

HISTORY

Year 8 Workbook

Summer Term 1

This booklet contains 10 hours work to be spread across this half term.

You can complete work in this booklet, in your exercise book or into the electronic version in your Google classroom.

Any questions please email history@unity.fcat.org.uk



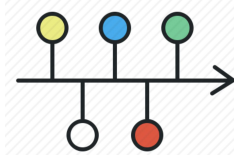
Guide

- Each week there are at least two activities to complete. They should take around two hours.
- You have everything you need inside the booklet. There are suggested weblinks for you to find extra information if you have access to the internet.
- Any work you have completed, send to your teacher by email at history@unity.fcat.org.uk, or through google classroom if you have access to the internet..

Date	Activity One	Activity Two	Quiz Score	Extra Activity	Follow up with teacher	Confidence		
						Green	Amber	Red
20/4/20								
27/4/20								
4/5/20								
11/5/20								
18/5/20								
Example	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	7/10	<input checked="" type="checkbox"/>	SPaG checked. Make sure I always explain my reasoning.	X		

Tick each box when you have completed each activity. Fill in the quiz score you got for that week.

Give yourself a score for how confident you are that you understand the topic. Green means you understood the topic well, amber that you understood some and red that you found it challenging.



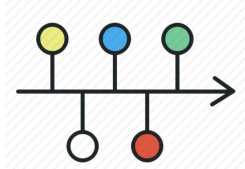
Topic: Week beginning 20/4/20

The 20th Century Timeline

LO - to investigate key events of the 20th century and compare them.

Below is a list of events from the 20th Century

1896	Radio invented
1903	First aeroplane flight. Emmeline Pankhurst formed the Suffragettes
1909	First mass produced car
1914 - 1918	First World War
1916	First armoured tanks
1917	Lenin started the Communist Revolution
1926	The first television
1928	The discovery of penicillin
1930	Amy Johnson flew solo to Australia
1933	Adolf Hitler came to power in Germany
1939 - 1945	The Second World War
1941	The Holocaust
1942	First splitting of the atom
1945	Winston Churchill led Britain to victory. First atomic bomb dropped
1948	Gandhi freed India from British rule
1953	First man to climb Everest
1957	First space rocket
1967	First heart transplant
1968	Martin Luther King murdered
1969	First man on the moon
1970	18 year olds allowed to vote in Britain
1979	Margaret Thatcher became the first female Prime Minister in Britain
1982	First microchip computer
1986	Chernobyl disaster
1990	Benazir Bhutto became the first female Prime Minister in Pakistan
1991	War in Bosnia
1993	Nelson Mandela became the first black president of South Africa



Activity 1 - which 10 events would you consider were the most important? Mark these on your list. You will come back to this at the end to see if your opinion has changed.

Activity 2 - research task. If you don't have access to the internet the following pages have copies of our textbook pages to use.

Choose 3 events from the 20th Century.

- One you chose in your top 10
- One you have never heard of.
- One I had heard of but did not know about
- One other.

Top tip - when researching try websites such as the BBC or <https://spartacus-educational.com/> don't rely just on wikipedia



For each you need to research and find out more details about it. You need to write a short summary and give your website references. **Name, date, details, references and images.**

From my top 10 I have chosen _____

References _____

An event I have never heard of was _____

References _____

An event I had heard of but did not know about _____

References _____

One other event I was interested in was.

References _____

Activity 3 From the events you have studied which do you think was the most significant (important) and why? _____

Activity 4 Go back to your original top 10. Would you change it or not and why? _____

Indian independence?

By 1900, many educated Indians started to believe that India should be free from British control. A political group called the Indian National Congress was formed to bring this about, but despite holding meetings and organising demonstrations, the British ignored their demands.

In 1914, Indians fought alongside British soldiers in the Great War (see Source F). India itself gave Britain a huge amount of money, food and materials – and nearly 50,000 Indian soldiers died in the trenches!

In 1919, the British Government responded to Indian demands for a greater say in running their country and made slight changes to the way India was governed. Law-making councils were set up in each province and over five million wealthy Indians were given the vote. However, the British Government, based in London, still controlled taxation, the police, the law courts, the armed forces, education and much more. Whilst some welcomed the changes as a step in the right direction, others were bitterly disappointed. A demonstration in the town of Amritsar in the province of Punjab was put down with severe violence by British troops. The local British commander in charge of the soldiers ordered his men to fire into the crowd – killing 379 Indian men, women and children.

The Amritsar incident was a turning point for the Indian National Congress and its leader, Mohandas Gandhi. He wrote, 'when a Government takes up arms against its unarmed subjects, then it has lost the right to govern'. The Congress, more loudly than ever, demanded an independent India.



SOURCE G: A photograph of Gandhi, taken in 1925. Every day he spun cotton on a small spinning wheel to encourage people to lead simple lives. He wanted Indians to be proud of their country and realise that they didn't need British rule to survive.



SOURCE F: A picture of Naik Darwan Singh Negi, the first Indian winner of the Victoria Cross. Britain's top bravery medal, in 1914. He was part of an Indian battalion fighting with the British army during the Great War.

Gandhi

Gandhi, a holy man and a very clever politician, told Indians to do all they could to make life difficult for the British, without using violence. Today, this is called passive resistance. Gandhi called it 'satyagraha', which means 'soul force pure and simple'. He encouraged strikes, demonstrations and boycotts (for example, asking Indians not to buy any goods made in Britain). His most famous protest occurred in 1930 when he began a campaign against the salt tax. At the time, Indians were not allowed to make their own salt – they had to buy it – and it was heavily taxed by the British Government. Gandhi led thousands of Indians to the coast where they began making salt from seawater. All over India, Indians copied Gandhi's example until, after putting 100,000 people in prison, the British gave in and got rid of the salt tax. By 1935, after many years of non-violent (and in some cases violent) protests, the Government of India Act gave Indians the right to control everything except the army. India, however, was still part of the British Empire and was still ruled by a viceroy. Many Indians, including Gandhi, continued to demand complete independence.



SOURCE H: Indian soldiers with a captured German cannon in the Libyan desert in 1943

India at war again!
In 1939, when World War II began, India was still part of the British Empire. Like in World War I, thousands of Indians joined up to fight as part of the British Empire force. In total, 2.5 million Indians fought in what was the largest volunteer army in history.

After the war, it was clear that Britain would have to give India its independence. Britain wasn't strong enough to hold on to a country so desperate to rule itself – and the people in Britain, tired of war, weren't keen to see their soldiers trying to control marches and demonstrations that so easily turned to violence!

How can you even dream of Hindu-Muslim unity?
Everything pulls us apart. We have no inter-marriages. We do not have the same calendar. The Muslims believe in a single God, the Hindus worship idols... The Hindus worship animals and consider cows sacred. We, the Muslims, think it is nonsense. We want to kill the cows and eat them. There are only two links between the Muslims and Hindus: British rule – and the common desire to get rid of it.

SOURCE I: From a 1944 interview with Mohammed Ali Jinnah, the leader of an Indian political party called the Muslim League. He eventually became Pakistan's first leader.

But the whole matter of independence was complicated by the increasing violence between Hindus and Muslims. Relations had been bad for a long time, but after 1945, they started to break down completely. If India gained its independence, Muslims didn't want to be ruled by a mainly Hindu government (remember, there were a lot more Hindus in India than Muslims – see Source B). Instead, Muslims wanted a country of their own, made from areas where people were Muslims. They were to name this new country after these areas – P for Punjab, A for Atghanistan, K for Kashmir, S for Sind and TAN for Baluchistan. The word PAKISTAN means 'land of the pure' in Urdu. As violence between Muslims and Hindus continued, the British hurriedly made plans to split India into two countries – India would be for Hindus and Pakistan would be for Muslims. The millions of Sikhs, who felt they didn't belong in either, would have to choose one or the other.

Space race

MISSION OBJECTIVES

- To be able to explain what the space race was and why it started.
- To come to your own conclusion as to who won the space race.

In the 1950s and 1960s, mankind left the Earth's atmosphere for the first time and began to explore outer space. Enormous amounts of money and resources were spent in trying to send machines, animals and later humans into the inky blackness. So what made space so important all of a sudden? Which countries led the way? And who won the great space race?

A cold war contest

After World War II, the two most powerful nations on the planet were the USA and the USSR. They became known as the superpowers because of their immense military power, raw materials and population. It was these two countries who led mankind's first journeys into space. But rather than work together, they competed fiercely to be the world leader in space exploration. There were two reasons for this:

- The USA and the USSR both had huge numbers of nuclear bombs. This actually prevented them fighting as war would have meant the destruction of the entire world. Instead of competing on the battlefield – like countries normally did – they looked for other ways of proving they were the most powerful country on earth. Space was the perfect alternative battlefield!

- The best way to send nuclear bombs across the world was by intercontinental ballistic missiles (ICBMs). In order to cover the huge distances, the missiles had to leave the atmosphere, orbit the Earth, and re-enter the atmosphere over the target. If both superpowers had the technology to send bombs into space – why not send other things? The race was on!

A satellite named Sputnik

A **satellite** is an object that orbits another object.

The Earth is a satellite of the Sun, and the Moon is a satellite of the Earth. In 1957, the first ever artificial satellite was placed in the Earth's orbit by the Soviet Union. Named Sputnik, it was around 50 centimetres in diameter and did little more than send beeps back to earth. It terrified the Americans. If the Soviets could put Sputnik in space, they could send a nuclear missile to the United States.



↑ SOURCE A: The Russian Sputnik – the first satellite made by people to be put in space.

The first space dog

Less than a month after Sputnik was launched, the Soviets sent a stray dog from the streets of Moscow into orbit. It was a one-way trip for the dog – named Laika – who died from the extreme heat shortly after leaving the atmosphere. The Soviets kept this quiet but claimed a clear lead in the space race!



The first spaceman

On 12 April 1961, Yuri Gagarin became the first human being to travel into space. The cosmonaut (as the Soviets called their spacemen) made a 108-minute orbit of the Earth on board his Vostok 1 spacecraft.



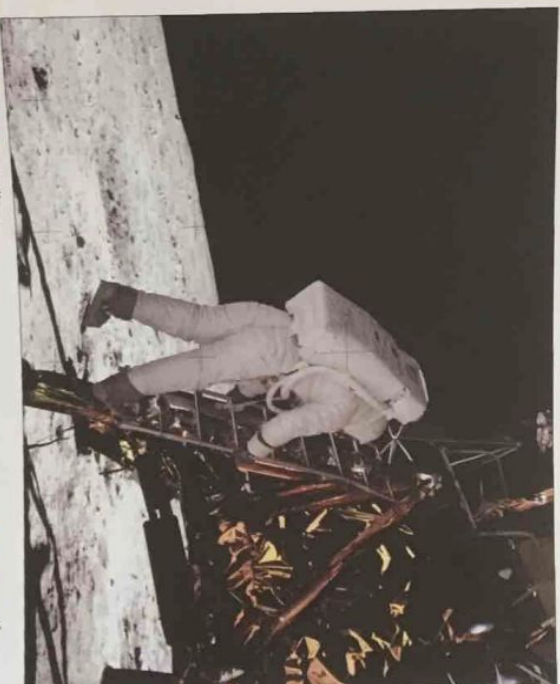
The first man on the moon

On 20 July 1969, the American Apollo 11 mission delivered astronauts Neil Armstrong and Buzz Aldrin to the surface of the moon. Millions of people around the world watched Armstrong's first historic steps. The USA had at last won a 'first' in the space race – and what a 'first' it was!



The first space walk

On 18 March 1965, Alexei Leonov stepped outside his Vostok 2 spacecraft to complete the first space walk in history. Yet another 'first' for the Soviets.



↑ SOURCE B: Landing on the moon.

Hungry for MORE

It wasn't just in space that the USA and USSR tried to prove they were the best. See if you can find out about how they competed in the Olympics and even chess matches.

MISSION ACCOMPLISHED?

- Could you tell someone why the USA and USSR were in such a hurry to explore space? Have you decided which country was the space race champion?

Two types of dictatorship

MISSION OBJECTIVES

- To be able to explain what fascism and communism are.
- To be aware of the countries in which these political theories took hold.

Britain, France and the USA were the major victorious nations in the Great War. It was hoped that other countries around the world would become democracies too. But many countries rejected democracy and decided to rule their countries by dictatorship instead. You might assume that all the dictatorships would gang up together against the democracies, but not all dictatorships are the same. So which countries became dictatorships? What were the two types of dictatorship called? And what are the differences between the two?

I'm in charge!



A communist dictatorship

Communism is a theory about how to organise society that was dreamt up by a German man called Karl Marx. He believed that, like human beings themselves, society was evolving.

Marx believed that when the workers took control of society, everybody would be equal (men and women) and everything would be shared. There would be no different classes, no very rich people and no very poor people. There would be no private property and the government would run farms, factories and stores for the benefit of all people. There would be no need for money as the government would provide everybody with everything they needed and all people would lead the same simple lives. Marx believed that the whole world would eventually live under the **communist** system.

We're in charge!



Now we're in charge!



Communists, like Karl Marx, believed societies were evolving and that workers would soon seize power. This, they believed, would lead to a better and fairer society.



↳ **SOURCE A:** Marx died in London in 1883. An inscription on his grave reads: 'Workers of all lands unite'. In the years following his death, Marx's ideas became more and more popular around the world – especially with poor people!

CASE STUDY 1: THE USSR

The first country in the world to adopt the communist system was Russia. During the Great War, nearly two million Russian soldiers were killed and there were massive food shortages in the cities. In 1917 ordinary Russians who believed in the communist way of life rebelled against their king, Tsar Nicholas II. After a bitter civil war, the entire Russian Royal Family was killed and Russia officially became a communist country.

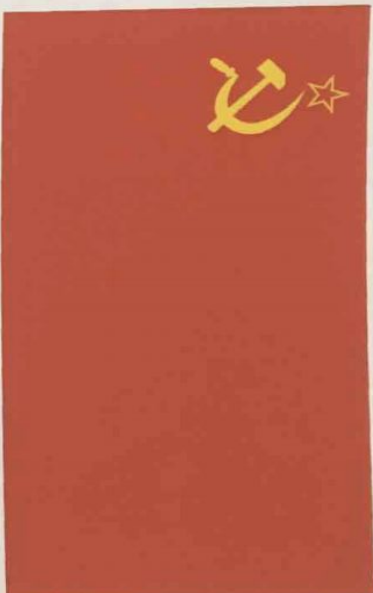
However, although Marx had written a great deal about how a communist society would work, he didn't write exactly how one would be set up. Not everyone in Russia was keen on the changes that were taking place so the communists forced people to be equal and to share. They ran the country as a dictatorship.

- No other political parties were allowed to exist, only the Communist Party.
- Newspapers, books, films and radio broadcasts were all controlled by the communists. Any person who spoke out against this was an 'enemy of the state' and sent to prison (or executed). Millions of people 'disappeared' in communist Russia.
- Nobody was allowed to have any open religious beliefs. Only the communist way of life was to be worshipped.
- All work, housing, healthcare and education was controlled by the communists. Jobs, houses, hospitals and schools were provided for all Russians. The state owned everything... and provided for everyone.

For many Russians, this was a much better way of life than they were used to. Everything was provided for them so long as they were prepared to work and didn't complain! However, communism terrified people in other countries – especially the rich and members of royal families. Their worst nightmare was that communism would spread to their country. As a result, the USSR had few friends around the world and became more and more isolated.

↳ **SOURCE B:** The flag of the USSR.

In 1922, Russia, together with the smaller countries it controlled, was renamed the Union of Soviet Socialist Republics (USSR). 'Soviet' is the Russian word for council and 'Socialist' is another word for communist. The flag itself tells a story: the red background represents the revolution and the golden star represents power. This power is now controlled by the factory workers (who are represented by the hammer) and the farm workers (who are represented by the sickle). In reality, the power was controlled by one man – the leader of the Communist Party.



Topic: Week beginning 27/4/20

The long term causes of WW1

LO - to investigate the long term causes of World War One.

Activity one -

- A. Using the textbook pages and/or the internet to help you, write down the definitions for the following keywords:

Key Word	Definition
Alliance	
Arms Race	
Long term cause	
Short term cause	

- B. In the boxes below, describe the four 'MAIN' long term causes of WW1, using page 15 to help you. The letters of 'MAIN' make up the titles of the four causes. E.G. M: Militarism.

M

A

I

N

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Activity Two -

A. Using page 15 to help you, colour code the map below with the two main **alliances** from before WW1. Don't forget to fill in the key! Make sure you name the countries!

Alliance	Colour
Triple Entente	
Triple Alliance	



B. What do you think the countries of the Triple Alliance would be worried about?

C. Look at the source below. Pick out three interesting things you can see from the source.

1.

2.

3.



D. What do you think the artist is trying to say about the **alliances** of WW1 in the source?

Useful Links:

https://www.ducksters.com/history/world_war_i/causes_of_ww1.php

<https://www.thoughtco.com/causes-that-led-to-world-war-i-105515>

<https://www.youtube.com/watch?v=X5YREY33W24>



Despite all the developments and advancements that had been made over the years, the twentieth century was the bloodiest in human history. You may already know that it witnessed two world wars and that Britain was heavily involved in both of them. These wars were world-changing events that not only affected the lives of the soldiers fighting in them, but the lives of every man, woman and child in Britain. So what caused the world to erupt into war the first time? How was Britain involved? And what did it mean for the people who lived through it?

1: Why did the Great War start?

MISSION OBJECTIVES

- To understand how the Great War got its name.
- To be able to define the long-term causes of the Great War.

You can find evidence of the Great War in every town and village in Britain. The names of the dead soldiers, sailors and airmen are recorded on memorials just like the ones in Sources A and B. The Great War wasn't 'great' because men enjoyed themselves and had a great time; it was called the Great War because the world had never experienced such a big war before. Millions and millions of men, split into two sides (or **alliances**), spent over four years killing each other. To help them in their task, they used the deadliest weapons the world had ever seen. In total, around nine million people were killed – that's over 5000 deaths every day, seven days a week, 365 days a year, for over four years. Such was the horror felt at this enormous **death toll** that many called it 'the war to end all wars'. So just how did the Great War start? What could so many countries fall out about? And why did so many young men volunteer to join the slaughter?



SOURCE A: This is a memorial to the 61 ex-students and one teacher of Castle High School, Dudley, who died during the Great War. Many schools, factories and sports clubs built memorials to record the names of their young men who fought and died for their country.

Hungry for MORE

Where is the nearest Great War memorial to you? Is it close enough for you to walk to? Maybe your school has a memorial like Castle High School, Dudley. If so, why not go and visit it and read through the list of names? Are there any names that are the same as yours or your friends'? You can research some of the names and details of how they died on www.cwgc.org.



SOURCE B: The names of over 30,000 local men who died are recorded inside Birmingham's Hall of Memory. None of the bodies of the dead men were returned to Britain and memorials like these took the place of graves for grieving relatives.

Long-term causes

World wars began for a number of different reasons that build up over several years. Historians often like to divide the reasons why something happens into long-term and **short-term causes**. Look through the cartoons and maps that outline the **long-term causes** of the Great War.

Nationalism

We're simply the best!



At the beginning of the twentieth century, people started to take great pride in their countries. People of different nations, especially in Europe, were convinced that their people, country and way of doing things were best. Unfortunately, for many leaders of Europe, the best way to prove they were the best was to have a war with their rivals.

Militarism



People took great pride in their armies and navies. To make sure that theirs were the best, countries spent more and more money on bigger and bigger armies. Nobody wanted the smallest army, so countries got caught up in an **arms race**. To many, there was no point in having a big, expensive army if you weren't going to use it and whenever countries fell out, the temptation was always there to use their weapons.

Imperialism



It wasn't just Britain that had an empire; many other European countries did too. The race to gain control of other nations, particularly in Africa, led to tension and fierce rivalries among European countries. They began to see each other as a threat to their overseas possessions and saw war as the only way to remove this threat permanently.

Alliances



SOURCE C: As each country began to feel threatened, they looked for friends to back them up in a war – known as **allies**. Europe split into two alliances: Britain, France and Russia formed the **Triple Entente**, and Germany, Austria-Hungary and Italy formed the **Triple Alliance**. The idea was to put people off starting a war as it would mean fighting against three nations instead of one. Although this made them feel more secure, it meant it would only take one small disagreement between any two nations involved... and all of Europe would be dragged into a war.

MISSION ACCOMPLISHED?

- Could you tell someone why the Great War got its name?
- Can you describe the long-term causes of the Great War?

WISE-UP Words

- alliances
- allies
- arms race
- death toll
- long-term cause
- short-term cause
- Triple Alliance
- Triple Entente

Topic: Week beginning 4/5/20

The short term causes of WW1

LO - to investigate the short term causes of World War One.

Activity one -

- A. Read page 16. Create a storyboard or cartoon strip to cover the spark that led to World War One. You should include the following key people and events: - Archduke Franz Ferdinand, the Black Hand group, bombing of the car, Gavrilo Princip, the assassination. You should both **draw** and **describe** the events.



Useful Links:

<http://www.eyewitnesstohistory.com/duke.htm>

<https://www.bbc.co.uk/bitesize/guides/zx33p39/revision/1>

<https://www.youtube.com/watch?v=XS1qROq5iZ8>



Activity two -

A. Look at source B on page 17. It is important to know how one assassination set off the 'domino effect' that led to WW1 breaking out. Answer the following questions based on source B:

1. Why did Austria-Hungary attack Serbia?

2. Why did Russia attack Austria-Hungary?

3. Why did Germany support Austria-Hungary?

4. Why did Germany invade Belgium?

5. Why did Britain declare war on Germany?

B. You now know both the long term and short term causes of WW1. Create a political cartoon to show the events that led to WW1. Remember, cartoons can show how silly things are, and do not have to be a picture of exactly what happened. You should think of what you want your cartoon to make people think. There are three examples below to help give you ideas.



The Crime of the Ages—Who Did It?



Some historians have compared Europe in 1914 to a barrel of gunpowder. In that it only needed a spark to make the whole thing explode. On 28 June 1914 the spark arrived. All it took was the murder of one man and his wife and all of the major nations of Europe were plunged into war. So who was this man? How was he murdered and why? And how did his death lead to the Great War?

2: The short-term reason

MISSION OBJECTIVES

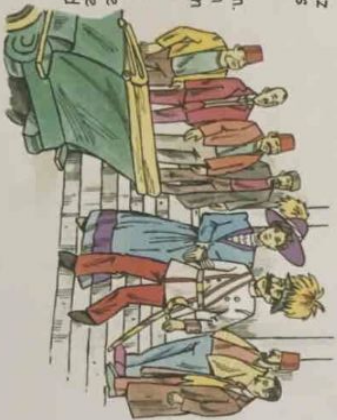
- To be able to describe the events that led to the death of Archduke Franz Ferdinand.
- To be able to explain how his assassination led to the outbreak of the Great War.

'Unhappy anniversary'

On 28 June 1914, the heir to the Austrian throne – Archduke Franz Ferdinand – arrived in the Bosnian city of Sarajevo. It was his wedding anniversary, so he was joined on the visit by his wife Sophie. Bosnia was part of the Austro-Hungarian Empire – but only since 1908 when it had been conquered by the Austrians. Many Bosnians were

still deeply unhappy about this. They wanted to join with their neighbours, Serbia, and many Serbians wanted Bosnia to join with them. One gang of Serbians, known as the 'Black Hand', decided to take drastic action to highlight their cause – they planned to **assassinate** Archduke Franz Ferdinand. His visit to Sarajevo was the perfect opportunity

1 Archduke Franz Ferdinand and his wife arrived at Sarajevo Train station at 9:28am. They were driven towards the Town Hall to meet the Mayor. Crowds lined the streets and the car drove slowly so that the royal couple could wave to the people.



2 Six Black Hand assassins waited for the car by the Cumurja Bridge. As the open-topped car passed, one of the Serbians threw a bomb at the royal couple. The bomb ended up beneath the car behind and blew up, injuring several people. The Archduke's car sped off to the Town Hall with a terrified Ferdinand inside.



3 The Archduke cancelled the rest of his visit, but decided to visit those injured by the bomb before he went home. At 11:00am, he again got into the chauffeur-driven car – but it drove a lot faster this time! As they passed Schiller's cafe, the driver was informed that he'd taken a wrong turn. He stopped to turn around.



4 After the bomb attack, the assassins had spilt up and run into the crowds. By coincidence, one of the gang – 18-year-old Gavrilo Princip – was standing outside the cafe. He took out a pistol, walked towards the car and fired two shots. Ferdinand was hit in the throat; his wife Sophie was shot in the stomach. Both were killed.



SOURCE A: Princip is thought to have been terminally ill with tuberculosis when he murdered Franz Ferdinand. He survived another four years – long enough to see the terrible consequences of his actions.

How did this murder lead to war?

- 28 July:** Austria-Hungary blames Serbia for killing the Archduke. It attacks Serbia.
- 29 July:** Russia, who has promised to protect Serbia against attack, gets its army ready to attack Austria-Hungary.
- 1 August:** Germany, who supports Austria-Hungary, hears about Russian preparations for war. Germany declares war on Russia.
- 2 August:** Britain prepares its warships.
- 3 August:** Germany, whose plan is to defeat France BEFORE attacking Russia, declares war on France.
- 4 August:** Germany asks Belgium to allow German soldiers to march through their country to attack France. Belgium says 'no'. Germany marches in anyway. Britain, who has a deal to protect Belgium from attack (dating back to 1839), declares war on Germany.
- 6 August:** Austria-Hungary declares war on Russia.
- 12 August:** Britain and France declare war on Austria-Hungary.

SOURCE B: Timeline of events.

FACT

The final line-up Italy didn't stick to the agreements it had made before the murder. Instead it joined Britain, France and Russia's side in 1915. In total, 28 countries joined the war and the major ones lined up like this:

- ALLIES:** Britain and her Empire • France • Belgium • Italy (after 1915) • Serbia • Romania (after 1916) • Portugal (after 1916) • Russia (until 1917)
- USA (after 1917) • Japan**
- VERSUS CENTRAL POWERS:** Germany • Austria-Hungary • Turkey • Bulgaria (after 1915)

Work

1 Imagine you were Franz Ferdinand's chauffeur on the day of the assassination. You have been called in as a witness by the police. Using the information from the cartoons, copy and complete this writing frame:

Crime: _____
Date: _____
Witness: _____

The Archduke, Franz Ferdinand, was dressed in _____

His wife was wearing _____

As I approached the Cumurja Bridge _____

The Archduke was furious so _____

Shortly after 11:00am I drove past Schiller's cafe. When I _____

It was just as I was reversing that _____

I did my best to help, but _____

2 Look at Source B. Why did:

- a** Austria-Hungary attack Serbia?
- b** Russia attack Austria-Hungary?
- c** Germany support Austria-Hungary?
- d** Germany invade Belgium?
- e** Britain declare war on Germany?

3 Did Gavrilo Princip start the Great War? Explain your answer carefully – you may want to discuss it and/or plan your answer as a class first.

MISSION ACCOMPLISHED?

- Could you tell someone how and why Franz Ferdinand was murdered?
- Can you explain how this led to the major countries of Europe going to war?

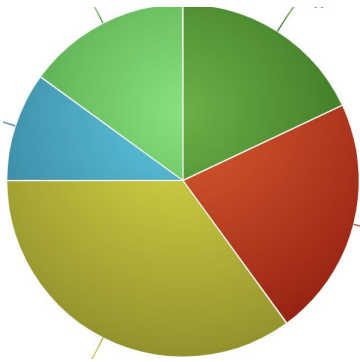
Topic: Week beginning 11/5/20

Which cause of WW1 was most significant?

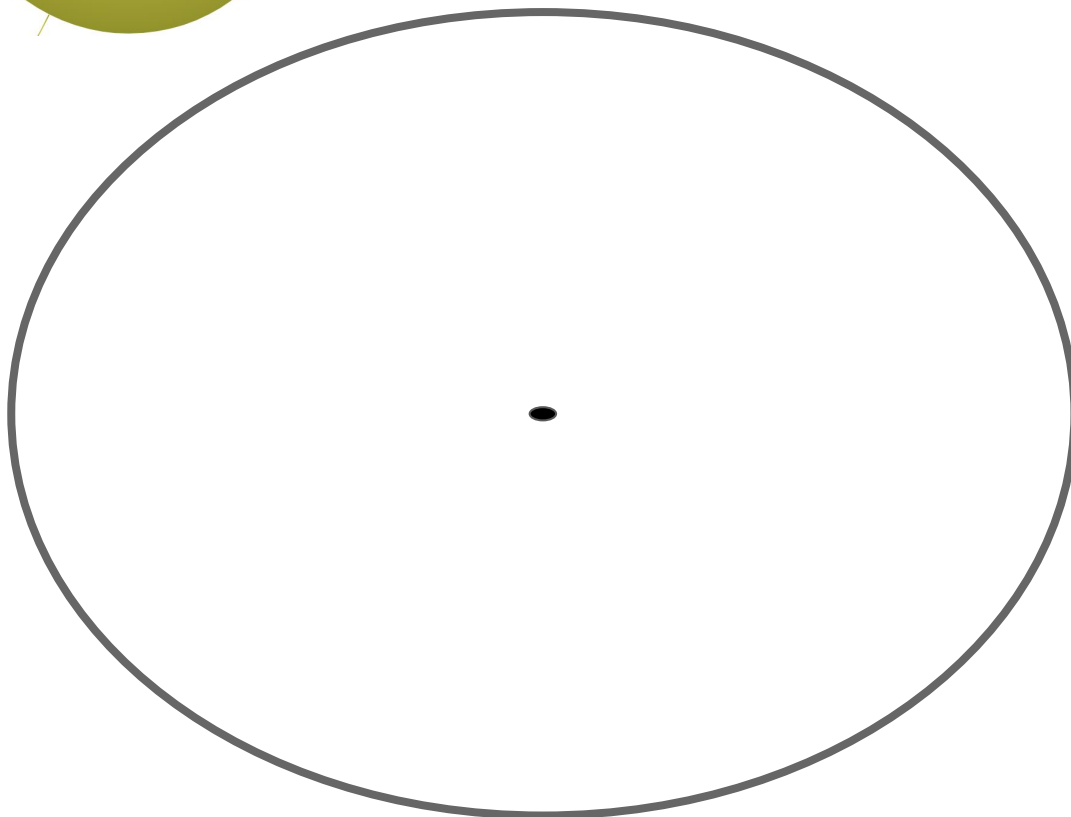
LO - to evaluate the causes of WW1 and form an opinion on which was most significant.

Activity one -

- Look at the causes of WW1 on the next page. You need to use your previous learning to decide how significant (important) you think each cause was leading to WW1.
- Create your own pie chart to decide how significant you think each of the MAIN causes and the spark were. Remember, the more important the cause the bigger the share of the pie!



Example pie chart. In this chart, yellow is the most important cause, and blue is the least important. When you create yours below, make you sure you label the causes of WW1 onto your slice not just a letter!



World War One begins
28th July 1914

Archduke Franz Ferdinand assassinated
by Bosnian nationalists

Militarism
Countries increased the power/size of the military

Imperialism
Countries competed to have the largest Empire

Alliances
Two opposing groups of countries agreed to defend each other

Nationalism
Countries believed they were superior to everyone else

Activity two -

A. Answer the following question:

‘Alliances were the most important reason for World War One starting.’ How far do you agree with the statement?

Answer Plan Guide

<u>Plan</u>	<u>Tips</u>	<u>Key Words</u>
<p>Agree paragraph ‘On the one hand alliances were the most important reason for WW1 because...’ <i>Use your own facts and knowledge to say why.. Explain your point.</i></p> <p>Disagree 1 or 2 paragraphs ‘On the other hand, I disagree with the statement because other factors were also important such as...’ <i>Use your own facts and knowledge. Explain your point.</i></p> <p>Conclusion ‘Overall, I agree/disagree to a large degree with the statement. This is because...’</p>	<p>Use the sentence starters given in the plan</p> <p>Make sure you reach a conclusion</p> <p>Make sure you have included both hands (agree and disagree) paragraphs.</p> <p>Say HOW FAR you agree/disagree with the statement.</p> <p>Use your work on WW1 so far!</p>	<p>This is a list of words you could use in your answer.</p> <p>Alliance Militarism Nationalism Arms Race Imperialism Empire Triple Entente Triple Alliance Franz Ferdinand Assassination Short term Long term Significant</p>

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Lined writing area consisting of 30 horizontal lines.

Week 5



Topic: Week beginning 18/5/20

Exploring the South Pole

LO - to examine who first reached the north and south poles, and how they did it.

Activity One -

- A. Use the information on the next page to fill in the table on the race to reach the South Pole. Two teams were competing with each other to be the first people ever to reach it. One was British led by Captain Scott, and the other was Norwegian led by Amundson. Read through the information and find the answers to the questions for the two men.

	Captain Scott 	Amundson 
What were Preparations like?		
Name of their South Pole landing base?		
Date they set off for the Pole from the landing base?		
How they travelled across the Ice?		
Date they reached the South Pole?		
What happened to the men in the end?		

Useful Links:

http://www.bbc.co.uk/history/british/britain_wwone/race_pole_01.shtml

http://www.bbc.co.uk/history/historic_figures/scott_of_antarctic.shtml

<https://www.coolantarctica.com/Antarctica%20fact%20file/History/race-to-the-pole-amundsen-scott.php>



Activity two -



- A. Using the information on the next page, create a factfile on Ernest Shackleton, the first man to travel across the South Pole. You can add in extra facts from the internet, and do not have to copy the information.

Ernest Shackleton

Born: _____

Died: _____

Job: _____

Expeditions: _____

Why is he significant? _____

Interesting Fact:



Timeline of his life:

Useful Links:

<https://www.rmg.co.uk/discover/explore/sir-ernest-shackleton>

<https://www.channel4.com/programmes/shackleton/on-demand/30829-001>

https://academickids.com/encyclopedia/index.php/Ernest_Shackleton



Preparations

Scott had always planned to return to the icy continent, well before the *Nimrod* expedition set off. When he learnt that Shackleton's attempt on the Pole was unsuccessful, he was determined to reach it himself. However, as he prepared for his expedition with considerable media attention, a rival was secretly planning his own expedition to claim the Pole.



Midwinter Day dinner, 22 June 1911, with Captain Scott at the head of the table

“ As Scott prepared for his expedition... a rival was secretly planning his own attempt to claim the Pole. ”

Norwegian Captain Roald Amundsen was already a celebrated explorer. He had sailed through the North West Passage (1903-6) and was one of the first men to winter south of the Antarctic Circle, on board the *Belgica* in 1898. His dream as a boy was to be the first man to set foot at the North Pole, but in 1909 there were two American claims to have reached it. The rival explorers bitterly contested each other's claims, but for Amundsen, his dream was shattered. He turned the focus of his *Fram* expedition (1910-12) to the South Pole, refusing to share his ideas in case people stopped him from making his attempt.

Meanwhile Scott continued with his public plans, organising equipment and provisions and recruiting men. In addition to seamen and scientists, Scott decided to take paying guests, among them one Captain Lawrence Oates, an army officer, who agreed to take responsibility for the ponies. The *Terra Nova* eventually left Cardiff in June 1910. Scott stopped off in Australia and it was here that he received a perplexing telegram from Amundsen, who had sailed the *Fram* to the island of Madeira in the Atlantic.



Scott in his den at Cape Evans

'Beg leave to inform you Fram proceeding Antarctic. Amundsen'

This was all he would learn of the Norwegian's mysterious ambitions. Even Amundsen's men were only told of their leader's plans in Madeira. Amundsen gave them all the option to quit the expedition if they objected, but not one left. Despite the trepidation natural before exploring an unfamiliar continent, the Norwegian team was experienced in Arctic travel, and Amundsen was confident that the skis and dogs used in the Arctic would be just as suitable for travelling across the Antarctic continent.

Setting up camp

The British party arrived in Antarctica in January 1911 and set up camp on Ross Island in McMurdo Sound. Scott planned to follow the route Shackleton had pioneered towards the Pole, up the Beardmore Glacier on to the Polar Plateau. Early in the year, prior to setting off on the journey to the Pole, teams laid food and equipment depots on the route. On these arduous trips, Scott's motor sledges broke down and the ponies suffered in the extreme cold. As a result, the polar party's main 'One Ton' depot was not as far south as Scott intended. This had grim consequences for their return journey from the Pole.



Birdie Bowers and Teddy Evans take lunch in the tent

“ Amundsen rightly anticipated that there were alternative routes to the Polar Plateau... ”

The Norwegian expedition arrived further along the Ross Ice Shelf at the Bay of Whales in January 1911, about 640km (400 miles) from the British camp. They took the risk of setting up their base camp, called 'Framheim' (Fram home), on the ice itself. Like the British, Amundsen and his men spent the first months of the expedition making extensive preparations and laying supply depots southwards. However, by using expertly trained dog teams, these vital supplies extended much further south than Scott's did. Amundsen rightly anticipated that there were alternative routes to the Polar Plateau and the Norwegian team pioneered a new route.

Amundsen set off for the Pole early in the season but temperatures of -40°C soon drove the Norwegian team back to the safety of the hut. This chaotic episode prompted a mutiny from one of the men, Hjalmer Johansen, who was a famous explorer in his own right and felt justified in criticising his leader. Amundsen could not tolerate dissent at this stage and reduced the Polar party from eight to five.



Roald Amundsen in the Antarctic

Johansen never recovered from this ignominious end to his career and later, after the team had returned to Norway, he committed suicide. Amundsen's handpicked men included his loyal follower, Oscar Wisting, Olav Bjaaland - a skiing champion - and the two expert dog-drivers, Helmer Hanssen and Sverre Hassel. The party finally left for the Pole with over 50 dogs on 20 October.

The race is on

On 1 November 1911, Scott left base camp with support parties, motor sledges, dogs and ponies for his journey south. The race had begun at last. Amundsen knew of Scott's innovative motor sledges and feared the advantage they gave him, but unknown to him, they were soon abandoned due to mechanical failure in the cold. As Scott's men laid more depots, individual support teams and dogs successively turned back.



Scott's party set off on a sledging journey

The horse expert, Captain Oates, clashed with Scott over the welfare of the ponies, which were clearly not suited to the icy terrain and extreme cold. As the ponies weakened, they were shot to provide meat - some were left as food for their return. The march across the ice was slow but the men were generally in good spirits. When Scott ordered the last of the dog teams back to base camp, the men pulled their heavy sledges themselves using man-harnesses. It was exhausting work but Scott believed it was less cruel than using animals and more noble.

“ All Amundsen had to do now was make sure the men got back to civilisation first with the news... ”

Relying on the skill of his two expert dog-drivers, Amundsen's party made swift progress up the newly discovered Axel Heiberg Glacier and across the Polar Plateau. At 3pm on 15 December 1911 (the date is sometimes given as 14 December - the difference being due to differing interpretations of the international date line), the Norwegian train halted: they had reached the Pole. Amundsen's diary entry for this momentous occasion was typically succinct: *So we arrived and were able to plant our flag at the geographical South Pole. God be thanked!*

Olav Bjaaland took snapshots of the historic moment with his personal camera as Amundsen's expedition camera failed to work. Later, he was drawn into the photographs when they were published around the world. All Amundsen had to do now was make sure the men got back to civilisation first with the news, as he was not sure how close Scott was behind him.

Scott did not choose the team for the final push to the Pole until the last support party turned back, about 240km (150 miles) from the goal. It was at this moment he decided to include a fifth man. The extra man was the diminutive Scotsman Lieutenant Henry 'Birdie' Bowers, who had the kind of character that appealed to Scott - mentally strong, versatile and determined. In addition to Bowers, the man-hauling polar party comprised Scott, his friend Dr Edward Wilson, the strong Welshman Petty Officer Edgar Evans and Captain Oates, who represented the army. The five-man team created significant difficulties in managing use of rations and fuel.



Amundsen's flag, flown at the South Pole

The race is on

On 17 January 1912, Scott arrived at the Pole - 33 days after Amundsen. It was Bowers who first caught sight of a camp in the distance and concrete evidence of a Norwegian victory. As well as the Norwegians' black marker flag, they also left a tent containing surplus equipment. Amundsen had even left Scott a note to deliver to the King of Norway in case he did not return. The temperature had dropped to -30°C, eight degrees lower than for the Norwegians. The dispirited men took pictures and left quickly. Scott wrote gloomily in his diary:



Captain Robert Falcon Scott in his sledging gear

The POLE: Yes, but under very different circumstances from those expected. Great God! This is an awful place and terrible enough for us to have laboured to it without the reward of priority.

All the men were suffering from slow starvation, hypothermia and almost certainly scurvy (a debilitating condition caused by a vitamin C deficiency).



Scott flew his sledging flag at the South Pole

Petty Officer Evans was the first man to die on 17 February - he had stumbled behind the group until he slipped into a coma. A month later on 17 March, Captain Oates, crippled with frostbite, walked out of the party's tent; it was his 32nd birthday. Scott immortalised the courageous army officer in his diary, writing that as he left he said:

I am just going outside and may be some time... We knew that Oates was walking to his death... it was the act of a brave man and an English gentleman.

A few days later, the three remaining men were lying in their tent waiting for death. A swirling blizzard confined them to their sleeping bags, while One Ton depot lay only 11 miles away. Scott was the only one keeping his diary:

We shall stick it out to the end, but we are getting weaker, of course, and the end cannot be far. It seems a pity but I do not think I can write more - R Scott.

The race to the Pole was over.

I am just going outside and may be some time...

Ernest Shackleton



Date and place of Birth: 15th February, 1874 in County Kildare, Ireland

Date of Death: 5th January, 1922 in Grytviken, South Georgia and the South Sandwich Islands

Ernest Shackleton is significant because he is considered to be one of the most inspirational explorers and leaders of the 20th Century. He was a polar explorer who carried out expeditions to Antarctica.

Early Life

In his early life, he loved to read and had an active imagination. Shackleton's father wanted him to become a doctor, however, he had other ideas. At the age of just 16, he joined the Merchant Navy and by the time he was 18, he had been promoted to First Mate.

Shackleton's Expeditions

His first exploration of Antarctica was in 1901. Although the team got closer to the South Pole than anyone before them, they were forced to turn around due to terrible weather conditions. Also, Shackleton was unwell and had to return home. Undeterred, in 1908, he led an expedition to the South Pole on a ship called Nimrod. Even though they struggled with the weather, they reached within 97 nautical miles (180 km) of the South Pole in 1909. When he arrived back in England, he was awarded a knighthood. He was now known as Sir Ernest Shackleton.

In 1914, he set off for Antarctica again. This expedition is often seen as Shackleton's greatest success because his team had to abandon their ship; they were stranded on the ice for several months. When the ice began to melt in the spring, Shackleton began a rescue mission. Remarkably, all of his team survived.

Shackleton died during an expedition in January 1922. He is buried in Grytviken, South Georgia (a small, remote, Atlantic island).

In 2002, the BBC carried out a poll to find the '100 Greatest Britons'. Shackleton reached eleventh position demonstrating how he is still widely seen as one of the most influential explorers.

Extra Activities

These are activities that you could complete, but are not expected to complete. Some will require extra equipment or the internet. These will further help you understand history and will be fun to do!

20/4/20

The 20th Century Timeline

- Use the internet to create your own version of the 20th century timeline. There are lots more developments that occurred between 1900 and 1999 that are not included! Remember to include both the event and the date!

27/4/20

The long term causes of WW1

- Work as an advisor to the German King, Kaiser Wilhelm II. Help him react to the problems he faces in the build up to WW1.

https://www.activehistory.co.uk/main_area/games/WW1_CAUSES/ENGLISH/frameset.htm

4/5/20

The short term causes of WW1

- Imagine you work for a newspaper. Fill out a frontpage describing the assassination of Franz Ferdinand. Make sure you include the following: Headline, interview, witness reports, pictures!



11/5/20

Which cause of WW1 was most significant?

- Answer questions on WW1 as you try and win the penalty shootout!

<https://schoolhistory.co.uk/games/causes-of-world-war-i-penalty-shootout-game/>

18/5/20

Exploring the South Pole

- Imagine you are going to explore the South Pole. Think about what equipment you would need, and create a list of all the things you would require to have a successful trip. Are there things now that would be more helpful than 100 years ago?