

# Country Name Cards



Choices  
Resource Bank

Many countries became involved in World War I, because they were part of the British, German, Russian, French or Belgian Empires. For example India, Canada and Australia all sent troops because they were part of the British Empire.

Other countries became involved because they had made agreements with Britain, France and Russia, the 'Allies'. These included the United States, Italy, Japan, Serbia, Romania, Greece, Portugal, Brazil, China and Montenegro.

Germany's main allies were Austria-Hungary, Bulgaria and Turkey (the Ottoman Empire). Together they were known as the 'Central Powers'.

1. Look at the country cards divide them into Allies and Central Powers. Check to see if you are right.
2. Can you place these country name cards on the world map in the correct place?
3. All these countries were involved in some way in the war. Do you think it was easy to say no to war, or refuse to fight if you lived in one of these countries?
4. There were many more countries involved in World War I. Can you find out the names of three more and add them to the map?

# Country Name Cards

**Britain**

**France**

**Germany**

**Turkey**

**Russia**

**India**

**Congo**

**Austria-Hungary**

# Country Name Cards

**Serbia**

**South Africa**

**Ivory Coast**

**Australia**

**New Zealand**

**Canada**

**China**

**Yemen**

# Country Name Cards

**Madagascar**

**Morocco**

**Sudan**

**Egypt**

**Nigeria**

**Falkland Islands**

**Singapore**

**Cyprus**

# Country Name Cards

**Burma**

**Sri-Lanka**

**Arabia**

**Kuwait**

**Oman**

**West Indies**

**Cameroon**

**Japan**

# Country Name Cards

**Latvia**

**Lithuania**

**Montenegro**

**Romania**

**Honduras**

**Italy**

**Brazil**

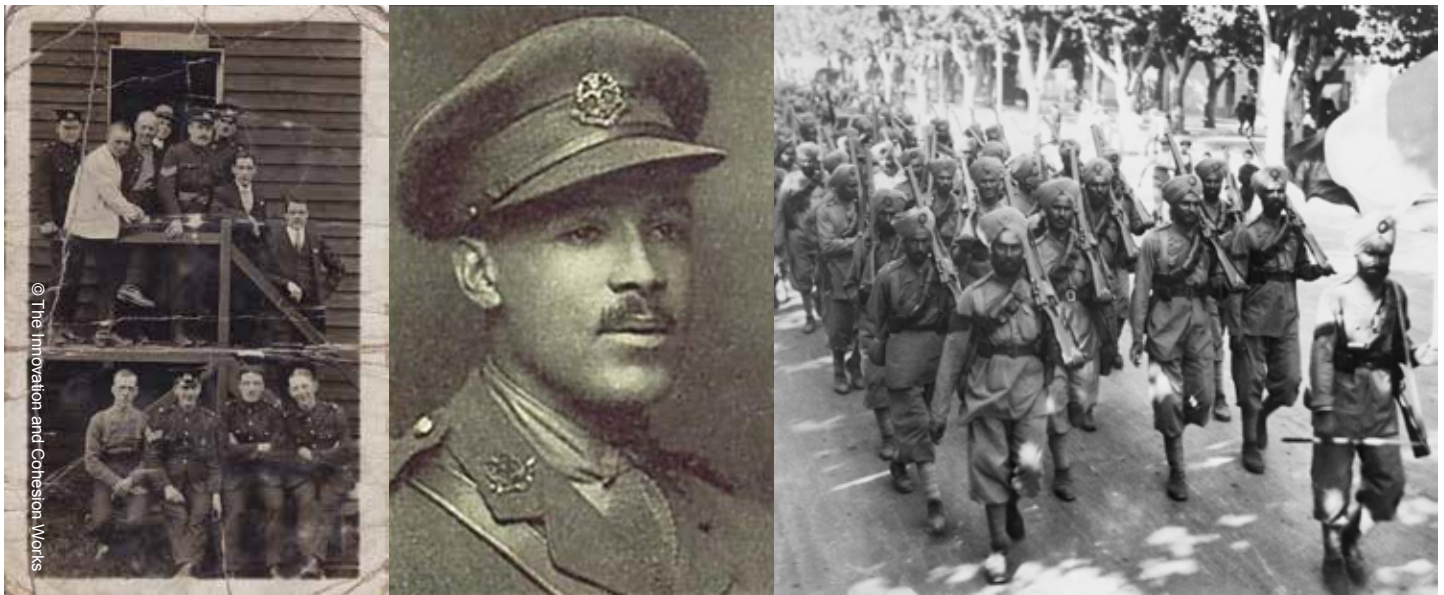
# Student Fact File

## World War I

Prior to 1914 the countries in Europe had made lots of treaties, agreements and alliances to support each other if any country invaded another.

Germany began to increase its weaponry and the size of its army. All German young men had to join the armed forces (this was the same in France) and do 'military service'. Germany had a large army and the German king - Kaiser Wilhelm II, decided to build a navy of ships that would rival that of Britain's (the biggest navy in the world at that time).

The German government also began to look for countries that could be colonised to increase Germany's Empire (an Empire is a collection of countries ruled by one single country). Kaiser Wilhelm II wanted to make Germany the most powerful country in Europe.



All this meant that Britain, France and Russia began to be concerned about the possibility of war. They increased their own weapons, armies and navies and made agreements to help each other if war broke out.

The main agreements between Britain, France and Russia became known as the 'Triple Entente'.

There had been war in 1912 and 1913 in Serbia. On the 28th of June 1914 in a city called Sarajevo, the heir to the Austrian-Hungarian throne, Archduke Franz Ferdinand, was killed by a Bosnian Serb student called Gavrilo Princip. Austria-Hungary's government believed Serbia's leaders to have planned this and supported by Kaiser Wilhelm II, they made demands on the Serbian government that could not be met; as a result they declared war on Serbia on the 28th of July 1914.

Russia supported Serbia against Germany and asked France to do the same. Germany then

# Student Fact File

## World War I



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declared war on Russia on the 1st of August 1914. This meant that Germany was vulnerable from attack on two fronts, from France as well as Russia. So they prepared to implement the “Schlieffen Plan”, which was to quickly attack France and then Russia.

To invade France the German army had to go through Belgium which was a neutral country. This means that they didn't want to be involved in any war. An agreement called the Treaty of London had been signed by France, Germany and Britain in 1839. It said that Belgium must not be attacked and must be defended if a war broke out. In August 1914 Germany asked Belgium to let their army pass through to attack France, Belgium said no, so Germany invaded Belgium.

France who had resisted doing so, then declared war on Germany on the 2nd of August. When Germany refused to remove its army from Belgium, Britain declared war on Germany on the 4th of August. This meant that all Britain's colonies also joined the war, offering military and financial assistance. These included Australia, Canada, India, New Zealand and the Union of South Africa. World War I had begun.

In Britain the newspapers had reported trouble and unrest in Europe for quite a while, but many people still didn't think war was going to happen and it was a shock when it did.

Some people tried to warn that war was coming and that it shouldn't! They campaigned for peace before and during the war. Many of these 'pacifists' refused to fight or support the war in any way, they were 'absolutists'. Some were Conscientious Objectors, due to their political, religious or moral beliefs. The voices of these people were heard before and during the war, growing louder (although not always listened to or heard) when conscription (compulsory military service in Britain) was introduced in 1916.

Most British people didn't care about Archdukes, alliances, Empires or government agreements, but they did care when the newspapers began to report that ordinary men (not soldiers) women and children, were being killed by German soldiers as they marched through Belgium and attacked France.

As a result there was anger and anti-German feeling. Thousands of young British men and boys encouraged by slogans like 'Your Country Needs You!' began to volunteer to join the armed forces, to take on the 'Hun'.

Many believed the war would be over by Christmas and were keen not to miss the chance to be part of a great patriotic adventure. In actual fact they 'joined up' to fight in 'The Great War' which was to last four long years and result in the deaths of millions of men and boys on both sides. A war so horrific that it would be described as 'the war to end all wars' and so far reaching that it became the first war to involve countries from across the globe – World War I.



# Student Fact File

## World War I



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Key  
Questions

What do you think?

Why did Britain go to war in 1914?

Should Britain have gone to war?

Who made the choice?

What were the consequences of this choice?

What did it mean for ordinary people?

What choice would you have made?

# Student Fact File

## World War I

### 4th August 1914 – a day that changed the world?

Whose choices?	4th August 1914 the start of World War I
The Government and the country's leaders	Would you declare war on Germany?
Men and teenage boys	19 + Would you decide to fight? Would you join the army or navy? Would you help the war effort at home? If you were younger than 19 would you lie about your age to join the armed forces? Why?
Women and teenage girls	Where would you buy your food (if in Bradford would you shop at German stores?) How much food would you get? Would you sign up to get extra help if your husband went to war (war relief)? Would you contribute to the war effort? How? Why?
Children of school age	What would you do at school that might be different? Would you contribute to the war effort? How? Why?
Germans and people of German background living in Britain and Bradford	What would you do? Would you stay? Would you try and leave? Would you change your name? Why?



#### Key Questions

What choices would you make?

What might be the consequences of your choices?

# Going to War: Choices and Consequences



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WWI Choices and Consequences	Why did the British Government declare war on Germany on the 4th August 1914?	What were the main consequences of the Government making this choice?	Why do you think some people spoke out against and opposed war with Germany?	What might have been the main consequences of opposing war with Germany?	What choices would you have made?

# Going to War: Choices and Consequences

WWI Choices and Consequences	Why did the British Government declare war on Germany on the 4th August 1914?	What were the main consequences of the Government making this choice?	Why do you think some people spoke out against and opposed war with Germany?	What might have been the main consequences of opposing war with Germany?	What choices would you have made?



Key  
Questions

Do our everyday choices have consequences?

Do we need to think carefully about the Choices we make?

Do all choices have consequences?

# Your Country Needs You Poster



Alfred Leete, b.1882 d.1933, Your Country Needs You, Reproduced by The Imperial War Museum  
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# Photos of World War I Soldiers



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# Photos of World War I Soldiers

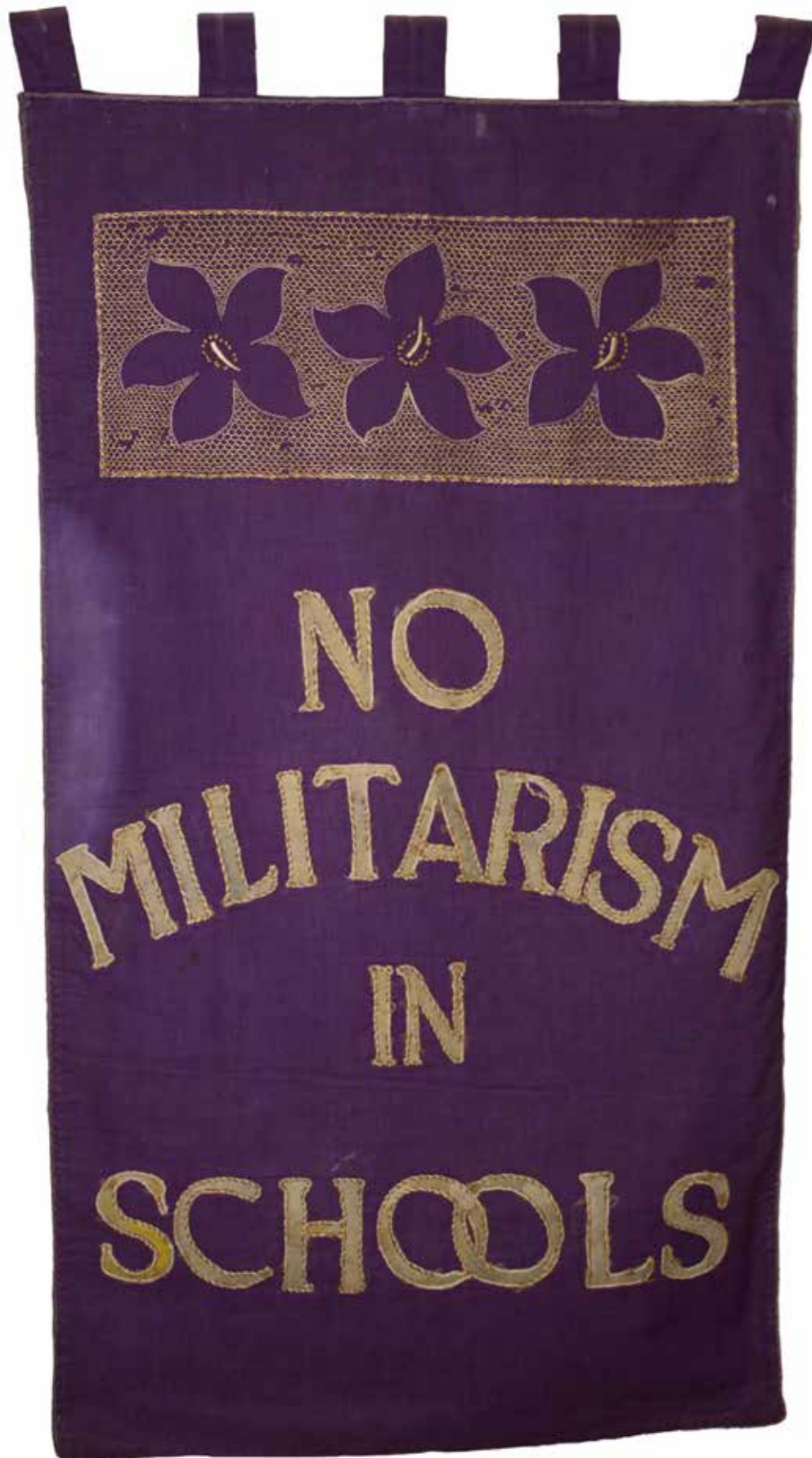


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Image of Bradford Pals © The Innovation and Cohesion Works  
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# No Militarism in Schools







# A Map of Where Fighting Took Place in World War I

Can you colour in the main countries and areas where fighting took place?

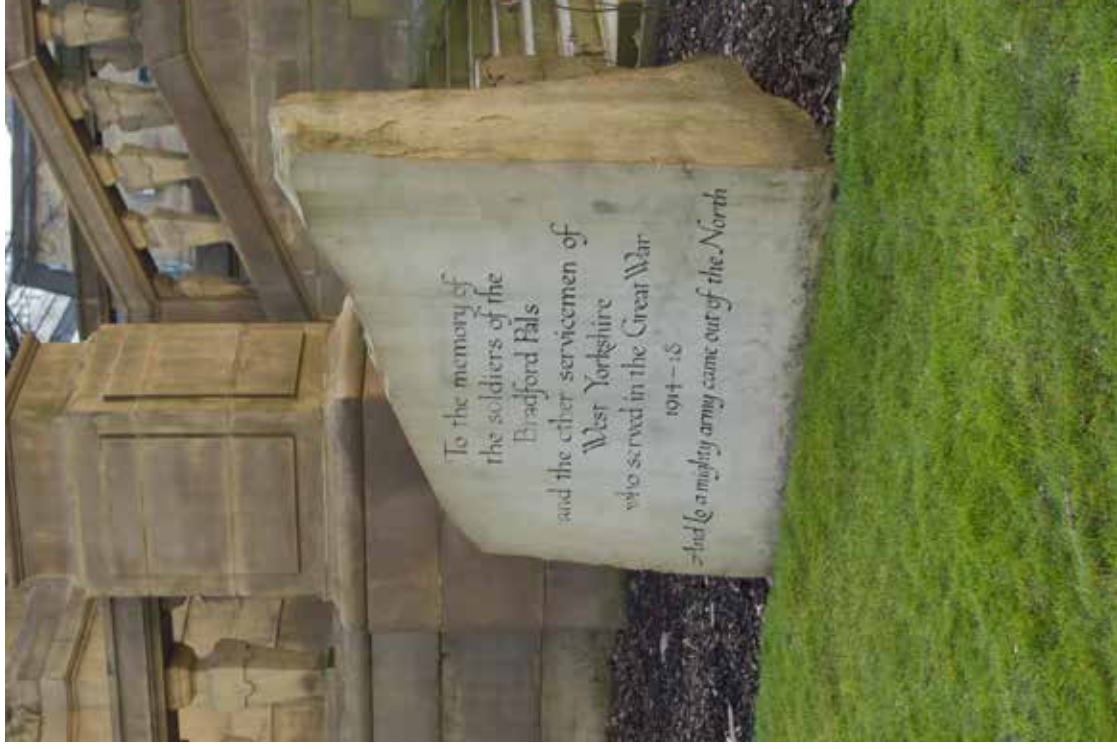


# No Man's Land



Muirhead Bone b.1876 - d.1953 'A Ruined Trench: Mont St. Eloi in the Distance'  
illustration from 'The Western Front', pub. by Country Life Ltd,  
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# The Bradford Pals Memorial and Bradford Cenotaph





# The Shot at Dawn Memorial



Shot at Dawn memorial at the National Memorial Arboretum.  
by NMAguide via wikimedia commons (CC BY-SA 3.0).

# Harry Robert's Medals





# A Letter From Harry's Sister



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This is a letter describing Harry Robert's war. It was sent a long time after World War I, by his sister to Harry's daughter Joan. What do you think Harry's sister thought about his experiences? As a young woman she wrote a letter to the military expressing her feelings. What do you think she said? Do you think she got a reply?

2nd LT. HARRY ROBERTS M.C.  
Greengates Wesleyan Football team all decided to join up when the war started. Harry was 17 & told them he was 19. I remember Billy Duffon (later a famous golfer) joined the navy & had a very smart uniform with brass buttons. Harry joined Bfd. Pals. They trained in their civis in M'annigham Park & later had dark blue uniforms supplied by a Bfd. manufacturer. Eventually they were given khaki uniforms & went on marched to Eipon for further training & later on to Salisbury Plain where they could practice manoeuvres & finally being sent to Egypt. He sent mother a book of photos of Egypt & the Nile, Cairo & the Pyramids. After this in Feb. they were sent to France to a foot of snow, as the 1st Battle of the Somme wiped out many regular soldiers. Heig still fighting as in the Boer War. They were busy digging trenches, mother didn't know but he had taken her engagement ring & wore it on his little finger, of course the digging snapped it in two. Egypt boys got pneumonia & died with the sudden change of climate - this was typical of the brain at the top - Heig again.  
He was made Lance Corporal & later Corporal (acting Sergeant on Corporal's pay) Mother used to send parcels of fruit cake & parkin but many of these disappeared in transport but the postage was free to serving soldiers. He was shot through the elbow & Thross (a blighty wound) & was in hospital at Manchester (one of the Universities) used as a hospital. He was there 6 weeks

# A Letter From Harry's Sister

2/ then one week at home & again back in action in France, at this time the Pals were nearly all gone. They re-formed the regiment & then much later he was sent to Bihl for officer training - about 2 or 3 months I believe, - short leave home & then back to France, when he was in what is now the Prince of Wales Own Regt. At the last "push" his captain & major were both killed & they lost more men. He reformed the remaining lads & led them over the top to capture the gun which had killed his senior officers. I must have got well behind the German lines & was still fighting until about 13th as they had lost touch & didn't know about the Armistice. Many of the Germans taken prisoners were only young boys of 17 & 18 yrs. of age & were all very hungry & had been without food for a few days, but Harry ordered them to have some rations.

He then served in the occupation of Germany for about another year as there was a shortage of experienced officers to train the men & called up



# A Letter From Harry's Sister

3/ for the occupation of Germany.

I was 6 yrs old when the war started & 10 when it finished, If we asked Harry what he won his medal for, he used to grin & say "for getting rations up to the front line".

He said he wouldn't believe anyone who said they were never frightened as at times they were all terrified. One had deserted & was shot by Haig's orders, How my brother detested that man, as most of the others did too.

He had to take the personal possessions of his senior officers to their mothers in England & I was very sad about all that.

My brother died after much suffering at the age of 54 & he looked 70.

He never spoke well of Haig & said he was responsible for the loss of thousands of young lads who were sent straight up to the front & not used to gunfire & the noise & were scared stiff. He said he wouldn't believe anyone who said they were never frightened as he himself often was. over the 4 years of sheer terror. Far worse than this last war - the civilians got the worst of that, with the bombing.

One of the lads accidentally or



# A Letter From Harry's Sister

4/ on purpose found a sheep & Harry being brought up in butchering dressed it, & the cook cut it up, & they all had a lovely time enjoying the poor sheep, but being on bully beef it was a rare treat for them at the time.

Later he was called to Buckingham Palace to receive his Military Cross from King George the Fifth. He had to buy a dress uniform for this, & Dad thought he was slightly mad, as he spent all his spare cash on this. My brother Bill had worn out all his old suits, so he went to a very good tailor in town & ordered three very expensive suits & gave the bill to Dad who nearly went mad, but of course had to pay up. Harry put the medal in the bookcase in the front room & I often went in & pinned it on myself, but he said they all deserved a medal & it belonged to all the lads who served with him.

P.S. ~~St Catholic Hospital Sister gave Harry~~  
a Rosary to give comfort to the lads to hold when dying as it gave them great comfort! at that sad time & he gave it to me when he came home & I thought they were just beads

~~one day when the Hammond explained them to me & said not to wear them~~

# Lord Derby Cards




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This Certificate must be signed and carefully preserved by the person to whom it is issued.

If the place of residence of the holder of the Certificate is changed otherwise than temporarily, the Certificate must within 28 days be handed in at a Post Office or sent or delivered to the Clerk of the Council of the Borough, Urban or Rural District in which the new residence is situate (or, in Scotland, the Town or County Clerk), with the new address written in the space below. A fresh Certificate will be supplied in due course.

*Space for new address.*



**NATIONAL  
REGISTRATION  
ACT, 1915.**

W. & A. S. Ltd. - 4724/11 - (E) - 2000000 - 745

BRFMA 2000-17

**This is to Certify that**

(a) *Frederick C. Crowthor*


(b) *Clerk, Lecturer & Exhibition Manager.* 38

(c) of *6 East Avenue*  
*Levenshulme, Manchester*

has been Registered under the  
**NATIONAL REGISTRATION  
ACT, 1915.**

Signature of Holder, *F. C. Crowthor*

**GOD SAVE THE KING.**



(1) Name.
(2) Occupation.
(3) Postal Address.



# Lord Derby Cards




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Resource Bank

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Space for new address.

(M 3912) Wt. 17584 1531.M. 2/15 H & S



**NATIONAL  
REGISTRATION  
ACT, 1915.**

BR 1111 2000-12

This is to Certify that


(a) *Alice Crowther,*

(b) *Household duties.*

*30.*

(c) *16 Eash Ave. Garden Village*  
*Levenshulme, Manchester.*

has been Registered under the  
NATIONAL REGISTRATION  
ACT, 1915.



Signature }  
Holder }

**GOD SAVE THE KING.**

(a) Name. (b) Occupation. (c) Postal Address.

# Photo of Conscientious Objectors at Dyce Quarry, Aberdeen.



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Creator unknown, 1916 © Peace Museum

# The Conchie



Arthur W. Gay, b. 1901 d.1958, The Conchie, 1931. Reproduced by The Peace Museum for educational purposes only



# Extracts from a Tribunal Statement



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Reason  
I claim total exemption from military  
service upon <sup>1</sup> Moral Grounds.  
2. Physical Infirmitv.

As a believer in Universal Brotherhood I <sup>hold</sup> believe  
that all war is immoral & can take no  
part in that section of State service which  
has for its object the slaughter of H. B.

Fifteen years ago I became impressed by humani-  
tarian ideas & associated myself with  
movements the objects of which, are universal  
peace & goodwill.

For ten years as a Socialist Sunday School Teacher  
& a lecturer on Co-operation I have consistently  
spoken against Militarism & war as inimical  
to the welfare of Society.

Part of my duties during the past two years  
has been to educate children  
in the Principles of Co-operation & to over  
20,000 children I have delivered the  
message of Peace Love & Brotherhood, &  
~~against~~ War Hatred & Selfishness.

I believe work of this nature is in the Nation  
best interest & is essential if it is intended  
to prevent a recurrence of the present  
slaughter.

I believe that this Country is in great danger of  
becoming Militarist.

Holding these views against Militarism & War,  
sincerely, I cannot conscientiously take  
part in that which I believe is  
diametrically opposed to my beliefs.

As a Socialist I believe that it is the duty  
of every individual to give of his talents to the  
State, that is the people, & would welcome such  
a re-organisation of our National life as would  
make this possible.

In my present occupation working for an organisation of  
people, I recognised because of the <sup>importance</sup> of the work  
I do believe that I am doing work of National importance.

I enclose letters testifying to the sincerity of my beliefs; also  
a Medical Certificate showing that on physical grounds  
I am not fit for military service.



# Letter from a Conscientious Objector



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Resource Bank

6 East Ave  
N.Y.

June 9<sup>th</sup> 1916

Dear Comrade.

In view of the fact that before many weeks have passed I shall be "deemed" to have enlisted in H. M. Forces, I am anticipating events.

It is my intention to claim total exemption from Military Service, basing my claim on moral grounds.

As an internationalist I believe that the interests of all workers are identical, and I am opposed to all war as militating against the liberties of the people.

The wholesale slaughter of human beings, accompanied by hatred, and followed by misery and suffering, will not, in my opinion, help to bring about, but on the other hand will hinder, that universal "Brotherhood of Man" which so many of us have preached and worked in various organizations for so long.

Holyoake said, "Without honesty to principle there can be no progress in public affairs"

For 14 years as a Socialist and Co-operator I have held these views, and the present conflict has not led me to believe they are erroneous. Judging by the recent decisions in the Tribunals, However, it will be no easy task to convince the gentlemen who sit thereon of one's beliefs, therefore I am collecting from friends and others as much evidence as possible to place before them.

If during our acquaintance you have heard me, either on the platform or in private conversation, express these views, and if you believe that I hold them sincerely, I shall esteem it a favour if you will testify as to how long you have known me to embrace them.

Faithfully yours  
F. C. Crowther

# Choices Observer

No.654258

Monday, November 11, 1918

One Penny



# Prison Pictures



Kingsway Real Photo Series, S8172, Prison Quarry, Princetown, c1914-1918 © Peace Museum



Kingsway Real Photo Series, S8161, Dartmoor Prison, Princetown, c1914-1918 © Peace Museum

# Prison Pictures



Unknown creator, The Visit, c1914-1918, © Peace Museum



Richmond Castle, by Jez Smith from Whitefield, Bury, via wikimedia commons (CC BY 2.0).

# What is Bravery?

Think about Walter and Isaac's stories.

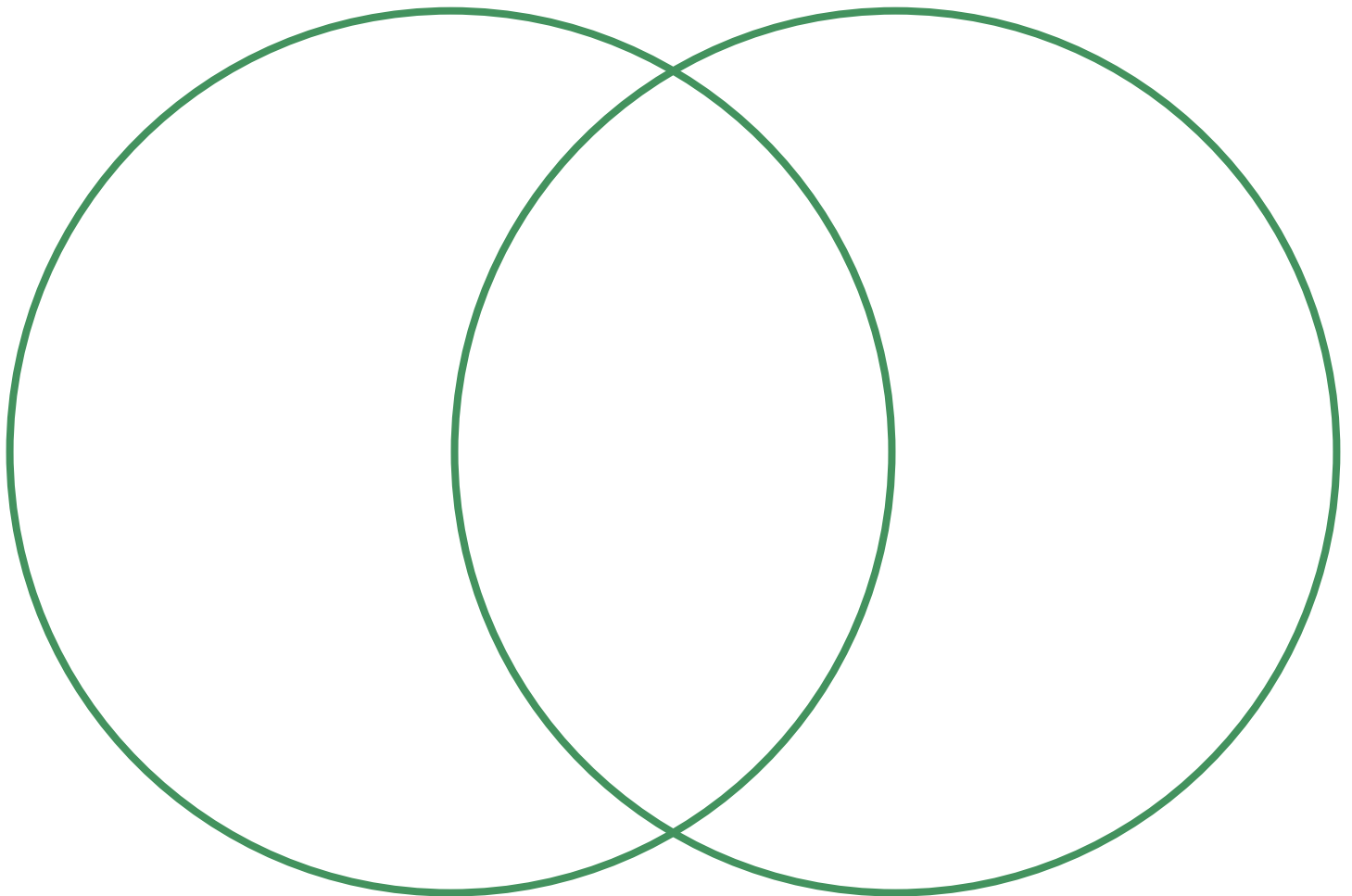
You need to decide on the different ways in which Walter and Isaac demonstrated that they were brave.

Write this down on the diagram below.

In the middle section of the diagram, write down any ways in which you think their bravery was similar; what did they have in common?

Walter was  
brave because

Isaac was  
brave because



Key  
Questions

What do you notice?

Were both men brave?

Are there different ways to be brave?

# Student Fact File

## A War on Terror 2001

Why a War on Terror? The main reason given for a global War on Terror is the attacks on America on the 11th of September 2001 usually called (9/11), including the destruction of the Twin Towers of the World Trade Centre in New York, an important building to countries across the world. But the term War on Terror pre-dates these events by almost twenty years. In 1984 the US President Reagan's advisors first talked about a need for a "war against terrorism". On the 16th September 2001, President George W. Bush used the phrase war on terrorism when he said:

*"This crusade – this war on terrorism – is going to take a while..."*

The phrase War on Terror has been used by governments and the media alike.

On the 11th September 2001 (9/11) the United States of America (US) and people from countries across the world who were in the US, were victims of a terrorist attack. These events had far-reaching consequences. The attacks caused anger across the world. America and its allies (including Britain) vowed to find the leaders of al-Qaeda, the terrorist network behind the attacks, and bring them to justice.

### What is al-Qaeda?

Al-Qaeda is an extremist organisation. Its supporters say they want to get rid of Western - especially American - influence in Muslim countries, and set up an extreme form of Islamic rule. Most of the world's Muslims do not support al-Qaeda or their methods. At the time of the 9/11 attacks al-Qaeda was led by Osama bin Laden. After these attacks, America set out to capture him. He was finally found living in Pakistan and killed by US forces in May 2011. Al-Qaeda has targeted both civilians and soldiers in other serious attacks around the world.

### Before 9/11

Afghanistan is a country on the border of North-West Pakistan. Before 9/11 an extreme group called the Taliban were in charge of the country and they supported al-Qaeda. People thought the network's leader Osama bin Laden was living there. The US's foreign policy (how they dealt with other countries) angered the Taliban, al-Qaeda and supporters of other extremist Muslim groups. Many people from all sorts of backgrounds did not support the US's (or Britain's) foreign policy and actions, but would never have used terrorism or violence to make their views known, (for example the British 'Stop the War Coalition').

### What happened on 9/11?

- Al-Qaeda extremists hijacked four planes that were flying above the US
- Two of them were flown into the twin towers of the World Trade Centre, the highest buildings in New York, famous throughout the world and the work place of people from across the globe
- Another plane was crashed into the Pentagon, the main military building in the US capital city, Washington DC
- The fourth plane crashed into a field, 80 miles from Pittsburgh, Pennsylvania after passengers on the plane realised what was happening and struggled with the hijackers
- The attacks shocked the international community and families from across the world lost loved ones. It was the biggest terrorist attack ever on America
- Nearly 3,000 people died in the attacks on the World Trade Centre, the Pentagon and the crash in Pittsburgh.



# Student Fact File

## A War on Terror 2001

The attacks had a huge international impact. Some people think 9/11 is a day that changed the world. What do you think?

### **After 9/11**

In October 2001, the US and Britain invaded Afghanistan to try and destroy al-Qaeda and bring down the government which sheltered its leaders. Troops from other countries became involved too. The Taliban were quickly driven out of the capital city, Kabul, but even today Afghanistan remains a dangerous place. British troops and forces from other countries are still there, trying to help the Afghan government build a stable nation - but Taliban fighters continue to carry out surprise attacks, and soldiers and Afghan civilians are still dying.

It was in 2011, ten years after the war in Afghanistan began, that Osama bin Laden was eventually found by US soldiers in Pakistan, where he was shot and killed.

### **The war in Iraq**

In 2003 the United States and Britain led an invasion of Iraq, overthrowing the government led by President Saddam Hussein. The American and British governments said that, as well as being a threat to other countries, Iraq was making chemical weapons, abusing and killing sectors of its own community and that the Iraqi government was sympathetic to the actions of terrorists, including al - Qaeda. In Britain, there was much debate over whether all this was true and the invasion of Iraq was controversial. Many people, from a wide variety of backgrounds, campaigned and demonstrated against the Iraq war.

There continues to be a great deal of violence in Iraq, between different groups struggling for power. Many thousands of Iraqi civilians, men, women and children have died in the violence (and continue to do so) as well as thousands of foreign troops.

### **Britain and the War on Terror**

Britain joined the US in this War on Terror and sent troops to Iraq in 2003. British forces are still in Afghanistan.

The need for Britain's involvement was strengthened in some people's minds by the terrorist bombings in London on the 7th of July 2005 (7/7). For others this was proof that British foreign policy was badly thought out, leading to revenge attacks from extremist groups and resulting in the radicalisation of some individuals.

Similar arguments were aired following the murder in Woolwich, of soldier Fusilier Lee Rigby in June 2013; some blamed foreign policy, others extremist groups who were 'brainwashing' young people with false information and propaganda, via the internet and other sources.

Extremism and radicalisation in any quarter may lead to terror attacks (far right groups also 'brainwash' with propaganda and false information) and Britain has experienced in 2013 revenge attacks on mosques and ordinary Muslims from far right groups (such as the English Defence League (EDL)) and individuals. The response from some of the mosques was to offer tea to those who were harassing them! As they explained to the press, Islam means peace and that is what the majority of Muslims wish for.

In July 2013 the BBC began to report that far right attacks on Muslims, their homes, businesses

# Student Fact File

## A War on Terror 2001

and mosques, were also acts of terror by extremists and so would be investigated and treated as such, by the authorities.



### Key Questions

What do you think?

Should Britain have got involved in fighting terrorism?

How has this war affected life on the 'Home Front' in Britain?

# Student Fact File

## A War on Terror 2001

### The 11th September 2001 - A day that changed the world?

Whose choices?	11th September 2001 – 9/11
The Government and the country's leaders	<p>Would you declare War on Terror?</p> <p>Would you support military action against another country?</p> <p>Would you state that not all Muslims are represented by al-Qaeda?</p> <p>Would you be confident about the accuracy of the information leading to taking military action?</p>
Men and women	<p>Would you see this as an attack on all countries?</p> <p>Would you try to understand the background to the event?</p> <p>Would you support government action?</p> <p>Would you be confident with naming an 'enemy'?</p> <p>Would you campaign /protest? Peace? War?</p> <p>Would you try to stop this happening again?</p> <p>Would you say that aggression is the only response?</p> <p>Would you argue for dialogue?</p>
Children of school age	<p>Would you discuss the situation with you parents and friends?</p> <p>Would you still be friends with people of different faiths, cultures and ethnicities?</p>
Muslims of all nationalities, ethnicities and backgrounds living in Britain and Bradford	<p>Would you oppose the attack?</p> <p>Would you talk to people about Islam and make it clear that the terrorists do not represent all Muslims?</p> <p>Should you have to do this?</p> <p>If you feel uncomfortable or experience hate crime, would you speak out?</p> <p>Would you be public about your faith?</p>

# Photos of the Twin Towers – Before 11 September 2001



by Yann Forget via wikimedia commons (CC BY-SA 3.0)



# Photos of the Twin Towers – During 11 September 2001



Choices  
Resource Bank



Courtesy of the Prints and Photographs  
Division. Library of Congress

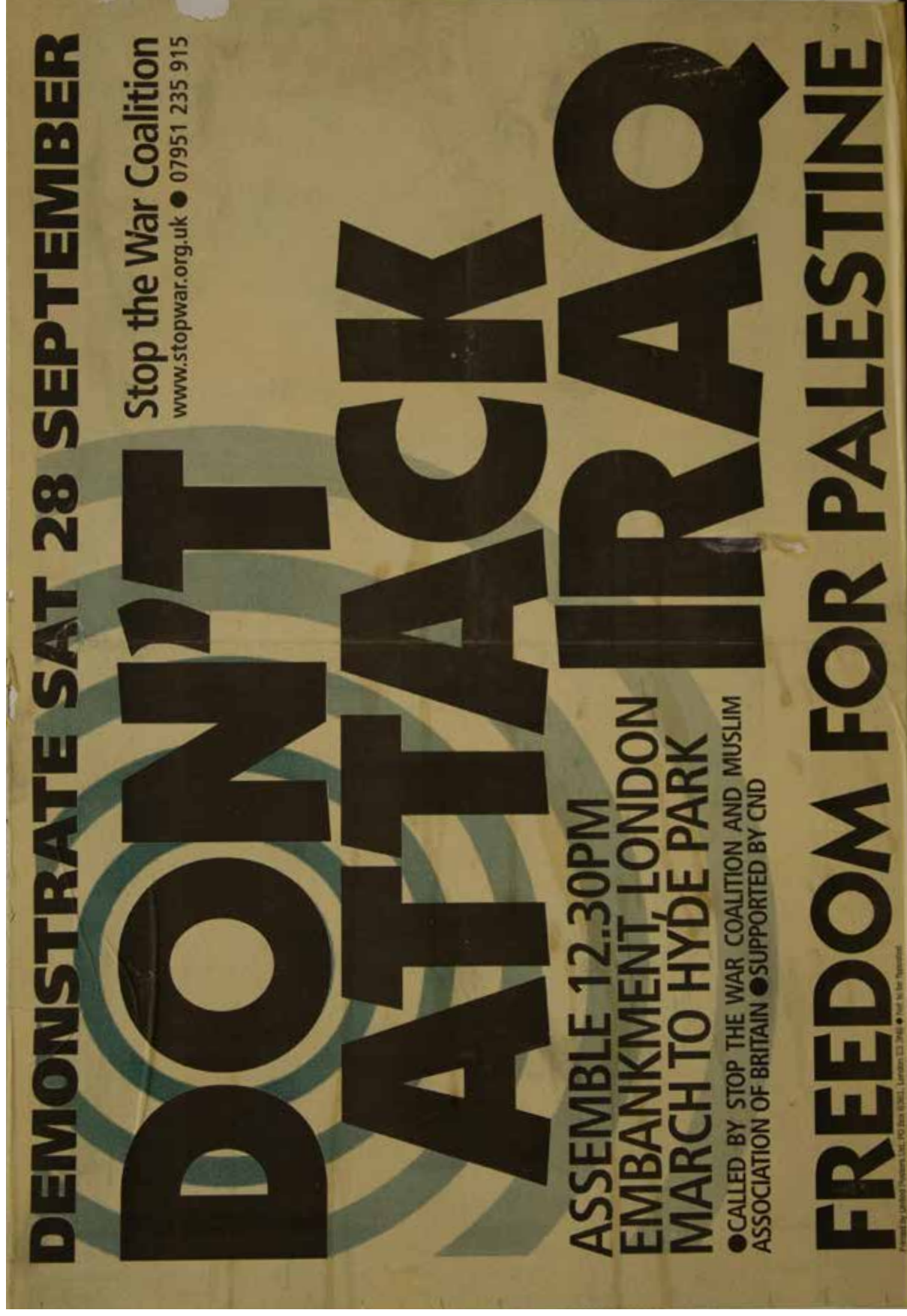


# Photos of the Site of the Twin Towers – After 11 September 2001





## Iraq Campaign Poster

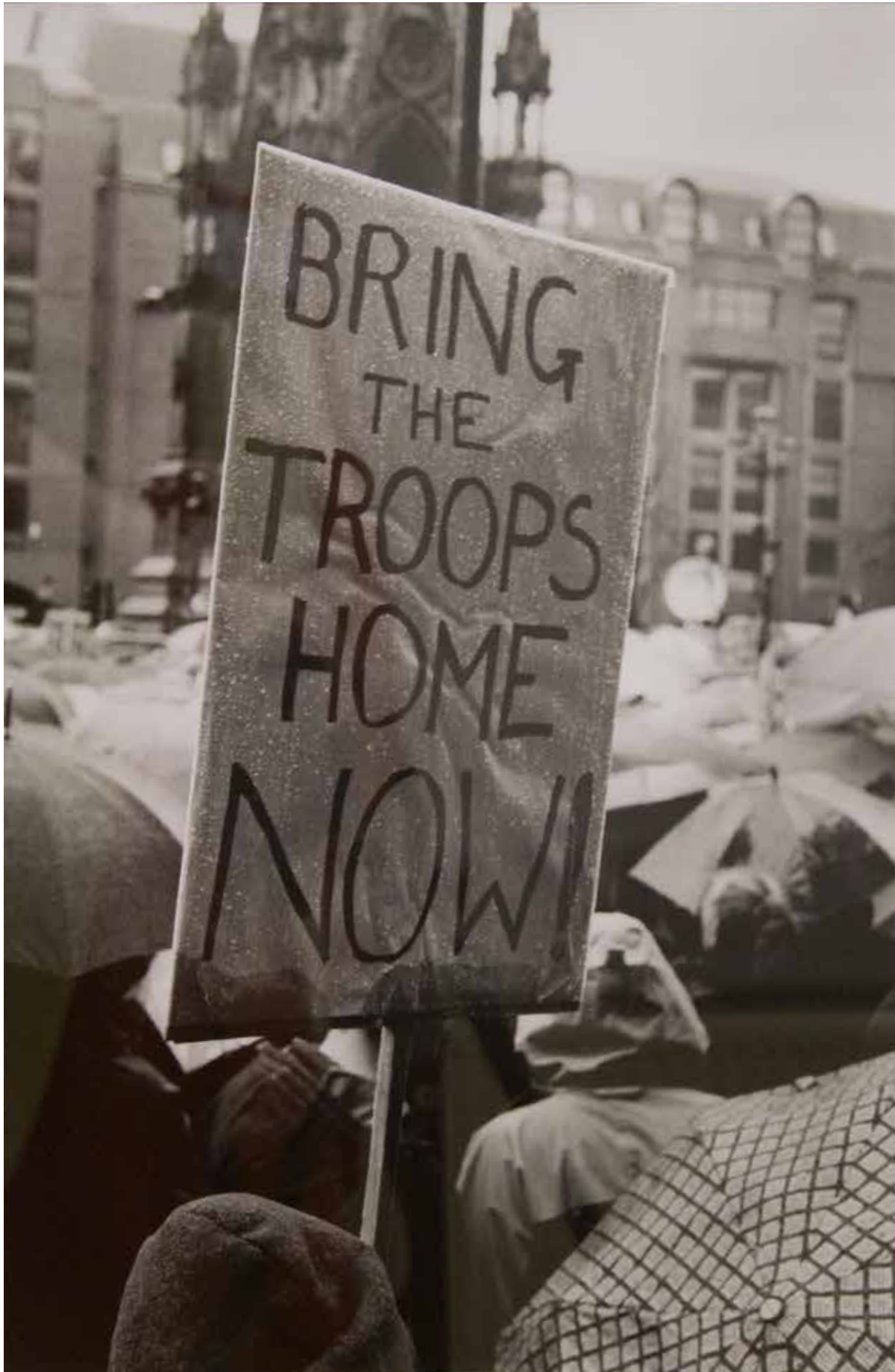


# Demonstrations Against the Iraq War

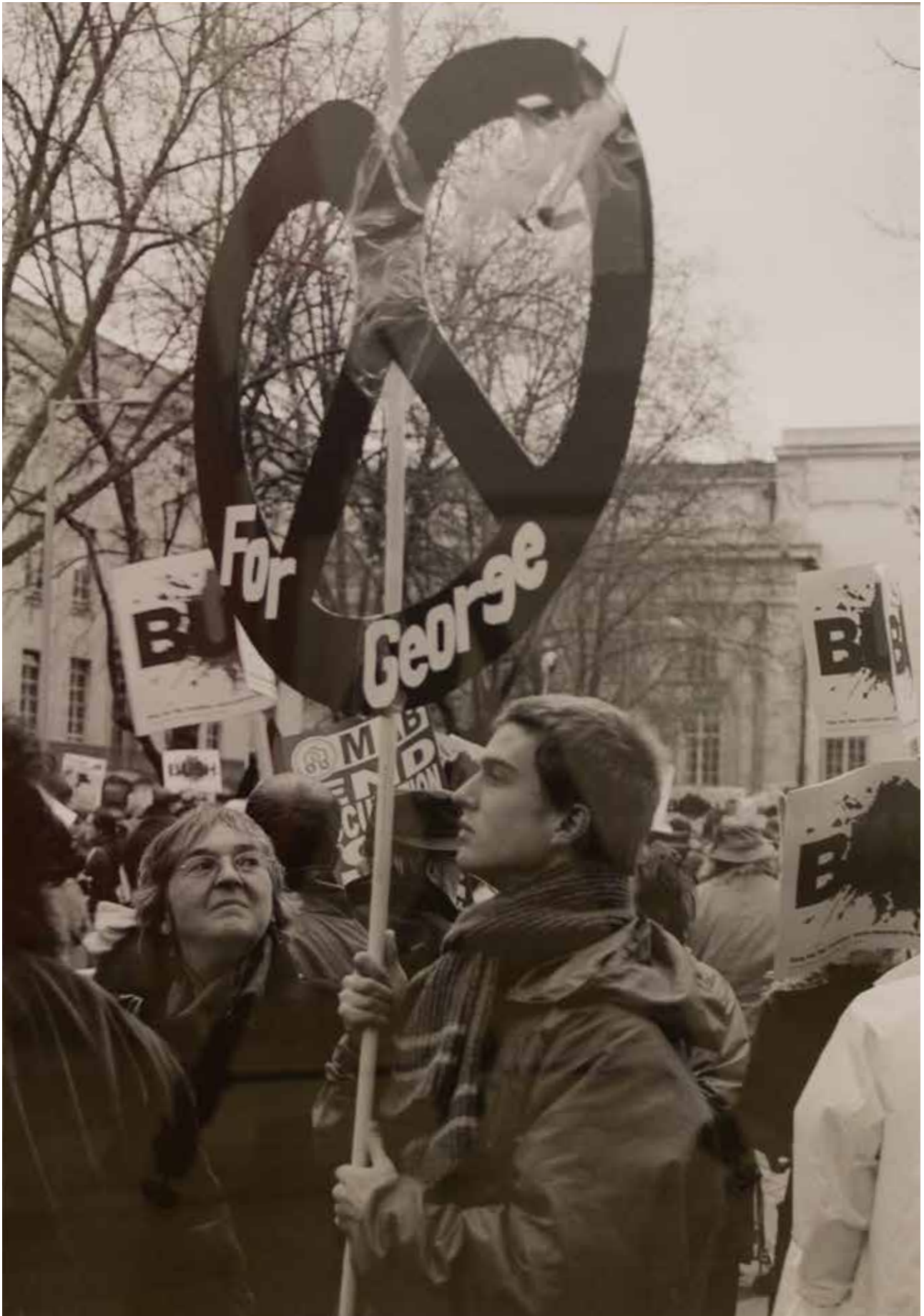




# Demonstrations Against the Iraq War

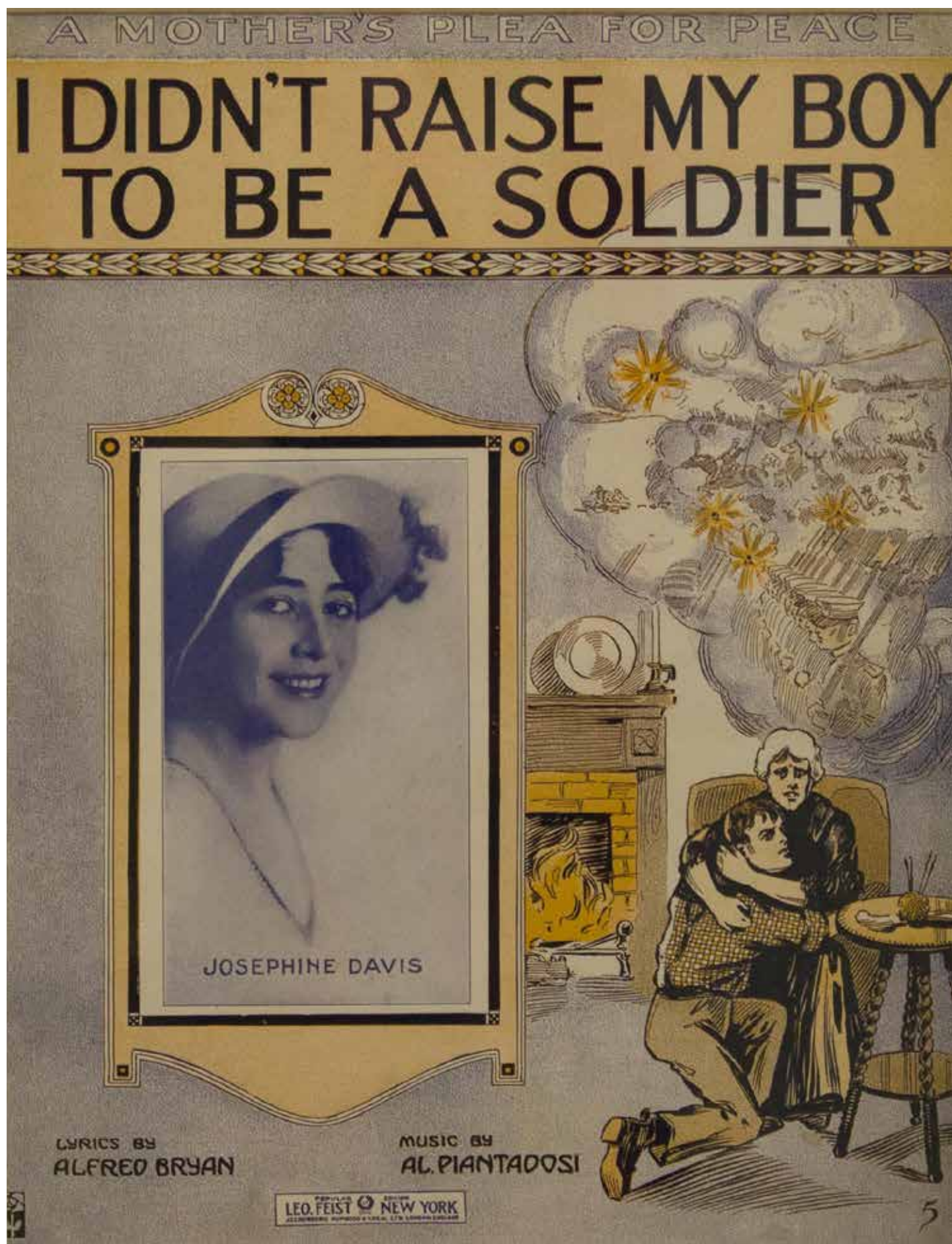


# Demonstrations Against the Iraq War





# I Didn't Raise My Boy to be a Soldier





# Malala Yousafzai



Malala Yousafzai, the 16-year-old who was shot by the Taliban in Pakistan in 2012, speaks at United Nations headquarters in New York, USA, 12 July 2013.



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# Secondary Key Activities – Malala the Blogger

Malala the Blogger	Objectives	Key Activities
<p><b>Key Concepts :</b></p> <ul style="list-style-type: none"> <li>What influences choices and informs opinion? Then? Now?</li> <li>What influences you, your ideas and choices?</li> </ul> <p><b>Key Vocabulary :</b> propaganda, Internet, social media, extremism, resilience, choices, consequences, terrorist, al-Qaeda, Taliban, English Defence League, peer pressure, ideology, freedom, human rights.</p> <p><b>NC Links :</b> English, Computing, Citizenship, Geography, RE.</p>	<p>Students should:</p> <ul style="list-style-type: none"> <li>be able to interpret images and text and look for meaning beyond the literal</li> <li>know how messages and propaganda were conveyed in 1914 -18</li> <li>reflect on what form messages and propaganda might take now and their source</li> <li>know that Malala used the Internet to spread her message</li> <li>explain Malala's choices and the consequences of her choices</li> <li>be able to suggest reasons why the Internet may be a source for good but also may be dangerous</li> <li>evaluate the reliability of information in the media, social media and on the internet.</li> </ul>	<ul style="list-style-type: none"> <li>Look at the Your Country Needs You! poster and I Didn't Raise My Boy to be a Soldier. With a partner decide what message each is trying to convey. Are there any hidden messages?</li> <li>Define propaganda – good and bad propaganda?</li> <li>Is this possible?</li> <li>If posters, placards and banners were used in 1914 and what do people use now to try to convince us to agree with their point of view (ideologies)? With a partner make a list. Share and compare and contrast ..... Internet, social media, YouTube, TV etc. Can you put in order e.g. most influential to least influential? Who controls these? Do we have any evidence that what they are telling us is true?</li> <li>Look at the picture of Malala who recognises her? Why?</li> <li>Tell Malala's story ..... she made a choice to use the Internet and to write a blog to successfully get her message across, did it result in anything else? (Internet safety issues). Did she really have a choice? Watch an edited version of Malala's speech to the United Nations</li> <li>Why might the Taliban be more scared of a girl with a book, than tanks and guns?</li> <li>Is the Internet always reliable and a source of 'good' information?</li> <li>Do the Taliban (al-Qaeda and right wing extremist groups too) use the Internet to try and canvas support or to scare people? Are they successful?</li> <li>Watch (very short edited extract, beware swearing) the Jihadist video clip – the box out-take possibly?) from Four Lions; amusing but in reality .....? Such videos, but serious ones can be accessed on the Internet, what are their intentions? What might</li> </ul>

# Secondary Key Activities – Malala the Blogger



Malala the Blogger	Objectives	Key Activities
		<p>they be trying to do?</p> <ul style="list-style-type: none"> <li>• Need to be aware of hidden messages and Internet safety and the source of information</li> <li>• Discuss reporting of events; watch clips from the BBC and Al Jazeera (or articles on their websites), compare and contrast</li> <li>• <i>Make a user's code for evaluating information from the Internet a 'do's and don'ts' for younger users</i></li> </ul> <p><b>Extension Activities :</b> Set up a class blog or group blogs to campaign for, or raise awareness, of something that the students would like to change inform people about. Make sure that all information is researched and checked avoiding spin, so it becomes a reliable information source for others.</p>



# Secondary Key Activities – A Soldier and a Sportsman and The Bravest Man I Ever Met



Choices  
Resource Bank

A Soldier and a Sportsman and The Bravest Man I Ever Met	Objectives	Key Activities
<p><b>Key Concepts :</b></p> <ul style="list-style-type: none"> <li>Black and Asian choices in World War I</li> <li>Equality, discrimination, prejudice and choices.</li> </ul> <p><b>Key Vocabulary :</b> Prejudice, discrimination, racism, courage, armed forces, soldier, bravery, prison, tribunal, law, hero, heroism, Conchie, Conscientious Objector, CO, Quaker, Christian, choices, consequences, Asian, Black, White, Empire, British</p> <p><b>NC Links :</b> Citizenship, RE, English, History.</p>	<p>Students should:</p> <ul style="list-style-type: none"> <li>make comparisons between different types of bravery and be able to recognise when a certain action has taken courage</li> <li>be able to explain why some people wanted to join the army and why some refused to do so</li> <li>articulate why COs were not liked by many people</li> <li>identify prejudice and discrimination and give an opinion.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss what it means to be brave, courageous, a hero.....or heroine</li> <li>Can anyone be brave? Is all courage always exactly the same? Did it take courage to refuse to fight in World War I? Why? Did it take courage as a soldier to go 'over the top'? What happened to millions of men and boys?</li> <li>Look at the images of soldiers, the Conchie and the silhouette; what do you notice about them? Why is one a silhouette? Explain that Black and Asian men, women and their families were often affected by the war and that the Indian regiments and dominion forces, suffered great losses</li> <li>Some people who fought in the war were Black British. Ask students to name someone who served in the British army in the 'Great War' who was not White (in some instances this may be a family member) and who may have considered themselves Black or Asian</li> <li>Tell the story 'A soldier and a Sportsman'; make a list of the prejudice that Walter experienced (that we know about) Why was this the case? What choice did he make in terms of responding to this? What would you have done? Suggest reasons why he was never awarded the Military Cross</li> <li>Describe Walter's actions and why he was a hero in a report for the <i>Times Newspaper</i></li> <li>Look at the prison photographs. What do they show? Who might have been held here? Why?</li> <li>Read Isaac Hall's story. Why did he refuse to fight? Was he treated worse than other COs? Why? Do you think he had a right to an opinion/his beliefs? Was it Isaac's war?</li> <li>Write a letter to the House of Commons, telling</li> </ul>



# Secondary Key Activities – A Soldier and a Sportsman and The Bravest Man I Ever Met



Choices  
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		<p><i>Isaacs story and asking for his release</i></p> <ul style="list-style-type: none"> <li>Walter Tull was brave, he gave his life fighting for his country; Isaac Hall was brave because he was convinced that there was a rule that said you should not kill no matter what and he stuck to this principle.</li> <li>In groups identify different kinds of courage in each story; record these on a Venn diagram, placing in the middle, any ways in which their bravery was similar.</li> </ul> <p><b>Extension Activities :</b> Research (as a particular character e.g. Magistrate, army officer or CO)) and then act out a tribunal for a CO; <i>reflective diary entry about what choices students might have made and the likely consequences.</i></p>