

DETAILED NOTES

Introduction: 'Now that's what I call important...!'

- ◆ Pupil's Book pages 2–4
- ◆ Worksheets 1, 2 and 3

The Pupil's Book presents a view, an interpretation, of the twentieth century. By Year 9, pupils should be familiar with the idea that most of what we read, see or hear about the past is someone's interpretation of events, but they may not have considered that this applies even to textbooks. In the author's opinion, to regard the three wars as the most important events of the century is to take a view which puts Europe and the USA at the centre and prioritises political, diplomatic and military history. For people in other parts of the world, and for ordinary people busy with their ordinary lives, the three wars may not have been as central.

This analysis is made explicit on page 4 (and again on page 90) and underlies the main features raised in the Introduction, which are:

- ◆ a history curriculum is a selection of topics
- ◆ pupils can hold their own views about what topics are significant enough to go into a history curriculum
- ◆ selection requires criteria for judging significance.

Pages 2 and 3 encourage pupils to be aware of their own curriculum and their own learning. Through discussion, they develop criteria for significance, first by using items they can remember from earlier in KS3, or even further back, and then by applying them to some given events from the twentieth century. **Worksheet 1** supports Activity B1 on page 3, as a card-sort and **Worksheet 2** assists the development of pupils' own criteria for significance in Activity B2.

You could make this still more personal to the pupils by getting them to consider **significant events in their own lives**.

Stage 1: They each write down the most significant thing that has happened to them (personally) in their lifetime. Pool the class's ideas and then try to group the events under these headings, or think of your own classifications:

- ◆ accidents
- ◆ changes
- ◆ removals
- ◆ relationships
- ◆ conflicts
- ◆ holidays.

Stage 2: Discuss what makes these events significant and what criteria were being used to select these events.

Page 4 pulls together the pupils' own suggestions by offering six criteria. These are given a visual image as six skittles. The significance of the three wars which go to make the three sections of the book will be measured by using these skittles. Pupils will judge

whether the wars they study have a powerful impact on each criterion (or knock the skittle over). A really significant event will knock over more skittles.

Worksheet 3 is used for the Review Activities on pages 22–23, 62 and 87.

Pupils may have developed criteria which are different from, or expressed differently to, the wording on the skittles. If the teacher thinks the pupils' choices will work as the continuing Task through the book then there is no reason why they shouldn't use them, altering the wording on **Worksheet 3** accordingly.

◆ Section 1: The Great War

Unit 1.1 Meet Harry Bell

- ◆ Pupil's Book pages 6–9
- ◆ Worksheet 4

We start our coverage of the 'big events' as we mean to go on, by introducing a real, 'ordinary' person, whose life was deeply affected by them. Harry is about the same age as the pupils using this book, but leads a very different life. The differences make up the Activity on page 7, supported by **Worksheet 4**, which would work well orally and/or in groups.

Note on Research challenge, page 7: As explained on page 8 of this Teacher's Resource Book, this book has been written to provide a course that is teachable to Year 9 in the time available to most schools. This has meant some tough decisions about what to leave out. Teachers will, of course, add in their own favourite bits of twentieth-century world history, but the Research challenges in the book suggest other angles that might be worth following up if time allows.

Turn the page, and the Great War comes through Harry's roof. Source 1 should simply be read aloud. This might be a good point to look ahead with the class and discuss whether they think all twentieth-century wars are going to have heavy civilian casualties and if so, why wars are now like this.

Another way of opening the topic of the Great War is to visit your local war memorial. These memorials may be familiar parts of the local street scene, often passed by, but are surprisingly effective in raising all kinds of issues. Pupils could consider questions such as:

- ◆ How many people died in this area?
- ◆ What was the population at that time, and what proportion of this was made up of males of military age? (About a quarter of the total population.)
- ◆ If the memorial also commemorates the dead of the Second World War (and other wars), how do the numbers compare?

- ◆ What surnames can they recognise?
- ◆ In areas of greater population mobility, how many of the great-grandparents took part in the war? What did they do?

Unit 1.2 Why did the Great War happen?

- ◆ Pupil's Book pages 10–11
- ◆ Worksheets 5 and 6

This enquiry serves to reinforce an aspect of historical understanding that they will already have encountered in KS3: that big events have multiple causes which are often linked. It is this linking of causes that gains top-level marks at GCSE.

In this case, the long-term causes of the Great War are characterised as six sticks of dynamite. Activity A on page 11, supported by **Worksheet 5**, allows pupils to develop their understanding of these causes and the links between them.

An extension to these pages could address the important question of who was to blame for the war. **Worksheet 6** supports such an investigation, with a brief organising table and a writing frame. It is worth at least raising the issue of blame so that the terms of the Treaty of Versailles (Unit 1.5) can be better understood.

Unit 1.3 What happened on the battlefields?

- ◆ Pupil's Book pages 12–15
- ◆ Worksheets 7 and 8

This is one of the places to remember that this is KS3, not GCSE. One reason why the Twentieth Century World History Unit has not always been successful is that the pitch is set too high. Pupils don't have to learn the precise details of events for a factually-demanding examination, so relax! They need to know enough to make sense of the events described here, but big pictures and impressions are what matters.

If you find that you do want to spend more time studying the First World War there is a book dedicated to it in the **This is History!** series – *The Trenches*, which builds the whole enquiry around the famous 1916 film *The Battle of the Somme*.

Pages 12 and 13 give an overview of key moments and theatres of the conflict, with a timeline. Start with the timeline and use it to work through the key events, using the pictures. A map would be useful – we have provided this on **Worksheet 7**.

Pages 14 and 15 investigate why the war was so different from earlier conflicts. Pupils using *The Norman Conquest* and/or *King Cromwell?* in the **This Is History!** series should be able to go back to the key features of the wars covered in these books, using the prompts in the Activity. Even if not using these books, there should be an opportunity to contextualise this new knowledge by setting it in recalled past learning. Alternatively, the comparisons in the Activity could be an encyclopaedia or internet search topic. Already, the twin focus on technology and people's experiences should be emerging as one of the main points of

comparison. **Worksheet 8** supports the Activity, no matter how it is approached.

Unit 1.4 What happened on the Home Front?

- ◆ Pupil's Book pages 16–23
- ◆ Worksheets 9, 10, 11 and 12

This investigation starts with a definition of total war. No longer were wars fought by small armies while the rest of the population got on with their lives more or less unaffected. Twentieth-century wars would only be won by the state which had the most resources and, where these were more or less equal, as they were in the 1914–1918 war, most effectively mobilised its people. There are obvious citizenship issues to be raised, either here, or later when we examine the impact of total war on conscientious objectors and women. On the whole, we shall see that this call by the state to the people of Britain to change their lives, maybe even to die, was met with willingness and even enthusiasm, especially in the early months of the war.

At the heart of this investigation is empathy. Empathy is about trying to understand the attitudes, values and beliefs of people in the past and is essential to the study of history. It is not a soppy 'Imagine you are...' exercise. It is necessary especially where, as in this enquiry, people's behaviour is a mystery in terms of our own values. Having read Unit 1.3, pupils know what is in store for the young men described here. So why did the people in Sources 3 and 4 rush to be shot at? Only by reading the sources and using empathy can pupils understand that they are dealing with a society with a different system of values.

One way of tackling this issue is to start with Source 4: a familiar setting for an extremely unfamiliar activity. The problem is then clear; Sources 5, 6, 7, 8 and 9 help to explain what they felt. A brainstorm of words to describe the motives of the volunteers will show whether pupils can find the empathy to explain these events.

Empathy for conscientious objectors (pages 18–19) may be even harder to comprehend. Start with the term conscientious objector and unpack it. Pupils may know about religious pacifism, but Source 10 makes clear the fact that many COs (in fact most of them) were socialists.

Then look at the motives of those who had to decide whether the COs were genuine, and those in the army who found themselves dealing with recruits who had had their applications refused, but were determined to carry on their objection. The punishment described in Source 13 is ferocious. Can pupils explain why? In the Second World War, the right of conscientious objection was recognised. What had been learnt from the treatment COs received in the First World War which led to such a different attitude?

Amnesty International and the Quakers (Society of Friends) will supply information on conscientious objection in countries where conscription is in practice today, and where the treatment meted out to COs is

not dissimilar to how they were dealt with in Britain in the Great War.

This enquiry ends with an examination of how women were affected by the war, on pages 20–21. To some extent, this enquiry plays off the assumption that the war was women’s great chance and that it changed women’s roles in Britain. Even if pupils are not at all aware of this interpretation, the text sets it up. It lists the disabilities placed on women in the early twentieth century, then sets up a simple contrast through the sources. At this point pupils could list the changes the war made. Then turn to Sources 19 and 20, which show another side to the story. The Activity on page 21 gives pupils practice at a typical GCSE-style question, but one which many candidates find hard so a brief plan has been given. The war had other effects on civilians.

Worksheets 9 and 10 suggest further areas for investigation which would make good homework Activities.

This enquiry ends with the first repeat of the Significance Alley Activity. How significant is the First World War? Pupils are reminded of the six skittles – the six criteria – and given eight statements, which may or may not have an impact on one or more criteria.

Worksheet 11 supports Activity Stages 1 and 2 in conjunction with **Worksheet 3**.

Worksheet 12 adds eight longer-term consequences that the pupils cannot be expected to know about yet, but which will help their understanding and refine their judgement.

Unit 1.5 *From war to war*

- ◆ Pupil’s Book pages 24–30
- ◆ Worksheets 13, 14 and 15

The purpose of this enquiry is to explain why war broke out again only 21 years after the end of the Great War. The issues involved here are a major element in GCSE Modern World courses, often taking a large amount of teaching time. However, this is Year 9: they do not need to know the intricacies of inter-war diplomacy, but they do need to have an overview of events in order to set Section 2 in context. The unit therefore provides concise coverage of the Treaty of Versailles, Hitler’s rise to power, and his aggressive foreign policy.

Pages 24–25 summarise the Treaty and, especially, reactions to it. Two critical reactions are shown in the cartoons, Sources 3 and 4. Pupils find cartoons difficult and **Worksheet 13** assists with this analysis.

Then we move to Hitler, his views and rise to power. **Worksheet 14** supports this by providing cards for the Activity on page 27.

There is only passing reference here to Hitler’s anti-Semitism. This is returned to in Unit 2.5, but also in *The Holocaust* in the **This is History!** series, where pupils focus on racism as a factor in Hitler’s rise to power.

Finally, pupils think about how Britain could have reacted to Hitler’s foreign policy. **Worksheet 15** supports stage 1 of the Activity on pages 28–29.

◆ **Section 2: The Second World War**

Unit 2.1 *Meet Maurice Micklewhite*

- ◆ Pupil’s Book pages 32–35
- ◆ Worksheets 16 and 17

After a brief explanation of why evacuation was necessary, we start with an evacuee’s story. Even Year 9 pupils might find the prospect of being sent away from home, to an unknown destination, for an unknown period, quite unsettling: they might like to think about this. The first evacuee described happens to be Michael Caine. The story is told at length so that pupils can explore some of the emotions and appreciate his experiences. Simply read and talk about the story, the people involved, how they behaved and how they may have felt.

Worksheet 16 supports the follow-up Activity A on page 33 by providing a blank newspaper front page.

Worksheet 17 provides the extra resources referred to in Activity B on page 33. Pupils would be grateful for a lead from the individual stories to some generalisations – that is what history has to do.

Pages 34–35 begin to take us into this more analytical territory by looking at the culture clash produced by evacuation. The ‘Reasons’ given on page 35 set up the situation for Unit 2.6.

Other points you might want to add in to the discussion include:

- ◆ London children (and their teachers and parents) objected most strongly to the assumption held by many country people that all Londoners were slum-dwellers who were uncouth, poor, ignorant, etc. (This comes through in Maurice Micklewhite’s mother’s attitudes.)
- ◆ On the whole, middle-class families in host areas tried to avoid taking evacuees; most evacuation situations involved working-class families looking after working-class children.

Unit 2.2 *Living through the Blitz*

- ◆ Pupil’s Book pages 36–41
- ◆ Worksheets 18 and 19

The aim of this enquiry is to examine how and why interpretations of history are made. It would be useful to remind pupils of other ‘interpretations’ work they have done in KS3 and to point out that they are going to be looking at an interpretation created at the time, not afterwards.

Pages 36–37 set up the horrific impact of the Blitz. Source 1 gives a very personal reaction. As elsewhere in this book, examples have deliberately been taken from places other than London (in this case Bristol) because so many textbook sources are drawn exclusively from London’s (untypical) experiences. A nice way of getting into the situation is to give out one of the smallest sized ‘Post-its’ to each pupil. Each pupil draws a tiny sketch of the person next to them. They then exchange these sketches and stick the picture of ‘themselves’ on to a picture-source in the book (for example, Source 2 or Source 3). Ask pupils to give themselves names and

then note down answers to the prompts to the questions in Activity A on page 37.

Straightforward enquiry about the Blitz could lead into the problems it caused (see Activity B, page 37), or into local history. Many towns and cities have published accounts of local bombing, but newspapers are a good source if not.

The interpretation – the existence of a ‘Blitz Spirit’ – is opened up on pages 38–39, and starts by defining what ‘Blitz Spirit’ was. Link the three sources 5, 4 and 6, with the three bullet-points on page 38. Activity A supports this. Then we move to understanding how it might have been created. Source 7 is used as a model in Activity B, which pupils attempt for themselves with Sources 8A or 8B.

It is not, of course, possible for pupils to reach a definitive conclusion as to whether there was or was not a Blitz Spirit. However, they need to address the idea that governments, even in democracies, can create impressions of what is going on and that these need to be tested against other information. Two pages of Sources, 40 and 41, give room for some analysis and the reaching of personal conclusions, having discussed Activity C on page 39. **Worksheet 18** supports this.

Finally, a suggestion is made on page 41, that pupils do some oral history research. It would certainly fit the philosophy of this book, about the importance of ordinary people’s stories and of pupils making their own history, if they did. **Worksheet 19** gives them some detailed practical suggestions.

Unit 2.3 *A ‘world’ war?*

- ◆ Pupil’s Book pages 42–45
- ◆ Worksheets 20 and 21

This starts with an overview of the military/territorial/chronological history of the war, parallel to Unit 1.3. The timeline is again the base, with the pictures to help the story. The Activity on page 42 ensures that pupils are active in developing their understanding of these events. **Worksheet 21**, on turning points, supports this Activity. The answers to Question 1b in the Activity are:

Source 1: Dunkirk, 1940

Source 2: Battle of Midway, 1942

Source 3: Red Army reaches Berlin, 1945

Source 4: Soviet victory at Stalingrad, 1943

Pages 44–45, as the sub-headings indicate, lead from the big picture to the small stories. In groups, pupils could take one person and research the bigger context for that individual’s personal war: Why were they there? What was it like? Who won? Why? How does the story of that person, in that place, fit into the big story of the whole war? **Worksheet 21** supports the Activity.

Unit 2.4 *Why did the Americans drop the first atomic bomb?*

- ◆ Pupil’s Book pages 46–51
- ◆ Worksheets 22, 23, 24 and 25

The aim of this Unit is to examine the motives and different moralities involved in the decision to drop the

atomic bombs on Japan in August 1945. First, a brief enquiry is required to explain the war in the East. The Activity on page 47 examines the reasons for what is apparently an inexplicable event: the Japanese attack at Pearl Harbor on 7 December 1941 – the ‘day of infamy’ as President Roosevelt described it. The task lends itself to a card-sort exercise, for which **Worksheet 22** provides the resources. When the items have been grouped on the desk, pupils will need a frame to turn it into a piece of extended writing. This kind of causation exercise is a very familiar style of writing and it might be better to model with them which stylistic conventions will be needed: ‘The main reason...’, ‘An important reason...’, ‘Another reason...’ and so on.

We then move to the events surrounding the Hiroshima decision. The background is given on page 48 and then Source 4 on page 49 should just be read. Together, these are intended to provoke pupils into having strong enough opinions to motivate them for the debate set up in the Activity on page 49 and developed in the Activity on page 50. Further stimulus might be provided by examining the allied bombing of Baghdad in the war of 2003.

Worksheet 23 provides a copy of the table on page 50 and **Worksheet 24** gets pupils started on writing their speech for a debate. **Worksheet 25** provides the material for an extra piece of work, perhaps as an alternative to the Activity on page 50, or as a homework on the bombing of Hiroshima.

Unit 2.5 *Why did the Holocaust happen?*

- ◆ Pupil’s Book pages 52–57
- ◆ Worksheets 26 and 27

If you decide that you want to spend more time on this topic, there is a book devoted to the Holocaust in the **This is History!** series. This looks in depth at the causes of the Holocaust, the stories of survivors and victims, and provides a critical analysis of the sources that we use to study the Holocaust.

This book gives the alternative, minimal approach: three spreads, focusing on its roots in Germany and elsewhere, the early attack on the citizenship rights of Germans who were Jews, the beginnings of mass killings and, finally, the gas chambers.

It is recommended that schools get in touch with a Holocaust survivor to come and talk about their experiences, if at all possible. However, survivors’ testimonies have been used in this section of the Pupils’ Book as well.

The main purpose of these three spreads is to set out what happened. This is done using the timeline supported by **Worksheet 26**, which should be photocopied on to an A3 sheet, or which could be created as a larger version on the wall of the classroom or on a whiteboard. Pupils create each box in turn, making a note to add to a big timeline in a gradually unfolding story.

Chronology is important. Firstly, it helps to make it clear to the pupils that anti-Semitism predates Hitler. Examples from medieval English, or nineteenth-century European history abound.

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The story is broken by the personal testimonies in Sources 3, 7, 8, 12 and 13. These reveal the ordinariness of Jewish life in Europe and the ordinariness of Jews – they were not victims waiting to be persecuted. Look, for example, at the attribution to Source 3, about Walter’s family, and the pleasant group of kids in Source 13.

There is a change of gear on page 54, when war breaks out. War meant that millions more Jews came under Nazi rule (Jews only made up 0.5% of the population of pre-war Germany). It also opened up the scope for violence – look at how easy it was to drift from wartime soldiery into the *einsatzgruppen* actions described on page 55. The Discussion box on this page begins to open up moral issues before they are raised more fully on page 57.

Pupils usually want to discuss the issue of blame. **Worksheet 27** suggests just how wide the scope of blame might go.

Unit 2.6 *How did the Second World War change the world?*

- ◆ Pupil’s Book pages 58–59
- ◆ Worksheet 28

Back into overview mode again. The aim of this simple single exercise is to trace some of the global consequences of the Second World War. **Worksheet 28** provides the tools to do this.

An interesting way into this would be to take each of the consequences and ask ‘what if...?’

- ◆ What if European nations still had vast empires?
- ◆ What if Europe was still disunited?
- ◆ What if the UN did not exist?
- ◆ What if Israel did not exist?
- ◆ What if the USA and USSR had not dominated the whole of the second half of the twentieth century?
- ◆ What if nuclear weapons had never been invented and used?
- ◆ ...would our lives be different?

Unit 2.7 *Why did William Beveridge take on the Five Giants?*

- ◆ Pupil’s Book pages 60–62
- ◆ Worksheet 29

It is unfortunate, and unjustifiable, that so few schools do any twentieth-century British history apart from the Home Front topics covered in this book. One topic which puts a great deal of subsequent and current British history in context is the development of the welfare state, just after the war. It was carried out largely because of the war and still deeply and distinctively affects British political life. **Worksheet 29** provides support for showing how wartime events and attitudes led to the Beveridge Report and its huge popularity.

Pupils should be introduced to the Five Giants. Their KS3 history, including earlier sections of this book, will give them some idea of what the ‘giant’ was like. Then skip to how the ‘giant’ is dealt with today. Compare this with the system described in the three bullets on page 61.

Review Activity A, which concludes the Section, works in the same way as the comparable Review Activity on pages 22–23, but this time pupils find their own events and judgement to use with **Worksheet 3**.

◆ **Section 3: The Cold War**

Unit 3.1 *Meet Conrad Schumann*

- ◆ Pupil’s Book pages 64–65
- ◆ Worksheet 30

The Section on the Cold War (the third of the wars prescribed in this unit of the National Curriculum) starts, as the other sections do, with a personal story. Set in Berlin, it demonstrates the division of the world caused by the Cold War – the tensions, the hostility, and its impact on ordinary people.

The mystery/card-sort in the Activity on page 64 is supported by **Worksheet 30**.

Poor Schumann did not live the life he had perhaps hoped for when he made his jump. He was frozen out by his family in East Germany. He got a humble job in a car factory in Bavaria and eventually committed suicide.

An alternative opening activity, with strong SHP rationale, would be to take an item from recent news which has Cold War links, and show how, in GCSE Modern World Study fashion, it is only explicable by investigating the history of the Cold War. For example, hostility between Cuba and the USA or between North and South Korea. Also, references are often made to the ‘former USSR’ or ‘former communist’ countries like Ukraine.

Unit 3.2 *What was the Cold War?*

- ◆ Pupil’s Book pages 66–71
- ◆ Worksheets 31, 32 and 33

The Cold War is not widely taught at KS3, even though it is statutorily prescribed. This may be because in many schools there is little resourcing available for pupils at the right level, but it should be covered. After all, it cannot be right to serve up a course of history which purports to take pupils up to the present, but actually peters out before the twentieth century has reached its halfway mark. Nevertheless, it is not an easy topic: it appears highly political, its conflicts are many and diffuse and, perhaps most of all, the Cold War ended before current Year 9 pupils were born.

In this first enquiry we have tried to keep a light touch as we survey the main issues. It is an overview designed to be taken at pace. Each of the spreads might just be discussed. The only really critical sustained task is on page 67.

We present some of the difficult concepts in the Cold War by means of a ‘recipe’, with ‘ingredients’. In overview, the Cold War required: two superpowers, different underlying beliefs, suspicion and

misunderstanding, propaganda, nuclear weapons and spies.

NB There have been some interesting experiments within the Key Stage 3 Strategy in using the recipe form to write about historical events. It is a good genre because writing a recipe can really help to focus the mind on what the essential ingredients are. In this example we have done the recipe-writing, but you could develop this exercise significantly in your own way if it grabs your or your pupils' imagination.

Worksheet 31 supports the Activity on page 67 by providing the ideological differences on sorting cards.

Worksheet 32 extends the text – it examines further the reasons for hostility between East and West in Europe and how each side might have explained their position.

The story strip on pages 68–69 explains some reasons for and examples of mutual suspicion. The Activity on page 69 asks pupils to see events through the eyes of either side. The three suggested thoughts belong best in Frames 3, 2 and 5 respectively.

When tackling the Activity on page 70, you may find that **Worksheet 13** can be reused to help with analysing the cartoons.

Activity B on page 71 is an important task for the next 12 pages. It is supported by **Worksheet 33**, which provides a copy of the grid.

Unit 3.3 *'Thirteen days of dread'*

- ◆ Pupil's Book pages 72–77
- ◆ Worksheets 34 and 35

The Cuban Missile Crisis forms the climax of this enquiry. It is widely studied and rightly so. However, without an understanding of the nuclear arms race and the intensity of the crisis, then the real fear that this could be the end of human existence is completely missed. Khrushchev told Kennedy at one point: 'If the US insists on war, we'll all meet together in hell'. US Secretary of Defense Robert McNamara described walking in the White House garden at dawn on 28 October 1962, surprised to still be alive. It was a scary time.

Pages 72–75 therefore attempt to show just how terrifying this arms race was, starting with the global arms race and moving to a local example. **Worksheet 34** is intended to be used in your locality, putting your city/town/village at the centre. Pupils could use it with a local atlas to see what kind of effect a nuclear strike would have. The important issue is distance from the centre rather than exact location, so all that matters is that pupils get features in the right concentric circle.

Source 6 on page 75 shows just how many places in the UK were targets.

The actual Cuban Missile Crisis is dealt with as a news agency in-tray exercise, using **Worksheet 35**. This would work best copied onto A3 paper, so that the telex message is clear and to give space for the pupils to write notes on each one, according to the Activity on page 76.

If you are familiar with news room simulations, you will know of some techniques to add flavour and engagement.

- ◆ Pupils can work in groups, in which case it is ideal for them to work in separate rooms.
- ◆ If they are working in the same room, provide screens between the groups.
- ◆ Give out the telexes in strict sequence. Do not allow too long for the group to consider it. A sense of pace is vital.
- ◆ Do not have copies of the Pupil's Book to hand. They need to *not* know what is coming next.
- ◆ Ensure that the pupils pass their message on to someone – each group must send a runner to you with their annotated telex. They should not be able to revise what they have first said.
- ◆ If facilities allow, turn this into a computer exercise. Dedicated software exists to run such simulations.

The de-briefing, after the exercise has been completed, is as important as the exercise itself. Start with 'What happened?' and 'How did your own views evolve?' and then move on to more evaluative and interpretive questions, for example:

- ◆ Why is this enquiry called 'Thirteen days of dread'?
- ◆ Who was to blame?
- ◆ Who won?
- ◆ Who behaved better?
- ◆ Who was the better leader?

Unit 3.4 *Four stories from the Vietnam War*

- ◆ Pupil's Book pages 78–83
- ◆ Worksheets 36 and 37

The aim of page 78 is to deal with the several 'hot wars' of the Cold War because, once again, KS3 pupils do not need to know about them all. **Worksheet 36** supplies the worksheet for the Research Task.

The Activity on pages 79–83 uses film to bring pupils into the story of the Vietnam War. Use the timeline and the text to lay out the background. Some clips from Vietnam movies would set the scene. We recommend either the scene in *Forrest Gump* where Lieutenant Dan loses his will to live, or the scene in *Apocalypse Now* where Marlon Brando says 'we can't beat these people'.

One obvious strategy is for four groups to each take one of the four scenarios below, but it is important for all pupils to get some idea of all the stories. One way of doing this would be for each group to be bidding for the money of a wealthy backer who will fund one more Vietnam film. Another would be to imagine that all four films have been made and to hold a mock Oscar ceremony. **Worksheet 37** gives a blank proposal for film-makers to develop their scenarios.

- ◆ *The civilian's story* tells us about the impact of the war on Vietnamese civilians, through the famous case of Phan Thi Kim.
- ◆ *The guerrilla's story* describes the importance of guerrilla warfare and the terrible pressures it put on participants.
- ◆ *The GI's story* describes the effect of fighting a guerrilla war on US conscripts.
- ◆ *The President's story* examines the decisions taken by US leaders.

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The concluding discussion should use pupils' experiences of this task to illustrate some of the differences (and overlap) between fact and fiction.

Unit 3.5 *Mikhail Gorbachev: success or failure?*

- ◆ Pupil's Book pages 84–87
- ◆ Worksheets 38, 39 and 40

This enquiry leads up to a judgement on Gorbachev. It could be worked up to a proper trial with witnesses and a jury. It certainly needs to be brought up to date with some data about Russia today. This would be a good opportunity for an internet research project, in which pupils look for news items which indicate how far Gorbachev's hopes and fears have been met. Were the people of Russia better off in 1985 than they are now? A good place to start is the BBC's website. Try searching 'collapse of USSR' and go to the clickable map for views from ordinary people.

Worksheet 38 supports the first Activity, on page 85, which matches up Gorbachev's problems with his solutions.

The Activity on page 86 deliberately encourages fence-sitting. History provides an important experience for pupils in suggesting that there are different interpretations of the same event. Several examples have been provided in this book. Furthermore, although in some cases it might be appropriate to encourage pupils to make a decision between interpretations, in other cases it is not. Recent history often provides examples of historians saying 'it's too early to say'. Gorbachev's reputation is one of these. The Activity on page 86, supported by **Worksheet 39**, encourages pupils to compile evidence on each of the cases for and against Gorbachev.

Review Activity

Page 87 returns to the significance Review Activities which were used at the end of Sections 1 and 2. Activity A reviews the significance of the Cold War, using **Worksheet 3**. Pupils may need more help with this than with the better-known Section 2. It might therefore be helpful to carry out Review Activity C

before completing A, as it takes an overview of Section 3. **Worksheet 40** supports this.

Review Activity B works in the same way as before.

◆ Conclusion: Was there more to the twentieth century than war?

- ◆ Pupil's Book pages 88–91
- ◆ Worksheet 41

Right from the beginning of the book, pupils have been made aware that the National Curriculum specification is an interpretation of the twentieth century. Now is the time to examine other interpretations.

First, following a sub-theme of the book, we look at one ordinary person's twentieth century. Through Mollie Simpson's 'snapshot album' we see the impact of a mixture of personal and global events on her life. **Worksheet 41** supports an analysis of this mixture for questions 1 and 2 of the Activity on page 89. Pupils could be encouraged to question their own older relatives to see if they, too, relate to global events in the same way.

Question 3 is much more ambiguous and requires more discussion: certainly world events deeply affected her life – it is one contention of this book that, in the twentieth century, global events did affect ordinary people. This leads straight into the last two pages in which the author 'comes clean' at last (albeit in an unflattering drawing!). Seven other 'big ideas' are offered as just as important as the three wars prescribed by the National Curriculum. The Discussion Activity on page 90 raises the question 'significant...for who?'

An excellent way of rounding off the topic, and probably rounding off Year 9, is to give the seven topics from pages 90–91 to groups. Each group will research the topic and make a case for their topic being what the twentieth century will be remembered for.