

THIS IS HISTORY!



The Twentieth Century

TEACHER'S RESOURCE BOOK

CHRISTOPHER CULPIN

Hodder Murray

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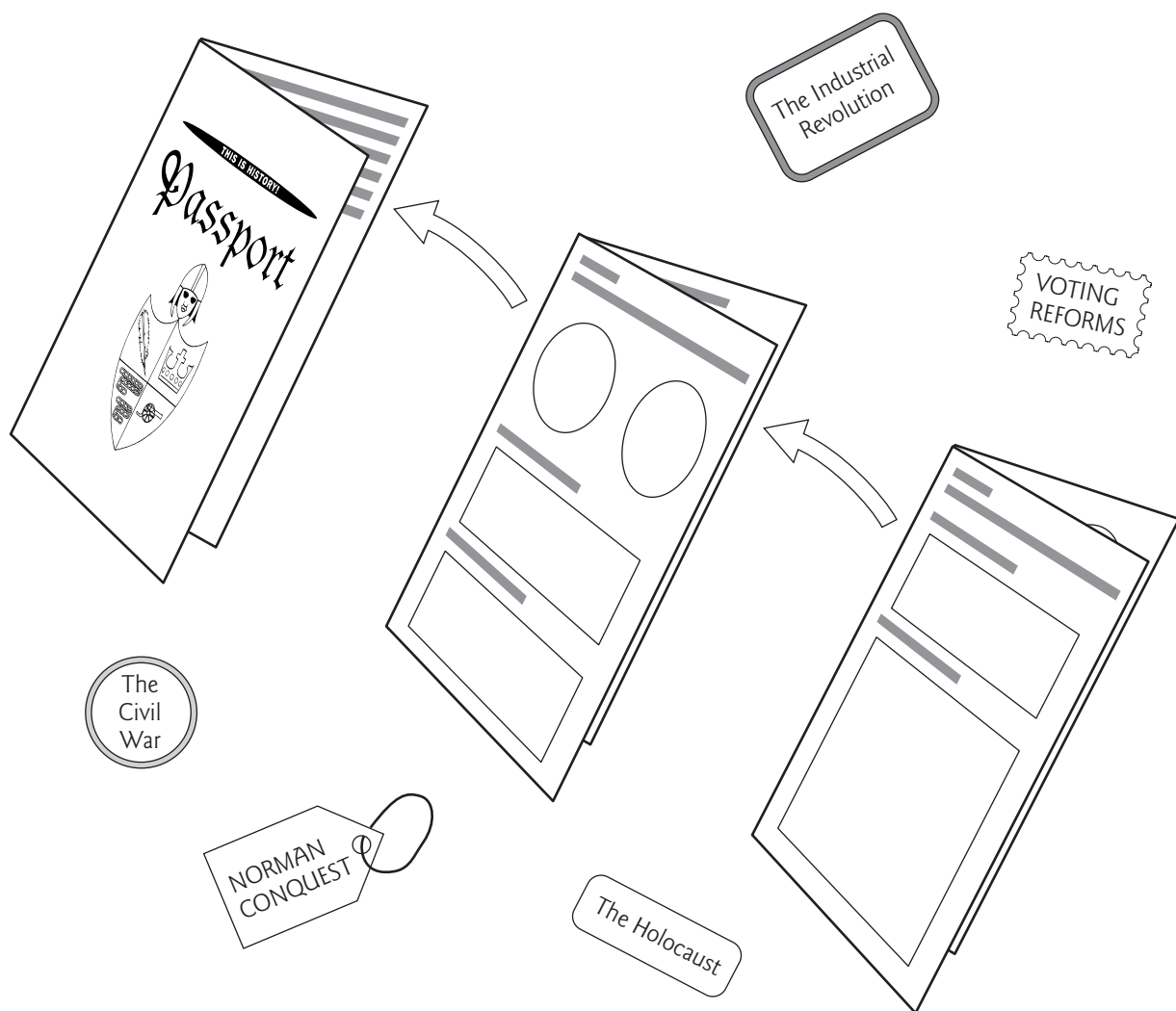
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◆ Coherence and progression: using the *This is History! Passport*



We want pupils to build knowledge, skills and understanding together, across the ten books in this series. We have planned the course carefully and, if it is used appropriately, it should help pupils not only to know more history but also to be better at history and to understand historical concepts better. To help teachers and their pupils to develop a more overt sense of this progressive learning, we recommend that you use the *This is History!* Passport.

On pages 6–7 of this Teacher's Resource Book you will find photocopiable masters that can be used to create a Passport for each pupil, where they can record their progress in developing knowledge, skills and understanding throughout Key Stage 3 and the whole of the *This is History!* course. There is a downloadable version of the Passport on the SHP website (www.tasc.ac.uk/shp).

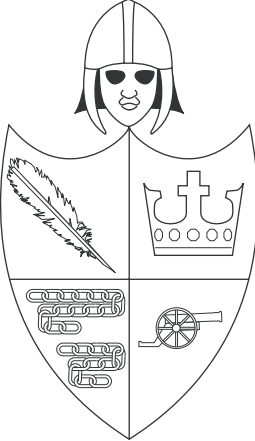
This idea can, of course, be adapted in all sorts of ways if you have the time and the resources. The best 'passport' will be one which you devise yourself, but

what follows is a simple and fun method of recording pupils' development over three years.

The first sheet should be copied onto thin, coloured A3 card and folded twice to form a cover. You could customise the spoo coat of arms before you copy.

The second sheet is a simple template, which should be copied onto A3 paper, then folded to form a four-page inner section. Use as many of these inserts as you wish.

As pupils progress through the course, they fill their Passports with 'visas' – summaries of what they have achieved. Pupils write the topic, skill or concept in the appropriate circle or rectangle, with the date. Each of their entries could be stamped if a school stamp or simple 'Approved' stamp is available. Pupils may revisit some skills or areas of knowledge and understanding and it is a good idea to encourage them to write in a different colour when they do revisit something. Pupils will be able to collect a good number of visas from *The Twentieth Century*, enough possibly to fill a page.

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<p style="text-align: center;">Events or topics</p> <ul style="list-style-type: none"> Life in Roman Towns The Fall of the Roman Empire The Norman Conquest Magna Carta The Black Death The Peasants' Revolt The Reformation The Civil War The Industrial Revolution Voting Reforms The First World War The Second World War The Holocaust The Cold War 	<div style="text-align: center; margin-bottom: 20px;"> <p style="background-color: black; color: white; padding: 5px; border-radius: 15px;">THIS IS HISTORY!</p> <h1 style="font-family: serif; font-size: 2em; margin: 0;">Passport</h1> </div> <div style="text-align: center;">  </div>

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◆ Why use *The Twentieth Century in the classroom?*

There are dozens of textbooks on twentieth-century history. What makes this one different?

1 A course for Year 9

The unit prescribing 'A world study after 1900' has always occupied an unusual place in the Key Stage 3 programme of study. History in the first National Curriculum was to have been compulsory to 16 and the Key Stage 3 course ended at 1900. Then history was made optional at 14 and a unit had to be hurriedly written in to bring Key Stage 3 up to date for those who dropped history at 14.

It has always been a tall order to make a coherent and meaningful course out of it. Even Curriculum 2000, which is less prescriptive than its predecessors, requires a study of both World Wars, the Cold War and the Holocaust. All four of these topics have complex roots, diverse stories and huge implications. The fact that many teachers teach a large number of these events at GCSE has been only partially helpful: the requirements of the GCSE course make it difficult to re-pitch the material for Year 9. There is also the problem of what to leave out for those who choose to do history in Year 10 and Year 11 and what to leave in for those who do not.

The Twentieth Century meets these problems by presenting a unified story aimed specifically at Year 9. The story is this:

What made the twentieth century unique was the way ordinary people's lives were increasingly affected by events from the outside world – the world outside home, family and immediate environment.

This is, of course, an interpretation (as is the view of the authors of the National Curriculum, who seem to suggest that wars were the key events of the century). But it is a single story that pulls together the prescribed events in ways that pupils aged 13–14 can relate to. It is not a watered-down GCSE course. Indeed, it ignores many key GCSE topics, leaving them for older pupils with more time and more pressure from external examinations.

2 Ordinary people

At the heart of this book are ordinary people from all over the world, but that is not to say that the big names are ignored. Lloyd George, Hitler, Roosevelt, Churchill, Truman, Kennedy, Khrushchev, Reagan and Gorbachev all receive proper attention, but the stories told and the voices heard, belong to ordinary people. An underlying concern, at a time when young people are considering whether or not to drop history at the end of the year, is that the subject should appear relevant to their lives. 'Relevance' is a weasel word with many meanings, but at least Year 9 pupils should be aware that history is not something that happens only to famous, remote, named individuals. Everyone has a history.

3 Big issues

The book deals with some of the big historical events of the twentieth century, many of which are still

controversial. Readers are given the space and the sources to enter into the debate about these controversies. Young people aged 13 to 14 are ready to grapple with big issues. The twentieth century posed some of the biggest moral questions in history and this book sets them before its readers. Racism, conscientious objection, nuclear war, nationalism, patriotism, the rights of the individual versus the rights of the state, are all encountered.

4 Organisation and communication

Understanding big events and addressing big questions pose special demands on pupils. Year 9 is not a time to make pupils feel that they cannot do history because it is too hard. This book does not sell them short on serious history, but it offers strategies to help pupils organise and express their ideas and understanding. They will have things to say about these topics, but need specific guidance in finding ways to say them in written form.

5 Active learning and thinking skills

Active learning strategies and activities to develop thinking skills run through the book.

6 Historical skills

This book continues to develop a wide range of historical skills, but it focuses on two: evaluating longer sources and making considered judgements. Previous textbooks have often been criticised for offering only tiny, detached quotations as sources. This book includes several examples of sources where writers, often in personal memoirs, have been quoted at length. It is also appropriate that by Year 9, pupils should move on to handling longer texts and considering their uses as historical evidence. This book also methodically develops the skills of considering arguments and making judgements about major historical issues.

7 Literacy

Making judgements imposes particular literacy demands if the results are to be communicated satisfactorily. The literacy skills for doing this are presented and developed. In this way, as in so many others, the literacy skills developed in history empower pupils to write effectively in other subject areas where this type of writing is required.

This book has been written with a close eye on GCSE and its demands. The kinds of literacy skills that readers are helped to demonstrate here are closely related to the demands of GCSE examinations. In particular, considering interpretations, taking into account opposing points of view and reaching judgements based on evidence (one of the hardest things candidates are asked to do at GCSE) are especially supported in this book. In this way, better history sets up the need for better literacy, and better literacy allows better historical thinking and communicating to take place.

8 Citizenship

The Twentieth Century provides a whole range of opportunities for teaching the skills, knowledge and understandings of citizenship. Pupils have to consider rights and responsibilities, forms of government, protest and human rights, as well as improve their ability to ask questions and work through issues by discussion. Moreover, these are all set in real contexts, with real people making real decisions.

9 A sense of period

Now that it is over, the time has come to try to consider what the twentieth century was like. This book offers one overview and suggests others. There will be many more, but by asking pupils to make

judgements about the whole 100 years, they will be able to put other views in perspective.

10 Part of a coherent course for the whole of Key Stage 3

This book can be used on its own, but pupils would gain more if it were set in the complete **This is History!** course. All the knowledge, skills and understanding outlined in this Introduction are also built into the other books in the course and develop coherently and progressively through it. The common focus on active learning and citizenship issues also makes this a series in which the different books support each other.

◆ An overview of the structure

One of the big curriculum and teaching problems that Key Stage 3 has not really dealt with hitherto is that the twentieth century contains a huge sprawling mass of events, people and issues. This book is structured in such a way as to solve these problems by using a number of repeated devices to impose pattern and order. The book looks like this:

Introduction

This looks back over the Key Stage and introduces the idea of **significance**: is this event important? How do we decide? Pupils are introduced to 'Significance Alley' – a visual device to judge the significance of the big events they are going to read about.

The National Curriculum prescribes three wars, the First World War, the Second World War and the Cold War, for the content of this unit. These make up the three Sections of this book. Each Section contains a number of separate enquiries, but there are several similarities of treatment in order to assist learning and make comparisons. These are:

- ◆ each of Sections 1, 2 and 3 starts with a story of how the war affected an ordinary person, a real person: Harry Bell (1.1), Maurice Micklewhite (2.1), and Conrad Schumann (3.1)
- ◆ each Section has enquiries covering what are probably the usual angles on each war: its causes, nature and consequences (1.2, 1.3, 1.5), (2.3, 2.4, 2.5, 2.6, 2.7) and (3.2, 3.4, 3.5)
- ◆ each Section has enquiries looking at the impact of

the war on the lives of ordinary people: (1.4, 2.2, 3.3)

- ◆ each Section concludes with an assessment of the significance of the war in question, using 'Significance Alley'.

The book ends with a short conclusion:

Conclusion

Right from the beginning, the book raises with pupils the question of what history should be studied, hence the 'Significance Alley' device. The Conclusion opens this question up further, by considering what one 'ordinary' person might have thought was important in the century and then presenting other interpretations of the century for pupils to judge for themselves.

NB For schools wishing to give more time to the First World War, there is a book in the **This is History!** series, called *The Trenches* (ISBN 0 7195 8565 1), by Dale Banham and Christopher Culpin, with a special focus on analysis.

For schools wishing to give more time to the Holocaust, there is another book in the series, called *The Holocaust* (ISBN 0 7195 7709 8), by Ann Moore and Christopher Culpin, which gives full treatment to all the historical and citizenship issues involved in the topic.

Both of these books are fully supported by Teacher's Resource Books:

The Trenches TRB: ISBN 0 7195 8566 X

The Holocaust TRB: ISBN 0 7195 7710 1

◆ *How The Twentieth Century develops the knowledge, skills and understanding of National Curriculum history*

Aspect identified in the National Curriculum	Examples of how <i>The Twentieth Century</i> delivers
Chronological understanding	<p>Chronological understanding is developed throughout the Pupil's Book.</p> <p>At the beginning of Section 1, comparisons are made between 1914 and 2000. On page 15 readers consider how warfare changed over time. The chronology of the outbreak of the First World War is dealt with on page 11 and the main events of the war itself on page 12.</p> <p>The Second World War is similarly dealt with on pages 30 and 42–43, its consequences on pages 58–59.</p> <p>In Unit 2.5 chronology is an important aspect of understanding how, and why, the Holocaust changed over time.</p> <p>The chronology of the Vietnam War is covered on page 79.</p>
Knowledge and understanding of events, people and changes in the past	<p>Making historically-based, factually-supported judgements and explanations is one of the core skills developed in this book.</p> <p>Particular opportunities are provided at regular intervals to judge how far the twentieth-century wars were world wars as well as how much and in what ways people's lives were affected by these wars.</p> <p>Units 1.3 and 2.3 examine the key features of the two World Wars. Pupils have the opportunity to consider who was to blame for the outbreak of the First World War (Unit 1.2) and the Cuban Missile Crisis (Unit 3.3) as well as British reactions to Hitler's foreign policy (1.5).</p> <p>Issues of social, cultural and ethnic diversity recur throughout the book, but especially in Unit 2.5 on the Holocaust.</p> <p>Several enquiries examine causation: Why did the First World War happen? (Unit 1.2) Why did the Japanese decide to bomb Pearl Harbor? (page 47) Why did the US decide to use the atomic bomb on Hiroshima? (2.4) What were the reasons for the Holocaust? (2.5) Why did Conrad Schumann jump the wire in Berlin (3.1) and why did the Cold War break out? (3.2)</p> <p>Trends and links across time are made in Units 1.1 and 1.3.</p> <p>Considerations of significance (National Curriculum 2e) underpin the main tasks in the book, set up on page 4 and then revisited on pages 22–23, 35, 62 and 87.</p>
Historical interpretation	<p>In Section 1 pupils have to consider the interpretation that the First World War was a 'Great War'.</p> <p>On pages 20–21 they have to decide whether the First World War really changed women's lives.</p> <p>In Unit 2.2 they have to consider whether there really was a 'Blitz Spirit'.</p> <p>In Unit 3.5 pupils have to judge whether Gorbachev was a success or a failure.</p>
Historical enquiry	<p>Throughout the book, pupils are taught how to identify, select and use a range of sources of information. Their ability to evaluate these sources, to select and record the information relevant to a specific line of enquiry, and to reach conclusions is developed through a wide range of different activities.</p> <p>The book also goes beyond some earlier National Curriculum publications for KS3, which tended to use very short, often out of context, extracts. At several points long extracts are used to give the real flavour of a personal story, for example Source 1 on page 8 and Sources 1, 2 and 3 on pages 32–33, the stories on pages 44–45, Source 4 on page 49 and Sources 8 and 12 on pages 55 and 57.</p> <p>Particular source enquiries: on pages 20 and 21 pupils examine the role of women in the First World War; on pages 25 and 70 pupils have to evaluate cartoons; the source evaluation in Unit 2.2 on pages 36–41 is central to the main enquiry.</p>

Aspect identified in the National Curriculum	Examples of how <i>The Twentieth Century</i> delivers
Organisation and communication	<p>Pupils are provided with frequent opportunities to communicate their knowledge and understanding of history using a range of techniques, including several specific opportunities for debates as well as substantiated explanations. The extent to which pupils can demonstrate their evidence evaluation skills, their knowledge and their understanding of issues in twentieth-century history is dependent on their ability to organise and communicate their ideas.</p> <p>The range of communication tasks includes a newspaper article (page 9), an interview (page 17), a speech (page 50), a book blurb (page 61), comments on emerging events (page 76) and a film proposal (page 79).</p>

◆ Literacy and Citizenship

Literacy

If a pupil gets better at history, they get better at literacy and vice versa. Literacy skills are necessary to develop the thinking, organising and communicating that history requires. In this way, history provides a context for developing literacy skills comparable to none.

The Twentieth Century develops literacy in a variety of different ways. It develops:

- ◆ the ability to read and use written information
- ◆ speaking, listening, reading, writing and critical thinking skills
- ◆ pupils' ability to plan, draft, revise and edit their own writing
- ◆ the ability to understand, use and write in a range of non-fiction text genres.

Non-fiction text genre	Purpose	Example from <i>The Twentieth Century</i>
Discuss	to present arguments and information from different viewpoints	<p>Section 1.2: pupils decide who was to blame for starting the First World War</p> <p>Pages 20–21: pupils decide whether women's lives were permanently changed by the Great War</p> <p>Pages 28–29: pupils role-play British reactions to Hitler's invasion of the Rhineland</p> <p>Page 34: pupils discuss why evacuation caused such strong reactions</p> <p>Pages 44–45: pupils discuss the contributions made by different people to the Second World War</p> <p>Pages 74–75: pupils discuss the nuclear arms race</p>
Explain	to explain why something happened in the way it did	<p>Section 1.2: pupils explain why the Great War broke out</p> <p>Page 26–27: pupils explain Hitler's rise to power</p> <p>Page 47: pupils explain why the Japanese bombed Pearl Harbor</p> <p>Section 2.5: pupils explain how the war changed Nazi policies towards Jews in Europe</p> <p>Pages 48–51: pupils explain why the US used the atomic bomb on Hiroshima</p> <p>Section 3.2: pupils explain why the two superpowers became enemies</p>

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Non-fiction text genre	Purpose	Example from <i>The Twentieth Century</i>
Persuade	to argue the case for a point of view	Pages 28–29: pupils have to decide what Britain should do about Hitler in 1936 Page 73: pupils have to construct an argument for more arms spending during the Cold War
Recount	to re-tell events	Page 9: pupils describe the shelling of West Hartlepool in December, 1914 Page 37: pupils show how the Blitz affected people’s lives Pages 64–65: pupils recount Conrad Schumann’s story
Report	to describe the way things are	Unit 1.3: pupils describe what the fighting in the First World War was like Unit 1.4: pupils describe how people’s lives were changed by the First World War Unit 2.5: pupils describe Nazi persecution of Jews in Germany Pages 74–75: pupils describe what the effects of a nuclear bomb would be like

Citizenship

The issues involved in studying the history of the twentieth century are deeply concerned with citizenship, particularly issues of democracy and what it means to be a citizen. Whether the statutory curriculum in citizenship is delivered partly through history in your school or not, study of this topic will develop several

aspects of the Key Stage 3 citizenship curriculum. Moreover, the important issues are considered in a real historical setting, not in abstract or hypothetical situations. The table below shows where and how several KS3 citizenship areas are dealt with in *The Twentieth Century*.

Aspects identified in the National Curriculum for citizenship	How <i>The Twentieth Century</i> delivers
Knowledge and understanding about becoming informed citizens	The whole structure of the book encourages pupils to think about the twentieth century and what it meant to live through it. Pupils have to think about democratic processes. They have to think about the individual and the state, and how much each owes to the other, for example in: <ul style="list-style-type: none"> ◆ Unit 1.4: Why did people rush to join up in 1914? Why did the state need to conscript people? What rights did people who objected conscientiously to conscription have? ◆ Unit 2.5: How did Hitler deprive Jews of their rights as citizens? ◆ Unit 3.2: What were the rights and benefits of living under capitalism or communism?
Developing skills of enquiry and communication	<i>The Twentieth Century</i> makes a significant contribution here as it develops the key skills identified in the programme of study. Throughout the Pupil’s Book, readers have to: <ul style="list-style-type: none"> ◆ analyse information and sources ◆ justify a personal opinion orally and in writing ◆ contribute to class discussions and debates.
Developing skills of participation and responsible action	<i>The Twentieth Century</i> provides opportunities for pupils to use their imagination to consider other people’s experiences and to think about, express, and explain, views that are not their own. These are explicitly encouraged through many of the activities, a number of which deal with controversial topics requiring different viewpoints to be developed and defended in discussion, for example: <p>Pages 18–19: Can governments order you to kill? Pages 26–27: How did Hitler win power? Pages 50–51: Was Truman right to order the dropping of the atomic bombs on Japan?</p>

INTRODUCTION

A model for summative assessment

The focus on formative assessment does not do away with the need for summative assessment. Sensitive and informed summative assessment is still one of a teacher's most important responsibilities. Each pupil will, at some point, need to be judged to the best of your ability against the levels of attainment.

The Activities in the Pupil's Book therefore aim to provide some ideal opportunities for you to formally assess and record pupils' performance. Your choice of tasks for summative assessment will depend on your overall plan for KS3, but the main tasks, for example:

- ◆ Activity B on page 23 (also pages 62 and 87) – Significance
- ◆ Activity C on page 39 – Interpretations
- ◆ Activity page 47 – Causation
- ◆ Activity page 64–65 – Causation
- ◆ Activity A page 70 – Source Evaluation

aim to generate worthwhile and (usually) written outcomes, which allow pupils to show what they can do.

To help you further in selecting suitable tasks, the detailed notes for each unit (pages 18–24 of this book) summarise the main learning objective for each enquiry so you can select the tasks appropriate to your assessment scheme. Over the course of the book all aspects of the knowledge, skills and understanding

prescribed by the National Curriculum are covered (see page 10 of this book).

There are many ways in which teachers could record pupils' performance in these formally assessed pieces of work as a more helpful step en route to a National Curriculum level. For example, teachers may generate four (or more) bands of performance. An example of how one of the Activities from the book could be used in this way is given below, with a task-specific mark scheme.

But before that, here are two important reminders:

- ◆ Summative assessment can be made part of assessment *for* pupils' learning if the demands of the assignments are made explicit and pupils receive personal feedback on their performance. Your own marking and feedback will benefit from a task-specific mark scheme and for these purposes performance should not normally be expressed to the pupil in National Curriculum levels.
- ◆ This final summative assessment of a pupil, perhaps at the end of a key stage (or more often if that is required), will make use of all the data that you have accumulated in your marking and in listening to your pupils, to award a National Curriculum level. A pupil's portfolio of assignments will provide most information, but this will be mediated by the teacher's personal knowledge to provide the 'best fit' described in QCA guidance.

Example of a four-band mark scheme

'Women's lives were totally changed by the war'

Write a response to this statement, explaining whether it is accurate.

Lowest: Accepts assertion in statement. Picks some items from sources or text to support this, but doesn't draw out the implications. May also comment that women's lives changed back when the war ended.

Pupil may write:

Yes, the statement is correct. Women's lives were totally changed. Some women, like Lottie Wiggins in Source 16, went to work in a munitions factory. Some worked on the roads, like the women in Source 18, and 50,000 worked on the railways. But after the war, women were expected to give up their jobs.

Middle: Describes changes in women's lives, with reference to their lives before the war. Selects relevant items from source and text information. Notes that many of the changes were not permanent.

Pupil may write:

Before the war, many jobs were closed to women. During the war, women were required to do all kinds of work which had always been done by men because so many men were now in the army. This included

hard work such as mending roads – see Source 18 – or long hours, as Lottie Wiggins describes in Source 16. Women workers on the railways increased from only 9,000 in 1914 to over 50,000 by 1917.

The statement is true for the war years, but at the end of the war women were expected to give up these jobs, and by 1921 slightly fewer women were working even than in 1914 – 31% against 32%.

High: Compares situations before and during the war. Explains why this had to happen. Notes contradictions in the wartime situation. Compares post-war situation with pre-war.

Pupil may write:

Before the war, women did different jobs from men. They were lower-paid. Married women were not expected to work. When so many men were needed in the armed services in the war, Britain faced a shortage of workers. Women had to step in, so the statement is correct that women's lives were changed by the war. One such woman was Lottie Wiggins, who describes her new situation in Source 16. The fact that many women had changed lives is also shown by the statistics of women in work. . . [quote from figures in text]

Yet, even though their lives were changed, many women were still doing the same things – working as secretaries, cooking and cleaning. So the statement is only partly true.

Furthermore, it is only partly true because many women were made to return to their old, restricted lives once the war was over. Source 20 explains what happened all over Britain – they had to go back to domestic life. Even worse, the newspaper says 'there is no reason to feel sympathetic' towards them. However, the government did, and women over 28 were given the right to vote in 1918.

Highest: Comments on attitudes before the war and how these had to change. Describes women in the war, but notes contradictions and evidence of old attitudes even in war years. Explains return to pre-war attitudes in 1918, but notes that some women gained the vote. May suggest that the situation was not really the same as in 1914. Uses sources and text selectively to support these observations.

Pupil may write:

Before 1914, women were not expected to do heavy work, skilled work, or reach the top. They were held to be incapable of doing these things. . .

During the war, millions of men were in the armed services so women were called on to do things that they had not done before, such as work in factories, like the woman in Source 17, who is doing work which looks both skilled and heavy. They also worked on the railways, on the roads, on the land. . . [give figures here]

But even in the WAAC and the VAD, women often found themselves doing what they had always done: cleaning, cooking, nursing. They were certainly not called upon to fight. . .

Attitudes did not change much, even though women were working alongside men. Dorothy Poole, Source 19, describes the hard time she received from other workers who were resentful of her presence. In the same way, Source 20 reveals contemporary views that the war was exceptional – women had to 'return to their pots and pans'.

However, despite this, many women won the vote in 1918 and their experiences could not be wiped out. Women's lives were changed, irrevocably.

References

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