

**Historical Association Conference 2013**

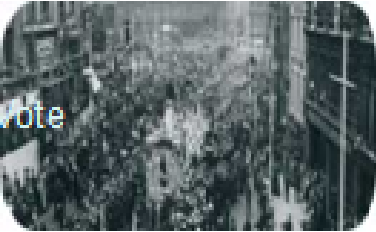
**Workshop session**

**Motivation, Mindset and Metaphor:  
Helping weaker or reluctant students to write like historians**

**Ben Walsh**

# How do historians work with sources? Q3 Academy Birmingham April 2013

How valuable are sources and what makes them valuable?


Women and the vote  Women's Suffrage:  
The Campaigns  
Suffrage for sale!

*History Bay* Welcome!

Category > Suffrage for sale

Brief description

Feedback:

 Page 1  
© Hodder  
Education, 2010



1  
A 1906 CARTOON FROM PUNCH MAGAZINE.



2  
A POSTER ADVERTISING AN ANTI-SUFFRAGE DEMONSTRATION.



3  
A SUFFRAGETTE HANDBILL.



4  
AN ANTI-SUFFRAGETTE POSTER.



5  
A SUFFRAGETTE POSTER FROM 1909.



6  
NEWSPAPER PHOTOGRAPH FROM JUNE 1913.



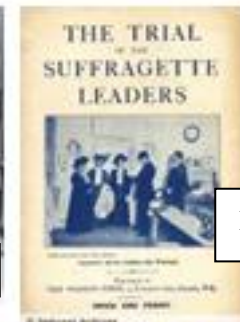
7  
FRONT COVER OF THE SUFFRAGETTE JUNE 1913.



8  
A SUFFRAGETTE POSTCARD FROM 1913.



9  
A PHOTOGRAPH OF A SUFFRAGETTE BEING ARRESTED, 1914.



10  
FRONT PAGE OF A SUFFRAGETTE PAMPHLET 1908.

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The GUNS in France are  
booming; so are the Sales of

“ LUKNO ”  
SAUCE.

Better than ever.

Same Price as before the  
War.

**The Growth of Expenditure.**

**Old Age Pensions.**

**TORY PROMISES: LIBERAL FULFILMENT.**

The Tories returned to power in 1895, pledged to give Old Age Pensions. They held office for ten years, and did nothing towards fulfilling the pledge except to appoint one Commission, and three Committees to inquire into the question.

The Liberals came back to power in December, 1905, unpledged to give Old Age Pensions. In 1906 the Old Age Pensions Act was passed, and in January, 1911, the Poor Law disqualification came to an end. While the Bill was before Parliament Lord Lansdowne expressed the fear that it "will weaken the moral fibre of the nation and diminish the self-respect of our people"; Lord Wemyss declared that "a system of demoralisation would be established among the working classes, thrift would be done away with, and self-reliance would be diminished"; Lord Avebury considered that the Bill "would involve an immense increase of taxation, perpetual poverty, lower wages, and discourage thrift."

On the Second Reading of the Bill 29 Tories voted against, 42 for and 91 did not vote; on the Third Reading, 11 voted against, 12 for and 140 did not vote. This is the way they redeemed their election pledges.

What has been the result of the passing of the Act? On the last Friday in 1912 old men and women of 70 and over were receiving pensions to the number of 966,008—women, 603,380; men, 362,628. The removal of the Poor Law disqualification extended the number of old folks who were benefited by the generous measure.

The whole of the money for the pensions, it should be explained, is provided by the State, but, in return, there is a gain in the decreased cost of Poor Relief, for, as compared with 1906, the number of outdoor paupers over 70 years of age had fallen at the beginning of 1913 to 8,565, as against 168,096 in the earlier year. The estimate of the cost to the State of Old Age Pensions in 1913-14 is £12,600,000.

329 (L18)

**1906-1913.**

1913

**A Short Account  
of what  
The LIBERAL  
Government  
has DONE  
for the People.**

**THE LIBERAL PUBLICATION DEPARTMENT**  
*in connection with the National Liberal Federation and the Liberal Central Association,*  
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THE TRUTH  
ABOUT  
GERMAN  
ATROCITIES

Founded  
on the Report  
of the Committee on  
Alleged German Outrages

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acts. But when the evidence regarding Liège was followed by that regarding Aerschot, Louvain, Andenne, Dinant and the other towns and villages, the cumulative effect of such a mass of concurrent testimony became irresistible, and the Committee were driven to the conclusion that the things described had really happened.

**Killing of Civilians deliberately planned by the Higher Military Authorities and carried out methodically.**

The excesses recently committed in Belgium were, moreover, too widespread and too uniform in their character to be mere sporadic outbursts of passion or rapacity.

That this killing was done as part of a deliberate plan is clear from the facts set forth regarding Louvain, Aerschot, Dinant and other towns. The killing was done under orders in each place. It began at a certain fixed date, and stopped (with some few exceptions) at another fixed date.

**German Army Disciplined to Obey.**

The discipline of the German Army is proverbially stringent, and its obedience implicit.

It was to the discipline rather than the want of discipline in the Army that these outrages, which we are obliged to describe as systematic, were due, and the special official notices posted in certain houses that they were not to be destroyed show the fate which had been decreed for the others which were not so marked.

**A few German Officers showed Feelings of Humanity.**

The Committee gladly record the instances where the evidence shows that humanity had not wholly disappeared from some members of the German Army, and that they realised that the responsible heads of that organisation were employing them, not in war, but in butchery. "I am merely executing orders, and I should be shot if I did not execute them," said an officer to a witness at Louvain. At Brussels another officer said: "I have not done one hundredth part of what we have been ordered to do by the High German military authorities."

A humane German officer, witnessing the ruin of Aerschot, exclaimed in disgust: "I am a father myself, and I cannot bear this. It is not war, but butchery."

**Drink Responsible for many of the Worst Outrages.**

Many of the worst outrages appear to have been perpetrated by men under the influence of drink. Unfortunately, little seems to have been done to repress this source of danger. . . . Officers as well as men succumbed to the temptation of drink.

**The German Army is Responsible for Crimes which it did not Check.**

When an army is directed or permitted to kill non-combatants on a large scale, the ferocity of the worse natures springs into fuller life, and both lust and the thirst of blood become more widespread and more formidable. Had less licence been allowed to the soldiers, and had they not been set to work to slaughter civilians, there would have been fewer of those painful cases in which a depraved and morbid cruelty appears.

**The Taking and Murder of Hostages.**

Two classes of murders in particular require special mention, because one of them is almost new, and the other altogether unprecedented. The former is the seizure of peaceful citizens as so-called hostages to be kept as a pledge for the conduct of the civil population, or as a means to secure some military advantage, or to compel the payment of a contribution, the hostages being shot if the condition imposed by the arbitrary will of the invader is not fulfilled. Such hostage taking . . . is opposed both to the rules of war and to every principle of justice and humanity.

**Murder in the Villages.**

The latter kind of murder is the killing of the innocent inhabitants of a village because shots have been fired, or are alleged to have been fired, on the troops by someone in the village. For this practice no previous example and no justification has been or can be pleaded. . . . In Belgium large bodies of men, sometimes including the burgomaster and the priest, were seized, marched by officers to a spot chosen for the purpose, and there shot in cold blood, without any attempt at trial or even enquiry, under the pretence of inflicting punishment upon the village, though these unhappy victims were not even charged with having themselves committed any wrongful act.

The Committee is specially impressed by the character of the outrages committed in the smaller villages.

*Aerschot and Dinant* (August 25th).—Immediately after the battle of Malines . . . a long series of murders were committed either just before or during the retreat of the army. Many of the inhabitants who were unarmed, including women and young children, were killed—some of them under revolting circumstances.

Evidence given goes to show that the death of these villagers was due, not to accident, but to deliberate purpose.

**A Death-stricken Area.**

The quadrangle of territory bounded by the towns of Aerschot, Malines, Vilvoorde, and Louvain, is a rich agricultural tract, studded with small villages and comprising two considerable

# Writing history is counter-intuitive – sticking plaster fixes

## Treaty of Versailles and its impact

### 2. SIX TERMS OF THE TREATY OF VERSAILLES [memory word: GARGLE]

- **Guilt**
  - clause 231- Germany accepted blame 'for causing all the loss and damage' of the war.
- **Army (5 things)**
  - army: 100,000
  - no submarines
  - no aeroplanes
  - 6 battleships
  - Rhineland de-militarised
- **Reparations**
  - £6,600 million – in instalments, until 1984).
- **Germany lost land (8 things)**
  - Alsace-Lorraine to France
  - Saar to France (15 years)
  - Malmedy to Belgium
  - North Schleswig to Denmark
  - West Prussia and Upper Silesia to Poland
  - Danzig a 'free city'
  - Memel to Lithuania
  - German colonies became 'mandates' of the League of Nations.
- **League of Nations**
  - set up.
- **Extra points (2 things)**
  - forbade Anschluss
  - Estonia, Latvia and Lithuania independent states.

### 3. HOW THE GERMANS FELT [memory word: U GARGLER]

- **Unfairly treated (3 things)**
  - no part in the Conference talks
  - forced to sign
  - few of 14 Points in the Treaty.
- **Guilt**
  - 'Such a confession in my mouth would be a lie', said Count Brockdorff-Rantzau.
- **Armed forces**
  - meant Germany could not defend itself against even small countries (the *Dungervolker* - Dung people).
- **Reparations**
  - starved German children.
- **Germany lost territory (3 things)**
  - a humiliation
  - contrary to self-determination
  - made Germany poorer - took farm land (W Prussia) and industrial land (Saar).
- **League of Nations (2 things)**
  - an insult
  - meant that Germany could not defend itself in the League of Nations.
- **Extra**
  - forbidding Anschluss was against the principle of self-determination.
- **Results (2 things)**
  - riots in Berlin/the *Deutsche Zeitung* attacked 'the disgraceful treaty'
  - Kapp Putsch (1920) to try to overturn the Treaty.

[http://www.johndclare.net/versailles\\_treaty\\_revision.htm](http://www.johndclare.net/versailles_treaty_revision.htm)

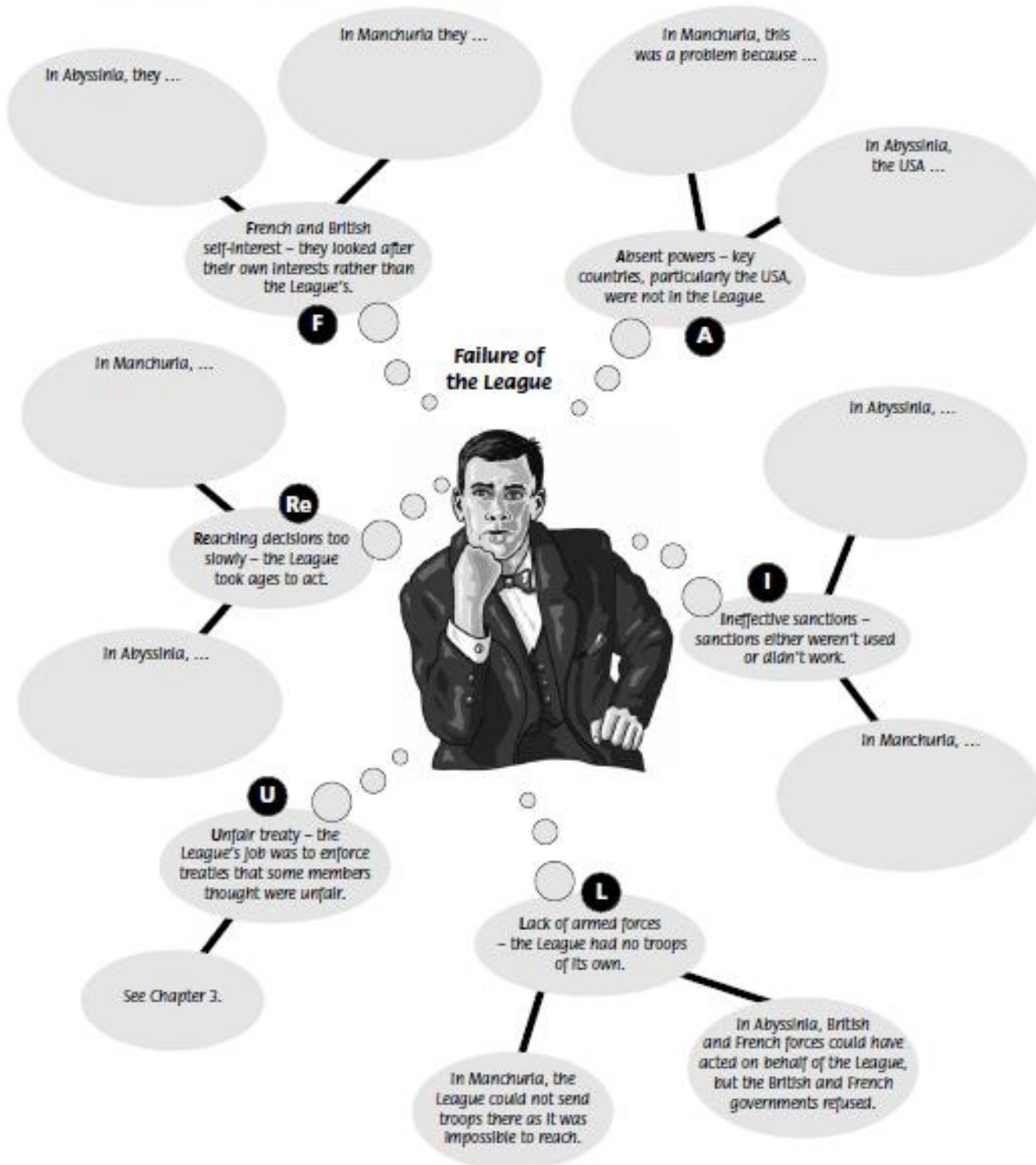


# More sticking plaster fixes: League of Nations

## WORKSHEET 2.8

Why did the League of Nations fail in the 1930s?

Use this sheet to record your answers to the Focus Task on page 44.



# Motivation and mindset

## Clip: Secondary ICT – Web Literacy

<http://archive.teachfind.com/ttv/www.teachers.tv/videos/secondary-ict-web-literacy.html>

### **B1: Goals**

Pupils will have reasons for engaging in the work they undertake. These reasons are rarely as simple as “I am doing this because my teacher told me to”. Research has identified three principle types of motivational goals:

- Learning goals: in which the prime reason for engaging in the activity is the furtherance of personal understanding and competence.
- Performance approach goals: in which the principal reason for engaging in the activity is the pursuit of opportunities to gain positive feedback (as distinct from enhancing it).
- Performance avoidance goals: in which the principal aim is to avoid negative feedback – often achieved by finding ways of not engaging in the task.

Therefore in an ideal situation is where learning goals are promoted and encouraged over performance goals.

### **B2: Interest**

The ability of forms of ICT to capture pupil interest is clear. However, interest can be defined in two different ways:

- Situational interest: in which elements of a situation grab the interest of participants. To some degree, the interest remains dependent upon the continuing situational influence.
- Personal interest: in which the pupil is well disposed to pursue the activity because they find it interesting

Situational interest is more likely to develop into personal interest under situations where relatively high levels of personal control are able to develop.

### **B3: Conceptions of ability**

Of growing importance in the motivational literature is the distinction between entity and incremental views of *one's own* ability.

- An entity view defines ability (at whatever level) as a fixed and stable capacity to carry out related activities. It is believed by the individual in question that it is not possible to perform consistently above one's level of ability nor to increase ability levels.
- The incremental view defines ability (again at any current level) as something that can be developed and enhanced through the application of practice, strategy and effort.

### **B4: Intrinsic motivation**

This shares many similarities with personal interest, as it is generally defined as a motivation to undertake an activity for its own sake. While very powerful in its purest form this is rarely experienced in formal learning settings and schools may possibly be advised not to make its creation their prime objective. Rather, motivated activity can be understood in terms of the degree of personal control that an individual has over what they do and how they do it. As self-regulation increases, so the form of motivation developed increasingly comes to share the attributes of high levels of intrinsic motivation. Also important is the development of the capacity to maintain motivation for work when intrinsic motivation is absent.

Pintrich, P. and Maehr, M. (2004) *Motivating Students, Improving Schools: Advances in Motivation and Achievement*. Oxford. Elsevier.

Dweck, C. (2001) The Development of Ability Conceptions in: Wigfield, A. Eccles, J. (eds) *Development of Achievement Motivation*. San Diego. Academic Press.

Durik, A., & Harackiewicz, J. M. (2007). Different strokes for different folks: How individual interest moderates the effects of situational factors on task interest. *Journal of Educational Psychology* 99 pp597-610

## A BOX OF COLD WAR SOURCES ...

**ПРИВЕТ ГЕРОЙСКИМ ВОИНАМ СОВЕТСКОГО  
СОЮЗА ОТ БРИТАНСКИХ СОЮЗНИКОВ  
БОРЮЩИХСЯ С НИМИ**



**SOURCE 1** A British government poster from 1941. The Russian caption reads, 'Greetings to the heroic warrior of the Soviet Union from British allies fighting with him.'

I have been informed by Chairman Khrushchev that all of the Soviet nuclear bombers in Cuba will be withdrawn within 30 days. Inasmuch as this goes a long way towards reducing the danger which faced this hemisphere four weeks ago, I have this afternoon instructed the Secretary of Defence to lift our naval quarantine. We will not abandon the political, economic and other efforts of this hemisphere to halt subversion from Cuba. It is our purpose and hope that the Cuban people shall someday be truly free. But these policies are very different from any intent to launch an invasion of Cuba.

**SOURCE 3** Kennedy announces the end of the Cuban Crisis.

[In 1961] we increased our military aid to Cuba. We were sure the Americans would never agree to the existence of Castro's Cuba. They feared, and we hoped, that a Socialist Cuba might become a magnet that would attract other Latin American countries to socialism. We had to find an effective deterrent to American interference in the Caribbean. The Caribbean Crisis was a triumph of Soviet foreign policy and a personal triumph in my own career. Today Cuba exists as an independent socialist country right in front of America. Cuba's very existence is good propaganda. We behaved with dignity and forced the United States to demobilise and to recognise Cuba.

**SOURCE 2** Khrushchev was forced from power in 1964. This extract comes from his memoirs written in 1971.



**A Soviet cartoon.** Churchill is shown with two flags, the first proclaiming that 'Anglo-Saxons (British and Americans) must rule the world' and the other threatening an 'iron curtain'.



**SOURCE 4** *Cartoon from the British newspaper The Daily Mail October 1962*

Unless Russia is faced with an iron fist and strong language another war is in the making. Only one language do they understand – ‘how many [army] divisions have you got?’ . . . I’m tired of babying the Soviets.

**SOURCE 5** *President Truman, writing to his Secretary of State in January 1946.*

The Soviet Union has become a danger to the free world. A new front must be created against her onward sweep. This front should be as far east as possible.

**SOURCE 6** *Churchill writing to Roosevelt shortly after the Yalta Conference in February 1945.*



**SOURCE 7** *Coal being unloaded from a plane at Berlin airport, 1948.*

On 23 June the Soviet authorities suspended all traffic into Berlin because of alleged technical difficulties . . . They also stopped barge traffic on similar grounds. Shortly before midnight, the Soviet authorities issued orders to . . . disrupt electric power from Soviet power plants to the Western sectors. Shortage of coal was given as a reason for this measure.

**SOURCE 8** *US Government report, June 1948.*

The crisis was planned in Washington, behind a smokescreen of anti-Soviet propaganda. In 1948 there was danger of war. The conduct of the Western powers risked bloody incidents. The self-blockade of the Western powers hit the West Berlin population with harshness. In the Spring of 1949 the USA was forced to yield . . . their war plans had come to nothing, because of the conduct of the USSR.

**SOURCE 9** *A Soviet commentary on the crisis in Berlin in 1948*

In addition to protecting Cuba, our missiles would have equalized what the West likes to call the ‘balance of power’. The Americans had surrounded our country with military bases and threatened us with nuclear weapons, and now they would learn just what it feels like to have enemy missiles pointing at you . . .

**SOURCE 10** *Khrushchev writing in his memoirs in 1971*

## Historical Thinking and other Unnatural Acts (Prof Sam Wineburg)

### Richard White's mother

Historian Richard White's mother immigrated to the United States from her native Ireland in her early twenties, and he grew up listening to tales about her native home. Her family story, transmitted from generation to generation, conferred legitimacy on the family's past. White then did to this story what historians do. He unearthed documentary evidence—immigration forms, police records, tax rolls, old letters—that exposed a fault line between his family's 'history' and the blurry and partial narrative hinted at by the documents. Eventually White's mother told him that she wished to hear no more about his researches.

Wineburg, S. (2007) Unnatural and essential: the nature of historical thinking. Teaching History 129

### Heather Streets-Salter on the Singapore Mutiny 1915

<http://prezi.com/jqiad2pudqwz/singapore-mutiny-1915/>

### Sources to consider:



Chamberlain 1938 <http://www.britishpathe.com/video/chamberlain-sudeten-crisis-1938>

Written in 1923 by Hugo Preuss, who was responsible for writing the Weimar Constitution.

*The Weimar Republic was born out of terrible defeat. This cast a dark shadow on the Republic. The criminal madness of the Versailles Diktat was a blow to the hopes of political and economic recovery. The Weimar Constitution was born with this curse upon it. That the Weimar Republic did not collapse immediately proves the strength of the Constitution.*

### What's happening here?

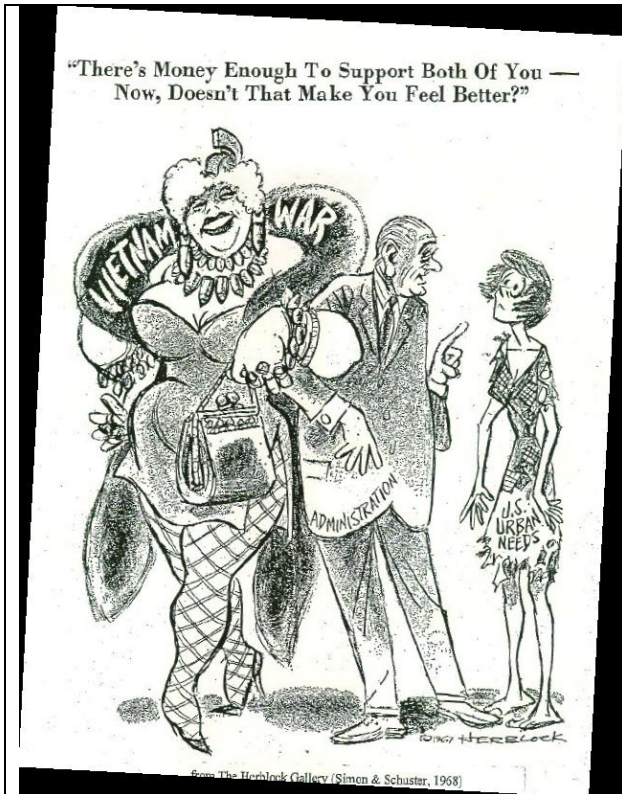
<http://www.teachfind.com/teachers-tv/ks4-history-pupils-cuban-missile-crisis-film-archive>



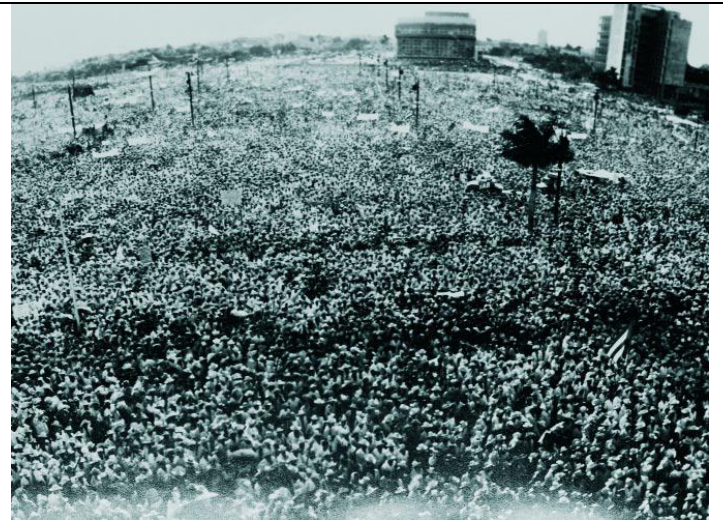
You can practice Unnatural Acts (ie thinking) using sources from this web site

<http://www.nationalarchives.gov.uk/education/interwar.htm>

## Peeping through windows (into the past)



An American cartoon from 1967.



A rally in the Cuban capital of Havana celebrating the successful Cuban Revolution of January 1959.

## Hammers and screwdrivers

### A Nazi propaganda poster from the 1930s



I have been informed by Chairman Khrushchev that all of the Soviet nuclear bombers in Cuba will be withdrawn within 30 days. Inasmuch as this goes a long way towards reducing the danger which faced this hemisphere four weeks ago, I have this afternoon instructed the Secretary of Defence to lift our naval quarantine. We will not abandon the political, economic and other efforts of this hemisphere to halt subversion from Cuba. It is our purpose and hope that the Cuban people shall someday be truly free. But these policies are very different from any intent to launch an invasion of Cuba.

***Kennedy announces the end of the Cuban Crisis.***

# Peeing in a cup and keeping your knowledge in the wardrobe

## Key questions about Vietnam War

- Why did the USA get increasingly involved in Vietnam?
- What were the different ways that the USA and the Communists fought the war?
- Whose tactics were the most effective – the USA's or the Communists'?
- Why did the USA withdraw from Vietnam?

### **Factfile: timeline of the Vietnam War**

1954 Vietnam divided into North and South Vietnam

1959 North Vietnam Army creates the Ho Chi Minh Trail

1960 North Vietnam creates the National Liberation Front of South Vietnam (usually called the Viet Cong)

1961 Around 16000 US advisers help to organise South Vietnam army

1962-3 Viet Cong use guerrilla tactics against South Vietnam army and government. More US advisers and equipment arrive

1964 North Vietnamese patrol boats fire on US warships in the Gulf of Tonkin. US Congress gives President Johnson the authority to do whatever he thinks is necessary.

1965 Feb: Operation Rolling Thunder – gigantic bombing campaign against North Vietnam

March 3500 US marines (combat troops) come ashore at Da Nang

June-September Major Viet Cong offensive

November Battle in Ia Drang Valley. Communists suffer heavy losses

1966 US forces build heavily armed camps and control towns. Viet Cong largely control the countryside.

1967 Continual running battles between US and Communist forces around the North-South Vietnam border. Communists unable to move US forces

1968 January The Tet Offensive: Very large scale Communist attack on over 100 major towns and cities in South Vietnam. Even the US Embassy in Saigon was attacked. Tet Offensive saw some of the fiercest fighting of the war. City of Hue virtually flattened by intense fighting. Tet was a defeat for the Communists. It was also a major shock to the US military and public who thought the war was almost won. Intense fighting continued throughout 1968. Casualties on both sides mount.

1969 USA begins policy of Vietnamisation. This meant building up the South Vietnam Army and withdrawing US combat troops. US air power continues to bomb North Vietnam.

Intense fighting continues throughout the year. This includes the Battle for Hamburger Hill in May.

1970-1 Fighting spread to Cambodia

1972 Most US forces now out of Vietnam. Major Communist offensive in March captures much ground. Most land recaptured by South Vietnam Army by the end of the year.

<b>Why did the USA get increasingly involved in Vietnam?</b>	<b>What were the different ways that the USA and the Communists fought the war?</b>	<b>Whose tactics were the most effective – the USA's or the Communists'?</b>	<b>Why did the USA withdraw from Vietnam?</b>



# **Bite like a shark**

## **Vietnam War**

### **Answers from past candidates**

#### **ANSWER A**

The Vietnam War was one of the first wars to be shown on TV. The view of the war had dramatically changed in America from 61% when it started to less than 25% in just 2 years. A key factor in the public opinion on the war was due to the Mai Lay massacre which was where American troops shot at innocent civilians. This was made very clear to the public through television and newspapers. Also the tactics of bombing raids and the use of Napalm and Agent Orange made American feel guilty for the war. And frightening statistics like more bombs were dropped in Vietnam than in the whole of World War Two. The mass media and the footage being published had a big impact on the Vietnam War.

#### **ANSWER B**

The Vietnam War was unpopular in the USA for many reasons. One such reason was that the people were eventually conscripted into the army. This move was unpopular as people did not want to fight a war they did not really understand in a far off land. They had heard of the dangers and about troops returning who were injured and even killed, being dependent on drugs or being affected mentally.

Another reason was the US tactics. A picture was released showing children running from a village that had been bombed by napalm. This shocked the public into civil outcry, and protests were held. A student and a Buddhist set themselves on fire in protest and protesters were shot at by troops. This cause unrest and increased the unpopularity of war. Agent Orange was also unpopular with wildlife groups. Perhaps the biggest reason of hatred was the Mai Lai massacre where hundreds of innocents were killed in an American raid on a Vietnamese town. The fact that the officers were praised when the news story broke caused disbelief.

## **Argue, not have arguments**

When was the most dangerous moment of the Cold War?

What was the turning point in the Cuban Crisis?

What happened at My Lai? And is that the right question?