

Year 8 History Homework Booklet – Slavery, Edwardians  
and WWI

Name:

*Task 1 - Complete the Key Word Glossary Sheet*

Key Word	Cover, write, check	Definition
<i>Colonialism</i>		the policy or practice of acquiring full or partial political control over another country, occupying it with settlers, and exploiting it economically.
<i>Slave Triangle</i>		The 'Triangular Trade' was the sailing route taken by British slave traders. It was a journey of three stages between Europe, Africa and the Americas
<i>Middle Passage</i>		the sea journey undertaken by slave ships from West Africa to the Americas
<i>Slave Plantation</i>		A slave plantation was an <b>agricultural farm that used enslaved people for labour.</b>
<i>William Wilberforce</i>		English politician and social reformer. He was a prominent campaigner for the abolition of the slave trade
<i>Abolitionist</i>		a person who favours the abolition of a practice or institution, especially capital punishment or (formerly) slavery.
<i>Golden Age</i>		an idyllic, often imaginary past time of peace, prosperity, and happiness, commonly associated with the Edwardian era
<i>Edwardian Period</i>		The Edwardian era or Edwardian period of British history spanned the reign of <b>King Edward VII, 1901 to 1910</b> , and is sometimes expanded to the start of the First World War.
<i>Protest</i>		a statement or action expressing disapproval of or objection to something.
<i>Suffragette</i>		a woman seeking the right to vote through organized protest.
<i>Irish Home Rule</i>		The Irish Home Rule movement was a movement that campaigned for <b>self-government</b> (or "home rule") for Ireland within <u>the United Kingdom of Great Britain and Ireland</u>
<i>Trade Union</i>		an organization of workers who have come together to achieve common goals
<i>Schlieffen Plan</i>		The Schlieffen plan was a battle plan that was proposed by Alfred, graf (count) von Schlieffen in 1905, which suggested that Germany could win a quick Franco-German war while fending of Russia.
<i>Militarism</i>		the belief that a country should maintain a strong military capability and be prepared to

		use it aggressively to defend or promote national interests.
<i>Nationalism</i>		Extreme pride in the superiority of one's country
<i>Trench warfare</i>		a type of combat in which opposing troops fight from trenches facing each other

*Task 2 - Research and answer the following questions on slavery*

1. *How did European traders persuade African leaders to give up natives for slavery?* Bribed them with valuable items such as gold, guns and alcohol. Guns allowed them to keep their own rebels in line.
2. *What three things did captured slaves work to produce on the plantations?* Sugar, cotton and tobacco
3. *How would slave owners police the plantations. How does this show a lack of regard for the human rights of slaves?* Slave owners were cruel and unforgiving with slaves. They forced them to work 12-14 hours per day with little rest and food. They didn't care for human rights and only viewed slaves as property
4. *Why were slaves branded? What would happen if a slave escaped but was brought back to the plantation?.* Slaves were branded with a hot iron so they could be returned to their slave owner if they were caught by local police if they escaped. If brought back they could be whipped, tortured or even killed as a punishment
5. *What was the name of a child conceived between a white slave owner and a black slave? How were these children commonly treated in comparison to other slaves.* Mullatoes- They would sometimes be treated better than black slaves due to a blood connection to the slave

owner. This would mean slightly better living conditions and less brutal punishments

6. *How did abolitionists fight to challenge slavery? Use at least one famous abolitionist in your answer* Abolitionists would campaign through parliament, boycott businesses that supported the slave trade and give speeches and public lectures around the world. Frederick Douglas travelled across the UK giving speeches about his experience as a former slave.

7. *When was slavery abolished in the British empire? Who deserves credit for this, politicians or abolitionists?* 1833- It could be argued politicians because they officially passed the law within Parliament. This gave legality to the abolition of slavery. However, this would not have been possible without the tireless campaigning of abolitionists across the decades, ranging from Equiano to Wilberforce and Douglas as well as the A.B.O and other high-profile organisations that gained the wider support of the public.

8. *What is one legacy of slavery in today's world?*

- Further colonisation and the scramble for Africa
- Racist attitudes towards former slaves and future generations
- Destabilisation of African nations

Task 3 - Complete the source analysis on Irish Home Rule during the Edwardian Period.

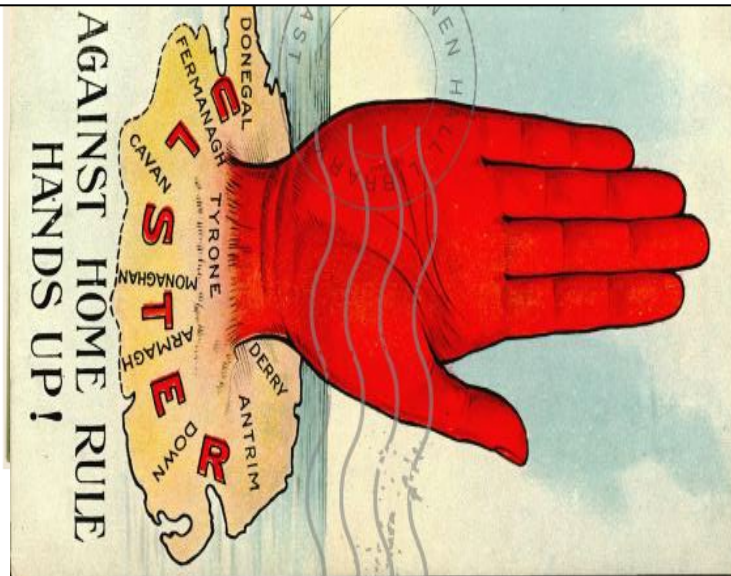
This source was produced by British unionists around the time of the Irish Home Rule crisis (1912) to convince unionists who wanted to keep Ireland part of Britain that there was threat to this from Irish nationalists who wanted Ireland to be an independent country. It is encouraging the unionists to protest any attempt for Irish Home Rule

Why do you think this source was produced? What is its purpose?

What can you infer (guess) about this source?

We can infer that British unionists feared Irish Home Rule and wanted to resist it by any means necessary. They believe that the most northerly parts of Ireland should band together and oppose any attempt to make Ireland free from British rule.

This source shows the 9 counties of Ulster with an aggressive hand saying "Against Home Rule- Hands Up. The map outlined shows 6 of the 9 counties that would form Northern Ireland in 1921.



Describe

What can you see in this source

Alliances WWI

Task 4: Complete the table below outlining the main strengths and weaknesses of the alliances that formed prior to the outbreak of war in 1914

	Strengths	Weaknesses
Central powers		
Germany	<p>Large army that was much bigger than France and Britain's</p> <p>Germany was overtaking Britain as the most important industrial country in Europe. German modern steel works produced enough steel for the munitions factories to make sufficient weapons for their army</p>	<p>Inexperienced compared to the more established nations. Germany was only recently formed at the end of the 19<sup>th</sup> Century.</p> <p>Less soldiers to call on due to a smaller empire</p>
Austria-Hungary	<p>Large army and vast resources across its large empire</p>	<p>The Austrian Empire was made up of lots of different ethnic groups and nationalities, many of whom wanted freedom to have their own states. Many also hated one another.</p>
Italy	<p>Italy was unified in 1861 for the first time in 1,300 years. They wanted to make up for lost time and declare their power to the rest of Europe.</p> <p>Italy had some colonies in Africa that they could call on for resources and soldiers</p>	<p>Italy was the weakest power of the Central alliance. They weren't a strong industrial power and had the smallest military.</p>
Triple Entente		
Britain	<p>Powerful Empire with a large navy.</p> <p>Could call on soldiers from colonies across the Empire</p>	<p>The British empire was not fully united behind the war effort. Some soldiers refused to fight from India and Ireland.</p>
France	<p>Large army with experience in major conflicts</p>	<p>France had a huge army but a poor navy and so was suspicious of Germany and her power. So France allied with Britain in 1904 (called the 'Entente Cordiale'), who had a large navy.</p>

Russia	<p>Largest army in Europe</p> <p>Huge industrial power with many factories</p>	<p>Lack of supplies and military leaders were old and ready for retirement. Russia had been defeated by Japan in 1905 and wanted to prove itself again.</p> <p>Soldiers were unhealthy and malnourished</p>
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Extension: Was war inevitable by 1914? Explain why you agree or disagree with this statement

*Task 5: Read the article on the fight for female suffrage and complete the summary questions after*

Through the 19th century, the electoral system went through many changes, but one constant remained. **Women were not allowed to vote in** national elections. In 1867, when Parliament was debating about whether to give working men the vote, John Stuart Mill suggested that women should also be allowed. But Parliament, which was made up entirely of men, rejected it. Women around the country set up Women's Suffrage Groups to campaign for the right to vote.

In 1897, the National Union of Women's Suffrage Societies was formed to bring these groups together. They were commonly known as the Suffragists, led by Millicent Fawcett. They campaigned by arguing their case with MPs, presenting petitions and organising meetings. But many male MPs still held strong views about the role and position of women in society and didn't think they should be allowed to vote. By 1900, there had been 15 failed attempts to get a bill through Parliament.

**Some Suffragists became** disillusioned and formed a new group who used more aggressive tactics: the **Women's Social and Political Union**. Led by Emmeline Pankhurst and known as the **Suffragettes**, they started a campaign of demonstrations and violent action against property. This included the death of Emily Davison as she protested during a famous horse race. The Suffragettes had raised the profile of the issue, but they had also lost the support of many, because of their anti-social actions.

At the outbreak of World War One with many men away fighting in Europe, women played a critical role in filling their jobs and sustaining the war effort. And the view that women should be allowed to vote became more widely accepted. The representation of the People Act of 1918 gave some women the right to vote. And finally in 1928, all women over the age of 21 were given the same voting rights as men.

1. Highlight one form **of discrimination** women faced in the 19<sup>th</sup> century
2. Underline one failed attempt at reform by 1900
3. **Circle two groups** who tried to advance women's rights in the 1900s
4. List two examples of protest by women in the fight for voting rights

- Demonstrations and violent action by the suffragettes
  - Emily Davison's suicide during a famous horse race
5. Why did WWI help drive the cause for women's rights?
    - Women worked in male jobs during WWI so the idea they can vote (like men) became more accepted
  6. Why was the 1918 Representation of the People Act not an overall victory for women's rights? **Not all women got the right to vote until 1928**