20 Top ICT activities for Britain 1890-1919

You will all be looking for exciting and innovative ways of using ICT in your history lessons for the new specifications. You probably also know that some high quality software is on its way from the leading publishing houses. It comes at a price though. If you are looking for some ideas for 'do it yourself' activities then the following 20 should give you plenty to get your teeth into. Occasionally these activities have been resourced already but have yet to be fully quality assured for publication on the site. If you would like a sneak preview of any of these, please don't hesitate to email us.

A: Social reform in Britain before World War One

Activity 1: **Which social reformer would you hire as your social reformer** *Apprentice*! **Booth, Rowntree, or Galt?**

Students are told that they are to work as members of the Liberal government which wants to push through its social welfare reforms. But it needs the evidence to silence opponents. Which of the three main philanthropists would the class hire as an apprentice to convince the sceptics that social reform is necessary? Students are introduced to each major reformer and some of the material/evidence which they created. With 'the Apprentice' music in the background, students are shown key visual sources for each, using slow reveal and zoom facilities on PowerPoint/IWB. Students have to work out what the new form of evidence might be from the fragments of clues e.g. Galt's photographs of squalor (see p.394 of Hodder's OCR MW Student Book) and working conditions; statistical data e.g. Rowntree's study & graph (source 8 Hodder OCR Student Book p.393) and Booth's map (p.392).

Groups of three make a presentation about a chosen reformer, explaining what they have done and why their methods will change people's mind. Class discusses what makes a good social reformer. (You may need to provide help files for each group of reformers.) In 'the boardroom' students use the data projector to introduce slides. They can access artwork images and make use of zoom facility, textboxes, etc to make their points using presentation software such as Prezi or PowerPoint as effectively as they can.

Activity 2: **Reasons for liberal reforms**

Students are given on-screen visual and simple written 'clues' which suggest the reasons why the reforms were introduced at this time, and not earlier or later. There are 6/7 clues each hinting at one of the main ideas. The carefully chosen slides that you introduce on your PowerPoint presentation offer a harder clue first, to challenge, followed by a simpler one and then 'the answer'

Students summarise key ideas using presentational software in the form of an ideas organiser/mindmap.

Plenary: Screen appears as if a *Blockbuster* board made up of interconnecting cells. Each cell has a letter/letters on it. Students predict what reason the letter refers to. PowerPoint quickly shows possible answers.

Activity 3: **Old Age pensions; why was Lloyd-George shown as a highwayman?**

When Lloyd George bullied through a payment of five shillings a week for poor men who had reached 70, Britons, especially the poor ones were unlikely to live much beyond 50. So why all the fuss?

'Jigsawed' cartoon of Lloyd George as highwayman is slowly revealed on first PowerPoint slide. Parts of the cartoon are cropped and are introduced in specific, pre-determined sequence, along with annotations, which students suggest and custom animated boxes confirm. Use zoom facility to highlight smaller parts of the cartoon e.g. car (top left). Central section with alms chest should be blanked out. Students asked to guess what the cartoon is all about. The whole is then revealed. Copy of PowerPoint available on request.

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Activity 4: **The Liberal social reforms**.

PowerPoint slide displayed as jigsaw of 4 parts called the 'Measures introduced', each with a heading Children, Old, Unemployed, or Workers. Each is explored in turn. As you 'press' the piece of the jigsaw, a full page zooms out with all the main details (i.e. limited bullet points). Students are told they have to find out more about each and then vote on how effective each was. When all 4 pieces have been pressed and votes taken, students have to think in terms of *Professor Change* and *Professor Continuity* from Hodder's OCR Student Book (2009) p.398. You animate the professors using *Smashmash* or similar, and record audio of the arguments the professors would raise. Students then have to predict what they will say and then hear the immediate reinforcement. Just when the professors say *The main change I think was….* teacher stops the audio, students predict. Then see what the animated talking heads say. Do this for both figures**.** Students finish by voting on a series of statements about degrees of change: some are true false/ yes no and others ask which are the most important, which brought about least change etc

Activity 5: **Reactions to the Liberal reforms in the *Dragon's Den*.** Revision of major reforms.

Hidden behind textboxes on the screen are each of the liberal reforms identified solely by an initial letter. The students have to guess correctly to 'open the door' of each reform. Will these new reforms work? Who will pay? Enter the Dragon's Den with music. The *Dragons* represent the opponents who point out any flaws in the new reforms, especially the heavy burden of taxation', opposition to idle poor etc. It may seem strange today but at the time of the Liberal reforms there was a lot of opposition. It is these ideas that the activity drives at. Many people in society as a whole still believed that it was the job of the individuals and their families to look after themselves. They were worried that if the State gave too much help to poor families then they would become lazy and expect the State to provide everything for them. So students, working in small groups, are given a reform each that they have to sell to the Dragons. A group of Dragons have to criticize and find flaws in each.

Each group of students has access to help files which explain the importance of each reform and also potential weaknesses, in the form of webfiles. Which one should the Liberal government invest its money in?

B. Role of women 1900-1918

Activity 6: Why become a suffragette in 1904?

Students are shown two short film clips of elderly suffragettes e.g. Gertrude Jarrett using BBC classic clips http://www.bbc.co.uk/learningzone/clips/what-inspired-the-suffragettes/956.html. How can they work out if they are suffragists or suffragettes? Students predict before seeing the film. They are then shown a few sources on which they have to vote saying whether they are suffragette, suffragist, both or neither. Students have to script what they think the interviewees will say when interviewed. Students are asked to vote, using electronic systems, on which would have been the stronger motivation for women becoming suffragettes.

Activity 7: Shrieking sister

Famous cartoon is turned into an electronic 'jigsaw' image with small cropped sections 'appearing' in carefully sequenced order. Then 'virtual tour' of the whole cartoon slowly panning over the cartoon. Cartoon is then revealed once more, step by step. After each clue is discussed, students make their own annotations on their own electronic copy. Clues get harder as more are revealed.

Final product is a 'caption'. Writing frame given to ensure focus is on *message and provenance.*

Activity 8: **Did the Suffragists approve of the Suffragettes' actions?**

Students use source 14, Hodder OCR Student Book p.409 to determine Mrs Fawcett's view. Students then have to predict what a Suffragist would say when interviewed fairly recently on TV. What reasons would she give for the split in the movement? These are shown on the screen in the form of a table. Some are pre-entered, others could be written onto the screen/whiteboard. Students have a grid on which to log the main reasons and to check if they have been covered in the interview or not. Students then watch the video clip and check out which reasons are mentioned http://www.bbc.co.uk/apps/ifl/learningzone/clips 957 - Interview with Mrs Fawcett.

Activity 9: **Direct action**.

Students make a movie of the events to describe and explain the actions taken, intersplicing clips of original footage with groups of students acting out other actions and filming these as actors' reconstructions.

Activity 10: **Suffragette action**

Start with showing the BBC class clip
http://www.bbc.co.uk/apps/ifl/learningzone/clips number 963 which lasts just over 2 minutes. Christabel Pankhurst explains the policy of the Suffragettes and how they had decided that they must concentrate on the government rather than on private members and their pledges. She describes the incident at the Free Trade Hall and her subsequent arrest, before Lady Stocks gives her take on the militant movement. She explains that these new tactics enthused women to support the suffrage movement and that it took the actions of Christabel Pankhurst to actually get the movement into the news. Use *Animoto* or similar software and websites containing images of:
Chaining to railings, Getting arrested etc to show how the tactics changed over time.

Activity 11: **How effective were women's actions 1900-1914?**

This offers a chronological perspective. Can students sequence event cards in the form of electronic textboxes on their own PC? They have to correctly sequence the chronological order of the main actions taken. This could be done under time pressure, to the accompaniment of *Who Wants to be a Millionaire* music. First student to get the order right puts hand up. Slide on screen confirms correct order which students self check,

Then turn these cards through 90 degrees on the IWB to create a living graph showing degrees of success. Which period seems the most successful? Students use colour pen to ring the appropriate period.

Activity 12: **The Suffragette Derby: Was Emily Davison heroic or reckless?**

Students are shown a still image of the moment when the King's horse tramples over Emily Davison. They describe what they think has happened and what further questions they would like to research. These appear around the photo in the form of coloured textboxes and provide a frame of reference for the whole lesson. Would students now like to see some video footage? Students are shown a short video clip of the Derby. Freeze frame. Students have to produce two commentaries to voice over the short film excerpt: one from 'the establishment', the other from Suffragette supporters. They draw on 2 documents provided. Significant passages showing the main differences are highlighted by volunteer students on the IWB using coloured pens to capture the tone and mood. What other forms of evidence would they like to investigate? PowerPoint then introduces selected sources on demand e.g. railway ticket, programme etc. When students have made their suggestions these sources appear in the form of a pastiche. After students have predicted why each source would be helpful, the source is clicked and a full explanation and further questions appear. What do historians say? Students are offered 4 versions. They vote for the one they think most accurately represents what they feel.

Activity 12: **Role of women in World War One**

To help students revise for GCSE history the BBC has produced a short video on the role women played in the First World War. It lasts 1 minute 56 seconds. How would the students divide the time if they were making a similar video today? List the most important areas to be covered and the number of seconds you think should be given to them. Then show the film: BBC clip http://www.bbc.co.uk/apps/ifl/learningzone/clips 5662 and compare interpretations. A new version of the programme is being commissioned. But instead of lots of writing, students have to advise the producer by means of a photomontage in the form of a mood board of images, all sized according to their relative importance to show the work women did. Each image must be carefully chosen and sized to ensure the range and importance of each aspect shown.

Activity 13: **So why were women given the vote in 1918?**

Dynamics of causation diagram. A template is provided but contains only a few unconnected causes. Students have to build the diagram, showing what the MAIN reasons were and the subsidiary reasons that flow from each of the main factors. Through question and answer the class builds its own diagram and then compares this with a published version. Students are shown 4 different **possible living graphs** showing the changing fortunes of the campaign for Votes for

Women. They have to evaluate each and then vote. Each graph is then looked at and its strengths / weaknesses analysed **using voting systems.**

C. World War One

Activity 14: **Why the Schlieffen plan failed; assumptions and reality**

What went wrong? Why did it fail? The stages of the plan are broken down by stages, using different maps. Students work on each stage explaining how what happened was different from the plan. They then evaluate an animation: http://www.bbc.co.uk/history/worldwars/wwone/launch_ani_western_front.shtml. How well does it explain the reasons for the failure of the plan?

Activity 15: **Recruitment in World War One**

Students predict what the numbers volunteering might be on a month-by-month basis. They could draw this as a simple sketch on a whiteboard tablet or come to the screen or select 1 of 4 graph options that you have prepared for them. They are given a little context of what actually happened month by month, and then have to decide, (using voting systems), the direction the graph will go. PowerPoint then reveals a graph of the actual recruitment figures. This leads to **Hypothesis testing.** Students are shown the casualty figures for the same periods as a superimposed graph and asked what is the correlation? Students vote on whether there is correlation, possibly by being given a series of optional statements that you have prepared to respond to.

Recap: Why might the correlation not be as obvious as we might expect? Censorship, lack of correspondents at the front until 1916 etc

Activity 16: **Trench warfare uncensored. The film they wouldn't show.**

Students understand the nature of censorship and the way film footage reflected this.

Students create a 'warts and all' account of life in the trenches in 1916. Discussion of the problem of getting hold of source material. Easier now than then of course. Students have to produce a film in the spirit of the time with, grainy film effect, stylised intertitles etc. They are encouraged to select and then lay a sound track from a selection of World War One songs to accompany the PowerPoint presentation OR students are given several web based reconstructions of trench and trench life to evaluate e.g. BBC. They compare these with the textbook. Which medium is most useful for which purpose?

Activity 17: **Battle of the Somme**

It is often said that the public was initially protected from the harsh realities of life on the Western Front for the British Tommy. The Battle of the Somme was a terrible disaster. Would the government show the horrors of what happened?

The chosen section of film comes from the National Archives learning Curve site and runs for 2.34 minutes. http://www.learningcurve.gov.uk/focuson/film/film-archive/player.asp?catID=2&subCatID=3&filmID=5

'The Battle of the Somme', released in London on the 10th of August 1916, was a famous documentary, filmed by Geoffrey Malins and J.B. McDowell. They were one of the first groups of cameramen to film the British soldiers on the Battlefields of the Western Front. The government did not produce the film, but they did approve it. The film was deeply controversial. The question is why.

The clip starts with some pretty harrowing footage of a German trench devastated by artillery fire. We then see a pet dog killed in action and then more harrowing shots of British and German dead. We then see a burial party at work. This is followed by a brief glimpse of big guns and then soldiers cheerily marching off to further triumphs.

As they watch the film, which is silent, students jot down adjectives that describe what the audience in British cinemas would be feeling before recording their impressions on the Whiteboard. Their job is to create a voice-over commentary that would set the right tone and take account of the audience's feelings. On the one hand they wouldn't be too graphic but on the other they wouldn't treat the viewers as idiots either. We are now nearly two years into the war.

Many observers felt the film was too graphic in showing so many dead bodies. On the other hand, it appears that people appreciated the reality of the film-making. They preferred a film like 'The Battle of the Somme' because it didn't try to pretend that war was easy or fun. The film attracted a domestic audience of 20 million - a figure not matched until the release of Star Wars in 1977, and accounting for nearly half the entire population of wartime Britain. Although there were no official war correspondents at the front until 1916, people probably already had a good idea of what trench warfare was like from local newspapers and from talking to soldiers on leave.

For decades, historians have argued over the veracity of the film shot that morning, the first day of the Battle of the Somme. Certainly, some scenes were re-enacted and filmed for propaganda purposes. But now, using a series of new scientific techniques, analysts have proved for the first time that most of the images are genuine, enabling them to identify many of the combatants and trace their surviving relatives.

On the eve of the 90th anniversary of the Somme, a team of documentary-makers and historical experts, including specialists from the Imperial War

Museum, National Army Museum and Scotland Yard, subjected the film to critical scientific analysis. The team used techniques ranging from satellite analysis of trench locations to professional lip-reading and the latest facial-recognition software to prove the genuine nature of nearly all the battle scenes in the film. They also identified at least one "fake" attack, edited together with the original footage, filmed in a shallow trench with soldiers wearing incorrect uniforms and equipment.

Students can be set the task of working out whether the film was realistic or still heavily censored and asked to explain why it differed from other films about the war that the British public had seen over the previous 18 months.

Activity 18: **Haig; who said what, why, and when.**

Students are shown one screen shot from the BBC website
http://www.bbc.co.uk/history/historic_figures/haig_douglas_general.shtml

They have to highlight text in 4 colours:
Dark Red very anti
Pink anti
Yellow neutral
Green positive
to show how opinion on Haig depends, amongst other things, on the perspective of the writer.

They clearly see some negative points in 1915 and 1917, mainly strongly negative in 1917 and positive in 1918

They then investigate a range of sources in the form of a webquest which you can quickly set up using a simple Google search.

The recap floats onto the screen a series of carefully chosen statements from different times in the war. Students have to work out which of the 4 dates they refer to: July1916;
1917; August 1918; November 1918.
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Activity 19: **Changing fortunes of the Allies on the Western Front and reasons for their ultimate victory** Students create a living graph covering 1914-18, but they do so year by year.

A PowerPoint presentation starts by showing 3 ridiculous living graphs. What's wrong with them? One starts too high. One stays flat throughout. One shows too sudden rises and falls. Students are fed 4 different pieces of evidence (which spin onto the page as if breaking news) about each year, to which they have to

respond by drawing the graph shape on their whiteboard tablets that best describes changing fortunes of the Allies on the Western Front 1914-18.

Recap: Show 4 graphs of your own, all of which are fairly plausible. Voting system or tablet used to select one of the four options. Your Blue Peter version of the ideal graph revealed and students come to the front to mark on the graph at least 4 key turning points.

***Activity 20*: Rationing in the First World War. Did the government take food supply seriously enough?**

Start with slow reveal of poster *The Kitchen is the victory. Eat less bread.* (Source 13, Hodder OCR Student book B p.423). What do they think the punch line is? (but not the date yet). What is it trying to encourage? Why might it have been produced? Give students a quotation about the importance of food supplies especially after 1917, followed by a graph to show the impact of German U-boat attacks on supplies. What questions do these sources raise? What should the government do about it?

Key issues: What would you have done to feed your country 6 weeks away from starvation?

Approach: Decision making. You have 10 votes in all to cast. How many will you give each option? Vote now using voting systems.

Turn more land into arable
Employ women on the land
Make bread more expensive to buy
Stop hoarding
Rationing
Ban people from making food that needed flour
Restrict opening times of shops selling bread
Import more
Produce posters to encourage less eating of bread
Pay people more

Cumulative results discussed
PowerPoint then lists the actions the government did take to give students immediate reinforcement.

Revision When do students think the poster was likely to have been produced?

Finally, show students a slide of the Defence of the Realm leaflet from the Ministry of Food in 1918 listing breaches of the rationing order.

What does the source (source 14 Hodder OCR Student Book p.423) tell us about the seriousness with which the government dealt with the problem of food shortages.? Reveal the slide of the source from the top, step by step, then use the zoom facility to focus in on the date to show that people were still being prosecuted until the last few months of the war.