

Task	Due Date	Checked/ Marked
*Keywords 4: Causes of the Great War		
*Knowledge Organiser 3: Causes of the Great War		
Interpretations 3: Causes of The Great War		
*Keywords 5: The Great War		
*Knowledge Organiser 4: The Great War		
Job skills:		
Meanwhile Elsewhere 4: Russia		
Research 1: War Dead - Great War		
Interpretations 4: Consequences of the Great War		
Meanwhile Elsewhere 5: USA		
Source inference 1: Treaty of Versailles		
Creative 1: Response to the Great War		

Learning Booklet

Term 2 Year 8

The History Department

*these tasks are ones you will be quizzed on, throughout the year and at the end of the year

Name:

Teaching Group:

Teacher:








Keywords 4: Causes of the Great War

Assassinate	To kill a public figure such as a politician or monarch
Conscription	Being forced to join the army by the government
Imperialism	When one country rules over lots of other countries and builds an empire
Militarism	Pride in your army and wanting it to be the best
Munitions	Weapons and ammunition - many women worked in factories to produce these
Nationalism	A belief that your country is the best
Propaganda	Trying to persuade someone to think or do something
Stalemate	When neither side can win
Triple Alliance	An agreement between Germany, Austria-Hungary and Italy
Triple Entente	An agreement between Britain, France and Russia

Learn these words and definitions as you will be tested on them; try to make sure you can also spell them correctly 😊

Remember to revise the last set as well...

Knowledge Organiser 4: Causes of the Great War

							
Person	Kaiser Wilhelm II	Tsar Nicolas II	King George V	Archduke Franz Ferdinand	Gavrilo Princip	Raymond Poincare	Woodrow Wilson
Role	Emperor	Emperor	King/Emperor	Heir to the throne	Member of the Black Hand Gang;	President	President
Country	German	Russian	United Kingdom and British Dominions; India	Austria Hungary	Serb Nationalist, resident of the Austro-Hungarian Empire	France	USA
No. soldiers in 1914	2.2 million	1.2 million	711,000	810,000	Serbia 200,000	1.25 million	200,000
No. of battleships in 1914	40	16	64	16		28	
Money spent on armaments 1913-14	£60 million	£67 million	£50 million	£22 million		£37 million	

1839	Treaty of London, recognised Belgium as independent and assured neutrality
1882	Triple Alliance brought Germany, Italy and Austria-Hungary together in mutual defence
1894	Franco-Russian Alliance a military and trade alliance
1904	Entente Cordiale resolved disagreements between Britain and France
1905	General Schlieffen formulates a plan for the rapid invasion and conquest of France
1906	HMS Dreadnought launched in Britain – a new class of battleship
1907	Anglo-Russian Entente resolved disagreements between Britain and Russia
1907	Triple Entente agreement between Britain, France and Russia. Non-military agreement
1908	Austria annex Bosnia making it part of the Empire
1912-13	Serbia wins wars and gains land by doing so, wants to take control of Bosnia
28 June 1914	Assassination of Franz Ferdinand and his wife, Sophie by Serb Nationalists (The Black Hand Gang)
23 July 1914	Austria-Hungary demands that Serbia arrest the leaders of the Black Hand Gang
28 July 1914	Austria-Hungary declares war on Serbia
29 July 1914	Russia prepares for war on Austria-Hungary to support Serbia
1 August 1914	Germany declares war on Russia
2 August 1914	France prepares for war on Germany
3 August 1914	Germany declares war on France and attacks Belgium
4 August 1914	Britain declares war on Germany

Interpretations 3: The Great War

Read both interpretations - they give different views of the main cause of the Great War - then answer the questions in the boxes. Remember, if there are any words you find difficult underline them then look them up in the dictionary

INTERPRETATION 1

Serbia bore the greatest responsibility for the outbreak of WW1. Serbian nationalism and expansionism were profoundly disruptive forces and Serbian backing for the Black Hand terrorists was extraordinarily irresponsible. Austria-Hungary bore only slightly less responsibility for its panic over-reaction to the assassination of the heir to the Habsburg throne.

France encouraged Russia's aggressiveness towards Austria-Hungary and Germany encouraged Austrian intransigence. Britain failed to mediate as it had done in the previous Balkan crisis out of fear of Germany's European and global ambitions - a fear that was not entirely rational since Britain had clearly won the naval arms race by 1910.

Sir Richard J Evans - Regius professor of history, University of Cambridge



INTERPRETATION 2

Few British people wanted war, most believed that because Germany was not directly threatening Britain there was no need to get involved. By 3rd August 1914 nearly everyone had changed their minds. This was because of the news that Germany was planning to attack France by invading neutral Belgium. Britain was one of the countries which guaranteed Belgium's neutrality.

Heinemann History – Britain and The Great War – Rosemary Rees

Tricky words:

What is the main difference between these views?

Keywords 5: The Great War

Abdicate	When a monarch gives up his/her rule of a country
Armistice	An agreement to stop fighting a war
Censor	To hide information or images from the public
Conscientious objectors	Men who refused to join the army because they believed that was wrong
Desertion	To run away from the army
Dugouts	Rooms dug out of the back walls of trenches
Gas Bell	Used in the trenches to warn the soldiers to put on masks
Pardon	To forgive any wrongdoing
Rationing	To limit the amount of food/supplies each person may have
Remembrance	To remember the men and women who had died in war

Learn these words and definitions as you will be tested on them; try to make sure you can also spell them correctly 😊

Remember to revise the last set too!

Knowledge Organiser 5: The Great War

Date	British Home Front	The War Front(s)	German Home Front
1914	<p>80% of British wheat is imported 50% of milk, fruit & vegetables are imported</p> <p>Railway Executive Committee set up to take control of all railways in the country</p> <p>German naval ships shelled Hartlepool; Scarborough and Whitby</p>	<p>German troops invade Belgium</p> <p>Russian troops (800,000) invade Germany</p> <p>Britain sends the BEF (British Expeditionary Force) to support the French army, 41 planes and some observation balloons go too</p> <p>Japanese troops invade China to seize German colonies in support of Britain</p>	
1915	<p>January – zeppelins appear over Great Yarmouth and King's Lynn bombing both towns.</p> <p>DORA (Defence of the Realm Act) amended to control opening hours for pubs to limit drunkenness and increase productivity: the cost of beer tripled and the cost of spirits increased by 500%</p> <p>May – zeppelins raided London</p> <p>Mobs attack and loot shops owned by Germans in Manchester, Liverpool and London</p> <p>Government decides to intern all foreign men</p>	<p>Italy joins the war on the Allies side</p> <p>April – Second Battle of Ypres; poison gas first used</p> <p>May – German U-Boat sinks the Lusitania passenger</p>	<p>Urban areas feeling the effects of food shortages</p> <p>Food riots spread as rumours spread of food being hoarded</p>
1916	<p>March: British government introduces conscription</p> <p>Autumn: food shortages, rationing is introduced</p> <p>War was costing £3.85 million per day</p>	<p>North Sea – Battle of Jutland between Germany and Britain: Britain dominate and impose a blockade on German ports</p> <p>Western Front – Battle of the Somme: 460,000 British deaths 160,000 Allied deaths 450,000 German deaths</p> <p>November – tanks first used</p> <p>Average life expectancy for an airman was 3 weeks</p>	<p>Food prices had doubled whilst items such as soap, fat, cheese, butter and eggs were unavailable</p>
1917	<p>Rationing increases</p> <p>May – German bombers raid Folkestone and London</p>	<p>Turkey joins the war on the side of Germany</p> <p>War between Germany and Russia ends</p> <p>April – USA declares war on Germany</p> <p>November Battle of Cambrai: 400 tanks broke decisively through German lines</p>	<p>'Turnip Winter' as this was all there was left to eat in many places</p>
1918	<p>3 million acres more land is cultivated than in 1914</p> <p>Potato and wheat crops had increased by more than a million tons each since 1914</p> <p>January – 100,000 workers go on strike</p> <p>Spanish 'flu kills 151,446 people</p> <p>Women over 30 who were house owners or married to house owners are given the right to vote</p> <p>All men over 21 are given the right to vote</p> <p>Inflation had doubled the cost of goods since 1914; government borrow from the USA; income taxes were raised to pay the debts</p>	<p>March – German developed tanks made an appearance on the front lines</p> <p>Great Powers using 10,000 planes on the front lines; 50,000 airmen had been killed</p> <p>26 September final battle on the Western Front begins</p> <p>Allies capture the Hindenburg Line and take 400,000 prisoners</p> <p>11 November at 11 a.m. ARMISTICE is declared</p>	<p>Thousands were starving</p> <p>Spanish 'flu kills more every day</p> <p>Riots common</p> <p>Communist uprisings across Germany including in the port of Kiel</p> <p>750,000 people had died of the impacts of blockades</p> <p>Crop yields had halved since 1914</p> <p>11,000 food substitutes were being sold</p>

History Transferable Skills in real life: Careers

Find out about the career of one of these history graduates and make notes in the box opposite:

Louis Theroux

Prince Charles

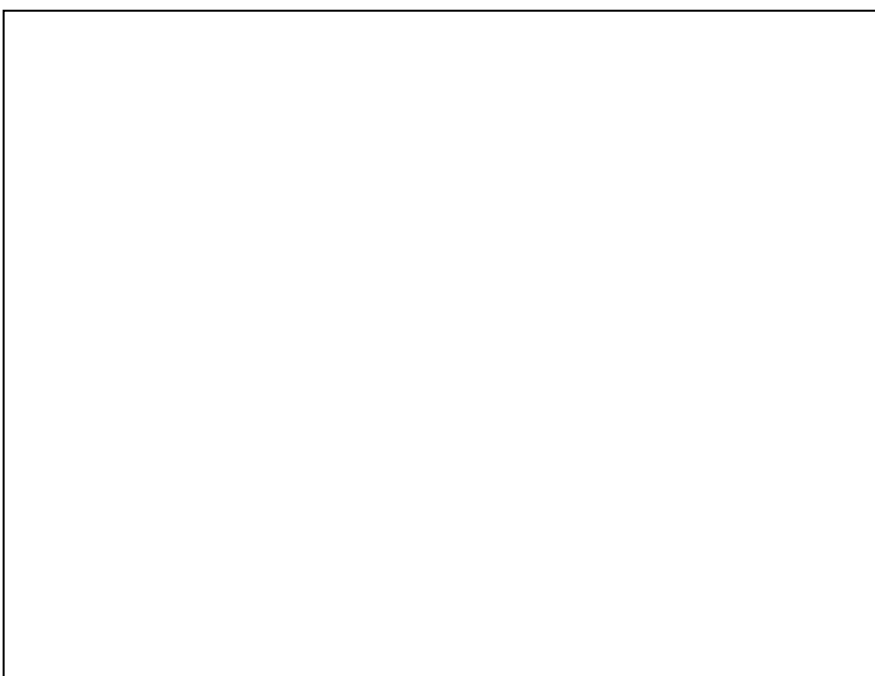
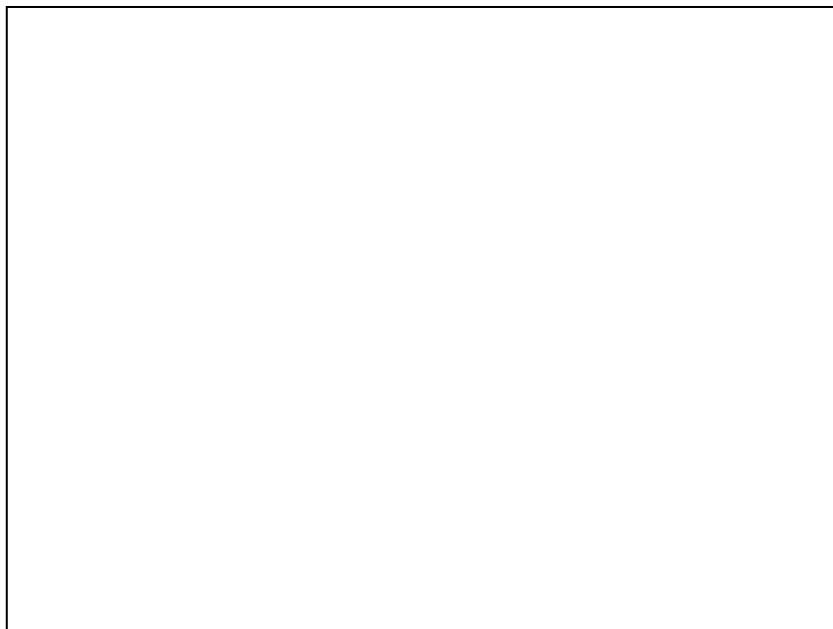
Sacha Baron Cohen

Elana Kagan

Anita Roddick

George W Bush

Gordon Brown



How might you use these skills
(developed in History) in the workplace?

Source analysis

Creating coherent arguments

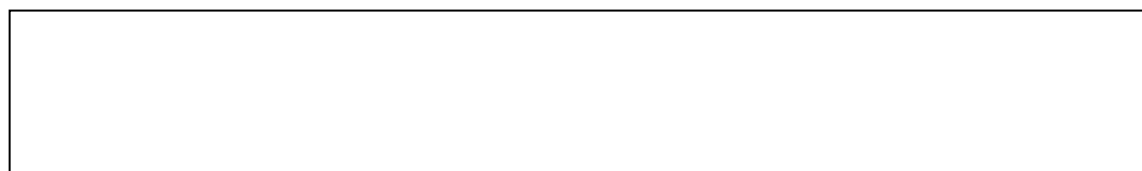
Evaluating different opinions

Researching

Team work

Presentation

What jobs could you do with a History degree? Look at these pages for some help:
<https://www.brightnetwork.co.uk/no-idea-what-do/what-to-do-with-degree/history/>
<https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/history>



At the beginning of the 20th Century, in 1916 the Great War engulfed Europe **meanwhile**
elsewhere Russia had a revolution.

KEY INFORMATION:

_____ was the last Tsar of Russia, and he was murdered in _____. After his death _____
_____ became the new leader of the USSR.



Shade Russia in 1916 on the map above.

Timeline

1905: Bloody Sunday – Troops and police open fire on a peaceful demonstration killing and injuring around 1,000 people.

1907: Dissolution of the Second State Duma of the Russian Empire. Leads to a fundamental change in Russian electoral law.

1914: Germany declares war on Russia, and Russia enters WW1.

1917: Tsar Nicholas II abdicates

QUESTIONS:

Why did the Russian people want to remove Tsar Nicholas?

Give one change that happened in Russia as a result of the Revolution:

WHAT CAN YOU INFER FROM THIS SOURCE ABOUT THE
RUSSIAN REVOLUTION? LABEL WHAT YOU CAN SEE –
WHAT DOES IT MAKE YOU THINK?

Bloody Sunday, 1905



https://www.ducksters.com/history/world_war_i/russian_revolution.php

https://kids.kiddle.co/Russian_Revolution

<https://kids.britannica.com/students/article/Russian-Revolution/276821>

Research 1:

Using <https://www.cwgc.org> research either a member of your own family involved in the *Great War*, or alternatively visit one of the war memorials in the town and choose a name to research. Remember to check with your teacher if you are unsure.

Fact-file:

Name: _____

Date of Birth: / /

Age at death: _____

Rank: _____

What can you find out about this rank? For example, what did it mean? How many men were there with this rank in the *Great War*?

Place of death: _____

Cemetery: _____

What can you find out about the place where he died? Was there a specific battle? How many men are commemorated in that particular cemetery?

Interpretations 4:

Jeremy Paxman: Great Britain's Great War (2013)

Tricky words:

If there are any words you find difficult underline them then look them up in the dictionary.

What changes were planned when the war was over?

Lloyd George's most famous promise in this 'khaki election' was that he would build 'a country fit for heroes to live in', and although most soldiers seem not to have bothered to vote, the result was an overwhelming victory for the leaders of the wartime coalition government. Shortly before the election they put through a new Education Act, raising the school-leaving age from twelve to fourteen. In 1919 the first Ministry of Health was created. A Housing and Town Planning Act the same year promised half a million new homes within three years. But it did not reach even half that target, because Lloyd George found it much easier to promise than to deliver. If only he had devoted to it the energy he had brought to the war effort and to selling off peerages and baronetcies through his swindler friend Maundy Gregory.

To many of the men discharged from the forces, Britain felt nothing like 'a land fit for heroes'. Those selected for demobilization got four weeks' leave, a railway warrant and ration book and some civilian clothes. They were allowed to keep their army over-

To many of the men discharged from the forces, Britain felt nothing like 'a land fit for heroes'. Those selected for demobilization got four weeks' leave, a railway warrant and ration book and some civilian clothes. They were allowed to keep their army overcoat, which, if they didn't need it, they could hand in at any railway station and be given £1 in exchange. After that they were on their own. There were said to be colonels running fruit-and-veg stalls, captains working as cabbies, gently born lieutenants labouring as porters. The damage done by war made matters worse: 'Old Etonian (twenty-seven) married and suffering from neurasthenia but in no way really incapacitated in need of outdoor work,' read one advertisement from a victim of shell shock in the personal column of *The Times* in 1919. 'Would be glad to accept post of head gamekeeper at nominal salary.' In the post-war world their rank wasn't much use. Moreover, they were often up against younger men, many fresh from school or university. 'Do anything. Go anywhere' was a familiar phrase in the personal columns. A subaltern

What impression does Paxman give of what post-war Britain was **actually** like for returning soldiers?

Continued over the page...

pleaded for a £100 loan with the words: 'Five children. Wife seriously ill. No means. Urgent.' This could be the reality of life as a national hero.

The discharged officer only had to walk the streets to see the potential fate awaiting him, as former mess-mates struggled desperately to keep up appearances, the holes in their socks hidden by the increasingly thin leather of their old army boots. The celebrated ex-officer organ-grinder or match-seller told a common cautionary tale. After the war, a retired brigadier general claimed to have seen one of his particularly bloodthirsty captains standing on his head for the pennies that theatre queues might throw him.

There were over 720,000 men, however, and almost 200,000 more in the British empire, who would not be coming home. Their



Martin Middlebrook: The First Day on the Somme (1971)

In what ways does Middlebrook agree with Paxman?



people of Ulster built a memorial tower in honour of their division's exploits there.

If the post-war years had been kind to the Somme, they were not so to the soldiers who were trying to settle down to civilian life, back at home. Even before most of them had left the army, there had been a General Election at which Lloyd George had promised them 'a land fit for heroes'. It was a phrase he was soon to regret.

At first, there was plenty of work, of a kind, for the returning soldiers. Those firms which had promised to keep jobs open for their workers who went off to war in 1914 did what they could, but were not always able to keep their promises. No one had known that the war was going to last for over four years. The ex-soldiers found the best jobs held by men who had never been to the war. They often had to take orders from men who had spent the past four years in what the soldiers called 'funk holes'. Before long, however, an economic depression settled on the country. It brought mass unemployment, short-time working, low wages and years of human misery. The men who had served in the trenches felt, especially after Lloyd George's promise, that they had been betrayed.

'I signed on for twelve months at the Labour Exchange. They used to call us the 29th Division because we got 29s. a week.' (L/Cpl C. O. Law, 89th Brigade Machine Gun Company)

'One universal question which I have never seen answered: two or three million pounds a day for the 1914-18 war, yet no monies were forthcoming to put industry on its feet on our return from that war. Many's the time I've gone to bed, after a day of "tramp, tramp" looking for work, on a cup of cocoa and a pennyworth of chips between us; I would lay puzzling why, why, after all we had gone through in the service of our country, we have to suffer such poverty, willing to work at anything but no work to be had. I only had two Christmases at work between 1919 and 1939.' (Pte C. A. Turner, 97th Brigade Machine Gun Company)

'When I was out of work, I had to go before a Means Test Panel. There was a very fat lady on the Panel, cuddling a Pekinese on her lap. She said, "We've all got to pull our belts

In 1918, the Great War fighting ended with the Armistice **meanwhile elsewhere** the USA introduced prohibition.

KEY INFORMATION:

Prohibition means _____. It was introduced in _____ when _____ was President of the United States.



Mark Chicago on the map of the USA above.

Timeline

1918: The War Time Prohibition Act is passed to save grain for the war effort during WW1.

1920s: The rise of bootleggers such as Al Capone in Chicago highlight the darker side of prohibition.

1929: Elliot Ness begins in earnest to tackle violators of prohibition and Al Capone's gang in Chicago.

1933: Prohibition is repealed with the 21st amendment.

QUESTIONS:

Why did America introduce prohibition?

Give one change that happened in America as a result of prohibition:

WHAT CAN YOU INFER FROM THIS SOURCE ABOUT PROHIBITION? LABEL WHAT YOU CAN SEE – WHAT DOES IT MAKE YOU THINK?

Police ordering bootleg alcohol to be thrown away.



https://www.ducksters.com/history/us_1900s/prohibition.php

<https://www.britannica.com/event/Prohibition-United-States-history-1920-1933>

<https://www.thespruceeats.com/united-states-prohibition-of-alcohol-760167>

Sources 1:

What can you infer from the source below? Start by labelling what you can see, then think what it suggests to you. Use your knowledge of the topic to help you to work out what's happening. Record any questions you have so that you can ask your teacher.



What do you think is the overall message of the cartoon?

Creative 1:

In the space below and opposite plan your response to the topic of the Great War. You may want to design a memorial, or write a poem, or draw a picture or write an historically accurate piece of fiction. Your work doesn't have to be on paper - it could be 3D. Talk to your teacher about your ideas. The final piece of work will probably need to be produced separately to this booklet. You may need to read some poetry or research memorials etc. before planning your piece. Think about your research skills in art and in English etc.

YOUR SPACE FOR EXTRA KEYWORDS:

YOUR SPACE FOR EXTRA NOTES: