

Lesson 1: George V vs Mehmed V

Key Concepts	Range and Content	Key questions and ideas	Teaching and learning activities	Resources
<p>History: 1.2a - Cultural, ethnic and religious diversity</p>	<p>History: 3 c, g, i, j</p>	<p>Year 9 pupils will consider possible answers to the enquiry question:</p> <p>“Why did the Muslim Khalifa declare Jihad against Britain in 1914?” by analysing a translation or simplification of Mehmed v’s original fatwah.</p>	<p>Starter: This enquiry is designed to follow on from wider study of the First World War and builds on prior learning, which is assumed to include some knowledge of the causes of the war and aspects of how it was fought. It also builds on any previous study of the British Empire where pupils should be aware that India (including modern Pakistan & Bangladesh) was subject to British rule. As a means of drawing out any of this prior learning and stimulating curiosity, display the four images included in Resource A which include the Tugra (Islamic calligraphic emblem) of Ottoman Sultan Mehmed V, a photograph of the same Monarch who reigned from 1909 to 1918, a portrait of King George V of Great Britain and Ireland and a photograph of Kaiser William II of Germany. Give pupils a short time in pairs to suggest any links between images which can be based on supporting direct observation (e.g. Three of them look as if they were kings) and any prior knowledge (e.g. George V was King of Great Britain and was at war with Kaiser William II of Germany). After discussion reveal how the images are linked i.e. the Islamic Tugra was the emblem of Mehmed V of Turkey, a Muslim empire that was allied to Germany (William II) against Britain (George V) in the First World War.</p> <p>Main activities: Display or refer to a map which clearly shows the division of Europe in 1914 between the Entente Cordiale (Britain, France and Russia) and the Central Powers (Germany, Austria, Hungary, Bulgaria and Turkey). Remind pupils of how the Alliance system helps to explain the outbreak of war in 1914. Click here for teacher’s notes to explain the circumstances of how the Ottoman Empire entered the war as a German ally. Emphasise that the Germans hoped to make use of their Turkish ally because the Turkish Sultan Mehmed V, although a constitutional Monarch also held the title (Khalifa). The Khalifas were the direct successors of Muhammad and originally were very</p>	<p>Resource A – Image powerpoint</p> <p>Resource B – Simplified Fatwah</p> <p>Resource C - Fatwah</p>
Key Processes	Curriculum Opportunities			<p>Assessment Opportunities:</p> <p>There are peer assessment opportunities though paired speaking and listening activities.</p>
<p>History: 2.2a,b - Using evidence</p>	<p>History: 4 a, e</p>			<p>Additional notes for teachers:</p>

			<p>successful in holding together a rapidly expanding Islamic empire (refer back to any prior learning about Islamic history or civilisations at this point). Turks thought that Muslims all over the world should still listen to and obey what their Khalifa (Caliph) said, even if these Muslims lived outside the Turkish Empire.</p> <p>Give out copies of resource B (it is a simplification of resource C, a translation of the Fatwah (declaration of an Islamic legal opinion) of Jihad issued in the name of Mehmed V as Caliph in November 1914 against Britain and its allies). Build on any prior knowledge of Islam from R.E. or earlier history by explaining that Jihad literally means to strive or struggle. It can mean to fight in defence of Islam but is not the precise equivalent of the Christian term crusade (holy war fought in the name of Christ). Explain that the Fatwah was read out as a series of questions and answers. Ask pairs to discuss the following points against the clock:</p> <ul style="list-style-type: none"> • Why has Mehmed V decided to declare a Jihad? • What does he call on all Muslims to do? • What will happen to Muslims who refuse to fight for Mehmed V or even fight against him? • How does Mehmed V back up his authority to declare a Jihad? <p>Discuss the answers to the questions in class.</p> <p>PLENARY: Ask the same pairs to discuss how the following characters might have responded to the fatwah.</p> <p>A) A Turkish Muslim soldier born in Constantinople, Turkey. He has already sworn that he will fight to the death to defend Sultan Mehmed V and the Turkish Empire against its enemies.</p> <p>B) A Muslim soldier in the Indian Army which has been organised to fight for the British Empire. The soldier cannot read or write. He has already sworn that he will fight to the death to defend George V, who is also Emperor of India. This soldier fights for Britain alongside soldiers of other religions as well, Hindus and Sikhs.</p>	
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			<p>C) A white, British soldier who has already sworn to defend George V as king. He was a Christian but has just converted to Islam and become a Muslim.</p> <p>Hold a class discussion about how each character might have responded to the Fatwah. It doesn't matter at this stage how speculative the discussion might be. What should be clear is that a positive response to the Fatwah from the Turkish soldier is more likely than for characters B and C.</p>	
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Lesson 2: For the King – Emperor - *What does the First World War reveal about attitudes towards Muslims who fought for Britain?*

Key Concepts	Range and Content	Key questions and ideas	Teaching and learning activities	Resources
<p>History: 1.1b - Chronological Understanding</p> <p>1.2a - Cultural, ethnic and religious diversity</p>	<p>History: 3 f, g, h, i, j</p>	<p>Year 9 pupils will answer the enquiry question:</p> <p>“What does “The Islamic Review” reveal about the attitude of British Muslims during the First World War?”</p> <p>by studying extracts from the contemporary magazine.</p>	<p>Starter:</p> <p>Display Resource D which shows a photograph of the Welch family who converted to Islam and featured in a magazine published in 1916 called “The Islamic Review” (withhold this information from pupils to begin with). Pose volunteers at the front of the class in the same position as the members of the family in a freeze-frame. Invite pairs to speculate against the clock about what they can infer from the photograph, for example, from the family’s costume and posture about what the family might be thinking or feeling and select a possible title for the photograph. Through class discussion, invite comments and suggestions from pairs. Following this discussion ask each of the posed volunteers in the freeze-frame to say in turn what they think their character may be thinking. Then reveal the background to the photograph and explain that its title is “A British Muslim Family”. Invite comments about what may have surprised pupils about the photograph and why this might be (e.g. some might be surprised by the skin colour of the family as their perception of Muslims might be of a south Asian stereotype).</p> <p>Main Activities:</p> <p>Set up the classroom as a “Living map” with furniture arranged around the class with labels for the following countries (Britain, Yemen, Hungary, India and Turkey) and with space proportionately between the countries (e.g. the greatest distance will be between Britain and India).</p> <p>Explain that the photograph of the British Muslim family (Resource D) comes from the archive of the Woking Muslim Mission (display resource E – a modern photograph of the Mosque). Explain that very few Muslims lived in Britain during the nineteenth century, apart from small communities of Yemeni Arabs in ports like Cardiff or Liverpool where they had settled after sailing on trading ships (place a thread or piece of string across the room linking “Britain and Yemen”).</p> <p>Point out that in 1889, Dr Gotfried Leitner, a Hungarian Jew who spoke many languages set up a study centre for students from British ruled India in Woking, Surrey (link “Britain” with “Hungary” and “India”).</p>	<p>Resource D – The Welch Family</p> <p>Resource E – Modern photograph of Mosque</p> <p>Resource F – Soldiers</p> <p>Resource G – Extracts from the Islamic Review</p> <p>Plenary Video – Inside Woking Mosque http://www.bbc.co.uk/southerncounties/content/articles/2007/01/22/forty_eight_woking_mosque_feature.shtml</p>
Key Processes	Curriculum Opportunities			<p>Assessment Opportunities:</p> <p>There are peer assessment opportunities though paired speaking and listening activities.</p>
<p>History:</p> <p>2.1 – Historical Enquiry</p> <p>2.2 – Using Evidence</p>	<p>History: 4 a, e</p>			<p>Additional notes for teachers:</p>

			<p>Explain that it is claimed he originally wanted to build a church, a Jewish synagogue, a Hindu temple as well as a mosque on the site for his students. As it was, only the mosque was built, with a donation from India's only woman ruler, Begum Shah Jehan of Bhopal (Leitner himself never formally converted to Islam but certainly admired it). Put in another link between "Britain" and "India".</p> <p>The mosque fell into disuse in 1899 but became the headquarters for the Woking Muslim Mission in 1913 under Indian missionary, Khwaja Kamal-ud-Din, (put in another link between "Britain" and "India"). Explain that Kamal-ud-Din was a charismatic figure (a barrister by profession) who converted some white, British people like the Welch family (Resource D) to Islam (exact numbers of converts are unclear). Converts also included soldiers fighting for Britain during World War One (display resource F which shows three British soldiers from "The Islamic Review" of September 1916 – it was not possible to trace more details about them). Lastly give out Resource G which contains extracts and in some cases simplifications from "The Islamic Review" (a front cover of October 1915, two quotations from public meetings chaired by Lord Headley, a leading British convert and a poem). The "eastern brethren" referred to in the resolution of September 20th 1914 are Indian Muslims having arrived at the Western Front as part of the Indian Army. Ask pairs to discuss the following questions:</p> <ul style="list-style-type: none"> • What did British Muslims fighting for Britain during World War One think they were fighting for? • What did they think about the Turks (fellow Muslims)? <p>PLENARY:</p> <p>Return to the wording of Mehmed V's Fatwah (Resources B & C).</p> <p>Explain that the British Muslims at Woking Mosque supported Britain and ignored the Fatwah. (One writer in the Islamic Review felt sorry for Mehmed V and thought he had been manipulated by pro-German ministers. Behind the scenes, influential and well connected white Muslims lobbied quietly to keep the Ottoman Empire intact, even though they publically supported the British war effort. Opinion became more divided once the Arab revolt broke out against the Ottoman Empire with British support).</p>	
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			<p>Play a video of the exterior and interior of the Mosque and about its use today (A link to a video tour of Woking mosque can be found in the resources column – select the link to 'Inside Woking Mosque' when you access the webpage).</p>	
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Lesson 3: For Sirkar and Izzat - What does the First World War reveal about attitudes towards Muslims who fought for Britain?

Key Concepts	Range and Content	Key questions and ideas	Teaching and learning activities	Resources
<p>History: 1.1.b – Chronological Understanding</p> <p>1.2 – Cultural, ethnic and religious diversity</p>	<p>History: 3 c, f, h, i, j</p>	<p>Year 9 pupils will answer the enquiry question:</p> <p>“What do Muslim soldier’s letters from the First World War reveal about their attitudes?”</p> <p>They will assume the role of military advisers to the British government in 1918 analysing original letters sent to and from Indian Muslim soldiers during the First World War.</p>	<p>Starter: Display the portrait of Khudadad Khan, (Resource H) a Muslim soldier from the 129th Duke of Connaught’s Baluchis who was the first Indian to be awarded a Victoria Cross. Give out the image centred in a layer of inference diagram (Resource I) where pairs of pupils annotate the image answering the questions:</p> <ul style="list-style-type: none"> • “What can I see?” • “What can I infer?” • “What other questions do I need to ask?” <p>Take suggestions from pairs as part of a whole class discussion. Then explain the details of Khan’s story from Resource K. Ask for pupil suggestions of what might have inspired Khan’s bravery e.g. army pay, his Muslim faith etc?</p>	<p>Resource H – Khudadad Khan</p> <p>Resource I – Layer of inference diagram</p> <p>Resource J – First order of the day</p> <p>Resource K – Khudadad Khan’s Story</p> <p>Resource L – Original letters</p>
<p>Key Processes</p>	<p>Curriculum Opportunities</p>		<p>Give out copies of Resource J, the first order of the day issued by Sir James Willcocks, Commander-in-chief of the Indian Expeditionary Force to his troops in France on October 10th 1914. Read it out in suitably strident and martial tone. Ask pairs to imagine that they have listened to the speech as if they were Muslim soldiers in the Indian Expeditionary Force to France. Give out highlighters for pairs to identify with different colours, the following factors Willcock’s uses to appeal to his audience.</p>	<p>Assessment Opportunities:</p> <p>There are peer assessment opportunities through paired analysis of original sources and speaking and listening.</p>
<p>History: 2.1 – Historical Enquiry</p> <p>2.2 – Using Evidence</p>	<p>History: 4 a, d, e</p>		<ul style="list-style-type: none"> • Personal loyalty to the King-Emperor (George V) • Self-sacrifice • Pride in India’s history • Pride in Islam • Equality with fellow Indians (Hindus & Sikhs) • Equality with Europeans (e.g. the British and their allies, the French and others) • As an example to fellow Muslims • As an example to fellow Indians (Hindus, Sikhs & Muslims) 	<p>Additional notes for teachers:</p>

			<ul style="list-style-type: none"> • As an example to your family • Personal bravery <p>Afterwards lead a whole class discussion on which factors seemed to appear to be the most important. How much did religion seem to matter to Willcocks? Did it seem more important that his soldiers were Indians or Muslims, Hindus or Sikhs?</p> <p>Main Activity:</p> <ol style="list-style-type: none"> 1. Explain that the lesson is moving forward to the end of the war in 1918, after thousands of Muslim soldiers had fought against the Germans (in France & Belgium) and Turks (in what is now Iraq). 2. As the teacher you are a military adviser to the Prime Minister who is concerned about the loyalty of Muslims within the British Empire. 3. Explain that a handful of Muslim soldiers deserted to the enemy during the war and on two occasions Muslim soldiers refused to fight the Turks close to Baghdad (a holy city in Islam). 4. The Prime Minister wants to know whether the British Empire can really trust the loyalty of its Muslim soldiers. He has asked you to check the letters sent and received by muslim soldiers during the war. 5. You have been asked to check for the following attitudes: <ol style="list-style-type: none"> a. Devotion to the King-Emperor. b. Loyalty to the Sirkar (look for comments about the British government in India and disapproval of fellow soldiers who do disobey orders). c. Hatred or contempt of the enemy (including Turks who are fellow Muslims). 	
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			<ul style="list-style-type: none"> d. Sympathy for the enemy (including Turks who are fellow Muslims). e. Low morale (complaining, poor fighting spirit etc). f. Believing it is the duty of Muslims to fight the British. g. Concern to fight bravely and win Izzat (honour). <p>Display and give out copies of one of the original letters from Resource L which contains a collection of translated manuscripts sent or received by Muslim soldiers serving Britain in the Indian army between 1914 – 1918.</p> <p>Using colours as a key for the attitudes listed above, ask pairs or groups of pupils to annotate the letter for the various attitudes or model this for pupils on the displayed copy. Invite suggestions as to what attitudes emerge from the letter as a whole.</p> <p>Next cast pupils as your research assistants and give out copies of the letters in Resource L. Ask pupils to skim and scan the letters (limit this to two different attitudes for pairs of pupils – the more able students might be given more). Ask them to highlight quotes which show evidence of a particular attitude.</p> <p>Lastly hold a discussion in which pairs or groups report back to the teacher (in role as adviser) with supporting quotes. Seek their advice about what to tell the Prime Minister about the loyalty of Muslim soldiers during the war.</p> <p>Out of role, explain that the Turkish and German governments distributed thousands of copies of Mehmed V's call for a jihad against Britain and its allies. Take suggestions as to why most Muslim soldiers in the Indian army would have ignored the Khalifa's message.</p> <p>Plenary: Hold a discussion about the strengths and weaknesses of using such letters to give an accurate impression of the attitudes of Muslim soldiers, given that:</p>	
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			<ol style="list-style-type: none">1. Most soldiers could not read or write, so the letters were written down by a scribe.2. Most letters have been censored by the British, cutting out information which might be useful to an enemy.3. Soldiers knew that their letters were read and censored.4. The letters have been translated into English (mostly from Urdu). <p>All the letters are taken from a collection edited by historian David Omissi in 1999, who found that evidence of loyalty was very strong overall. The same cannot be said of all Indian Muslims at the time. There were radical Muslim activists who agitated against the war effort and supported the idea of Indian independence. The British government did not generally recruit soldiers from major cities because of the fear that the Indian army would be subverted by such views.</p>	
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Lesson 4: From East to West for the Motherland - What does the First World War reveal about attitudes towards Muslims who fought for Britain?

Key Concepts	Range and Content	Key questions and ideas	Teaching and learning activities	Resources
<p>History: 1.1b – Chronological Understanding</p> <p>1.2 – Cultural, ethnic and religious diversity</p> <p>1.4 – Cause and consequence</p>	<p>History: 3 c, f, g, h, i, j</p>	<p>Year 9 pupils will answer the enquiry question:</p> <p>“What does the treatment of wounded Muslim soldiers in Britain reveal about British attitudes?”</p> <p>They will complete presentations using a range of original sources and later interpretations.</p>	<p>Starter:</p> <p>Display the images in Resource M which show images of the Royal Pavilion (Brighton), the Taj Mahal (India) and a turnip. Invite suggestions as to which one might be the odd one out. There are several answers but the point is that the Royal Pavilion was built in Brighton by George IV in imitation of Indian architecture like the Taj Mahal and rude critics of the Pavilion compared it to a turnip. Explain that in 1914 King George V asked Brighton Council if the British government could use the Pavilion as a hospital for wounded Indian soldiers because he thought they would feel valued by being housed in a former royal palace and would feel at home in a building inspired by Indian design.</p> <p>Main Activity:</p> <p>Divide pupils into groups or pairs and explain that they are going to create a presentation about the treatment of wounded Indian Muslim soldiers in Brighton during World War One. The presentation must answer the enquiry question:</p> <p>“What does the treatment of wounded Muslim soldiers in World War One reveal about British attitudes?”</p> <p>The presentation may well be ICT based using software such as Photostory 3 where powerpoints can be accompanied by soundtracks including a commentary and music. Pupils might follow three stages of preparation.</p> <ol style="list-style-type: none"> Use the following links and resources to collect information about wounded Indian Muslim soldiers and their treatment in Brighton Royal Pavilion, 1914-1916: <ul style="list-style-type: none"> www.black-history.org.uk/pavilionindian.asp The website of the Brighton and Hove Black history group features a page of text and some photographs. www.bbc.co.uk/southerncounties/content/image_galleries/muslim_soldiers_gallery.shtml This local bbc website includes several contemporary photographs. Resource N – three letters from Muslim soldiers from Brighton pavilion. 	<p>Resource M – Powerpoint</p> <p>Resource N – Letters from Brighton Pavilion</p> <p>Resource O – A local historian’s account</p> <p>Resource P – A quote</p> <p>Resource Q – A newspaper interview</p>
Key Processes	Curriculum Opportunities			<p>Assessment Opportunities:</p> <p>There are peer assessment opportunities through preparation and presentation of group work. The culminating outcome could also contribute to ongoing formative assessment.</p>
<p>History: 2.1 – Historical Enquiry</p> <p>2.2 – Using Evidence</p> <p>2.3 – Communicating about the past</p>	<p>History: 4 a, d, e</p>			<p>Additional notes for teachers:</p>

			<ul style="list-style-type: none"> • Resource O – a local historian’s account of conditions in the Hospital. • Resource P – a quote from D.R.Thaper. • Resource Q – a newspaper interview with Mir Dast VC (a Muslim soldier). <p>2. Sort the information into 3 categories</p> <ol style="list-style-type: none"> a) about Muslim soldiers b) about how the British treated Muslim soldiers c) about what the British thought of Muslim soldiers <p>This stage will force groups to distinguish between what information they definitely need (because it fits under these headings) and what they can discard. This may prove difficult with contemporary photographs for example because the Indian soldiers depicted are not necessarily all Muslims.</p> <p>3. Complete the presentation At this stage groups/pairs may need to allocate particular roles e.g. writing the script, matching photographs to it, selecting any music etc.</p> <p>Plenary: Pupils present their presentations to each other. The teacher might field comments for other groups about the relative success and clarity of each one as a form of peer assessment. Pupils could mark each group’s work out of ten under different criteria e.g. clarity of the narrative, use of sound and images etc.</p>	
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Lesson 5: Common Ground - What does the First World War reveal about attitudes towards Muslims who fought for Britain?

Key Concepts	Range and Content	Key questions and ideas	Teaching and learning activities	Resources
<p>History:</p> <p>1.1 – Chronological Understanding</p> <p>1.2 – Cultural Ethnic and religious diversity</p> <p>1.3 – Change and Continuity</p>	<p>History:</p> <p>3 c, f, g, h, i, j</p>	<p>Year 9 pupils will answer the enquiry question:</p> <p>“What does the neglect of the Horsell common burial ground reveal about changing attitudes since 1918?”</p> <p>They will complete a living graph which will enable them to plot the changing attitudes of British governments and local Woking people.</p>	<p>Starter:</p> <p>Display Resource R which shows a standard headstone from the Commonwealth War Graves Commission of a World War One fatality alongside a headstone of one of the Muslim soldiers originally buried on the Horsell Common burial ground and reburied at Brookwood Military Cemetery in 1969. Ask pupils to spot similarities or differences against the clock and then hold a discussion about them.</p> <p>Main Activities:</p> <p>Run off enlarged copies of the cards in Resource S which detail some historical events relevant to Imperial, British and South Asian history and British Muslim identity since 1918 (with dates missing).</p> <p>Give a card to different groups of pupils and ask them to organise themselves into chronological order (through discussion) so that they form a timeline across the classroom, suggesting dates for particular cards.</p> <p>Hold a discussion asking groups to justify the order created (the point is not to test pupils prior learning about these events but for them to infer the possible date order from details on the cards and anything they might happen to know). Care and sensitivity will need to be exercised when discussing certain details, particularly in multi-ethnic settings e.g. about issues of Muslim identity and recent military conflicts, views on migration, inter-communal tensions etc. For advice on preparing the ground for potentially contentious issues see the Historical Association report on Teaching Emotive and Controversial history 3-19 (a link is provided in the resources column).</p>	<p>Resource R – Headstones Powerpoint</p> <p>Resource S – Historical event cards</p> <p>Resource T – Burial ground image</p> <p>Resource U – Living graph</p> <p>Resource V – Card set</p> <p>Links:</p> <p>Report from the Historical Association - Teaching Emotive and Controversial History http://www.history.org.uk/resources/primary_guide_780_53.html</p> <p>Assessment Opportunities:</p> <p>There are peer assessment opportunities through preparation and presentation for group work.</p> <p>Additional notes for teachers:</p>
Key Processes	Curriculum Opportunities			
<p>History:</p> <p>2.1 – Historical Enquiry</p> <p>2.2 – Using evidence</p>	<p>History:</p> <p>4 a, c, e</p>			

			<p>Once the discussion is complete, reveal the correct dates using the details below and reposition cards into the correct order, explaining the links between events as you go along:</p> <ul style="list-style-type: none">• 1914 -1918 – First World War• 1924 - The new Turkish Republic abolished the Ottoman Caliphate (title of Khalifa)• 1939 -1945 – During the Second World War Muhammad Ali Jinnah, leader of the Muslim League in British India demanded a separate state of Pakistan to safeguard Muslims on independence.• 1947 - The British partitioned their Indian Empire into two independent states, India (mostly Hindu) and Pakistan (mostly Muslim). Horrific scenes of mutual ethnic cleansing and slaughter resulted and a bitter war between the two new states over Kashmir ensued.• 1960's - Thousands of Muslim Pakistani families came to live and work in Britain.• 1965 – India and Pakistan fought against each other in a second war.• 1971 – Bangladesh seceded from Pakistan and India defeated the Pakistanis in a third war.• 1989 – Salman Rushdie's novel, "The Satanic Verses" was perceived by many Muslims as an attack on Islam. Protests galvanised British Muslims and arguably this year marked a developing sense of the importance of Muslim identity among Muslims who had previously identified themselves by their migrant roots e.g. Pakistanis, Bangladeshis etc.	
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			<ul style="list-style-type: none"> • 2006-present- British forces in the campaign against the Taliban include Muslim soldiers. • 2003-2009 – British forces in Iraq included Muslim soldiers. • 2005 – A tiny group of suicide bombers kill over a hundred people in London on July 7th. They claim to be defending Islam. <p>Reference might be made to displayed maps or spreads in textbooks to illustrate some of the events covered. The aim is to set some kind of international chronological framework for the history of the Horsell Common burial ground since 1918, rather than dealing with particular events in great depth. It is an opportunity to reinforce prior learning and anticipate future content bringing the module into the present.</p> <p>Next explain that pupils will see what happened to the Horsell Common burial ground in Woking from 1918 and decide what that tells us about attitudes towards the site and the Muslim soldiers buried there.</p> <p>Display resource T which shows a photograph of the site before the graves were removed after vandalism in 1969, and photographs of the site today. Issue pairs or groups with an enlarged copy of the living graph (resource U) and resource V, a set of cards clarifying what happened to the burial ground and Muslim soldiers graves since 1918.</p> <p>Ask pairs/groups to lay the cards along the timeline of the graph in chronological order, reading them out as they do so. Explain that the vertical axis represents the kinds of attitudes possible, ranging from very positive through indifference to very negative. Ask groups to use the information on the cards to plot the following:</p>	
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			<ol style="list-style-type: none">1. The attitude of the British government since 1918 towards the Horsell Common Muslim burial ground itself.2. The attitude of the British government since 1918 towards the graves of the Muslim soldiers.3. The attitude of local Woking people since 1918 towards the Horsell Common Muslim burial ground itself.4. The attitude of local Woking people towards the graves of the Muslim soldiers since 1918. <p>Use different coloured pens to plot the ups and downs of the changing attitudes over time.</p> <p>Plenary: Invite pairs/groups to share their versions of the living graph, discussing each attitude in turn. 1969 will probably emerge as a turning point in attitudes.</p>	
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Lesson 6: Restoration and Remembrance - What does the First World War reveal about attitudes towards Muslims who fought for Britain?

Key Concepts	Range and Content	Key questions and ideas	Teaching and learning activities	Resources
<p>History:</p> <p>1.2 - Cultural, ethnic and religious diversity</p> <p>1.5 - Significance</p> <p>1.6 - Interpretation</p>	<p>History:</p> <p>3 c, f, g, h, i, j</p>	<p>Year 9 pupils will answer the enquiry question:</p> <p>“How might the Horsell Common burial ground be restored?”</p> <p>They will design a restoration of the monument from given criteria and participate in a ‘Dragon’s Den’ style presentation.</p>	<p>Starter:</p> <p>Restoration and Remembrance; <u>How might the Horsell Common burial ground be restored?</u></p> <p>Display the photographs of the Horsell Common burial ground today found in Resource W (all images © Andrew Wrenn), and in groups ask pupils to discuss how it might be restored. For example:</p> <ul style="list-style-type: none"> • Should there be a building in the middle with an exhibition? • Should the graves be reinstated from Brookwood Military Cemetery? • Should there be a monument or statue? • What should any notices say? <p>Take suggestions and transfer them onto a mind map for later reference.</p> <p>Main Activities:</p> <p>Explain the fictional scenario that the Heritage Lottery Fund may agree to finance a restoration of the Horsell Common burial ground. Three groups have expressed an interest in managing the restoration:</p> <ul style="list-style-type: none"> • The National Trust • The Undivided India Ex-Servicemen’s Association (a group of British Indian Army veterans and their supporters) • Islamic Heritage (a fictional body of British Muslims). <p>The class will be divided into groups who will play the role of the creative team of design companies, commissioned by one of the three groups already listed to come up with proposals for a restoration scheme according to agreed criteria. Resource X outlines the position of each body.</p>	<p>Resource W – Modern images of Horsell Common Burial Ground Images 1-5 Images 6-10 Images 11-15 Images 16-19</p> <p>Resource X – Design Pitches</p> <p>Resource Y – Photographs of Muslim Soldiers Headstones</p>
Key Processes	Curriculum Opportunities			Assessment Opportunities:
				There are peer assessment opportunities through preparation and presentation of group work. The culminating outcome could also contribute to ongoing formative assessment.
<p>History:</p> <p>2.1 – Historical Enquiry</p> <p>2.2 – Using evidence</p> <p>2.3 – Communicating about the past</p>	<p>History:</p> <p>4 a, c, d, e</p>			Additional notes for teachers:

			<p>The Heritage Lottery Fund has given some guidance about the general requirements for the site. Any proposal:</p> <ol style="list-style-type: none"> I. Must restore the original walls and gateway of the Burial Ground using the same kind of building materials. II. Must retain the four fully grown trees within the walls which were originally planted. III. Must include some kind of display explaining the history and importance of the site today. IV. Cannot involve moving the original graves back from Brookwood Military Cemetery. <p>The creative teams will be given one design brief to develop and can decide how best to present their ideas, for example:</p> <ul style="list-style-type: none"> • As a powerpoint • As a virtual design using software • As a model or a combination of these. <p>Each team must also include a side of A4 which explains part of the history of the site from the point of view of the group they have been given to represent and will be a mock up of a display panel. The page may include original sources or photographs (including resource Y photographs of the Muslim soldiers headstones from Brookwood Military Cemetery) from this enquiry and must be clear about the colours, font type, symbols and logos to be used e.g. groups pitching for the National Trust may well want to research how the Trust presents itself online, groups representing the Undivided India Ex-Servicemen's Association might want to include symbols of Hinduism and Sikhism as well as those of Islam, groups representing Islamic Heritage might research Islamic geometric designs to include in their display.</p> <p>Important Note: Resource X recommends three links for pupil research about Muslims in Britain in relation to the design pitch on behalf of Islamic Heritage. It would be best to upload these onto the school system. A general web search might lead pupils to extremist or highly partisan sites.</p>	
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			<p>Plenary: Each creative team presents their proposals to the class in the style of 'Dragon's Den' and the teacher chairs questioning of each team after their presentation. The class finally vote on what they think is the winning proposal. Compare the completed proposals to the original suggestions on the mind map. Discuss how these are different to what was actually created in teams. Lastly reveal that the 1990's appeal proposed the creation of an Islamic garden in the space with plants chosen to do with the history of Islam.</p>	
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