Researchers in Schools

Love your enemies?

Why did British people aid German civilians during the First World War?

Key Stage 4 Programme

Pupil Name	
Coursebook Designed by	Dr B. Holmes

Contents

Timetable and Assignment Submission 3
Timetable – Tutorials 3
Timetable – Homework Assignments 3
Assignment Submission – Lateness and Plagiarism 3
Course Rationale 4
Uni Pathways Mark Scheme 2020 – Essay-based assignments 5
Baseline Assignment (essay based): Pupil Feedback Report 7
Final Assignment (essay based): Pupil Feedback Report 8
Subject vocabulary glossary: 9
Launch Event 11
Timeline 12
Tutorial 1 – Germans, Germany, and civilians in the First World War 13
What is the Purpose of Tutorial 1? 13
Activity 1: Who is a Civilian? 13
Activity 2: Mini-Lecture, German civilians during the First World War. 14
Activity 3: Secondary Source Reading 15
Baseline Assignment 17
Tutorial 2 – What is Humanitarianism? 19
What is the Purpose of Tutorial 2? 19
Activity 1: What is humanitarianism 19
Activity 2: Mini-Lecture, The history of humanitarianism 20
Activity 3: Source Analysis 20
Homework task: Who are the Quakers. 22
Tutorial 3 – Humanity, Pacifism, and Internationalism 23
What is the Purpose of Tutorial 3? 23
Activity 1: Who are the Quakers? 23
Activity 2: Source Analysis, Friends Emergency Committee pamphlets. 24
Activity 3: Source Analysis, Dorothy Buxton letter to the Labour Party, ... 25
Homework task: The suffering of the internees 25
Tutorial 4 – Saving Minds and Morals: aiding the interned. 27
What is the Purpose of Tutorial 4? 27
Activity 1: Mini-lecture 27
Activity 2: Source Analysis 29
Homework Task: Practise Referencing 30
Tutorial 5 – Saving the Children 31
What is the Purpose of Tutorial 5? 31
Activity 1: Source Analysis 31
Activity 2: What would you do? 32
The Final Assignment 33
Homework Task: Essay draft 34
Tutorial 6 – Feedback tutorial 35

What is the Purpose of Tutorial 6? 35
Draft assignment feedback from your Uni Pathways Teacher 35
Tutorial 7 – Final tutorial 37
Appendix 1 – The Baseline Assignment 39
Appendix 2 – Referencing correctly 40
How do I reference? 41

Timetable and Assignment Submission

Timetable – Tutorials

Tutorial	Date	Time	Location
1			
2			
3			
4			
5			
6 (Feedback)			
7 (Feedback)			

Timetable – Homework Assignments

Homework Assignment	Description	Due Date
Tutorial 1	Baseline Assignment	
Tutorial 2	Who are the Quakers: short research task	
Tutorial 3	The suffering of internees: short reading	
Tutorial 4	Practise referencing	
Tutorial 5	500-word essay draft	

Assignment Submission – Lateness and Plagiarism

Lateness	
Submission after midnight of due date	10 marks deducted
Plagiarism	
Some plagiarism	10 marks deducted
Moderate plagiarism	20 marks deducted
Extreme plagiarism	Automatic fail

Course Rationale

If you came across a person who was in pain, would you try and help them? If that person was a friend, most of us probably would. If that person was a stranger, many of us probably still would. But what if you were told that the suffering person was evil and an enemy. Would you still help them?

In 1914, over a 100 years ago, the world descended into one of the bloodiest and most violent conflicts in human history: the First World War. The war caused death and suffering to millions of people across the world. Nations became bitter enemies, determined to do whatever necessary to defeat their opponents. In Britain, many people turned against foreigners living in the country, with those from Germany experiencing particular hostility. The British navy blockaded German ports to stop food supplies reaching the country, slowly starving German men, women, and children.

Yet in the midst of this anger and hatred, a group of British people tried their best to show friendship to their supposed 'enemies' by providing 'enemy aliens' with money, materials, and other gifts to help them survive the war. When the war ended, these Britons also sent food, medicine, and clothes to Germany itself in response to news that people in the country were on the brink of starvation.

Although they received criticism that their actions were unpatriotic, they argued that it was morally good to help any human being who was suffering, whatever nationality that person was. While these ideas were controversial at the time, today these principles are enshrined in the work carried out by humanitarian organisations who operate across the world providing life-saving help to people in need.

In this module, we will study the story of how British people decided to help their 'enemies', including what help they provided and why they choose to carry out this controversial work. We will learn about the idea of humanitarian aid, its history, and its controversies. In doing so, we will assess whether the idea of 'humanity' is the only worthy motive for saving lives and whether it can justify any action, no matter how controversial.

Uni Pathways Mark Scheme 2020 – Essay-based assignments

	Subject Knowledge	Critical Thinking	Written Communication
1st	The essay shows a breadth of knowledge and understanding of the key concepts and issues, through engaging with and interpreting a wide range of relevant sources. Knowledge is used to build and support highly effective arguments.	Analyses, key ideas, information, and arguments. Interprets meaning and makes connections. Identifies and critically evaluates key arguments and statements, deciding on their credibility, strength and relative significance, drawing convincing conclusions.	The essay has a clear and engaging structure, taking the reader on a journey from the introduction to the conclusion. The writing style is appropriate; key terms are used with fluency. There are no, or very few, errors in spelling or grammar. Referencing is used consistently and matches the style taught in the course.
2:1	The essay shows an understanding of key concepts and issues, drawing on a range of relevant sources Knowledge is used to build and support effective arguments	Analyses key ideas, information and arguments. Identifies relevant arguments and statements, deciding on their credibility and strength, drawing reasonable conclusions. Shows some understanding of the relative importance of arguments.	The essay has a clear structure and the arguments are easy to follow. The introduction outlines the essay effectively and the conclusion summarises the arguments. The writing style is appropriate; key terms are used correctly. There are few errors in spelling or grammar. Referencing is mostly consistent and matches the style taught in the course.
2:2	The essay shows an understanding of key concepts and issues, with no major misconceptions. Beginning to apply this knowledge to build and support arguments.	Begins to analyse ideas, information and arguments. Identifies some arguments and statements and attempts to evaluate their quality. Not yet showing understanding of the relative strengths and weaknesses of arguments.	The essay structure could be made clearer to better guide the reader through the arguments. The writing style can sometimes be informal. Occasionally key terms are not used when it would be appropriate to do so. There are some errors in spelling or grammar, but they do not get in the way of communicating the content.

			There is some consistency to the referencing.
3rd	Shows a developing understanding of key concepts and issues, with some misconceptions. Not yet applying this knowledge to build and support arguments.	Begins to analyse ideas and information. Describes statements and arguments while not yet evaluating them.	The grammar, spelling, style, and structure of the work need improving in order to communicate ideas to the reader. The essay has no or a limited introduction and conclusion. Key terms and references are not always used correctly.

Baseline Assignment (essay based): Pupil Feedback Report

Name of Pupil	
Name of School	
Name of RIS teacher	
Title of Assignment	

How your assignment is graded:

Grade	Marks	What this means
1st	70+	Performing to an excellent standard at A-level
2:1	60-69	Performing to a good standard at A-level
2:2	50-59	Performing to an excellent standard at GCSE
3rd	40-49	Performing to a good standard at GCSE
Working towards a pass	0-39	Performing below a good standard at GCSE
Did not submit	DNS	No assignment received by The Brilliant Club

Lateness	
Any lateness	10 marks deducted
Plagiarism	
Some plagiarism	10 marks deducted
Moderate plagiarism	20 marks deducted
Extreme plagiarism	Automatic fail

Marks

OVERALL MARK / 100		FINAL MARK / 100 (including any deductions)	
DEDUCTED MARKS		FINAL GRADE	

If marks have been deducted (e.g. late submission, plagiarism) the teacher should give an explanation in this section:

Mark Breakdown and Feedback

Subject knowledge	
	mark
Critical thinking	
	mark
Written communication	
	mark

Final Assignment (essay based): Pupil Feedback Report

Name of Pupil	
Name of School	
Name of RIS teacher	
Title of Assignment	

How your assignment is graded:

Grade	Marks	What this means
1st	70+	Performing to an excellent standard at A-level
2:1	60-69	Performing to a good standard at A-level
2:2	50-59	Performing to an excellent standard at GCSE
3rd	40-49	Performing to a good standard at GCSE
Working towards a pass	0-39	Performing below a good standard at GCSE
Did not submit	DNS	No assignment received by The Brilliant Club

Lateness	
Any lateness	10 marks deducted
Plagiarism	
Some plagiarism	10 marks deducted
Moderate plagiarism	20 marks deducted
Extreme plagiarism	Automatic fail

Marks

OVERALL MARK / 100		FINAL MARK / 100 (including any deductions)	
DEDUCTED MARKS		FINAL GRADE	

If marks have been deducted (e.g. late submission, plagiarism) the teacher should give an explanation in this section:

Mark Breakdown and Feedback

Subject knowledge	
	mark
Critical thinking	
	mark
Written communication	
	mark

Subject vocabulary glossary:

Word	Definition	In a sentence
Blockade	When a country uses ships or barriers to stop people or supplies from entering or leaving another country.	"The blockade stopped food entering Germany and caused shortages in the country."
Charity	An organisation which gives money, food, or other kinds of help to people who are poor, sick, or need. N.B. Charities have existed for hundreds of years and in many forms across the world. Humanitarian aid is a form of charity, but is more recent in history (since the nineteenth century) and aims to help any human in need (not just those from the same nation, religion etc).	"I gave money to a charity which helps homeless people in my town."
Civilian	Someone in a warzone who is not a member of the armed forces (army, navy, air force) and who is unarmed.	"Civilians are particularly vulnerable in wars because they cannot fight back if they are attacked."
Dehumanize	To treat (someone) as though they are not a human being.	"The image dehumanizes the enemy by comparing them to animals."
Enemy Alien	An "alien" is an old-fashioned word used to describe someone living in your country who is originally from another country. An "enemy alien" is an "alien" who comes from a country who your own country is at war with.	"During the war, enemy aliens faced persecution simply because of their nationality."
Friends Emergency Committee (Friends Emergency and War Victims Committee from 1919)	A humanitarian organisation founded in 1914 to help German civilians living in Britain, including providing help to German men who were interned. After the war ended, the charity merged with another Quaker charity to form the Friends Emergency and War Victims Committee which provided humanitarian aid to people across Europe, including Germany.	"The Friends Emergency Committee were a controversial charity in Britain because they helped people who came from 'enemy' countries."
Germanophobia	Hatred towards Germans and Germany.	"Germanophobia was a possible motive for rioters who destroyed German businesses."
Humanitarian Aid/ Humanitarian Relief	The organisation of money, food, or other kinds of help in order to	"Countries from around the world sent humanitarian aid, including food and medicine, to help

	save the lives of any human who is suffering. Humanitarian aid is usually a short-term response to help people caught up in wars or natural disasters (e.g. earthquakes, hurricanes).	people who had been badly affected by the earthquake."
Internationalism/ Internationalist	A political belief that there should be greater political or economic cooperation between different countries. An internationalist is someone who believes in the principles of internationalism	"She opposed the war because she was an internationalist and believed countries should resolve their differences rather than fight."
Internment/ Internment Camp	When governments put someone in a prison during a war because of that person's nationality, politics, ethnicity, or religion. An internment camp (also called concentration camp) is the prison where large numbers of people are interned.	"Millions of people were imprisoned in internment camps during both First and Second World Wars."
Pacifism/Pacifist	The belief that it is wrong to use war or violence to settle disputes. A pacifist is someone who supports pacifism by refusing to go to war or who campaigns against wars.	"They are a pacifist because they believe that violence is never the answer to any problem."
Propaganda	The spreading of ideas or images which are often false or exaggerated in order to support a particular cause or a government.	"Countries used propaganda to represent their people as heroic and to represent their enemies as evil."
Quakers (Religious Society of Friends)	A Christian denomination which has traditionally opposed all forms of violence and warfare.	"Many Quakers are active in social causes like pacifism and human rights because of their religious beliefs."
Save the Children	A humanitarian organisation which began in 1919 to provide humanitarian aid to any child in need of help.	"Save the Children aims to prevent children from suffering all across the world."

Launch Event

The launch event is your opportunity to learn more about this course and Uni Pathways. You will watch some videos, listen to your teacher and have some discussion. Below is some room to make notes for some of the videos you will watch during the event.

Virtual Campus Tours

Notes…

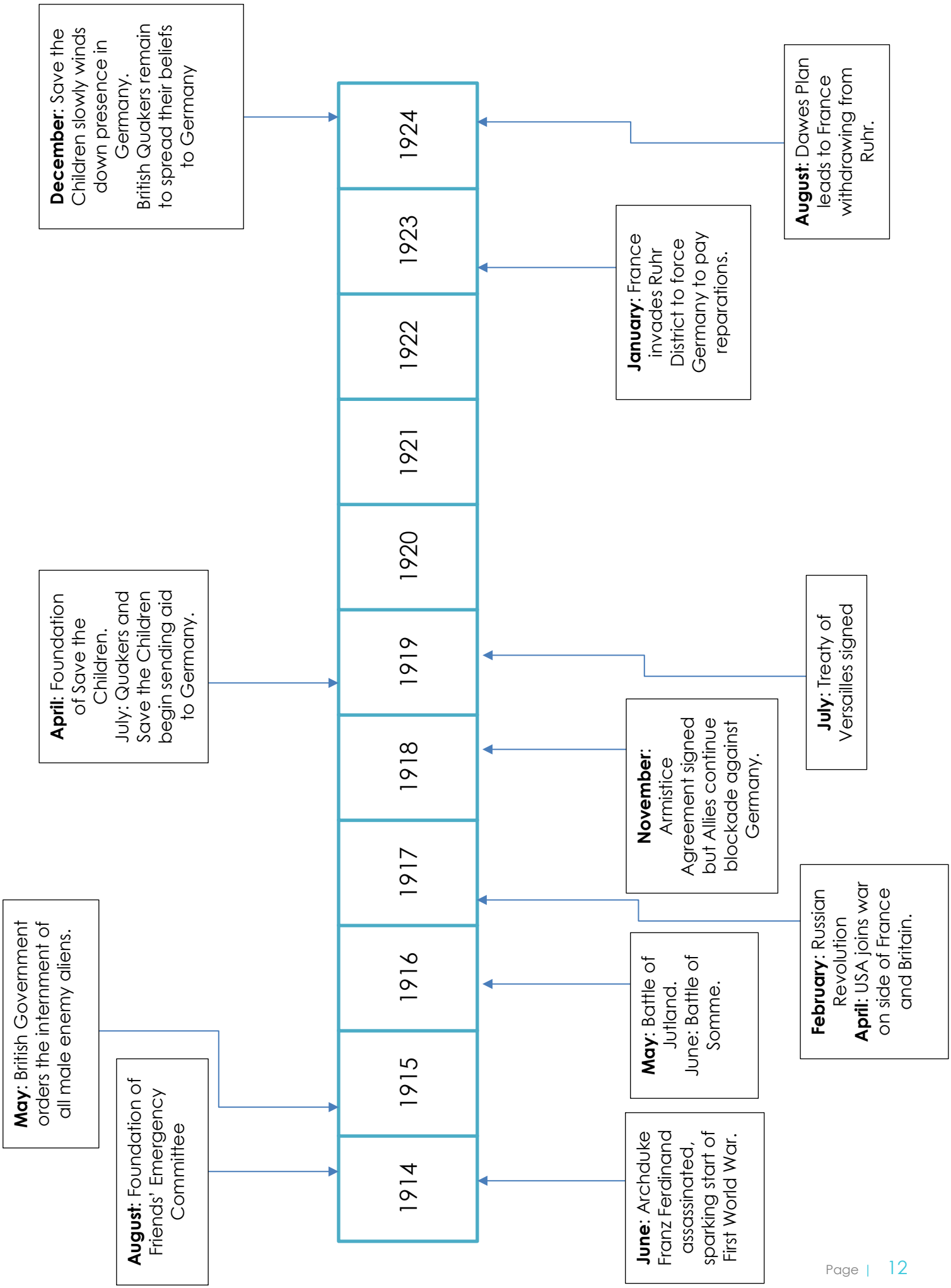
The Scholars Programme Alumni

Notes…

Student Ambassadors

Notes…

Timeline


1914
1915
1916
1917
1918
1919
1920
1921
1922
1923
1924
May: British Government orders the internment of all male enemy aliens.
August: Foundation of Friends' Emergency Committee
April: Foundation of Save the Children.
July: Quakers and Save the Children begin sending aid to Germany.
December: Save the Children slowly winds down presence in Germany.
British Quakers remain to spread their beliefs to Germany
June: Archduke Franz Ferdinand assassinated, sparking start of First World War.
May: Battle of Jutland.
June: Battle of Somme.
February: Russian Revolution
April: USA joins war on side of France and Britain.
November: Armistice Agreement signed but Allies continue blockade against Germany.
July: Treaty of Versailles signed
January: France invades Ruhr District to force Germany to pay reparations.
August: Dawes Plan leads to France withdrawing from Ruhr.

Tutorial 1 – Germans, Germany, and civilians in the First World War.

What is the Purpose of Tutorial 1?

By the end of the tutorial, you will be able to:

1. Define key terms including civilian, enemy alien, and Germanophobia.

2. Explain how German civilians experienced violence during the First World War, including the internment of male enemy aliens in Britain and the blockade against Germany.

3. Analyse the reasons for Germanophobia using a secondary source.

Activity 1: Who is a Civilian?

A civilian is someone in a warzone who ……

……

……

They are important in wars because ……..

……

……

Imagine you are a soldier, fighting for your country which is at war with "Country A". On the battlefield, you encounter several different people who could be civilians or combatants.

1. A woman in military uniform carrying a gun.
2. A man wearing ordinary clothes and is unarmed.
3. An unarmed man who says he is a medic for Country A's army.
4. An unarmed man who says he works at a factory which makes guns for Country A's army.

On your own, take 30 seconds to think which of these four people you think are civilians, and which are combatants.

Now turn to your partner, and in pairs take 90 seconds to compare your thoughts. Be prepared to share your answers with the rest of the class.

1. ……

2. ……

3. ……

4. ……

Activity 2: Mini-Lecture, German civilians during the First World War.

Key Questions

1. Why were German people in Britain before the war?
2. Who was an 'enemy alien' and what happened to them after the war broke out?
3. What was the Blockade and how did it affect civilians in Germany?

Activity 3: Secondary Source Reading

The following is an edited extract from Professor Catriona Pennell's book, *A Kingdom United: Popular Responses to the Outbreak of the First World War in Britain and Ireland* (2012). Pennell explains why British people started to hate Germany (the country) and German people (including those in Britain) when the war started in August 1914.

Read the extract on your own and then with a partner, and try to find answers to the following three questions

1. How do wars create divisions and hatred between people from different countries?
2. What reasons caused British people to hate and fear Germany (the nation and the people who lived there)?
3. Why were British people also suspicious and fearful of 'enemy aliens' in Britain?

National identity is never more sharply defined than in times of conflict. In peacetime 'banal' indicators, such as currency, a football team, or an anthem, cement feelings of belonging to a wider (and often imagined) national community. War accelerates and intensifies the need to know who and what you are in order to defeat a dangerous enemy. When societies go to war, their world-view becomes polarized into 'us' versus 'them'.

At the outbreak of war, the majority of British people believed that Germany was their enemy and this feeling, in turn, compounded a 'mighty sense of righteous exaltation' about Britain and its cause ... The majority of the British people were repulsed by perceived German militarism and barbarianism. Germany was seen as a huge military machine, with large armies that were sweeping across Europe, leaving destruction in their wake … Germany was understood to be so driven by militarism that it had caused the outbreak of war ... The atrocities committed by the German armies in Belgium and France confirmed for the majority of people that Germany was a barbaric nation driven by bloodthirsty militarism, and which helped fashion the predominant stereotypes of the enemy.

As people saw the reality and ramifications of war with Germany – perceived to be a militaristic and barbaric enemy – they directed their anger at the cost of war towards the enemy alien within [Britain], and expressed their fear and uncertainty about Britain's progress in the war by obsessing over the enemy spy within [Britain] … Immediately after the outbreak of war anything German, and anyone thought to have the least sympathy with the Germans was accused of espionage. On 11 August Violet Clutton, in London, recorded in her diary 'where ever one goes nowadays one hears of nothing but Germans, Germans, Germans from everyone, German spies and the wicked Kaiser who began it all' ... Obsession with spies during late October [1914] was an expression of a deep sense of fear felt amongst the British population that Britain would not win the war … When Britain suffered defeats and saw the ramifications of these defeats, such as the arrival of Belgian refugees, this tension and fear overflowed into outright violence.

<u>Vocabulary</u>

- **Atrocity**: a very cruel and/or violent act.
- **Enemy Alien**: Alien is an old-fashioned word used to describe someone living in your country who is originally from another country. An "enemy alien" is an "alien" who comes from a country who your own country is at war with.
- **Espionage**: the act of spying.
- **Kaiser**: the king of Germany, who was Kaiser Wilhelm II during the war
- **Militarism**: the belief that a country should use military methods and force to gain power and to achieve its goals.
- **National identity**: the values, beliefs, and languages which people associate with belonging to a particular country e.g. British national identity.

- **Stereotype**: a belief (often false or unfair) that all people or things with a particular characteristic are the same.

Space for Notes

Baseline Assignment

Please complete the Baseline Assignment Question. Turn to Appendix 1 (page 41) for more detailed guidance on how to complete the Baseline Assignment.

"The First World War only affected soldiers. Most civilians did not experience suffering or violence during the war."

Examining Sources A, B, and C and what we have learned today, do you agree with this statement? You must refer to at least two sources in your answer. (500 words)

Source A: Extract from Catriona Pennell, *A Kingdom United* (see Task 3).

Source B: Newspaper article by Henry Nevinson, 'Starving babes in Germany!', *Daily News,* 27 December 1918.

The impression still seems to prevail in England that the war has left Germans of all classes fat and prosperous. I have spent to-day chiefly inquiring into the conditions at Solingen, the largest town next to Cologne.

Owing to the isolated and the forest situation Solingen has been a healthy place for the workers, but health has increasingly suffered during the war. The bread is now very unwholesome, especially for children, and at the present ration there is sufficient only till January 4.

Potatoes at the ration of a pound a day last till February, and so will meat at a ration of 3 oz. a week. Butter or margarine, made from the bones of slaughtered animals, is rationed at rather less than a week, but real butter cannot be had. Nor can milk, except for children under three, and their allowance is diminishing. Fat of all kinds is much needed, and horse fat sells at 36s. a lb. These figures were given me by the Solingen Food Controller.

The scientific head of a great hospital here has explained to me that whereas nearly 3,000 calories are needed daily for an adult the average now obtainable is 1,869.

There is no butter except at 29s. a lb., and bacon costs the same. There is no coffee or cheese or fruit. Soap, as I know too well, is made of sand, with little fat, and cannot stop the infection of dirt.

No child over three is allowed milk. The births have been reduced 60 per cent. The new-born grow badly and irregularly.

The head of a children's hospital told me that more children had been lost in the war than men on the field. I have seen many horrible things among mankind I have never seen anything more pitiful than those lines of babies fevered for want of food, wasted till their limbs were like little bits of stick and staring about with apelike and hopeless faces.

Vocabulary

- **Cologne**: city in western Germany.
- **lb.**: pound. A (imperial) measurement for weight.
- **oz.**: ounce. A (imperial) measurement for weight.
- **s.**: shilling (a British coin used before 1971)
- **Solingen**: German town just outside Cologne

Source C: George Kenner, *Overnight Snowfall Melting Into Slush*. Painting of Isle of Man internment camp.

Tutorial 2 – What is Humanitarianism?

What is the Purpose of Tutorial 2?

By the end of the tutorial, you will be able to:

1. Describe humanitarian aid.

2. Explain the historical development of humanitarianism in the nineteenth century, including the reasons for its growth and who was involved in it.

3. Analyse the power dynamics of humanitarianism.

Activity 1: What is humanitarianism

Watch the video and see if you can answer the questions below.

1. Where do humanitarians work?
2. What kind of tasks do humanitarians do?

Space for Notes

Activity 2: Mini-Lecture, The history of humanitarianism

Key Questions:

1. When and why did humanitarianism begin
2. Who were some of the key groups involved in humanitarianism's growth during the nineteenth century?

Space for Notes

Activity 3: Source Analysis

In pairs, study the source on the next page. The image is a painting by a London artist named Harold Copping. It shows an imagined scenario of an English missionary helping an unnamed sick African child (the image does not show or say where in Africa this supposedly takes place). The painting was commissioned by the London Missionary Society in 1916 to publicise their work.

Together, discuss what you can see in the image which helps you understand the nature of humanitarianism in the nineteenth century. In particular, use the following questions to guide you.

1. What is happening in the image (focus on the three people at the centre)?

2. Where in the world do you think the image is taking place (which continent or which country)?
3. Who is the figure on the left? What does his presence reveal about how humanitarians understood the purpose of their work?
4. What features does this image reveal about humanitarianism in the nineteenth and early-twentieth century?

Source: 'A medical missionary attending to a sick African. Oil painting by Harold Copping, 1916.' https://catalogue.wellcomelibrary.org/record=b1535948

Space for notes for Activity 3

Homework task: Who are the Quakers.

Please skim read the following webpages.

https://www.quaker.org.uk/about-quakers/our-faith

https://www.quaker.org.uk/about-quakers/our-history

https://www.quaker.org.uk/about-quakers/our-values

https://www.quaker.org.uk/about-quakers/our-history/quakers-and-wwi

Make some short notes so that you can come to the next class prepared to answer the following questions.

1. Who are Quakers?
2. When did they begin and what are their key beliefs?
3. Why do Quakers (in theory) refuse to fight in wars?
4. Describe two activities which British Quakers did during the First World War.

Space for notes

Tutorial 3 – Humanity, Pacifism, and Internationalism

What is the Purpose of Tutorial 3?

By the end of the tutorial, you will be able to:

1. Define the key terms pacifism and internationalism.

2. Explain the general history of the Friends Emergency Committee and Save the Children, including when and why each was founded and how they tried to help German civilians.

3. Analyse how different religious and political beliefs influenced people to aid German civilians during and after the war.

Activity 1: Who are the Quakers?

In pairs, compare your answers for the homework task. Do you have similar answers? Was there anything you missed or misunderstood?
Mini-lecture: Use the space below to record any extra notes about the FEC.

Space for notes

Activity 2: Source Analysis, Friends Emergency Committee pamphlets.

Key Questions:

1. How do the FEC justify their decision to help 'enemy aliens? What common theme or words appear in both pamphlets?
2. What do you understand by the lines 'bind up some of the wounds' of war? Do the FEC mean literal wounds?
3. What do you think the FEC mean when they say their work will be a 'foundation on which to build a brighter and better future'? What does this reveal about their motives for helping Germans?

FEC's First Pamphlet:
'The need we are trying to meet is twofold. Our common Christianity demanded that special succour should be accorded to the helplessness of the innocent "alien enemies" cut off suddenly from home and means of livelihood and without the protection of their own Embassy or Consulate. It was felt too that with a view to the settlement after the war an organised effort should be made at once to bind up some of the wounds which the present disaster is inflicting upon the nations, however unpopular that task might be.'

FEC's Second Pamphlet:
'It may, we think, be claimed that the efforts described in these pages, imperfect as they have been, have helped to preserve from the destructiveness of war some of the links of love and sympathy which should always bind together the nations of Christendom. The smallest things that can be saved from disaster now will serve as foundation on which to build a brighter and better future. All those who have supported and promoted our work have, we believe, done so in obedience to the spirit of Love, which knows no barriers of race or creed.'

Space for notes

Activity 3: Source Analysis, Dorothy Buxton letter to the Labour Party,

Key Questions

1. What arguments does Buxton use to persuade the reader about why British people should help Germany?
2. What does she mean about 'the French policy of ruining Germany'? What could she be referring to?
3. Does she think that feeding German children will be enough to solve Germany's problems?
4. Overall, what does the source reveal about the reasons why people like Buxton wanted to help Germany?

The child population of Germany is rapidly being destroyed; the proportion of normal children amounting in numerous cases to only 10% to 15%; of children actually ill through extreme privations, from 25% to 35%. While the plight of these children makes an irresistible human appeal which should be met by relief work to the utmost of our power, it must be recognised that these children can only be rescued from continued suffering and ultimate destruction if their parents are given the chance to return to normal conditions of work and existence…

The German people are not allowed to "get down to work". They are not allowed to save their own children, they are not allowed to take their share in producing iron, transport, coal, and the other necessaries for lack of which Europe is perishing and by means of which reparations might be paid to the Allies…

The economic and political conditions in Germany are so far reaching that [its] recovery may almost be regarded as the keystone of the European arch. In allowing and abetting the French policy of the ruin of Germany, our Government is preparing a catastrophe.

Space for notes

Homework task: The suffering of the internees

Read the primary source below, which is an extract from a book called *Time Stood Still* by Paul Cohen-Portheim, who was interned as an 'enemy alien' during the war. Cohen-Portheim describes how internment affected men like him, particularly the mental suffering

which they experienced in the camp. Read the extract and answer the key questions below.

Key Questions

1. Why do you think Cohen-Portheim means by the phrase 'time stood still' and why it affected internees so badly?
2. What do you understand by the term 'barbed-wire sickness'? Does he mean a physical illness (e.g. flu, cholera, tuberculosis)?

If you get the incredible sameness and monotony of a prisoner's life, what happens is not so much that time seems short (a day may seem endless) but that you lose all count, all sensation of time. Time stands still. Days, weeks, months, years, all these artificial divisions follow each other in endless monotony, time has ceased to have any signification. Where there is no aim, no object, no sense, there is no time. One gives in, one surrenders, one's will is broken.

And that is the horror of horrors of that life, the one which not only does not lessen with time, but goes on increasing, and the one no one can imagine who has not been through it: you are never alone. Not by day, not by night, not for an hour, not for a second, day after day, year after year.

During the war the term barbed-wire sickness became a recognized medical designation under which were grouped all sorts of mental symptoms observed in prisoners of war. But is not the barbed wire which is the cause. It is the monstrous, enforced, incessant community which inevitably breeds the malady. There is no privacy, no possibility of being alone, no possibility of finding quietude. It is inhuman, cruel and dreadful to force people to live in closest community for years. There are no women, no children, there is no old age and next to no youth there, there is just a casual rabble of men forced to be inseparable. Try to imagine what it means, never to be alone and never to know quiet, not for a minute, and to continue thus for years, and you will begin to wonder that there was no general outbreak of insanity.

Space for notes

Tutorial 4 – Saving Minds and Morals: aiding the interned.

What is the Purpose of Tutorial 4?

By the end of the tutorial, you will be able to:

1. Explain why interned men experienced mental illness during their internment.

2. Analyse the reasons why Quakers established craft workshops in the camps.

3. Understand the importance of referencing in academic writing.

Activity 1: Mini-lecture

Key Questions:

1. Why did the Friends' Emergency Committee think providing work to internees would help them?
2. What kinds of things did internees manufacture in the camps?

Space for notes

Space for notes

Activity 2: Source Analysis

Key Questions

1. What strategies did FEC use to persuade government of the importance of their work?
2. Why do you think the letters talk about the 'discipline' of the internees? Why do you think the British government would want good 'discipline' and 'order' in the camps?

Letter to War Office, 3 September 1915.
'We strongly believe that unless some systematic scheme is adopted at once for providing large numbers of men congregated in camps with some suitable occupations, the health of the men will very much deteriorate during the long winter months and considerable trouble and worry may be caused to those in control'

Letter to Foreign Office, 12 January 1916.
'Our experience has shown that if degeneration is to be prevented and both bodies and minds of the prisoners are to be maintained in health, the most commanding necessity is to provide them with occupations which shall be not only diverting but educative, and we have therefore devoted a large part of our funds and our energies to encouraging arts and crafts. The work has, in spite of great difficulties, had a most gratifying success and has been found by the Commandants generally to be an invaluable help in the preservation of health, order and contentment.

Our visitors to the different camps are unanimous in their insistence on the enormous value of handicraft work, not only in preventing individual men from severe suffering and sometimes from mental breakdown as a result of brooding and lack of occupation, but also in rendering the general life of the camp more healthy and improving its discipline.'

Space for notes

Homework Task: Practise Referencing

Please read Appendix 2 on referencing correctly. Have a go yourself by completing full references for the following:

1. *Civilians in a World at War, 1914-1918* by Tammy M. Proctor, page 5, published 2010
2. 'A visit to the Isle of Man internment camps' by George Leach in the Manchester Guardian, published 19 July 1916.
3. https://encyclopedia.1914-1918-online.net/article/enemy_aliens_and_internment

1. _____

_____

2. _____

_____

3. _____

_____

Tutorial 5 – Saving the Children

What is the Purpose of Tutorial 5?

By the end of the tutorial, you will be able to:

1. Explain why Save the Children made children the focus of their work in post-war Europe.

2. Analyse Save the Children's early fundraising appeals, including how they hid the charity's political goals but also encouraged stereotypes common in modern humanitarian appeals.

3. Analyse the power dynamics associated with providing humanitarian aid children.

Activity 1: Source Analysis

Key Questions

1. How does the appeal communicate (or indeed hides) the charity's political ideas?
2. What stereotypes are apparent, thinking about what was covered in mini lecture?

MARCH 4, 1920. 5

"The Most Awful Spectacle in History."

MILLIONS OF CHILDREN NAKED AND STARVING IN EUROPE.

Every British Citizen Called Upon to Help—But it Must be To-day—To-morrow May Be Too Late.

WITH HUMAN DESTINY AT STAKE WILL YOU STAND IDLY BY?

Another Helpless Child is Dead—Another—and Another—While You Read—And Hesitate!

WE have won the War. We are justly proud. We are spending, on our well-earned amusements and our comfortable meals, millions of pounds every day!

And all the time, outside our very doors, a multitude of helpless children and stricken Mothers are perishing for want of food and clothes—not One Thousand, Two Thousand, or a Hundred Thousand, but MILLIONS! It is

2/- will Provide a Daily Dinner for One Child for One Week.

£1 will Feed and Clothe a Naked Starving Child.

£2 10s. will take an Ailing Child to Switzerland, where kindly Foster-Parents are ready to give it Three Months' Good Food and Nurse it Back to Health.

£100 will Feed 1,000 Children for One Week.

SUBSCRIPTIONS ON ACTIVE SERVICE WITHIN 24 HOURS.

Whatever you can spare cannot be too small to be of value to the cause. Every penny you collect or subscribe will be immediately applied to the desperately urgent need of the starving and homeless. Within twenty-four hours your subscription will be doing active good, so perfect is the "Save the Children" Organisation—so eagerly helpful are its willing workers.

WHAT ONE PENNY WILL DO.

The great call to our humanity and pity surely cannot fail to stir every generous feeling in our hearts. Nobody is asked to deny themselves. Pennies

Cadbury Research Library

Space for notes

Activity 2: What would you do?

Imagine you are working for Save the Children in Germany. You have established a centre in the city of Cologne where German schoolchildren can attend each day to receive a free meal. You plan to feed thousands of children daily. The meals you have planned to deliver are similar to other meals which Save the Children have delivered to children in other countries across Europe. Your plan has the backing of Save the Children's leaders and the local town council in Cologne.

However, about a week after you have opened your kitchen to feed the children, some of the local staff who have been preparing the meals approach you with some concerns. They tell you that the children do not like the meals that you are giving them. The food is not what they are used to and that some children are even refusing to eat what you have given them. The staff ask you if you can make some adjustments to your meal plans.

What do you do?

a) Tell the staff you will immediately set up a meeting with them and a selection of the children and their parents in order to find out the views of the local community. You say that you value the opinion of both the local staff and the children, because you are here to help all of them.
b) Tell the staff that you understand their concerns but unfortunately you have a limited budget and have a limited choice about what food is in supply in Cologne. You offer to meet with the staff and the children's parents to discuss a possible compromise. However, you do not invite any children, because you think they are too young to offer any useful advice.
c) You tell staff that you are an expert in saving children. You know what is best for the children and for the community because of your experience working in other countries. You dismiss their concerns, do not set up any meetings with them or the children, and continue with the meals as you have planned.

Space for notes

The Final Assignment

Final assignment question:

Explain how far you agree or disagree with the following statement: "British people helped German civilians in the First World War because they were purely interested in saving lives".

Details of the assignment:

In this module we have examined a number of important themes, including:

- The anti-German ideas common among British people during the First World War.
- The different reasons why some Britons chose to help Germans during and immediately after the war.
- The challenges and dilemmas which charities faced trying to help people.

This assignment presents you with an opinion about this relief work. In your essay, you will use the knowledge you learned from this module to decide whether you agree or disagree with this statement and write a structured argument which answers this question.

Do you think all British people wanted to help Germans? Were the charities involved purely motivated by saving lives or did they have other motives? And was their work always 'morally good'?

Success criteria – how to structure your assignment and what to include:

Your essay should include:

- An introduction: one paragraph (200-300 words).
- Main section: three to four separate paragraphs (400-500 words each).
- A conclusion: one paragraph (200 words).

In your introduction:

- Briefly define any key terms e.g. impartiality and non-political (1-2 sentences).
- Briefly describe what the history of this topic is and why the question relates to it (2-3 sentences).

- Signpost your essay: briefly state what each paragraph will cover and what your main argument is.

In your main sections, use the PEE structure:

- **Point**: how you agree/disagree with the statement.
- **Evidence**: the knowledge which supports your point.
- **Explanation**: say how this knowledge supports your point.

In your conclusion:

- Briefly recap what your essay has said.
- Restate your main argument: do you agree/disagree with the statement?
- (If possible) How this topic relates to other important historical topics e.g., more recent humanitarian efforts; the experience of migrant communities in Britain etc.

Tips:

- You can have 1-2 paragraphs agreeing with the statement, and 1-2 disagreeing. However, you are free to have all paragraphs agreeing/disagreeing with the statement, as long as you **explain** in the essay how the **evidence** supports your position.
- You will receive credit for including knowledge which we have not covered on this course (**as long as it is relevant**).
- You will also receive credit if you can include evidence from primary sources we have used in this course.

In this assignment, show me that you **understand**:
The history we covered in this module, including:

- Who were the British people and groups involved in aiding Germans?
- What were the broad reasons why they chose to do so?

The ethics and dilemmas of humanitarian aid, including:

- The complex reasons why people choose to organise humanitarian aid.
- The dilemmas and difficulties they may face when organising aid.

Show me that you **are able to**:

- Use your subject knowledge to assess different viewpoints about the past.
- Use your subject knowledge to assess the usefulness of different kinds of evidence.
- Draw comparisons or connections between different historical events or evidence.
- Construct an argument about the past using evidence.

Homework Task: Essay draft

Submit a draft of your assignment to receive feedback at our next tutorial. Your draft should be at least 500 words. You can choose to complete any part of your assignment, but I would recommend completing the introduction and one of your sections. If you are not confident about one section in particular, it may be best to get my feedback on that one. Make sure you include references in your draft. Upload your draft assignment to the VLE by

……

Tutorial 6 – Feedback tutorial

What is the Purpose of Tutorial 6?

- To receive feedback on your final assignment
- To respond to the feedback from your Uni Pathways teacher
- To write targets for improvement on your final assignment

Draft assignment feedback from your Uni Pathways Teacher

(Remember to look at the mark scheme to help you understand what you have done well so far, and how you can do even better in your final assignment)

Here are three things that my Uni Pathways Teacher thought I did well in my draft assignment
•   •   •

Here are three things that my Uni Pathways Teacher thinks that I could do to get a higher mark in my final assignment
•   •   •

Tasks from my Uni Pathways Teacher to do during the feedback tutorial to help me improve
•   •   •
My response:

Actions I will take to improve my final assignment after this tutorial…
•   •   •

Hand in date for my final assignment:	

Tutorial 7 – Final tutorial

What is the Purpose of Tutorial 7?

- To receive feedback and a grade on your final assignment.
- To reflect on the programme including what you enjoyed and what was challenging.
- To ask any questions you may have about university.

Final assignment feedback from my Uni Pathways Teacher

Final mark:	University style grade:
Feedback: Here are three things that my Uni Pathways teacher thought I did well in my final assignment • • •	

Here are three things that my Uni Pathways teacher thinks I should remember for when I am doing this kind of study in the future
• • •

University

What questions do you still have about University after taking part in Uni Pathways?
• • •

Reflecting on Uni Pathways

What did you most enjoy about Uni Pathways?
• • •

What did you find challenging about the programme?	How did you overcome these challenges?
• • •	• • •

Appendix 1 – The Baseline Assignment

Baseline assignment question / questions:

"The First World War only affected soldiers. Most civilians did not experience suffering or violence during the war."

Examining Sources A, B, and C and what we have learned today, do you agree with this statement? You must refer to at least two sources in your answer. (500 words)

Details of the assignment:

Today's seminar examined some of the ways that German civilians, both those living in Britain and in Germany, were affected by the First World War. The assignment presents you with an opinion about how the war affected soldiers and civilians.

Imagine that someone said this statement to you. Would you agree or disagree with them based on the evidence provided by Source A, B, and C as well as the knowledge you have learned in today's class? Your task is to write a short answer (450-500 words) which explains why you agree or disagree with them.

In order to help your answer, try to use the following questions to structure your response:

- What does Source (A, B, or C) reveal about what happened to Germans living in Britain during the war?
- What does Source (A, B, or C) reveal about the situation in Germany towards the end of the war?

Success criteria – how to structure your assignment and what to include:

Your response must **refer to two sources from A, B, or C**.

- Tip: You will get extra credit for referring to any additional information which we discussed during the class.
- Tip: You will also get credit if you refer to the Nature, Origin, or Purpose of the sources (but don't worry if you are unsure or cannot fit it into the word limit).

Your response should **be structured**. It should use paragraphs and include a brief introduction and conclusion.

- Tip 1: Try to use one paragraph to talk about Source A (150-200 words), and another to talk about Source B (150-200 words).
- Tip 2: Your introduction should briefly say whether you agree or disagree with the statement and why (1-2 sentences). Your conclusion should briefly restate your main argument (1-2 sentences).
- Tip 3: Try to make sure your main paragraphs have a **Point** (how you agree disagree with the statement), **Evidence** (how the information in the source proves your Point), **Explanation** (how this Evidence supports your answer to the main question).

Your response must **present an argument** which responds to the opinion.

- Don't just write what each source says/shows. You must relate what you say back to the main question.

In this assignment, show me that you **understand**:	Show me that you **are able to**:
The difference between soldiers and civilians. How the war impacted Germans living in Britain during the war e.g. anti-German propaganda, poverty, internment. How the war affected civilians in Germany towards the end of the war e.g. the food crisis and its impact on children..	Describe the evidence presented in different types of primary sources. Analyse opinions about the past using evidence from sources and your own knowledge. Develop a structured argument about the past.

Appendix 2 – Referencing correctly

When you get to university, you will need to include references in the assignments that you write, so we would like you to start getting into the habit of referencing in your Brilliant Club assignment. This is really important, because it will help you to avoid plagiarism. Plagiarism is when you take someone else's work or ideas and pass them off as your own. Whether plagiarism is deliberate or accidental, the consequences can be severe. In order to avoid losing marks in your final assignment, or even failing, you must be careful to reference your sources correctly.

What is a reference?

A reference is just a note in your assignment which says if you have referred to or been influenced by another source such as book, website or article. For example, if you use the internet to research a particular subject, and you want to include a specific piece of information from this website, you will need to reference it.

Why should I reference?

Referencing is important in your work for the following reasons:

- It gives credit to the authors of any sources you have referred to or been influenced by.
- It supports the arguments you make in your assignments.
- It demonstrates the variety of sources you have used.
- It helps to prevent you losing marks, or failing, due to plagiarism.

When should you use a reference?

You should use a reference when you:

- Quote directly from another source.
- Summarise or rephrase another piece of work.
- Include a specific statistic or fact from a source.

How do I reference?

There are a number of different ways of referencing, and these often vary depending on what subject you are studying. The most important to thing is to be consistent. This means that you need to stick to the same system throughout your whole assignment. Here is a basic system of referencing that you can use, which consists of the following two parts:

1. **A marker in your assignment**: After you have used a reference in your assignment (you have read something and included it in your work as a quote, or re-written it your own words) you should mark this is in your text with a number, e.g. [1]. The next time you use a reference you should use the next number, e.g. [2].
2. **Bibliography**: This is just a list of the references you have used in your assignment. In the bibliography, you list your references by the numbers you have used, and include as much information as you have about the reference. The list below gives what should be included for different sources.

    a. **Websites** – Author (if possible), title of the web page, website address, [date you accessed it, in square brackets].

    E.g. Dan Snow, 'How did so many soldiers survive the trenches?', http://www.bbc.co.uk/guides/z3kgjxs#zg2dtfr [11 July 2014].

    b. **Books** – Author, date published, title of book (in italics), pages where the information came from.

    E.g. S. Dubner and S. Levitt, (2006) *Freakonomics*, 7-9.

    c. **Articles** – Author, 'title of the article' (with quotation marks), *where the article comes from* (newspaper, journal etc.), date of the article.

    E.g. Maev Kennedy, 'The lights to go out across the UK to mark First World War's centenary', Guardian, 10 July 2014.

UNI PATHWAYS

UNI PATHWAYS

thebrilliantclub.org