bosses and profiteers gain from this slaughter. Our policy is to see it ended as early as possible.

Q.3 Look at **SOURCE B**. You should:

- State the origin of the source. This means that you should identify who made the source and when the source was made.
- Explain in your own words what the source tells us about why some people in Scotland were opposed to the war?

4

THE ERA OF THE GREAT WAR 1910-1928: NATIONAL 4

Q.	LO
1	2.1
2	1.3
3	2.2
—	—

WOMEN IN WW1

4/7

Q.1 Describe the militant activities of Scottish suffragettes before the First World War?

4

SOURCE A is by Margaret Morrison who worked in a munitions factory during the First World War.

SOURCE A

Before the war I was a shop assistant. I'd never seen the inside of a factory. After training for two weeks I started work fitting shell casings. The boss told me I was as good at it as any man. It was dangerous and I had to work a twelve hour shift but the pay was more than I could dream of earning before the war.

In **SOURCE B** a Glasgow woman remembers the hard times between 1914 and 1918.

SOURCE B

We were happy enough to do our bit for the country and make shells for the Front, but there were times you knew the bosses were taking a loan of you. The hours were long and we were paid less than the men. Some of the men really resented us and never missed a chance to make rude comments about our work.

Q.2 Compare the views about women's work during the Great War in **SOURCES A** and **B**. Describe in detail their similarities and/or differences. You can also briefly compare the overall attitude of the sources.

4

SOURCE C is about the role of women during the First World War.

SOURCE C

As more and more men were sent to the front labour shortages threatened the production of war materials. Women filled the gaps and soon proved, that they could perform useful work - in offices, in munitions works, and they had even been seen tarring and repairing roads. On farms, too, they could be of great assistance

Q.3 Explain why the work of women was important to Britain's war effort from 1914 to 1918? You may use **SOURCE C** and should also use your own knowledge.

4

THE ERA OF THE GREAT WAR 1910-1928: NATIONAL 4

Q.	LO
1	2.2
2	2.1
3a	1.1.
3b	1.2

INDUSTRIAL CHANGE

4/8

Q.1 Explain why shipbuilding was such an important industry in Scotland by 1914.

3

SOURCE A is about government and industry in Scotland during the First World War.

SOURCE A

The Munitions of War Act 1915 brought many Scottish companies supplying the armed forces under the control of the Ministry of Munitions. It set wages, hours of work and employment conditions. It was an offence for a worker to leave his job at a "Controlled Establishment" without the consent of his employer. By 1918, the Ministry had a staff of 65,000 employing some 3 million workers in over 20,000 factories.

Q.2 Describe how government control of industry increased during World War One. You may use **SOURCE A** and should also use your own knowledge.

4

SOURCE B is from a book called "Pioneering Days", written by a Clyde shipyard manager, Thomas Bell in 1941.

SOURCE B

Browns' shipyard grew like a mushroom in the years before 1914. During the Great War over 10,000 workers were employed. The hard times following the war dealt a severe blow to the Browns' yard. Government orders for Royal navy ships were ended. No new orders from abroad could be got. For a time the works were practically shut down. The poverty of the workers was unspeakable. The government refused to subsidise shipbuilding as happened in other countries.

Q.3 Look at **SOURCE B**. You should:

3

- State the origin of the source. This means that 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 problems of shipbuilding on the Clyde after 1918?

THE ERA OF THE GREAT WAR 1910-1928: NATIONAL 4

Q.	LO
1a	1.1
1b	1.2
2	2.1
3	1.3

RED CLYDESIDE

4/9

SOURCE A is from the Manifesto of the Joint Strike Committee, Glasgow published in January 1919

SOURCE A

Ever since the Armistice, it has been clear that a big unemployment crisis was on the way. Over 100,000 workers in Scotland are now unemployed. There are no jobs for them. There is only one solution – reduce the hours of labour to 40 hours per week. A strike for this began on January 27. This has the support of Trades Unionists all over the British Isles.

Q.1 Look at **SOURCE A**. You should:

- State the origin of the source. This means that 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 industrial unrest in Glasgow in 1919?

4

Q.2 Describe the events of 1919 in Glasgow known as 'Bloody Friday.'

3

SOURCE B is about the workers demonstration of Friday 31 January 1919 in Glasgow.

SOURCE B with machine guns, tanks and an artillery gun

After the riot, heavily armed soldiers occupied Glasgow for a week. Machine guns, tanks and an even an artillery gun could be seen on the city streets. The British government were afraid that Scottish troops would go over to the workers' side. The Scottish soldiers in the city's Maryhill barracks were locked in. An estimated 10,000 English troops were sent into the city to control unrest and crush any revolution that might break out.

SOURCE C is a report by a visitor to Glasgow on the day after Bloody Friday.

SOURCE C

Next morning Glasgow was like an armed camp. During the night trainloads of English soldiers arrived in the city - young lads of 19 or so who had no idea of where they were or why they were there. The authorities did not use the local regiments from Maryhill barracks, in case they supported the strikers. The whole city bristled with tanks and machine guns. It seems the authorities feared a revolution.

Q.3 Compare the views about the government's response to the Bloody Friday riots in Glasgow in **SOURCES B** and **C**. Describe in detail their similarities and/or differences. You can also briefly compare the overall attitude of the sources.

4

THE ERA OF THE GREAT WAR 1910-1928: NATIONAL 4

Q.	LO
1	2.2
2a	1.1
2b	1.2
3	2.1

SCOTLAND AFTER THE WAR

4/10

SOURCE A is from an article in a newspaper in 1927 about the Scottish National War Memorial.

SOURCE A

After several years of careful planning, the Scottish National War Memorial in Edinburgh Castle has been opened. It is right and fitting that this sacred shrine to our glorious war dead should be at the very heart of the nation. Not only is it a work of the highest art, but it provides a lasting record to the thousands of Scots who made the final sacrifice for man and Country.'

Q.1 Explain why a Scottish National War Memorial was established in Edinburgh Castle in 1927? You may use **SOURCE A** and should also use your own knowledge.

4

SOURCE B is a table showing unemployment rates in Scotland after World War One.

SOURCE B

Unemployment rates in Scotland between 1918 and 1932. (Scottish Office Statistics 1933)

YEAR	% UNEMPLOYED
1918	2%
1920	3%
1925	8%
1929	12%
1931	27%
1932	28%

Q.2 Look at **SOURCE B**. You should:

- State the origin of the source. This means that you should identify who made the source and when the source was made.
- Explain in your own words what the source tells us about economic problems in Scotland after 1918?

3

Q.3 Describe the problems of Scotland's traditional industries after the Great War?

3