Scottish History Topic
THE IMPACT OF THE GREAT WAR ON SCOTLAND
1900-1928

National 5 History
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Introduction and Glossary

World War One was a major conflict fought in Europe and around the world between July 28th 1914 and November 11th 1918. Nations from across all non-polar continents were involved and over eight million people died, although Russia, Britain, France, Germany and Austria-Hungary dominated.

Prior Knowledge of the First World War

Task 1:
In groups of 3-4, take part in a graffiti exercise. Each person in the group will have a coloured pen and you have to write down any information that you have on World War One. It can be dates, names, places or events. It doesn’t have to be neat or tidy- it is just to get you thinking.

Glossary

Task 2:
Using the information you gained from the above task and the class discussion, copy and complete the glossary table (PowerPoint) in your jotter. These words and phrases are important and you will need to know the definitions to understand the first section of the unit.

Great Powers

Task 3:
Your teacher will take you through the Great Powers PowerPoint. Across two pages in your jotter, write the headings- Britain, France, Germany, Russia and Austria. Using the knowledge you have gained from the PowerPoint, match up the pictures of the leaders of the Great Powers with their names.

Collect the information sheets and worksheet from the teacher. Using the information sheets, complete each statement so you build up a catalogue of facts on each country. You may write on the sheet. Glue this in your jotter.
The Main Causes of the First World War

In this section of the course you will look at the main reasons why the First World War started. Although this is not an assessed section of the course, it is important you understand it and you may also wish to use it later on in the year for your N4 Added Value project or your N5 Assignment.

- **Militarism** - Arms Race and Naval Arms Race
- **Alliance** - Alliances and Ententes
- **Imperialism** - Tension over Empires
- **Nationalism** - Tension between the Alliances in the Balkans

and

- Assassination in Sarajevo - The murder of the Archduke Franz Ferdinand
- The Outbreak of the War in 1914

**Quick Question**

**What spark set off World War One?**

Before we learn anything about the causes of the First World War, which of the following do YOU think led to the outbreak of World War One?

1. A man takes a wrong turn in a car.
2. A battleship is sunk.
3. The leader of one country insults the people of another.
4. An army moves across a border.
5. A bomb is dropped.
Causes of World War One

**Aim:** To be able to explain the reasons why World One started.

**Militarism**

**The Arms Race**

As tensions between the European powers rose, each country increased spending on its armed forces. France, Germany and Russia invested enormous sums of money into their armies, while Britain relied on the strength of its navy.

After 1871, French governments planned for a war of revenge to win back Alsace and Lorraine. Both France and Germany developed huge conscript armies. Railways were extended to make it easier to transport whole armies, and military timetables were drawn up so that troops and equipment could be moved easily. As weapons technology became more sophisticated, governments demanded the latest military equipment and armaments manufacturers grew wealthy. No country could afford to be left behind in what had become an ‘arms race’.

**The Naval Arms Race**

During the nineteenth century, Britain was the world’s greatest sea power and “ruled the waves”, especially in the North Sea and English Channel. The Royal Navy played a vital role in protecting Britain from threat of invasion and in protecting both its empire and overseas trade. In 1889, Britain adopted the ‘two-power standard’. This meant the British Navy must be larger than the fleets of the next two largest navies combined. To ensure that Britain had a navy powerful enough to meet the ‘two-power standard’, the British government allocated money in order to build eight first-class battleships.

Britain did not consider the German Navy to be a threat until Kaiser Wilhelm II decided that Germany must have a modern fleet. In 1898, the Reichstag (the German parliament) passed the German Naval Law, and Germany began a major ship building programme.

Britain saw this as a direct threat. Many British people were extremely suspicious about German naval aims and urged the government to increase spending on the navy.
In 1904, Admiral Sir John Fisher was appointed First Sea Lord and he immediately set about modernising the British fleet. Older warships were scrapped and new battleships were built—HMS Dreadnought. This was the first of a revolutionary new type of battleship whose speed, armour and revolving guns turrets made all other battleships out of date. HMS Dreadnought was launched in February 1906.

When Germany launched a similarly modern type of battleship, the Nassau, in 1908, a naval race began which continued until the outbreak of war. By this time, Britain had launched twenty-two modern Dreadnought-class battleships and Germany had launched fifteen Nassau-class battleships.

**Alliances and Ententes**

In the years before the First World War, Europe was divided into two rival groups because of the development of alliances and ententes (French-meaning agreement).

In 1871, France was defeated by Germany. To maintain peace, he made alliances to keep Frances without friends. The most important of these was signed in 1882 when Germany, together with Italy and Austria-Hungary formed a grouping called the Triple Alliance. Fear of Germany forced Russia together and in 1892 they signed an alliance—the Franco-Russian Alliance. At first Britain did not feel threatened by the Triple Alliance; however, when Britain wanted to discuss membership of the Triple Alliance with Germany, she was ignored. So in 1904, Britain and France signed the Entente Cordiale and promised to cooperate with one other. Encouraged by France, Britain and Russia ended their quarrels over colonies and an agreement was signed by all three. This was named the Triple Entente.

By 1914, Europe became increasingly divided into two hostile ‘armed camps’.

**Imperialism**

Imperialism is a policy of extending a country's power and influence over other countries i.e. countries gaining empires. By 1914, many European nations had large Empires.

Colonies were important because:
They provided food and raw materials.
They were a market for investment and industrial products of the mother country.
They provided soldiers in times of war.
They had a strategic position that allowed the mother country to protect its interests abroad.

Germany was very jealous of Britain and France because they had very large empires. By contrast, the German Empire was not large at all. Germany had only become a single, united country by 1871. By this time much of the world had already been divided up. The ruler of Germany, Kaiser Wilhelm II, wanted Germany to have more colonies to make it as important as Britain and France - he even announced that he wanted Germany ‘to have a place in the sun’. From Britain and France’s point of view, the Kaiser’s ambition was worrying.

Alongside this, Britain and France are worried that Germany might take some of their trade. Mother countries were trying to make money from developing their colonies and selling their products around the world. If Germany gained an Empire she would also gain trade power, which only increased tension between her, France and Britain.

Nationalism

The Balkans in South Eastern Europe was the most dangerous trouble spot in Europe before 1914. The Balkans had been dominated in the 19th Century by two of the large Empires of eastern Europe; the Austro-Hungarian Empire and Turkish (Ottoman) Empire. However, by 1900 their power was declining.

In the Austro-Hungary Empire many millions of Czechs, Slovaks, and Croats wanted the freedom to speak their own language and to practise their own customs. These ‘minority ethnic groups’ hated their rulers and wanted Pan-Slavism (a movement trying to bring about the
unity of all Slav nations). The Slav people looked to their largest Slav state, Russia, to help protect them; however, this was seen as interference by Austria-Hungary.

**The Balkan Wars, 1912-13**

Turkey in 1912 still controlled an area in the Southern Balkans called Macedonia. Rival Balkan states all thought Macedonia should be theirs. War broke out between Turkey, on the one side, and Serbia, Greece and Bulgaria on the other. Turkey was driven out of most of her European territories; but the victorious powers now quarrelled amongst themselves and in a second war where Bulgaria was defeated by Greece, Romania and Serbia.

This strengthened Serbia, and weakening Turkey and Bulgaria. The Austrians managed to insist on the creation of Albania, which stopped Serbia gaining access to the sea. Serbia was annoyed as a result. Austria felt that their influence in the Balkans was threatened by the growth of Serbian power. She considered Serbia as a menace to the survival of her Empire. Tension was growing.

**Task:**

1. **Create a spider diagram** on the causes of the First World War. Use the above headings and information, as well Mair to complete your diagram. **Make sure you include a heading, sentence or two describing the reason, a sentence explaining why that particular issue lead to WW1 and a picture to represent the cause.**

   **You must refer to:**

   M- Militarism (Arms Race and Naval Arms Race)
   A- Alliances
   I- Imperialism
   N- Nationalism

2. **Collect a blank Venn diagram** from your teacher. **Complete it,** showing the alliances and agreements that existed between the Great Powers in 1914. You will need 6 colours to complete it. Your teacher will go over what a Venn Diagram is beforehand.
The Assassination of the Archduke Franz Ferdinand

**Aim:** To be able to describe the assassination of Franz Ferdinand and explain how this led to the outbreak of the First World War.

Franz Ferdinand, aged 61, was heir to the Austro-Hungarian Empire. He was married to Sophie Chotek von Chotvoka and had three children. Franz Ferdinand was unpopular within Austria because he had made it clear that once he became Emperor he would make changes in the way Austria was ruled.

Franz Ferdinand decided to visit Sarajevo, the capital of Bosnia and Herzegovnia, to make an inspection of the Austro-Hungarian troops there. The inspection was scheduled for 28th June 1914. It was planned that Franz Ferdinand and his wife Sophie would be met at the station and taken by car to the City Hall where they would have lunch before going to inspect the troops.

A Serbian terrorist group, called The Black Hand, had decided that the Archduke should be assassinated and the planned visit provided the ideal opportunity. Seven young men who had been trained in bomb throwing and marksmanship were stationed along the route that Franz Ferdinand’s car would follow from the City Hall to the inspection. The men were trained and armed by Serbian intelligence officers.

The first two terrorists were unable to throw their grenades because the streets were too crowded and the car was travelling quite fast. The third terrorist, a young man called Cabrinovic, threw a grenade, which exploded under the car following that of the Archduke. Although the Archduke and his wife were unhurt, some of his attendants were injured and had to be taken to hospital.

After lunch at the City Hall, Franz Ferdinand insisted on visiting the injured attendants in hospital. However, on the way to the hospital the driver took a wrong turn. Realising his mistake he stopped the car and began to reverse. Another terrorist, named Gavrilo Princip, stepped forward and fired two shots. The first hit the pregnant Sophia in the stomach, she died almost instantly. The second shot hit the Archduke in the neck. He died a short while later.
When it became known that the assassins had come from Serbia, Austrian anger ran high. This was an opportunity for the Empire to punish the Serbs. The Austrians hoped for German support. In the previous year the Kaiser had told the Austrian Chief-of-Staff.

The Austrian Ultimatum and Serbian reply

On July 23, 1914 Austria presented an ultimatum to Serbia demanding that the guilty persons should be punished and that Serbia should clear terrorists out of her lands. Serbia was to take the blame for the murder and allow Austrian officials into Serbia to conduct and investigation. Unsurprisingly the Serbians rejected these demands. Austria declared war on Serbia as a result.

Task:

1. It has been 100 years since the assassination of Franz Ferdinand and his wife, Sophie. Write a newspaper front cover for ‘On this Day in History’.

You may use the above pages, Mair, pg 18 and the DVD ‘Days that Shook the World to collect your information.

You must include the following:

• Why they targeted Franz Ferdinand.

• A detailed description of the events of the day such as why was Franz Ferdinand in Bosnia? Who was with him? How many attempts of assassination were there? Describe the different attempts of assassination. How was he eventually assassinated?

• The involvement of the Serbian government.

• What happened to the assassins.

• The consequences of the assassination.

• Anything else you consider relevant and appropriate.

Did you get the question right about what set off WW1?
The Outbreak of War in 1914

**Aim:** To be able to explain how a local war turned onto a world war by giving reference to specific names of countries and actions.

The Russians could not let Serbia down as they had done in the 1908-9 Bosnian Crisis. On the 30th July his generals persuaded him to order a general mobilisation after the Austrians declared war on Serbia on 28 July.

Germany could not stand by while Russia mobilised her forces on her frontier. On July 31 she sent an ultimatum to Russia. Russia did not respond, so the Germans announced that, 'His Majesty the Emperor of Germany accepts the challenge and considers himself in a state of war with Russia.' Germany was aware that her declaration of war against Russia would bring France into the war. Germany demanded that France remain neutral. When France did not reply, on August 3, Germany formally declared war after making false claims of French air raids on Germany.

The Germans put their war plan (called the Schlieffen Plan) into operation. The Schlieffen Plan planned to fight a war on two fronts. First the Germans would defeat France then Russia. This plan required Germany to take troops through Belgium in order to attack France. German requests for safe passage for her troops were rejected by Belgium.

On the entry of German troops into Germany the British protested at the German violation of Belgian neutrality, and demanded the Germans withdraw. The British request was
rejected, and the British Government declared that a state of war existed between the two
countries on 4 August 1914.

Task:
1. **Draw** your version of events causing a Local War to expand into World War. You may
wish to draw a flow chart or a cartoon strip. It is up to you, but you must show the steps to
the outbreak of war.

2. **Collect and complete** the ‘Bravo Belgium’ cartoon exercise.

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**Question Practice**

**Knowledge and Understanding**

1. **To what extent** was the naval arms race the most important reason for the outbreak of
World War One? **8 marks**

2. **Describe** how the assassination of Franz Ferdinand led to the outbreak of war in 1914. **5 marks**

**Source Handling**

The First World War was triggered by events in Sarajevo with the murder of Archduke
Franz Ferdinand by the Black Hand. However, its origins can be seen much further
back in the arguments between France and Germany and the creation of the Alliance
System which encouraged countries to act aggressively if in trouble.

1. **How fully** does the above source explain the reasons for the outbreak of the First World
War? **5 marks**
Section 1: Scots on The Western Front

In this section of the course, you will look at the layout of the trenches, weapons used and what Scottish soldiers went through on the Western Front. This is an **ASSESSED** section of the course so it is very important you understand it and can answer the past-paper questions at the end of each section.

- Recruitment
- Trench Warfare Develops
- Layout of the trenches
- Conditions in the Trenches
- Technology of war
- Contribution of Scots on the Western Front

Scottish Recruitment

**Aim:** To be able to explain why Scots signed up to fight in the First World War.

Britain had professional army before the war; however their focus had been on building up the navy, they know had to focus on their army. Although the British government optimistically though that the war would be over by Christmas the Minister of War, Lord Kitchener, disagreed. Kitchener thought that the war would take at least three years because of the development of every more powerful weapons and the sheer size of the armies involved, and that the British army would need one million men to fight it. He began a recruitment campaign.

There were some voices who spoke out against the war. In Glasgow, on 9 August 1914, there was a large anti-war demonstration attended by 5000 people. Branches of the Independent Labour Party, who were against the war, were to be found in Dundee, Leith and Glasgow. However, such views were not popular with the majority of British people and they recruited in their thousands, especially the Scottish.

Kitchener's call for men was met enthusiastically. He asked for 100,000 men in August. By September 1914, over 500,000 had volunteered. The Daily Record newspaper reported that within...
'two days of war starting, and over the first weekend of war, 6,000 men from all classes enlisted in Glasgow.'

Roughly the same percentage of the population in Scotland (males, aged 15-49) served in the war as England (41%; Scotland, 46%; England). However, 65% of the Scottish recruits were volunteers compared to 52% in England and Wales.

By end of 1915, 2,466,719 men had volunteered for the British Army. 320,589 or 13% were Scottish. This figure made up about 24% of the Scottish labour force. The pattern of recruitment in Scotland did lead to the formation of distinctly Scottish Divisions like the 15th (Scottish) Division. Other Scots found themselves in Divisions with recruits from different parts of the United Kingdom.

Task:

1. **Who** was Lord Kitchener? **Explain his role** in recruitment at the start of the war.

2. Collect the sources on why Scots volunteered for the First World War from your teacher. **Across 2 pages** in your jotter, write down as many reasons as possible why so many Scots enlisted to fight in the Great War. **Include a heading, sentence or two explaining the reason and a picture to represent the reason.**
   - Include at least six of the following and other reasons you consider relevant:
     - Patriotism (Posters)
     - Highland Land Question
     - Scotland's Martial Traditions
     - Employers Pressure
     - Alternative to Prison
     - Adventure
     - Pals Battalion (Unlike England there were no official 'pals battalions' but many Scots rushed to join up together to fight alongside friends)
     - Decent life and job
     - Public Pressure

   **MUST BE A SPECIFIC SCOTTISH EXAMPLE IF POSSIBLE AND CONTAIN A FACT!**

3. **How** successful was Lord Kitchener's recruitment campaign? Explain using **statistics** to support your answer.
Question Practice

Knowledge and Understanding

1. Explain why so many Scots volunteered to fight at the beginning of the First World War.  

Source Handling

With three or four friends I decided to join the London Scottish. One day during the second half of August I visited their headquarters, was medically examined and enlisted. My real reason for doing this was a simple one - at my age, and in the atmosphere of patriotic enthusiasm at the time, I would have been ashamed not to do so, and my parents would have been ashamed of me if I had not done so. Secondary reasons were that several of my friends were joining the same regiment; also I had already decided that I did not want to be a Civil Engineer. It seemed likely to be a dull sort of profession.

1. How fully does the source show the reasons why so many Scots volunteered to join the British Army?  

Source A is an extract from a speech made by Lord Kitchener in August 1914 in regards to volunteering for the war.

I feel certain that Scotsmen have only to know that the country urgently needs their services to offer them with the same patriotism as they have always shown in the past… their services were never more needed than they are today.

2. Evaluate the usefulness is Source A in explaining the reasons why so many Scots joined up?  

5 marks
Trench Warfare Develops on the Western Front

**Aim:** To be able to describe the development of the trenches and the layout of troops on the Western Front.

The Western Front was the area in northern France and southern Belgium where millions of men fought and died over the four years of the war. Most Scots fought on the Western Front. However, the war was never meant to be bogged down in one area so how did this happen?

The German Schlieffen plan failed. As the Germans fought through Belgium, the carefully laid plans were changed to cope with the arrival of the British Expeditionary Force and Belgian resistance. By the time the Germans arrived in northern France they were already out of formation and behind time. When the German forces reached the River Marne, the Schlieffen Plan was in tatters.

At the Marne, British and French armies stopped the German advance. It ended in stalemate (deadlock). However, the Germans were forced to pull back a little. Both sides then tried to outflank (to go round the side of the enemy) their opponents without success, in what became known as ‘the race to the sea’. To survive the hail of bullets from the enemy, men of both sides began to dig holes for protection. These holes became trenches and soon joined together to form a continuous line from the Belgian North Sea coast to the frontier of neutral Switzerland. The war on the Western Front would be fought on the same ground for the next four years.

**Task:**

1. Your teacher will show you a map of the Western Front and the position of the troops for Britain, France, Belgian and Germany.

**Collect** a copy of the map of the Western Front. Using coloured pens, **create a key** to show where the British, French, Belgium and German troops are positioned. **Glue** this into your jotter.
Layout of the Trenches

**Aim:** To be able to describe the layout of a trench and explain what each area is used for.

When the Germans retreated from the River Marne they needed to defend the territory they had already occupied so they stopped and built defensive positions in the best areas. These areas were higher ridges overlooking the surrounding area. The German trenches were of better quality than the British and French as they had more time, therefore the German trenches consisted of deep dug-outs which were often reinforced with concrete and various passageways.

The British and French had to build their trenches on the lower ground. This land was liable to flood. Their generals believed that the men should always be pushing forward and so the British and French trenches were not nearly as well built or fortified compared to the Germans.

As the war continued, the networks of trenches became more sophisticated with reserve trenches, communication trenches, their own railways, hospitals, kitchens and defensive strong points.

**Task:**

1. Take part in the class matching up exercise on the Smartboard.
2. Once you have completed the matching up task, collect a copy of the worksheet entitled ‘Trench Systems’. **Cut out the diagram** of the trench system and glue into the middle of **two pages** in your jotter (you will need some space around your diagram).
3. **Colour and label** the front line trench and support trench.
4. **Label** the trench system using the following:
   - LISTENING POSTS
   - BARBED WIRE
   - TRAVERSE
   - MACHINE GUN NEST
   - COMMUNICATION TRENCH
   - BUNKER
   - ARTILLERY LINE
5. **Read** over the worksheet, **match up the information to the correct area** of the trench system. Once completed, glue in.
**Conditions in the Trenches**

**Aim:** To be able to describe the conditions in the trenches and explain the impact it had on the soldiers.

**Task:**

1. Your teacher will show you a PowerPoint on conditions in the trenches. There is no need to take notes, but you must **listen carefully** as you will need this information later.

2. Once you have gone through the PowerPoint, **collect** a copy of the pictures showing the different conditions of trenches. Glue each picture into your jotter. For each picture you must have a **heading**, a sentence explaining the picture **AND a Scottish example if possible**. Use the information from the PowerPoint, the information below and Mair, pp 36-43.

3. **Add in at least two other conditions** not represented by pictures using your own knowledge or textbooks.

**Sources on Conditions in the Trenches**

**Water and Mud**

**Source 1-** M.D.Kennedy from the 2nd Camerons (Scottish Rifles) in 1914.

The main trouble was the water in the trenches. Up to then we hadn't got trench boots or anything else. It was our first time in the trenches.

**Source 2-** 2nd Lieutenant Crear remembered;

We set off for the Front line and had a tiring slow journey in full kilts, rifle, etc, up communication trenches, sometimes under quite heavy shell fire. The next four days were the most miserable I have experienced in my long life. Our trench was almost constantly under heavy shellfire as were the communication trenches which prevented rations getting to us. It was frequently raining.
Source 3- 2nd Lieutenant J.B. Maclean of 1st Battalion Cameronians wrote to his brother to say:

Last night it was raining very heavily and no doubt the trenches will be pretty muddy. The ones we are going into have been shelled a lot recently and I understand there are only improvised dug-outs in them. There is a lot of mud, which means it is difficult to move at times. In other places there is nothing you can call a trench. It is more a collection of holes in the ground. We have a lot of work to do to fix this. Across the road from us there is one of the frequent British cemeteries. There are a great many graves of men of Glasgow battalions - in one case a trench with about 20 of the 16th Highland Light Infantry altogether.

Source 4- Lieutenant Norman Collins of the Seaforth Highlanders commented that

The mud is really awful. Even on the main roads it is up to our boot tops and off the road will drag a man's boots off with puttees on. In the trenches it varies from ankle to almost waist deep and men have to be hauled out sometimes with ropes. Those wearing kilts had a terrible time with the added weight a damp kilt added. Mud made travel and attack almost impossible. Men, horses, mules and guns all disappeared without trace.’

Trench Foot

Source 5- Andrew Gilmor of the 4th Battalion Argyll and Sutherland Highlanders pointed out that some 300 members of his unit were hospitalised with trench foot or pleurisy after standing for four days knee-deep in water in December 1916.
Source 6- Sgt. Harry Roberts/R.A.M.C./Plugstreet Wood, 1917

‘Trench foot is caused by standing in water and not being able to change into dry socks and shoes - 24 hours is sufficient. In March 1916, 25% of the 2nd. Battalion Royal Scots had to be evacuated because of Trench foot. They had been in France for 4 days! The symptoms of trench foot and frostbite are the same: Your feet swell to 2 or 3 times their normal size and go completely dead. You could stick a bayonet into them and not feel a thing. If you are fortunate enough not to lose your feet and the swelling begins to go down, it is then that the intolerable, indescribable agony begins. I have heard men cry and even scream with pain and many had to have their feet and legs amputated.’

Lice

Source 7- George Coppard/ ‘With a Machine Gun to Cambrai’

‘The things lay in the seams of trousers, in the deep furrows of … woolly pants. A lighted candle applied where they were thickest made them pop like Chinese crackers. After a session of this (chatting), my face would be covered with small blood spots, from extra big fellows which had popped too vigorously.’

Rats

Source 8- Major Walter Vignoles

‘There are millions!! Some are huge fellows, nearly as big as cats. Several of our men were awakened to find a rat snuggling down under the blanket alongside them’

Source 9- R.Graves, ‘Goodbye to all that’

‘They are so fat...the kind we call corpse rats. They have shocking evil naked faces. In the adjoining sector they attacked two large cats and a dog, bit them to death and devoured them... We always ate with our revolvers beside our plates and would punctuate our conversations with sudden volleys at a rat.’
Self-Inflicted Wounds

**Source 10- Eric Hiscock The Bells of Hell**

Masters groaned louder than ever. Then I saw what he had done. He had placed a sandbag against his left wrist and fired his revolver through it.... The sandbag would prevent any charge against Masters of a self-inflicted wound for there would be no suspicious burn anywhere on his wrist .. he could expect to get sent home to Blighty (Britain).'

Smell

**Source 16- Pte. Harold Horne**

‘The sanitary arrangements usually consisted of a pit, or series of pits, perhaps approached by a short trench and equipped with buckets or large biscuit tins which were emptied at night by the company ‘pioneer’ (the shit wallah). The whole place was treated with chloride of lime which provided a never-to-be-forgotten smell associated with trench life.’

Shell-Shock

**Source 17 – memoirs of William Andrews of 4 Battalion The Black Watch**

‘The younger, Private X, was a pathetic sight, his face swollen with crying ... ‘Don’t take me back to the shells corporal,’ he said again and again. ‘For God’s sake get me out of this. I can’t face they shells ...’ N.C.O.’s had told him he must cheer up, or he would be shot for cowardice, but this did not steel his nerves .. he was fifteen .. the poor lad had no spirit left .. I had to leave him at the first-aid post and I did not see him again...These badly shell-shocked boys clawed their mouths ceaselessly. Others sat in the field hospitals in a state of coma, dazed as though deaf, and actually dumb.'
Question Practice

Knowledge and Understanding

1. Describe the conditions men faced whilst in the trenches. 5 marks

Source Handling

‘They are so fat...the kind we call corpse rats. They have shocking evil naked faces. In the adjoining sector they attacked two large cats and a dog, bit them to death and devoured them... We always ate with our revolvers beside our plates and would punctuate our conversations with sudden volleys at a rat.’

1. How fully does the above source show the conditions produced by Trench Warfare? 5 marks

Source A

When we entered the trench, it had been very battered by all the fighting. As we went, I noticed that the trenches had parts of bodies sticking out of the wall for quite a long way. I suppose the trench had been dug through where the bodies lay. Sometimes, you would see a loose head or two lying around.

Source B

The flies here are terrible. Huge numbers fly before you whenever you walk about. Dead bodies lay about unburied and the smell is awful. This part of the ground has been fought over many times and so is quite poor. It is impossible to bury people properly.

1. Compare the views in Source A and B about conditions in the trenches. 4 marks
On the Battlefield

**Aim:** To be able to describe the way in which battles were fought and describe the use of new technology used on the Western Front.

**How were battles fought?**

The main tactic was to try to concentrate as many men as possible in a chosen part of the front line and launch an overwhelming attack on the enemy. It was believed that a big push would weaken the enemy so much that they would be forced into retreat.

The planning of major battles usually followed the same pattern. After scouting out the enemy position, often using aircraft, a good place to attack was chosen. Next the men had to be trained and prepared for battle and slowly moved to the front trenches. This was called an artillery barrage (long periods of gun fire).

Before the attack started, men would crawl into no-man's land to cut a way through the barbed wire.

At zero hour (the exact time an attack is launched), officers would blow whistles and the men had to be ready to scramble up ladders out of their trenches and advance across no-man's land against heavy enemy fire. It was likely that the attacking men would be cut down by machine gun fire or killed by enemy artillery fire. The tangles of barbed wire meant many soldiers became entangled and were then easy targets, Others slid or crawled into water-filled shell holes where they drowned as there was little chance of being rescued.

**Task:**

1. **Draw a sketch diagram** of how battles were fought using the above information. On your drawing, add numbered arrows pointing to six important figures of an attack.
Technology of War

It was not just the way in which the war was fought that changed between 1914 and 1918. Both sides also introduced new weapons in an effort to break the stalemate on the Western Front.

Task:

1. In groups of 3-4, research and prepare a presentation on one of the following weapons of the First World War:
   - Tanks
   - Gas
   - Planes – Bombers and Fighters
   - Zeppelins
   - Flame-throwers
   - Machine guns

You may present in any way you want, but you must make sure your classmates have the information they need for this section of the course. You may wish to include an information sheet or include a quiz to make sure they understand.

You must include the following in your presentation:

- Describe the weapon.
- Describe in what ways the weapon was used (i.e. planes were used to spy on the other trenches).
- Describe what improvement (if any) were made to the weapon over the course of the war.
- Describe the positives and negatives of the weapons.

You have access to the laptops and any books from the History department library.

Question Practice

Knowledge and Understanding

1. Describe the use of new technology on the Western Front. 5 marks
Scottish History Topic

The Impact of the Great War

Contribution of Scots to the First World War

**Aim:** To be able to describe the battles of Loos, Somme and Arras by given specific details about location, tactics and outcomes and be able to describe the Scottish contribution to WW1.

Scottish regiments played a significant role in many of the battles on the Western Front. Three of the main battles, at Loos in 1915, the Somme in 1916 and Arras in 1917, will be analysed to show the way in which the war changed and the contribution of the Scottish soldiers.

**Task:**

1. In groups of 3, you are going to create an information sheet on one of the above battles. One person will research Loos, another the Somme and lastly, the battle of Arras. You will copy each information sheet 3 times so everyone in your group has a copy. You must include detail and specific examples (particular Scottish) however, do keep it straight to the point.

**You must include:**

- When and where it was fought.
- The plan of attack (tactics used)
- Scottish contribution
- The successes of the battle
- The failures of the battle
- Outcome

You may decide on the layout of your report. You may wish to add pictures and diagrams.

- Resource you may use:
  - National 5 booklet (info on the next pages)
  - Craig Mair, World War One.
  - John Kerr, The Impact of the Great War 1914-1928
  - Laptops
The Battle of Loos: 1915

Battle Facts

The battle started on September 25th, 1915. It was launched to help the French who had launched offensives against the Germans in Artois and Champagne.

Loos is important because at least 30,000 Scottish soldiers fought there. Half of the 72 infantry battalions were Scottish. The battle was fought in dreadful fighting conditions. Loos was fought in torrential rain and mud.

Success of the Battle

The battle was interesting because it also saw the first use of gas as a weapon by the British. Gas relied on wind direction. In fact there was not enough gas for use. Also, the British line was not straight in many places the release of gas in one place would have an effect on the British trenches. Other problems were that the Artillery failed to cut the barbed wire protecting the German trenches.

Tactics

Apart from the first use of gas the battle was fought in the following way. The artillery softened the enemy up by bombing the enemy front line. It was hoped that the bombardment would keep the enemy's head down and destroy their defences. When the artillery bombardment had finished or had moved the men would go 'over the top'. They would then march/run across no-man's land and enter the enemy trenches to fight.

There was success on the first day in particular with the 15th Scottish Division capturing the village of Loos. However, despite this success, after 4 days of fighting the British returned to their original lines. The main problem was that the assault troops were exhausted and reserves of soldiers to relieve them were too far back to be of use in continuing the attack. The Germans commanded the higher ground, reacted quickly to the attack. They reinforced their trenches and brought up reserves of troops. Their machine-gun fire was also very effective.
Scottish Contribution

Losses among the Scottish units were large. Losses among regiments like the Cameronians, Black Watch and the Gordon Highlanders were so high that nearly every part of the country was affected. 7 Scottish battalions lost their commanding officers and one officer commanding a division. 8 out of the 12 battalions that lost over 500 men were Scottish. As a result, an estimated 1/3 of the names of the missing on the Loos memorial are Scots. Despite the failure of the overall assault, Scottish soldiers were proud of their fighting and upbeat about morale.

There was huge bravery with Scots winning 5 Victoria Crosses in the battle. Famous stories include 'The Piper of Loos', where Piper Daniel Laidlaw, helped hold the line when the German counter attacked.

His citation for receiving the Victoria Cross said

"For most conspicuous bravery prior to an assault on German trenches near Loos and Hill 70 on 25 September 1915. During the worst of the bombardment, Piper Laidlaw, seeing that his company was badly shaken from the effects of gas, with absolute coolness and disregard of danger, mounted the parapet, marched up and down and played company out of the trench. The effect of his splendid example was immediate and the company dashed out to the assault. Piper Laidlaw continued playing his pipes until he was wounded."

The Loos Memorial
The Battle of the Somme: 1916

Battle Facts
The battle started on the 1st July 1916. Part of the battle's aim was to help the French allies who had been attacked at the fortress town of Verdun from February 1916. The soldiers involved had been told that this was the 'Big Push' which would lead to victory. Once again hopes were destroyed.

The Scots were heavily involved in the Battle of the Somme and suffered heavy casualties as a result. The Scots battalions were often used as impact units – in the first wave of attacks. 3 Scottish Divisions involved – 9th 15th (Scottish) and the 51st (Highland). 51 Scottish Battalions took part in the Somme offensive at some time.

Tactics
The area chosen for the attack was to the north of the River Somme - an area which had been a quiet sector until 1916.

On June 25th 1916, the British artillery began a week long bombardment of the German lines. The purpose of this bombardment was to destroy the German defences in the fortified villages, to kill the German defenders, to cut the barbed wire and to clear a safe route through which the British soldiers could walk towards their objectives.

From the safety of their trenches the British 'Tommies' watched the German trenches and strong points being pulverised and believed that nothing could survive the bombardment. The British Generals also assumed that such a bombardment would lead to an unopposed Allied attack.
To destroy other strong points new tactics were used, the British had dug deep under the German front line positrons and laid 12 huge mines which were timed to explode just before zero hour - with one exception. At the Hawthorn Redoubt near Beaumont Hamel, the huge mine was exploded at 7.20am - 10 minutes before the soldiers would walk across no-man's land. The Germans had thus been warned that the time had arrived when the British troops would launch their attack.

At 7.30 on the morning of July 1st, the first waves of soldiers rose from their trenches all along the 18 mile front and walked towards the German positions.

Source below shows us the theory behind the British attack.

![Diagram showing the theory behind the British attack](image1)

Even before the first day of the battle, news began to get back of unbroken wire and surviving sections of trench. The German preparations had been thorough, however, the British were still optimistic. No one could have survived the bombardment – could they?

The first day of the Somme saw over 20,000 British casualties- the worst in any one day in the history of the British army. Despite the plan Germans had survived in considerable numbers.

Source below shows that the bombardment failed with dreadful results for the attacking soldiers.

![Diagram showing the results of the bombardment](image2)
There was no decisive break through. The battle was called off in November.

Scottish Contribution

Overall 400,000 British soldiers lost their lives on the Somme, many were Scottish. Scott MacFie of the Liverpool Scottish write to his father telling him that out of a company of 177 only 100 remained. The McCrae's Battalion (containing 13 of the Hearts Football team) lost 12 officers and 573 soldiers in the first wave of the attack.

The Battle of Arras: 1917

Battle Facts

The battle started on the 9 April to 16 May 1917, British, Canadian, New Zealand, Newfoundland, and Australian troops attacked German defences near the French city of Arras on the Western Front. It was launched to divert German attention away from a major French attach at Aisne (to the south).

Success of the Battle

The aim of the battle was to divert German attention away from a major French attach at Aisne (to the south). In this regard the battle was successful however when the battle officially ended on 16 May, British Empire troops had made significant advances but had been unable to achieve a breakthrough. Much ground was taken from the Germans. This was particularly impressive as the Germans held the high ground in places such as Vimy Ridge. Many new tactics were battle-tested at Arras, including the creeping barrage, counter-battery fire and mining and tunnelling. In addition, the RFC was used extensively for spotting and bombing. The battle did not, however, 'end the war in 48 hours', as it was hoped and the casualty numbers were high – approximately 150,000 men.
**Tactics**

The artillery did their job. Shells cut the wire and gas shells killed German transport horses which made moving guns impossible. The attack was well planned with many troops moved up to the assault line secretly. Artillery was accurate and pinned down the German troops. Troops leap-frogged over each other to sustain the attack successfully. For example the 9th Scottish Division attacked and while it was consolidating its gains the 4th Division moved through it to continue the attack. Co-operation between the different arms of the army also improved as this photograph of infantry supporting a tank shows.

Such assaults taught the British lessons that were learned. By 1918 the British had developed the 'all arms battle plan'. Infantry, artillery, tanks and aircraft were used together in attack. It was very successful and ended up winning the war.

**Scottish Contribution**

it was the largest concentration of Scots that fought together in one battle. There were 44 Scottish Battalions involved in the attack. Also, there were 7 Canadian Scots-named Battalions (eg. The Gordon Highlanders of Canada). Nearly one-third of the 150,000 casualties were Scottish.
Question Practice

Knowledge and Understanding

1. **Describe** the contribution the Scottish made on the Western Front during the First World War.  
   **6 marks**

Source Handling

**Source A** is about the attack at Loos, 1915, as witnessed by an officer in the 1st Battalion Scots Guards:

> The Black Watch marched with determination. They got into the German line, but were unsupported. Two companies disappeared and the remainder were sorely shattered. The whole affair was absolute carnage. The second attack was just murder, sending brave men to certain death, and, my God, they met it like men, too.

**Source B** The Scots role was reported in German newspapers.

> Then the British came through with tremendous fierceness. Then the British sent in one of their best Highland regiments to the front, the best they have anywhere. The Black Watch advanced. The gallant Scots came on and even managed to get in our trench, but even their really heroic bravery was in vain, for they were not able to turn the fate of the day.

1. **Compare** the views in Source A and B about the attack of the Black Watch at Loos?  
   **4 marks**

2. **Evaluate the usefulness of** Source A as evidence of the attack of the Black Watch at Loos?  
   **5 marks**
Section 2: Domestic impact of war: Society and Culture
In this section of the course, you will look at the impact of the war on society in Scotland by focusing on the increase in Government control, conscription, changing role of women, rationing, propaganda, deaths and homes fit for heroes. This is an ASSESSED section of the course so it is very important you understand it and can answer the past-paper questions at the end of each section.

Increased Government Control

Defence of the Realm Act

For the first time ever in Britain, the whole population became involved in the effort to win the war. Both men and women worked in essential war industries and in farming. This was called the ‘Home Front’. Due to this, the government passed a number of laws that increased its power over the British civilians. One of these laws was the Defence of the Realm Act (DORA), which was introduced by the Liberal Party and passed on 8 August 1914. Under DORA the government had power to direct men, women and materials to areas where they were needed to help with the war effort as well as a few other things.
Military Laws
Under these powers, railways and docks came under military law. Special police constables were recruited to enforce the new laws. All non-military vehicles were to be put out of action if Britain was invaded. Later on air raid precautions were introduced and windows had to be blacked out at night.

The government was also able to send workers to work in industries where they were required. In Scotland, many single women were sent to the munitions factory at Gretna.

Alcohol
The government was also concerned about the effect of drunkenness. They worried that drunk workers would not do a good job so to prevent lost production in war industries the government took control of pubs in some areas and reduced the opening hours of all pubs. Alcohol could only be sold between 12.00 and 14.30 and 18.30 and 21.00. Pubs were also forbidden to open on Sundays. This led to much bitterness. David Lloyd George, a leading wartime politician, blamed the problems in ammunition production on the heavy drinking of workers in the West of Scotland. Tax on alcohol also increased and the new rules seemed to work. Convictions for drunkenness in Scotland fell 70% in Scotland by the end of the war.

Censorship
Censorship was also introduced. This was to stop newspapers printing information that might be helpful to the enemy.

Land Use
In Scotland and other parts of Britain, D.O.R.A. allowed local councils to take over land and to use this to grow more food.

In the Highlands of Scotland, this had an impact of the old issue of land ownership. Landowners had used much of their land for things like deer forests and grouse shooting on the moors. In a war this is not useful. D.O.R.A. allowed local crofters access to this land.
to grow food. After the war these crofting tenants were supposed to hand the land back to the landowners. They did not always do this.

**Alien Registration**
As well as these powers, the government also introduced the Alien Registration Act in 1914. This required all foreign citizens to register as ‘aliens’ at their local police station. Restrictions were placed on them about where they could travel, changes of address had to be notified to the police and any suspicious activity would be investigated. Failure to register could lead to a fine or imprisonment.

**Munitions of War Act, 1915**
The Munitions of War Act 1915 was another Act that gave the government increased control of the British people and its industries during the First World War. It brought private companies supplying the armed forces under the tight control of the newly created Ministry of Munitions. It also banned strikes, controlled wages, working hours and also employment conditions. It was a penal offence for a worker to leave his current job at such a ‘Controlled Establishment’ without the consent of his employer, which in practice was almost impossible to obtain (this was known as a leaving certificate). This Act was eventually nicknamed the ‘Slavery Act’ by workers.

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**Task:**

1. **Create a spider diagram** on the Defence of the Real Act. Use the above headings and information, as well Mair to complete your diagram. **Make sure you include a heading, sentence or two explaining the reason and a picture to represent the law.**

2. Once you have completed task 1 for the above headings, **try to find other laws passed under DORA that you can add to your spider diagram.** There are some rather strange ones!

3. **Explain, in your own words,** why workers nicknamed the Munitions of War Act the ‘Slavery Act’.

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**Question Practice**

**Knowledge and Understanding**

1. **Describe** the laws introduced under the Defence of the Real Act. **5 marks**
Propaganda

**Aim:** To be able to describe the propaganda used by the British and to be able explain the publics’ reaction.

To win the support of the British public, the government started a campaign to persuade them to support the war effort.

Sketches showing the Germans killing civilians were produced in newspapers. No photographs of these events were published, as most of those never actually took place. However, the campaign to gain support for the war effort was successful.

Anti-German feeling grew so strong that even the Royal family was affected. It changed its name from Saxe-Coburg Gotha to the House of Windsor. German civilians living in Britain were arrested as aliens and put in prison for the rest of the war.

There were stories of Dachshund dogs (originally bred in Germany) being beaten up in the streets. At Christmas, people refused to sign German carols such as *Silent Night* and people refused to attend concerts featuring works of German composers like Bach and Beethoven.

**Task:**

1. Collect an example from the teacher of war propaganda. In groups of 4-5, annotate the piece of propaganda. Think about the wording, pictures/images used, colour.

**Discuss the following points:** What do you think people’s reaction be to supporting the war effort after seeing the poster? What would their attitudes be towards the Germans for doing this? Is there evidence of anti-German feeling?

2. **Describe** the ways in which anti-German feeling could be in seen in Britain.
**Conscription**

**Aim:** To be able to explain what conscription is and describe the Acts that were introduced.

At first there was great enthusiasm for the war and men rushed to 'take the king's shilling'. However, there were some people who were against the war. Later, as the reality of trench warfare became clearer, and the thousands of early volunteers were killed, the government had to conscript (compulsory military service) men into the armed forces.

**Key Laws**

**National Registrations Act, July 1915**

All persons, male and female, to be registered for possible service.

**Military Service Acts, January and May 1916.**

The First Act conscripted all single men and childless widowers, aged 18-41.

The Second Act increased the included married men.

A Third Act in 1918 increased the age limit to 51.

The introduction of conscription led to renewed opposition to the war by some groups and individuals.

**Task:**

1. **Explain** the meaning of conscription in your own words.

2. **Take a note** of the key laws that were introduced by the government to enforce conscription.

3. **Do you agree** that the government should be allowed to introduce conscription in times of war? **Explain** your answer.
Opposition to the War

Conscientious Objectors

**Aim:** To be able to explain why some people opposed the war and to be able to describe the treatment of Conscientious Objectors.

**Why did some people oppose the war?**

Most people supported the war and conscription because they thought it was necessary for the war effort. However, some opposed the war for the following reasons:

- Some people were pacifists (people against fighting) who were against the war in general.

- Some were political objectors who did not believe that Germany was the enemy. Many Scots were members of a small political party called the Independent Labour Party (I.L.P.). Its members believed that the war was started by the bosses and owners of factories called capitalists. It was the workingman who fought and died, however. The ILP opposed the war because they believed the workingman was being exploited. Early in 1915 a branch of the No Conscription Fellowship (NCF) was opened in Glasgow. The NCF often worked closely with the ILP as both opposed conscription. Opponents to conscription were accused of being unpatriotic. Those who opposed the war on socialist ideas found little sympathy at the military tribunals set up to hear their case.

- Some were religious objectors who believed that war and fighting was against the word of God. ‘Thou shalt not kill’ was a commandment that many believed should be lived up to. Some Methodists and Quakers fell into this category as did Plymouth Bretheren and Jehovah Witnesses.
Conscientious Objectors

Over 16,000 men refused to serve in the armed forces based on the above reasons. They were known as conscientious objectors or conchies for short.

There were several types of conscientious objector.

There were the Alternativists: those who did not want to fight but were willing to 'do their bit'. These people were willing to help in weapons factories and some went to the trenches to become stretcher bearers etc., though not to fight.

There were the Absolutists: people who objected to contributing to the war in any way.

How were conscientious objectors treated?

Conscientious objectors were treated as cowards by most people. They were not 'doing their bit' to win the war. They could be ostracised by family and friends. One way of showing that they were cowards was to send a white feather to them. This was a symbol of cowardice. Many Absolutists were imprisoned and many were forced to do work in labour camps. Over 6,000 absolutists were sentenced to prison or labour camps. 71 died from the harsh treatment and another 31 went mad.

Conditions in a labour camp were dreadful. Inmates were frequently beaten by unsympathetic guards, they were kept in solitary confinement in filthy cells. Some were thrown naked into sewage ponds or kept in pits in the ground. One description of the treatment said there were some shameful cases of sadistic treatment.

“One inmate, told he would be executed, was taken through the motions of an actual execution, to the point of the gun being loaded and pointed at him. Inmates were force-fed, tied into straight jackets, beaten, kept in filthy cells, fed on bread and water and often tortured".
In protest some went on hunger strike, but this failed to win any sympathy. Even after the war, conchies struggled to find work.

Compulsory military service ended in December 1920.

Task:
1. **Explain**, in your own words, why some people opposed the war.
2. **Describe** the different types of conscientious objectors.
3. **Bullet point** all the different ways conscientious objectors were treated during the war.
4. **Do you agree** with the above treatment? **Explain** your answer.

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**Question Practice**

**Knowledge and Understanding**

1. **Describe** the treatment of Conscientious Objectors during the First World War.  

**Source Handling**

**Source A**: adapted from *Scottish Popular Politics from Radicalism to Labour* by W. Hamish Fraser (2000).

**Source A** is about the response to conscription in Scotland

When conscription was introduced, the Independent Labour Party protested along with the No-Conscription Fellowship and the Women’s Peace Crusade launched in Glasgow by Helen Crawfurd. The NCF worked to protect the rights of conscientious objectors; offices were founded throughout the UK, including Edinburgh. They contacted objectors, many of whom had been arrested and imprisoned. The NCF often arranged to help at tribunals and courts, not always successfully.

1. **Evaluate the usefulness** of Source A as evidence of conscription in Scotland.
Changing Role of Women

**Aim:** To be able to describe the changing role in women’s employment and to be able to describe women’s contribution to the First World War.

(The impact that the war had on the political role of women will be dealt with later on in this booklet).

The role of women underwent the greatest change, although the changes were mostly just temporary. Before the war they were thought to be unable to do the same work as men. Many men (and women) thought that a woman’s place was in the home. In the 1911 Scottish census showed that over half women working did so as servants in houses or working making cloth and clothes. Less than 10% worked as nurses, professionals or in offices.

However, the need to increase production of weapons led to a dramatic change.

<table>
<thead>
<tr>
<th>Year</th>
<th>Women employed in heavy industry in Scotland</th>
</tr>
</thead>
<tbody>
<tr>
<td>1911</td>
<td>3,758</td>
</tr>
<tr>
<td>1916</td>
<td>18,500</td>
</tr>
<tr>
<td>1918</td>
<td>31,500</td>
</tr>
</tbody>
</table>

*Employment of women in Scotland for 1911, 1916 and 1918*

<table>
<thead>
<tr>
<th>Industry</th>
<th>Number of Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Munitions</td>
<td>819,000</td>
</tr>
<tr>
<td>Engineering</td>
<td>800,000</td>
</tr>
<tr>
<td>Government Work</td>
<td>650,000</td>
</tr>
<tr>
<td>Nursing</td>
<td>100,000</td>
</tr>
</tbody>
</table>

*Number of women workers in Britain in 1917*

Task:

1. **Look** at the two tables above. **In what ways** did the work of women change during the war?
Women’s overall contribution to the war

Women and war work
The Government largely ignored women; they did not become involved in war work on a huge scale until after the first year of the war. It was not until after the introduction of military conscription in March 1916 that the need for female labour became vital and the Government began co-ordinating the employment of women to fill the gaps that were left behind by men leaving for the Western Front.

Munitionettes
During the war, making explosives and shells were among the most dangerous work women did. At Gretna, in South West Scotland, a huge cordite manufacturing facility was built. In fact Gretna was deliberately built to house the workers at H.M. Factory nearby. 9,000 women and 5,000 men were employed. A typical shift would last 12 hours with 90 minutes for meal breaks. The work was dangerous, with the women being told to remove hairpins and any other metal objects that might cause spark that could lead to an explosion. Women working in munitions factories were also known as Canaries because they dealt with TNT, which caused their skin to turn yellow. Around 400 women died from overexposure to TNT during World War One. One woman was also killed in an explosion in 1917, but Gretna was seen as one of the safer munitions factories.
However, munitions work was highly paid and it had the effect of attracting a lot of women from jobs in domestic service, which saw a large drop in numbers during the war years.

**Dilution**

A major issue facing female workers was the argument over ‘dilution’. Skilled men had had to serve an apprenticeship of seven years before they were fully qualified. By contrast women were only given a few weeks’ training. Those skilled men who remained objected to women and semi-skilled men being paid the same wages as themselves.

The solution was to introduce a scheme known as ‘dilution’. The Ministry of Munitions set this up in 1915. This scheme broke down skilled jobs into separate parts. Women were trained to complete some of these parts but not all. In that way, neither the skilled man’s status nor his wages was threatened.

Despite this valuable contribution, women did face many difficulties. They were not paid the same wage as men for doing the same work. Also, their employment was only temporary. The government had promised the men fighting in the war that they would have their former jobs back once the war was over. The passing of the Pre-War Practices Act meant that women would be forced to leave their jobs for the returning soldiers. As Trevor Royle wrote in *Flowers of the Forest*,

> “The female wartime experience was only temporary and in the post-war years this meant a return to women’s work, usually low paid and repetitive”.

**The Land Army**

The Women’s Land Army helped to provide Britain with food at a time when U-boats were destroying many merchant ships bringing supplies to Britain from America.

The women in the WLA did all the jobs that were required to make a farm function normally - threshing, ploughing, tractor driving, reclaiming land, drainage etc. The Agricultural Wages Board set their wages. The wage for someone in the WLA over the age of 18 was £1 12 pence a week after deductions had been made for lodgings and food. There was an agreed maximum working week - 50 hours in the summer and 48 hours in
that WLA members were paid less than the accepted rate by some farmers who tended to overcharge for accommodation and food. Also during harvest time, many WLA members worked from dawn to dusk and easily eclipsed their 50-hour week.

**Nursing**

Women, especially Scottish women, also played a huge role in nursing during the war. Scottish Women’s Hospitals was the idea of Dr Elsie Inglis. She suggested setting up the field hospitals near the front line. This one way in which women who wanted to contribute to the war effort could do so in a positive way. The British government rejected the idea. However, the French and Serbian governments were more enthusiastic and Dr Inglis helped to raise money to set up hospitals in both countries. The French hospital treated over 100,000 servicemen. Unfortunately, Dr Inglis died in November 1917 whilst returning from service in Russia. She was given a full military funeral in Edinburgh.

Mairi Chisholm was another example of a Scottish woman who made a positive contribution to the war. Aged just 18, she cycled to London and was ‘recruited’ by Dr
Hector Munro, who was organising a medical team to go to Belgium. For the next 18 months, Dr Munro and his team supplied medical aid to the Belgian people. In January 1915, the King of Belgians in recognition of her contribution honoured Mairi. In March 1918, Mairi was victim of a gas attack and returned to Scotland at the end of that month.

Task:

1. **Create a spider diagram** about women’s contribution to the First World War. You will do this across two pages. You must include the following headings as well as a few more from the next task so make sure you keep room.

   **You must include:**
   - Munitionettes
   - WRENS/WAACS/WRAF
   - The Land Army
   - Transport
   - Women in nursing- refer to Mairi Chisholm and Elsie Inglis
   - Dilution

   **Make sure you include a heading, sentence or two describing the contribution/impact and a picture to represent the contribution/impact.**

   **Resource you may use:**
   - National 5 booklet (info on the above)
   - Craig Mair, World War One.
   - John Kerr- The Impact of the Great War 1914-1928

2. Using what you have learned from the above task, what **impact do you think** the above had on women? **Think about both positive and negative impacts.** Your teacher will go over this.

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**Question Practice**

**Knowledge and Understanding**

1. **Describe** the different jobs taken over by women during the First World War. **6 marks**

2. **Explain** the impact the First World War had on women. **5 marks**
Rationing

**Aim:** To be able to describe what rationing is and be able to describe the impact it had on civilian life.

Women had to ‘keep the home fires burning’. Before 1914, 60% of food eaten in Britain came from abroad. Germany tried to cut this lifeline twice. In 1915, and again in 1917, German submarines attacked ships bringing essential supplies into Britain.

Food queues began to appear and a new type of bread - standard bread - was introduced. Butter was replaced by margarine and people were encouraged to grow more of their own fruit and vegetables. Gardens and public parks were converted for growing food.

Across Britain 250,000 women joined the Land Army. Despite all these efforts the government had to introduce rationing in December 1917 to ensure that everyone received an equal share of food.

People received ration cards, which named the shop where the holder could buy specific items. The shopkeeper stamped the book to show that the week’s supply had been purchased. The system worked reasonably well but those who could afford it could always buy additional goods on the thriving ‘black market’ – illegal sales of things that should have been rationed.

**Task:**

1. **Describe** what rationing is and give a brief summary of rationing in Britain during the First World War. **Refer to** why it was introduced, what foods were rationed, efforts to improve the situation and what the impact was on the people of Britain.

2. **Collect** a sheet showing different rationing posters. **Annotate** the posters and **discuss** what the posters show about the impact of rationing on people in Britain during the war?
Causalities and Deaths

**Aim:** To be able to describe the effect of the military losses on Scottish society by giving specific Scottish examples.

**A nation mourns**

On 11th November 1918 an armistice ended the conflict that was known as the Great War. News of the armistice was greeted with celebration in some areas; relief in others and everywhere with memories of loved ones who would never be seen again. According to some newspaper reports, Armistice Day was the greatest day of rejoicing Glasgow has ever known but for most people the news was tinged with sadness. Few families in Scotland escaped the loss of a father, son, brother, husband, boyfriend, neighbour or friend. Thousands of Scots grieved for their relatives and friends, and, perhaps, a Scotland that would never be the same again. The traditional sign of mourning was the lowering of window blinds and the wearing of black clothes on Sundays.

Families found out the fate of their relatives in different ways. Officially, the army would send a telegram. Often friends of the killed soldier would send letters home. Army chaplains would also write letters to the bereaved. The officer commanding the men who had died might write a letter of sympathy. During the major battles, local newspapers would publish lists of those killed and wounded. Often whole streets and villages lost most of their young men as those who had joined up together died together.

The exact number of Scots who died in World War One will probably never be known. The official figure produced at the end of the conflict was 74,000. Others believed the number lay somewhere between 100,000 and 150,000. However, each death was a loss to a family, a community and the nation.
Task 1:
Answer the following in clear sentences:

1. **What** was the official figure given for the number of Scots killed?
2. **Why do you think** it is difficult in trying to calculate the figure?
3. **Using your knowledge** from the last section, **give** Scottish examples of those who died during the war

**Commemoration**

Every city, town and village in Scotland has a war memorial listing the names of the local men who died during World War One. On Remembrance Sunday every November people gather to pay their respects to the men who died during the ‘war to end all wars’. The one left is from Barrhead, just outside Glasgow.

After the conflict ended, it was decided to build a national memorial to commemorate the Scots who died during the conflict. Edinburgh Castle was chosen as the site for this. After much argument about what the building should look like, the Scottish National War Memorial was opened on 14 July 1927. The roll of honour for each of the Scottish regiments was placed inside the Memorial.
Task 2:

1. Work in pairs. Research Scottish War memorials on the following website: http://www.scottishmilitaryresearch.co.uk/

Select two memorials from around Scotland that you think are significant and representative of how Scotland reacted to the military losses.

Prepare a quick presentation that will explain your selection to your classmates (you do not need to use PowerPoint this- a simple account will be enough).

2. How do you think the families of dead Scots soldiers feel about the National War Museum in Edinburgh?

Question Practice

Knowledge and Understanding

1. Describe the effect of the military losses on Scottish society. 5 marks

2. To what extent was rationing the biggest impact of the First World War on the home front in Scotland? 8 marks
As the war neared it send the government promised the people that life would be better after the war. In other words, the government tried to convince the voters that the war had been worth fighting. One thing that was promised was ‘Homes Fit for Heroes’. The Prime Minister in 1918 said,

“What is our task? To make Britain a fit country for heroes to live in. That is our first task. One of the ways of dealing with that is, of course, to deal with the housing conditions. Slums are not fit homes for the men who have won this war, or their children. The housing of the people must be a national concern”.

The government knew that a lot of the housing across Scotland was shockingly bad.

In 1917 the government set up a Royal Commission to investigate the state of housing in Scotland. This found:

- Huge overcrowding in houses.
- A lack of basic sanitary services such as toilets in many villages and towns
- An unacceptable number of one-roomed houses occupied by large families and
- A lack of proper light and ventilation in homes.

In the years after the Great War the government did try to improve housing.

**Task 2:**

1. You teacher will take you through a PowerPoint showing the actions taken by the Government to tackle the housing problems in Scotland. Take brief notes in your jotter.

Despite these improvements Scottish housing remained poor. The Scots were unforgiving, blaming the Liberals for the failure to deliver on their promises.
Section 3: Domestic impact of war: Scottish Economy

In this section of the course, you will look at the impact of the war on the economy by focusing on war work, the economy during the war, after the war and the new industries of the 1920s. This is an ASSESSED section of the course so it is very important you understand it and can answer the past-paper questions at the end of each section.

Reserved Occupations

**Aim:** To be able describe the reserved occupation and explain their importance.

As you already know, the First World War was not just fought between huge armies. The war cost a fortune to fight. It was worked out that to keep every soldier fighting, at least six people had to be working hard back home to provide the food, the weapons, the equipment and the things an army needed. To win the war the government created the Ministry of Munitions (mentioned in Society section) to organise the economy and to support the armies.

The job of the Ministry of Munitions was to:

- The government took over the running of many industries like steel, railways and coal to organise them more effectively.
- They also diversified [meaning that industries had to produce different products than they were used to doing] many industries.
- The heavy industries of Scotland had to change with the needs of war. Engineering and Ship producers like Beardmore’s produced aircraft and artillery pieces as well as ships.

Many of the jobs in heavy industries (shipbuilding, coal mining, iron and steel works, textile production etc.) were very skilled and offered good wages to the men doing them.
These jobs were reserved occupations, meaning they were so important for the war effort that the men were not allowed to join up. For example a skilled engineer making engines for shipping or a skilled coal miner producing fuel was of much more use to the war effort than going over the top on the front line. These skilled men were not allowed to volunteer for the fighting and were exempt from conscription.

Task 1:

1. **Explain**, in your own words, what a reserved occupation and give some examples.
2. **Collect** a blank map of Scotland. **Label and shade** in the map to show where the main industries of the Scottish economy where during the Great War. (Use own Knowledge and Kerr, Ch. 4). **Remember to include a key to show fishing, farming, munitions, shipbuilding, iron and steel and coal.**

---

**Question Practice**

**Knowledge and Understanding**

1. **Describe** the main industries in Scotland during the First World War. **5 marks**
**Scotland’s Industries and Economy DURING the War**

**Aim:** To be able describe the impact the war had on Scotland’s industries by giving specific Scottish facts.

**Task:**

1. **Copy the table below** over two pages in your jotter. In groups of 5-6, you are going to complete the table.

   Each person should pick an industry and your job is to describe the impact the war had on that particularly industry by giving reasons why it boomed or declined. For example, under Jute you could have that the war had a positive impact because jute was needed to make sandbags for the frontline trenches.

   Use the **PowerPoint’s** as instructed by your teacher to find specific Scottish facts.

   Once you have completed your industry, **share the information with the rest of your group.**

<table>
<thead>
<tr>
<th>Scottish Economy DURING the War (up to 1918)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shipbuilding</td>
</tr>
<tr>
<td>Coal</td>
</tr>
</tbody>
</table>

**Task 2:**

1. Look over the facts you have on each industry. **Decide whether that industry was positive (booming) or negative (struggling) DURING the war.** Put a large plus sign next to the title for booming and a negative sign if struggling.

---

**Question Practice**

**Knowledge and Understanding**

1. **Describe** the impact the First World War on Scottish economy up to 1918. **5 marks**
Scotland's Industries and Economy AFTER the War

**Aim:** To be able describe the impact on the Scottish economy after the First World War and be able to explain the reasons for the slump.

The Scottish economy did well out of the war. However, it struggled in the years of peace that followed. The trouble was that the heavy industries, which Scotland was good at, were no longer in demand.

**How was shipbuilding affected after the war?**

Between 1921 and 1923 the amount of ships built on the Clyde built fell from 510,000 to 170,000 tonnes. Shipyards closed as orders dried up. Why was there such a fall in demand?

- Scottish shipyards had to depend on orders from the Admiralty. These orders for new ships ended when the war stopped.
- Foreign shipyards were more efficient than the Scottish ones.
- In smaller boat building yards up and down the coast, fewer fishing vessels were built, as export markets in East Europe were lost.
- Government grants of money helped some yards to survive. A government subsidy of £9 million helped John Brown finish work on the Cunard Liner: *Queen Mary* which was launched in 1934.

**How was railway engine production affected?**

Locomotive (railway engine) production fell by two-thirds at the North British Locomotive Company. Engineering work declined as companies joined together. Their headquarters moved from Scotland to London.
What happened to coal production?

Coal production went into decline as a result of falling orders. 42.5 million tons were produced in 1913 compared to 32.5 million tons in 1919 and only 16.8 million tons in 1926. Scottish coal was also difficult to get to making it more expensive than the competition. Alternative fuels like oil and water also meant demand for coal fell.

How did the end of the war affect the Jute industry?

The jute industry was centred on the town of Dundee. As the orders from the army for jute sacks stopped so it ran into problems. There was also severe competition from India. Jute is a fibre that was brought from Bangladesh (then part of India) to Dundee and made into a very hard wearing cloth. During and after the war India started building its own jute mills.

Farming

The war had meant good prices for Scottish agricultural produce. However, Government help to farmers stopped in 1921. World agricultural prices fell – between 1920 and 1921 wool prices fell to a quarter of their previous value. Between 1919 and 1922 the price of oats fell to a third of their previous value. New technology led to increased efficiency, but less people were needed on the land as a result.

After 1922 some traditional industries made a recovery.

- Jute production managed to survive by producing high quality goods.
- Wool manufacturers also produced very high quality tweed that was exported to the United States.

There was a small recovery in ship production. The coal industry remained depressed as there was a lack of demand and Scottish coal was expensive compared to other countries. This led to employers wanting to cut wages. This in turn led to a strike by miners in 1926. This confrontation turned into a General Strike as other unions joined the miners. It all ended with the Unions backing down, but the damage had been done. Scotland gained a reputation as a troublesome place to do business and this led to a lack of investment.
Did the government try to help the industries that were facing such problems?

Yes it did.

The government organised a Conference in Ottawa in Canada to encourage trade with the Empire and Commonwealth

Marketing Boards were set up to help producers of milk, eggs, potatoes and bacon. These boards paid guaranteed prices for crops.

Taxes were also put on foreign imports that made Scottish products more competitive.

Scottish farmers also changed their usual habits and new types of products like poultry, soft fruit and vegetables.

Companies were encouraged to scrap old machinery and to work together to reduce costs but increase production. In Scotland, these included the railways and steel industries.

Task 1:

1. Complete the same activity as the previous lesson. In groups of 6 (different groups from the last task) complete the table on Scottish economy AFTER the war.

Each person should pick an industry and your job is to describe the impact AFTER the war by giving reasons why it boomed or declined.

Use the above information to find specific Scottish facts.

Once you have completed your industry, share the information with the rest of your group.

Task 2:

1. Using the above information, create a spider diagram on ‘Reasons for Decline of Industries in Scotland’. Take sub-headings of shipbuilding, coal production, jute production, fishing and farming. Under each sub-heading, explain the reason for the decline after the war. One or two bullet points will be enough.

Task 3:

1. Explain, in your own words, what the government tried to do to help the Scottish economy.
Question Practice

Knowledge and Understanding

1. Describe the impact of the First World War on Scottish economy after 1918. 6 marks

2. Explain why the Scottish economy declined after 1918. 5 marks

3. Explain why Scotland’s heavy industries declined after 1918. 5 marks

4. To what extent was the decline of shipbuilding responsible for the slump in Scottish economy after World War One? 8 marks

Source Handling

SOURCE A is from ‘The Great War’ by the historian Steven Carruthers. Published 1986

SOURCE A

The Munitions of War Act 1915 brought private companies supplying the armed forces under the control of the Ministry of Munitions. It regulated wages, hours and employment conditions. It was a penal offence for a worker to leave his job at a "Controlled Establishment" without the consent of his employer. By 1918, the Ministry had a staff of 65,000 employing some 3 million workers in over 20,000 factories. The Clyde Workers Committee was set up to oppose the Act.

1. Evaluate the usefulness of Source B as evidence of government intervention in industry during the First World War? 5 marks
By 1939 many of Britain’s modern industries developed. Before the First World War industries like electricity, car making and chemicals grew especially rapidly abroad. During the War, unable to import from abroad, the government encouraged the growth of these ‘new’ industries. It introduced taxes on car imports to help the emergence of a British industry. The needs of war had encouraged the growth of certain industries such as aircraft production. Scotland could build on her inventions such as this one, reported in the Scotsman:

Source B

The first detachable pneumatic tyre was patented in 1896, by W.E.Bartlett, the manager of the North British Rubber Co. It was this patent which has made motoring possible.

[The Scotsman Trade Review, 1938]

Scottish factories built both aircraft and airships. The first airship to make a double-crossing of the Atlantic [in 1919] was built by Beardmores.

The development of gas and electrical power enabled shops and industry to work longer hours as well as developing new industries.

Scotland’s geography made the country ideal for the development of hydroelectric power. In 1937, C.A. Oakley noted:

Source C

Since the end of the War much attention has been given to the water resources of Scotland. The Grampian Hydro Electric Power Scheme was begun in 1928. Two power stations have been built at Loch Rannoch and River Tummel. [Such] developments are of great importance to the people of the Highlands, there are now few villages which are not supplied with electric power.
The government helped the growth of electric power. In 1926 it created the Central Electricity Board. The Board closed small power stations, developed new ones and connected up the systems through a national grid of high-tension cables transmitting power at a standard voltage. In 1938 the Scotsman reported:

**Source D**

The grid confined itself to selected generating stations and the Central Scottish scheme was the first to be completed in Great Britain. The grid came into operation in Scotland in 1933. The number of electricity consumers served is about 700,000, rather more than 40% of the population is still without a supply of electricity. The construction of 1000s of new houses, the improvement of public services combined with the conversion of industrial consumers to supplies have all contributed to a rapid upward movement … Electrical engineering factories in Scotland have been operating at approaching full capacity for several years. The heavy industries are well provided for and a range of apparatus is available to suit the domestic user.

However, the growing industries of the 1920s and 30s came to Scotland all too rarely. Where they emerged, people could prosper. However, the growing industries tended to develop in southern Britain. Scotland failed to attract enough growing industries to offset the problems created by the difficulties suffered by the older industries of coal, iron and steel and shipbuilding.

Too many suffered the fate of Scotland’s car industry. In 1935 Scotland supplied just one and a half percent of British car production. The Argyll Company’s attempt to produce cars on a big scale failed in 1912. Small-scale specialist manufacturers remained in operation, but neither British nor American mass producers came to Scotland.

New industries such as electrical goods, chemicals and cars were based on mass production and mass consumption. Those industries however were built near their customers. The old heavy industries were built near coalfields and iron ore supplies and deep rivers because these things were expensive to transport or were needed for production.
The new industries did not have to worry about these things. Their factories were powered by electricity and were built near their new customers – usually in central and southern England.

Electricity also powered the new products such as electric irons, vacuum cleaners etc. Adverts like the one left encourage people to buy their products. This would give them more time for leisure activities.

Task 1:

1. **Describe** the new industries introduced in Scotland during the 1920s.

2. **Bullet point** the reasons why these new industries did not really help Scotland.

3. **How relevant** would these new consumer goods be being to a population facing depression and unemployment?

---

**Question Practice**

**Knowledge and Understanding**

1. **Describe** the new industries introduced to Scotland during the 1920s. **5 marks**
Section 4: Domestic impact of war: Politics- The Changing Role of Women

In this section of the course, you will look at the impact of the war on women by focusing on women's war work, campaigns for women's suffrage and the rent strikes. This is an ASSESSED section of the course so it is very important you understand it and can answer the past-paper questions at the end of each section.

You will learn about...

- Campaigns for Women's Suffrage
- Why women got the vote
- Rent Strikes

Campaigns for Women's Suffrage

Women's Place in Society

**Aim:** To be able to describe how women were discriminated against up to 1900 and explain why women wanted the vote.

In 1910, women did not have equal lives compared with men by 1890. One important area was the right to vote in elections. By 1910, six out of ten men could vote in General elections. Women could not. Why was this?

**Social Attitudes towards women**

Some argued that men and women were different in the way they thought. The source to the right shows that attitude of many men towards women.

Men argued that a woman's place was serving their man. Men had the brains; women were there to care. In 1900 the man was viewed as the person who earned the money for the household. A married middle-class woman going out to work was not considered to be respectable.
**The Legal Rights of Women**

Women had a lack of legal protection. In 1850, when a woman married she lost her rights to any property she brought to the marriage. She had no legal rights to custody of her own children if the marriage broke down. This situation had improved by 1900, but there was still a long way to go.

- Women could now bring divorce cases against their husbands.
- Women could keep their own money and property when they married.
- Women could gain access to their children if divorced.

In 1850 women could not vote in national elections. However, by 1900:

- Women could vote in elections for School Boards. The first woman in Scotland to be elected was Miss Jane Arthur to the Paisley School Board in 1873.
- Women could vote in municipal [local] elections if they paid the local tax [called rates]. By 1914 1,000,000 women could vote in these elections, and 1,800 had been elected to school boards and councils.

**Women and the workplace**

Women were not paid the same amount as men, even if they did the same job. By 1900 the average pay for a woman was 40% of the pay given to a man.

If a woman married, in many careers they had to give up their jobs. For example, teaching was a career, which many women entered. They were not only paid less than their male colleagues but if they married they had to leave teaching.

**Women and Education**

By 1900 education for women was well established. From 1870 [England] and 1872 [Scotland], boys and girls had to go to primary school. They attended elementary board
schools. By 1914 these schools educated girls and boys up to the age of 14. What girls learned in school differed from boys. Girls had to study needlework, cookery and laundry. From 1910 the care of infants was added to their curriculum. The view of women as producers of children, who looked after the household was encouraged from an early age.

It was only in 1889 that the Universities (Scotland) Act allowed Universities to admit women on equal terms to men. It was still difficult for women to move into university education, as it was so expensive and male attitudes were hostile. By 1900 some women had managed to become doctors, teachers and even lawyers.

By 1900 the fact remained that women were still not equal with men.

Task:
1. Using the above information, take notes under the following headings. You must refer to:
   - Social Attitudes towards women
   - The Legal Rights of Women
   - Women and the workplace
   - Women and Education

   For each heading, explain the ways in which women were discriminated against. A couple of bullet points will be enough.

2. Using this information, explain why women wanted the vote in national elections?

Question Practice

Knowledge and Understanding

1. Describe the ways in which women were discriminated against up to 1910.

5 marks
How did women campaign for the right to vote?

The Suffragists

**Aim:** To be able to explain who the Suffragists were, the tactics they used to help gain women the vote and whether they were successful.

**Task:**

1. Using the following bullet points as a guide to your research for your fact file or poster:
   - Proper name for the Suffragists and year founded
   - Main leaders (include a picture)
   - The aim of the Suffragists
   - Which class of woman mainly made up the Suffragists
   - Examples of tactics/methods used
   - How many members and branches did the Suffragists have by 1914?
   - Did their peaceful methods work? Give clear examples to back up your answer.
   - Give details of the Suffragists in Scotland.

Use the following resources to help:

- Information sheet provided by your teacher.
- [http://www.spartacus.schoolnet.co.uk/Wnuwss.htm](http://www.spartacus.schoolnet.co.uk/Wnuwss.htm)
- [http://www.bl.uk/learning/histcitizen/21cc/struggle/suffrage1/suffragists.html](http://www.bl.uk/learning/histcitizen/21cc/struggle/suffrage1/suffragists.html)
- Any other resource you wish.

2. **Discuss** the example below of suffragist propaganda and decide if you agree with the argument made in this poster to win women the vote. **What do you** like and dislike about this poster? Does it work?

---

**Poster Image:**

What a Woman may be, and yet not have the Vote

What a Man may have been, & yet not lose the Vote

Mayor, Nurse, Mother, Doctor, Teacher, Factory Hand

Convict, Lunatic, Proprietor of White Slaves, Unfit for Service, Drunkard
3. Using the information from your research create a table, like the one below, to show the strengths and weaknesses of the NUWSS campaign.

<table>
<thead>
<tr>
<th>Strengths of the NUWSS Campaign</th>
<th>Weaknesses of the NUWSS Campaign</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gained a great deal of respect from Parliament.</td>
<td></td>
</tr>
</tbody>
</table>

Once you have completed your table, write a sentence on whether you believe the NUWSS was effective or not in helping women gain the vote.

---

Question Practice

Knowledge and Understanding

1. **Describe** the tactics used by the Suffragists to help women gain the vote.

   5 marks

2. **Explain** how successful the Suffragists were in helping women gain the vote.

   5 marks
**The Suffragettes**

**Aim:** To be able to explain who the Suffragettes were, the tactics they used to help gain women the vote and whether they were successful.

**Who were the Suffragettes?**

In Manchester in 1903, Mrs Emmeline Pankhurst, with the help of her daughters, Christabel and Sylvia, set up the Women’s Social and Political Union (WSPU). Supporters of the WSPU were called **SUFFRAGETTES** by the Daily Mail newspaper.

The motto of this organisation was *Deeds not Words*. This showed that they were unhappy with the methods of the Suffragists. Sylvia said the NUWSS “was so staid, so willing to wait, so leisurely”. She meant they were too polite, too slow and seemed to be getting nowhere.

**What were the aims of the Suffragettes?**

Their aim was, like the Suffragists, to obtain the vote in national elections for women. However, they were prepared to break the law to achieve their aim. The Suffragettes believed that the campaign of the NUWSS had been a failure. Christabel Pankhurst believed the WSPU was fighting a war. To win this war total loyalty and obedience were demanded. However, such hard line tactics created tension with the organisation.

**What methods did the Suffragettes use?**

For most of the time between 1860 and 1914, the Suffragists and Suffragettes generally used the same peaceful and legitimate methods. A stated previously, both groups organised public meetings, demonstrations, wrote propaganda literature, raised money and petitioned Parliament- all traditional methods of campaigning. However, soon the Suffragettes were no longer prepared to wait to get the vote. They would demand it. This policy is called ‘militancy’. 
What did the Suffragettes do in Scotland?

The leader of the Scottish Suffragettes was Flora Drummond. She was known as ‘The General’ due to organisational abilities and she always wore military style uniforms. She organised all of the great Suffragette demonstrations such as this one shown here in Princes Street Edinburgh.

Task:

1. You are going to work in groups of 5 people. Each group will be provided with a pack of sources on the militant actions of the Suffragettes. Read through these carefully as a group.

Use the sources provided to create a timeline of the more militant methods used by the Suffragettes in order to gain women the vote.

This should be over two pages in your jotter.

Each event should have a date, a heading and a description of the militant methods

Refer to the following in your timeline:

- Assaults on MPs (from about 1908)
- Black Friday 1910
- Disrupting Communications (post boxes and telegraph wires) (from about 1911)
- Emily Davison at the 1913 Derby
- Arson Attacks (1913/14)
- Mary ‘Slasher’ Richardson and Attacks on Artworks (1914)

2. Do you think Emily Davison really was a martyr? Do some research to find out what other opinions there are about her. For example, why did she have a return rail ticket in her bag?

What did the Suffragettes do in Scotland?
In 1906 that the first branch of the WSPU opened in Glasgow. Its headquarters, in Bath Street, opened two years later. At first they held public meetings, raised funds through book sales and opened more branches across Scotland.

In 1909 the first militant demonstrations were held in Glasgow and Dundee when women tried to force their way into political meetings. By 1913 their campaign was more violent. There was an attempt to blow up the cottage in Alloway where Robert Burns had been born. There was also an attempt to burn down the grandstand at Kelso racecourse.

**Task:**

1. Look at the picture above. **Are street demonstrations and processions like this effective for any campaign group trying to get big change?** Think about protests such as the suffragettes and other campaigns nowadays. How would you choose to protest or demonstrate? Be prepared to explain your choice.

**How did people react to Suffragette tactics?**

Suffragettes were reported in most newspapers as irresponsible law-breakers who did not deserve the right to vote. They were described as women who neglected their families. Male supporters of female enfranchisement were portrayed as hen-pecked husbands.
Nonetheless, male supporters of female suffrage eventually set up the Men’s League for Women’s Suffrage.

Not everyone reacted in this way

Meanwhile, thousands of women left the Suffragettes and joined the Suffragists who continued to believe in persuading people that women should have the vote. Support came from local town councils and from Scottish churches. Town councils passed motions in support of women’s suffrage. In July 1912 the Scottish Churches League for Women’s Suffrage was set up.

**How did the Government react to Suffragette actions?**

To attract publicity, women were prepared to break the law. However, in July 1909 the Suffragette Marion Wallace Dunlop created a sensation when she went on hunger strike in protest at her imprisonment. After 91 hours without food she was released. Other arrested Suffragettes now followed her example. The Government could not allow people to break the law and then be seen to get away with it. So, in September 1909, the Home Secretary decided that prisoners on hunger strike should be fed forcibly.

Many people were horrified by such treatment. The most shocking treatment of women was in Perth prison where experiments were carried out to see if rectal feeding was possible in an attempt to get liquid into the woman’s body.
The Suffragettes reacted by producing posters that claimed women were being tortured. Force feeding of women made the government very unpopular and politicians worried about what would happen if a hunger striker died in prison. As a result, the government passed a new law called the *Prisoner’s Temporary Discharge (for Ill Health) Act* in 1913. Under this act, prisoners on hunger strike were released when they were very weak. Once they were at home and healthy again, they would be re-arrested. The Suffragettes called this *The Cat and Mouse Act* as they felt it was the government playing with prisoners in the way that a cat plays with a mouse.

**Task:**

1. Look at the poster above. **Describe** everything you can see on this poster in detail. **Explain why** the artist chose to include all the things you have described.

2. **Collect** the information sheet on the positives and negatives of the WSPU campaign. Using the information sheet, **create a table**, like the one below, to show the strengths and weaknesses of the WSPU campaign.

<table>
<thead>
<tr>
<th>Strengths of the WSPU Campaign</th>
<th>Weaknesses of the WSPU Campaign</th>
</tr>
</thead>
<tbody>
<tr>
<td>Showed women to be irresponsible and immature.</td>
<td></td>
</tr>
</tbody>
</table>

Once you have completed your table, **write a few sentences on whether you believe the WSPU was effective or not in helping women gain the vote using evidence from your table to back up your opinion.**
**Question Practice**

Knowledge and Understanding

1. **Describe** the tactics used by the Suffragettes to help women gain the vote.
   
   6 marks

2. **Explain** how successful the Suffragettes were in helping women gain the vote.
   
   5 marks

Source Handling

**Source A** was written by the historian Bartley in the textbook *Votes for Women 1860-1928* in 2003.

Suffragettes tried to destroy valuable works of art as a protest against the high value placed on property than on people. The most famous case centred on Mary Richardson, who walked into the National Gallery and attacked the painting of Venus by Velasquez with an axe. Mary Richardson, later known as ‘Slasher Mary’, wanted to draw a parallel between the public’s indifference to Emmeline Pankhurst’s health and their respect for a valuable object. She said that, ‘You can get another picture, but you cannot get another life, as they are killing Mrs. Pankhurst’.

1. **Evaluate the usefulness** of Source A as evidence of the tactics used by the WSPU in gaining women the right to vote.
   
   5 marks

**Source B** was written by the historian Bartley in the textbook *Votes for Women 1860-1928* in 2003.

When the government took the step of banning women from political meetings the WSPU’s response was highly ingenious. When Winston Churchill, by now MP for Dundee, was due to speak at Kinnaird Hall in Dundee, suffragettes concealed themselves in a building nearby so that they could throw stones at the window’s skylight. Similarly, in Birmingham, two women climbed on the roof of a house to throw tiles on to Asquith, who was due to speak at a nearby hall.

2. **How fully** does Source B show the militant tactics used by the WSPU? 5 marks
**Why did some women finally receive the vote in 1918?**

**Aim:** To be able to explain the reasons why some women received the vote in 1918.

By 1918, even Asquith had changed his mind about the vote for women and in that year the Representation of the People Act was passed.

**Its terms included:**

- All men over the age of 21 were given the vote
- Women over 30 who owned their own homes, or were married to householders or university graduates were given the vote

Despite adding six million men and two million women to the British electorate, this act still discriminated against women. Almost all working class women still had no vote that included the ones who had worked hard in the munitions factories and on the land during the war. The first female MP to take her seat in parliament was Nancy Astor who was elected in December 1919. By 1931, there were 15 female MPs. Finally in 1928, the right to vote was given to all men and women over 21.

**The fight for women and the vote had been won, but what was the main reason?**

**Task:**

1. Imagine you are a news reporter who has been assigned the task of updating a twitter news feed on why WW1 helped women gain the vote. You should **collect the information sheet on WW1 and women** to help you. There are **five main reasons**.

**Points to consider:**

- You will need to mention people/ groups in your tweets e.g. Proud of the @militantsuffragettes for stopping their campaign of violence and joining Britain to win the war.
- Remember you are only allowed 140 characters including spaces and symbols. So keep your tweets short and concise.
- Remember to hash tag to sum up the way you feel about the topic you are discussing e.g. The woman of Britain have joined together to fill the gaps on the Home Front caused by World War One #girlpower

You must include all five reasons from the information sheet.
**The Rent Strikes**

**Aim:** To be able to describe the rent strikes and understand their importance.

**What were the Rent Strikes?**

These were protests against the high cost of housing, mainly in 1915. The most famous rent strikes were in Glasgow, but there were protests across Scotland. There were also important rent strikes in Dundee and protests in places like Aberdeen.

**Why did the Rent Strikes happen?**

As a result of workers arriving in Glasgow to find employment in the factories demand for rented property increased. In response to this landlords increased the rent they charged. Many existing tenants could not afford the new rents and the landlords tried to evict the tenants as a result.

At the same time as rising rents, families were having to deal with the increasing cost of food. Many of those most affected by this were women, whose menfolk had joined up and were fighting in France. Resistance to the evictions began to grow as a result.

**What happened during the Rent Strikes?**

By 1915 trade unions, the ILP and the specially created South Govan [Glasgow] Women’s Housing Association decided to take action to protect tenants from rent rises.

The Secretary of the Housing Association was Helen Crawfurd, a suffragette and anti-war campaigner, who along with other such women like Mary Barbour, Agnes Dollan and Jessie Stephens, took on the landlords.

The first direct action taken was to not pay the rent increases in Govan, Glasgow. When rent was not paid sheriff’s officers moved in to remove the tenants who had not paid. Protestors on hearing of these evictions made it impossible for the sheriff’s officers to carry out their evictions. They did this by flooding the streets with protestors.
When tenants were faced with court action the first rent strike [refusal to pay rent increases] took place in May 1915. 25,000 tenants joined the movement by the end of the year.

The protest was organised by women very effectively; they accused landlords of being anti-patriotic and were keen to be photographed accusing the landlords of cruelty. The employers who did not want to see industrial production affected also supported them.

By November men taking strike action at Fairfields and Beardmore’s, two of the biggest employers, supported the women. Crowds gathered in support of 18 tenants who were due in court for refusing to pay rent increases for example.

**Outcome**

The Government response was swift. The Rent Restrictions Act was rushed through Parliament, which froze rents at their pre-war levels. Increases were only allowed if improvements had been made to the property. It was a victory for direct action. The people's actions in the short-term had solved the problem. The long-term consequence of the rent strikes was than many people came to take an interest in politics, including women who had been heavily involved in the Rent Strikes.

**Task:**

1. Collect a sheet of pictures on the Rent Strikes. Using the above information, cut out the pictures and place them in the correct order. Write a sentence or two next to each picture explaining what is happening in relation to the rent strikes.

2. Look at the picture of the people protesting in Partick. How are the protestors trying to justify the rent strike as the right thing to do during the war?
**Section 4: Domestic impact of war: Politics in Scotland**

In this section of the course, you will look at the impact of the war on politics by focusing on the changing support for Scottish political parties and a period of political unrest in Scotland named Red Clydeside. This is an **ASSESSED** section of the course so it is very important you understand it and can answer the past-paper questions at the end of each section.

You will learn about...
- The Change in Political Support
- Red Clydeside

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**Politics in Scotland**

**The Change in Political Support**

**Aim:** To be able to describe the effect the war had on Scottish Politics and explain the reasons why this changed happened by referring to the three main parties.

As you already know, in 1910, the Liberals and Conservatives dominated Scottish politics. However, the war caused big political changes. The Liberal Party went into long-term decline in Scotland. The Conservative Party (also known as the Unionist Party) increased its support. The new Labour Party gained confidence and was advancing.

**General Election Results in Scotland**

<table>
<thead>
<tr>
<th>Year</th>
<th>Labour Party</th>
<th>Liberal Party</th>
<th>Conservative Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>1906</td>
<td>2</td>
<td>59</td>
<td>12</td>
</tr>
<tr>
<td>1910</td>
<td>2</td>
<td>58</td>
<td>13</td>
</tr>
<tr>
<td>1918</td>
<td>7</td>
<td>4</td>
<td>53 [incl: coalition Libs]</td>
</tr>
<tr>
<td>1922</td>
<td>29</td>
<td>36</td>
<td>25</td>
</tr>
<tr>
<td>1923</td>
<td>34</td>
<td>22</td>
<td>14</td>
</tr>
<tr>
<td>1924</td>
<td>26</td>
<td>8</td>
<td>36</td>
</tr>
<tr>
<td>1929</td>
<td>36</td>
<td>13</td>
<td>20</td>
</tr>
</tbody>
</table>
Study at the maps below.

Notice the kinds of areas in Britain and Scotland that were involved in this period of political change. The extension of the vote made a big difference to what politicians had to do to win support. During this period politicians had to organise themselves better and make far more effort to win people’s support. Leading politicians travelled round the country, making speeches to huge gatherings of supporters. [The growth of railways had made this sort of campaigning much easier.] By the 1930s party leaders were using the recent development of the radio [or ‘wireless’] to broadcast to the nation.
Why did the Liberals lose support?

One reason for this collapse in support was due the demands of the war. Liberals stood for freedom and choice but had introduced restrictions on many aspects of daily life. Conscription was one example. Some Liberals opposed the idea as it forced men into the army. The war had also led to a split in the Liberals. In 1914 the party was united behind Asquith, its leader. However, in 1915 a coalition government was formed. This included some Conservative and Labour MPs. In 1916, Asquith was forced to resign as Prime Minister. Many politicians blamed him for the war not going well. Lloyd George replaced him. Supporters of Asquith left the government in protest and the party was divided between supporters of Lloyd George and Asquith. By the 1920s, the Liberal Party had ceased to be an effective political force.

What did Conservative support grow after 1918?

The Conservatives (also known as Unionists or Tories) were seen as the party of patriotism and empire. In the post-war elections many Conservative candidates were ex-army men. The Conservatives policies were aimed at middle class voters. They also tried to attract the new female voters by promising them help to support the family. They also opposed the new idea of ‘socialism’. This appealed to voters who were frightened by the rise of the Labour Party.
The middle class was also scared by events in Russia where the Communists had seized control. They were worried the same might happen in Scotland, especially when the Tory newspapers reported scary stories of “riots in George Square”.

The Conservative Party had lots of wealthy supporters. Thus the party was well funded. This allowed it to maintain and develop its organisation across the country.

The Conservatives were also well led and used new methods like the cinema to put its ideas across. For many middle class Scots, the Conservative Party was their natural home. Conservatives built up support in the rural areas of Scotland. They also appealed to young Scots who wanted to be successful in their lives. They claimed to represent traditional morals and values.

**Why did the Labour Party grow in importance?**

Before 1914 the Labour party had no experience of government. The war changed this. In 1915 the Labour party was asked to join the coalition government. The government now listened to the trade unions and worked with them to run the economy more effectively.

Support for the party increased during the war. Before 1914, the Labour party never put up more than 78 candidates at election time. In 1918, it put up 361 candidates and got more than 2.25 million votes.

Labour benefited from the 1918 Representation of the People Act. This gave the vote to all men aged over 21 and women aged over 30 [with some restrictions]. As a result many more working class men could vote.

The Labour Party stood for practical reforms that would benefit the working man and woman.
Party organisation developed during the war. In 1914 there was no national organisation. By 1918 the Labour party was well organised with separate constituency branches.

The war had divided the Labour party in 1914. Most supported it but some did not. The end of the war saw the party reunite.

The war had led Labour to develop policies to deal with the post-war situation. These included a minimum wage and control of industry to help promote people’s welfare.

The Labour party also benefited from the growth in trade union membership. This stood at 4,135,000 in 1913. It had increased to 6,533,333 by the end of the war.

**Task:**
1. Take two pages in your jotter. Draw a table containing three columns with the heading Liberal Party, Conservative Party and Labour Party. Now, draw either a green arrow pointing up the way for any parties that gained support and a red arrow pointing down for the parties that lost support. Under each heading, write down different reasons for the increase in support or the decrease in support. An example is shown below.

<table>
<thead>
<tr>
<th>LIBERALS</th>
<th>LABOUR</th>
<th>CONSERVATIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some Liberals did not like the wartime policies introduced by the party during the war.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Question Practice**

**Knowledge and Understanding**

1. **Explain** the why there was an increase in support for the Conservative Party after 1918.  
   5 marks

2. **Explain** the ways the war changed Scottish Politics.  
   6 marks
Red Clydeside

**Aim:** To be able to explain why there was industrial unrest in Glasgow during WW1 and describe what happened on Bloody Friday.

**What was ‘Red Clydeside’?**

Between 1915 and 1919 parts of Glasgow and its surrounding area became known as ‘Red Clydeside’. Red Clydeside is the era of political radicalism that characterised the city of Glasgow in Scotland. This was extremely worrying to the government and wealthy people of Britain because in Russia, 1917, a revolution had happened which turned Russia into a Communist State. In simple terms that meant the wealthy people, the landowners and businessmen lost all their power and wealth. The revolution had started with large-scale strikes; during the war some Scottish workers went on strike to defend their rights.

To most people involved in the protests, the unrest on the Clyde was the result of unfair rent rises (Rent Strikes in 1915) and the worry of skilled working men seeing their jobs and their futures under threat. To the government and a worried middle class, the protests that grew up from 1915 onwards in the shipyards, tenement kitchens and munitions factories of the Glasgow area were signs that a communist revolution was on its way.

**Why did ‘Red Clydeside’ happen?**

In reality there were two phases to ‘Red Clydeside’. The first- triggered in 1915 by arguments over the issue of rent strikes. The second- triggered just after the war by arguments between workers and police in George Square. As a whole there were four main issues that caused industrial unrest in Glasgow during WW1.

**Task:**

1. **Collect** a sheet showing the 4 main reasons issues that caused industrial unrest in Glasgow. In pairs and using the knowledge you have gained from this unit, **try to think of why each issue would anger the workers of Glasgow**. Your teacher will go over this with you.
What happened during ‘Red Clydeside’?

There was already tension in Glasgow in 1915 because of rent strikes and industrial strikes for better working conditions.

In early 1919, in Glasgow, the workers wanted the length of their working week reduced to 40 hours per week. They also demanded an increase in pay to £1 per day. A huge strike was called for January 27th, 1919 (known as Bloody Friday). Most workers in Glasgow supported this. On 31st January, a huge crowd met at George Square in Glasgow while the strike leaders, Willie Gallacher and David Kirkwood, met local councillors about their demands.

The newspapers reported that 90,000 people were in attendance when the police launched a baton charge on the crowd. One view is that the police attack was completely unprovoked. Another view argues that strikers were forcibly stopping trams running along beside the Square. Others argue that the crowd was seen as a revolutionary mob and when there were reports of a red flag flying over the crowd (as seen in the picture above) the government had to take action. It was only 14 months since the Russian Revolution.

The strike leaders were horrified and tried to calm the situation down. They were also attacked and beaten by the police.

The government panicked, fearing a possible revolution, and rushed 12,000 English troops to Glasgow in case a revolution broke out. Scottish troops were locked in their barracks at Maryhill in case they supported the strikers. There were tanks in George Square and machine gun posts in buildings around the area.
Within a week of the battle at George Square, the strike was over. Although the aim of the 40-hour working week had not been achieved, the striking workers from the engineering and shipbuilding industries returned to work with an agreement that guaranteed them a 47-hour working week - 10 hours less than before the strike.

**Why was Red Clydeside useful to the Tories in Scotland?**

In November 1917, in Russia, a communist revolution happened in Russia. It started with strikes in main cities.

In January of 1919, there was an attempt in Germany to set up a communist state.

Communism was the big fear among the middle classes. Tory newspapers reported the revolutions, as the end of civilisation and that wealthy middle class people would be murdered in their beds! Clearly, when riots broke out in Glasgow, the middle classes looked to the Tories to protect them.

The historian, Trevor Royle has summed up the effects of Red Clydeside:

> Even if Red Clydeside ultimately failed in revolution, the strikes and upheavals associated with its name still produced a major upheaval in Scotland’s political history.

**Task:**

1. **Explain why** the workers held a demonstration on the 31st January 1919.

2. **Describe, in detail**, the events of “Bloody Friday”, 31st January 1919. You may do this as bullet points.

3. **Do you think** the government over-reacted to events in George Square? Be prepared to **discuss** your answer.

4. **Copy and complete** the following table, in pairs, using the information above and any of your own knowledge.

<table>
<thead>
<tr>
<th>Communist Revolution</th>
<th>Not a Communist Revolution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flying of the red flag.</td>
<td></td>
</tr>
</tbody>
</table>

Be prepared to **discuss** your answers with the rest of the class.
Question Practice

Knowledge and Understanding

1. **Describe** the events known as ‘Bloody Friday’, which took place in Glasgow on 31 January 1919.  
   **5 marks**

2. **Explain why** there was industrial unrest during the First World War in Scotland.  
   **5 marks**

3. **To what extent** did the First World War change Scottish politics?  
   **8 marks**

Source Handling

**Source A** is about industrial unrest in Glasgow in January 1919.

In the shipyards and engineering works, 40,000 went on strike and thousands of other trades came out in support. The Secretary of State for Scotland feared a communist revolution would set Scotland alight. The government sent 10,000 troops and a tank regiment to restore order in Glasgow. The Riot Act was read. There were machine gun nests in hotels and the main post office and tanks in the Gallowgate.

1. **How fully** does Source A explain government fears about events in Glasgow in January 1919?  
   **5 marks**

**Source B** is by Willie Gallacher, leader of the Clyde Workers Committee.

The soldiers of Maryhill were confined to barracks and the gates were kept tightly closed. If we had gone there we could easily have persuaded the soldiers to come out and Glasgow would have been in our hands. We had forgotten we were revolutionary leaders of the working class. We were carrying on a strike when we ought to have been making a revolution.

2. **Evaluate the usefulness** of Source B as evidence of a threat of revolution in Glasgow in 1919.  
   **5 marks**
To what extent had Scotland changed by 1928?

**Aim:** To be able to describe the impact that World War One has on Scotland.

By 1918, the world, and indeed Scotland, had change as a result of the First World War.

**What had happened to Scotland's industries?**

The world that Scotland faced by 1928 was quite different from that of 1914.

Scotland’s place within the Empire had changed as a result of the war. Former markets were now competitors. The basic industries of Scotland were under pressure from the technologically advanced industries in the south of England, as well as in Canada and Australia. Emigration remained an escape route for Scots, the most popular destination being Canada, Australia and South Africa.

Glasgow had lost its position as the ‘second city of the Empire’. During the years 1921-31, over 550,000 people emigrated to what they hoped would be a better life.

New industrial centres, like Manchester, were more important now. The decline in Scotland’s basic industries like shipbuilding and coal mining led to long-term unemployment for many workers. This led, inevitably, to industrial and social unrest.

Workers tried to resist cuts to their wages, which lead to unofficial strikes and protests. Those who were out of work found it very difficult to make ends meet. Soldiers returning from the war expected to get their old jobs back, but this did not happen.
What was life like for Scotland’s working class?

Many Scottish people still had poor health and bad housing condition after the war. Government schemes lacked the money needed to make any real impact and people continued to live in single rooms with no proper water supply or sanitation. ‘Homes fit for heroes’ became a hollow joke during this period.

However, for the four out of five Scots who did have a job, life did improve a little. New consumer industries made products that made workers’ lives easier. Large numbers of people could afford to buy their own home. There was more money, which could be spent on leisure activities and other non-essential items. As a result, the quality of life for these people did improve.

In the 1920s, the government did try to improve housing in Scotland with slum clearance (demolishing unsuitable houses to make space for new homes) and council houses (now called social housing) for rent at a fair price.

What happened to Scottish politics?

As you already know, the Liberal Party lost support and the Conservative Party and the Labour Party became the two main parities within Scotland. The electorate had increased and by 1928, all women and men aged 21 and over could now vote in General Elections, which had a huge impact on the support for the political parties. The success of the Rent Strikes and the Clyde Worker’s Committee led to the working classes to demand more from the government. Also, more women became involved in politics like Mary Barbour and Helen Crawfurd after the success of the Rent Strikes.
Task:

1. This task is intended to help you summarise the information in this section of work:

The question you will be answering is: **Explain the ways in which the First World War affected Scotland.**

1. Work in pairs or small groups.
2. In your workbook, write down the different ways in which the First World War affected Scotland both positive and negative (you will need to think of everything we have covered from section 1-4).
3. Draw a jigsaw on a large piece of paper and cut out the pieces.
4. Divide up the ways in which Scotland was affected by the War equally among the group.
5. Each learner should research at least three pieces of information, which explain how the First World War affected each of the topics they have been assigned.
6. Reassemble the jigsaw into a poster. Be prepared to explain the ways in which you think the First World War affected Scotland to the rest of the class.

**Debrief:** discussion of effective summaries of the effects of the First World War on Scotland.

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**Question Practice**

**Knowledge and Understanding**

1. **To what extent** did the First World War have a negative impact on Scotland?

   8 marks