

Who Do We Think We Are?

Module Overview and Plan:

Muslim Tommies

What does the First World War reveal about attitudes towards Muslims who fought for Britain?

Key Stage 3

Module Title: Muslim Tommies - *What does the First World War reveal about attitudes towards Muslims who fought for Britain?*

Learning Objectives

- To speculate on the potential impact of an historical declaration on a range of contemporaries (in this case that of Ottoman Khalifa Mehmed V's declaration of Jihad on the attitudes of Turkish Indian Muslim and British Muslim soldiers in 1914).
- To reach a reasoned conclusion from analysis of a range of original sources (in this case what sources from "The Islamic Review" reveal about British Muslim attitudes during the First World War).
- To reach a reasoned conclusion from analysis of a range of original sources (in this case what Indian Muslim soldier's letters reveal about their attitudes during the First World War).
- To reach a reasoned, historical conclusion through structuring a narrative drawn from a range of sources and interpretations (in this case about British attitudes from the story of the treatment of wounded Indian Muslim soldiers hospitalised in Brighton).
- To track a range of attitudes across time towards a historical site (in this case the attitudes of the British government and local people in Woking towards the Horsell Common Burial Ground and Muslim graves).
- To understand that a historic site can be interpreted and presented in different ways (in this case the Horsell Common Burial Ground).

Key Questions

- Why did the Muslim khalifa declare Jihad against Britain in 1914?
- What does 'The Islamic Review' reveal about the attitudes of British Muslims during the First World War?
- What do Indian Muslim soldiers letters from the First World War reveal about their attitudes?
- What does the treatment of wounded Muslim soldiers in Britain reveal about British attitudes?
- What does the neglect of the Horsell Common Burial Ground reveal about changing attitudes since 1918?
- How might the Horsell Common Burial Ground be restored?

Lesson name	Learning Objectives	Key questions	Learning outcomes	Key vocabulary	Resources within module	Links to key concepts and processes
<p>1. George V vs Mehmed V -</p> <p>Why did the Muslim Khalifa declare jihad against Britain in 1914?</p>	<p>* To speculate on the potential impact of an historical declaration on a range of contemporaries (in this case that of Ottoman Khalifa Mehmed V's declaration of Jihad on the attitudes of Turkish Indian muslim and british muslim soldiers in 1914).</p>	<p>* Why did the Muslim Khalifa declare Jihad against Britain in 1914?</p>	<p>* To have analysed the Fatwah (declaration) of Jihad as an original source.</p> <p>* To have understood Turkey's role in the alliance system and the outbreak of the First World War.</p> <p>* To have speculated how 3 types of soldier might have responded to the Fatwah.</p>	<p>Tugra</p> <p>Sultan</p> <p>Khalifa</p> <p>Mehmed V</p> <p>Kaiser</p> <p>Fatwah</p> <p>Jihad</p>	<p>Glossary of terms</p> <p>Resource A-images of the Tugra (Islamic emblem) of Mehmed V, pictures of Mehmed V, George V and William II</p> <p>Resource B-Simplified text of the Fatwah 1914</p> <p>Resource C-original translation of the Fatwah 1914</p> <p>Teacher's Notes – Ottoman Empire</p>	<p><u>Key Stage 3 History</u></p> <p><i>Key concepts:</i> 1.2 - Cultural, ethnic and religious diversity</p> <p><i>Key processes:</i> 2.2 - Using evidence</p>
<p>2. For the King – Emperor.</p> <p>What does “The Islamic Review” reveal about the attitude of British Muslims during the First World War?</p>	<p>* To reach a reasoned conclusion from analysis of a range of original sources (in this case what sources from “The Islamic Review” reveal about British Muslim attitudes during the First World War).</p>	<p>* What does “The Islamic Review” reveal about the attitudes of British Muslims during the First World War?</p>	<p>* To have understood the international links of Woking Mosque before and during the First World War.</p> <p>* To have analysed original source material from “The Islamic Review”.</p> <p>* To have drawn conclusions about British Muslim attitudes from the sources.</p>	<p>Mosque Khwaja Kamalud-Din</p> <p>Gurdwara</p> <p>Begum Shah Jehan</p>	<p>Resource D – a 1916 photograph of a British Muslim family</p> <p>Resource E – a modern photograph of Woking Mosque</p> <p>Resource F – a 1916 photograph of three British Muslim soldiers</p> <p>Resource G – extracts from “The Islamic Review” 1915-1916</p>	<p><u>Key Stage 3 History</u></p> <p><i>Key concepts:</i> 1.1b - Chronological understanding 1.2 - Cultural, ethnic and religious diversity</p> <p><i>Key Processes:</i> 2.1 - Historical enquiry 2.2 - Using evidence</p>
<p>3. For Sirkar and Izzat.</p>	<p>* To reach a reasoned conclusion from analysis of a range of</p>	<p>* What do Indian Muslim soldier's letters from the First</p>	<p>* To have analysed a British source for how Muslim soldiers were</p>	<p>Sirkar</p> <p>Izzat</p>	<p>Resource H – a portrait of Khudadad Khan VC</p>	<p><u>Key Stage 3 History</u></p> <p><i>Key Concepts:</i></p>

<p>What do Indian Muslim soldier's letters from the First World War reveal about their attitudes?</p>	<p>original sources (in this case what Indian Muslim soldier's letters reveal about their attitudes during the First World War).</p>	<p>World War reveal about their attitudes?</p>	<p>appealed to in the First World War.</p> <ul style="list-style-type: none"> * To have understood that Indian Muslim soldiers fought for the British Empire in the First World War. * To have analysed a range of their letters. * To have drawn conclusions about their attitudes from these letters. 		<p>Resource I – a layer of inference frame</p> <p>Resource J - Orders of the day for the Indian Expeditionary Force, Oct 10 1914</p> <p>Resource K – an account of how Khan won his V.C.</p> <p>Resource L – Archive of original letters sent and received by Indian Muslim soldiers 1914-1918</p>	<p>1.1b - Chronological understanding 1.2 - Cultural, ethnic and religious diversity</p> <p><i>Key Processes:</i> 2.1 - Historical enquiry 2.2 - Using evidence</p>
<p>4. From East to West for the Motherland.</p> <p>What does the treatment of wounded Muslim soldiers in Britain reveal about British attitudes?</p>	<p>* To reach a reasoned, historical conclusion through structuring a narrative drawn from a range of sources and interpretations (in this case about British attitudes from the story of the treatment of wounded Indian Muslim soldiers hospitalised in Brighton).</p>	<p>* What does the treatment of wounded Muslim soldiers in Britain reveal about British attitudes?</p>	<p>* To have read and understood sources and interpretations explaining the hospitalisation of wounded Indian Muslim soldiers in the Brighton Pavilion.</p> <p>* To have co-constructed a presentation about this from the sources and interpretations.</p> <p>* To have reached a reasoned historical conclusion.</p>	<p>Brighton Pavilion</p>	<p>Resource M – images of Brighton Pavilion, the Taj Mahal and a turnip</p> <p>Resource N – letters from wounded Indian soldiers</p> <p>Resource O – a local historians account</p> <p>Resource P -account of burials at Woking Mosque</p> <p>Resource Q– a later newspaper interview with a veteran.</p>	<p><u>Key Stage 3 History</u></p> <p><i>Key concepts</i> 1.1b - Chronological understanding 1.2 - Cultural, ethnic and religious diversity 1.4 - Cause and consequence</p> <p><i>Key Processes</i> 2.1 - Historical enquiry 2.2 - Using evidence 2.3 - Communicating about the past.</p>
<p>5. Common ground.</p> <p>What does the neglect of the Horsell Common Burial Ground reveal about changing</p>	<p>* To track a range of attitudes across time towards a historical site (in this case the attitudes of the British government and local people in Woking</p>	<p>* What does the neglect of the Horsell Common Burial Ground reveal about changing attitudes since 1918?</p>	<p>* To have understood aspects of wider chronology since 1918.</p> <p>* To have completed a living graph, making</p>	<p>Partition</p> <p>Pakistan</p> <p>Bangladesh</p>	<p>Resource R – images of a standard British World War One headstone and an Indian Muslim one.</p>	<p><u>Key Stage 3 History</u></p> <p><i>Key Concepts</i> 1.1 - Chronological understanding 1.2 - Cultural, ethnic and religious diversity</p>

<p>attitudes since 1918?</p>	<p>towards the Horsell Common Burial Ground and Muslim graves).</p>		<p>judgements about the attitudes of the British government and local people in Woking towards the Horsell Common Burial Ground and Muslim graves since 1918.</p>		<p>Resource S – a set of cards referring to wider events since 1918</p> <p>Resource T – pre 1969 photograph of the Burial Ground</p> <p>Resource U – a living graph</p> <p>Resource V – a card sort relating events at Horsell Common Burial Ground since 1918</p>	<p>1.3 - Change and continuity</p> <p><i>Key Processes</i> 2.1 - Historical enquiry 2.2 - Communicating about the past.</p>
<p>6. Restoration and Remembrance.</p> <p>How might the Horsell Common Burial Ground be restored?</p>	<p>* To understand that a historic site can be interpreted and presented in different ways (in this case the Horsell Common Burial Ground).</p>	<p>* How might the Horsell Common Burial Ground be restored?</p>	<p>To have co-designed a proposal for the restoration of the Horsell Common Burial Ground, according to particular criteria.</p> <p>To have selected and rejected evidence and material appropriate to the criteria.</p> <p>To have co-presented the proposal to their peers.</p>		<p>Resource W – photographs of the Horsell Common Burial Ground 2009 Images 1-5, 6-10, 11-15 & 16-19.</p> <p>Resource X – criteria for design of proposals.</p> <p>Resource Y – photographs of Muslim headstones from Brookwood Military Cemetery 2009.</p>	<p><u>Key Stage 3 History</u></p> <p><i>Key Concepts</i> 1.2 - Cultural, ethnic and religious diversity 1.5 - Significance 1.6 - Interpretation</p> <p><i>Key Processes</i> 2.1 - Historical enquiry 2.2 - Using evidence 2.3 - Communicating about the past.</p>

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