



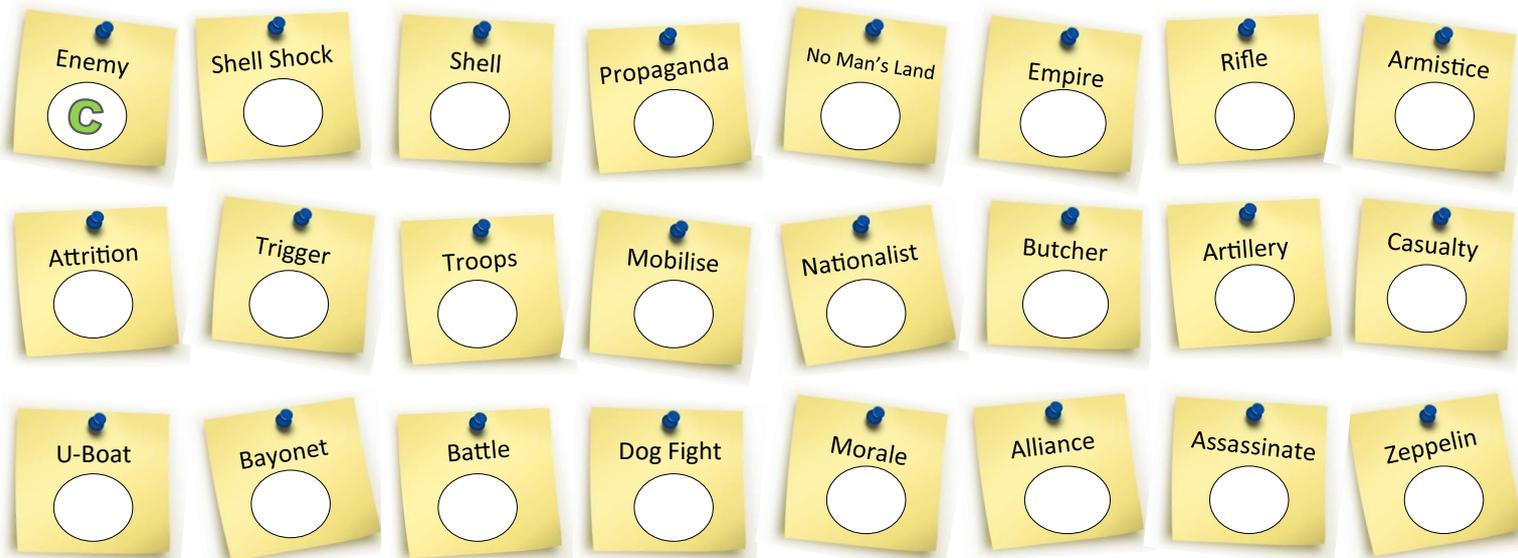
# THE FIRST WORLD

# WAR

Part 1 of 2

# Great Words From The Great War.

 **Discover:** new unit vocabulary **Explore :** key word definitions **Skill :** vocabulary development.



Words	Definitions	Similar Words	?
	When countries join together and become friends.	T _____	A
	Another name for soldiers and also for a gang of monkeys.	W _____	B
	The people you are fighting against.		C
	A large fight in a war.		D
	Someone who is very proud of their country.	P _____	E
	A strong type of bias, designed to change the way people think.	I _____	F
	Another word for bomb. Can also be found on the beach.		G
	The lands taken over by a country.		H
	A German airship.	B _____	I
	Someone who is hurt or injured .	V _____	J
	An agreement to stop fighting.	T _____	K
	A long gun.		L
	The immediate cause of something.	Sp ____	M
	The exposed (open) land between trenches.		N
	Large guns or weapons.		O
	A method to win a war by killing the most soldiers.		P
	A knife fixed to the end of a long gun.		Q
	The planned murder of a person, often someone important.	P ____	R
	A person who cuts up dead animals.		S
	How a person is feeling emotionally.		T
	A fight between planes in the sky.		U
	A boat that moves under the water.	S _____	V
	Mental damage caused by the horrors of war.		W
	To get ready or prepare armies for war.		X

# The First World War : Unit Key Words.

 Task : colour code or number the following words and images with their definitions.

Shell

U - Boat

Casualty

Alliance

No Man's Land

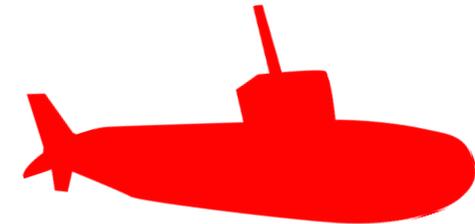
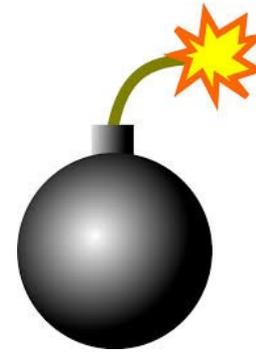
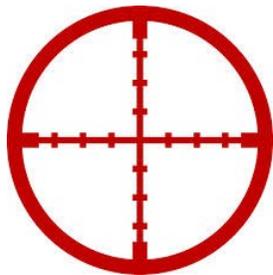
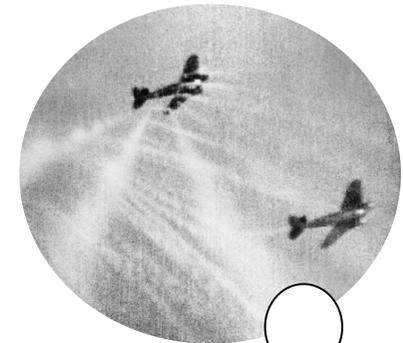
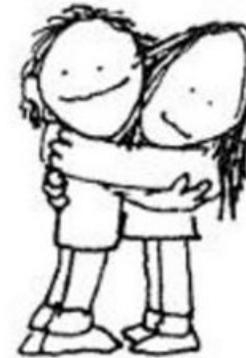
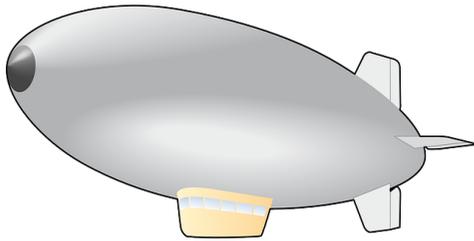
Dogfight

Assassinate

Artillery

Zeppelin

Propaganda



A submarine

The planned murder of an important person

A person hurt or injured

An airship

To join together

Large weapons that fire shells

A fight between aeroplanes

Area between trenches

Biased information to change minds

A bomb

# The Great War Had a Great Many Causes.

 **Discover:** the causes of the war **Explore:** the chronology of events **Skill:** causation

## The British German Naval Race: c 1906



Britain had the world's strongest \_\_\_\_\_. The German Kaiser, Wilhelm, wanted to build bigger, better and ships than Britain. This started a naval arms race and increased the rivalry between them.

## The Bosnian Crisis: 1908



Austria took over Bosnia. This angered \_\_\_\_\_ who wanted Bosnia for themselves. Serbia threatened Austria with war and formed an alliance with Russia.

## Imperialism + Empires: c1880



Many European countries became involved in the "Scramble for Africa", each taking over parts of Africa for themselves. This created rivalry, \_\_\_\_\_ and hostility.

## Alliance Systems Begin: 1882



In 1882, Germany, Austria and Italy signed the **Triple Alliance**.



In 1907 \_\_\_\_\_, France and Russia signed the **Triple Entente**.

## Weakening Austria: c 1820



Austria had once been a European superpower. But after a number of military defeats she began to lose her strength. Austria wanted to show the world she was still \_\_\_\_\_

## Assassination of Ferdinand: 1914



The Austrian Archduke was \_\_\_\_\_ by Bosnian nationalists. They wanted an alliance with Serbia. Austria blamed Serbia for the murder.

## Growing Nationalism: c1861



In 1861 Italy became a united country. This signalled the growth of nationalism in many European countries. People wanted to show that their country was the \_\_\_\_\_ and most powerful.

## The Franco Prussian War: 1870



A war between France and Germany ( Prussia ). Prussia won and took the border territory of Alsace Lorraine from France.

The Prussian victory also ended the Napoleonic Empire.

## The long and short term causes of the First World War

-1800

1808

1907

1914

1914

1914

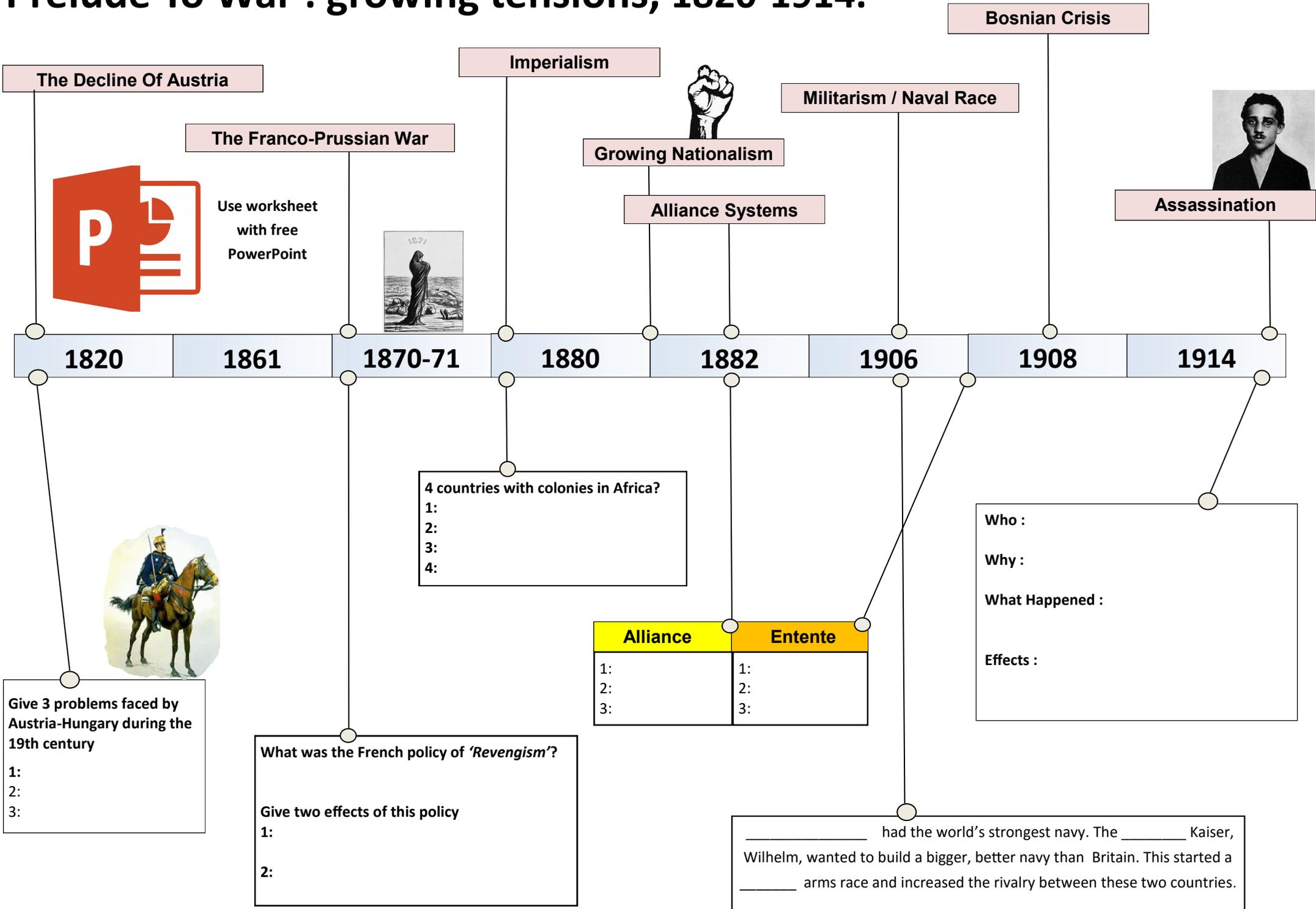
1914

1914

1914

Long Term Cause  Short Term Cause  Tipping Point  Trigger

# Prelude To War : growing tensions, 1820-1914.





# Gavrilo Princip : The Biggest Killer in History?

**Discover** : who killed Archduke Franz Ferdinand **Explore**: why he did this **Skill**: vocab + language development, S.P.A.G.!

											
Past tense	Punctuation	Guess	Investigate	Choose	Empathy	Unscramble	Meaning	Fix Errors	Thesaurus	Geography	Find Bias



Terrorist or nationalist?

Look at the man to the left. His name is \_\_\_\_\_ Princip. It could be argued that he killed over twenty \_\_\_\_\_ people.

**Gary Million Gavrilo Thousand** 

\_\_\_\_\_ been in had by taken Empire over the Austrian-Hungarian 1908 **Bosnia** .

**Bosnia** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ 

Princip was a Bosnian nationalist. He loved his country but hated that Austria controlled it. Instead he wanted Bosnia to become part of \_\_\_\_\_ (see map). He and his friends were part of .... 



The Balkans Map

a group called the 'The Black Hand' planned to kill Archduke Franz Ferdinand, hair to the Austrian thrown when he visited the Bosnian capital, Bulgaria. (use map)

1: \_\_\_\_\_ 2: \_\_\_\_\_ 3: \_\_\_\_\_ 

The seven members line the streets with bombs waiting for the Archduke's car to pass. When it come only one successfully throw his grenade.

1: \_\_\_\_\_ 2: \_\_\_\_\_ 3: \_\_\_\_\_ 

The bomb missed the Archduke and his wife Sophie, but **injured** some of those travelling with them.

\_\_\_\_\_ 



The Shot

after reaching the city hall archduke ferdinand was warned that he should go home but he refused and insisted on visiting the injured at the hospital

# of punctuation errors : \_\_\_\_\_ 

After leaving the hospital the stupid driver turned down the wrong street straight into the path of the evil Gavrilo Princip.

1: \_\_\_\_\_ 2: \_\_\_\_\_ 

Princip stepped up to the car and fired twice, once into the abdomen of Ferdinand's pregnant wife, Sophie, the second into the neck of Ferdinand.

Abdomen : \_\_\_\_\_ 



The Vienna Times

Blood squirted from the Archduke's neck who said "Sophie, don't die, stay alive for the children" his last words were.. "It is nothing, It is nothing"

**What do you think he meant by this?**

\_\_\_\_\_

The assassination of the Archduke caused much anger in Austria. Imagine you are the editor of the Austrian paper the 'Vienna Times'. **Write down a catchy, dramatic headline in the box to the left.** 

What happened to Gavrilo Princip?

My Guess: \_\_\_\_\_

\_\_\_\_\_

My findings: \_\_\_\_\_ 

\_\_\_\_\_



Original  
file needed.  
It's free!

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Austria-Hungary

# A Plan Comes Together

# Report to Kaiser Wilhelm II

27th March, 1913.

 **Mission:** create a plan help Germany win World War 1

The German Kaiser, Wilhelm has asked his best general, YOU, to make a plan to win the war. Your biggest problem is that Germany is located between your enemies France and Russia. They will join forces and attack when the war starts. If you have to fight a war on **two fronts** you will probably lose. Read the information below then use the map showing Wilhelm how you will win this war.

**Re: A plan to win a European war**

**General's Name :**

**Name of Plan :**

**Plan Outline :**

## The Triple Alliance

	Army Size	Army Skill	Navy
Germany	9 / 10	9 / 10	8 / 10
Austria	6 / 10	4 / 10	2 / 10
Italy	2 / 10	2 / 10	4 / 10
<b>Total:</b>	/ 30	/ 30	/ 30

**Notes**  
**Germany:** one of the best armies in the world, with many modern weapons like the machine gun. Germany's navy is second only to Britain's. **Austria-Hungary:** A large army but it is now out of date and growing weaker. **Italy:** The weakest of your allies with a small army and navy. It took a long time for Italy to decide who to ally with. Can you completely trust Italy?

## The Triple Entente

	Army Size	Army Skill	Navy
Britain	2 / 10	5 / 10	10 / 10
France	6 / 10	5 / 10	6 / 10
Russia	10 / 10	6 / 10	4 / 10
<b>Total:</b>	/ 30	/ 30	/ 30

**Notes**  
**Britain:** a very small army in 1914, but has the best navy in the world with battleships, dreadnoughts and destroyers. Also allied with Belgium. **France:** a fairly big, well manned but slightly out dated fighting force. **Russia** had the largest army in the world with millions of men ready to fight. But Russia is seen as slow due to her size and it is nicknamed the '*Russian Steamroller*'.

## Map Symbols

	Rectangular Flag	Represents an army unit
	Round Flag	Represents navy unit
	Black Dot	Capital city
	Yellow Arrow	Represents army direction or attack

**Notes :** A war with France will bring Russia into a war against us and vice versa. Austria-Hungary is our most loyal ally and we must protect them at all costs. Italy says she is with us but I am not sure she can be completely trusted. The Turks / Ottoman Empire hate Russia and may be talked into helping us in a war against Russia. Again this is not certain. Belgium wishes to stay neutral. Britain has promised to protect Belgium if she is invaded. Britain is allied with Russia and France but I doubt Britain really wants to go to war to help France, Russia or Belgium. But once again I am not certain of this.

# The Perfect Plan of Mr Schlieffen

**Discover** : the aims of the Schlieffen Plan **Explore** : problems with the plan **Skill** : summarising text.

**The man and the plan:** In 1904, France and R \_\_\_\_\_ agreed that if a European war started they would join together and fight against Germany. The Germans were scared because this meant they would have enemies on t \_\_\_\_ sides, France in the w \_\_\_\_ and Russia in the e \_\_\_\_\_. To solve this problem a German general named Kurt Von Schlieffen came up with a plan. This plan was named the S \_\_\_\_\_ P \_\_\_\_\_. Schlieffen's idea involved knocking France out of the war quickly. To get to France, Schlieffen thought it would be quicker to march through neutral B \_\_\_\_\_ because Belgium's army was small and the Belgian borders were not as well defended as the French border. Once into northern France, Germany's main army would link up with a smaller German army that would invade from the south. Together the two armies would surround the French capital, P \_\_\_\_\_, and knock France out of the war. After beating the French the plan was to transport most of the German troops to the east to fight the '*Russian steamroller*' that would be coming to attack Germany. In sum, quickly smash through Belgium, quickly knock out Paris, then quickly head east and destroy the slowcoach Russians.... Easy!

**What happened?** Gavrilo Princip assassinated Austrian Archduke Ferdinand in June, 1914. In August, Germany put the (now dead) von Schlieffen's plan into action. But the plan did not go as expected. To Germany's surprise the little Belgian army was ready and waiting to fight. Belgium was also supported by a small British Expeditionary Force ( B.E.F.) that had been sent out to help them. In the Battle of Mons the Belgians and the B.E.F. were able to hold back the Germans for ten days before eventually being pushed aside. Once through Belgium, the Germans marched into northern France. The Schlieffen Plan had called for the northern and southern armies to join up and encircle Paris. However, the German commanders failed to do this properly. The French commanders spotted this mistake and rushed soldiers out of Paris, many of them in taxis, to drive a wedge between the two German armies. This stopped Paris from being surrounded. The French and the B.E.F. fought back in the battle of the Marne. The exhausted German army was pushed back over the river Aisne where they set up a defensive line. Meanwhile, in the east, the Russians had mobilised in just ten days, and not the six weeks that von Schlieffen had expected. To defend Germany against Russia many German soldiers had to be moved east before France was beaten. Germany was now left fighting a war on two fronts and the Schlieffen's Plan had failed.

**Aftermath:** To protect their positions, both sides began digging trenches in the ground. Following what is known as '*the race to the sea*', a line of trenches ran from the northern coast of Europe, all the way to the Mediterranean coast in the south. A new phase of the war had begun. This was to be known as trench warfare.



The man:



The plan:



The hold up:



The unusual transport:



The fight back:



The spade:

## Your thoughts about the Schlieffen Plan.

What problem did the Schlieffen Plan aim to solve?

•

Why did Germany invade Belgium?

•

Give 4 reasons why the Schlieffen Plan failed.

•

•

•

•

So... was the Schlieffen plan doomed to fail even before it had begun? Yes / No

# The Cartoon About A Boy And An Old Man

**Discover** : how to identify main features of a cartoon **Explore** : how to interpret these features **Skill**: cartoon analysis and evaluation.



A British cartoon published in 'Punch' magazine, August 12th, 1914.

**Message of the cartoon** (write this AFTER completing DEC process)

**Describe the main features of the cartoon.**

- 
- 
- 
- 
- 
- 

**Explain what each of these features means / represents**

- 
- 
- 
- 
- 
- 

**Context: what historical event is this cartoon about?**

**Reliable or Not?** (Circle a score below)

Unreliable 1 2 3 4 5 6 7 8 9 10 Reliable

# The Blame Game

**Recap** : who allied with who **Skill** : forming and debating an opinion.

## The Alliance Systems

Triple Entente

Triple Alliance



1882

Belgium's ally?

Serbia's ally?

1907



### Rank Order The Following Causes Of WW1

	Weakening Austria
	The Scramble For Africa
	The Anglo-German Naval Race
	The Argument Over The Balkans (EG: Bosnia)
	Nationalism
	The Franco-Prussian War
	The Alliance Systems
	The Assassination Of Franz Ferdinand

Recap: Following the Assassination of Ferdinand, Austria-Hungary attacked Serbia, Russia then mobilised her army to protect Serbia. In reply, Germany declared war on Russia and then France. Germany then invaded neutral Belgium. To protect Belgium, Britain declared war on Germany.



icHistory.com

**Nationalism!** People celebrating the start of the war, a common scene around Europe in 1914.

Can you spot the famous face here in Munich, Germany?

### Which country was to blame for the First World War?

Country	Blame %	Explain your score	Rank
Austria			
Belgium			
Britain			
France			
Germany			
Italy			
Russia			
Serbia			

# What Happened On Christmas Day 1914?

**Discover** : what happened on Christmas 1914 **Explore** : why this never happened again **Skill** : source investigation and evaluation.



'1914 was the first Christmas of World War One. The troops had been killing each other but before Christmas neither side had been firing at mealtimes and friendly jokes were shouted across the trenches. The soldiers were sometimes so close to each other that they would throw a ration of food into the enemy's trenches. In early December, a British general gave the order that did not allow fraternisation (talking) between the trenches as it 'destroyed the fighting spirit in all ranks'

www.leerockwell.com **A**

'On Christmas Day, a friendly gathering had taken place on the ground between the German and British lines, and many officers had taken part in it. This shows what a bad state we are in and that any orders I give are useless, for I have issued the strictest orders that no fraternisation with the enemy was allowed. To finish this war quickly, we must keep up the fighting spirit and do all we can to stop this. I am trying to find the names of officers who took part in this Christmas gathering.'

**A British general who visited the trenches wrote in a memorandum to his commanders.**

**B**

'I think I and my men have just spent one of the most curious Christmas Days we are ever likely to see. The Saxons (Germans) opposite had been shouting in English. About 1.30 p.m the sergeant on duty suddenly ran in and said Germans were standing on their parapet without arms (guns). I ran out into the trench and found that our men were holding their rifles at the ready and that the Saxons were shouting, "Don't shoot. We don't want to fight today. We will send you some beer." We did not like to fire as they were unarmed, I climbed over the parapet and shouted, A German officer appeared and walked out into the middle of No-Man's Land, so I moved out to meet him to the cheers of both sides. We met and saluted. He introduced himself as Count something-or-other and seemed a very decent (nice) fellow. I said to the German captain, "My orders are to keep my men in the trench and allow no armistice." He said "my orders are the same as yours, but could we not have a truce from shooting today? We don't want to shoot, do you?" I said, "No, we certainly don't want to shoot, but I have my orders to obey." So then we agreed not to shoot until the following morning.'

**The Royal Welsh get a Barrel of Beer. Captain C. I. Stockwell, Royal Welsh Fusiliers.**



"I grabbed my binoculars and looking cautiously over the parapet and saw the incredible sight of our soldiers exchanging cigarettes, schnapps and chocolate with the enemy. Later a Scottish soldier appeared with a football which seemed to come from nowhere and a few minutes later a real football match got underway. The Scots marked their goal with their strange caps and we did the same with ours. It was far from easy to play on the frozen ground, but we continued, keeping rigorously to the rules, despite the fact that it only lasted an hour and that we had no referee. A great many of the passes went wide. Us Germans really roared when a gust of wind revealed that the Scots wore no drawers (underpants) under their kilts - and we hooted and whistled every time we caught saw a posterior (bottom) belonging to one of 'yesterday's enemies.' But after an hour's play, when our Commanding Officer heard about it, he sent an order that we must put a stop to it. The game finished with a score of three goals to two in favour of Fritz against Tommy."

**The German View of Events: Lieutenant Johannes Niemann 133rd Royal Saxon Regiment, 1914.**

**D**

'I went out myself on Christmas Day and exchanged some cigarettes for cigars, and this had been going on from Christmas Eve till midnight on Boxing Day without a single shot being fired. The German I met had been a waiter in London and could use our language a little. He says they didn't want to fight and I think he was telling the truth. Fancy a German shaking your flapper (hand) and then a few days later trying to plug (shoot) you. I hardly knew what to think about it, but I think they are working up a big scheme (plan) so that they can give us a doing over, but our chaps (men) are ready, and I am under the impression they will get more than they bargained for.'

**A letter from British Gunner Herbert Smith, 1914.**

**E**

At 8.30, I fired three shots in the air and put up a flag with 'Merry Christmas' on it. He put up a sheet with 'ThankYou' on it, and the German captain appeared on the parapet. We both bowed and saluted and got down into our respective trenches, and he fired two shots into the air, and the War was on again.

**Captain C.I. Stockwell. Royal**

**F**

Every autumn, my father and I collect artillery shells which have been brought to the surface by ploughing. Every year, kids still try to unscrew these shells covered in dirt and rust to see what is inside. As a result, they lose a hand, their eyesight or even their lives. A large number of soldiers of all nationalities in various locations along the front were involved in fraternisation over Christmas 1914. As one British officer wrote, "No man's land became everyman's land." In France, not a word was written on the subject. The newspapers had become tools enabling the army and authorities to spread propaganda. The press was no longer free. There was no question of fraternisation being covered in newspapers which were in the pay of a government run by Raymond Poincare whose home town was acquired by Germany in 1870. I felt this silence was a second punishment for the men of Christmas 1914.

**Louis Barthas, French Historian, December, 2014.**

**G**

**How reliable is source B ?**

The content (what ) is / is not reliable because ..

The provenance (who ) is / is not reliable

Mostly reliable  Mostly unreliable

**How far does source C support E ?**

Points of support or corroboration

P1:

P2:

Points not supported or corroborated

P1:

P2:

Mostly supports  Does not support

**Are you surprised by source G ?**

I am / am not surprised by the content ...

I am / am not surprised by the provenance

**Quick Fire Questions**

What is corroborated in sources A,B,C and D?

What score was the football match ? (D)

What did the Scots wear under their kilts? (D)

How did the Welsh Captain end the truce? (F)

# Altogether Now, by the Farm.

 **Musical Interlude** : Listen to the song, 'Altogether Now' and complete the lyrics.

Remember b \_ \_ \_ that your forefather's d \_ \_ \_  
Lost in millions for a country's p \_ \_ \_ \_  
But they never mention the t \_ \_ \_ \_ \_ of Belgium  
When they stopped f \_ \_ \_ \_ \_ and they were o \_ \_

A spirit stronger than w \_ \_ was working that night  
December 1914 \_ \_ \_ \_ , clear and bright  
Countries' borders were right out of sight  
When they joined together and decided \_ \_ \_ \_ \_ fight

All together now  
All together now, in n \_ \_ \_ \_ ' \_ \_ \_ \_ \_  
All together now  
All together now, n \_ \_ \_ \_ ' \_ \_ \_ \_ \_

The same old story a \_ \_ \_ \_ \_  
All those t \_ \_ \_ \_ shed in vain  
Nothing learnt and nothing gained  
Only h \_ \_ \_ remains

All together now  
In n \_ \_ \_ \_ ' \_ \_ \_ \_ \_  
All together now  
In n \_ \_ \_ \_ ' \_ \_ \_ \_ \_

The boys had their say they said " \_ \_ "  
Stop the slaughter let's go \_ \_ \_ \_  
let's go, let's go \_ \_ \_ \_

What is this song about ? : \_\_\_\_\_  
\_\_\_\_\_



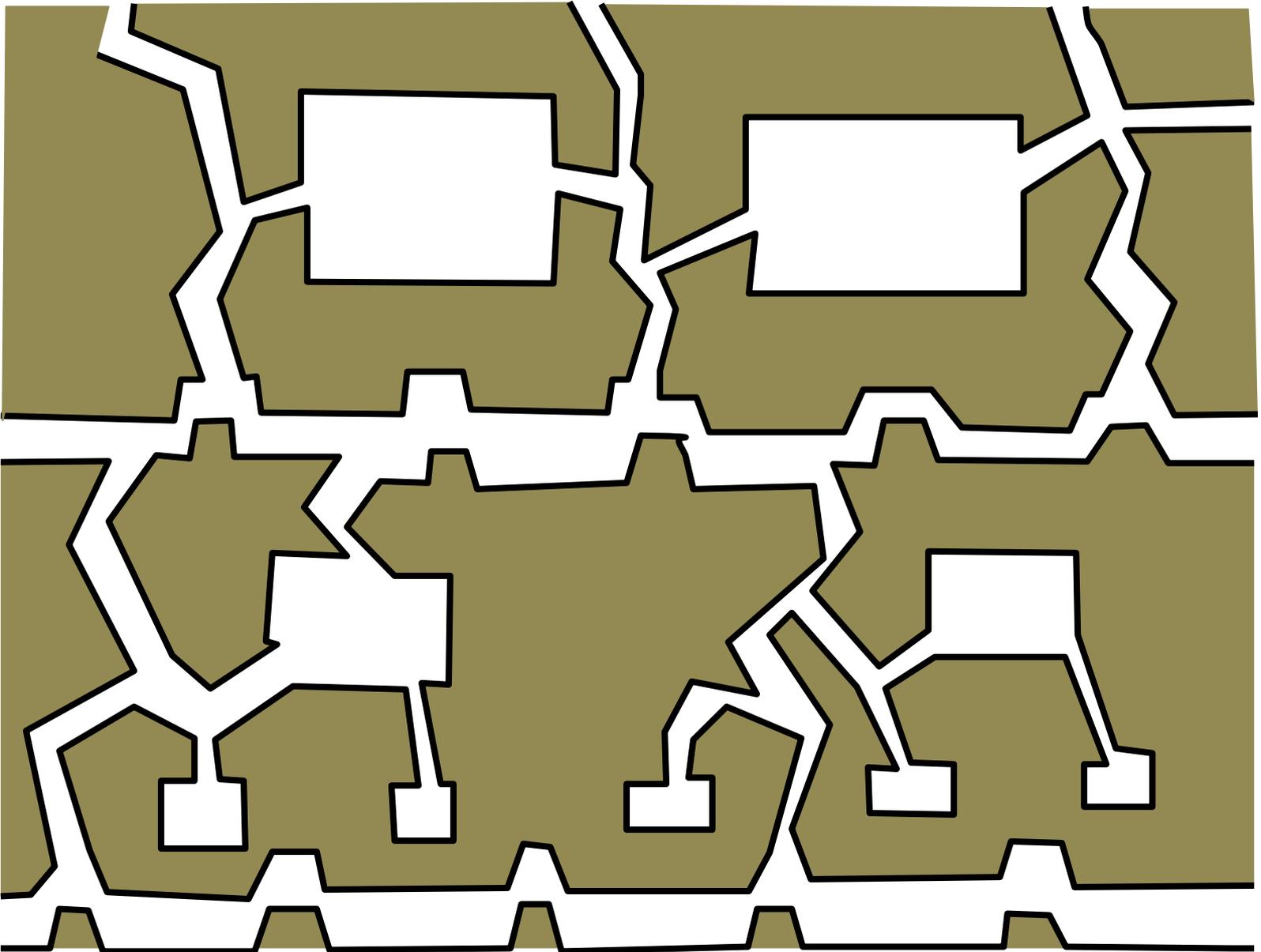
# General, It's Time to Defend Your Trench

 **Mission** : set up a trench defence system, organise your men and fight off an enemy attack.

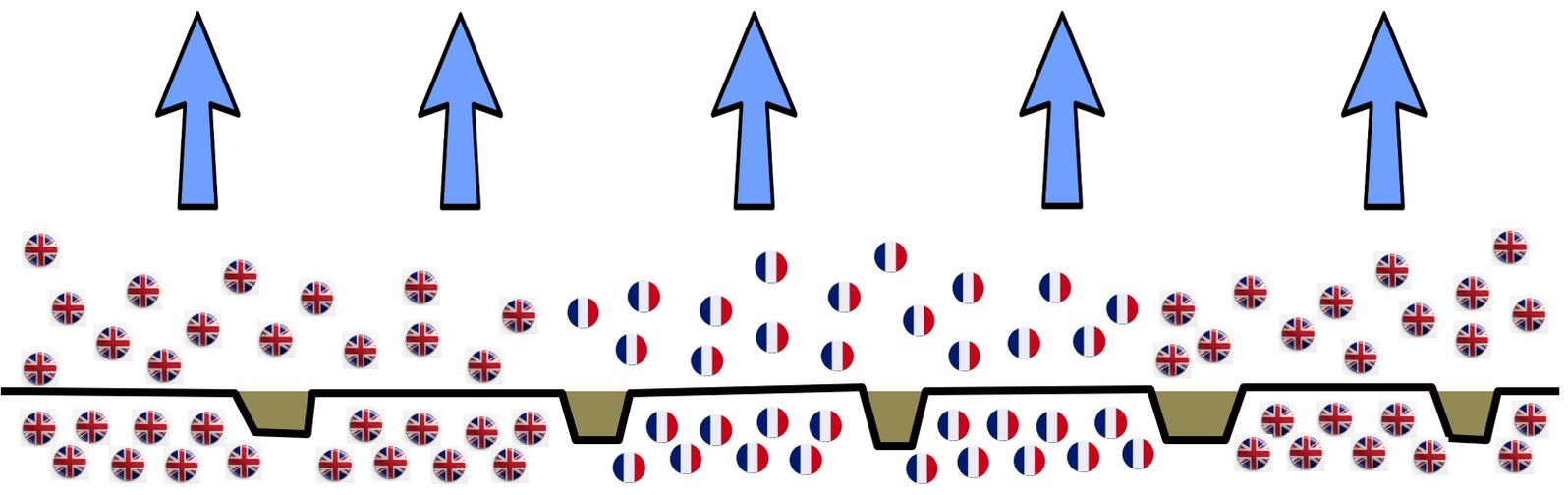
Trench warfare began in Western Europe after the failure of the Schlieffen Plan. France, Belgium and the British began digging trenches on one side, while Germany did the same on the other. Eventually, these trench systems would stretch for hundreds of miles from the northern coasts of France and Belgium down to the Mediterranean Sea in the south of Europe. A trench was a very good method to defend a large area of land with the minimum amount of men. It was easier to defend a trench than to attack and capture one. However, if a trench was not defended well it could mean the loss of ground, soldier's lives and equipment. You are going to take on the role of a German commander and organise the defence of a trench system.

- You may choose 13 items from the list of 20.
- Non of the items are compulsory.
- Position any of your choices that have a symbol onto the trench map provided.
- Make your selection very carefully, thinking about the types of attack you may face.

	<b>The General x 1</b> This represents you.			<b>Cavalry Soldiers x 20</b> Horses and men.	
	<b>Infantry Soldiers x 40</b> Coat, trousers, boots and underpants.			<b>Messengers x 4</b> Used to deliver messages through the trenches.	
	<b>Machine Gun Bunker x 2</b> Includes soldier / gunner.			<b>Maxim Machine Gun x 2</b>	
	<b>Mauser rifle x 40</b>			<b>Bayonets x 40</b> Knives that fix to the end of rifles.	
	<b>Luger Pistol x 40</b>			<b>Hebel Flare Pistol x 4</b> Fires flares into the air to light up the night sky.	
	<b>Sniper rifle x 4</b>			<b>Flame Thrower x 2</b>	
	<b>Short Range Trench Mortar x 4</b>			<b>Long Range Heavy Artillery x 2</b> 'Big Bertha'.	
	<b>Sandbags x 20</b>			<b>Barbed Wire x 7 rolls</b>	
	<b>Gas Masks x 20</b>			<b>Socks x 120 pairs</b> Soldiers not included,	
	<b>Zeppelin x 1</b> Airship filled with gas.			<b>Fokker Tri Plane x 1</b> Armed with 2 machine guns.	



No Man's Land



# Identifying WW1 Source Types

**Discover** : examples of WW1 sources **Explore** : how to categorise these sources **Skill**: source investigation and evaluation

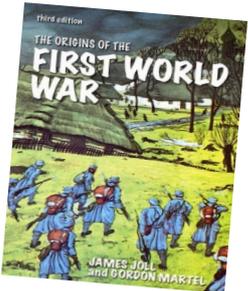
A source is anything that gives us information about History. It could be a letter, a picture, an audio clip a computer game, a book, a film, a diary or an object. There are three main types of historical source.

**Primary** (contemporary) , **Secondary** and **Tertiary**.

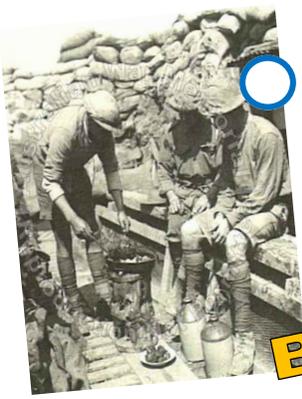
	Original information that originates / c _ _ _ _ from that time in history.
	Information created / m _ _ _ after that time in history , or, a copy.
	Created later but includes some primary information .

For each of the sources below decide if they are: Primary ( P ) Secondary ( S ) or Tertiary ( T )

1			3			5			7			9			11		
2			4			6			8			10			12		

					
1 : Trench Painting	2: Lego Soldier	3: Propaganda Poster	4 : Letter		
					
5 : Concept Art	6 : Helmet	7: Trenches Today	8 : School textbook		
		1		1	
9: WW1 Film	10 : Newspaper	2		2	
		3		3	
		10		10	
		Rank reliability!	Rank usefulness!		

By 1914 army doctors noticed patients suffering from "shellshock". It was thought it was caused by the noise and effects of the bombs that exploded 24 hours a day, for weeks, months and years on end. Another cause may have been the horrible things that soldiers saw during their time in the trenches.



Getting 'cushy' (sent home). A Scottish bloke (man) wanted a 'cushy' bad so he puts his finger over the top (of the trench) and gets his trigger finger shot off. "I'm off to bonny Scotland!" he says laughing. But on the way out of the trenches, he forgets to keep his head down where an old sniper is working. He gets it (shot) through the head." **Robert Graves.**

Most soldiers in the trenches hated the food they were given. Most of what they ate was 'bully beef' (canned corned beef), bread and biscuits. By 1916 there was very little flour left so bread was being made with dried ground turnips. They also ate soup made pieces of horsemeat and even the rats.

Whilst asleep during the night, we were often awakened by rats running over us. I would lie on my back and wait for a rat to jump on my legs; then kick my legs upwards, throwing the rat into the air. Occasionally, I would hear a shout when the rat landed on a fellow victim (another soldier)." **R L Venables.**

Victor Silvester was a member of British firing-squad in 1916

"The tears were rolling down my cheeks as he tried to free himself from the ropes attaching him to the chair. When the gun smoke had cleared away we were further horrified to see that he was still alive. Still blindfolded, he tried to make a run for it still tied to the chair. The blood was running freely from a chest wound. An officer in charge stepped forward to put the finishing touch with a revolver held to the poor man's temple. He had only once cried out and that was when he shouted the one word *mother*. He could not have been much older than me. We were told later that he had in fact been suffering from shell-shock, a condition not recognised by the army at the time. Later I took part in four more such executions."

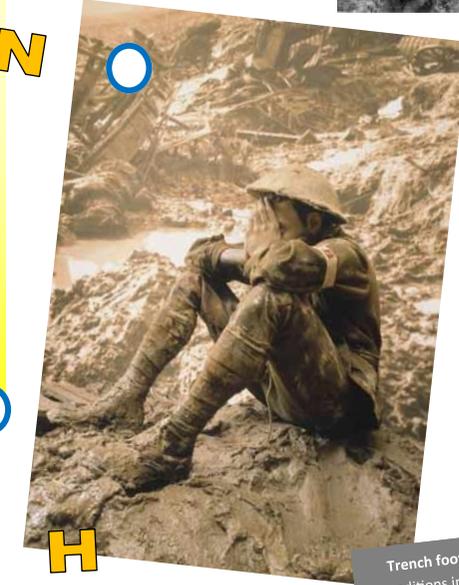
"If a soldier wouldn't climb the ladder when ordered to go over the top an officer would come down and shoot them for being a coward. The man was no more of a coward than you or I. He just could not move. That's shell shock."

**The Last Tommy', Harry Patch.**

There were millions of rats in the trenches. There were two types, the brown and the black rat. The brown rat was vey bad. They ate the dead soldiers, especially their eyes. They grew very large and some soldiers said they were as big as cats. Soldiers were afraid of these rats because they would run across their faces in the dark. The soldiers tried to kill them with gunfire, with the bayonet, by clubbing (hitting) them with sticks and using dogs. No matter how many rats they killed more came. A female rat could produce 800 offspring in a year.

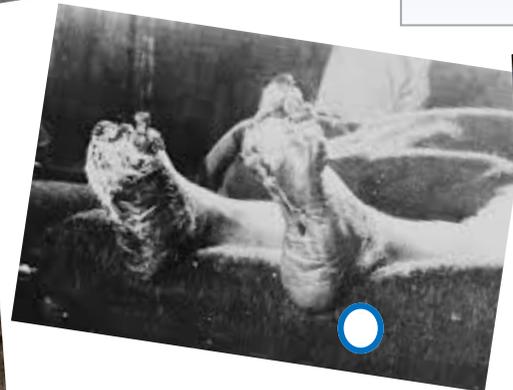
"If you have never had trench foot described to you, I will explain. Your feet swell (grow) two to three times their normal size and go completely dead. You can stick a bayonet into them and not feel a thing. If you are lucky enough not to lose your feet and the swelling starts to go down, it is then that the most awful pain begins. I have heard men cry and scream with pain and many have had to have their feet and legs amputated (cut off) . I was one of the lucky ones, but one more day in that trench and it may have been too late." **Harry Roberts.**

**Stand to:** Every morning each man would be expected to stand on the trench fire step, rifle loaded, bayonet fixed. This was because most enemy attacks happened at dawn (sun up) or shortly after dusk (sun down). Once given the 'all clear' soldiers would make their breakfast.

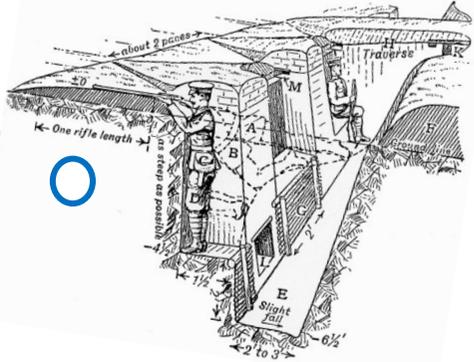


**Fixing the trench wall,** "The ground was full of dead soldiers and they became part of the trench walls. I was fixing the trench when I fell and put my arm through the stomach of a long dead French soldier. It felt soft like cheese. It was days before I got the smell out of my fingernails." **British soldier, 1915**

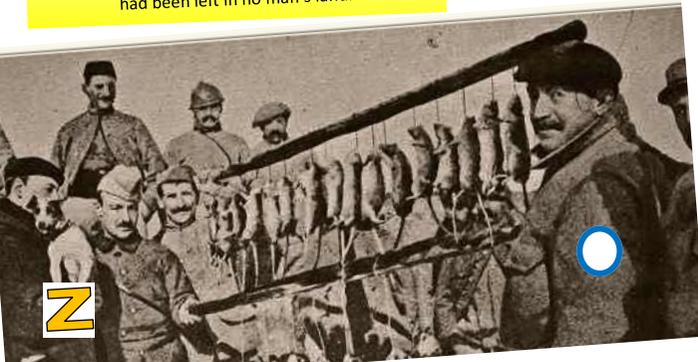
**Trench foot** was caused by cold, wet and dirty conditions in the trenches. Men had to stand for hours in mud and water without being able to take off wet socks or boots. To stop trench foot soldiers were ordered to dry their feet and change their socks two times a times a day and rub whale oil into their feet.



Another soldier wrote: "The rats were huge. They were so big they would eat a wounded man if he couldn't defend himself." These rats became very bold and would attempt to take food from the pockets of sleeping men. Rats would always be found on a dead body. They usually went for the eyes first and then they ate their way right into it. One soldier described finding a group of dead bodies while on night patrol: My heart pounded as we edged towards one of the bodies. His helmet had rolled off. The dead face, stripped of flesh; the skull bare, the eyes eaten and from the open mouth jumped a rat."



**Night Patrols:** During the night soldiers would be sent out into no man's land. Small teams would set up listening posts to find out what was being said in the German trenches. Another job was to look for and bring back wounded soldiers who had been left in no man's land.



# What Was Life Like In The Trenches?

**Discover** : what life was like in the trenches **Explore** : the problems and emotions encountered by the soldiers **Skill**: categorisation of knowledge.



Food

**Key Points**

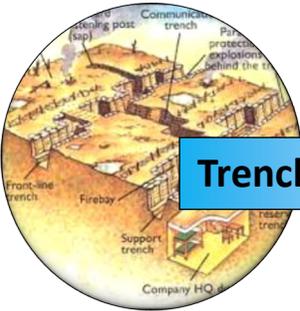
- 1:
- 2:
- 3:
- 4:



Feet

**Key Points**

- 1:
- 2:
- 3:
- 4:



Trench Design

**Key Points**

- 1:
- 2:
- 3:
- 4:



Shell shock

**Key Points**

- 1:
- 2:
- 3:
- 4:



Duties

**Key Points**

- 1:
- 2:
- 3:
- 4:



Fears

**Key Points**

- 1:
- 2:
- 3:
- 4:



The Rats

**Key Points**

- 1:
- 2:
- 3:
- 4:



Other

**Key Points**

- 1:
- 2:
- 3:
- 4:

# A Letter From The TRENCHES.



**Explore:** the conditions and experiences of a British soldier living in the trenches.

The date is June 30th, 1916. You are a British soldier living in the trenches. Tomorrow you will go 'over the top' to attack the Germans at the Somme. You are going to write a letter to a loved one, describing the conditions and your experiences living in the trenches. This letter will probably be the last one you ever write so make it a good one!

Use the sources, pictures and key words provided to help you.

**My Dear....** ( create a name )

*I am writing to you tonight because I know it may be the last chance I get. I want to tell you about what it has been like living in these dreadful trenches.*

**1: Morning.** Describe your routine in the morning, how you cook and what you eat for breakfast.

Use sources B, D and T to help you.

Key words: Wake up, stand to, dawn, dusk, wait, attack, enemy, all clear, breakfast, bully beef, hot tea, dry biscuits, flour, bread, hungry, meat.

**2: The trench.** Describe the trench. What is it like, how deep is it, is it comfortable, where do you sleep?

Use sources J, K and M to help you.

Key words: Parapet, fire step, dug-out, barbed wire, sandbag, duckboard, water, mud.

**3: Looking after your feet.** Do you have trench foot or have you seen anyone else with it?

Use sources P, K, L and S to help you.

Key Words: Trench foot, wet, mud, filth, socks, dry, pain, whale oil, amputate.

**4: The rats.** What are they like, what do they do, how do you feel about them?

Use sources C, O, X and Z to help you.

Key Words: Rats, brown, black, huge, eyes, dead, sleep, kill, hate, shoot, stab. reproduce.

**5: Your duties.** Describe some of the work you have to do.

Use sources B and E to help you.

Key Words: Fix, walls, damaged, dead body, smell, sick, night patrol, listen.

**6: Shell shock.** Explain what caused shell shock and how it affected a soldier.

Use sources A, H, R and N to help you.

Key Words: Shell shock, crazy, artillery, shell, explosions.

**7: Night time.** Can you sleep with the rats and bombs, do you have dreams of home or nightmares about war?

Use source X and G to help you.

Key Words: Tired, rats, noise, bombs, scared, tin cans, dreams, and nightmares.

**8: A 'story' from the trenches.** Share a story about something you have seen in the trenches, funny, scary or sad.

Use source F as an example.

Key Words: ?

**9: How do you feel about?** Describe your feelings towards, your own officers, your friends, the Germans.

Use source R to help you.

Key Words: Hate, love, brothers, enemy, Hun.

**10: Tomorrow.** Describe how you feel about going 'over the top' the next day.

Use sources R, N and W to help you.

Key Words: Fear, coward, duty, brave, pray, machine guns, no man's land, dead, injured, rats.

Write a last goodbye,

And sign your name x

# Over The Top



**Outline** : A great starter for a lesson on trench warfare and is simple but powerful exercise in empathy.



Prep the class explaining that they will need to imagine they are a soldier about to go 'over the top'.



Watch the following clip : <http://www.youtube.com/watch?v=gOV1yRrjMmM>



Pause the clip at the point Daniel Radcliffe blows the whistle to go over the top.

Once paused have them complete the information below. They can complete 1 or more sections. Explain that they do not have to put their names on and they should write as honestly as they can. Selected responses to be read to the class.

## Adapt

Very simple to promote empathy for almost any topic. EG ?

***Anne Boleyn's Execution***

***A plague victim***

***A slave at auction***

***D-day soldier***

***A Roman gladiator entering the Coliseum***



*I feel .....*

*I think .....*

*I say....*

*My body is .....*



## Follow up...

Finish clip link

See attached resources

*Watch Blackadder Goes Forth 'Goodbye'.*

*I feel .....*

*I think .....*

*I say....*

*My body is .....*

*I feel .....*

*I think .....*

*I say....*

*My body is .....*

*I feel .....*

*I think .....*

*I say....*

*My body is .....*

*I feel .....*

*I think .....*

*I say....*

*My body is .....*

*I feel .....*

*I think .....*

*I say....*

*My body is .....*

*I feel .....*

*I think .....*

*I say....*

*My body is .....*

*I feel .....*

*I think .....*

*I say....*

*My body is .....*

*I feel .....*

*I think .....*

*I say....*

*My body is .....*

*I feel .....*

*I think .....*

*I say....*

*My body is .....*

# The Battle Of The Somme : 1916

**Discover** : what happened during the battle **Explore** : the view that the battle was 'futile' **Skill**: ordering text + empathy.



...two million bombs dropped on the German trenches. After 5 days of shelling the generals were so confident ..	<input type="checkbox"/>	<input type="checkbox"/>
... ordered (told). But to their horror what they found was that the barbed wire was even more ....	<input type="checkbox"/>	<input type="checkbox"/>
..their deep dug outs to man their defences. British Soldier, George Coppard described what he saw ..” The dead ...	<input type="checkbox"/>	<input type="checkbox"/>
..was Field Marshall, Douglas Haig. The attack began with the biggest artillery bombardment in history with over ...	<input type="checkbox"/>	<input type="checkbox"/>
..caught in a net. Some looked like they were praying; dead on their knees as the wire had prevented their ...	<input type="checkbox"/>	<input type="checkbox"/>
..men in minutes. Despite the failure, General Haig continued to send men over the top for a another ...	<input type="checkbox"/>	<input type="checkbox"/>
..the French, the British planned their own offensive (attack) at a place called the Somme.. The man in charge...	<input type="checkbox"/>	<input type="checkbox"/>
...tangled (twisted) than before. More surprising for the British was that the Germans were alive and emerged from..	<input type="checkbox"/>	<input type="checkbox"/>
...six months, There were 600,000 British and Allied soldiers killed and 450, 000 German. Only ...	<input type="checkbox"/>	<input type="checkbox"/>
..fall. “ Other accounts, some German, tell of German machine gunners crying as they massacred thousands of ...	<input type="checkbox"/>	<input type="checkbox"/>
...day historians argue about the Battle and Haig’s role. Was it a ‘futile’ waste of human life or a heroic sacrifice?	<input type="checkbox"/>	<input type="checkbox"/>
.. one mile of ground was taken by the British, however, the French trench line at Verdun was saved. To this..	<input type="checkbox"/>	<input type="checkbox"/>
..were laying out like wreckage on a sea shore. As many of them died on the wire as on the ground like fish ...	<input type="checkbox"/>	<input type="checkbox"/>
By 1916, the Germans were threatening to break through the French trench defences near Verdun. To help ...	<input type="checkbox"/>	<input type="checkbox"/>
.. that the enemy would be destroyed they told the men to walk across ‘no man’s Land’. The British soldiers did as ...	<input type="checkbox"/>	<input type="checkbox"/>

Imagine you are George Coppard. Draw a scene from the battle.

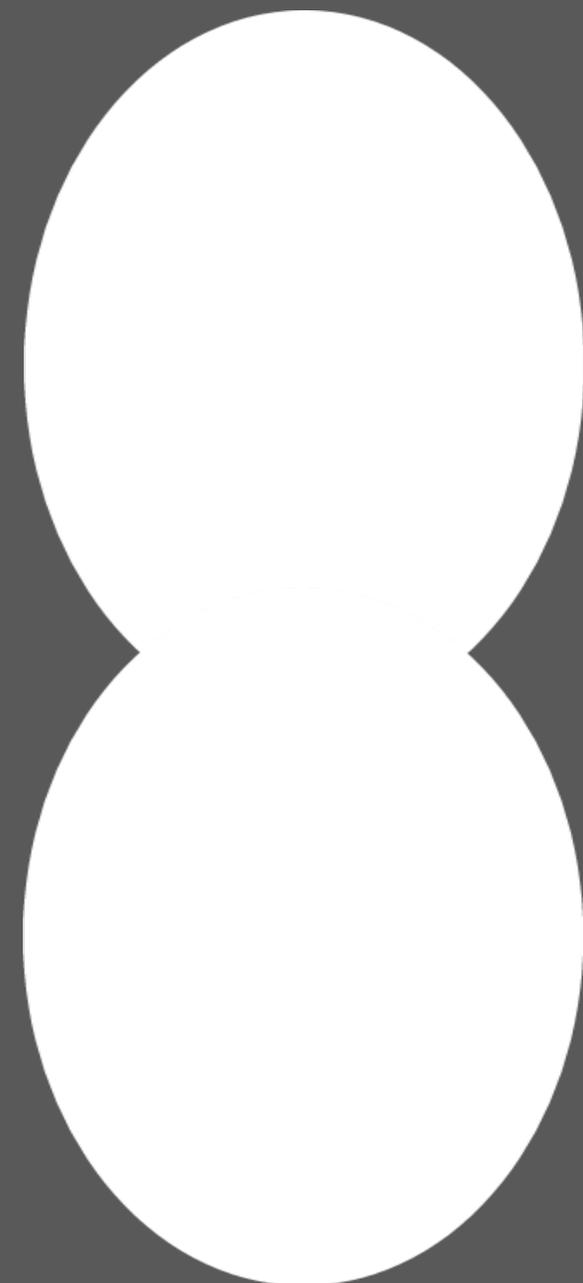
# The Battle Of The Somme : 1916

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...two million bombs dropped on the German trenches. After 5 days of shelling the generals were so confident ..	4	4
... ordered (told) But to their horror what they found was that the barbed wire was even more ....	6	6
..their deep dug outs to man their defences. British Soldier, George Coppard described what he saw .." The dead..	8	8
..was Field Marshall, Douglas Haig. The attack began with the biggest artillery bombardment in history with over ...	3	3
..caught in a net. Some looked like they were praying; dead on their knees as the wire had prevented their ...	10	10
..men in minutes. Despite the failure, General Haig continued to send men over the top for a another ...	12	12
..the French the British planned their own offensive (attack) at a place called the Somme.. The man is charge...	2	2
...tangled (twisted) than before. More surprising for the British was that the Germans alive and emerged from..	7	7
...six months, There were 600,000 British and Allied soldiers killed and 450, 000 German. Only ...	13	13
..fall. " Other accounts, some German, tell of German machine gunners crying as they massacred thousands of ...	11	11
...day historians argue about the Battle and Haig's role. Was it a 'futile' waste of human life or a heroic sacrifice?	15	15
.. one mile of ground was taken by the British, however, the French trench line at Verdun was saved. To this..	14	14
..were laying out like wreckage on a sea shore. As many of them died on the wire as on the ground like fish ,,,	9	9
By 1916, the Germans were threatening to break through the French trench defences near Verdun. To help ...	1	1
.. that the enemy would be destroyed they told the men to walk across 'no man's Land'. The British soldiers did as ...	5	5

Imagine you are George Coppard. Draw a scene from the battle.





'At about 7.30 o'clock this morning a vigorous (strong) attack was launched by the British Army. The front extends over some 20 miles north of the Somme. The assault was preceded by (began with) a terrific bombardment, lasting about an hour and a half. It is too early to as yet give anything but the barest particulars, as the fighting is developing in intensity, but the British troops have already occupied (taken) the German front line. Many prisoners have already fallen into our hands, and as far as can be ascertained (known) our casualties have not been heavy.'

The Daily Chronicle newspaper published this report on the Battle of the Somme, July 3<sup>rd</sup>, 1916.

**Who** created this source: \_\_\_\_\_ their job, role or position:

**Who** is it for / audience: \_\_\_\_\_

**When** was it created : Year: \_\_\_\_\_ Century: \_\_\_\_\_ BCE  CE  Primary  Secondary  Tertiary

**Where** is the person who created the source from ?

**What** type of source is it: Letter / Speech / Diary / Other :

**What** is the content of the source. Summarise this in your own words rather than just copy out lines.

The MAIN point of the source is : \_\_\_\_\_

Furthermore it reveals : \_\_\_\_\_

Additionally it illustrates : \_\_\_\_\_

Finally it shows us : \_\_\_\_\_

Use the 5W indicators below to help decide if the source is reliable or unreliable / biased.

Consider 1: Content 2: Provenance 3: Motive 4: Corroboration

C O N T E N T	Unreliable	What	Reliable	P R O V E N A N C E	Who	When	Where	M O T I V E	Why
	Uses opinions One sided Strong Language Emotional Confused Boastful Exaggerates Subjective Disrespectful	Uses facts Balanced Softer Language Calm Clear Modest Understates Objective Respectful	Could the person know things others do not? Does the person have an important job or role? Is the person trustworthy or of good standing? Could their 'audience' influence what is said or written?		<b>Primary sources</b> from a good eyewitness may be truthful, <u>but</u> they can also be confused or emotional. Primary sources may be recorded a long time after the event so the person may have forgotten some details. <b>Secondary sources</b> may get changed over time. The person was not there, <u>but</u> they can be written with less emotion and using more information not available at the time..	Where a person comes from may influence the reliability of a source. For example, a German in 1942 may be biased towards a Jewish person. Think national or regional bias!	Does the person have motive or a reason to lie? Does the person have a reason to tell the truth? Could it be propaganda and / or persuasion?		

**Unreliable**      1      2      3      4      5      6      7      8      9      10      **Reliable**

1: The source content (what) may  may not  make the source reliable because : \_\_\_\_\_

Example : ' \_\_\_\_\_ ,

2 : The source provenance (origins) may  may not  make the source reliable because : \_\_\_\_\_

Example from the source : ' \_\_\_\_\_ ,

3: The source motive (why) may  may not  make the source reliable because : \_\_\_\_\_

4 : Any other ideas why the source may or may not be reliable. Is the source supported / corroborated?

# An interview with: General Haig.

Agenda: The Battle of the Somme.

By Reporter:

Date: Nov 25th, 1916.



General Haig, it is a pleasure to meet you. Are you well today?

Firstly, was the attack at the Somme really necessary?

General, what was your plan to defeat the Germans at the Somme?

Did your plan go as you expected?

If you were to launch this attack again, would you do anything differently?

General Haig, a lot of men died at the Somme, how do you feel about this?

There was something else I wanted to ask...

I have another question General...

Thank you for your honest answers, I have just one more thing to ask you.

# Trench Attack : *Over the Top.*

**Mission Impossible:** go 'over the top' , attack , capture and hold a German trench system.

As you have discovered, a trench system was a very effective way to defend an area of ground. One reason why the First World War lasted so long was because neither side could not find a way to successfully take and hold an enemy trench. You are now going to take on the role of a British general and consider some of the choices he had to make. In this scenario you need to imagine it is a wet and windy November in 1916. The ground between the trenches is muddy and littered with deep, waterlogged shell craters. The Germans are well protected in their trenches, with barbed wire, machine guns, sandbags and strengthened concrete bunkers in some places.

- Have you read the above information carefully?
- Select the x 10 most appropriate personnel, weapons or equipment from the list below.
- Non of the items are compulsory.

	<b>The General</b> This represents you.		<b>Infantry Soldiers x 300</b>
	<b>Cavalry Soldiers x 100</b>		<b>Webley Bulldog Revolvers x 100</b>
	<b>Vickers Heavy Machine Guns x 4</b> Weight 15KG		<b>Light Lewis Machine Guns x 8</b> Weight 11KG
	<b>Lee Enfield Rifles x 300</b>		<b>Bayonets x 300</b> Knives that fix to the end of rifles.
	<b>Short Range Trench Mortars x 8</b>		<b>Long Range Heavy Artillery x 4</b>
	<b>Mills Grenades x 150</b>		<b>Wire Cutting Soldiers x 12</b>
	<b>Camouflage Paint (Unlimited)</b>		<b>Helmets x 300</b>
	<b>Whistles x 12</b>		<b>Socks x 300</b>
	<b>Poison Gas Launchers x 4</b>		<b>Gas Masks x 150</b>
	<b>Sopwith Camel Biplanes x 1</b>		<b>Ford Light Tanks x 2</b>

# 1: Scores for personnel, weapons and equipment choices.

General	H Machine Gun	Trench Mortar	Gas Masks	Socks	Helmets	Grenades
Infantry	L Machine Gun	Heavy Artillery	Rifle	Whistle	Tank	Cutters
Cavalry	Revolver	Gas Launcher	Bayonets	Camouflage	Plane	Total Score

## 2: Commanding the attack.

www.icHistory.com

<b>1</b>	<b>In the weeks before the attack would you:</b>	<b>9</b>	<b>You order that your men should cross no man's land</b>
A	Keep my boots clean and never go into the trenches	A	Walking slowly in a broad line
B	Do regular inspections of the trenches	B	Running in a broad line
C	Live in the trenches with your men	C	In a tighter, spearhead formation
<b>2</b>	<b>Days before the attack you expect heavy artillery to:</b>	<b>10</b>	<b>During the attack you order the heavy artillery to:</b>
A	Destroy the German barbed wire	A	Stop firing completely
B	Weaken the German trench defences	B	Try to aim just in front of your men
C	Shoot down Zeppelins	C	Keep firing as normal
<b>3</b>	<b>You will use wire cutting troops:</b>	<b>11</b>	<b>During the attack you order trench mortars</b>
A	As the first soldiers out the trenches	A	Stop firing
B	Randomly during the attack	B	Try to aim in just in front of the attack
C	Under the cover of dark before the attack	C	Keep firing as normal
<b>4</b>	<b>You will use the biplanes to:</b>	<b>12</b>	<b>The men are being cut to pieces. Use cavalry to:</b>
A	Observe the enemy trenches	A	Launch a cavalry charge to support the men
B	Drops bombs during the attack	B	Pull heavy weapons and equipment behind the lines
C	Fire machine guns during the attack	C	
<b>5</b>	<b>The weather is wet, with changeable winds</b>	<b>13</b>	<b>The first wave are all shot down. Now send a tank....</b>
A	I will use poison gas launchers	A	Behind a new infantry attack
B	I will not use poison gas launchers	B	By itself
C		C	In front of a new infantry of attack
<b>6</b>	<b>You give the order that the attack will take place:</b>	<b>14</b>	<b>The tank gets stuck in a waterlogged shell hole</b>
A	At 300 AM	A	Leave it
B	At 700 AM	B	Send your remaining tank to pull it out
C	At 600 PM	C	Send horses to pull it out during the night time
<b>7</b>	<b>Over the top they go....but some refuse!</b>	<b>15</b>	<b>What are your plans for the wounded in no man's land?</b>
A	Shoot them	A	Leave them
B	Shame them and send them home	B	Try to recover them under the cover of darkness
C	Try to talk with them later to find out why	C	Ask for German's for a truce to allow you to get them
<b>8</b>	<b>As they go 'over the top', you will</b>	<b>16</b>	<b>Your assault has failed, what next?</b>
A	Be leading the charge at the front	A	Plan to do the same again in a few weeks
B	Watch what is happening from the trench	B	Come up with a new strategy to 'break the deadlock' *
C	Be in a warm, French Chateau drinking wine	C	*

Choices Score



Command Score



Total Score

# 1: Teacher's copy: suggested scoring for choices

General	1	H Machine Guns	2	Trench Mortar	4	Gas Masks	2	Socks	1	Helmets	4	Grenades	5
Infantry	5	L Machine Guns	3	Heavy Artillery	3	Rifles	4	Whistles	4	Tanks	2	Wire Cutters	5
Cavalry	1	Revolvers	4	Gas Launchers	2	Bayonets	4	Camouflage	3	Planes	4	Total Score	

## 2: 'Best' answers (based on Canadian successes).

www.icHistory.com

<b>1</b>	<b>In the weeks before the attack would you:</b>		<b>9</b>	<b>You order that your men should cross no man's land</b>	
A	Keep my boots clean and never go into the trenches		A	Walking slowly in a broad line	
B	Do regular inspections of the trenches	<input type="radio"/>	B	Running in a broad line	
C	Live in the trenches with your men		C	In a tighter, spearhead formation	<input type="radio"/>
<b>2</b>	<b>Days before the attack you expect heavy artillery to:</b>		<b>10</b>	<b>During the attack you order the heavy artillery to:</b>	
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A	As the first soldiers out the trenches		A	Stop firing	
B	Randomly during the attack		B	Try to aim in just in front of the attack	<input type="radio"/>
C	Under the cover of dark before the attack	<input type="radio"/>	C	Keep firing as normal	
<b>4</b>	<b>You will use the biplanes to:</b>		<b>12</b>	<b>The men are being cut to pieces. Use cavalry to:</b>	
A	Observe the enemy trenches	<input type="radio"/>	A	Launch a cavalry charge to support the men	
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C	Fire machine guns during the attack		C		
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A	Be leading the charge at the front		A	Plan to do the same again in a few weeks	
B	Watch what is happening from the trench	<input type="radio"/>	B	Come up with a new strategy to 'break the deadlock' *	<input type="radio"/>
C	Be in a warm, French Chateau drinking wine		C	* Idea?	

Choices Score



Command Score



Total Score

# Perfect, persuasive, pieces of propaganda?

**Discover** : the meaning of propaganda **Explore** : different types of propaganda and how propaganda works **Skills** : empathy and creativity.

When the war began there was much celebration in Europe as men queued to join the army. Most people believed they would be “ Home by Christmas”, but they were wrong. As the war dragged on beyond Christmas and the news of the horrible conditions in the trenches reached home, men became less and less willing to join the army. To try and solve this problem governments used many types of propaganda to try and persuade people to enlist ( join up ) .

- Guilt
- Heroic
- Important
- Proud
- Nationalistic
- Anger
- Shame
- Fear
- Righteous




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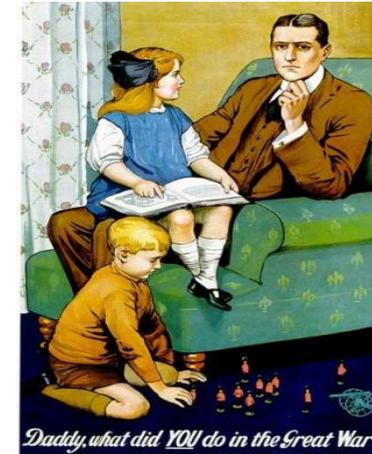
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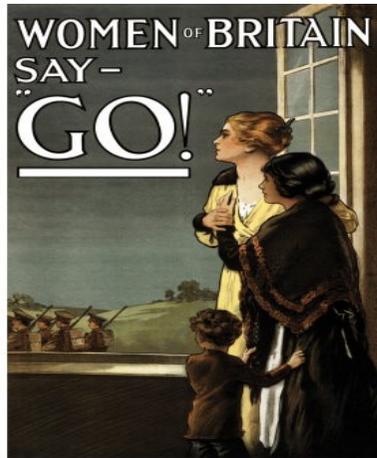
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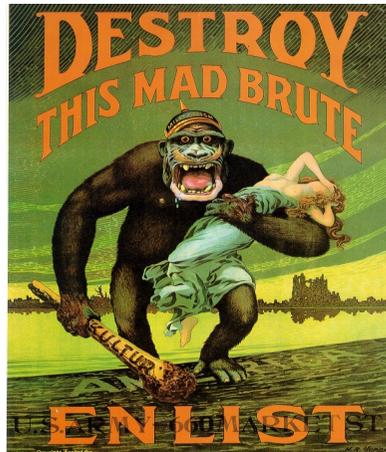
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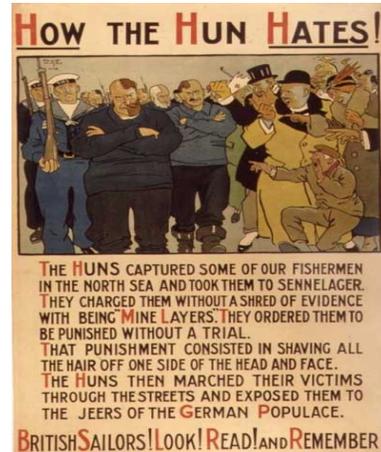
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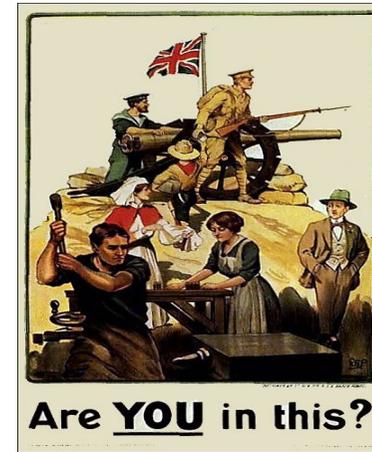
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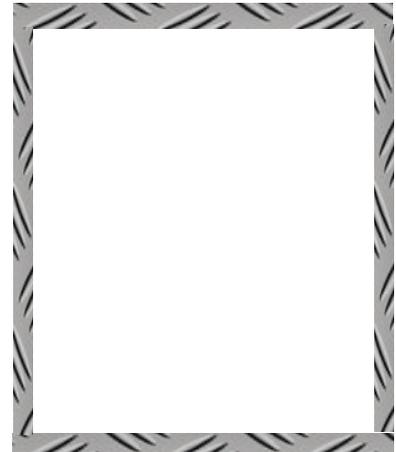
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Design your own propaganda poster

Which emotions will it target?

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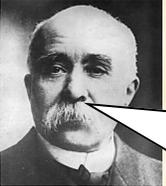
# The First World War: who's who?

Name :

Class :

 **Discover** : the 'key players' in the First World War **Explore** : their beliefs and values **Skill**: research / evaluation.

### Georges Clemenceau : France



*The conduct of Germany is almost unexampled in human history. The terrible responsibility can be seen in the fact that not less than seven million dead lie buried in Europe'. 1919.*

Nicknamed 'The Tiger', he signed the **Treaty of Versailles** on behalf of France. Intent on revenge for the death of French soldiers and destruction caused after Germany invaded France in 1914.

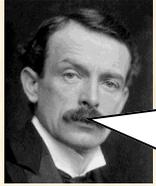
Premier : 1917-1920

Died : Old Age, 1929



Rate me! 1 2 3 4 5 6 7 8 10

### David Lloyd George : Britain



*Insert quote about his views of WW1*

Key info :

Job Title / Role

Cause of death, year



Left 1 2 3 4 5 6 7 8 10 Right

### General Haig : Britain



*Insert quote about his views of WW1*

Key info

Job Title / Role

Cause of death, year



Left 1 2 3 4 5 6 7 8 10 Right

### Kaiser Wilhelm II : Germany



*Insert quote about his views of WW1*

Key info

Job Title / Role

Cause of death, year



Left 1 2 3 4 5 6 7 8 10 Right

### Harry Patch : Britain



*Insert quote about his views of WW1*

Key info

Job Title / Role

Cause of death, year



Left 1 2 3 4 5 6 7 8 10 Right

### Woodrow Wilson : USA



*Insert quote about his views of WW1*

Key info

Job Title / Role

Cause of death, year



Left 1 2 3 4 5 6 7 8 10 Right

### Tsar Nicholas II : Russia



*Insert quote about his views of WW1*

Key info

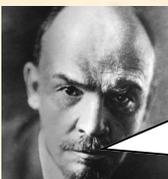
Job Title / Role

Cause of death, year



Left 1 2 3 4 5 6 7 8 10 Right

### Vladimir Lenin : Soviet Union



*Insert quote about his views of WW1*

Key info

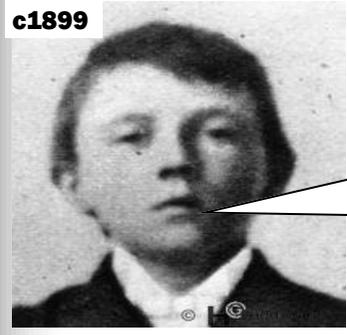
Job Title / Role

Cause of death, year



Left 1 2 3 4 5 6 7 8 10 Right

# Adolf Hitler and the First World War.



**c1899**

Hitler was actually German but was born in Austria. He had a difficult childhood with an abusive father who died when he was a boy.



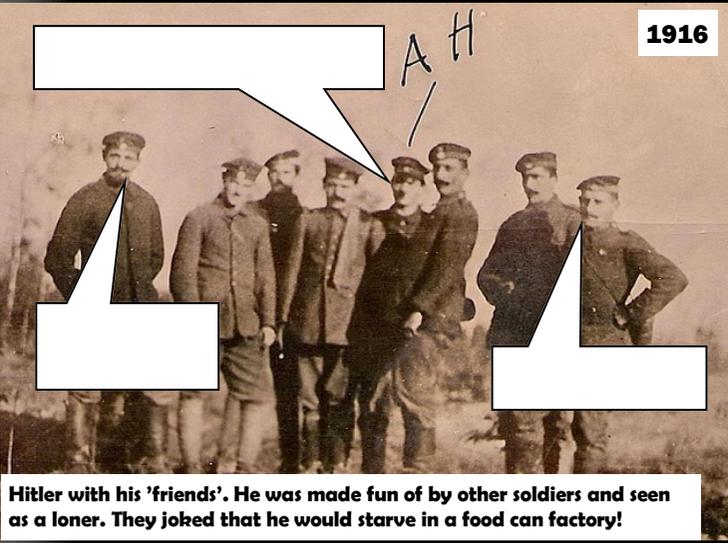
**1914**

When the war began Hitler enthusiastically volunteered to join the German army.



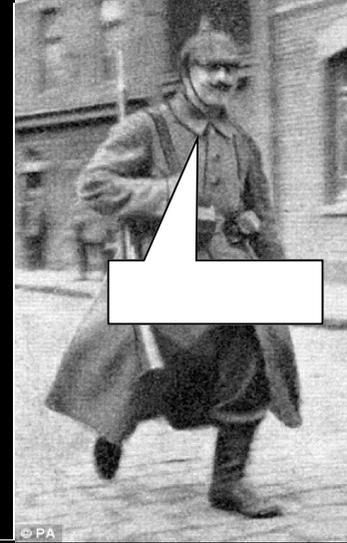
**1915**

Hitler enjoyed the structure of army life. It was better than living alone on the streets of Austria.



**1916**

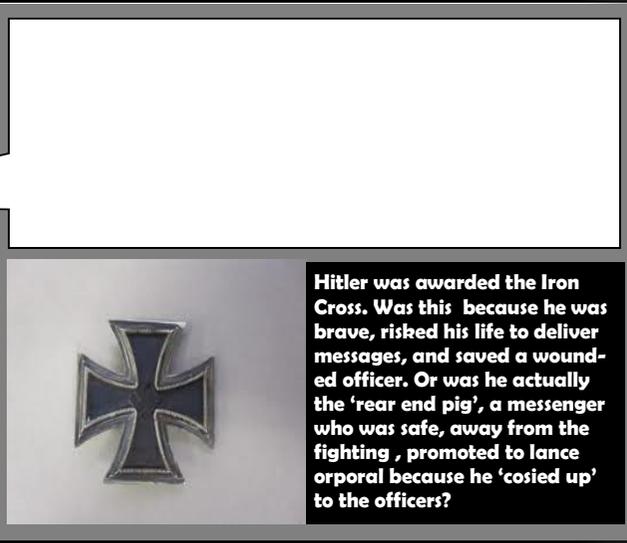
Hitler with his 'friends'. He was made fun of by other soldiers and seen as a loner. They joked that he would starve in a food can factory!



**1916**



**1916**



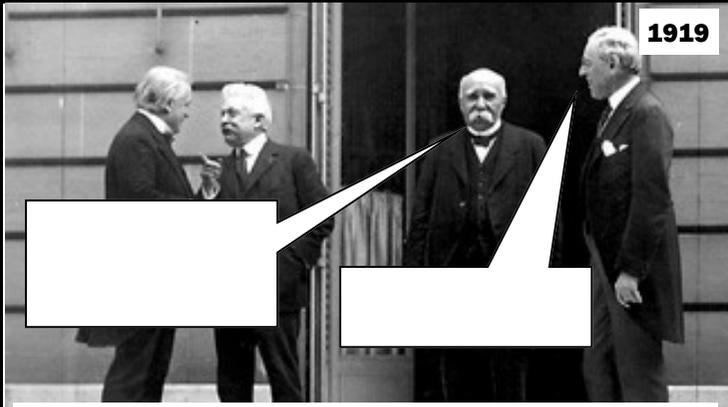
**1916**

Hitler was awarded the Iron Cross. Was this because he was brave, risked his life to deliver messages, and saved a wounded officer. Or was he actually the 'rear end pig', a messenger who was safe, away from the fighting, promoted to lance corporal because he 'cosied up' to the officers?



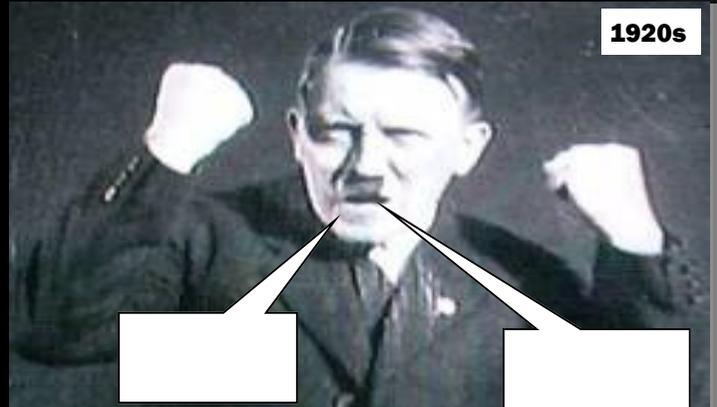
**1918**

Blinded by mustard gas when he heard that Germany had lost the war. He blamed this on communists, Jews and backstabbing, cowardly politicians.



**1919**

The Treaty of Versailles: Clemenceau of France, wanted to crush Germany. American president Wilson did not. Clemenceau got what he wanted.



**1920s**

Hitler promised revenge.....to be continued!

# Part 1 of 2

part 2 and accompanying PowerPoints are free upon request

@ ichistory@hotmail.com

your email address will remain strictly confidential

## Part 2 contents

Project Task

The Global Theatres of War

Skills : Assessing Photographic Evidence

Skill : Determining the Usefulness of Sources

Why Did The USA Enter The War ?

Why Did the Soviets Withdraw ?

The Use of Animals in the War

Class Debate Activity

Aircraft of WW1

The Statistics of WW1 - cross curricular ( Maths )

Adolf Hitler's Experience of War

Why did Germany Lose the War ?

Fully Sourced Investigation

( General Haig, Hero, Butcher or Bungler? )

Skills : Extended Writing Frames

Timeline Summary Activates

Review - Crossword and Picture Puzzle

Review - Cut and Match Puzzle

Source Analysis and Enquiry

The Causes of the first World War Quiz

WW1 PowerPoint Quiz

Media clips, Links and Games

Unit Assessment

Teaching Outline



***This is a free to share resource***



Phil@icHistory