

This Unit's Essential Questions:

- 1) What were the political, economic and social causes of WWI?
- 2) What were the physical and psychological effects of trench warfare on the soldiers?
- 3) What events broke the stalemate and allowed the Allies to prove victorious? Why did the U.S. enter the war?
- 4) What were the political and economic effects of the War and the Treaty of Versailles?

**Study Guide**
Unit One
The Causes and Consequences of the First World War
 From *belle époque* to Wall Street Crash (1890-1929)
1. Why am I studying this topic?**Politically...**

- World War One precipitated the collapse of World Empires, and the creation of several brand new countries. It turned the USA into a superpower, and gave birth to the USSR. It sowed the seeds of Nazism, which in turn led directly to the horrors of World War Two and the Holocaust. These events in turn lie behind the Cold War and the Middle East Conflict.
- Simply put, World War One was perhaps the defining historical experience of the 20th Century.

Socially...

- The human tragedy of the Great War of 1914-18 is beyond comprehension. Great Britain and her Empire lost over 1,000,000 combatants; France, 1,300,000; Russia, 1,700,000; Germany and its allies, 3,500,000. Losses in life per day of the war exceeded 5,500. 5% of all casualties were civilians.
- Yet at the same time World War One had some positive social effects. Many long-held, traditional values were overturned during this painfully intense period of activity and reflection. Sexual equality, votes for all, freedom of speech and expression and many other principles which we now take for granted emerged in their present form as a direct result of the war.

2. What will I learn about?**1. Causes: Why did the war break out?**

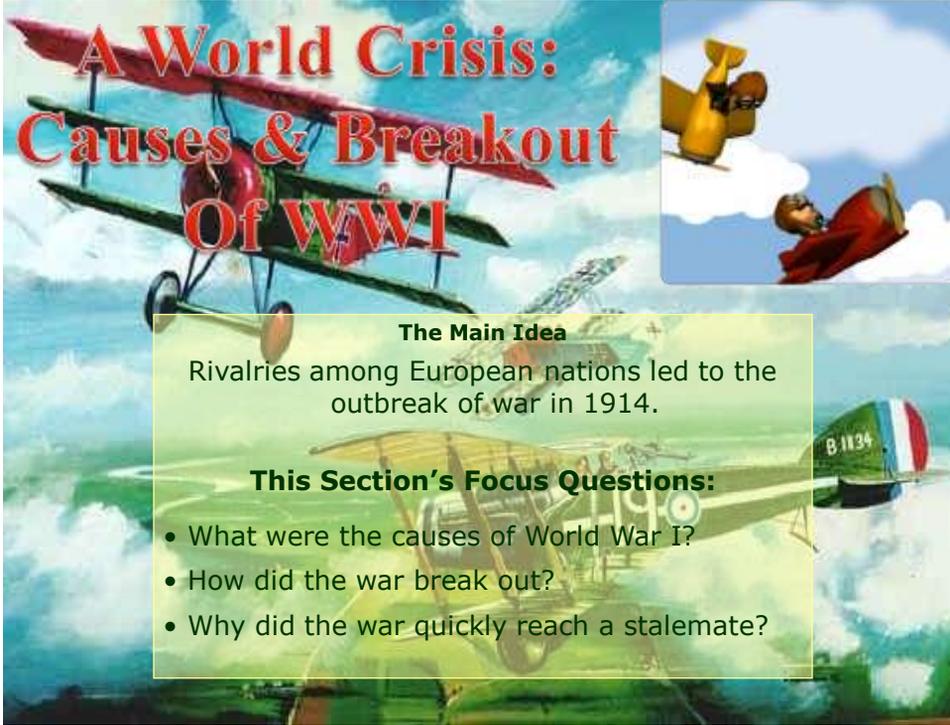
- The Assassination at Sarajevo and the "July Crisis"
- Serb Nationalism
- The Alliance System
- Colonial and Economic Rivalry
- The Arms Race

2. Course: What was it like to live through this war?

- A chronology of 1914-18
- Strategy and tactics in the 'unexpected' war
- The experience of soldiers: Life in the Trenches

3. Consequence: What were the results of this war?

- Political Impact: The peace treaties
- Social Impact: The experience of civilians
- International Impact: The League of Nations to 1929
- Economic Impact: The Wall Street Crash: causes and consequences

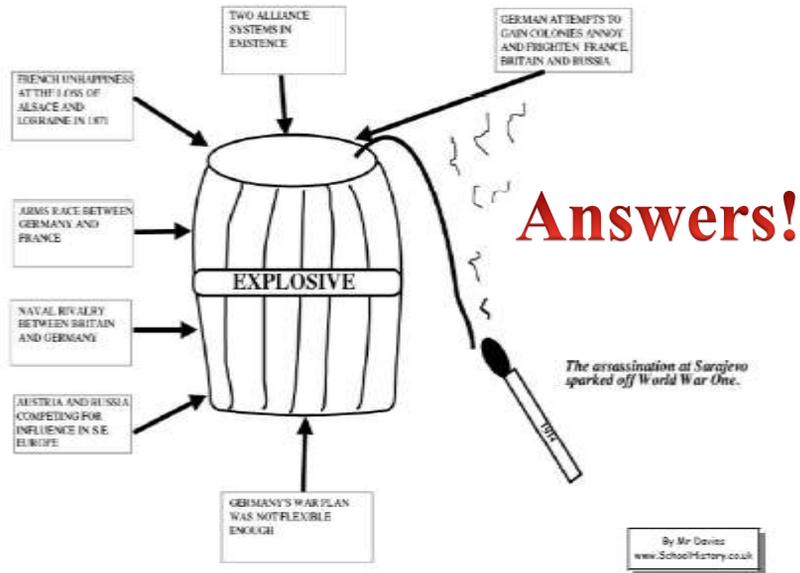


Explosive material for World War I

Directions:
The metaphor of the “powder keg” refers to the causes of WWI . Read the worksheet “Causes of World War One.” For each box, list a cause of WWI. For the match, list the one event that “sparked” the outbreak of the war!

Student's Name: _____
Period #: _____

Explosive material for World War I

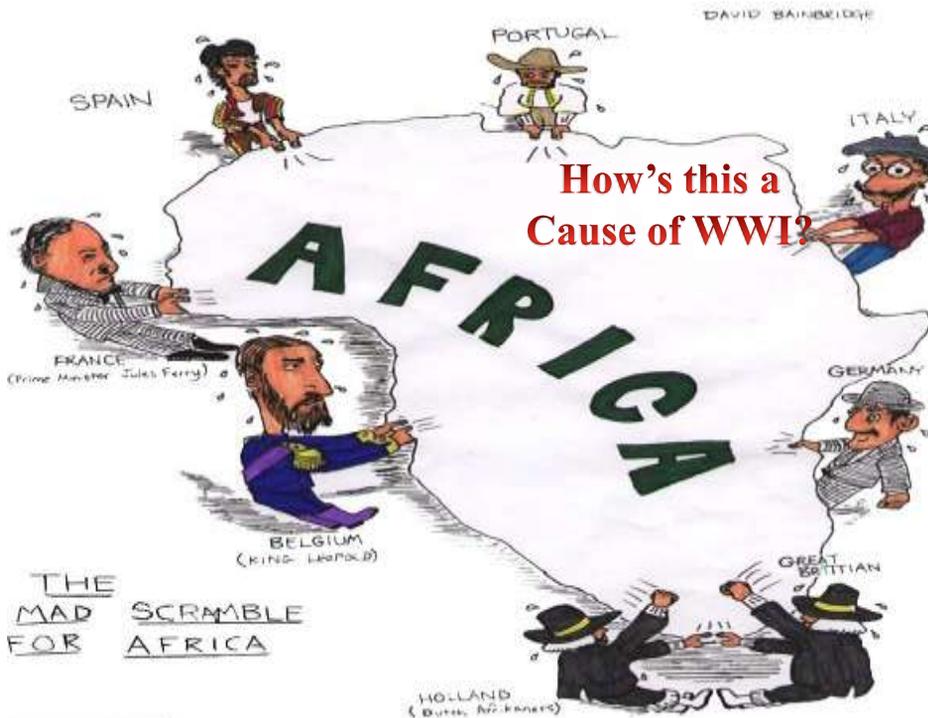
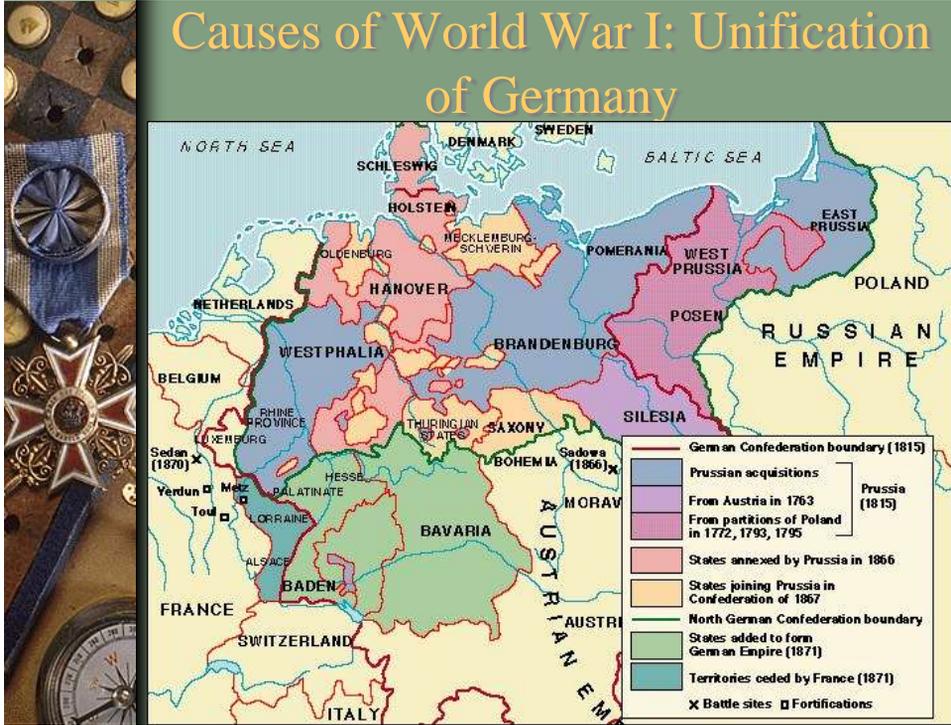


The Causes of WW1

Write these down!

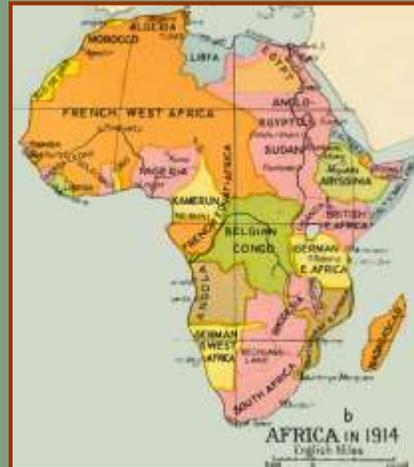
- 1) Militarism
- 2) Unification of Germany
- 3) Alliances
- 4) Imperialism
- 5) New Technologies
- 6) Nationalism

Causes of World War I: Unification of Germany



Causes of World War I: Imperialism

- Before 1914 European nations were engaged in a struggle to obtain overseas colonies.
- Many nations took part in what became known as the "Scramble for Africa".
- Such imperial contests for power increased tensions between European nations



Colonial Disputes

- **Kaiser William II** — leader of Germany--was jealous of the colonial empires of France and Britain.
- In 1905 and 1911, German claims over Morocco raised international tension.
- The inability to resolve these claims made the possibility of war more likely.



Kaiser William II

Causes of WWI: Nationalism Vs. Imperialism Vs. Militarism

Nationalism

- Extreme pride people feel for their country
- Struggle for power was visible in the Balkans, a European region with many ethnic groups.
- The Ottoman Empire that ruled the Balkans was falling apart.
- Austria-Hungary saw this and began to annex provinces.
- The Slavs wanted to revolt, and Russia promised protection.

Imperialism

- Other nations were also trying to expand, and this quest for colonial empires is known as imperialism.
- Late 1800s: Britain and France already had large empires.
- German emperor, Kaiser Wilhelm II, wanted colonies for Germany.
- He created a stronger military to start colonizing.

Militarism

- The policy of military preparedness
- Germany built a strong navy to rival Britain's
- Germany enlarged, bought latest weapons.
- German army officials drew up war plans like the Schlieffen Plan, which called for attacks on several countries.
- Britain, France, and Russia began to prepare, too.



Causes of World War I: Militarism

- Germany was competing with the UK to build battleships.
- The British feared an attack on their Empire



Militarism

- Germany was competing with Russia and France to expand their armies

	1880	1914
• Germany	1.3m	5.0m
• France	0.73m	4.0m
• Russia	0.40m	1.2m



Causes of World War I: Nationalism

- Nations wanted to assert their power and independence.
- In Europe Slavs, aided by Serbia and Russia, wanted to be free of Austrian rule.



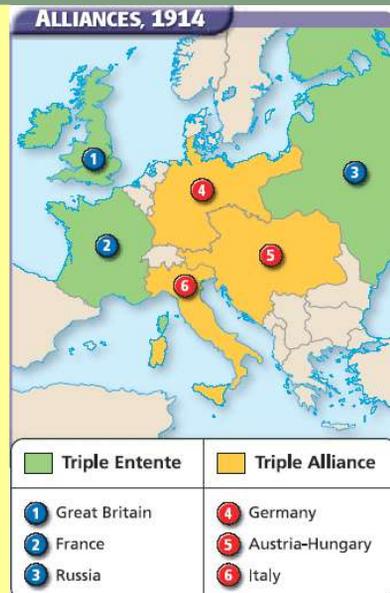
Serbia's
national
flag

Causes of WWI: Alliances



Alliances

- Nations formed **alliances**--or partnerships--for protection.
- Alliances were formed to maintain peace but would lead directly to war.
- **Triple Alliance**—Germany’s military alliance with Austria-Hungary and Italy.
- **Triple Entente**--Great Britain’s alliance with France and Russia.
- Some European leaders believed that these alliances created a **balance of power**--each nation had equal strength, therefore decreasing the chance of war.



European Alliances


1879
The Dual Alliance
 Germany and Austria-Hungary make an alliance to protect themselves from Russia.


1881
Austro-Serbian Alliance
 Austria-Hungary makes an alliance with Serbia to prevent Russia gaining control of Serbia.


1882
The Triple Alliance
 Germany and Austria-Hungary make an alliance with Italy to stop Italy taking sides with Russia.


1894
Franco-Russian Alliance
 Russia allied with France to protect herself from Austria-Hungary and Germany.


1904
Entente Cordiale
 This was an agreement but not a formal alliance between Britain and France.


1907
The Anglo-Russian Entente
 Britain and Russia ended their differences with this alliance.


1907
The Triple Entente
 This alliance between Britain, France and Russia was made because of worsening relations between Germany and Russia and Germany and Britain.



 *European Alliances on the Eve of World War I. Alliance systems divided Europe into two great blocs with few countries remaining neutral.*

Helpful Memory Aide for some of the Causes of WWI

The MAIN causes

Militarism
Alliances
Imperialism
Nationalism

GLOSSARY	Alliances - agreements or promises to defend and help another country.	GLOSSARY
	Imperialism - trying to build up an Empire.	
	Empire - where a powerful country controls several less powerful countries.	
	Militarism - building up armed forces, getting ready for war.	
	Nationalism - having pride in your country, willing to defend it.	



Archduke Francis Ferdinand

Austria-Hungary (assassinated)



King George V

Great Britain



Emperor Franz Joseph

Austria-Hungary



Czar Nicholas II

Russia



Kaiser Wilhelm II

Germany



President Woodrow Wilson

United States

WORLD LEADERS OF WWI

Write these down & memorize!

The Major Players in the Coming Crisis



Franz-Josef
Leader of Austria-Hungary



Kaiser Wilhelm II
Leader of Germany



Czar Nicholas II
Leader of Russia

Kaiser Wilhelm II

- Built up German army and navy
- Aggressive foreign policy
- Determined to make Germany a top nation.
- Distrusted by other powers



“Germany must have its place in the sun”
“The world belongs to the strong.”

The Crisis in Bosnia

- On 28 June 1914, Heir to Austrian throne **Franz Ferdinand** visits Sarajevo, capital of Bosnia, which was recently grabbed by Austria.
- Hotbed of Slav nationalism



Seal of the
Black Hand
group



Inevitability of war?

- June 28, 1914 **Archduke Francis Ferdinand of Austria** and his wife **Sophia** are assassinated by terrorist **Gavrilo Princip** of the Black Hand
- July 5, 1914 Germany issues A-H "blank check"
 - pledging military assistance if A-H goes to war against Russia
- July 23, 1914 Austria issues Serbia an ultimatum



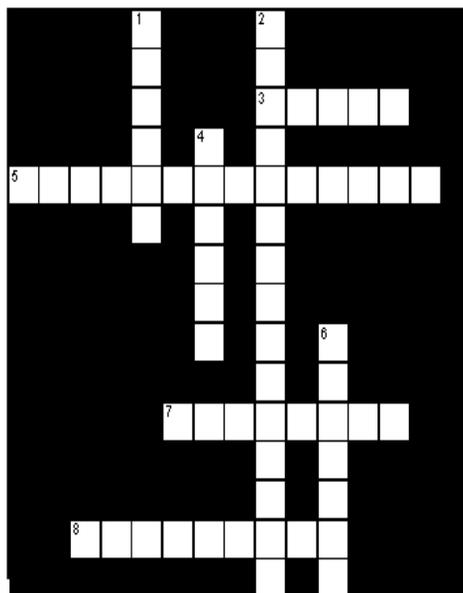
Ferdinand

Princip

Funeral for Ferdinand & Sofia

Assassination of Franz Ferdinand 28th June 1914	
	Franz Ferdinand, aged 51, was heir to the Austro-Hungarian Empire. He was married to Sophie Chotek von Chotek and had three children. Franz Ferdinand was, however, very unpopular because he had made it clear that once he became Emperor he would make changes.
This map, of the Austro-Hungarian Empire in 1914, shows that Bosnia/ Herzegovina was controlled by Austria. Austria had annexed (taken by force) Bosnia in 1908, a move that was not popular with the Bosnian people.	
<p>Franz Ferdinand decided to visit Sarajevo, the capital of Bosnia and Herzegovina, 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.</p> <p>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.</p> <p>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.</p>	
	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 Sophie in the stomach, she died almost instantly. The second shot hit the Archduke in the neck. He died a short while later.
The bodies of Franz Ferdinand and his wife Sophie.	
	Gavrilo Princip was not executed because he was under 20 years, but was sentenced to twenty years in prison. He died of TB in 1918.

Assassination of Franz Ferdinand Crossword



Across

- 3 Number of terrorists stationed along the route (5)
- 5 Terrorist who fired the fatal shots (7,7)
- 7 Franz Ferdinand was inspecting troops in this city (8)
- 8 Terrorist group responsible for the assassination (5,4)

Down

- 1 Christian name of Franz Ferdinand's wife (6)
- 2 Franz Ferdinand was heir to this empire (6-9)
- 4 Country annexed by Austria-Hungary in 1908 (6)
- 6 Thrown by a terrorist at the car along the route (7)



ASSIGNMENT IN PREPARATION OF OUR UPCOMING CONFERENCE:

- **COMPLETE:** “Long Term Causes of the First World War.”
- **Note:** Don’t complete page 6.

The July Crisis: Can you stop the Great War?

“The lamps are going out all over Europe. We shall not see them lit again in our lifetime.” Sir Edward Grey

On June 28, 1914, Archduke Franz Ferdinand, the heir to the Austro-Hungarian Empire, was assassinated while visiting Sarajevo in Bosnia-Herzegovina by Serbian nationalist Gavrilo Princip, a member of the Black Hand society. The Austrian government blamed Serbia for harboring terrorists and sent the Serbian government an ultimatum with which that country found it impossible to comply. This set into a motion series of alliances. During the month July, European diplomats debated whether to engage in a war to obtain certain long sought goals, colonies, and justify a huge military buildup. By the end of July all of Europe was poised on the edge of war.

TELEGRAM

RECEIVED: 30 JULY, 1914

THE NATIONS OF EUROPE ARE ON THE VERGE OF WAR WHICH WILL INVOLVE US ALL STOP THIS WAR CAN BE PREVENTED STOP WE URGE ALL DELEGATIONS TO ATTEND THE PEACE CONFERENCE CONVENING IN BRUSSELS STOP

ARRANGEMENTS HAVE BEEN MADE FOR YOUR DELEGATION TO MEET IN BRUSSELS ON JULY 31, 1914 STOP IN ORDER TO EXPEDITE THIS CONFERENCE, IT IS IMPERATIVE THAT YOU PREPARE THE FOLLOWING PRESENTATION FOR THE OTHER DELEGATES STOP

1. BACKGROUND INFORMATION ABOUT YOUR COUNTRY INCLUDING A MAP, BRIEF HISTORY, AND ALLIANCES STOP

2. LONG TERM REASONS EXPLAINING WHY YOU MAY FEEL FORCED INTO WAR STOP

3. RECENT OR SHORT TERM EVENTS IN THE PAST MONTH THAT YOU FEEL ARE FORCING YOUR COUNTRY INTO WAR STOP

4. YOU SHOULD ALSO OUTLINE YOUR PEACE PROPOSAL WHICH YOU WILL AUGMENT AFTER THE OTHER DELEGATIONS MAKE THEIR PRESENTATIONS STOP

MINISTER OF FOREIGN RELATIONS
KINGDOM OF BELGIUM

Task

The date is July 30, 1914 and the situation is critical when you receive the boye telegram. You are a diplomat for one of the countries involved in the origins of World War I. Austria-Hungary has already declared war on Serbia after receiving reassurance from Germany of full support. Because of the alliance system, this war is not destined to remain a small, regional flare up. Russia and Germany are about to declare war because the Russian army has been mobilized at the German border. Germany has plans to attack France through neutral Belgium, and Great Britain has sworn to protect Belgium's neutrality. Belgium is trying to make one last effort to bring the interested countries together to avoid war.

Step 1: Your team is a diplomatic advisory group representing one of the following:

Austro-Hungarian Empire, Germany, France, Great Britain, Russia, Italy, and Ottoman Empire. Each country's team of diplomats will meet in neutral Belgium on July 31, 1914. In order to prepare for the peace conference, you and your team must research and make an oral presentation with visuals on the following topics as stated in the telegram:

- Background about your country including: a brief history, geographic location, alliances, leaders, and colonial possessions. Include some large printouts of historical photos to display during the peace conference in order to visually identify important leaders and locations in your country.
- Long term reasons explaining why your country is willing to risk going to war (events more than a year ago)
- Short term reasons explaining why your country is willing to risk going to war (events within the last year)

All students should take notes on these three topics: background, long term reasons, and short term reasons in their journals.

Step 2: After your group has made a presentation representing your country's point of view on these topics and studied the information given by the other countries, you will prepare and present a proposal to prevent the war. Take into account all that you have learned from the presentations of other countries, analyze the historical maps provided, and try to formulate an agreement that will prevent the war by presenting a valid compromise. This proposal should obtain for your country what it really wants and make some concessions to other countries.

Step 3: If your country has presented its peace proposal, the class will divide up into large groups with at least one representative from each country in each group. In these new peace negotiation groups, start by voting on the proposals from each country. Because some countries are more powerful than others, some countries will receive more votes: Germany (3), Great Britain (3), France (2), Russia (2), Serbia (1), Ottoman Empire (1), Austro-Hungarian Empire (2), Italy (1). Any country may abstain from voting. Modify the proposal with the most votes until you reach a consensus. If you do not reach a consensus, you will write out a declaration of war stating the reasons why you are going to war.

Good place for research: www.firstworldwar.com



The "July Crisis" Spirals Out of Control

- Austro-Hungarian officials learned that the Serbian government had supplied the assassins with bombs and weapons.
- Because Russia had vowed to protect Serbia, Russia's army began to mobilize.
- Germany, allied with Austria-Hungary, declared war on Russia and France, Russia's ally.
- Germany followed the **Schlieffen Plan** --Germany's military plan to defeat France and Russia by crossing into neutral Belgium
- This brought Belgium and its ally, Great Britain, into the conflict.

"Demands must be put to Serbia that would be wholly impossible for them to accept ..."



Count Berchtold
Austrian Prime Minister.

The Schlieffen Plan's Destructive Nature

- “Knock out blow” aimed at France first.
- Avoid French defences by invasion of Belgium.
- Germans thought Britain would not intervene.



Why did Britain get involved?

- Britain had **Ententes** with France and Russia.
 - Only “friendly agreements” but French and Russians were given impression Britain would fight.
- The Schlieffen Plan



Sir Edward Grey
British Foreign Secretary
... “There’s some devilry
going on in Berlin”

Britain's Entry—More Reasons

- 1838- UK had signed a **Treaty** to protect Belgium.
- Britain also scared of Germany controlling **Channel ports**.
- Did not want **Germany** to defeat France and **dominate Europe**. Britain next?
- UK issued **ultimatum** to Germany to withdraw troops from Belgium.



The inevitability of war? The Alliance System at work.

- July 28, 1914 A-H declares war on Serbia
- July 29, 1914 Serbia's ally Russia orders full mobilization of its troops
- August 1, 1914 Germany, Austria's ally, declares war on Russia
- August 2, 1914 Germany demands Belgium declare access to German troops as part of the Schlieffen Plan to invade France





“Belgium is a country, not a road”

- King Albert I of Belgium denied permission to the Germans
- August 2, 1914 Germany declared war on France.
- August 4, 1914 Germans invade Belgium and march on Paris. Great Britain declares war on Germany to protect Belgian neutrality. 8 nations with 17 million soldiers are at war.

Color photo of Belgian troops carrying their FN Mauser Model 1889 rifles. (Color photography was invented around 1900, so WWI color photos are rare but exist!)

The July Crisis: Can you stop the Great War?

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Assignment: Can you

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MINISTER OF FOREIGN RELATIONS
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The Process

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Today's Plans!

Today's instructions:

Part I: We will read through several documents about each of your assigned countries. This will help your prepare your assigned country's position in relation to who caused WWI.

- **Part II:** Then, I will give you some time to research and work on your 5-8 slide PowerPoint presentations.
- An excellent research site:

<http://www.firstworldwar.com/>

Who was responsible for World War One?

- Each person in the class will be given a number (1-5). Your task is as follows:
- 1. To frame three prosecution questions against a particular country, in this order:
 - Examples (in this case, against France):
 - Is it not fair to argue that you had humiliated Germany in the Moroccan Crisis?
 - Is it not true that your alliance with Russia forced Germany to develop the Schlieffen Plan?
- 2. For each question, have evidence to back up your point.
- 3. In the lesson itself, each group will decide on its best three questions. They will then be written into the table. Then, each group will be told which country they will defend, and frame / present responses to the questions formulated by someone else.

Use for the Debate!

	A. "Guilty!": Questions	B. "Not Guilty!": Responses
<p>1. Russia</p>  <p>Tsar Nicholas II</p>	<p>1.</p> <p>2.</p> <p>3.</p>	<p>1.</p> <p>2.</p> <p>3.</p>
<p>2. France</p>  <p>Rene Viviani</p>	<p>1.</p> <p>2.</p> <p>3.</p>	<p>1.</p> <p>2.</p> <p>3.</p>
<p>3. Britain</p>  <p>HH Asquith</p>	<p>1.</p> <p>2.</p> <p>3.</p>	<p>1.</p> <p>2.</p> <p>3.</p>  

Worksheet by RJ Tarr at www.activehistory.co.uk / 2

	A. "Guilty!": Questions	B. "Not Guilty!": Responses
<p>4. Germany</p>  <p>Kaiser Wilhelm II</p>	<p>1.</p> <p>2.</p> <p>3.</p>	<p>1.</p> <p>2.</p> <p>3.</p>
<p>5. Austro-Hungary</p>  <p>Emperor Franz Josef</p>	<p>1.</p> <p>2.</p> <p>3.</p>	<p>1.</p> <p>2.</p> <p>3.</p>
<p>6. Serbia / Bosnia</p>  <p>King Alexander I of Serbia</p>	<p>1.</p> <p>2.</p> <p>3.</p>	<p>1.</p> <p>2.</p> <p>3.</p>

Question
 1. From this evidence, who do you think was most responsible for the outbreak of World War One? Explain your answer.
 TIP: Remember to try to demonstrate how they all contributed, but it depends when / how you look at it...



Focus:

- 1) Important battles, like Somme and the Battles of the Marne
- 2) Naval Battles
- 3) Air Battles
- 4) New technologies & Weapons

Tank Attack: Second Battle of the Marne





TWO SIDES OF WWI



ALLIES

- Great Britain
- France
- Russia
- Serbia
- Belgium
- U.S. (later)



CENTRAL POWERS

- Germany
- Austria-Hungary
- Bulgaria
- Turkey






The alliances of Europe in 1914

	Allies
	Central Powers
	Neutral throughout war



Found at www.SchoolHistory.co.uk



Title your map: "The World before World War I" Using the map provided, mark and color as outlined below:

Locate and label the Allies and Associates in WWI. Color all the countries in this group yellow.

Britain (England, Scotland, & Wales) and the rest of its empire in 1914; and label London, England, Dublin, Ireland, Glasgow, Scotland and Edinburgh, Scotland, Ulster, Northern Ireland, Belfast, Northern Ireland
France and its colonies in 1914, Paris, Lyon, Marseilles; Corsica
Russian empire

Locate and label the Central Powers in WWI. Color them light brown.

Austria-Hungary and label Vienna, Budapest
Germany and its colonies; and label Berlin, Bonn, Hamburg, Munich; Ruhr Valley
Bulgaria

Locate and label these countries that came to the Allies after the beginning of World War I. Color them orange.

Italy including Sardinia and Sicily; and label Milan, Rome, Venice, Florence, Vatican City
~~Japan~~
~~United States of America~~

Locate and label the neutral countries in WWI. Color them green.

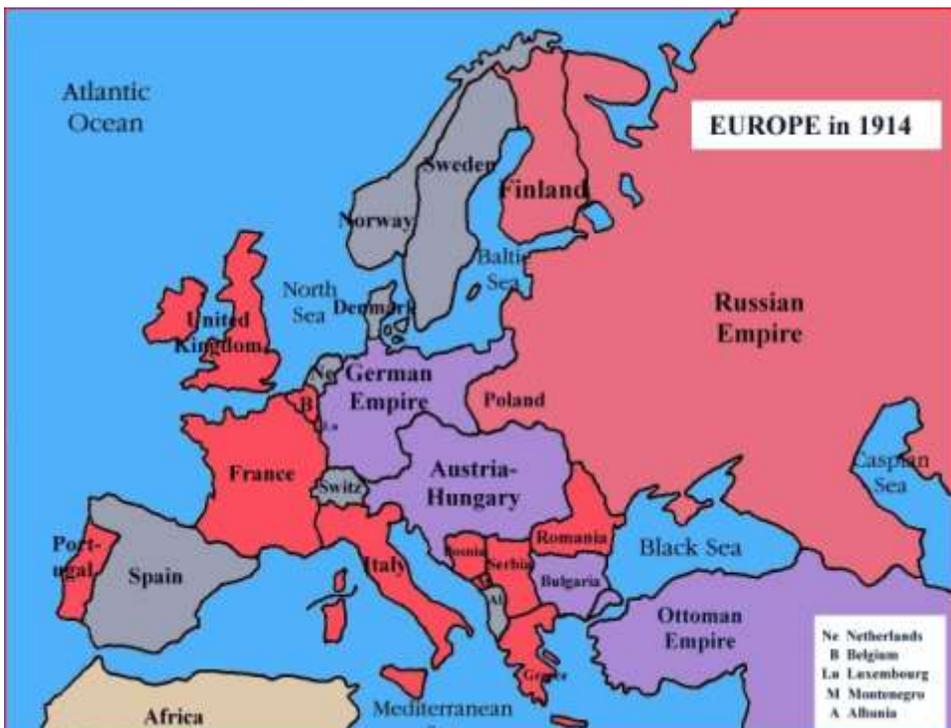
Switzerland
Sweden and label Stockholm
Spain and label Madrid
Denmark and label Copenhagen
Norway and label Oslo
Netherlands and label Amsterdam, Rotterdam, The Hague
Finland and label Helsinki
Belgium and label Brussels

Locate and label these bodies of water. Color them blue.

Atlantic Ocean
Irish Sea
North Sea
English Channel
Bay of Biscay
Strait of Dover
Seine River
Rhône River

Locate and mark with a mountain symbol, and label:

Alps
Mont Blanc
Apennines
Himalayas





1914 - 1915 Illusions about War

- “Fatal attraction of war”
 - Exhilarating release from every day life
 - A glorious adventure
 - War would rid the nations of selfishness
 - Spark a national re-birth based on heroism
- Many Europeans were excited about war
 - “Defend yourself against the aggressors”
 - Domestic differences were put aside



1914 - 1915 Illusions about War

Many believed War would last a few weeks

- Ignored the length and brutality of the American Civil War (prototype to World War I)

Belief that Modern industrial war could not be conducted for more than a few months

“Home by Christmas”



Think! Why did soldiers join the War?

2. Look at Sources B and C. What do we learn about the reasons why men volunteered to fight in 1914 from these two sources?

Source B

We had been brought up to believe that Britain was the best country in the world and we wanted to defend her. ...we wanted to show the Germans what we could do.

From: Private George Morgan, 1st Bradford Pals, interviewed after the war

Source C

I was quite empty-headed and bored to tears with shop life. The chaps round about started to go, so I said, 'I'm going'. Well it was gonna be a change. Most volunteers went to get away from their environment.

The view of a recruit on why he joined up to fight in 1914.

New Weapons of War

Poisonous Gas

- German military scientists experimented with gas as a weapon.
- Gas in battle was risky: Soldiers didn't know how much to use, and wind changes could backfire the gas.
- Then Germans threw canisters of gas into the Allies' trenches.
- Many regretted using gas, but British and French forces began using it too, to keep things even.

Tanks

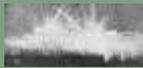
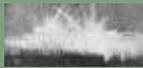
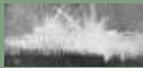
- When soldiers began to carry gas masks, they still faced a stalemate.
- British forces soon developed armored tanks to move into no-man's-land.
- These tanks had limited success because many got stuck in the mud.
- Germans soon found ways to destroy the tanks with artillery fire.

Airplanes

- Both sides used planes to map and to attack trenches from above.
- Planes first dropped bricks and heavy objects on enemy troops.
- Soon they mounted guns and bombs on planes.
- Skilled pilots sought in air battles called dogfights.
- The German Red Baron downed 80 Allied planes, until he was shot down.



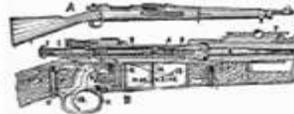
NEW WEAPONS OF WWI

- TANKS – BRITISH 
- FLAME THROWER – GERMANS 
- U-BOATS (UNTERSEEBOOTEN) 
- AIRPLANES 
- GAS
 - POISON 
 - MUSTARD 
- MACHINE GUNS 
- TANK TRAPS 
- NEW WAY TO FIGHT – TRENCH WARFARE 
- MINES 

First World War Weapons

During World War One, a wide variety of weapons were used:

The main weapon used by British soldiers in the trenches was the **bolt-action rifle**. 15 rounds could be fired in a minute and a person 1,400 metres away could be killed.



Machine guns needed 4-6 men to work them and had to be on a flat surface. They had the fire-power of 100 guns.

Large field guns (**artillery**) had a long range and could deliver devastating blows to the enemy but needed up to 12 men to work them. They fired **shells** which exploded on impact.

The German army were the first to use **chlorine gas** at the battle of Ypres in 1915. Chlorine gas causes a burning sensation in the throat and chest pains. Death is painful – you suffocate! The problem with chlorine gas is that the weather must be right.

Mustard gas was the most deadly weapon used. It was fired into the trenches in shells. It is colourless and takes 12 hours to take effect. Effects include – blistering skin, vomiting, sore eyes, internal and external bleeding. Death can take up to 5 weeks.

The **Zeppelin**, also known as blimp, was an airship that was used during the early part of the war in bombing raids by the Germans. They carried machine guns and bombs. However, they were abandoned because they were easy to shoot out of the sky.



Tanks were used for the first time in the First World War. They were developed to cope with the conditions on the Western Front. The first tank was called 'Little Willie' and needed a crew of 3. Its maximum speed was 3mph and it could not cross trenches.

The more modern tank was not developed until just before the end of the war. It could carry 10 men, had a revolving turret and could reach 4mph.

Planes were also used for the first time. At first they were used to deliver bombs and for spying work but became fighter aircraft armed with machine guns, bombs and some times canons. Fights between two planes in the sky became known as 'dogfights'



Torpedoes were used by submarines. The Germans used torpedoes to blow up ships carrying supplies from America to Britain.

The Germans torpedoed the passenger liner Lusitania on May 1st 1915 which sank with a loss of 1,195 lives. Americans were outraged and joined the war in 1917 on the side of the allies.

Air War



Richtoffen



Fokker Dr I

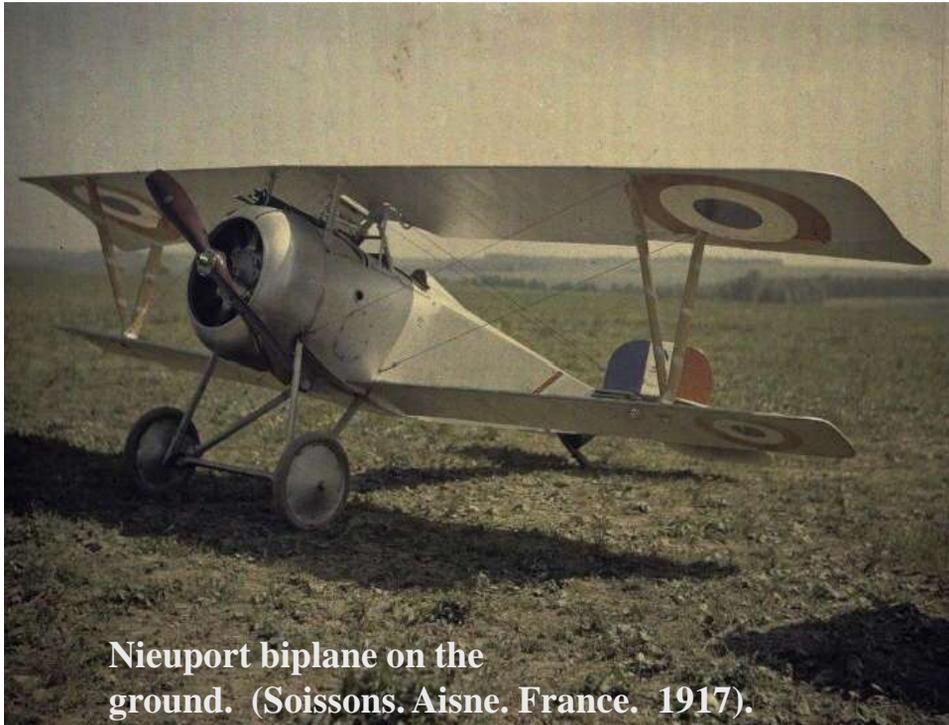


Rickenbacker



Spad 13

The Red Baron

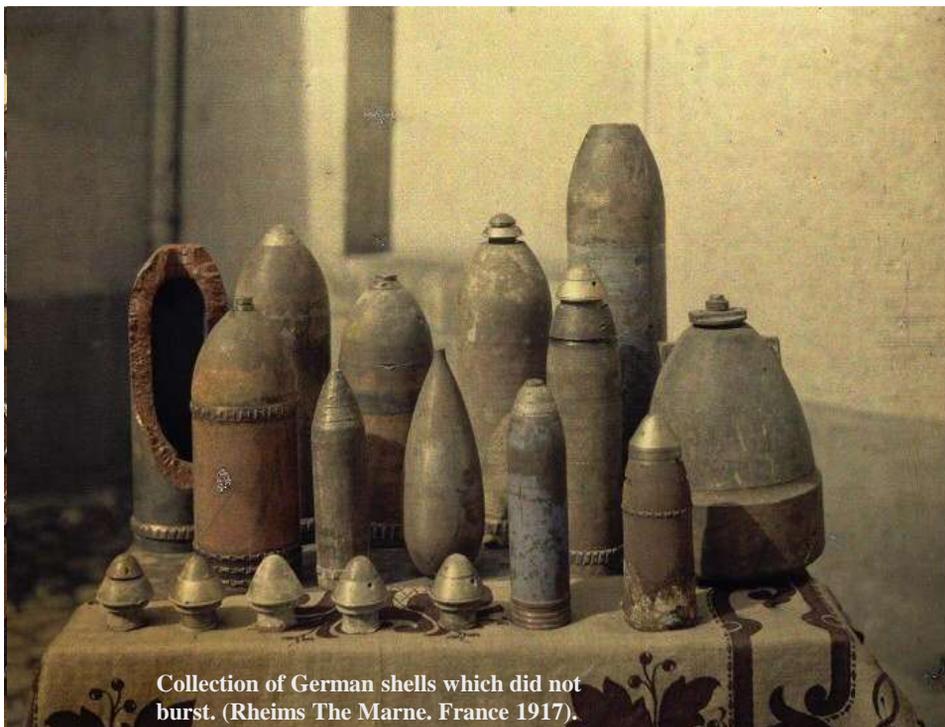


Nieuport biplane on the ground. (Soissons. Aisne. France. 1917).



The New Deadly Weapons of War

Bucy-le-Long, section of gunners, 4 soldiers in ruins, pulling. Bucy-le-Long, district of Soissons. (Soissons. Aisne. France. 1917).



Collection of German shells which did not burst. (Rheims The Marne. France 1917).

Think! Which source best reveal the horrors of the new technology of poison gas?

5. Look at Sources E, F and G. If you wanted to find out what a German gas attack was like for British troops, which Source would be more useful?

Source E

Those nearer still to the trenches north of Ypres saw two curious wraiths of greenish-yellow fog creep forward, spread until they became one and then, moving forward, change to a blue-white mist. ...Soon, officers behind the British front ... were startled to see a torrent of terrified humanity pouring backward.

From: *History of the First World War*, by Basil Liddell-Hart, 1970.

Source F

Plainly something terrible was happening. What was it? Officers, and Staff officers too, stood gazing at the scene, awe-struck and dumbfounded; for in the northerly breeze there came a pungent nauseating smell that tickled the throat and made our eyes smart. One man came stumbling through our lines. An officer ...(said) 'What's the matter, you ...lot of cowards?'

From: Anthony R Hossack, *Queen Victoria Rifles*, 1915.

Source G

A knife pain in the lungs and the coughing up of a greenish froth of the stomach and the lungs, finally resulting in death.

From: Lance Sergeant Elmer Cotton, 1915





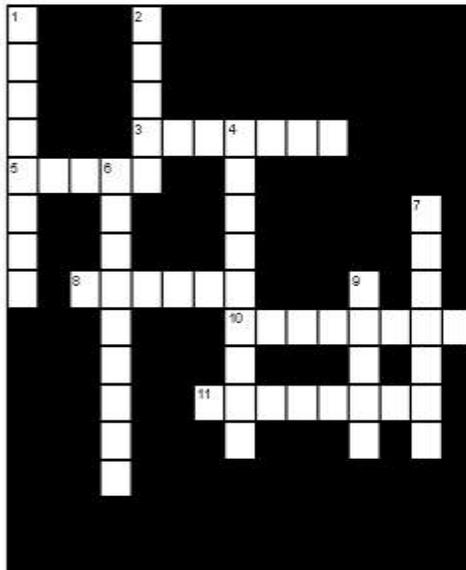
Read the article “First World War: Weapons” and then do the following:

THINGS TO DO

- 1) Make notes about the main types of weapons used in WWI.
- 2) What is artillery?
- 3) Why do you think that the bayonet became an old-fashioned weapon during this war?
- 4) Why do you think that machine-gunner crews were more likely to be killed by the enemy than footsoldiers, if they were captured?
- 5) What are chlorine and mustard gas?
- 6) Why would chlorine need certain weather conditions?
- 7) Draw an illustration to show:
 - (a) the smell of the gas,
 - (b) the effects on the soldiers,
 - (c) how long it took to take effect,
 - (d) how long it took to die,
 - (e) when they were first used in battle and
 - (f) the problems with using it.
- 8) What is a Zeppelin?
- 9) Why do you think they were easy targets?
- 10) Why were tanks unsuccessful war machines in WWI?
- 11) How did this war change the way men fought in battle?
- 12) Draw a table listing the weapons that were used in the 1914-1918 war. How have weapons/war machines changed?



World War One – Weapons - Crossword



Across

- 3 This colourless gas is deadly (7)
- 5 Used by all soldiers in World War One (5)
- 8 Name of the first tank little _____ (6)
- 10 A fight between two planes (8)
- 11 Also known as Blimp (8)

Down

- 1 This gas was first used at Ypres in 1915 (8)
- 2 Tanks were first used at this battle (5)
- 4 These weapons were used by submarines (9)
- 6 This American liner was blown up (9)
- 7 This gun needed 4 - 6 men to work it (7)
- 9 This type of gun fired shells (5)

History Close-Up

Fighting in the Trenches

Protected by rows of barbed wire, sandbags, and armed soldiers, trenches were very difficult to capture. Neither side could advance on the Western Front without losing thousands of men in the attack.

Highly mobile machine guns could quickly fire one gun into another line.

Medical officers worked in the trenches during battles and bomb attacks to help the soldiers through their hardships.

Gas masks protected eyes, noses, and throats from gas attacks.

Soldiers could better understand the enemy trenches and attack plans for the enemy.

Soldiers had good visibility and could see the enemy.

Trenches needed constant care, the area between opposing lines to attack the enemy, but there they were expected to remain.

These lines provided the soldiers with a place to rest.

What was Trench Warfare?

Skills Focus: INTERPRETING DIAGRAMS

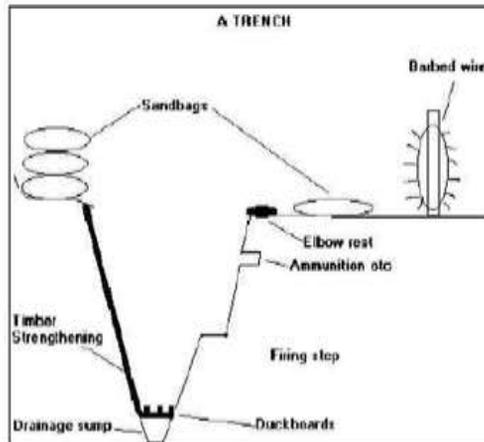
Learning Objectives:

- Drawing Conclusions:** What were the military tactics of the trench system? What soldiers' needs were met in the trenches?
- Making Inferences:** How do you think soldiers' morale would have been after they spent months in the trenches? Explain your reasoning. See Skills Handbook, p. 878.



Trench Warfare in World War I

By Mr Davies



Reasons for Trenches

Both sides soon found that they could stop an enemy attack by digging trenches and setting up machine guns. Trenches soon became a permanent feature of warfare and the trench lines changed little in three and a half years. Sandbags protected the soldiers from bullets and shrapnel. Barbed wire was set up to delay any enemy advance. The ground between the trench lines became pock-marked with shell craters. The British developed the tank to destroy machine gun positions, cross rough ground and go through belts of barbed wire.



STALEMATE —battles in which no army advances or wins. Lasts from November 1914 to spring 1917!

Over 500,000 men are killed in the Western Front, while the lines changed little, less than 10 miles in either direction.



Think! Is this source about the trenches useful?

3. Look at Source D. How useful is this Source for someone studying what life was like for soldiers in the Trenches? Explain your answer.

Source D

I sat on the latrine box and patiently counted 103 lice on my clothes and body. God how I hate the little lobsters.

From: A Abraham, a soldier on the Western Front.



Soldiers in World War I

By Mr Davies

DIFFERENT UNITS TO WHICH A SOLDIER BELONGED

- A section under a lance-corporal - of about 15
- A platoon under a subaltern - of about 60
- A company under a captain - of about 250
- A battalion under a major - of about 1,000
- A regiment under a colonel - of about 2,000
- A brigade under a brigadier - of about 4,000
- A division under a major general - of about 12,000
- A Corps under a lieutenant-general - of about 50,000
- An army under a general - of about 200,000



DIVISION

This was the largest self-contained unit that moved about as a single unit. A moving division occupied about 18 miles of road.

COMPANY

Each week the captain signed the man's paybook. Company N.C.Os. detailed parades, ration parties and jobs (fatigues).



WWI Soldier's Equipment

Use this information sheet to make notes on the type of equipment that a soldier used in the trenches on the Western Front and also carried into battle with him during WWI. These notes will be useful for your trench letter.



When a British soldier went 'over the top' to attack the enemy he had to carry all of this equipment through the mud, barbed wires and crater holes made by mines. They had to make sure that they did not get shot at the same time.



TRENCH ASSIGNMENTS:

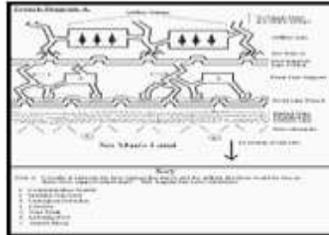
- COMPLETE:
- 1) “The Trenches”
- 2) “Trench Rats”
- 3) “Body Lice”
- 4) “Trench Foot”
- 5) “A Letter from the Trenches”



The Trenches

1. Read the following extract from ‘German Deserter’s War Experience’ then list words to describe what it was like to be in a trench in World War One.

It was dark, and it rained and rained. From all directions one heard in the darkness the wounded calling, crying, and moaning. The wounded we had with us were likewise moaning and crying. All wanted to have their wounds dressed, but we had no more bandages. We tore off pieces of our dirty shirts and placed the rags on those sickening wounds. Men were dying one after the other. There were no doctors, no bandages, we had nothing whatever. You had to help the wounded and keep the French off at the same time. It was an unbearable, impossible state of things. It rained harder and harder. We were wet to our skins. We fired blindly into the darkness. The rolling fire of rifles increased, then died away, then increased again. We sappers were placed among the infantry. My neighbour gave me a dig in the ribs.”

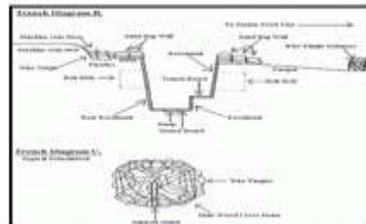


2. Look at diagram A. Examine it and answer the following questions.

- a. What links the front line and support trenches?
- b. Why are blocks placed in trenches?
- c. Why are machine-guns placed just behind the front line? Why are they so close to the bunkers?
- d. Why is there wire between the front trench and the machine-guns?
- e. Look at the barbed wire in No-Man’s Land that is at angles to the front trench and also look at the position of the machine-guns. Why is the wire at such an angle?

3.

- a. What prevents bullets striking a soldier’s chest when he is on the trench board (fire step)?
- b. What is the purpose of the sump? What was normally placed over it?
- c. Barbed wire entanglements were often 40 yards (36m) from the front trench. Considering the types of weapons used on the Western Front, what would be their main defensive function?



Source A: Punch, 1916**Source B: Stuart Dolden, 1920**

The outstanding feature of the trenches was the extraordinary number of rats. The area was infested with them. It was impossible to keep them out of the dugouts. They grew fat on the food that they pilfered from us, and anything they could pick up in or around the trenches; they were bloated and loathsome to look at. Some were nearly as big as cats. We were filled with an instinctive hatred of them, because however one tried to put the thought of one's mind, one could not help feeling that they fed on the dead.

Trench Rats!

**Source C: George Coppard, *With A Machine Gun to Cambrai* (1969)**

Rats bred by the tens of thousands and lived on the fat of the land. When we were sleeping in funk holes the things ran over us, played about, copulated and fouled our scraps of food, their young squeaking incessantly. There was no proper system of waste disposal in trench life. Empty tins of all kinds were flung away over the top on both sides of the trench. Millions of tins were thus available for all the rats in France and Belgium in hundreds of miles of trenches. During brief moments of quiet at night, one could hear a continuous rattle of tins moving against each other. The rats were turning them over. What happened to the rats under heavy shell-fire was a mystery, but their powers of survival kept place with each new weapon, including poison gas.

Source D: Richard Beasley, interviewed in 1993.

If you left your food the rats would soon grab it. Those rats were fearless. Sometimes we would shoot the filthy swines. But you would be put on a charge for wasting ammo, if the sergeant caught you.

Source E: Frank Laird writing after the war.

Sometimes the men amused themselves by baiting the ends of their rifles with pieces of bacon in order to have a shot at them at close quarters.

Activities

1. Why were there so many Trench Rats during the First World War?
2. How big could the Trench Rats grow?
3. Which part of the body would the rats eat first?
4. Look at Source C. How could you tell if there were rats nearby at night?



By Mr Huggins
www.SchoolHistory.co.uk

Body Lice

Men in the trenches suffered from lice. One soldier writing after the war described them as "pale fawn in colour, and they left blotchy red bite marks all over the body." They also created a sour, stale smell. Various methods were used to remove the lice. A lighted candle was fairly effective but the skill of burning the lice without burning your clothes was only learnt with practice. Where possible the army arranged for the men to have baths in huge vats of hot water while their clothes were being put through delousing machines. Unfortunately, this rarely worked. A fair proportion of the eggs remained in the clothes and within two or three hours of the clothes being put on again a man's body heat had hatched them out.

As well as causing frenzied scratching, lice also carried disease. This was known as pyrexia or trench fever. The first symptoms were shooting pains in the shins and was followed by a very high fever. Although the disease did not kill, it did stop soldiers from fighting and accounted for about 15% of all cases of sickness in the British Army.

Source A: Punch, 1915



Body Lice

Source B: Private George Coppard, *With A Machine Gun to Cambrai* (1969)

A full day's rest allowed us to clean up a bit, and to launch a full scale attack on lice. I sat in a quiet corner of a barn for two hours delousing myself as best I could. We were all at it, for none of us escaped their vile attentions. The tings lay in the seams of trousers, in the deep furrows of long thick woolly pants, and seemed impregnable in their deep entrenchments. A lighted candle applied where they were thickest made them pop like Chinese crackers. After a session of this, my face would be covered with small blood spots from extra big fellows which had popped too vigorously. Lice hunting was called 'charring'. In parcels from home it was usual to receive a tin of supposedly death-dealing powder or pomade, but the lice thrived on the stuff.

Source C: Private Stuart Dolden wrote about his experiences in the trenches after the war.

We had to sleep fully dressed, of course, this was very uncomfortable with the pressure of ammunition on one's chest restricted breathing; furthermore, when a little warmth was obtained the vermin used to get busy, and for some unexplained reason they always seemed to get lively in the portion of one's back, that lay underneath the belt and was the most inaccessible spot. The only way to obtain relief was to get out of the dugout, put a rifle barrel between the belt and rub up and down like a donkey at a gatepost. This stopped it for a bit, but as soon as one got back into the dugout, and was getting reasonably warm so would the little brutes get going again.

Activities

1. Why were body lice such a problem for the soldiers in the trenches?
2. What did the army do to try and stop the soldiers getting lice? Did it work?
3. Look at Sources B & C. What steps did the soldiers take to try and stop the lice causing them discomfort?
4. Look at Source A. Explain why the cartoon of the British Officer before he set off for the front was so different to cartoon of him after three weeks in the trenches.





(1) After the war, Captain G. H. Impey, 7th Battalion, Royal Sussex Regiment, wrote about his experiences of trench life.

The trenches were wet and cold and at this time some of them did not have duckboards and dug-outs. The battalion lived in mud and water. Altogether about 200 men were evacuated for trench feet and rheumatism. Gum boots were provided for the troops in the most exposed positions. Trench feet was still a new ailment and the provision of dry socks was vitally important. Part of the trench was reserved for men to go two at a time, at least once a day, and rub each other's feet with grease.

Activities:

1. What caused Trench Foot?
2. Describe how you would know if you had Trench Foot.
3. What steps did the army take to make sure soldiers didn't catch Trench Foot?



Life in the Trenches



The trench, when we reached it, was half full of mud and water. We set to work to try and drain it. Our efforts were hampered by the fact that the French, who had first occupied it, had buried their dead in the bottom and sides. Every stroke of the pick encountered a body. The smell was awful. *Private Pollard*

The stench of the dead bodies now is awful as they have been exposed to the sun for several days, many have swollen and burst. The trench is full of other occupants, things with lots of legs, also swarms of rats. *Sergeant A Vine*

No washing or shaving here, and the demands of nature answered as quickly as possible in the handiest and deepest shell-hole. *Guy Chapman*

The other one said to me "Chas, I am going home to my wife and kids. I'll be some use to them as a cripple, but none at all dead! I am starving here, and so are they at home, we may as well starve together." With that he fired a shot through his boot. When the medics got his boot off, two of his toes and a lot of his foot had gone. But the injuring seemed to get out of it was quite common. *Charles Young*



The other soldiers in the hut took their shirts off after tea. They were catching lice. We had never seen a louse before, but they were here in droves. The men were killing them between their nails. *Henry Gregory*

All we lived on was tea and dog biscuits. If we got meat once a week we were lucky, but imagine trying to eat standing in a trench full of water with the smell of dead bodies nearby. *Richard Beasley*

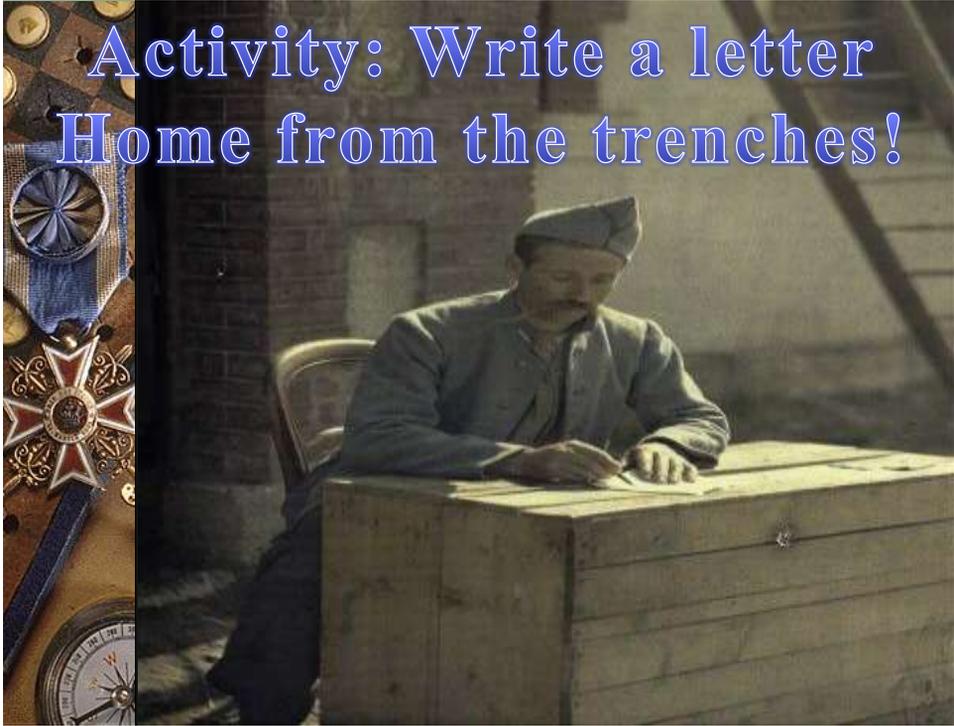
If you have never had trench feet described to you, I will tell you. Your feet swell to two or three times their normal size and go completely dead. You could stick a bayonet into them and not feel a thing. If you are fortunate enough not to lose your feet and the swelling begins to go down. It is then that the intolerable, indescribable agony begins. I have heard men cry and even scream with the pain and many had to have their feet and legs amputated. *Sergeant Harry Roberts*

Activity

Imagine that you are a soldier fighting in the trenches. Write a letter home describing the conditions in the trenches.



These feet have trench foot and frostbite caused by standing for hours in a freezing waterlogged trench. To avoid this condition soldiers were told to change their socks regularly, wear waterproof footwear or gumboots and cover their feet with whale oil.



Activity: Write a letter Home from the trenches!



A Letter from the Trenches

Imagine you are a young soldier sent to fight on the Western Front during World War One.

Describe your experiences in the trenches in a letter to your parents. You should include all of the following words in your letter. Tick them off as you use them.

- Trench
- Dug out
- No Man's Land
- Barbed Wire
- Mud
- Machine Gun
- Lice
- Flies
- Rats
- Smell
- Gas
- Gas mask
- Rifle
- Soldier
- Rations
- Bombing
- Trench Foot

Vocabulary that may be useful - you could look up meanings in a dictionary if you need!		
Awful	Onslaught	Hunger
Barbarous	Stench	Decaying
Groesome	Petrified	Boredom
Horrendous	Disease	Hopeless
Horrific	Blighty	Stale
Terrible	Squalid	Torture

Phrases that you could adapt for your own use:
"I will never forget these terrible conditions ..."
"It was so horrible, I can hardly bring myself to write about it ..."
"So many innocent lives have been lost ..."
"I am so lucky to have survived so far- I will never forget those who died fighting alongside me ..."
"The trench is horrible, but it gives us somewhere to rest ..."

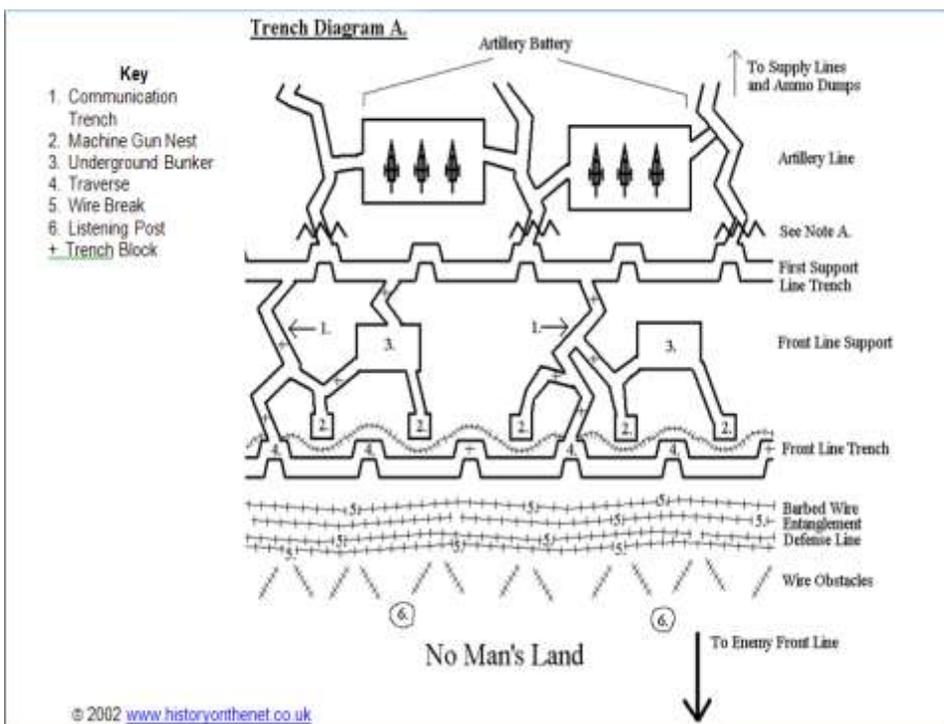
By Miss Boughay www.School-History.co.uk



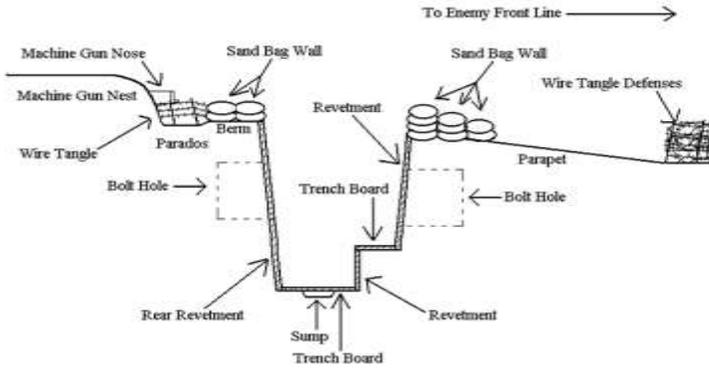
Project: Use Google Sketch Up to recreate the trenches of WWI!

OBJECTIVE: To understand the layout and characteristics of a WWI battlefield. To understand life on the battlefield. To explain why trench warfare often resulted in stalemates and heavy casualties.

- **Directions:**
- 1) Start your research! Go to <http://www.firstworldwar.com/features/trenchlife.htm>
- 2) Working in small groups, you will select one of the following battles: Verdun, Ypres (1st, 2nd or 3rd), the Somme, Tannenberg, Gallipoli
- 3) Using Google Sketch Up, you will build a 3-D computer model of the battlefield and label all major features. Please be as authentic and realistic as possible!
- 4) Using your model, give a presentation to the class, explaining the sites and conditions on the battlefield, as well as the outcome.

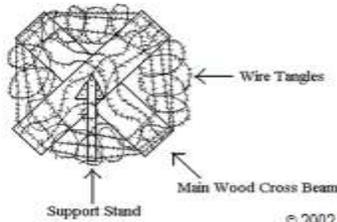


Trench Diagram B.



Trench Diagram C.

Typical Trenchblock



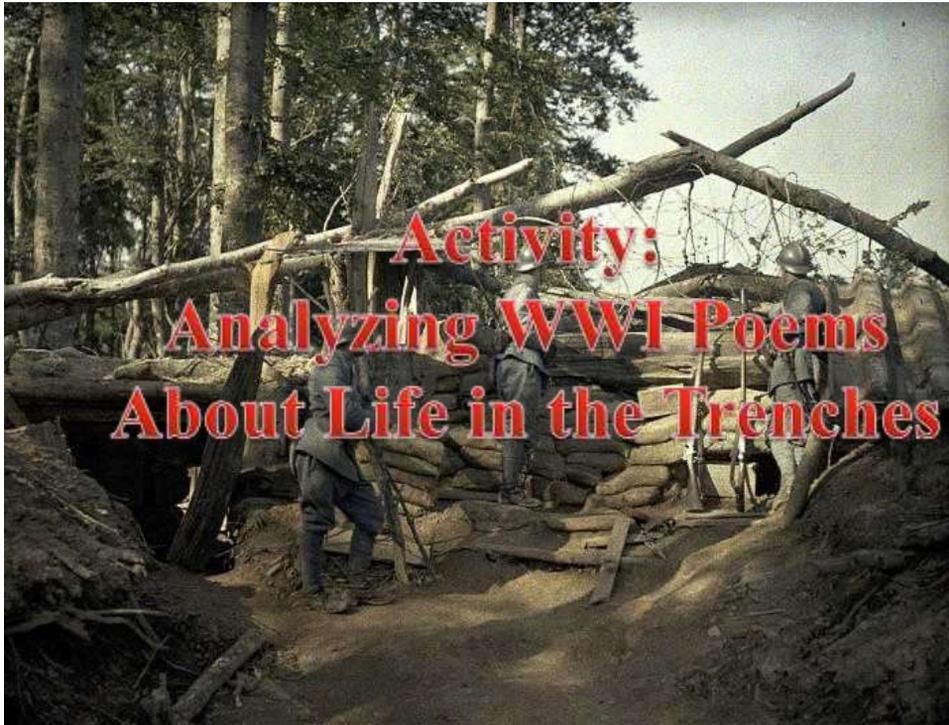
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Trench Definitions

Match the words on the left with the definitions on the right then copy into your glossary.

Communications Trench		A block of barbed wire and wooden obstacles to stop any enemy soldier from advancing through the trench system.
Sandbag		A break in the barbed wire to allow soldiers out into no man's land.
No Man's Land		An underground shelter. Often used for storage.
Sump		A channel at the bottom of the trench to allow water to drain away.
Trench Block		Trenches between the front line trenches and the support trenches, used by messengers to relay messages to the front line and back.
Wire Break		The area between the opposing sides' front lines.
Bunker		A bag filled with sand to protect the trench from flooding and the men from bullets.



**"If I live, I mean to spend the rest of my life
working for perpetual peace. I have seen war and
faced modern artillery and know what an outrage
it is against simple men."**

Tom Kettle, Irish Poet, killed at the Somme 1916





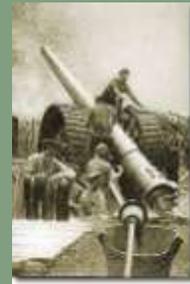
Edward “Bim” Tennant
soldier and poet
 (1897-1916)
Killed at the Somme.



What can poetry reveal about the horrors of trench warfare and the psychological effects on soldiers? Analyze the following poem....



From THE MAD SOLDIER



I dropp'd here three weeks ago, yes ~ I know,
 And it's bitter cold at night, since the fight ~
 I could tell you if I chose ~ no one knows
 Excep' me and four or five, what ain't alive
 I can see them all asleep, three men deep,
 And they're nowhere near a fire ~ but our wire
 Has 'em fast as fast can be. Can't you see
 When the flare goes up? Ssh! Boys; what's that
 noise?

The Mad Soldier continued...



Do you know what these rats eat? Body-meat!
 After you've been down a week, 'an your cheek
 Gets as pale as life, and night seems as white
 As the day, only the rats and their brats
 Seem more hungry when the day's gone away ~
 An' they look as big as bulls, an' they pulls
 Till you almost sort o' shout ~ but the drought
 What you hadn't felt before makes you sore.
 And at times you even think of a drink...

There's a leg across my thighs ~ if my eyes
 Weren't too sore, I'd like to see who it be,
 Wonder if I'd know the bloke if I woke? ~
 Woke? By damn, I'm not asleep ~ there's a heap
 Of us wond'ring why the hell we're not well...
 Leastways I am ~ since I came it's the same
 With the others ~ they don't know what I do,
 Or they wouldn't gape and grin.





It's a sin
 To say that Hell is hot ~ 'cause it's not:
 Mind you, I know very well we're in hell.
 ~ In a twisted hump we lie ~ heaping high
 Yes! an' higher every day. ~ Oh, I say,
 This chap's heavy on my thighs ~ damn his eyes.



WAR POETRY

Many soldiers turned to creative writing as a means of coming to terms with their emotions and experiences during World War One. Read through each of these poems and then answer the questions which follow.

A. Does it Matter? by Siegfried Sassoon, an officer who became increasingly angry about the way that the war was conducted.

DOES it matter?—losing your legs?...
 For people will always be kind,
 And you need not show that you mind
 When the others come in after hunting
 To gobble their muffins and eggs.

Does it matter?—losing your sight?...
 There's such splendid work for the blind;
 And people will always be kind,
 As you sit on the terrace remembering
 And turning your face to the light.

Do they matter?—those dreams from the pit?...
 You can drink and forget and be glad,
 And people won't say that you're mad;
 For they'll know you've fought for your country
 And no one will worry a bit.

B. In Flanders Fields by John McCrae, a medical officer killed at the front in 1918.
 IN Flanders fields the poppies blow
 Between the crosses, row on row,
 That mark our place, and in the sky
 The larks, still bravely singing, fly
 Scarce heard amid the guns below.

We are the Dead. Short days ago
 We lived, felt dawn, saw sunset glow,
 Loved and were loved, and now we lie
 In Flanders fields.

Take up our quarrel with the foe:
 To you from falling hands we throw
 The torch; be yours to hold it high;
 If ye break faith with us who die,
 We shall not sleep, though poppies grow
 In Flanders fields.

C. The Soldier by Rupert Brooke, who died in Greece of blood poisoning on his way to the front for the first time in 1915.

If I should die, think only this of me:
 That there's some corner of a foreign field
 That is for ever England. There shall be
 In that rich earth a richer dust concealed;
 A dust whom England bore, shaped, made aware,
 Gave, once, her flowers to love, her ways to roam,
 A body of England's, breathing English air,
 Washed by the rivers, blest by suns of home.

D. A Working Party (Wilfred Owen)

Three hours ago he stumbled up the trench;
 Now he will never walk that road again:
 He must be carried back, a jolting lump
 Beyond all need of tenderness and care.

He was a young man with a meagre wife
 And two small children in a Midland town;
 He showed their photographs to all his mates,
 And they considered him a decent chap
 Who did his work and hadn't much to say,
 And always laughed at other people's jokes
 Because he hadn't any of his own.

That night when he was busy at his job
 Of piling bags along the parapet,
 He thought how slow he went, stamping his feet
 And blowing on his fingers, pinched with cold.
 He thought of getting back by half-past twelve,
 And tot of rum to send him warm to sleep
 In draughty dug-out frosty with the fumes
 Of coke, and full of snoring weary men.

He pushed another bag along the top,
 Craning his body outward; then a flare
 Gave one white glimpse of No Man's Land and
 wire;
 And as he dropped his head the instant split
 His startled life with lead, and all went out.

E. For the Fallen, by Laurence Binyon. He was in charge of Oriental Paintings at the British Museum during the Great War.
 They went with songs to battle, they were young,
 Straight of limb, true of eye, steady and aglow,
 They were staunch to the end against odds
 uncounted;
 They fell with their boots to the foe.

They shall not grow old as we that are left grow old;
 Age shall not weary them, nor the years condemn.
 At the going down of the sun and in the morning,
 We will remember them.

F. Dulce Et Decorum Est, by Wilfred Owen, an officer killed at the front in 1918.

Gas! Gas! Quick, boys—
 An ecstasy of fumbling,
 Fitting the clumsy helmets just in time;
 But someone still was yelling out and stumbling
 And flound'ring like a man in fire or lime—
 Dim, through the misty panes and thick green light,
 As under a green sea, I saw him drowning. In all my
 dreams, before my helpless sight, He plunges at me,
 guttering, choking, drowning.
 If in some smothering dreams you too could pace
 Behind the wagon that we flung him in,
 And watch the white eyes writhing in his face,
 His hanging face, like a devil's sick of sin;
 If you could hear, at every jolt, the blood
 Come gargling from the froth-compulsed lungs,
 Oiscene as cancer, bitter as the cut
 Of vile, incurable sores on innocent tongues,—
 My friend, you would not tell with such high zest
 To children ardent for some desperate glory,
 The old Lie: Dulce et decorum est Pro patria mori.

G. The Song of The Mud, by Mary Borden, who ran a mobile hospital at the Western Front. This poem was written in 1917.

This is the hymn of the mud—the obscene, the filthy,
 the putrid,
 The vast liquid grave of our armies,
 It has drowned our men,
 Its monstrous distended belly reeks with the
 undigested dead.
 Our men have gone into it, sinking slowly
 And struggling and slowly disappearing.

TASKS:

Your teacher will allocate the poems between the members of the class. Use the poem you have been allocated to answer these questions:

- What is the best word to describe the tone of this poem?
- How does the poet make you feel this way?
- How reliable is your source as evidence of the war?

INDIVIDUAL ASSIGNMENT: ADDITIONAL QUESTIONS ON POEMS OF WORLD WAR I

- 1) Choose another poem from the sheet provided and read it carefully.
- 2) Write down the name of the poem and the poet.
- 3) How does the poem make you feel? Happy, sad, upset, proud...?
- 4) What is happening in the poem?
- 5) What does the poem tell you about the War?
- 6) Evaluate the poem – is it useful? Why?
- Is it biased? How?



Trench Definitions

Match the words on the left with the definitions on the right then copy into your glossary.

Communications
Trench



A block of barbed wire and wooden obstacles to stop any enemy soldier from advancing through the trench system.

Sandbag



A break in the barbed wire to allow soldiers out into no man's land

No Man's Land



An underground shelter. Often used for storage

Sump



A channel at the bottom of the trench to allow water to drain away.

Trench Block



Trenches between the front line trenches and the support trenches, used by messengers to relay messages to the front line and back.

Wire Break



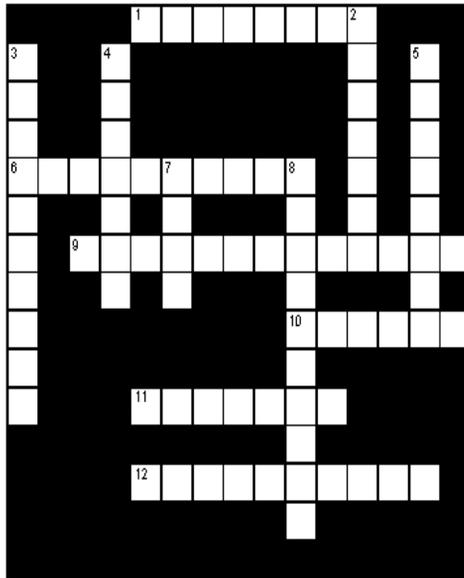
The area between the opposing sides front lines.

Bunker



A bag filled with sand to protect the trench from flooding and the men from bullets.

Trench Crossword



Across

- 1 Get on this to shoot (4,4)
- 6 Area between opposing front lines (2,4,4)
- 9 Trench between front and support trench (1,3)
- 10 Underground storage area (6)
- 11 Used for protection (4,3)
- 12 Cutters needed to get through this defence (6,4)

Down

- 2 The front wall of a trench (7)
- 3 Caused by standing in water (6,4)
- 4 The back wall of a trench (7)
- 5 Trench hiding place (4,4)
- 7 Drainage channel (4)
- 8 Wood at the bottom of the trench (4,6)



Case Study of Trench Warfare: The Battle of Somme (1916)



*"It's a sin
To say that Hell is hot ~
'cause it's not:
Mind you, I know very well
we're in hell."*

*from The Mad Soldier by Edward
Tennant*

- July 1-November 18, 1916

The Battle Somme

British & French offensive. One of the largest trench battles of the war! Casualties:

420,000 British

195,000 French

650,000 German

The British lost 57,000 men on the first day, July 1st.

Battle of the Somme – July – November 1916 – a picture history



1. General Haig – the man who planned the Battle of the Somme

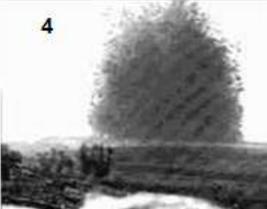


2. The battle line stretched some 25 miles

3. British troops on their way to the Somme. 750,000 men were sent to the Battle of the Somme



4. At 7.20 am 40,000 pounds of explosive was detonated under a German machine gun position at Beaumont Hamel.





6. By the end of the first day 60,000 British soldiers were dead.

5. The bombing had not destroyed the barbed wire.



7. Tanks were first used at the Battle of the Somme



By the end of the battle the British had advanced 8km.

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Battle of Somme Assignment

- **Introductions:** Somme was one of the most important WWI battles featuring trench warfare.
Read: “A Death at the Battle of Somme.”
- **Directions:** Complete the worksheet “Living through the War: The Battle of Somme” and “The Daily Tribune: The Battle of Somme,” which requires you to create the front page of a newspaper, featuring articles and one illustration of the war. Your articles should be summative and analytical and full of historical detail. Please draw your own representations of the Battle; your drawing can take the form of a political cartoon, if you wish.



The Daily Tribune	
Battle of the Somme	



Assignment: Compare/Contrast a fictional account of the Battle of Somme with historical reality

- **Writing Prompt:** Write a 150-word compare/contrast essay, comparing what you have learned about the Battle of Somme with the fictional account presented in the movie “The Adventures of Young Indiana Jones: Trenches of Hell.” You must address these questions:
 - 1) What types of new weapons were introduced during WWI? Does the movie effectively display these new killing devices? Explain.
 - 2) Does the movie accurately portray the horrors of trench warfare and the concept of stalemate?
 - 3) Does the movie accurately portray the changing attitudes and emotions of the soldiers who fought in the trenches?
 - 4) Which type of source would you find more useful to our study of history: A movie of historical fiction or actual accounts written by the soldiers themselves? Explain.



Summary of Major World War I Battles

Battle of Tannenberg:

Aug. 1914, Russia's worst defeat in World War I

First Battle of the Marne:

Sept. 1914, Allies halted German advance, saving Paris from occupation

First Battle of Ypres:

Oct.–Nov. 1914, last major German offensive until 1918

Battle of Gallipoli:

Apr.–Dec. 1915, failed attempt of the Allies to knock Turkey out of the war

Battle of Verdun: Feb.–Dec. 1916, longest battle of World War I with huge loss of life

Battle of the Somme: July–Nov. 1916, first great offensive of the British, best remembered for its staggering loss of life

Third Battle of Ypres (Passchendaele):

July–Nov. 1917, so many losses that the name Passchendaele came to mean senseless slaughter

Battle of Caporetto:

Oct.–Nov. 1917, tremendous victory for the Central Powers