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What was surgery like in the early 1800s?

You can begin your detailed enquiry by investigating surgery in the early 1800s. Patients faced many dangers and discomforts. Surgeons had to battle three major problems. Use the sources and your inference skills to find out more.



How to – annotate and infer from sources

When you use a source it is a good idea to annotate it, particularly for drawing inferences. (An inference is something you work out from a source even if the source does not explicitly say it or show it.) So ... what do Sources 1 and 2 tell you about surgery in the 1800s?

- Step 1: annotate the source to spot the obvious clues. In the inner box write about the obvious details – the things you can see.
- Step 2: draw inferences. What do these clues suggest about surgery in the early 1800s? Write your inferences in the outer box.

Activity

- 1 In the example below the student has labelled the key details then used those key details to develop inferences. Now complete the annotation on your own copy of Sources 1 and 2.
- 2 Use the obvious clues in each source to develop your own inferences about surgery in the early 1800s.

Inference

Obvious clues

Source 1



Lots of people have been allowed in to watch the operation.

This suggests that ...

This suggests that surgeons at the time did not use anaesthetics and that patients were conscious during operations.

The patient is clearly in a lot of pain and is being held down by the surgeon's assistants.

The surgeon and his assistants are wearing normal clothes for the time. They are not wearing gloves.

This would spread infection. The source suggests that surgeons did not realise the importance of antiseptics.

▲ A painting from the early 1800s showing an operation taking place at that time.

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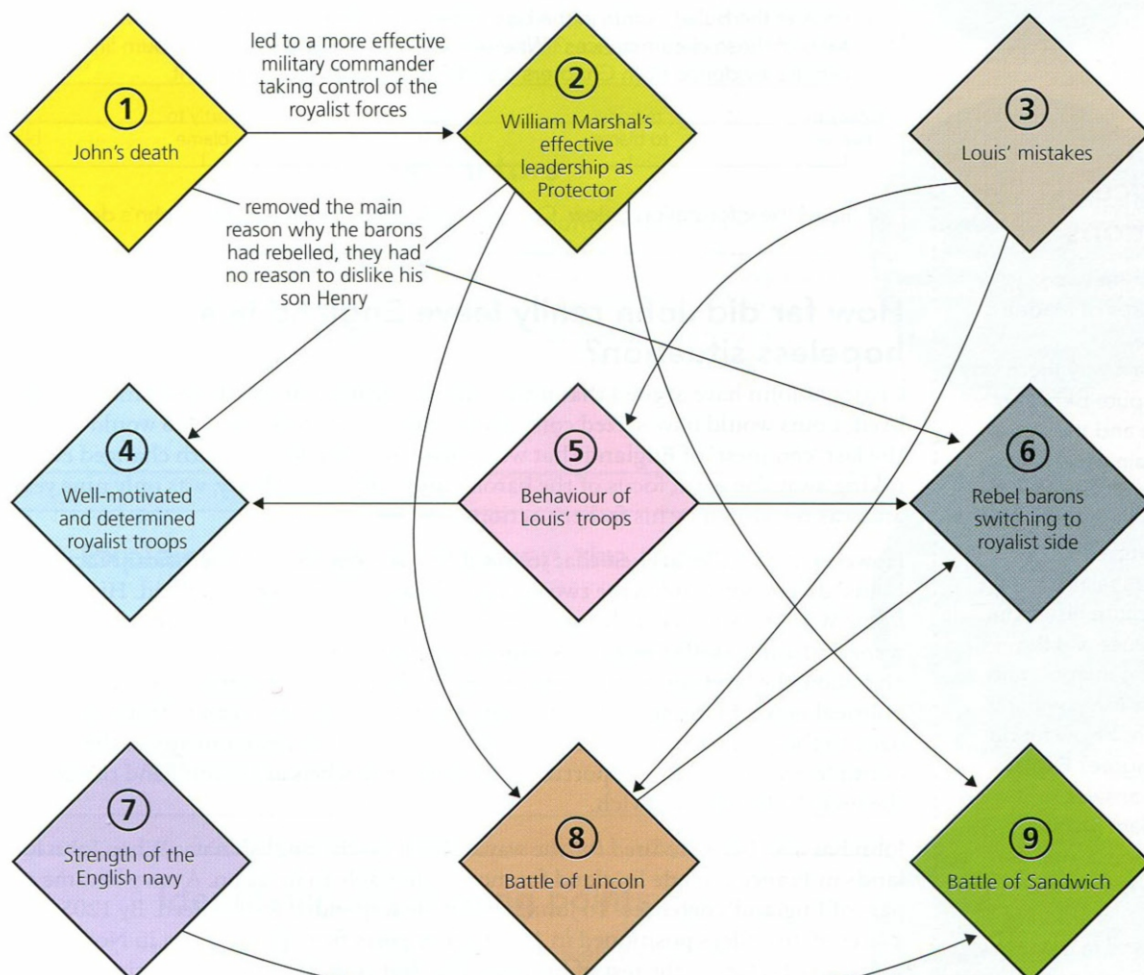
How far did William Marshal's leadership save England from a French invasion?

Did you include William Marshal becoming Protector in your summary circle? Some historians have argued that John's death and the change of leader was the key turning point that saved England from a successful French invasion. You can test this argument by using a factors map.

THE ROLE OF WILLIAM MARSHAL

The diagram below is called a factors map. It shows you the key reasons why Louis' invasion was unsuccessful. The lines between the factors show you some of the links between them.

- 1 Write at least one sentence explaining each link. The best way to do this is to draw your own version of the factors map on a piece of large (A3) paper and write your explanations onto your map.
- 2 Can you think of other links? Add these to your diagram and explain the link.
- 3 The factors map should help you decide which factors were most important. The most important usually has the most links to other factors. Does your factors map suggest that William Marshal's leadership was a crucial factor in Louis' failure to become King of England?



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4.8 Visible learning: Revise and remember: Part 1

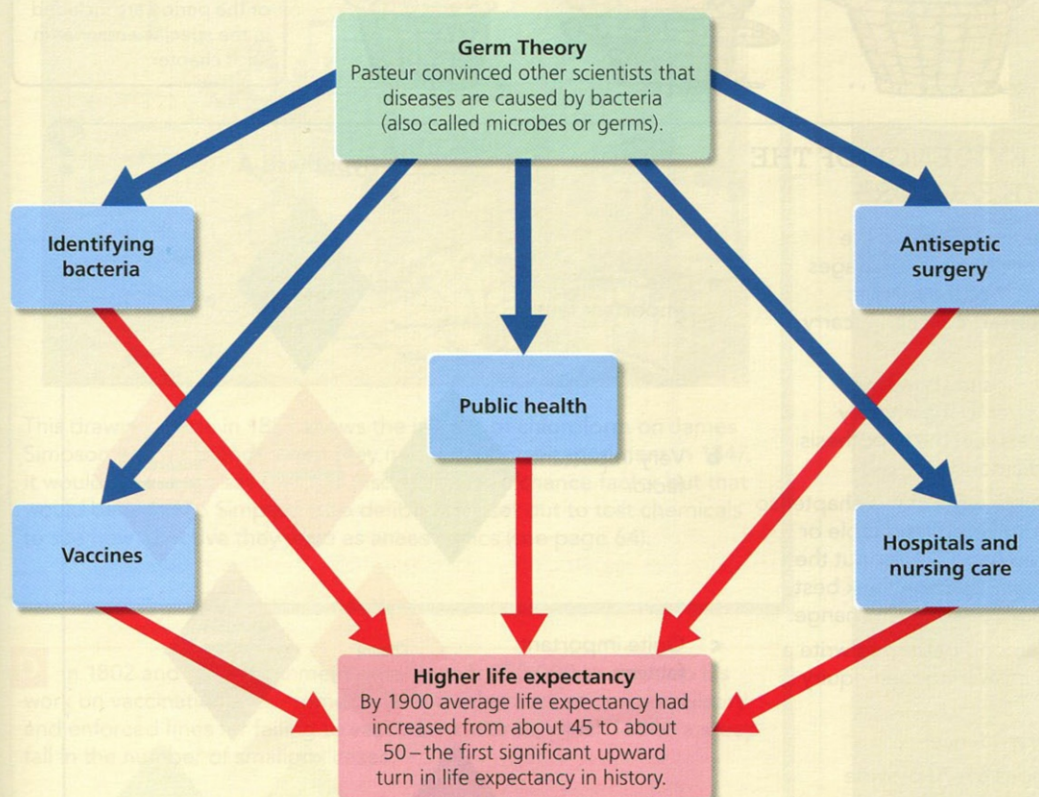


This chapter has two sections, therefore we have divided your review work into two halves. This is the first half – four activities to consolidate your understanding of medical changes in the 1800s.

1 Why was germ theory so important?

Working in pairs, draw your own large version of the chart below. Summarise on it:

- the major changes in this topic in the 1800s
- to what extent these changes were linked to Pasteur's germ theory.



2 'Role of the Individual' chart

Look back at pages 52–53 and complete a chart for each of (deep breath!)

Jenner Snow
Simpson Nightingale
Pasteur Koch Lister

3 If you had been born in 1900 ...

Some students remember things better if their imagination comes into play and they can think themselves back into the past. This doesn't suit some people but it does suit others. Try this activity:

Imagine you were born in 1900. Why would you be more confident about your medical future than if you were born in 1800? The page opposite will help you too.

4 Create a mnemonic

On page 22 we introduced the idea of using a mnemonic to help remember events or details. Can you think of a mnemonic to help remember the people behind the great breakthroughs in chronological order?

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7.1 The barons' rebellion of 1215

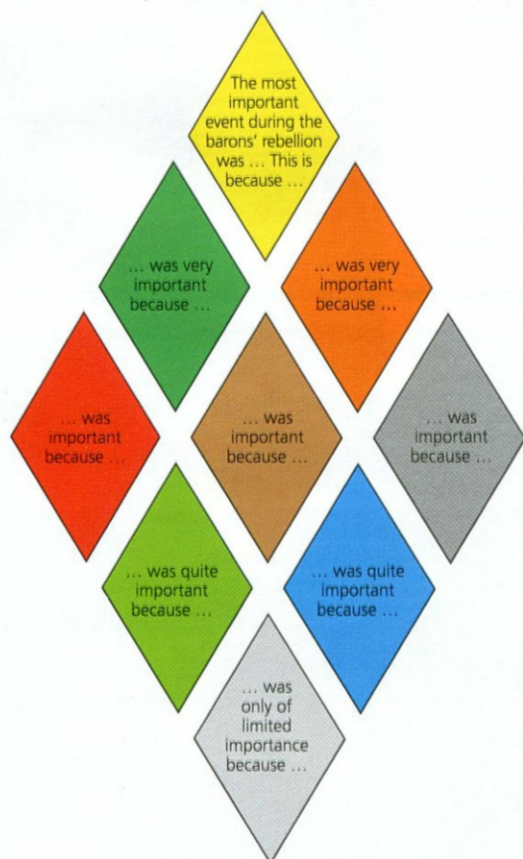
In Chapter 6 you explored the main reasons why John's relationship with the **barons** worsened during his reign (look back at the 4Fs on page 82). These were the longer-term causes of the barons' rebellion in 1215. In this enquiry you will analyse two key questions which focus on the short-term reasons for the rebellion and its immediate consequences.

Key question 1: What happened in the months leading up to the rebellion? Was there a crucial turning point that caused the barons to take up arms against their king?

Key question 2: Why did the rebellion lead to John agreeing to Magna Carta? What were the key events that made John listen to the barons' demands?

THE REBELLION OF 1215

- Sort the key event cards opposite and on page 94 into a diamond nine that shows the importance of each event. Think carefully about the importance of each event or development in leading to the barons' rebellion and Magna Carta. Use the key questions to help you make your decisions. Explain your decisions using the sentence starters in the diagram or develop your own.
- Use your diamond nine to decide on the first three events that should be placed in your summary circle on page 92.



EVENT 1: LATE 1214

Around the time that John was returning to England from France, some of the leading barons met at Bury St Edmunds. They had with them a copy of Henry I's coronation charter in which Henry had promised to protect the rights and freedoms of people in his kingdom. Each man swore that if John refused to grant the liberties contained within the charter they would go into open rebellion.



EVENT 2: JANUARY 1215

John agreed to meet the barons in London. Here the barons made their demands, centred mainly on Henry I's coronation charter, with some extra provisions added. John refused to accept these demands. However, he agreed to meet the barons again in Northampton in April. John was playing for time.



EVENT 3: EARLY 1215

John started to prepare for war. His castles were restocked and the garrisons strengthened. John began to recruit mercenaries from the **Continent**, adding these to the troops he had brought back with him from Poitou. John seemed to be in a strong position.



EVENT 4: MARCH 1215

John strengthened his position with the Pope when he took the cross at St Paul's cathedral and agreed to go on **crusade**. This guaranteed him the Pope's support in the conflict with the barons.

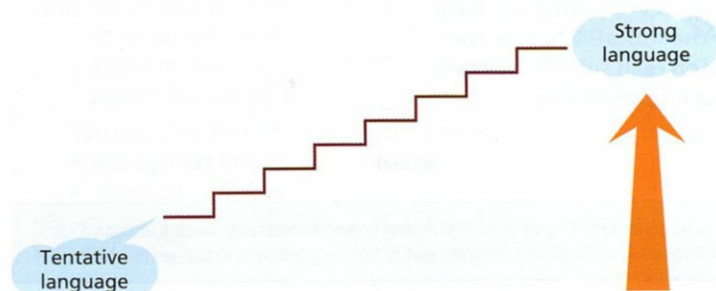


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What are the key ingredients of effective writing in GCSE history?

The language you use to express your ideas is very important. One of the ways to get better at history is to be more precise with your use of language. For example rather than simply saying that you **agree** or **disagree** with a statement you can use language that shows whether you agree to a **large extent** or only to **some extent**. Look at the different shades of argument below and experiment with using some of the phrases. Use them when you are debating or discussing in class.

Thinking carefully about the language you use



Varying your language to show how far you agree with a statement:	Varying your language to show how important a factor/cause is:
I totally/entirely/completely/absolutely agree with ... I substantially/fundamentally/strongly agree with ... I agree to a large extent with ... I mainly/mostly agree with ... I agree to some extent with ... I partially/partly agree with ... I only agree with ... to a limited/slight extent.	... was by far the most important reason why ... The key/crucial/essential factor was was the main cause of ... The most influential cause was played a significant/important/major role in was of some importance in ...
Varying your language to show the significance or importance of an individual, discovery, event or development:	Varying your language to show the extent of change:
... made the most important/significant contribution to had a crucial/major/highly significant impact on had an important/influential impact on was of some importance/significance ... only made a limited/partial/slight/minimal contribution to ...	... was revolutionised in totally changed during was transformed during there was fundamental change in ... The period saw significant/important progress in saw some changes in saw some progress in saw limited/slight/minimal progress in ...

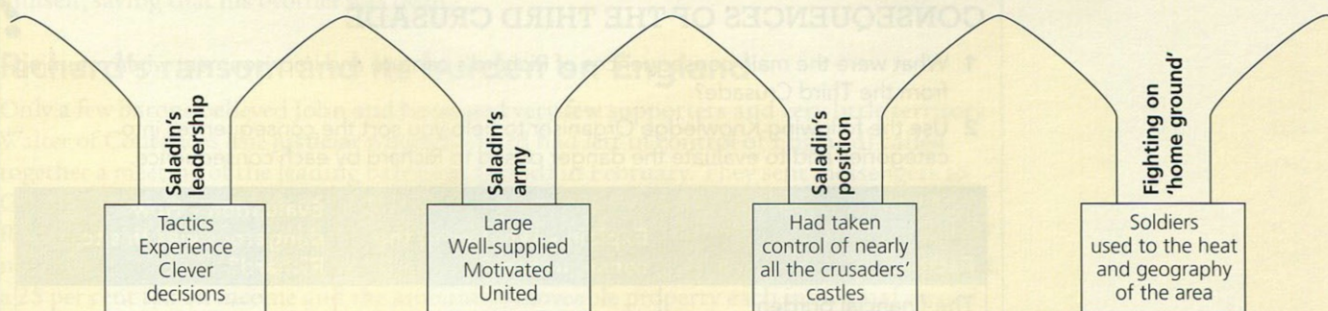
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Visible learning

How does talking and debating help?

Students usually write better answers if they have first talked through their answer with other people. Talking helps us organise ideas in our mind, choose the right words and decide what evidence we need to prove our points. Debating helps us test our arguments and decide if we have enough evidence to support our key points. Think of your overall argument as being a bridge that needs supporting pillars and strong foundations. If the pillars are not strong – the bridge crumbles.

The main reason for Richard's failure to capture Jerusalem was the strength of his opponent



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3.1 *How did Hitler keep control?*

From 1933 to 1945 the Nazis faced almost no challenges to their rule from the German people. You must decide whether this was because people were frightened into obedience or were simply persuaded by Nazi propaganda.

Hitler did not rule Germany on his own. In fact, he didn't work very hard. His normal routine was to get up late, go for a stroll in the morning, chat to friends over a long lunch, do a bit of work, have dinner and watch a film before going to bed late. Those 'chats' often included making important decisions, but other people carried them out. They were 'Hitler's henchmen': the powerful people who actually controlled the Nazi empire.

Two of Hitler's henchmen stand out: Himmler and Goebbels. But who was more important?



■ ACTIVITY

You are an editor for a book publisher. Your boss, Ms Hodray, wants to publish a bestseller called *Hitler's Henchmen*. But whose picture should go on the cover – Himmler or Goebbels?

Over the next five pages it is your job to find out who was more important. Rank each aspect of control out of five, to show how important you think it was.

Complete your own copy of the tables below and then prepare an oral presentation to convince Ms Hodray that your choice should go on the cover. Ms Hodray is tough, so you have to be clear about the reasons for your choice – and why you rejected the other one.

HIMMLER – control by terror	How this helped control Germany	Supporting evidence	Rating out of 5
SS			
Concentration camps			
Gestapo			
The police and courts			
Informers			

GOEBBELS – control by propaganda	How this helped control Germany	Supporting evidence	Rating out of 5
Newspapers			
Rallies			
Books			
Radio			
Films			

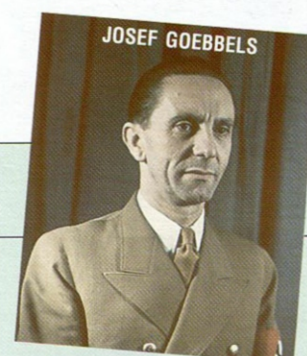
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Childhood	■ Born in 1900, the son of a teacher ■ Did well at school
Appearance and character	■ Timid, frail and clumsy. People said he looked like a quiet, small-town bank clerk ■ Hard worker and efficient organiser ■ Clever at building up his own power ■ Although he took overall control of the Holocaust, he fainted at the sight of Jews being killed
Early career	■ Joined German army in 1918: did not fight ■ Failed to make a living as a poultry farmer ■ Joined the Nazi Party in 1923. Took part in the Munich Putsch in the same year
Role in Nazi Germany	■ 1929: made head of the SS – Hitler's private army ■ 1936: made head of all police in Nazi Germany, including the Gestapo (the secret police) ■ 1941: set up the Death's Head units of the SS that ran slave labour camps and carried out the mass murder of Jews



OR...

Childhood	■ Born in 1897, the son of a poor manual worker ■ Crippled by polio as a child
Appearance and character	■ Small, walked with a limp as a result of polio ■ Intelligent and well-educated ■ Good speaker – second only to Hitler ■ Spoke in favour of family life and simplicity, but often visited nightclubs, had mistresses and owned several houses
Early career	■ Declared medically unfit to fight in the First World War ■ He tried to make a living as a playwright, then turned to journalism ■ Joined the Nazi Party in 1922. At first he opposed Hitler, but later supported him
Role in Nazi Germany	■ 1928: put in charge of Nazi propaganda. Brilliant propaganda designer and thinker ■ 1938: gave orders for Kristallnacht (attack on Jewish property; see page 73) ■ 1943: put in complete charge of the war effort. As defeat loomed he helped to organise 'total war', raising morale and help for victims of the Allied bombings



■ DISCUSS

Before you start...

From just these outlines, who seems the more likely candidate for the book cover? Why?

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Introduction

Key questions	Debate	Learning styles	Exam focus
2.2 How did Hitler become Chancellor in 1933?	Main reason for Hitler's rise to power – the Nazis' own actions, or events beyond their control? (page 37)	Kinaesthetic learners – role play: different characters' views on the Nazis after Wall Street Crash (page 44).	Meet the Examiner Avoiding icebergs – seeing the whole question. Tackling 'How important was' questions.
2.3 How was Hitler able to become dictator?	What were the key turning points/periods/ events? (page 47)	Kinaesthetic learners – living graph (page 47).	Meet the Examiner Tackling 'explanation/why/how/causation' questions. Using connectives to tie an explanation together. Writing effective conclusions to causation questions.
3.1 How did Hitler keep control?	Presentation: who was more important – Himmler or Goebbels? (pages 52, 58–59)	Visual learners – analysis of photographs, paintings and posters (pages 54–57).	Meet the Examiner Source analysis skills: utility and reliability. Answering 'interpretation' questions. Using connectives.
3.2 Did the Nazis change the lives of everyone in Germany?	Whose lives changed the most? (page 65) Nature of Nazi persecution.	Kinaesthetic learners – role play: how life changed for people in Germany.	For Revision Use 'before and after' tables to summarise change. Meet the Examiner Tackling 'change' questions. Writing conclusions to 'change' questions (assessing the extent of change).
3.3 Why was opposition to the Nazis so weak?	What was the main reason why so little opposition? (pages 82–83) Most significant opposition group?	Kinaesthetic learners – role play: why people did not oppose the Nazis (page 82).	Meet the Examiner Tackling 'causation' questions. Employing effective connectives.
4.1 The Holocaust	Who was responsible? (page 87)		
4.2 Why study the history of Germany 1918–1945?	Respond to the German ambassador's complaint about too much attention to this period (page 88).		
4.3 The overall picture: what have you learned?		Visual learners – overview activity (page 89) choosing illustrations.	Smarter Revision Memory maps, acronyms, living graphs, flash cards, quizzes. Meet the Examiner Understanding the demands of the question.