

Form:

**The Stuarts**

Date due in	Activities
	<p>This piece of work will take you a bit longer to complete, as you will have to complete some research. You need to create a character profile of Guy Fawkes. You should find out: Who he was, What were his religious views, How he became involved in the Gunpowder Plot, His role in the Gunpowder Plot and What happened to him.</p> <p><b>Key information:</b> use the following websites to aid you. <a href="http://www.bbc.co.uk/guides/zp9v34j">http://www.bbc.co.uk/guides/zp9v34j</a> <a href="http://www.telegraph.co.uk/history/11209784/9-things-you-never-knew-about-Guy-Fawkes.html">http://www.telegraph.co.uk/history/11209784/9-things-you-never-knew-about-Guy-Fawkes.html</a> <a href="http://www.historylearningsite.co.uk/Guy-Fawkes.htm">http://www.historylearningsite.co.uk/Guy-Fawkes.htm</a></p>

You are now at the end of your unit of study. In your next lesson you will complete a knowledge test on everything you have learnt. This will ask you the following questions below. You should use your knowledge organisers and your class notes to be able to answer all of these.

Name the Stuart kings.	Name two famous battles of the war
In what year was the Gunpowder plot uncovered?	Where and when was Charles I executed?
Which king was the target of the Gunpowder plot?	What title did Cromwell give himself?
Which religion did the Gunpowder plotters follow?	From whose diary do we learn about the Great Plague?
What belief made Charles believe he could rule how he saw fit?	Who won the battle of Hastings?
Which tax was expanded, unfairly, by Charles I?	Which Mary was executed by Elizabeth I?
How many MPs did Charles try to arrest?	At which battle did Harald Hardraada die in 1066?
Where and when did Charles I raise his standard to start the Civil War?	When did people first go on Crusade?
Which group were fighting against Charles in the civil war?	Which of Henry VIII's wives gave him a son?
What were the nicknames given to the two sides in the Civil War?	What language were Church services done in during the reign of Edward VI?

**Knowledge test**

Name the Stuart kings.	Name two famous battles of the war
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What were the nicknames given to the two sides in the Civil War?	What language were Church services done in during the reign of Edward VI?

### Who has the Power?

Date due in	Activities
	<p data-bbox="279 184 1098 210">Read the passage below and use what you read to help you complete the activities:</p> <p data-bbox="279 244 1485 706">In terms of Government, Britain is still a Parliamentary democracy, which means that our country is governed by Parliament which is voted for by the people. Nowadays, everyone over the age of 18 is allowed to vote and their vote is kept secret. Voters are grouped into constituencies and select an MP to represent them. The party with the most MPs gets to form a government. If that party don't have enough seats for a majority they have a chance to form a coalition to get another party to help them. This is a relatively fair system, though there are still some problems; like the fact that the leader of the majority party gets to be Prime Minister, when that leader changes the Prime Minister changes even without an election. Last year Britain traded £384 billion worth of goods and services to the rest of the world. The main types of things traded include aircraft and their parts, cars and pharmaceuticals or medical drugs. As a country Britain also trades a lot in services like banking. The main places our good are exported to are the Netherlands, Germany and the USA. Britain also still has a large farming sector, making around 60% of the food we consume, this is also highly mechanised and efficient compared to other European countries. We do import lots of goods from elsewhere too, including some of the food we don't manage to grow ourselves. Science and technology are still key parts of British society, with Britain being a leader in the aerospace industry. Britain is the third biggest country in terms of scientific research in the world behind the USA and China. Modern Britain is now thought to have 7 classes, but the reality is that people can move more socially and become better off more easily than in the Victorian times. There are still XX people living in poverty, with XX with wealth above....</p>
	<p data-bbox="108 776 730 798">Create a list of changes from the early modern period to today:</p>

Create a list of similarities between the early modern period and today:

Which is the most significant change and why?

Date due in	Activities
	<p data-bbox="280 183 767 211">Why are there different attitudes to Empire?</p> <p data-bbox="280 250 1037 278">INTERPRETATION A: From a children's information book in the 1930s:</p> <p data-bbox="280 318 1484 407"><i>There must be something remarkable about these islands [Britain] which have become the centre of an Empire that covers about one fifth of the lands of the globe and is the home of at least a quarter of the world's people. It has been said that we, The British, are engaged in the magnificent work of governing inferior races.</i></p> <p data-bbox="280 446 986 474">INTERPRETATION B: From an A-Level Textbook used in the 1970s</p> <p data-bbox="280 514 1465 637"><i>The profits of colonies did not go to benefit the native people, who were desperately poor, and whose cheap labour allowed big profits to be made. Instead they went to wealthy company owners back in Britain.... There was constant, needless humiliation of the natives. Almost all Europeans took it for granted that they, the whites, were a superior people, despite all evidence against the idea of a superior race.</i></p>
<p data-bbox="108 710 727 732">HOW do the two interpretations differ in their view of Empire?</p>	



WHY do the two interpretations differ in their view of Empire?

WHICH view do you find the more convincing view of Empire?

Date due in	Activities
	<p data-bbox="280 182 976 209">What was the Middle Passage? Read and Highlight the passage below:</p> <p data-bbox="280 260 1481 692">           The Middle Passage-The voyage from Africa to the New World of the Americas was called the Middle Passage. Slave ships usually took between six and eleven weeks to complete the voyage. Slave ships made large profits by carrying as many slaves as possible across the Atlantic to sell at auction. It was expected that some would die but a large number would survive the voyage. A ship's hold was cramped - only five feet high, with a shelf running round the edge to carry yet more slaves. The slaves were loaded in so close together that one captain described them as being 'like books on a shelf'. It would be very cramped-Slaves were chained and movement was restricted. They were unable to go to the toilet and had to lie in their own filth. Sickness quickly spread. All slaves were all chained together. If a slave died, the body could remain in the hold for hours, still chained to other living slaves. African slaves were often unable to digest the food carried by the European crew, making the sickness worse. Many weakened quickly and died. Sick slaves were often denied food and left to die. Often the crew often mistreated the slaves, they were usually forced to dance on deck for an hour a day to keep them fit. Any resistance was dealt with harshly by floggings from the crew.         </p> <p data-bbox="280 743 1481 1009">           Sickness on board a slave ship would often spread to the crew as well, killing many. The death rate among the slaves however, was horrific. It is estimated that 15–16 per cent of slaves died on the Middle Passage.The Middle Passage-The voyage from Africa to the New World of the Americas was called the Middle Passage. Slave ships usually took between six and eleven weeks to complete the voyage. Slave ships made large profits by carrying as many slaves as possible across the Atlantic to sell at auction. It was expected that some would die but a large number would survive the voyage. A ship's hold was cramped - only five feet high, with a shelf running round the edge to carry yet more slaves. The slaves were loaded in so close together that one captain described them as being 'like books on a shelf'.         </p>

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What five things can you learn from the reading?

- 1.
- 2.
- 3.
- 4.
- 5.

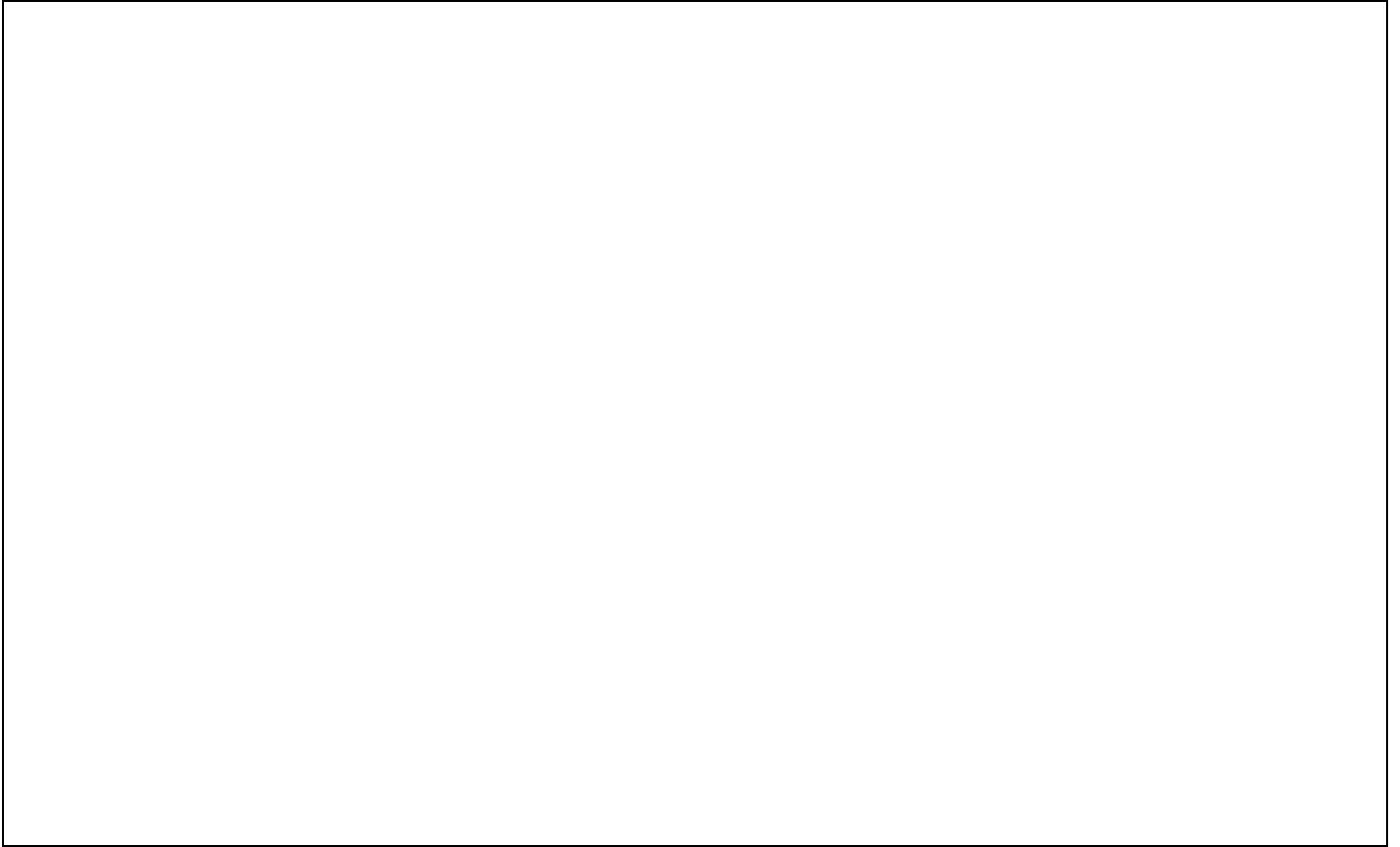
What four questions do you have based on the reading?

- 1.
- 2.
- 3.
- 4.
- 5.

What three things can you find out based on research on the same topic?

- 1.
- 2.
- 3.

Date due in	Activities
	<p data-bbox="280 132 568 157">Who tried to change society?</p> <p data-bbox="280 199 1474 266">Pick one of the people below and make a fact file about them and how they tried to change society? You may want to use extra paper!</p> <ul data-bbox="328 361 574 462" style="list-style-type: none"><li>- William Wilberforce</li><li>- Elizabeth Fry</li><li>- William Booth</li></ul>



Date due in	Activities
	<p data-bbox="280 132 767 154">How did Slaves try to take power over their lives?</p> <p data-bbox="280 191 1469 272">Slaves did not just take the mistreatment they were faced with. Many fought back in lots of different ways. They resisted PASSIVELY (which means without fighting or taking direct action) and they resisted ACTIVELY (which means through fighting).</p> <p data-bbox="280 309 1481 477">Some slaves used passive resistance to try and cause problems from within the system. One way they did this was by working slowly on purpose, to try and disrupt the harvest for example. Another way was by pretending to be sick and so missing days of work. There were also examples of slaves purposefully breaking tools or letting livestock go to damage the working and profits of the plantation. Many slaves ran away. In some cases they joined communities of ex slaves hiding in mountains or remote areas. In the USA some were helped by people like Harriet Tubman on the underground railway, this was system of safe houses and helpers that moved runaway slaves to safe states.</p> <p data-bbox="280 514 1461 622">Other slaves fought openly for their freedom. One famous case happened on the French Island of San Domingo in the Caribbean in 1791. The slaves of the island rose up against their owners and took over part of the island, calling it Haiti. The slave owners even had help from the British but the slaves still won and Haiti became a fully independent country in 1804.</p> <p data-bbox="280 659 1461 740">Some even took their fight for freedom to court. There were quite a few trials about slavery. Though the most famous case, the Dred Scott case was bad for the slaves. In it the court upheld the idea that black people were 'inferior' and had 'no rights'. This stopped many US slaves gaining freedom and rights.</p>
	<p data-bbox="108 776 592 798">What five things can you learn from the reading?</p> <ol data-bbox="108 835 129 975" style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>

4.

5.

What four questions do you have based on the reading?

1.

2.

3.

4.

5.

What three things can you find out based on research on the same topic?

1.

2.

3.

Date due in	Activities
	<p data-bbox="260 132 1425 182">Read through article below taken from BBC Bite size. Create a mind map below showing the consequences of the slave trade.</p> <p data-bbox="260 221 587 244"><b><u>Consequences of the slave trade</u></b></p> <p data-bbox="260 249 1414 300">The slave trade was huge – British ships transported 2.6 million slaves. It has been estimated overall, about 12 million Africans were captured to be taken to the Americas as slaves.</p> <p data-bbox="260 339 1477 445">The majority of West African slaves were taken to South America. More than 55 per cent of slaves were taken to Brazil and Spanish South America. Brazil has the second largest black population in the world outside of Nigeria. Around 35 per cent of slaves were taken to the West Indies; less than five per cent were taken to North America. The death rate of the slaves was horrific.</p> <p data-bbox="260 484 951 507">Unknown millions died in Africa before they even made it to the ships.</p> <p data-bbox="260 512 1265 535">It has been estimated that perhaps a fifth of the slaves died on the Middle Passage across the Atlantic.</p> <p data-bbox="260 540 1449 591">In the Americas, the death rate amongst the slaves was also very high. Some historians suggest that the death rate in the 'seasoning camps' was up to 50%.</p> <p data-bbox="260 596 1481 736">The African slaves took with them their agricultural knowledge, skilled craftsmanship, religion, traditions, cooking, clothes, music and dance. For example, West Africans slaves brought their rice variety and cultivation techniques to parts of the southern United States. Their expertise in growing rice in the hot and swampy conditions led to rice being one of the biggest cash crops in the entire country. Musical instruments such as the banjo, language such as Haitian Creole, food such as rice and peas and dances such as the Brazilian Samba and Capoeira were imported and influenced by West African slaves.</p> <p data-bbox="260 776 550 798"><b><u>Slavery and white supremacy</u></b></p> <p data-bbox="260 804 1469 854">Many historians think that white supremacist racism grew in the United States and Europe because the slave under-class in the West Indies and America were all sub-Saharan Africans.</p> <p data-bbox="260 893 1477 944">The slave trade ruined Africa because of the constant wars and the loss of millions of strong young people. Africa fell behind the rest of the world. Some historians think that this is why Africa was colonised by European countries in the 19th century.</p>



The African historian Joseph Inikori (1987) suggested that the slave trade allowed the Industrial Revolution to happen. He believes that British industry benefited by supplying the factory-made goods in exchange for slaves and that profits made in the slave trade provided money for investment in British industry.

After Britain abolished the slave trade in 1807, the 'West Africa Squadron' of the Royal Navy patrolled the Atlantic Ocean trying to stop the slave trade. The British also signed anti-slavery treaties with many African rulers.

Use this space to produce a mind map showing the consequences of the slave trade you find in the article.

Date due in	Activities
	<p>Re-read class notes on the topics you have studied so far</p> <p>Read through your knowledge organiser section about Power and the key skills we study in History. Create a revision mind map about what you have studied so far.</p>
Space to complete the activities and make your revision notes	

<b>Date due in</b>	<b>Activities</b>  Read through and correct the sample paragraph below:  <i>The ordinary people in the UK gained more power in the 18<sup>th</sup> and 19<sup>th</sup> centuries. This is because they were more organised making things like trade unions and having marches like at Peterloo. Even though these did not always work out they showed that people wanted to have more of a say. In the start only the rich people were able to have a say and vote. As the period went on everyone got the right to vote. So by 1900 everything was fair.</i>
<b>Now have a go at making a plan for your answer:</b>	

You are now at the end of your unit of study. In your next lesson you will complete a knowledge test on everything you have learnt. This will ask you the following questions below. You should use your knowledge organisers and your class notes to be able to answer all of these.

1. Name 2 reasons why Britain wanted an empire	11. Who did the Chartists want to be able to vote?
2. Name 3 colonies of the British Empire	12. What is the name of the protest that happened in Manchester?
4. What is a slave?	13. Give one individual who worked for abolition?
5. What was the name of the journey from Africa to America?	14. Name one way individuals fought against slavery.
6. Name two goods produced by slaves	16. When was the Black Death?
7. Name one positive about Empire	17. How many children did Henry VIII have?
8. Name one negative about empire	18. Who fought Harold Godwinson at the Battle of Stamford Bridge?
9. Which country was taken over using economic methods?	19. When was the Gunpowder Plot uncovered?
10. In what year was the Great Reform act?	20. Which Tax was expanded by Charles I?

**Knowledge test**

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## Year 8 History homework

## Revolutions: What are they? How do they change things?

Date due in	<p><b>Activities</b></p> <p>Your task is to research a great scientist from the scientific revolution 1500-1750. Pick one of the people below then use your research to answer the questions:</p> <ul style="list-style-type: none"> <li>- Sir Isaac Newton</li> <li>- Robert Boyle</li> <li>- Galileo</li> <li>- Francis Bacon</li> <li>- Lady Mary Wortley</li> </ul> <p>Why is your scientist a significant person in History?          What specifically did they discover?          What impact did their ideas/ work/ discovery have?          How are their ideas still important today?</p>
Why is your scientist a significant person in History?	

What specifically did they discover?	
What impact did their ideas/ work/ discovery have?	
How far are their ideas still important today?	

Date due in	<p data-bbox="284 154 384 176"><b>Activities</b></p> <p data-bbox="284 188 1469 249">Read the two interpretations below and use them, along with your own knowledge, to answer the questions below:</p> <p data-bbox="284 294 1437 356"><b>Interpretation A: A modern reflection on the actions of the people involved at the Boston Tea party, 1773:</b></p> <p data-bbox="284 400 1469 535"><i>Americans today are very proud of their ancestors in 1773. They see the Boston Tea Party as a great example of how far Americans were and are willing to go for their freedom. They believe that they were rejecting harsh and unfair taxes by the British Government, but also that they were standing up against oppression. This was about setting people free and becoming independent</i></p> <p data-bbox="284 580 1206 608"><b>Interpretation B: A British Historian reflecting on the American Revolution:</b></p> <p data-bbox="284 652 1469 787"><i>In the twentieth century historians started to argue that the American Revolution was about economics and power more than independence and ‘inalienable rights’ for the people. Many of those who signed the declaration of independence were wealthy, and some argue that they merely used the revolution to further their own grip on power.</i></p>
How do the interpretations differ about the causes of	



the American Revolution?	
Why do the interpretation differ about the causes of the American Revolution?	
Which interpretation do you find more convincing?	

Date due in	Activities
	<p>Create a short profile about each of the following people involved in the French Revolution:</p> <ul style="list-style-type: none"><li>- <i>Date of birth</i></li><li>- <i>Role</i></li><li>- <i>How they influenced the revolution? i.e. caused, led, developed.</i></li><li>- <i>How the revolution affected them?</i></li></ul>
King Louis XVI	
Marie Antoinette	

Maximillian Robespierre	
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Date due in	<p><b>Activities</b></p> <p><b>Read the article below and answer the questions</b></p> <p><b><u>What was "the Terror"?</u></b></p> <p>By 1793 Britain and Russia had joined Austria in the war against France. The new republic was in serious danger.</p> <p>This made the National Convention (as the National Assembly was now known) very worried. They were particularly afraid of counter-revolutionaries - people who were opposed to the revolution and might help France's enemies. Not only nobles and clergy, but also many peasants were now against the revolution because they thought the Convention had gone too far by deciding to abolish 'Christianity'.</p> <p>In order to deal with this threat, the Convention set up the Committee of Public Safety, led by Maximilien Robespierre, which had the power to do whatever was necessary to save France. Around 250,000 people were arrested and imprisoned. Over 12,000 were guillotined, including Marie Antoinette. Thousands more were shot, drowned or put to death in other ways. This was called 'the Terror'. The Terror lasted from September 1793 to July 1794. It ended when the National Convention, afraid Robespierre was going to execute some of its members, turned against him and executed him first!</p>
What were the threats against the National Convention?	
How did the National Convention respond to these threats?	

Do you think the Reign of Terror was justified?	

Date due in	Activities
	<p>Complete a research poster on separate paper about one of the inventors below and their inventions:</p> <ul style="list-style-type: none"> <li>a. James Hargreaves, Spinning Jenny</li> <li>b. Thomas Newcomen, Steam Engine</li> <li>c. James Watt, Steam Engine</li> <li>d. The Stephensons, The Rocket (train not an actual rocket)</li> <li>e. Cooke and Wheatstone, The Telegraph</li> </ul> <p>Include:</p> <ul style="list-style-type: none"> <li>- Key facts about the inventor themselves.</li> <li>- Their invention and how it changed life.</li> <li>- The impact of their invention then and now.</li> </ul>
Use this space to plan your poster:	

Date due in	<p><b>Activities</b></p> <p>Read the two interpretations below and use them, along with your own knowledge, to answer the questions below:</p> <p><b>Interpretation A: From a modern school textbook:</b></p> <p><i>The Industrial revolution changed the world for the better. The new technology and machinery was the fore runner to things we still use today. It made everything more efficient and so we could produce more; more food, more goods and more opportunities for people.</i></p> <p><b>Interpretation B: A Historian reflecting on the Industrial Revolution in 1923:</b></p> <p><i>The Industrial revolution had a positive long term legacy but in the short term it was not all that positive. Poverty increased as workers had to migrate to crowded towns, often living in such poor conditions that they were made sick. It saw no more rights for the people and forced them to change a way of life that they had kept for centuries.</i></p>
How do the interpretations differ about the impact of the industrial Revolution?	

Why do the interpretation differ about the causes of the industrial Revolution?	
Which interpretation do you find more convincing?	



Date due in	Activities
	<p>Create a short profile about each of the following people involved in the Russian Revolution:</p> <ul style="list-style-type: none"><li>- <i>Date of birth</i></li><li>- <i>Role</i></li><li>- <i>How they influenced the revolution? i.e. caused, led, developed.</i></li><li>- <i>How the revolution affected them?</i></li></ul>
Tsar Nicholas II	
Anastasia	

Rasputin	
Lenin	
Stalin	

You are now at the end of your unit of study. In your next lesson you will complete a knowledge test on everything you have learnt. This will ask you the following questions below. You should use your knowledge organisers and your class notes to be able to answer all of these.

1. What does the term revolution mean?	11. Give one of the causes of the Russian Revolution?
2. Between which dates was the scientific revolution?	12. Name one key member of the Russian Revolution.
3. Give one key person from the scientific Revolution	13. When were the Russian Royal family killed?
4. In which city was the first major act of the American Revolution?	14. Give one key feature of all revolutions.
5. Name two of the 13 colonies of the USA?	15. When was Charles I executed?
6. Give two causes of the French Revolution?	16. What religion was Mary Queen of Scots?
7. When was the King of France executed?	17. When did Elizabeth I take the throne?
8. Who led France during the Terror?	18. When was the Peterloo Massacre?
9. Name two inventors from the industrial revolution?	19. What age did Chartists want the voting age to be?
10. Name two inventions from the industrial revolution?	20. Name two products made by slaves on plantations.

**Knowledge test**

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Date due in	Activities
	<p>Re-read class notes on the topics you have studied so far</p> <p>Read through your knowledge organiser section about Revolution and the key skills we study in History. Create a revision mind map about what you have studied so far.</p>
Space to complete the activities and make your revision notes	

**Protest**

Date due in	Activities
	<p>Create a short profile about each of the following people involved in the Suffrage Movement:</p> <ul style="list-style-type: none"> <li>- <i>Date of birth</i></li> <li>- <i>Role</i></li> <li>- <i>How they influenced the suffrage movement? i.e. caused, led, developed.</i></li> </ul>
Emmeline Pankhurst	
Emily Davison	

Millicent Fawcett	
Sophia Dunleep Singh	
Herbert Asquith	



Date due in	Activities
	Select the woman that you think had the most significant impact on the Suffrage Movement and create a poster designed to educate other people about her. Make sure that you include the reasons her impact was most significant.
Space to complete notes and plan your poster.	

Date due in	Activities
	Re-read class notes on the topics you have studied so far Read through your knowledge organiser section about protest- you are going to do a short recap quiz in class
Space to complete the activities and make your revision notes	

**Recap Quiz**

<b>1. Name the two groups that fought for the vote?</b>	<b>5. Whose horse was Davison targeting??</b>
<b>2. Name two key leaders off the campaign.</b>	<b>6. What is the name of the act deigned to top Hunger Strike?</b>
<b>3. Give two differences between the two main groups.</b>	<b>7. Give two reasons why people opposed the Suffrage movement?</b>
<b>4. Give two similarities between the two groups.</b>	<b>8. Give two examples of women's roles in war.</b>

Date due in	Activities
	<p data-bbox="280 132 743 160">African Americans in WWII</p> <p data-bbox="280 202 1469 925">Over 2.5 million African-American men registered for the draft, and black women also volunteered in large numbers. While serving in the Army, Army Air Forces, Navy, Marine Corps, and Coast Guard, they experienced discrimination and segregation but met the challenge and persevered. They served their country with distinction, made valuable contributions to the war effort, and earned high praises and commendations for their struggles and sacrifices. 167,000 served in the Navy, initially as mess attendants and cooks. As such they were many times also assigned duties as gun crews. In 1942 general service was opened for African-Americans to serve in other capacities. In March 1944, the first thirteen African-American naval officers were commissioned. One of the first heroes of the war was Ship's Cook Third Class Doris Miller, who was aboard the USS West Virginia during the attack on Pearl Harbor. African-American women volunteered in large numbers. Many served as nurses in the both the Army and Navy Nurse Corps. Others served in all branches of the armed forces. On the home front, women worked in factories building ships, tanks, and airplanes; others supported war bond drives, raised victory gardens, and assisted with scrap drives.</p> <p data-bbox="280 932 1374 990">Many African Americans saw the horrendous atrocities of the holocaust and experienced the impact of Nazi racism as they</p>

	helped to win WWII, this left some questioning how they could stand for such racism when they returned home.
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What five things can you learn from the reading?

- 1.
- 2.
- 3.
- 4.
- 5.

What four questions do you have based on the reading?

- 1.
- 2.
- 3.
- 4.
- 5.

What three things can you find out based on research on the same topic?

1.

2.

3.

Date due in	Activities
	<p>Research and fill in a short profile about the following events in the Civil Rights Movement, including:</p> <ul style="list-style-type: none"><li>-Dates</li><li>-Key people involved</li><li>-Action taken</li><li>-What it changed.</li></ul>
Montgomery Bus Boycott	
Freedom Rides	

March on Washington	
March from Selma to Montgomery	



You are now at the end of your unit of study. In your next lesson you will complete a knowledge test on everything you have learnt. This will ask you the following questions below. You should use your knowledge organisers and your class notes to be able to answer all of these.

1. What does the term protest mean?	2. Name the two main suffrage groups
3. Name two key suffrage leaders	4. Give one example of tactics used to gain suffrage.
5. Name one key suffrage opponent	6. Who led the protests for Indian independence?
7. Where was there a massacre in India?	8. In what year did India gain independence?
9. Who started the Montgomery Bus Boycott?	10. What campaign idea was started by African Americans in WWII?
11. How many people attended the march on Washington?	12. Which famous speech was given at the March on Washington?
13. When was the Civil Rights Act signed?	14. Give one example of a strike?
15. Who was king of France in 1789?	16. Where was a revolution started in 1772?
17. What happened to the French king in 1793?	18. What is the name of the journey of slaves from Africa to America?
19. Who was murdered in Canterbury Cathedral?	20. Where were protestors massacred in Victorian Britain?

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