



Turton School History Department

Name _____

Class _____



Yr 8 History

Homework Book – Topic 3
Revolutions, Power and Change

Homework 1

To be completed by:

THIS HOMEWORK IS 2 PAGES

What caused WWI?

What were the Alliance Systems?

By 1914 the powerful countries of Europe had formed two rival **alliances**. Britain, France and Russia had made an agreement to work together called the **Triple Entente**. Germany, Austria-Hungary and Italy had also made an agreement called the **Triple Alliance**.

Why did countries join alliances?

These alliances had formed because the countries of Europe started fearing each other. Before 1914, each country had been increasing their military power in order to protect their **empires**. For example, France and Britain had agreed to work together as both countries wanted to prevent Germany from gaining more land in Africa. Germany and Austria-Hungary had formed an alliance because they felt threatened by the '**Triple Entente**'.

What were the risks of these Alliance Systems?

The alliance systems meant that a disagreement between two countries could become a European war. For example, if one nation, such as Germany, should enter a war with another, such as France, this would mean the involvement of all **European Powers**. In this way, alliance systems had the potential to lead to a 'World War'. Even if the European Powers did not want to go to war, the alliance systems made them feel vulnerable and threatened and therefore more likely to act aggressively. Additionally the European countries were eager to keep their allies on side. For example if Austria-Hungary wanted to keep Germany as an ally, they would need to fight Britain, should Germany and Britain go to war.

Why were the 'Balkans' Significant?

The region of the '**Balkans**' contained countries like **Serbia**. The Russian Empire felt they should protect and influence this region. It sat on their southern border and had **ethnic** and cultural similarities. Therefore, if any country fought a war with a country in the **Balkans**, it was likely that Russia would involve itself. As Russia was a member of the '**Triple Entente**', a conflict in the Balkans could end up involving France and Britain, as they were Russia's allies.

How did these Systems Contribute Directly to War?

In June 1914, **Archduke Franz Ferdinand** of Austria was assassinated by a Serbian. The Austro Hungarian government was furious and they invaded **Serbia**. Previously, Germany had given the Austro Hungarian government a '**blank cheque**', meaning that the German army would support them no matter what. Germany assumed this would lead to war with Russia and because of the Triple Entente, Britain and France also. Therefore Germany thought it best to strike first, invading France on 3/06 1914.

Homework 1

To be completed by:

1. Who was assassinated in July 1914?

2. Can you describe the two major alliance systems in Europe in 1914?

3. What did Germany offer Austria-Hungary when preparing for war with Serbia?

4. How did these alliance systems make a war more likely?

Homework 2

To be completed by:

THIS HOMEWORK COVERS 2 PAGES

Who are the 'Often Forgotten' armies?

It is October 1914. Ganga Singh, of the 57th Rifles, crouches in a muddy ditch. Despite his awkward position, he feels comfortable in his thin tropical uniform. Looking up, he can see blue skies and green leaves. Singh is quiet and watchful. His makeshift trench is within the range of German guns. There is no barbed wire to stop attackers. The Germans facing Singh have both artillery support and hand grenades. Singh's regiment, meanwhile, has just two machine guns, and no grenades. Instead, Singh holds a jam jar filled with dynamite. Singh looks around at the other men: a fragment of his battalion. These Indian forces have been thrown hurriedly into battle to patch holes in British lines. Singh's regiment is desperately outnumbered. If the Germans capture the ridge he is holding, they will probably also capture the Channel ports: an unthinkable disaster.

Singh tries to remain calm. How had he got here? He remembers the ship that set him down just a few weeks ago. He remembers a long journey across the black waters of the deep oceans. He remembers cigarettes placed in his hands as he arrived. He remembers flowers pinned to his tunic. Singh is a veteran. He has experience. He is part of what will later become the largest volunteer army in the world. The Battle of Mons had showed the British how strong the German force was. The British now needed Indian troops to plug gaps in the front lines. Singh has been brought into the eye of the storm. Singh carefully puts down his jar. He heard the sound of the enemy approach.

He picks up the **bayonet**. One, two, three, four, five. Five German soldiers were killed. The bayonet breaks in two. Ignoring the jar, he picks up a sword. He fights on until he collapses, wounded. He is later found alive when the Germans are gone. The trenches he had so ferociously defended are successfully re-taken by the 5th Dragoon Guards. *Singh survived the First Battle of Ypres, and the British* lines held – but only just. He was awarded the Indian Order of Merit for his actions. By the end of 1914, the Indian Corps held 10 miles of the 25-mile British sector in Northern France.

Homework 2	To be completed by:
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1. Where did Ganga Singh come from?

2. Why was he brought to fight at Ypres?

3. What weapons did Ganga Singh have?

4. What does Ganga Singh’s story reveal about the Western Front?

Homework 3

To be completed by:

Research Task – The People of the Great War

To become a good historian you will need to be able to conduct your own research and wider reading (at A level student are expected to carry out 5 hrs of wider reading a week – just for History!).

For your second research task of the year, you are to visit this information website entry and read about the key people of the WWI. You can visit other web sites too but you must visit this one.

Research ONE of the people listed on the website, make sure you use the website as a starting point and list at least one other source of information below. (Scan the QR code or go to to get started.)

Name of your person:

Explain what they did in the Revolution:

Explain what happened to them after the Revolution:

Other source(s) of information used:

THIS HOMEWORK COVERS 2 PAGES**How did BME soldiers contribute to the war effort?**

Walter Tull has become the most celebrated black British soldier of the First World War. He enlisted in December 1914, suffered shell shock, returned to action in the battle of the Somme and was decorated with the 1914-15 star and other British war and victory medals.

Commissioned as an officer in 1917, Tull was mentioned in dispatches for his 'gallantry and coolness' at the battle of Piave in Italy in January 1918, but two months later he was killed in No Man's Land during the second battle of the Somme.

After Britain joined the First World War on 4 August 1914, Black recruits could be found in all branches of the armed forces. From 1914 Black Britons volunteered at recruitment centers and were joined by West Indian colonials.

Soon after the war started, soldiers from Nigeria, the Gold Coast, Sierra Leone, Gambia and other African colonies were recruited. They helped to defend the borders of their countries which adjoined German territories and later played an important role in the campaigns to remove the Germans from Africa. Throughout the war, 60,000 Black South African and 120,000 other Africans also served in uniformed Labour Units. By the war's end in November 1918, a total of 15,204 black men, had served in the BWIR.

However, the Black soldiers of the BWIR were mostly led by white officers and used as non-combatant soldiers in Egypt, Mesopotamia and parts of Europe. For example, in July 1916 the BWIR's 3rd and 4th battalions were sent to France and Belgium to work as ammunition carriers. The BWIR spent much of their time at labouring work, such as loading ammunition, laying telephone wires and digging trenches, but they were not permitted to fight as a battalion.

By the end of the war the BWIR had lost 185 soldiers (killed or died of wounds). A further 1,071 died of illness and 697 were wounded. In Seaford Cemetery there are more than 300 Commonwealth War Graves and nineteen of the headstones display the crest of the BWIR. Some of the Black servicemen made the ultimate sacrifice but, with the passage of time, with the exception of Walter Tull, the contributions of black servicemen have been forgotten. It is hoped that the centenary of the First World War will change that.

Homework 4	To be completed by:
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1. Why is Walter Tull the most celebrated Black soldier?

2. What does BWIR stand for?

3. Where were Black soldiers recruited from? And how many were recruited?

4. How were the experiences of Black soldiers different to those of their white peers?

Homework 5

To be completed by:

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The First World War raged on the Western Front meanwhile, elsewhere in Dublin, the Irish rebelled against British rule.

A summary of Ireland during the 20th century

Ireland in 1900

Ireland was part of the British Empire, the Union Flag (the national flag of the United Kingdom) flew over all public buildings and Queen Victoria was Head of State. The Chief Secretary (a senior member of the Government) was responsible for the day-to-day running of the country. A Viceroy represented the crown.

Nationalists and Unionists

Some Irish people wanted to separate from the United Kingdom. They were known as Nationalists and were mainly Catholic. They believed that Ireland should:

have its own Parliament

elect its own leaders

make its own laws

Home Rule

In the 1870s, many British politicians believed that Ireland was ready for a greater say in its own affairs. British Prime Ministers, such as William Gladstone, came to support 'Home Rule', and the government attempted to pass laws to give Ireland a bigger say in its own day-to-day politics.

Easter Rising 1916

The Easter Rising was a Republican rebellion, staged mostly in Dublin, on Easter Monday in April 1916. The aim was to end British rule in Ireland and to establish an independent Ireland as a republic. Despite its military failure, the Easter Rising can be judged as being a significant stepping-stone in the eventual creation of the Irish Republic. It was the most significant uprising in Ireland since the rebellion of 1798.

The Irish Republican Brotherhood organised the Easter Rising which lasted from Easter Monday 24 April (Easter Monday) to 30 April 1916.

The Irish Volunteers, led by schoolteacher and barrister Patrick Pearse, seized key locations in Dublin including the Dublin General Post Office, Royal College of Surgeons, and Boland's Mills. Here Pearse proclaimed an Irish Republic independent of Britain.

The British government declared Martial Law, sending a gunboat up the Liffey (the river that runs through the centre of Dublin) and bombing The General Post Office on O'Connell Street (which was named Sackville Street then).

The British Army reported casualties of 116 dead, 368 wounded and nine missing. 16 policemen died, and 29 were wounded.

Nationalist and civilian casualties were 318 dead and 2,217 wounded.

By the 29th April the British had taken control of the situation and began punishing the leaders.

Within days General Sir John Maxwell, Military Governor of Ireland, signed orders for the executions of 190 men and one woman. The verdict in 90 of the cases was execution by firing squad. 15 actually went ahead.

1,800 were deported to an internment camp in Wales. (These camps in North Wales were designed to be prison holding areas for Irishmen arrested during the Easter Rising of 1916. Camps were closed by Dec 1916 and most prisoners had been released.)

Homework 5

To be completed by:

1. What was Home Rule?

2. Why did the Easter Rising take place?

3. How did the British Government respond to the Easter Rising?

4. How far do you think the government response was fair and proportionate?

THIS HOMEWORK COVERS 2 PAGES**What happened in Russia?**

The Russian Revolution took place in 1917 when the peasants and working class people of Russia revolted against the government of Tsar Nicholas II. They were led by Vladimir Lenin and a group of revolutionaries called the Bolsheviks. The new communist government created the country of the Soviet Union.

During the period of time before the Russian Revolution, life for the working class people and the peasants was very difficult. They worked for little pay, often went without food, and were exposed to dangerous working conditions. The aristocrat class treated the peasants like slaves, giving them few rights under the law and treating them almost like animals.

A major event leading to the Russian Revolution took place on January 22, 1905. A large number of workers were marching to the Tsar's palace in order to present a petition for better working conditions. They were fired upon by soldiers and many of them were killed or injured. This day is called Bloody Sunday.

Before Bloody Sunday many peasants and working class people revered the Tsar and thought that he was on their side. They blamed their troubles on the government, not on the Tsar. However, after the shootings, the Tsar was perceived as an enemy of the working class and the desire for revolution began to spread.

In 1914, World War I began and Russia was at war with Germany. A huge Russian army was formed by forcing working class and peasant men to join. Although the Russian army had great numbers, the soldiers were not equipped or trained to fight. Many of them were sent into battle without shoes, food, and even weapons. Over the next three years, nearly 2 million Russian soldiers were killed in battle and nearly another 5 million were wounded. The Russian people blamed the Tsar for entering the war and getting so many of their young men killed..

After a few days of riots, the army turned against the Tsar. The Tsar was forced to give up his throne and a new government took over. The government was run by two political parties: the Petrograd Soviet (representing the workers and soldiers) and the Provisional Government (the traditional government without the Tsar).

Over the next several months the two sides ruled Russia. One of the main factions of the Petrograd Soviet was a group called the Bolsheviks. They were led by Vladimir Lenin and believed that the new Russian government should be a Marxist (communist) government. In October of 1917, Lenin took full control of the government in what is called the Bolshevik Revolution. Russia was now the first communist country in the world.

After the revolution, Russia exited World War I by signing a peace treaty with Germany called the Treaty of Brest-Litovsk. The new government took control of all industry and moved the Russian economy from a rural one to an industrial one. It also seized farmland from landholders and distributed it among the peasants. Women were given equal rights to those of men and religion was banned from many aspects of society.

Homework 6

To be completed by:

1. What happened in the October Revolution?

2. What happened in the February Revolution?

3. How did the Russian Revolution impact the First World War?

4. What changes happened in Russia as a result of the revolution?

Homework 7	To be completed by:
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Homework 7	To be completed by:
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Research Task – Women of the Great War

To become a good historian you will need to be able to conduct your own research and wider reading (at A level student are expected to carry out 5 hrs of wider reading a week – just for History!).

Your second research task is to investigate two women from the British Empire. You can carry out your research using the internet, a book or any other means, but you must choose two women from the list below:

- Vera Brittain
- Edith Cavell
- Grace D Banker

This website might help; <https://www.theworldwar.org/learn/women>

Give the names of your chosen women:

Explain what the first did that made her important:

[illegible]

Explain what the second did that made her important:

[illegible]

THIS HOMEWORK COVERS 2 PAGES**What impact did WWI have on women voting?**

When World War One broke out the whole suffrage movement immediately scaled back and even suspended some of their activities. Emmeline Pankhurst remarked that there was no point in continuing the fight for the vote when there might be no country in which they could vote.

As men left their jobs and went overseas to fight in the war, Suffragist and Suffragette leaders volunteered their members to take their place. A few women's groups were reluctant to support what they considered an imperialist war, but most laid aside political campaigning and took up the war effort.

Hundreds of thousands of women were employed in industries key to the war effort - munitions factories and weapons manufacturers. Many more women worked as conductors on buses and trams, as police, as laborers on farms and at docks, in hospitals as nurses, in offices as secretaries and assistants, as well as in the Civil Service.

With the majority of young men enlisted in the army, the role these women played was crucial not only to the war effort but also to the running of the country. Even during the worst days of the war, most services remained operational on the home-front.

Women's experiences during the war raised their self-image and sense of individual identity.

The success of thousands of women entering the workplace to do jobs usually done by men won them considerable respect and admiration. Women proved themselves to be every bit the equal of men. Many served with such distinction, particularly in the medical services, that their political cause gained credibility.

Historians take different views on how much impact war work had on the decision to grant limited enfranchisement in 1918. Some believe that the extension of the franchise to include women was a token of gratitude for their effort during the war. Historian Gifford Lewis believes that "The highly skilled and dangerous work done by women during the war was probably the greatest factor in the granting of the vote to women."

However, women had been working for years in industry and business with little political recognition for their contribution. Historians including Arthur Marwick have argued that the Great War only accelerated a process that had started well before 1914. While it's possible that women's role in the workplace would have earned them political advancement eventually, it was the war which highlighted the economic and strategic value of women to the country.

The contribution women made during the war had an impact on attitudes to women. Politicians and the general public alike recognised that women deserved greater political rights. It also dispelled any remaining widespread beliefs that women were unable to cope with traditionally male jobs. The Representation of the People Act gave the vote to all men over 21, whether they owned property or not. The act gave the vote to women over the age of 30 who met a property qualification, or whose husband did. This represented 8.5 million women - two thirds of the total population of women in the UK.

However, the women who benefited in 1918 were mature and married females. It had been younger, mainly single women who had contributed so much in the munitions factories and elsewhere. They were given no recognition by the government until 1928.

Homework 8

To be completed by:

1. How did WWI change the Suffrage Movement?

2. Explain what women did in the war?

3. How were the voting rights of women changed by the war?

4. What different views do Historians have of the way WWI helped women to get the vote?

Homework 9	To be completed by:
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How else did WWI change Britain?

Other areas to receive a radical post-war rethink were education, health and housing. The **Education Act 1918** enforced a compulsory school-leaving age of 14 for the first time, special educational needs were recognised, and school meals and regular health-checks were introduced. The **Ministry of Health Act 1919** made citizens' health a government responsibility by establishing the first ever minister for health.

The wartime National Health Insurance Scheme was gradually expanded so that by the post war period it covered all workers, and by the mid 1920s similar insurance schemes for unemployment and old age had also been introduced. Meanwhile, the **Housing and Town Planning Act of 1919** was meant to provide subsidies for local authorities to build 500,000 new houses within three years.

Another really significant impact of World War One were the huge advances in technology, which would transform the way that people all around the world travelled and communicated, in particular, in the years after the conflict. New weapons and technologies were developed and used that led to more destruction than any war had seen in the past.

In 1914, planes were still a very new invention. The first one had only taken to the skies just 11 years before! They were rare and fragile, but when war broke out, scientists and engineers worked hard to develop planes that were stronger, quicker and capable of being used in battle. The potential of planes for more than just warfare was soon beginning to be explored, with planes and airships developing into passenger transport in the 1930s.

Wounds inflicted on soldiers were like nothing medical professionals had had to deal with before - not least in terms of the numbers of people injured. So the war meant that medicine had to catch up to be able to deal with these problems. Donating and giving blood started during World War One, when a US army doctor called Captain Oswald Robertson realised that blood needed to be stockpiled so it was there ready and waiting when casualties arrived. He set up the first blood bank on the Western Front in 1917, using sodium citrate to stop the blood from clotting and becoming unusable.

1. What was the biggest change that WWI caused? Be sure to explain your answer.

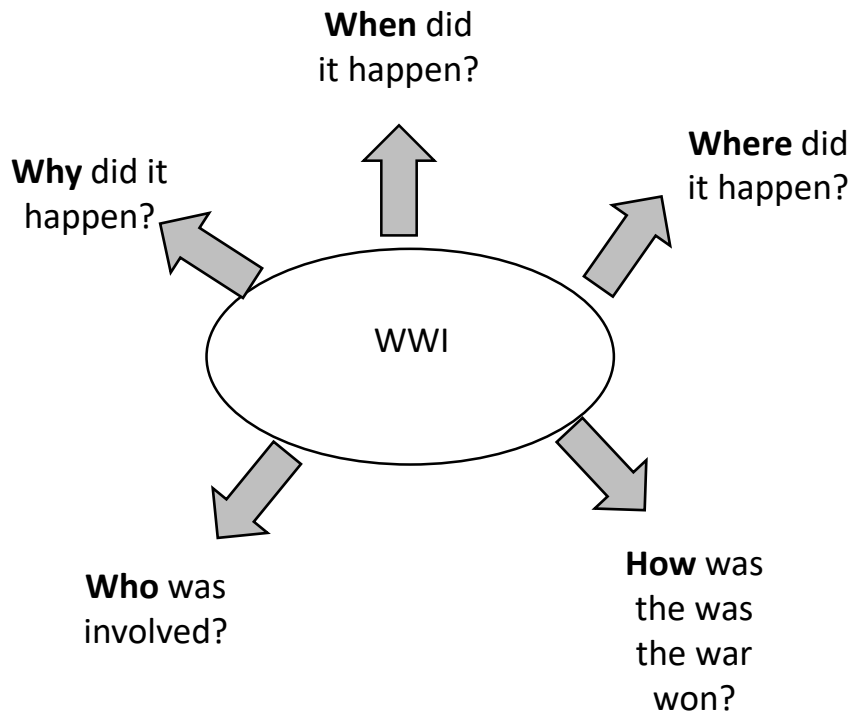
Homework 10

To be completed by:

WWI Revision Task

A good student of history will need to learn how to revise and review material taught in class. For this week's homework create a mind map about the British Empire. A good mind map will have colours and pictures to make the mind map interesting and easy to remember.

Use the mind map below as your starting point. There are some strands added to help you. There are also some great videos on YouTube to help you with your mind map technique.



Wider Activity	
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Additional websites:

There are a number of useful websites to visit to help build up your knowledge about this period:

Wider reading

There are many great reading books covering this period, specifically designed for you to understand the period and also see it from a different point of view.