

Unit 18 Hot war, cold war: why did the major twentieth-century conflicts affect so many people?

About the unit

In this unit pupils learn about the main conflicts of the twentieth century by identifying key ideas and themes and making links and connections, particularly between the First World War, the Second World War and the Cold War. The unit focuses on the widespread impact of these conflicts through the examination of specific events, the personal experiences of individuals and a wide range of visual and written sources.

This unit is expected to take 10–15 hours.

Where the unit fits in

This unit builds upon work that pupils have done on earlier units that deal with conflict, such as in unit 5 'Elizabeth I', unit 8 'The civil wars' and unit 14 'The British Empire'. It is intended to serve two purposes: first, to 'set the scene' for more detailed studies to follow for pupils who opt for History at GCSE; and second, to act as a 'rounding-off unit' for pupils who do not wish to continue with History at GCSE. It is suggested that this unit could be linked with unit 19 'The Holocaust' and unit 22 'The role of the individual'. Links could be made with unit 9I 'Energy and electricity' in the science scheme of work.

Expectations

At the end of this unit

most pupils will: demonstrate an outline knowledge of twentieth-century conflicts; analyse the conflicts, making links and connections between them; relate events, changes and the experiences of individuals to the wider picture; use a range of sources for information, analysis, organisation and communication; describe and begin to analyse why there are different interpretations of events; select, organise and use relevant information to provide structured work, making appropriate use of dates and terms

some pupils will not have made so much progress and will: demonstrate knowledge of twentieth-century conflicts; describe aspects of the different conflicts; be aware of individual stories, but find it harder to make appropriate links and connections to the wider picture; describe and begin to analyse why there are different interpretations of events; select information from a limited number of sources; show some understanding of why the past has been represented and interpreted in different ways; produce structured work, making appropriate use of dates and terms

some pupils will have progressed further and will: use a wide range of appropriate technical vocabulary when demonstrating knowledge of the conflicts; analyse the relationship between the major conflicts; display shrewd understanding of the limitations of sources; explain why different interpretations of events have been produced; select, organise and use relevant information to produce a well-structured answer to the enquiry question, making appropriate use of dates and terms

Prior learning

It is helpful if pupils have:

- compared the nature and impact of conflicts in previous units, as in unit 6 'Islamic civilisations 600–1600', unit 8 'The civil wars', unit 9 'From Glorious Revolution to the '45' and unit 10 'France 1789–94'
- considered questions of causation and interpretation
- experience of judging the impact of conflicts upon ordinary individuals, as in unit 2 'Medieval monarchs', unit 8 'The civil wars', unit 9 'From Glorious Revolution to the '45' and unit 15 'Black peoples of America'
- collaborated together in active learning tasks including drama conventions in order to achieve an agreed outcome

Language for learning

Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to:

- conflict, *eg invasion, aggression, total war*
- individuals' reactions to conflict, *eg fear, testimonies, memories*
- explaining viewpoints, *eg motives, interpretations, intentions*

Reading – through the activities pupils could:

- identify what information is needed, and draw together information from different sources

Writing – through the activities pupils could:

- write closely argued text where precise links and connections are made within sentences
- use punctuation correctly to clarify and emphasise meaning for a reader (full stops, commas, brackets, semicolons, dashes)

Resources

Resources include:

- large wall-mounted world map to be annotated
- large wall-mounted class timeline
- appropriate visual material, *eg photos, posters, cartoons, TV/video*
- audio cassettes of taped accounts of people who have experienced a war
- artefacts to aid role play/ displays, *eg helmets, gas masks*
- useful websites, *eg <http://atschool.edunweb.co.uk/chatback> (the Chatback Project); <http://learningcurve.pro.gov.uk> (Public Record Office); www.iwm.org.uk (Imperial War Museum); www.worldwar1.com/index.html; www.bbc.co.uk/education/modern/mainmenu/mainfla.htm; www.lib.byu.edu*

Out-of-school learning

Pupils could visit:

- local sites, *eg war memorials, pillboxes*
- local and national museums, *eg the Imperial War Museum in London and at Duxford*

Future learning

This could lead to an in-depth study of the Holocaust in unit 19 ‘The Holocaust’ and to further consideration of human rights issues. The unit could prepare pupils for aspects of GCSE history.

What were the main features of twentieth-century warfare?

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| <ul style="list-style-type: none"> • to select relevant information from a source • to group and sequence sources according to different criteria • in outline about the key features and technological developments that characterised different conflicts in the twentieth century • that twentieth-century conflicts involved civilians as well as the military | <ul style="list-style-type: none"> • Brainstorm with pupils to remind them of their knowledge of war and warfare. This establishes a common knowledge base, <i>eg methods of fighting, causes</i>. • Provide groups of pupils with a set of cards of images of twentieth-century warfare. Working in groups, pupils sort the images, devising their own criteria for sorting. • Lead a class discussion to clarify the criteria the different groups used in sorting. • Pupils, in groups, then sort against specific criteria which look at common threads, <i>eg naval warfare, civilian experiences</i>. • As a class, plot out the basis of a 'concept map', <i>eg 'cause', 'nature', 'impact', 'effect'</i>, which can be returned to later in the unit. • Use a selection of the images from the sorting activity as a basis for an overview of the chronology of the main conflicts. Annotate a class timeline with dates of major conflicts and with appropriate images from the sorting activity. | <ul style="list-style-type: none"> • select and combine information from sources on the basis of content • identify sources of information that are useful for specific tasks • describe characteristic features of twentieth-century conflicts | <ul style="list-style-type: none"> • This introduction focuses on key ideas and links and connections through thematic studies into aspects of the First and Second World Wars and the Cold War. It will be necessary to select aspects of the conflicts to be studied. • In the card-sorting activity, the images should cover the full range of twentieth-century wars, including the experiences of civilians. Take care to illustrate the involvement of women and children and the impact of the conflicts upon the whole population, <i>eg pictures of women munition workers during the First World War</i>. Photographs could include those of soldiers and civilians from the Indian subcontinent, Africa and the Caribbean in order to highlight both their contribution to the Allied cause and the extent of the impact of both world wars. Some cards could contain details of the extent of military and civilian casualties in both world wars. • A large map of the world and a timeline (1900–2000) could be used as the basis of class displays, <i>eg the concept maps and significant images</i>. • While the focus in this section is on looking for common threads, ensure that pupils are able, as they work through the unit, to distinguish clearly the main conflicts, significant events in each conflict and the role of key individuals. The final activity in the section establishes the framework for this. |
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Pupils should learn:

Pupils:

Do the causes of twentieth-century wars have anything in common?

- that the major conflicts of the twentieth century had long-term and short-term causes
- that different nations had differing attitudes to the prospect of conflict
- to identify similar factors leading to the outbreak of major world conflicts
- to research and summarise information for use in group discussion
- Divide the class into small groups and give each group a different twentieth-century conflict to work on.
- Provide each group with 'cause cards' relating to a particular conflict, *eg the First World War*. These will include long-term causes, *eg rivalry over arms*, and short-term causes, *eg the role of a particular person*.
- Ask the groups to research their 'cause cards', making brief notes to use in the group discussion.
- In groups, pupils discuss reasons and decide why 'their' conflict started. This could be done by asking pupils to place their cause card on the desk in relation to a card with the question *Why did X start?* They then justify it to the rest of the group.
- Ask the group to produce a diagram to show their analysis of the causes and the links between them to present to the class.
- Draw class findings together and, as a whole-class activity, explore with pupils whether the causes of the conflicts are similar in any way. Use the information to create a spidergram to show similarities and differences.

Optional school-developed in-depth study

- Teachers could include an in-depth study on one or more of the conflicts, and/or examine the role of an individual, *eg Winston Churchill, Hitler or Stalin*. This could link back to the common threads identified in the first activity, *eg the impact of technology or the effect on civilians*. This is an opportunity to carry out a more detailed examination of the effect of civilians or the contribution of soldiers from the Indian subcontinent, Africa and the Caribbean to the Allied cause in both world wars. Teachers should also help pupils to understand how the in-depth study relates to the main enquiry question for this unit.

- describe and make links between relevant reasons for, and results of, events and changes
- explain the reasons why attitudes to events differ
- use knowledge and understanding to analyse and interpret information

- A wide range of existing resources can be utilised to create the cause cards. It may help if they are colour coded or marked with 'national flag' symbols.
- This activity is designed to build up pupils' knowledge of the cause of particular conflicts and to develop their understanding of the relationships between different causes. Through discussion, and using the cards as a tool, pupils can develop their ideas of the relative importance of events and the relationship between them.
- While the focus will be on the two world wars, teachers can include other conflicts, *eg Vietnam or Afghanistan*. Choices will need to complement examples used later in the unit. The range of conflicts chosen can be used to extend the activity for more able pupils.
- The classroom timeline should be used to reinforce the chronology of the main conflicts as part of a summary activity.
- In selecting an in-depth study, teachers could build on existing departmental plans, *eg of a study of the Western Front in the First World War, or major turning points in the Second World War*. Consider key stage 4 history work when choosing topics. Unit 22 'The role of the individual' provides a framework for a study of an individual.
- Language for learning: identify what information is needed, and draw together information from different sources.

Pupils should learn:

Pupils:

Why did the end of the Second World War have the effect of starting another, different world conflict?

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| <ul style="list-style-type: none"> that the invention of nuclear weapons was a major turning point in twentieth-century history that Great Powers, post-1945, shared certain specific characteristics that the Cold War was partly created by widely different political ideologies to compare some of the features of the Cold War with earlier twentieth-century conflicts to present their findings in a variety of ways | <ul style="list-style-type: none"> Use sources such as textbooks, photographs, eyewitness accounts and poetry to focus on Hiroshima. Ask pupils to use the sources to produce a brief description of what happened and why the atom bomb was dropped. Introduce the idea that Hiroshima was a turning point after which humanity knew that it could destroy itself. Briefly explain the end of the Second World War <i>eg that the USA and Soviet Union were allies and winners, but by 1945 were unequal allies. There was a shift in the balance of power, they had different ideologies and the USA and Soviet rivalry led to a nuclear arms race.</i> Pose the question <i>After Hiroshima, what made a Great Power?</i> Create a spidergram from the pupils' responses. Using a timeline and world map, identify the stages by which post-1945 Europe was divided into East and West, and the Iron Curtain created. Use the timeline and world map to show the widespread effect of the Cold War. Using video extracts or a range of sources, lead a short study of one or more key Cold War incidents, <i>the Berlin Airlift, Hungary '56, the Cuban Missile Crisis, or the Prague Spring</i>. Emphasise key characteristics and check pupils' understanding of the overall chronology. Provide pupils with statements representing some key features of the Cold War, <i>eg mistrust of motives, use of spies, stockpiling nuclear weapons, fear of nuclear war</i>. Provide some additional blank cards on which pupils can write additional features. Working in groups, pupils undertake a classification of Cold War features by putting the statements in their appropriate place on a concept map organised with the headings 'cause', 'nature', 'impact' and 'effect'. Lead a class discussion to compare this concept map with the one made at the beginning of the unit. | <ul style="list-style-type: none"> explain the significance of nuclear weapons identify the chief characteristics of the Great Powers post-1945 analyse reasons for and results of the Cold War select, organise and use relevant information to produce structured work, making appropriate use of dates and terms | <ul style="list-style-type: none"> As with other sensitive topics, care should be taken over the selection and use of sources on Hiroshima. The key theme for this section is that immediately following the Second World War the Cold War began between previously allied Great Powers – with the USA's monopoly of the nuclear bomb being a decisive factor in creating the climate of suspicion. Extension: pupils could investigate the morality of Truman's decision to drop the atom bomb without warning. An extract from a spy film or TV programme can engage pupils' interest in the Cold War. Links can be made with English, drama, music and media studies through films, <i>eg 'On the beach' and 'Threads'</i>, poetry and protest songs. The study of a key event from the Cold War provides pupils with some contextual information to support their analysis of the characteristics of the Cold War. Citizenship: American and Soviet cartoons could be used to help pupils to understand each side's motives and the role of the media in society. |
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How did the Cold War end?

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| <ul style="list-style-type: none"> to describe and begin to analyse why there are different interpretations of historical events | <ul style="list-style-type: none"> Use film or still images to show the tearing down of the Berlin Wall. Provide pupils with a range of sources about the end of the Cold War, including contemporary accounts and extracts from historians. Pupils could use these to identify and begin to explain the different opinions about why the Cold War ended. | <ul style="list-style-type: none"> identify different opinions of the reasons for the end of the Cold War give some of the reasons for these differences | <ul style="list-style-type: none"> The study of the ending of the Cold War could be further developed, <i>eg by examining events in a particular country such as Romania or the effects of the war in Afghanistan on the USSR.</i> This unit could be extended by a study of Mikhail Gorbachev, using unit 22 'The role of the individual'. |
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What do local people remember about the main conflicts?

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| <ul style="list-style-type: none"> • about the impact of world events upon ordinary people • that the impact of 'total war' did not discriminate between military and non-military populations • to select and use a variety of local source material to contribute to an investigation | <ul style="list-style-type: none"> • Remind pupils of one of the themes identified in the first activity on the impact of twentieth-century wars on civilians. • Ask pupils to listen to taped oral testimonies from local residents about the impact of war on their neighbourhood, <i>eg zeppelin raids, war work, ARP work, VE day</i> • Ask pupils to discuss the events and their significance for ordinary people, and locate each event on a class timeline. • Lead a class 'brainstorm' on whether the local area reveals any evidence about world conflicts. Pupils could conduct an investigation using the resources available, <i>eg</i> <ul style="list-style-type: none"> – <i>visits to local war memorials</i> – <i>interviews with older relatives</i> – <i>an analysis of local photographic evidence</i> – <i>visits to/by members of local veterans associations</i> – <i>extraction of information from local newspapers of the time</i> • Present pupils' findings as a class display in both written and pictorial form. | <ul style="list-style-type: none"> • explain the impact of 'total war' on ordinary people • use knowledge and understanding to identify and evaluate sources of information relating to the impact of 'total war' on military and non-military populations • select, organise and use relevant sources of information to produce structured work for an investigation • make links between key features within and across periods | <ul style="list-style-type: none"> • Pupils will have undertaken similar work at key stage 2, so how they build on their previous experiences will need to be considered. • Taped extracts of conflict testimonies can be found commercially and through local history societies, museums, and record offices. Different conflicts could be included though sensitivity will be needed towards pupils who have had experience of conflict either directly or through close relatives. • Other useful resources are the national BBC archive, local radio and the reminiscence charity Age Exchange. • Teacher or pupils could make their own tape by recording a range of reminiscences or by recording one person's memories in depth. • ICT: pupils could collect data from local war memorials and create a database or spreadsheet. Data on local casualties can be related to the size of the local population and in turn to national population statistics. Pupils could use e-mail to 'interview' people with experience of war in different parts of Europe. Their experiences can be compared with those of local people. Pupils could make use of useful websites, <i>eg the Chatback project</i> http://atschool.eduweb.co.uk/chatback. • There are opportunities for extension work on the whole issue of censorship of information, means of propaganda and its impact on public morale. |
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Pupils should learn:

Pupils:

Why did the major twentieth-century conflicts affect so many people?

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| <ul style="list-style-type: none"> • to use their factual knowledge to make links and analyse relationships between events and changes • to summarise their learning through a structured piece of writing about twentieth-century warfare | <ul style="list-style-type: none"> • Lead a class discussion to draw together ideas explored to answer the question <i>Why did the major twentieth-century conflicts affect so many people?</i> • Ask pupils to write an essay to answer the question. |
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| <ul style="list-style-type: none"> • use specific knowledge to make links and connections between twentieth-century conflicts • reach and support their conclusions in a well-structured piece of work that uses a range of punctuation to express shades of meaning | <ul style="list-style-type: none"> • Pupils may need a structure or the opportunity to use 'cause' cards to clarify their ideas. ICT might be used to support this activity. • Language for learning: pupils write closely argued text where precise links and connections are made within sentences. • Citizenship: links with the importance of resolving conflict early, and the world as a global community. |
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