

WORLD WAR 1

TRENCHES

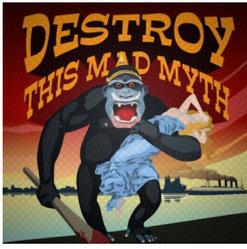
WEAPONS

+ WARFARE

WW1 Weapons + Warfare - key words starter

Mission: to match + understand 8 unit key words with images and definitions

Artillery



Hun



Offensive



Bayonet



Cavalry



Tommy



Mortar



Allies



Derogatory / negative term used by British to describe a German soldier ... linked to being barbaric

Soldiers who fought on horses

A military campaign - to attack

Weapons that fire 'projectiles' - often very large ones!

Term for a British soldier

A smaller piece of artillery / cannon that fires bombs / shells high into the air

Referring to Britain, France, Belgium, Russia and USA in WW1

A knife that fixes to the end of a rifle

| Word | Definition | Translate / Similar |
|-----------|------------|---------------------|
| Offensive | | P _ _ _ |
| Cavalry | | M _ _ _ _ _ |
| Artillery | | |
| Tommy | | |
| Mortar | | |
| Hun | | B _ _ _ _ |
| Bayonet | | |
| Allies | | |

WW1 - a New Type of Warfare?

4 mins
Cavalry
Charge!



Mission: to understand how warfare has changed over time.

- Castle
- Machine
- Ancestors
- Dreyse
- German
- Obsolete
- 14th
- Bow
- Effective
- Charge
- Ketchup
- Bronze
- Matchlock
- Tin
- 15th
- Infantry
- Bullets
- Rudimentary
- China
- Mustard

Weaponised conflict between our _____ probably began with sticks, clubs and stones. But as man evolved so did the ways he waged war. Early weapon development would have been stone tipped spears, slings and blow pipes - the first use of the _____ and arrow was likely in Africa about 65,000 years ago. During the _____ Age, c3100 BCE, metal daggers and swords were first used and developed. Use of metals also led to use of shields and body armour. Gunpowder was first seen in warfare in _____ c904 CE, and used to make fire bombs, arrows or hand cannons. As the use of gunpowder and explosives became more widespread in Europe (thanks to the Mongols) large stone _____ defences quickly became useless / _____.

Gunpowder had also allowed for the invention of a very simple / _____ gun, again in China. Shrapnel such as pieces of pottery were packed into a bamboo tube then gunpowder lit, firing out the projectiles. Guns as we may recognise them today were developed on a large scale in Europe around 1411 in the _____ century. The _____ gun worked when an 'S' shaped firing hammer was triggered to strike and ignite the match and powder that fired the weapon.

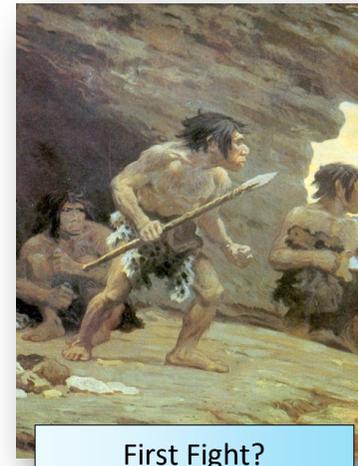
The Franco - Prussian war, 1870 - 1871, fought between France and _____ States, consisted of the movement of large numbers of both _____ and cavalry - with an effective cavalry _____ considered to be one of the most devastating tactics to win a battle. Artillery cannons were used to support soldiers equipped with bolt action rifles such as the _____ needle that could fire about 8 rounds or _____ per minute. Of note, was the first use of 25 Gatling guns, a devastating weapon that could fire hundreds of rounds per minute. Also of note was that many WW1 generals were 'cavalry men' and had studied the methods and tactics that had been worked well or been _____ in conflicts such as the Franco - Prussian War.

Warfare would change massively during WW1 both in terms evolving existing technologies and the creation of new inventions. Gatling type guns evolved into even more deadly _____ guns, while tanks would be used for the first time. Other notable firsts would be the use of combat aircraft and the use of chemical weapons such as _____ gas.

1: What type of defensive structure was made useless because of the invention of gunpowder?

2: How many bullets could a Dreyse needle gun fire in one minute?

3: What type of attack was considered to be most effective during the Franco - Prussian war?



First Fight?



Cavalry Charge



Gatling Gun

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 (of the trench) he says laughing. But on the way out of 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.**

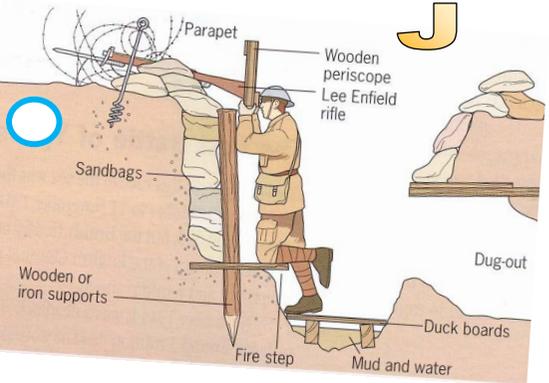
Victor Silvester was a member of British firing-squad in 1916.

"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."



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.**

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."



"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.

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 day and rub whale oil into their feet.

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.



"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.





1917



What Was Life Like In The Trenches?

3 mins



Activity : using the sources sheet, match sources with the categories below.



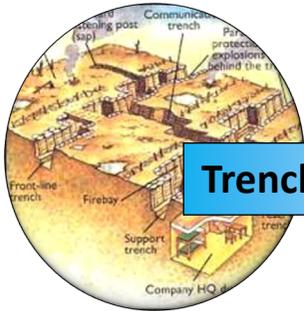
Food →

Key Points



Feet →

Key Points



Trench Design →

Key Points



Shell shock →

Key Points



Duties →

Key Points



Fears →

Key Points



The Rats →

Key Points



Other →

Key Points

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 could be the last letter you ever write so choose your words carefully!

Use the sources, pictures and key words provided to help you. The suggestions below may help you.

My Dear.... (create a name)

I am writing to you 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.

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.

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.

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.

The rats / lice. 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.

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.

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.

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.

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: ?

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.

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,

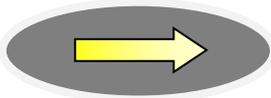
And sign your name x

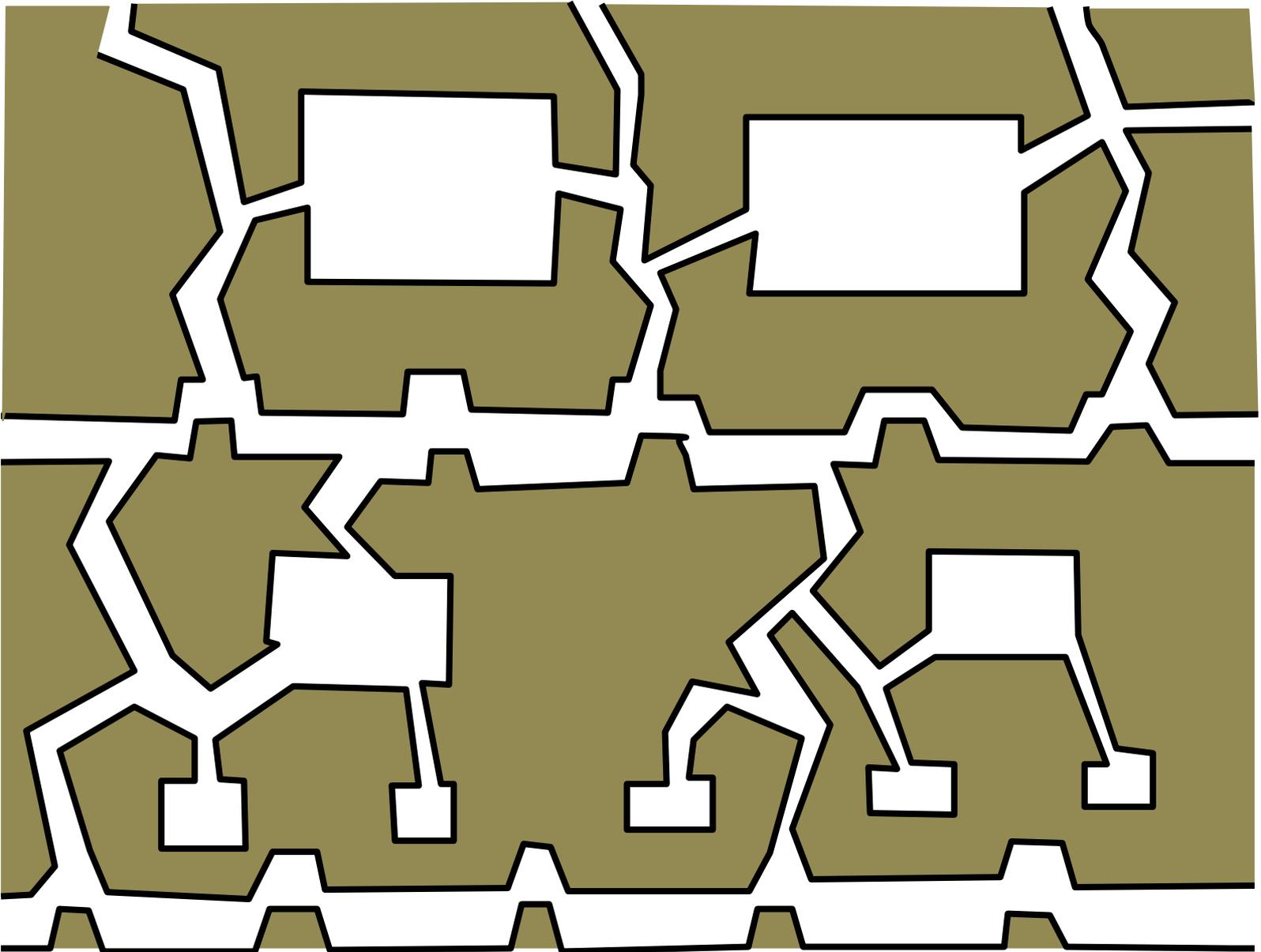
General, Defend Your Trench!

 **Orders** = set up a trench defence system, organise your men and hold off an enemy attack

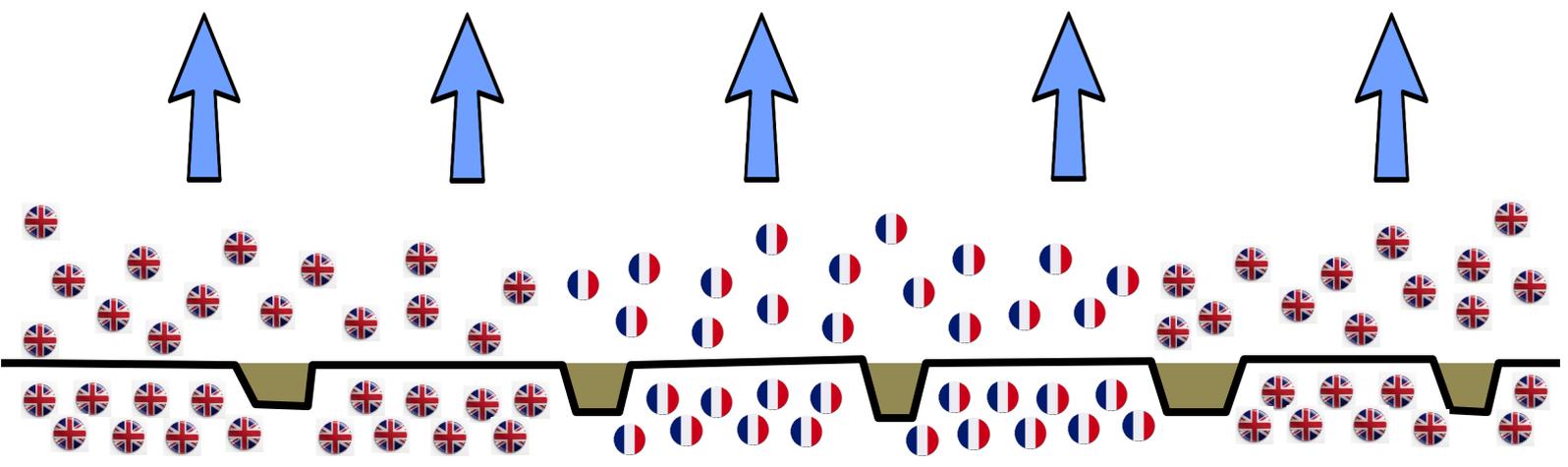
Trench warfare began in Western Europe after the failure of the Schlieffen Plan. The Allies began digging trenches on one side and the Germans did the same on the other. Eventually, these trench systems would stretch for hundreds of miles. Look at a map that shows an overview of European trench systems. A trench was an effective way 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. But, if a trench was not well defended it could mean the loss of ground, equipment and the lives of men. You are going to take on the role of a German general and organise the defence of a trench system.

- You may choose 13 items from the list of 20.
- None of the items are compulsory and you cannot choose the same more than once.
- Position any of your choices that have a symbol onto the trench map provided - or draw them onto it.
- Make your selection very carefully, thinking about the types of attack you may face.

| | | | | | |
|--|--|---|--|---|---|
|  | The General x 1 This represents you. You are a star! |  |  | Cavalry Soldiers x 20 20 horses. 20 equipped men. |  |
|  | Infantry Soldiers x 32 Helmets, coats, trousers, boots and underpants. |  |  | Messengers x 3 (plus Hitler) Used to deliver messages through the trenches. Hitler is represented as the black + white dot. |  |
|  | Machine Gun Bunker x 2 Includes soldier / gunner. |  |  | Maxim Machine Gun x 2 Rate of fire = 600 RPM. Rounds / bullets fired in a minute. |  |
|  | Mauser rifle x 40 | |  | Bayonets x 40 Knives that fix to the end of rifles. | |
|  | Luger Pistol x 40 | |  | Hebel Flare Pistol x 4 Fires flares into the air to light up the night sky. |  |
|  | Sniper Rifle x 4 |  |  | Flame Thrower x 2 |  |
|  | Short Range Trench Mortar x 4 |  |  | Long Range Heavy Artillery x 2 'Big Bertha'. |  |
|  | Sandbags x 20 |  |  | Barbed Wire x 7 rolls |  |
|  | Gas Masks x 20 | |  | Socks x 120 pairs Soldiers not included. | |
|  | Zeppelin x 1 Airship filled with gas. |  |  | Fokker Tri Plane x 1 Armed with 2 machine guns and a luger pistol. Pilot included. |  |



No Man's Land



Your Cut and Paste Army - work as pair / small group

Forces Set

Only use the items selected



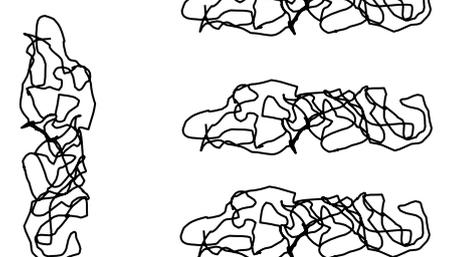
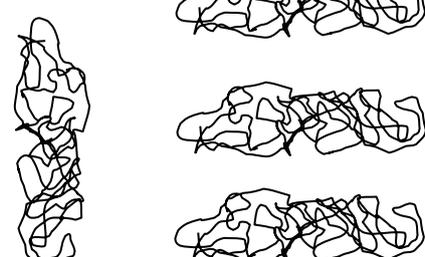
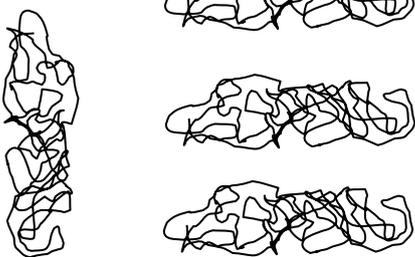
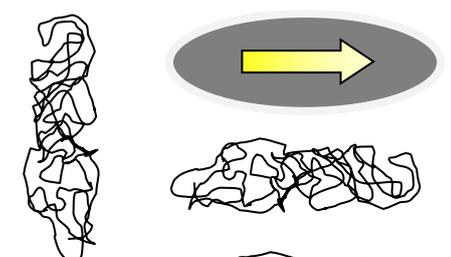
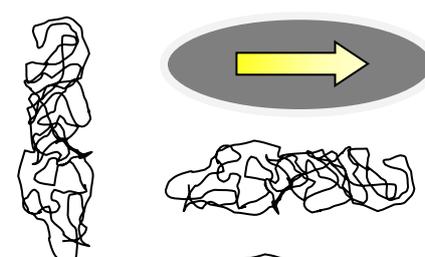
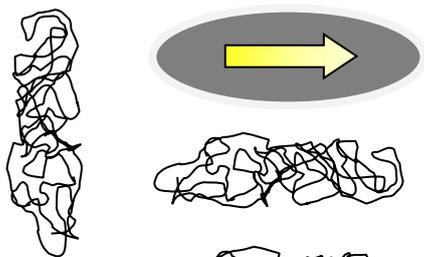
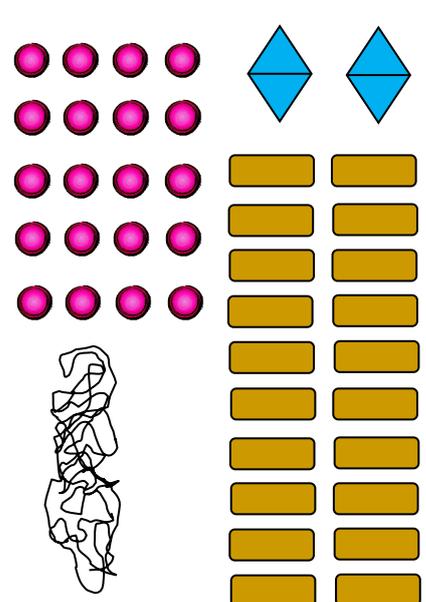
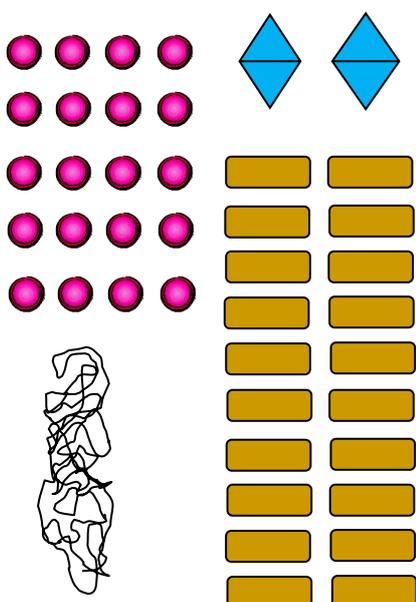
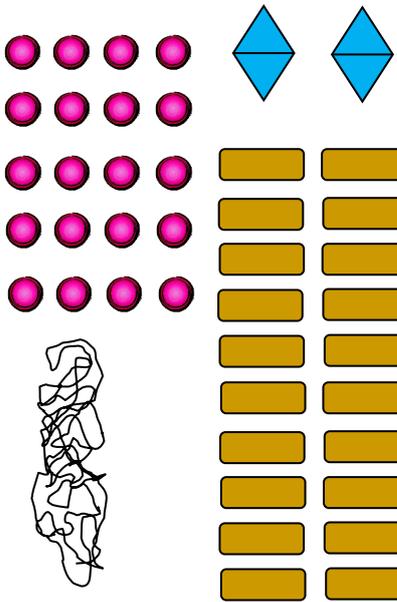
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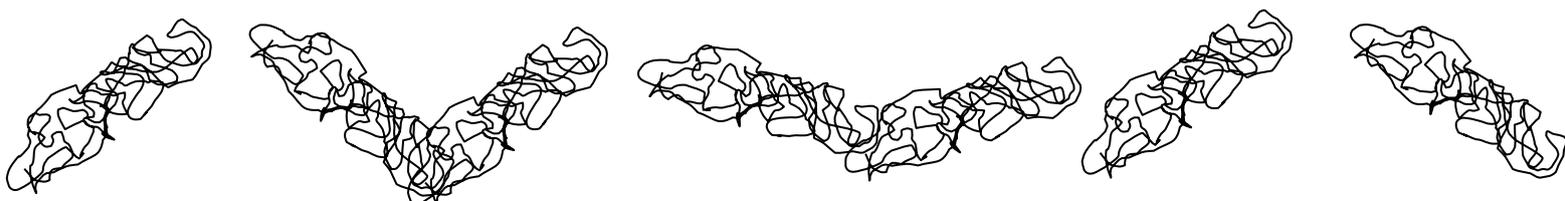
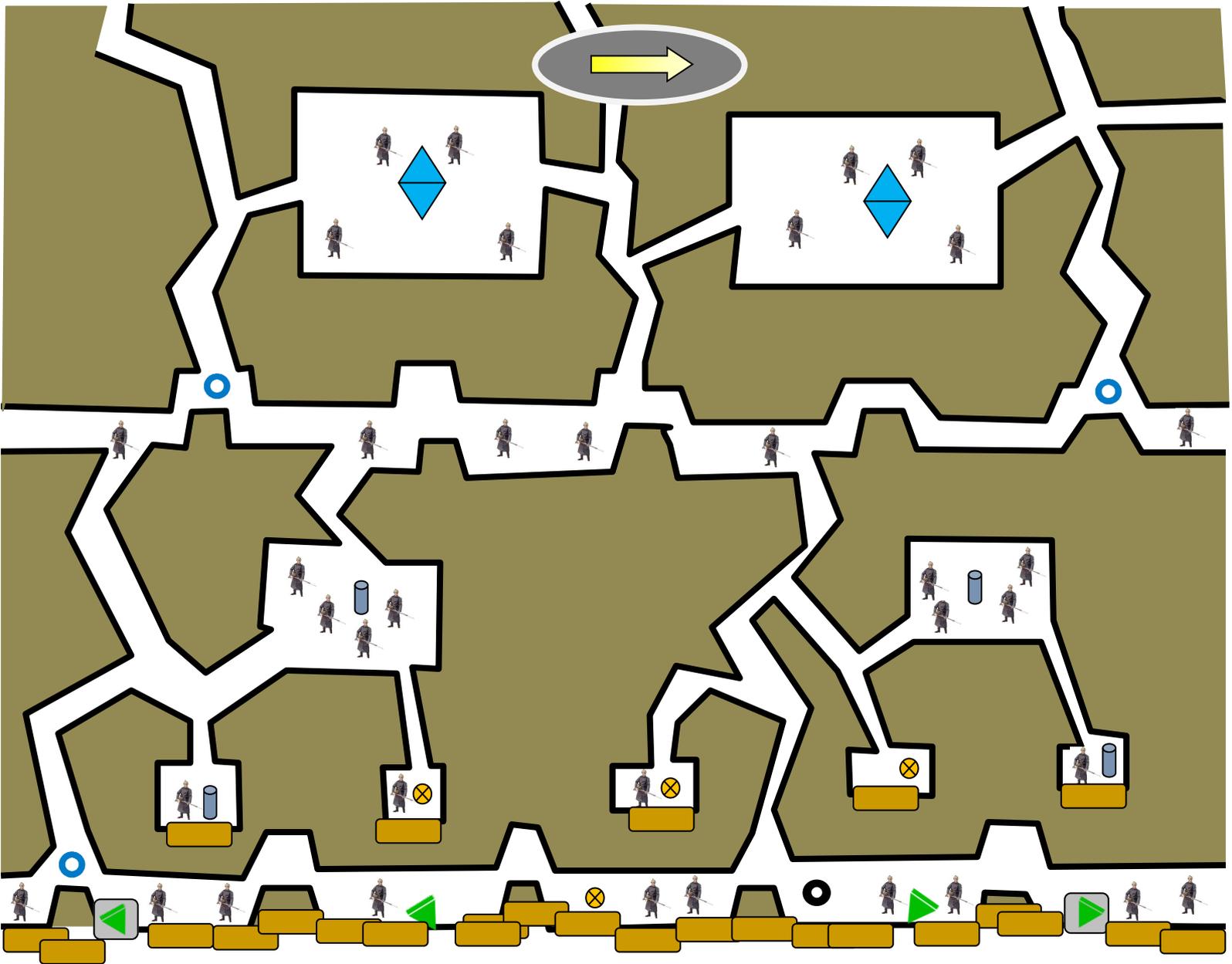
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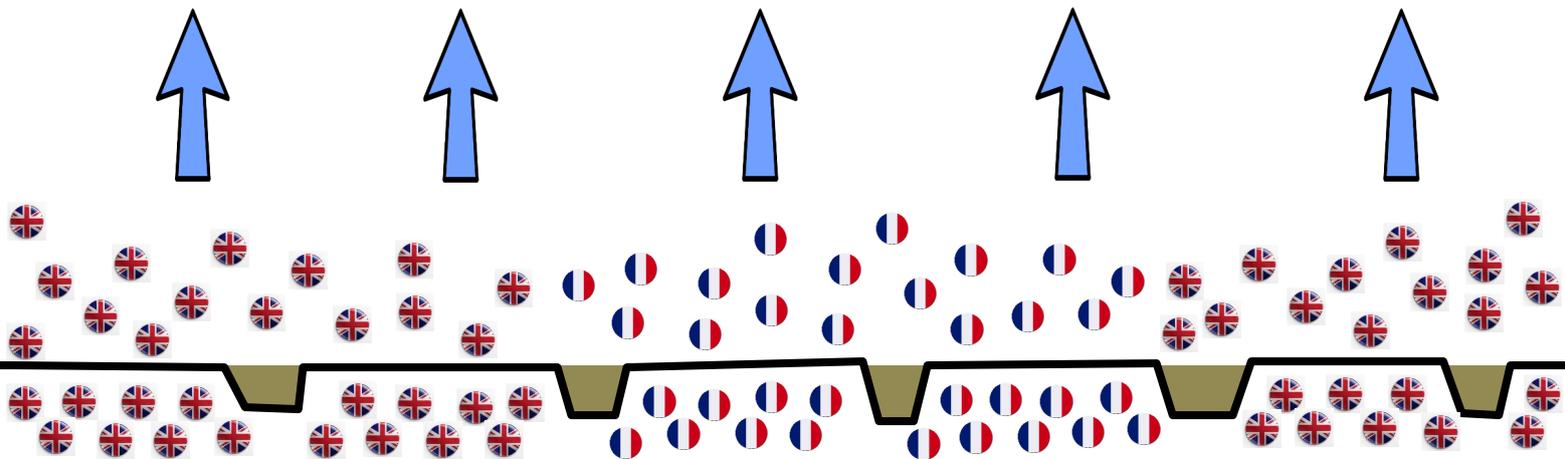
Forces Set

Only use the items selected





Defence Example



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 the whistle is blown 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

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I say....

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My body is

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World War One Trench Project Piece.



Brief : to complete a piece of project work based on any aspect of **life in the trenches.**

You can choose the media you wish to effectively present this information. For example ; a diary / letter, a presentation, a model, a video or audio clips, design a game, a painting or an idea of your own.

You can choose to work alone, with a partner or a small group.

People Involved

1 : _____

Your contribution _____

2 : _____

Your contribution _____

3 : _____

Your contribution _____

4 : _____

Your contribution _____

Success Criteria : 2 marks for each

Information

Have you used accurate historical information with enough detail?

Presentation

Is your work well presented and designed / planned ?

Creativity

Have you included thoughtful original ideas or information?

Empathy

Have you made parts of your appear as if it comes from WW1

Wow factor!

Bonus marks for excelling in any of the above or more!

Teacher Comment

Total Score

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Total Score

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 checked="" 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.

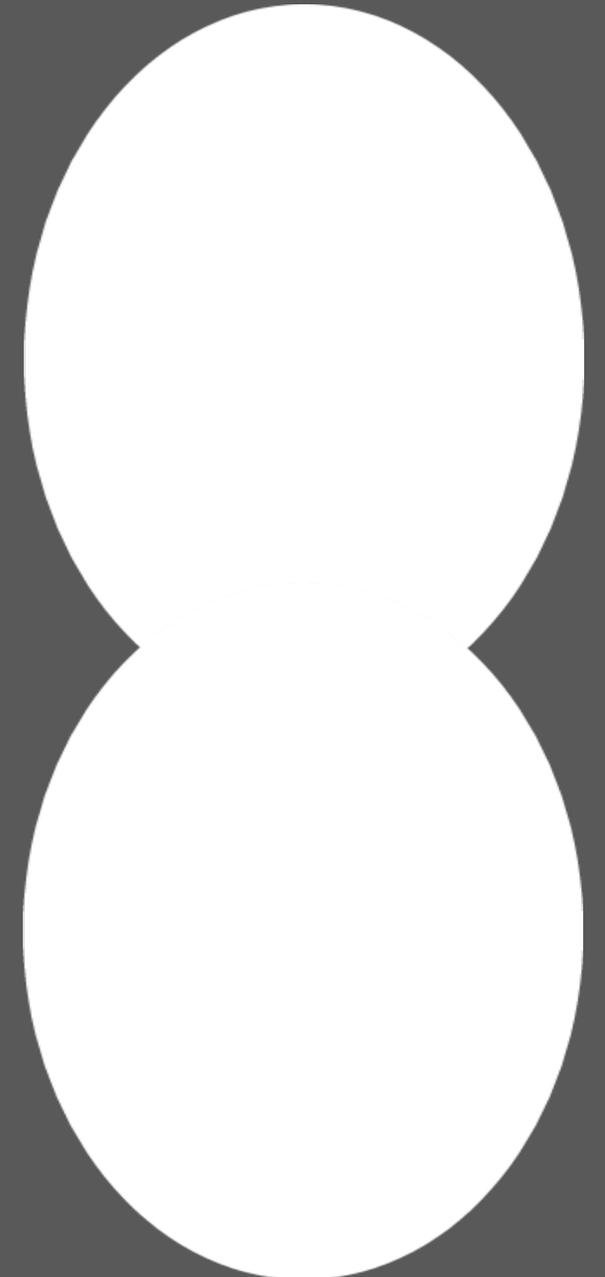
The Battle Of The Somme, 1916

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| ..was Field Marshall, Douglas Haig. The attack began with the biggest artillery bombardment in history with over ... | <input type="checkbox"/> | 3 |
| ..caught in a net. Some looked like they were praying; dead on their knees as the wire had prevented their ... | <input type="checkbox"/> | 10 |
| ..men in minutes. Despite the failure, General Haig continued to send men over the top for a another ... | <input type="checkbox"/> | 12 |
| ..the French the British planned their own offensive (attack) at a place called the Somme.. The man is charge... | <input type="checkbox"/> | 2 |
| ...tangled (twisted) than before. More surprising for the British was that the Germans alive and emerged from.. | <input type="checkbox"/> | 7 |
| ...six months, There were 600,000 British and Allied soldiers killed and 450, 000 German. Only ... | <input type="checkbox"/> | 13 |
| ..fall. " Other accounts, some German, tell of German machine gunners crying as they massacred thousands of ... | <input type="checkbox"/> | 11 |
| ...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"/> | 15 |
| .. one mile of ground was taken by the British, however, the French trench line at Verdun was saved. To this.. | <input type="checkbox"/> | 14 |
| ..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"/> | 9 |
| By 1916, the Germans were threatening to break through the French trench defences near Verdun. To help ... | <input type="checkbox"/> | 1 |
| .. 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"/> | 5 |

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



The Camera Never Lies!

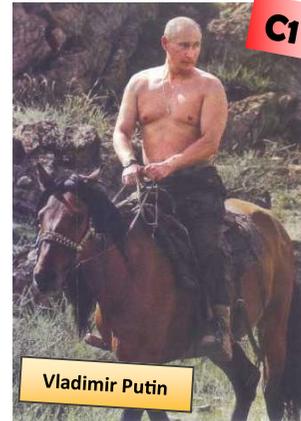
Mission: to question the statement that 'the camera never lies'.

Photographs can be used to influence people just as much as written information. Here's how:

- 1: **Staged**: the people or objects in the photo are placed in an unusual way or unnatural pose or position.
 - 2: **Selected**: the photograph has been chosen as it captures the subject in a positive / negative way.
 - 3: **Doctored**: the photo has been changed / edited in some way after the image was taken.
 - 4: **Omitted**: the photographer leaves out something very important.
 - 5: **Snapshot**: a single photo only shows a split second in time, not what came before or after.
 - 6: **Trick**: the photo is taken in a way that tries to trick the viewer, such as an optical illusion.
- (As always, consider **provenance** when available and look out for forms of **propaganda**.)



Task: for the photos or pairs below label what they are 'guilty' of using 1-6 above.



Reasons the photo may be unreliable:

Reason the photo may be reliable:

Not reliable 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 Very Reliable

Source Skills: Surprising

 **Discover:** how to answer a basic surprise question using COP.

| | (You may tick both) | Surprised | Not |
|----------|--|-----------------------|-----------------------|
| C | Content Read what is written. Does it say anything unusual or surprising? Is the information corroborated or not? Anything written that is really shocking or new ? | <input type="radio"/> | <input type="radio"/> |
| O | Origin is who created or published the source and when / where was it made. Can we be surprised that this 'person' would say this at this time? | <input type="radio"/> | <input type="radio"/> |
| P | Purpose is the why or motive behind the source. Can this be considered surprising? | <input type="radio"/> | <input type="radio"/> |

"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."

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



Are you surprised by what is written in source G ?

Introduction: Source G is *not surprising / somewhat / very surprising* .

Content 1 - is the MAIN point / message surprising ?

Content 2 - sub - messages / points surprising ?

Origin - is it surprising given the context ? The who, where and when?

Purpose - is the motive or reason surprising ?

The Battle of the Somme - a useless waste of life?



Mission: to analyse, evaluate and compare historical sources to investigate what happened at the Somme in 1916.



'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 3rd, 1916.

A

B 'I would like to congratulate you on the achievement and successes you have made in this great battle. You have pushed back the enemy back with great bravery and skill even with such terrible weather.'

A telegram sent by British Prime minister Lloyd George to the British soldiers during the Battle of the Somme in 1916.

'Haig believed in the old ways of battle when horses would charge against the enemy and smash them. This worked before the new machine gun arrived. In the First World War Haig tried and failed again and again the same idea with men against machine guns It was a mass slaughter and a such waste of human life. 'Haig was a donkey. His only idea was to kill more Germans than have Germans kill his own men. This was a terrible kind of idea and was not an idea at all. He knew he had no chance of breaking through the German trenches but he still sent men to their deaths.'

'British Butchers'
Modern Historian, 1985.

C



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.

What Happened On Christmas Day 1914?



'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 along 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 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." So we agreed not to shoot until the following morning.'

C

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".

D

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

'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 'Thank you' 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.

F

Captain C.I. Stockwell - Royal Welsh Fusiliers.

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 origins (who, when, where) is / is not reliable

Mostly reliable Mostly unreliable

How far does source C support E?

Point of support / corroboration

P1 :

P2 :

Point not supported / 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 origins

Mostly surprised Not surprised

Quick questions

What is corroborated in source 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 _ _ _ (1) that your forefather's d _ _ _ (2)
Lost in millions for a country's p _ _ _ _ (3)
But they never mention the t _ _ _ _ _ _ (4) of Belgium
When they stopped f _ _ _ _ _ _ (5) and they were o _ _ (6)



A spirit stronger than w _ _ (7) was working that night
December 1914 _ _ _ _ (8) clear and bright
Countries' borders were right out of sight
When they joined together and decided _ _ _ (9) to fight



All together now
All together now, in n _ _ _ _ _ ' _ _ _ _ _ (10)
All together now
All together now, n _ _ _ _ _ ' _ _ _ _ _

The same old story a _ _ _ _ _ (11)
All those t _ _ _ _ (12) shed in vain
Nothing learnt and nothing gained
Only h _ _ _ (13) remains



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

The boys had their say they said " _ _ " (14)
Stop the s _ _ _ _ _ _ _ _ (15) let's go _ _ _ _ _ (16)
let's go, let's go _ _ _ _ _



What is this song about ? _____



What Happened on Christmas Day 1914?

History Matters - 4 mins



Mission: to analyse, evaluate and compare historical sources to understand how soldiers felt about the 1914 ceasefire.



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.

A

B 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." So we agreed not to shoot until the following morning.'

Captain C. I. Stockwell, Royal Welsh Fusiliers.

'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.

C



Trench Attack - *Over the Top*

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

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.

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

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

| | | | |
|----------|--|-----------|--|
| 1 | In the weeks before the attack would you: | 9 | You order that your men should cross no man's land |
| 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 |
| 2 | Days before the attack you expect heavy artillery to: | 10 | During the attack you order the heavy artillery to: |
| 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 |
| 3 | You will use wire cutting troops: | 11 | During the attack you order trench mortars |
| 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 |
| 4 | You will use the biplanes to: | 12 | The men are being cut to pieces. Use cavalry to: |
| 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 | |
| 5 | The weather is wet, with changeable winds | 13 | The first wave are all shot down. Now send a tank.... |
| 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 |
| 6 | You give the order that the attack will take place: | 14 | The tank gets stuck in a waterlogged shell hole |
| 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 |
| 7 | Over the top they go....but some refuse! | 15 | What are your plans for the wounded in no man's land? |
| 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 |
| 8 | As they go 'over the top', you will | 16 | Your assault has failed, what next? |
| 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 largely on Canadian successes

www.icHistory.com

| | | | | | |
|----------|--|-----------------------|-----------|--|-----------------------|
| 1 | In the weeks before the attack would you: | | 9 | You order that your men should cross no man's land | |
| 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"/> |
| 2 | Days before the attack you expect heavy artillery to: | | 10 | During the attack you order the heavy artillery to: | |
| A | Destroy the German barbed wire | | A | Stop firing completely | <input type="radio"/> |
| B | Weaken the German trench defences | <input type="radio"/> | B | Try to aim just in front of your men | |
| C | Shoot down Zeppelins | | C | Keep firing as normal | |
| 3 | You will use wire cutting troops: | | 11 | During the attack you order trench mortars | |
| 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 | |
| 4 | You will use the biplanes to: | | 12 | The men are being cut to pieces. Use cavalry to: | |
| A | Observe the enemy trenches | <input type="radio"/> | A | Launch a cavalry charge to support the men | |
| B | Drops bombs during the attack | | B | Pull heavy weapons and equipment behind the lines | <input type="radio"/> |
| C | Fire machine guns during the attack | | C | | |
| 5 | The weather is wet, with changeable winds | | 13 | The first wave are all shot down. Now send a tank.... | |
| A | I will use poison gas launchers | | A | Behind a new infantry attack | |
| B | I will not use poison gas launchers | <input type="radio"/> | B | By itself | |
| C | | | C | In front of a new infantry of attack | <input type="radio"/> |
| 6 | You give the order that the attack will take place: | | 14 | The tank gets stuck in a waterlogged shell hole | |
| A | At 300 AM | <input type="radio"/> | A | Leave it | <input type="radio"/> |
| 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 | |
| 7 | Over the top they go....but some refuse! | | 15 | What are your plans for the wounded in no man's land? | |
| A | Shoot them | <input type="radio"/> | A | Leave them | |
| B | Shame them and send them home | | B | Try to recover them under the cover of darkness | <input type="radio"/> |
| 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 | |
| 8 | As they go 'over the top', you will | | 16 | Your assault has failed, what next? | |
| 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

Bandwagon

*Everyone else is doing it
You should too*



Transfer

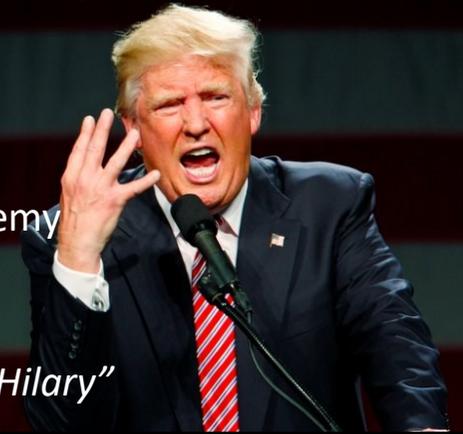
Flags
Logos
Banners
Songs
Catchy Tunes



Name Calling

Create an enemy
Us V Them

"Crooked Hilary"



Generalisation

Strong language
Exaggeration
Boasts
Hyperbole



Eight Propaganda Devices



Plain Folk

I'm just like you



Card Stacking

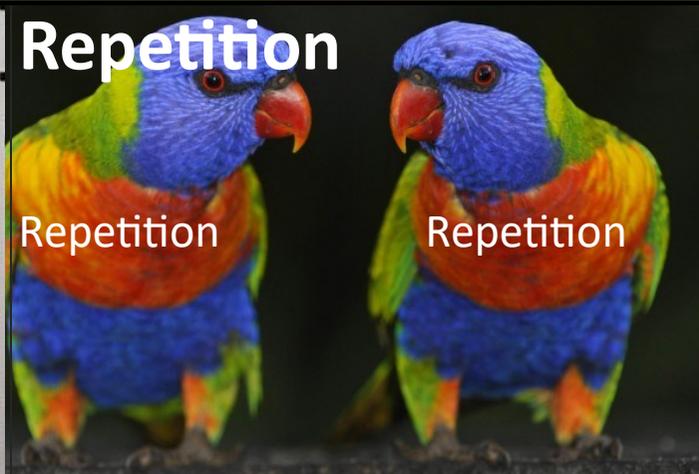
I am good or
you are bad



Repetition

Repetition

Repetition



Testimonial

*Connecting
to someone famous
or something views
as important and powerful*



Perfect, persuasive, pieces of propaganda?

17 mins



Mission: to understand the meaning of propaganda, how it works and create a propaganda piece of your own

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. Under each poster add the EMOTIONS it stirs up and or the propaganda devices used.

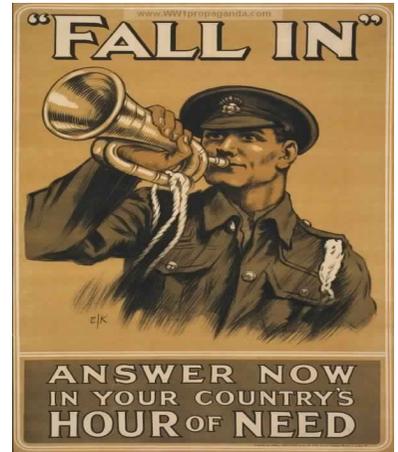
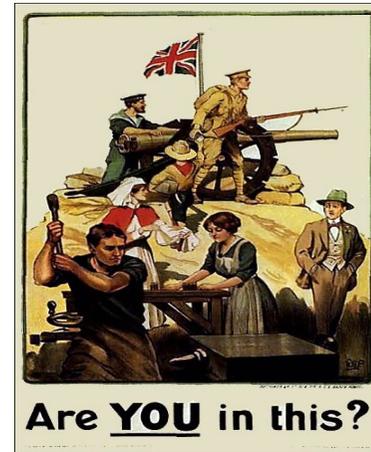
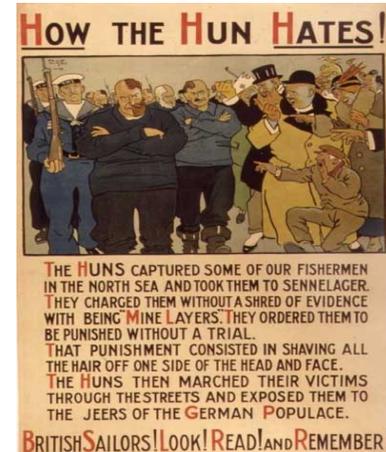
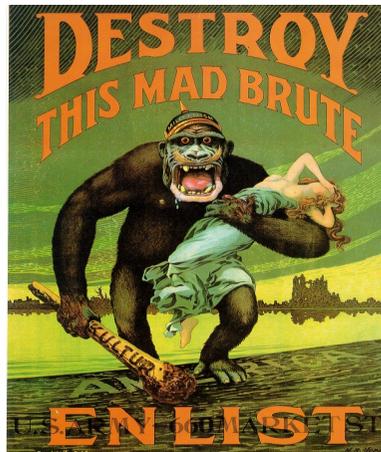
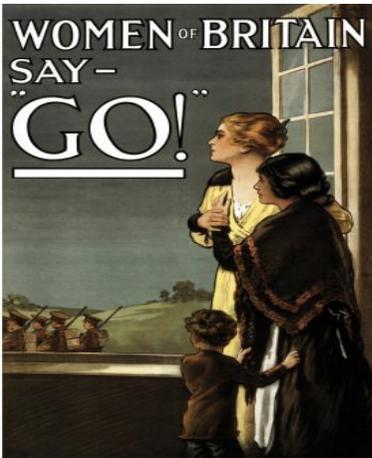
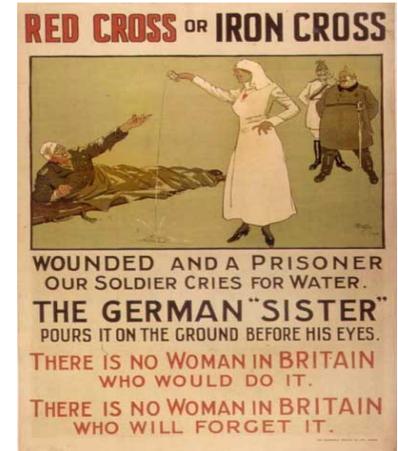
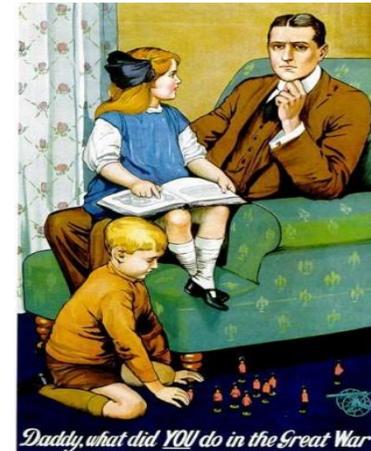
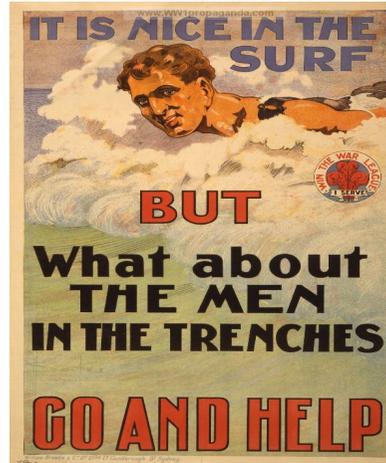
- Guilt
- Heroic
- Important
- Pride
- Nationalistic
- Anger
- Shame
- Fear
- Righteous



Nationalism

Pride

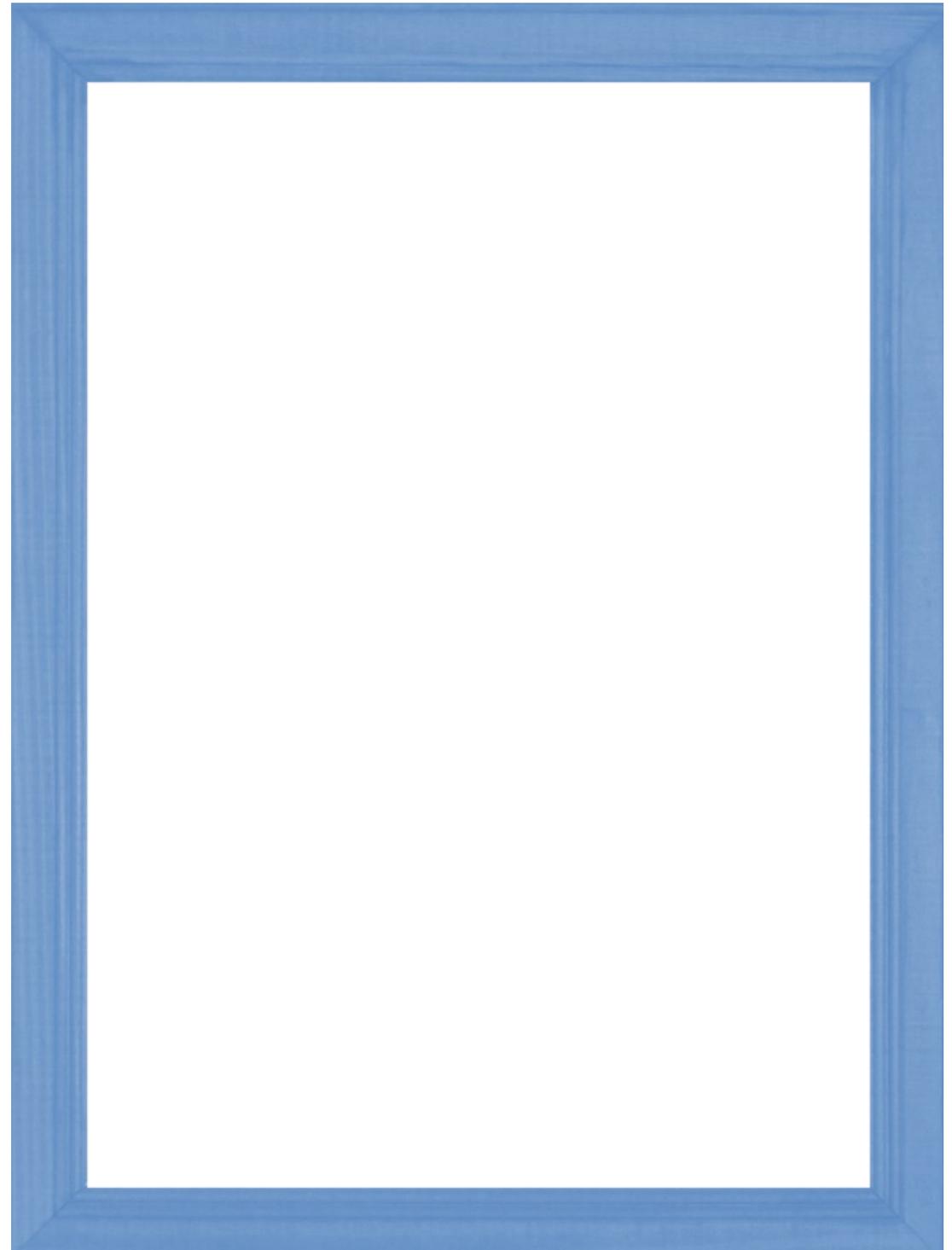
Testimonial



Propaganda ...

Task 1: Write your own definition of propaganda below.

Task 2: Create your own example of propaganda aimed at encouraging men to sign up (enlist) to fight in the trenches in WW1. Remember this should appeal to emotions, be simple and effective, bold and colourful. And you could also use one of the propaganda devices.



Those Magnificent Men And Their Flying Machines

Flying Firsts



Mission - to look at the development of aircraft and their uses over time. **Skill** - independent aircraft research.



c550

| |
|--|
| Kite Flyers - hanging around |
| Which Chinese (Qi) Emperor killed prisoners using kites? |
| |
| Top speed of this aircraft: Unknown |



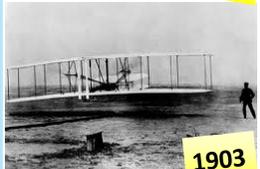
1400

| |
|--|
| Leonardo Da Vinci - great ideas that never flew |
| Find a Da Vinci invention that did work |
| |
| Top speed of this aircraft = Unknown |



1891

| |
|---|
| Otto Lilienthal - the glider |
| How did Otto Lilienthal die? |
| |
| Top speed of this aircraft = Unknown |



1903

| |
|---|
| The Wright Brothers - first powered flight |
| How long did this first flight last? |
| |
| Top speed of the Kitty Hawk = |



1914

| |
|--|
| Planes Used in War - first fighters |
| What was the nickname of Manfred Albrecht Freiherr ? |
| |
| Top speed of the Sopworth Camel = |



1942

| |
|--|
| The Jet Fighter - first jet fighters |
| Which country was the first to use a jet fighter in wartime? |
| |
| Top speed of the Messerschmitt 262 = |



1989

| |
|--|
| The Stealth Bomber - special powers |
| What can this aircraft do that most others cannot? |
| |
| Top speed of the B2 stealth bomber = |

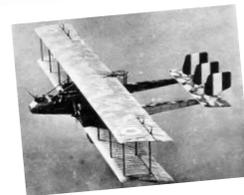
What Roles Did Aircraft Play in the First World War?

Aircraft performed three main roles in the war. Use the images to work out what the 3 main roles of aircraft were.

Role 1: _____

Role 2: _____

Role 3: _____



Focus on ... Fighter Planes

Below are 12 accounts about pilots and the planes in which they flew.
11 of the accounts are true, but one is made up.

Can you spot which account is a fake?

1 - Louis Strange of the British Royal Air Force (R.A.F.) began flying combat (fighting) missions after less than four hours of practice in an aircraft.

2 - When the war began, planes were not armed with weapons and it was common for pilots on different sides to wave at each other as they passed.

3 - As the war developed, pilots began to look for ways to kill each other. Without fixed guns on their planes they tried firing their pistols, trailing hooks and even throwing bricks at each other!

4 - The first machine guns fixed to airplanes were on top of the wing. This meant pilots had to stand up to reload or fix them. When fixing a jammed machine gun, Louis Strange's plane flipped upside down leaving him hanging on only by the machine gun. After a desperate struggle he managed to hook his legs into the plane, pull himself in and land safely.

5 - The French were the first solve the problem of using machine guns more effectively in planes. Raymond Saulnier came up with the idea to fire a forward facing machine gun, that sat directly in front of the pilot's cockpit. This gun could fire through the propellers of the planes. This was made possible by an 'interrupter gear' that stopped the gun firing when the propeller blade was in place. However, this didn't always work and pilots sometimes shot off their own propellers, causing their planes to crash. To help fix this problem, propeller blades were fitted with metal deflectors.

6 - It was the Dutch engineer Anthony Fokker who perfected the use of the interruption gear. In a ground demonstration, for the German officers he showed how the interruption gear could fire through the propeller blade without hitting them. At first the officers thought this was a trick and they told Fokker to show them by shooting down an enemy plane. After taking to the air, Fokker came across an unarmed enemy observation plane, but he could bring himself to shoot it down. Instead he landed and told the German officers to test it for themselves.

7 - A pilot was more likely to be killed from a training accident than getting shot down by the enemy.

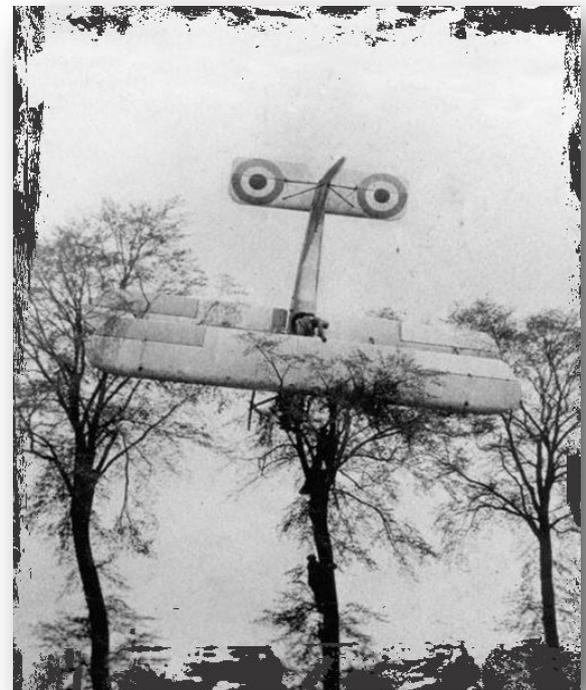
8 - British pilots were not given parachutes because it was thought pilots would choose to jump out of a damaged (but valuable) plane, rather than try to fly it back to base.

9 - One of a pilot's biggest fears was being trapped in a burning airplane. Pilot Mick Mannock was so afraid of this that he flew with a gun so he could shoot himself in the head should this happen.

10 - The average life expectancy for a pilot in 1917 was just 11 days.

11- Pilots were more likely to develop psychological / mental problems than the soldiers fighting in the trenches.

12 - Whilst flying an observation mission over enemy trenches, German Pilot Gunther Shutz's engine caught fire after taking a bullet from Belgian soldiers in the trenches below. Another German pilot saw he was in trouble and flew alongside him. Shutz skillfully managed to climb out of his burning plane and into the other.



Which account do you think has been made up?

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Whilst flying an observation mission over enemy trenches, German Pilot Gunther Shutz's engine caught fire after taking a bullet from Belgian soldiers in the trenches below. Another German pilot saw he was in trouble and flew alongside him. Shutz skillfully managed to climb out of his burning plane and into the other = **FAKE.**

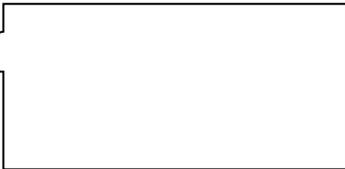


HITLERS ... WORLD WAR 1

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.



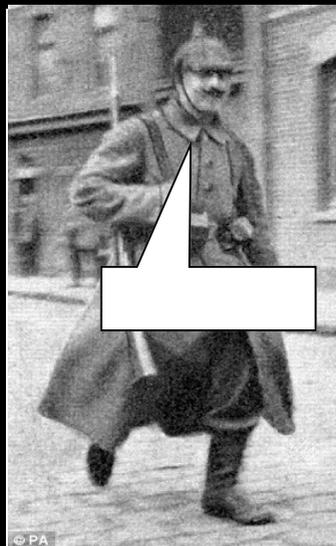
1915

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!



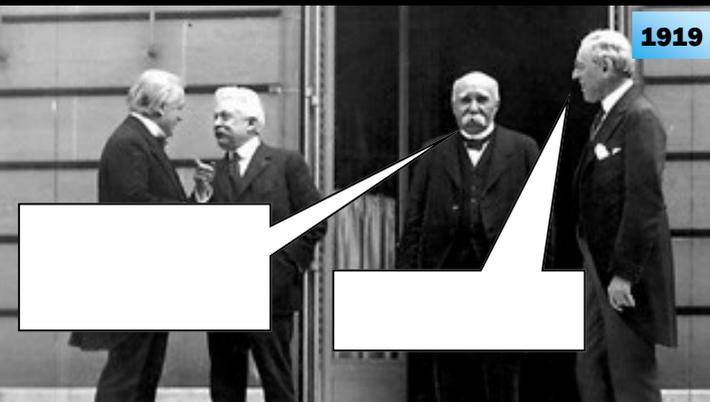
Hitler was awarded the Iron Cross. Was this because he was brave, risked his life to deliver messages, and saved a wounded officer. Or was he actually the 'rear end pig', a messenger who was safe, away from the fighting, promoted to lance corporal because he 'cosied up' to the officers?

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!

WW1 Trenches + Warfare

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