

Teacher's Notes – WWI Home Front Horsham

The selection of activities in this topic are designed to support the exploration of the experiences of local people on the Home Front during WWI. The information and activities are aimed at Key Stage 4 pupils. The activities are supported by local resources in particular the Albery Poster Collection. The activities and worksheets link the topic to curriculum subjects with a focus on GCSE history and English.

Background sheets

Learning Objective

Pupils will gain an understanding of the key themes regarding Home Front Horsham to be studied in the activities and worksheets.

Age group

Recommended for Key Stages 3-4

Description

Seven articles on; the road to war, recruitment and conscription, propaganda, rationing, women at war, civil liberties and remembrance. These articles provide an overview of the topic illustrated by local examples where possible. There are also suggested sources for further research and a list of the references used in producing the article for you or your students who may wish to revisit the information.

Curriculum Links

The documents are linked to the GCSE subject aims and learning outcomes. Specifically enabling students to:

- develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience

The subject content is relevant the scope of study that is Modern (1700-present day), British focussed and suitable for a short (depth study).

The documents will help pupils develop:

- knowledge and understanding of the key features and characteristics of the periods studied: the chronology, individuals, events, developments and issues in the specified content
- understanding of the relationships between different aspects within the periods studied, making connections, drawing contrasts and analysing trends. Examples of the related aspects include all or some of the following examples: between local, regional, national and international history; between cultural, economic, social, political, religious and military history; and between short and long term timescales

Teaching ideas

These PDF's can be printed off or downloaded into a computer folder for pupils to use. They provide a useful backdrop to all the exercises for this topic and reading the relevant articles or discussing them in class before using the exercises would be recommended. There are also further reading suggestions on each article where more information can be found. It would be recommended that GCSE pupils refer to the further reading suggestions as well to gain more insight into the topics.

Further information

For information on **War Front** experiences from a local perspective do try:



Friends of Horsham Museum

www.horshamposters.com



- **Knight, J. and Mitchell, J.** 2014 *Horsham on the Front Line* Horsham Museum Society
- **Cooper, G.** 20 *Horsham's Heroes of the Great War 1914-1919*
- **West Sussex County Council**, 2014, *Great War West Sussex 1914-1918*,
http://www.westsussex.gov.uk/learning/learning_resources/great_war_west_sussex_1914-18.aspx

More links on specific topics are suggested on the articles.



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Exercise – Women at War

Learning Objective

Pupils will use source evidence and debate to explore how women contributed to and felt about the war effort.

Age group

Recommended for Key Stage 4

Description

Instructions for two exercises; a source enquiry and a class debate. Copies of 8 sources for use in the exercises.

Curriculum Links

The documents are linked to the GCSE subject aims and learning outcomes. Specifically enabling students to:

- develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience
- engage in historical enquiry to develop as independent learners and as critical and reflective thinkers
- develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context
- organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions

The subject content is relevant the scope of study that is Modern (1700-present day), British focussed and suitable for a short (depth study).

The documents will help pupils develop:

- knowledge and understanding of the key features and characteristics of the periods studied: the chronology, individuals, events, developments and issues in the specified content
- the ability to create their own structured accounts, selecting organising and communicating their knowledge and understanding in written narratives, descriptions and analyses, reaching substantiated conclusions when appropriate
- the ability to understand and use critically and constructively a range of contemporary source material appropriate to the period (including written historical sources whose precise provenance is given) to frame their own valid historical questions and make their own valid historical claims

Teaching ideas

It is recommended that pupils are introduced to the topic using the background sheet on women at war and the suggested resources listed at the end of the background sheet.

The Sources 1-6 will need to be printed out pupils can access copies to choose from for Exercise 1. This exercise uses an exam-type enquiry. If pupils are at the earlier stages of learning in GCSE this exercise could be used to take them through how to answer this type of source enquiry.

For exercise 2 split the class into at least two groups. Copies of either Source 7 or 8 will need to be given to each group. It is advised that these sources are read out loud first to allow questions over the content and language.

The groups will need to lay out a series of arguments using the source and their own knowledge to support the point of view in the source. This will allow a debate to be held between the opposing sides and engage the pupils with the issue.



Exercise – Propaganda

Learning Objectives

Pupils will gain an understanding of war-time propaganda through biased sources.

Age group

Recommended for Key stage 4

Description

Instructions for two exercises and some practice exam questions, followed by copies of 8 sources.

Curriculum Links

The documents are linked to the GCSE subject aims and learning outcomes. Specifically enabling students to:

- develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience
- engage in historical enquiry to develop as independent learners and as critical and reflective thinkers
- develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context
- organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions

The subject content is relevant the scope of study that is Modern (1700-present day), British focussed and suitable for a short (depth study).

The documents will help pupils develop:

- knowledge and understanding of the key features and characteristics of the periods studied: the chronology, individuals, events, developments and issues in the specified content
- the ability to create their own structured accounts, selecting organising and communicating their knowledge and understanding in written narratives, descriptions and analyses, reaching substantiated conclusions when appropriate
- the ability to understand and use critically and constructively a range of contemporary source material appropriate to the period (including written historical sources whose precise provenance is given) to frame their own valid historical questions and make their own valid historical claims

Teaching ideas

It is recommended that pupils are introduced to the topic using the background sheet on propaganda and the suggested resources listed at the end of the background sheet.

It is suggested that the classes are divided into groups and a selection from Sources 1-8 are distributed amongst the groups. Working in groups the pupils can then answer the questions in Exercise 1 and create the report in Exercise 2. The reports can then be presented back to the class.

The practice exam skills questions will give students the chance to practice answering enquiries about bias and reliability of primary sources. If pupils are new to this method of question the enquiries could be used to introduce how to form a suitable answer. If this is an enquiry they are practising then it could be posed as a homework question.



Exercise – Civil Liberties: DORA

Learning Objective

Pupils will:

- use the Horsham posters website to research DORA
- Consider the limitations of the poster collection as a resource.

Age group

Recommended for Key Stage 4

Description

Exercise instructions.

Curriculum Links

The documents are linked to the GCSE subject aims and learning outcomes. Specifically enabling students to:

- develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience
- engage in historical enquiry to develop as independent learners and as critical and reflective thinkers
- develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context
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The subject content is relevant the scope of study that is Modern (1700-present day), British focussed and suitable for a short (depth study).

The documents will help pupils develop:

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- the ability to understand and use critically and constructively a range of contemporary source material appropriate to the period (including written historical sources whose precise provenance is given) to frame their own valid historical questions and make their own valid historical claims

Teaching ideas

It is recommended that pupils are introduced to the topic using the background sheet on propaganda and the suggested resources listed at the end of the background sheet.

Pupils will need access to computers, laptops or iPads for this exercise.

The pupils can find information on the basic search techniques described in the search tips document available on the website at www.horshamposters.com/Friends-Horsham-Museum/users_guide-16091.aspx More advanced guidance is available on the website at http://www.horshamposters.com/Friends-Horsham-Museum/search_hints-5086.aspx

The exercises can be undertaken individually or in pairs. There is an opportunity in Exercise 3 for a class discussion about the archive collection as a whole.



Friends of Horsham Museum

N.B.1. As pupils are searching for a **subject** they need to use the **Select Posters** functions not the **Key words** search or it will not work

N.B.2. if students do use the **Key word** search for further research please be aware that the search is set to OR searches only and will not process AND searches. E.g. Broadbridge Heath will look for all poster descriptions using the words Broadbridge OR Heath.



Exercise – Remembrance: War Poetry

Learning Objective

Pupils will analyse and compare two example of conflict poetry that deal with memories of the war.

Age group

Recommended for Key Stage 4

Description

A background information sheet on Edmund Blunden, copies of the two poems to be analysed, exercise instructions for poem 'Concert Party: Busseboom' and example answer, exercises for Can you remember and example answer, exercises for comparing the poems.

Curriculum Links

These exercises are linked to the GCSE English Literature overall aims to enable students to:

- read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas
- appreciate the depth and power of the English literary heritage
- acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read.

Specifically GCSE English Literature comprehension and reading critically:

- literal and inferential comprehension: understanding a word, phrase or sentence in context; exploring aspects of plot, characterisation, events and settings; distinguishing between what is stated explicitly and what is implied; explaining motivation, sequence of events, and the relationship between actions or events
- evaluation of a writer's choice of vocabulary, grammatical and structural features: analysing and evaluating how language (including figurative language), structure, form and presentation contribute to quality and impact; using linguistic and literary terminology for such evaluation (such as, but not restricted to, phrase, metaphor, meter, irony and persona, synecdoche, pathetic fallacy)
- comparing texts: comparing and contrasting texts studied, referring where relevant to theme, characterisation, context (where known), style and literary quality; comparing two texts critically with respect to the above.

Teaching ideas

It is recommended that pupils are introduced to the topic using the background sheet on remembrance and commemoration and the suggested resources listed at the end of the background sheet.

There is a short introduction to how Horsham remembered the war and Edmund Blunden, this should be read either by the pupils or as a class. It is recommended that the pupils work in pairs when completing the exercises then feed back to the class for discussion as noted in the exercise instructions. They will need copies of the two poems and it would be worth keeping a copy on a white board to show the class results. Taking one poem at a time pupils will analyse the language, structure, tone and linguistic techniques. They will then consider the poems side by side looking at the format and rhythm of the poems.

If pupils are new to the Practice Exam Question it could be used to introduce how to form a suitable answer. If this is an enquiry they are already practising then it could be posed as a homework question.



Find out more

- **BBC History** 2014. *World War One* www.bbc.co.uk/ww1
- **BBC Schools World War One**, 2014, <http://www.bbc.co.uk/schools/0/ww1/>
- **BBC iWonder** 2014 *What did war really do for women?* <http://www.bbc.co.uk/guides/z9bf9j6>
- **BBC iWonder**, 2014 *'Was World War One propaganda the birth of spin?'* <http://www.bbc.co.uk/guides/zq8c7ty>
- **British Library**, 2014. *World War One Articles*. www.bl.uk/world-war-one/articles
- **British Library** 2014 *World War One Articles under theme Civilians*, http://www.bl.uk/world-war-one/articles?related_themes=civilians
- **Cooper, G.** 2009 *Horsham's Heroes of the Great War 1914-1919: "That His Name be Not Forgotten"* Horsham Museum Society
- **First World War Centenary** website <http://www.1914.org/>
- **Horsham Museum**, *Albery Poster Collection* www.horshamposters.com
- **Knight, J. and Mitchell, J.** 2014 *Horsham on the Front Line 1914-1918* Horsham Museum Society
- **Knight, J.** 2011 *Horsham's History, 1914-1918 Volume 4* Horsham District Council
- **Mason, A.** 2014 '12 things you didn't know about women in the First World War', *Imperial War Museum*, <http://www.iwm.org.uk/history/12-things-you-didnt-know-about-women-in-the-first-world-war>
- **Mitchell, J. and Vaughan, E.** 2008, *We'll Keep the Home Fires Burning: Horsham During World War One*, Horsham District Council
- **Spartacus Educational**, 2014. *The First World War*, www.spartacus-educational.com/FWW.htm
- **The Imperial War Museums** at <http://www.iwm.org.uk/>
- **The War Memorials Trust**, <http://www.warmemorials.org/>

References

- **BBC History Schools** 2014. 'Causes of the War', www.bbc.co.uk/schools/worldwarone/hq/index.shtml
- **BBC iWonder** 2014 *What did war really do for women?* <http://www.bbc.co.uk/guides/z9bf9j6>
- **BBC Schools World War One**, 2014, <http://www.bbc.co.uk/schools/0/ww1/>
- **BBC Schools**, Propaganda, http://www.bbc.co.uk/schools/worldwarone/hq/causes3_01.shtml
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- **BBC** 2008 'Two Minute Silence' *1918-2008 Ninety Years of Remembrance* <http://www.bbc.co.uk/remembrance/how/silence.shtml>
- **Cooke, I.** 2014 'Propaganda as weapon? Influencing international opinion', *British Library articles* <http://www.bl.uk/world-war-one/articles/propaganda-as-a-weapon>
Last viewed 7/7/14
- **Cooper, G.** 2009 *Horsham's Heroes of the Great War 1914-1919: "That His Name be Not Forgotten"* Horsham Museum Society
- Extracts from the **West Sussex County Times** 1914-1918 accessed via Horsham Library
- **Grayzel, S.** 2014 'Changing Lives: gender expectations and roles during and after World War One', *British Library* <http://www.bl.uk/world-war-one/articles/changing-lives-gender-expectations>
- **Grayzel, S.** 2014. *Women at Home in World War One*, *British Library* <http://www.bl.uk/world-war-one/articles/women-at-home>
- **Horsham Museum**, *Albery Poster Collection* www.horshamposters.com



- **Knight, J.** 2011 *Horsham's History, 1914-1918 Volume 4* Horsham District Council
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- **Mowbauer, A.** 2014 'The debate on the origins of World War One', *British Library Articles* www.bl.uk/world-war-one/articles/the-debate-on-the-origins-of-world-war-one
- **Mowbauer, A.** 2013 *The Origins of the First World War: Diplomatic and military documents*, Manchester University Press
- **National Archives** 2014 *Britain 1906-1914: civilians and war 1914-1918*
- **National Archive Transcript** 1914 *Defence of the Realm Consolidation Act*
- **Sackville, M.** 1916. 'A woman's view' in *Bibby's Annual*
- **Stevenson, D.** 2014 'The war effort at Home (movement into war production, rationing and food supply)' *British Library Articles* <http://www.bl.uk/world-war-one/articles/the-war-effort-at-home>
- **Stevenson, D.** 2014. 'Origins and Outbreak', *British Library Articles*, www.bl.uk/world-war-one/articles/origins-and-outbreak
- **The Royal British Legion** 2014 *Our History* <http://www.britishlegion.org.uk/about-us/who-we-are/our-history>
- **The War Memorials Trust** <http://www.warmemorials.org/>
- **Tudor, S.** 2014 'Britain and the First World War: Parliament, Empire and Commemoration', *House of Lords Library Note*
- **West Sussex County Times**, 1914. Accessed via Horsham Library Service.
- **Welch, D.** 'Propaganda for Patriotism and Nationalism', *British Library articles* <http://www.bl.uk/world-war-one/articles/patriotism-and-nationalism>
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Images

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