

NATIONAL HISTORY HOMEWORK ASSIGNMENTS

SCHOOL Baldrigon 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
1	2.1
2	1.1/2.1
3	1.2

RECRUITMENT AND PROPAGANDA

5/1

- Q.1** Describe the methods used to persuade young men to join the armed forces in 1914-15?

5

SOURCE A is part of a British government poster from 1915.

SOURCE A

MOTHERS

Have you forgotten the **Belgian atrocities**?
 Do you want this to happen to you and your children if the
Germans invade?
 The **Lusitania massacre** should convince you of the length to
 which Germany is prepared to go.
 Do you expect other Mother's sons to defend you and your
 sons?
 Persuade your son to enlist – **do not hold him back.**
 One word from you and **he will go.**

- Q.2** Evaluate the usefulness of **SOURCE A**. as evidence of the methods used to recruit volunteers for the army during the First World War.

5

(You may want to comment on who wrote it, when they wrote it, why they wrote it, what they say or what has been missed out.)

In **SOURCE B** a historian writes about propaganda during World War 1.

SOURCE B

The art of printing became a weapon of war. Words and pictures were used to fan the flames of war and manipulate the thoughts and emotions of the masses. Nation was taught to hate nation. Never before had so many millions of human beings been brought to do what they were told; never had they fought so obediently; never had government control of soldiers and civilians been so complete.

- Q.3** How fully does **SOURCE B** explain the importance of propaganda during the First World War?
 (Use **SOURCE B** and recall)

5

Q.	LO
1	2.1
2	2.2
3	1.1/2.1

TRENCH WARFARE**5/2**

Q.1 Describe in detail the problems faced by British soldiers on the Western Front.

6

In **SOURCE A** Andrew Wilson of Dumfries writes about a speech made by his Commanding Officer when he first arrived at the front line trenches in 1916.

SOURCE A

The Commanding Officer reminded us that we were on a war footing. Any dereliction of duty such as desertion, mutiny, leaving the trenches without permission, cowardice and falling asleep on sentry duty would carry the death sentence. A sergeant then read out the names of more than twenty soldiers who had recently been sentenced to death. Each man's name, rank and regiment was followed by the words 'and the sentence was duly carried out'. We were also told the date and the hour of the executions.

Q.2 Explain the reasons why this speech was made to new troops arriving at the front?
(Use **SOURCE A** and recall)

5

In **SOURCE B** a Scottish doctor who served on the Western Front describes the effects of artillery bombardments during World War 1.

SOURCE B

More soldiers were killed by artillery than any other weapon - more than gas or machine guns or rifles. The wounds caused by shelling were particularly horrific. Many soldiers simply disappeared during a bombardment, their bodies torn apart by red-hot shrapnel. Only very deep concrete bunkers offered protection from the big guns.

Q.3 Evaluate the usefulness of **SOURCE B** as evidence about the effects of artillery bombardments during the Great War.

5

(You may want to comment on who wrote it, when they wrote it, why they wrote it, what they say or what has been missed out.)

Q.	LO
1	2.1
2	1.2
3	1.3

SCOTS ON THE WESTERN FRONT: LOOS & THE SOMME

5/3

Q1 Describe the role of Scottish regiments at the Battle of Loos?

5

SOURCE A is about the Battle of the Somme and was written by a historian in 1994.

SOURCE A

Haig's plan for a decisive breakthrough was hopelessly optimistic. To succeed the German trenches had to be captured in two or three days. Instead, the Battle of the Somme became a pointless slaughter. Reports about the failure of the artillery to destroy the barbed wire and the strength of the German defences were ignored. By the end of the first day it was obvious that the Germans had not been driven back. Haig refused to call off the attacks until November.

Q.2 How fully does **SOURCE A** explain the failure of the British offensive at the Somme?
(Use **SOURCE A** and recall)

6

SOURCE B is by Colonel Gerard Sommersby who served on the General Staff of the British Army 1915-1918.

SOURCE B

That first day on the Somme overshadows what Haig actually achieved. His hand was forced, in that the Somme offensive was necessary in order to relieve the French at Verdun. Even when things started to go wrong he simply could not let down his allies. The British Army learned the grim lessons of the first few days and developed effective combined operations between infantry, artillery and air force, which helped bring about the final defeat of Germany. The Battle of the Somme damaged the German Army beyond repair. It was never able to replace its losses with the same quality of soldiers that bravely held their ground in 1916.

Q.3 Compare the opinions in **SOURCE A** and **SOURCE B** about Haig's leadership at the Somme in 1916.

(Compare the sources overall and/or in detail.)

4

Q.	LO
1	2.3
2	2.2
3	1.2

THE HOME FRONT
5/4

Q.1 To what extent did the powers of the government in Britain increase during the First World War?

5

SOURCE A is an extract from regulations introduced under the Defence of the Realm Act.

SOURCE A

No person shall by word of mouth or in writing spread reports likely to cause disaffection or alarm among any of His Majesty's Forces or among the civilian population.

Q.2 Explain the reasons why the British government introduced censorship during the First World War? (Use **SOURCE A** and recall)

5

SOURCE B is part of a leaflet issued by the British government at the time of the U-Boat campaign in 1917.

SOURCE B

WHY YOU SHOULD SAVE!

Save in every way possible **for your country's sake** and your own good.

HOW TO SAVE

Eat less meat. **Waste nothing**. To waste food is as bad as to waste ammunition.

Save especially in all things that have to be imported – this includes food and drink of all kinds, tobacco, rubber, petrol etc.

Use **home products** whenever possible and be careful even with these.

Q.3 How fully does **SOURCE B** describe the actions taken by the government to prevent serious food shortages in Britain during the Great War? (Use **SOURCE B** and your own knowledge)

6

Q.	LO
1	2.2
2	1.2
3	1.1/2.1

CONSCRIPTION AND CONSCIENTIOUS OBJECTORS

5/5

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

6

SOURCE A is from the autobiography W.H Marwick of Edinburgh written in 1958.

SOURCE A

By my religious and socialist political convictions I was opposed to the war I applied to the Local Tribunal to be considered for 'alternative work' but this was rejected. I was handed over to the army and taken to Stirling Castle where I appeared before a military court for refusing to wear uniform and sentenced to 112 days in prison where I was kept in solitary confinement.

- Q.2** How fully does **SOURCE A** describe the treatment of conscientious objectors during the First World War? (Use **SOURCE A** and recall)

5

SOURCE B is the winning entry in a poetry contest about conscientious objectors by W Laurie of Aberdeen. From 'The People's Journal', August 1916.'

SOURCE B

Ye guid for naithing, lazy lout,
 How can ye shirk whilst heroes shout,
 And see them fall in some fell bout
 Through shells and gases
 Had I my way, I'd tak' ye a'
 And line ye up in a big raw
 Then wi' Mons Meg' the lot I'd blaw
 To hell and blazes.

(bout = fight Mons Meg = large cannon in Edinburgh Castle)

- 3.** Evaluate the usefulness of **SOURCE B** as evidence of the attitudes of Scots towards conscientious objectors during World War One.

5

(You may want to comment on who wrote it, when they wrote it, why they wrote it, what they say or what has been missed out.)

Q.	LO
1	2.1
2	1.1/2.1
3	1.1/2.1

POLITICS AND PROTEST

5/6

Q.1 Explain the reasons why there was industrial unrest on Clydeside during the First World War?

6

In **SOURCE A** Anne O'Donnell from Govan, who was active in the Glasgow Women's Housing Association in 1915, describes how evictions were stopped.

SOURCE A

We used everything from drums, bells, trumpets and anything that could be used as a warning sound to bring the women out, as the men were at work in the yards and factories. We would cram into closes and stairs to block the Sheriff's officers and prevent them from carrying out their evictions. We also threw little paper bags of flour and whiting at the bowler hatted officers. On the 17th of November 1915 there was massive demonstration and a march of thousands through the city streets and on to the Glasgow Sheriff's Court.

Q.2 Evaluate the usefulness of **SOURCE A** as evidence about the Glasgow rent strikes during the Great War.

5

(You may want to comment on who wrote it, when they wrote it, why they wrote it, what they say or what has been missed out.)

SOURCE B is from the front page of the socialist newspaper 'FORWARD', April 1, 1916.

SOURCE B

BANISHED

KIRKWOOD AND OTHER CLYDE SHOP STEWARDS **EXPELLED** FROM
WEST OF SCOTLAND

TAKEN FROM THEIR BEDS - NO CHARGE! NO BAIL! NO TRIAL!

About three o'clock last Saturday morning the police raided the houses of six leading members of the Clyde Workers Committee. The arrested men were expelled from the West of Scotland and given a choice of residence at Edinburgh or Hawick under police surveillance. They chose Edinburgh and were transported there at **government expense**.

3. Evaluate the usefulness of **SOURCE B** as evidence of government actions to prevent strikes during the Great War.

5

Q.	LO
1	1.2
2	1.1/2.1
3	1.2

(You may want to comment on who wrote it, when they wrote it, why they wrote it, what they say or what has been missed out.)

WOMEN IN WW1

5/7

- Q.1** Explain the reasons why the contribution of British women was important in the war against Germany 1914-1918?

5

SOURCE A is a government poster published in Scotland in 1916.

SOURCE A



- Q.2** Evaluate the usefulness of **SOURCE A** as evidence of the importance of the work Scottish women during the Great War.
(You may want to comment on who wrote it, when they wrote it, why they wrote it, what they say or what has been missed out.)

5

SOURCE B is from a letter to a Scottish newspaper in March 1917.

SOURCE B

It is hard for men to accept women coming into their jobs and in some cases doing them better. They are torn between not wanting women to undercut their wages, and yet hating the idea of a women earning as much as them. However even the most critical have to admit that the levels of production needed to satisfy the demand for war materials could not be met without the millions of women who have entered the workforce.

- Q.3** How fully does **SOURCE B** describe the change in attitudes towards women during the First World War? (Use **SOURCE A** and recall)

5

Q.	LO
1	1.1/2.1
2	2.3
3	2.1

INDUSTRIAL CHANGE**5/8**

SOURCE A is from 'The Great War' by the historian Steven Carruthers. Published 1986

SOURCE A

The Munitions of War Act 1915 brought private companies supplying the armed forces under the control of the Ministry of Munitions. It regulated wages, hours and employment conditions. It was a penal 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. The Clyde Workers Committee was set up to oppose the Act

- Q.1** Evaluate the usefulness of **SOURCE A** as evidence about government intervention in industry during the First World War?

5

(You may want to comment on who wrote it, when they wrote it, why they wrote it, what they say or what has been missed out.)

- Q.2** To what extent was the decline of shipbuilding responsible for the slump in Scottish economy after World War One?

8

SOURCE B is about the Scottish coal industry after World War 1.

SOURCE B

Scottish mines were poorly equipped and badly needed investment, which the mine owners could not, or would not, provide. The miners wanted the government to nationalize the coal industry but the government was not prepared to introduce state control during peacetime. They did subsidise miner's wages and reduce the working day from eight hours to seven hours. Over 70% of Scottish coal mines were losing money.

- Q.3** Describe the problems of the Scottish coal industry after World War One? (Use **SOURCE B** and recall)

5

SCOTLAND -THE ERA OF THE GREAT WAR 1910-1928 NATIONAL 5

Q.	LO
1	2.1
2	1.2
3	1.1/2.1

RED CLYDESIDE

5/9

- Q.1** Describe the events known as 'Bloody Friday' which took place in Glasgow on 31 January 1919.

5

SOURCE A is about industrial unrest in Glasgow in January 1919.

SOURCE A

In the shipyards and engineering works, 40,000 went on strike and thousands of other trades came out in support. The Secretary of State for Scotland feared a communist revolution would set Scotland alight. The government sent 10,000 troops and a tank regiment to restore order in Glasgow. The Riot Act was read. There were machine gun nests in hotels and the main post office and tanks in the Gallowgate.

- Q.2** How fully does **SOURCE A** explain government fears about events in Glasgow in January 1919? (Use **SOURCE A** and recall)

6

SOURCE B is by Willie Gallacher, leader of the Clyde Workers Committee.

SOURCE B

The soldiers of Maryhill were confined to barracks and the gates were kept tightly closed. If we had gone there we could easily have persuaded the soldiers to come out and Glasgow would have been in our hands. We had forgotten we were revolutionary leaders of the working class. We were carrying on a strike when we ought to have been making a revolution."

- Q.3** Evaluate the usefulness of **SOURCE B** as evidence of a threat of revolution in Glasgow in 1919.

5

(You may want to comment on who wrote it, when they wrote it, why they wrote it, what they say or what has been missed out.)

Q.	LO
1	2.1
2	1.1/2.1
3	1.3

SCOTLAND AFTER THE WAR

5/10

- Q.1** Describe how communities in Scotland remembered and honoured the young men who lost their lives in the Great War.

5

SOURCE A is from a government report by the Overseas Settlement Committee in 1922.

SOURCE A

Since the war trade has diminished. There is no likelihood, within a reasonable time, of it recovering to its pre-war levels. It follows that our industries cannot provide employment for so many people as in pre war days. We believe that the best remedy for this is a policy of state aided immigration to divert that part of the population which is surplus to industrial requirements to those parts of the Empire where it is needed. As a reward for their services the many ex-servicemen who are unable to find work should be entitled to free passage.

- Q.2** Evaluate the usefulness of **SOURCE A** as evidence about emigration from Scotland after World War One.

5

(You may want to comment on who wrote it, when they wrote it, why they wrote it, what they say or what has been missed out.)

SOURCE B is from 'Scotland in the Twentieth Century' by the historian Craig Sommers.

SOURCE B

Soldiers returning from the war found it impossible to find work. Throughout the 1920s unemployment remained high at 14% of the workforce. In farming, fishing, coal and the heavy industries of the West of Scotland the story was the same – no vacancies. It is no surprise then that emigration levels were at their highest level. In the period 1921-31 Scotland lost 4000,000 people or 8% of its population.

- Q.3** Compare the views in **SOURCE A** and **SOURCE B** about Scottish emigration the 1920s.
(Compare the sources overall and/or in detail.)

5