

Hall 1.

# Europe in 1914: On the road to war

*In 1914 there were no obvious reasons for a war, but there was a widespread fear of it. Nationalism, the arms race and imperialist rivalries contributed to the acute state of international tension.*

With the help of the *“Daily Mail War Map”* on the tactile tablette, on the opposite map circle the names of the countries of the Triple Entente and underline those which were members of the Triple Alliance:

Territorially, what was the main danger for Germany (and even Austria-Hungary)? .....

.....

.....

What was the political situation of Serbia? .....

.....



Complete the following chart with the help of the information on the right-hand side of the map.

War strength of the Great powers						
.....	Population	Soldiers (in millions)	Navies		Aircraft (aeroplanes and seaplanes)	War funds available (in millions £)
			Dreadnoughts	Submarines		
Russia	167,000,000					
France	39,601,509					
Great Britain	46,407,037					
<b>Totals</b>	253,008,546					
.....	Population	Soldiers (in millions)	Navies		Aircraft (aeroplanes and seaplanes)	War funds available (in millions £)
			Dreadnoughts	Submarines		
Germany	65,000,000					
Austro-Hungary	49,882,231					
Italy	38,500,000					
<b>Totals</b>	153,382,231					

👉 Your conclusion: what are the strong points of each of the following countries?

Germany ..... Great Britain .....

France ..... Russia .....

• Look at the poster “Alsace-Lorraine soap”. What are the darkened regions scrubbed by the woman?

.....

Look at the cloth, which colors does she want to have?

.....

Find another object which evokes the idea of « Revenge » and explain your choice:

.....

• In 1914, one of the official France’s concerns was the recovery of the “lost provinces” of Alsace and Lorraine. But what were those of Great Britain? In the text below, underline them:

*As if to underline the almost nature of Britain's late 19th century invasion fear, France, so suddenly thrashed by Prussia, made a sudden reappearance in the mid 1880s as enemy number one. What if France and Russia joined forces to invade England to strike at the very heart of the British Empire: London. The capital's defences were outmoded while the regular army was small and scattered over much of the world policing the empire. (...) But with the signing of the Entente Cordiale between France and Great Britain the fear of French invasion finally came to an end.*

*Attention was now firmly focused on Germany as the future foe\* and it was at this moment that Britain's most famous invasion novel was published. The “Riddle of the Sands”, written by Erskine Childers and published in 1903, focuses on a German invasion plot\* with troops sneaking across the North Sea hidden in fleets of coal barges. Although the technique by which Childers envisaged a German invasion was novel, the essential method of attack - a sea-borne attack - was entirely traditional. This is hardly surprising since, around 1900, an arms race between Britain and German was in full swing and the focus of this competition was the battleship.*

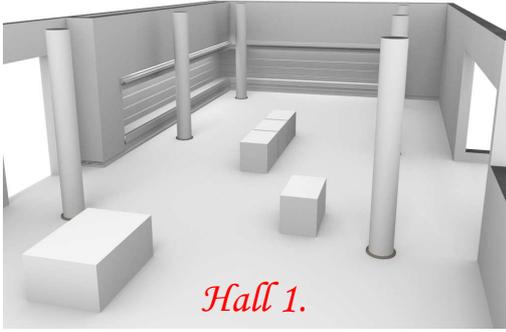
*From Dan Cruickshank “a new enemy”, BBC history*

*To scatter over: disperser  
Foe: ennemi  
Plot: complot*

☞ Your conclusion: what are the strong points and the weaknesses of each of the following countries?

	Strong points	Weaknesses
Germany		
Great Britain		
France		





# Imperial powers

*At the end of the nineteenth century, the wealth of the European countries was based on trade in raw materials and on banking. The imperialists powers were investing in Russia, Africa and Asia, while at the same time holding back the industrial development of the countries that were in their power.*

**● Tactile tablette on the colonial empires :**

Compare this empire with the French and the German ones by completing this chart:

	Surface	Inhabitants
British empire		
French empire		
German empire		

What can you infer? .....

.....

.....

**● The British uniform of the Anglo-Boer war.**

Which elements of this uniform show that it was designed to impress the enemy?

.....

.....

In which country did the British Army use this uniform?

.....

Which industrial weapons and equipments were used during this war?

.....

.....

**Showcase : prewar British uniform.**

Before the outbreak of the Great War, what transformations did the British uniform undergo?

.....

.....

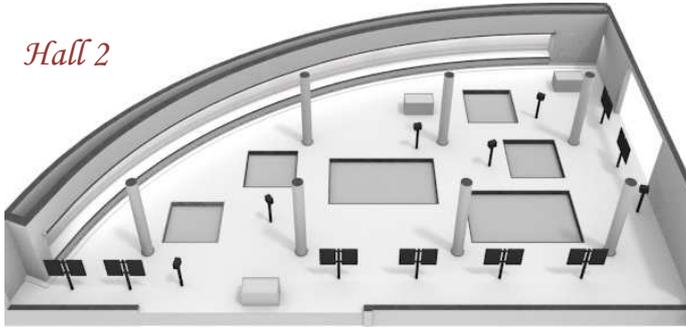
To which of the two studied uniforms does the French uniform seen closer to? Why ?

.....

.....



Hall 2



# Empires at war

The war became a world war when it spread to colonial empires. Great Britain and France both resorted to the soldiers from their colonies, but not necessarily in the trenches...

After having observed the documents *on display* "Rallying the Empires", circle the names of the British colonies represented among the exhibits



What role was played by the Indian soldiers?.....

What role was played by the Chinese?..... / The Indonesians? .....

The Egyptians? .....

Find the *pit* "Rallying the Empires". Describe the Indo-chinese uniform:

Colour: .....

Fabric: .....

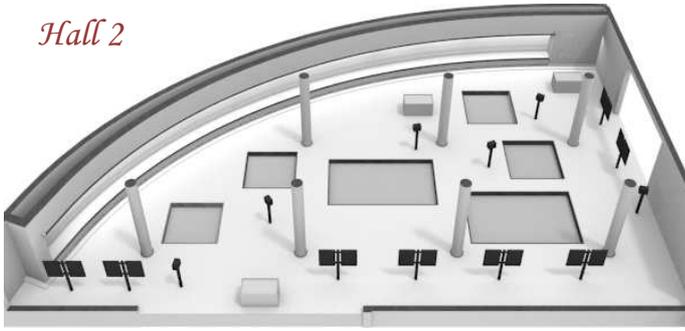
Equipment: .....

What were they used for by the French Army? .....

In the display "Rallying the Empires", look at the uniform of the soldiers on a *picture of the colonial troops*. What can we infer about the officers' decisions concerning the equipment of the colonial troops?....



Hall 2



# The entry into war

*After the assassination of Archduke Franz-Ferdinand, it took just over a month for Europe to slide into full-scale war. Interlocked alliances caused a chain-reaction leading to war.*

● Observe the various documents *on display "the entry into war"* and complete this chronology of the beginning of the conflict:



- ..... : Assassination of Archduke Franz-Ferdinand in Sarajevo
- ..... : Austria-Hungary declared war on Serbia
- ..... : Russia mobilised in support of Serbia
- ..... : German mobilisation
- ..... : French mobilisation
- ..... : Germany declared war on Russia
- ..... : German invasion of Belgium
- ..... : Germany declared war on France
- ..... : Britain entered the war

☞ Your conclusion: how long does it take for Europe being involved into the war?

.....  
.....  
.....  
.....

● Observe the humorous *poster "Hark, hark the dogs do bark"*.

- |                             |                                       |                                      |                                    |
|-----------------------------|---------------------------------------|--------------------------------------|------------------------------------|
| How is Britain represented? | By a bulldog <input type="checkbox"/> | by a turtle <input type="checkbox"/> | by a bear <input type="checkbox"/> |
| How is Germany represented? | By a dog <input type="checkbox"/>     | by a turtle <input type="checkbox"/> | by a bear <input type="checkbox"/> |
| How is Russia represented?  | By a dog <input type="checkbox"/>     | by a turtle <input type="checkbox"/> | by a bear <input type="checkbox"/> |

What is the British attitude towards Germany? .....

What is the British attitude towards Belgium? .....

How is the alliance between Germany and Austria-Hungary shown? .....

How do other European countries react? .....

.....

☞ To conclude, which of the following sentences match the documents:

- The countries of Europe were preparing to attack Britain
- The countries of Europe were fighting among themselves like dogs.
- Britain would sort out all the problems.
- Britain was going to invade France.
- Britain's navy would be enough to win the war.

🔴 At the beginning of the war, there was no conscription system in Great Britain. The British army was only composed of volunteers. Taking this into account, analyse the opposite *poster*.

Who is in the centre of this poster? What could be his thoughts? .....

.....  
.....  
.....  
.....

Describe the background. ....

.....  
.....  
.....  
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.....  
.....



With the help of your analysis of the *poster "Hark, hark the dogs do bark"*, explain the motto of this poster. ....

.....  
.....  
.....

🔴 Observe the *newspaper "La dépêche"*. When and where did the British arrive in France?

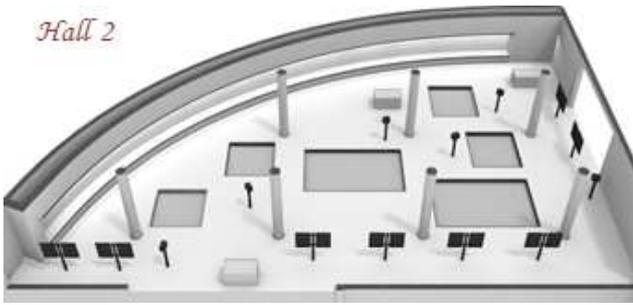
.....  
.....

🔴 Observe the various objects and documents *on display « the German invasion and the exodus »*. List four examples of the consequences of the German invasion:

- \* .....
- \* .....
- \* .....
- \* .....

# British recruitment

Hall 2



Britain was dragged into the war through its alliances. However, her armed forces, which were adapted for fighting in the colonies, were not at all prepared for a European conflict on such a scale. As a result, Lord Kitchener, the minister of War, had to find a swift solution to the recruitment problem.

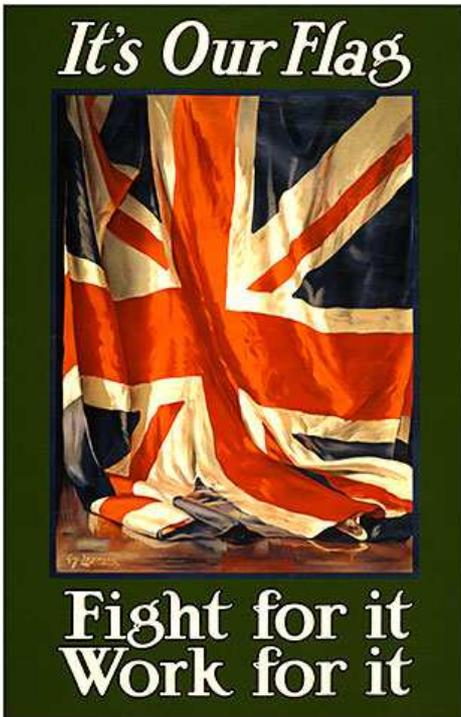
● In the *display "British recruitment"*, look at these *posters*:

Who are they addressed to? .....

Write down the messages of the posters:

Poster 1: .....

Poster 2: .....



Your conclusion: what are the two ways of participating in the war? .....

What are the values emphasized by these posters:

- Patriotism
- Solidarity
- Selfishness
- Individualism
- Pride
- Duty

By observing the other documents on display, indicate whether the British army in 1914-1915 was recruited through:  conscription or  on a voluntary basis

Quote a verb read on a poster to justify your answer: .....

● In the same display, read the *text about the British recruitment*.

What were "Pals' Battalion"? .....

.....

By the end of 1914, how many were they? .....

.....

When did this system end? .....

Why? .....

.....

.....

.....

● In the same *display "British recruitment"*, watch the *video "Kitchener's army"*. Put these main stages of the recruitment in the right order and then give details about them:

N° : Equipment: .....

.....

N° : Training: .....

.....

N° : Persuasion: .....

.....

How old were probably the men on the video? .....

For most of them, what was their social origin? .....

How seemed to be their spirit? .....

What was the people's reaction to their departure? .....

.....

What can you observe during the training? .....

.....

☞ Complete this conclusion with these words:

earning money / young / pride / the middle-class or the lower-class / untested

Kitchener's army was mostly composed of ..... and ..... men.

As most of them were from ....., they enlisted in the hope of ..... But there was also a feeling of ..... in serving the Nation.

● Now read *Helen Thomas' letter*, on her husband's last night before leaving for France.

What seems to be on the soldier's mind before his departure? .....

.....

Give a word to describe what you are feeling by reading it: .....

What conclusions can you draw from the comparison between this letter and the documents you studied before? .....

.....

*« I sit and stare stupidly at his luggage by the wall. He takes out his prismatic compass and explains it to me, but I cannot see, and when a taer drops on to it he just shuts it up and puts it away (...)*

*"I hide my face on his knee, and all my tears se long kept back come convulsively. I cannot stop crying. My body is torn with terrible sobs. I am engulfed in the despair like a drowing man by the sea. My mind is incapable of thought..."*

*"So we lay, all night, sometimes talking of our love and that had been, and of the children, and what had been amiss and what right. So talking and crying and loving in each other's arms we fell asleep as the cold reflected light of the snow crept throught the frost covered windows.*

Helen Thomas.

1913

1914

1915

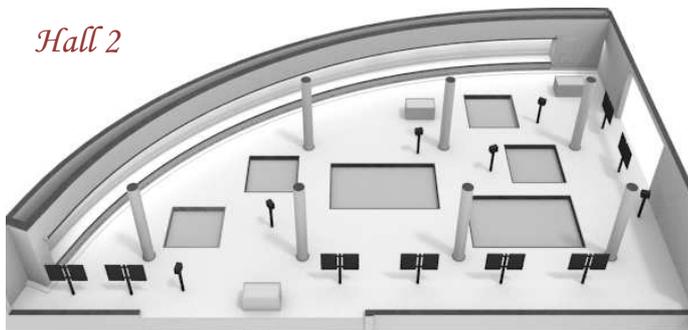
1916

1917

1918

1919

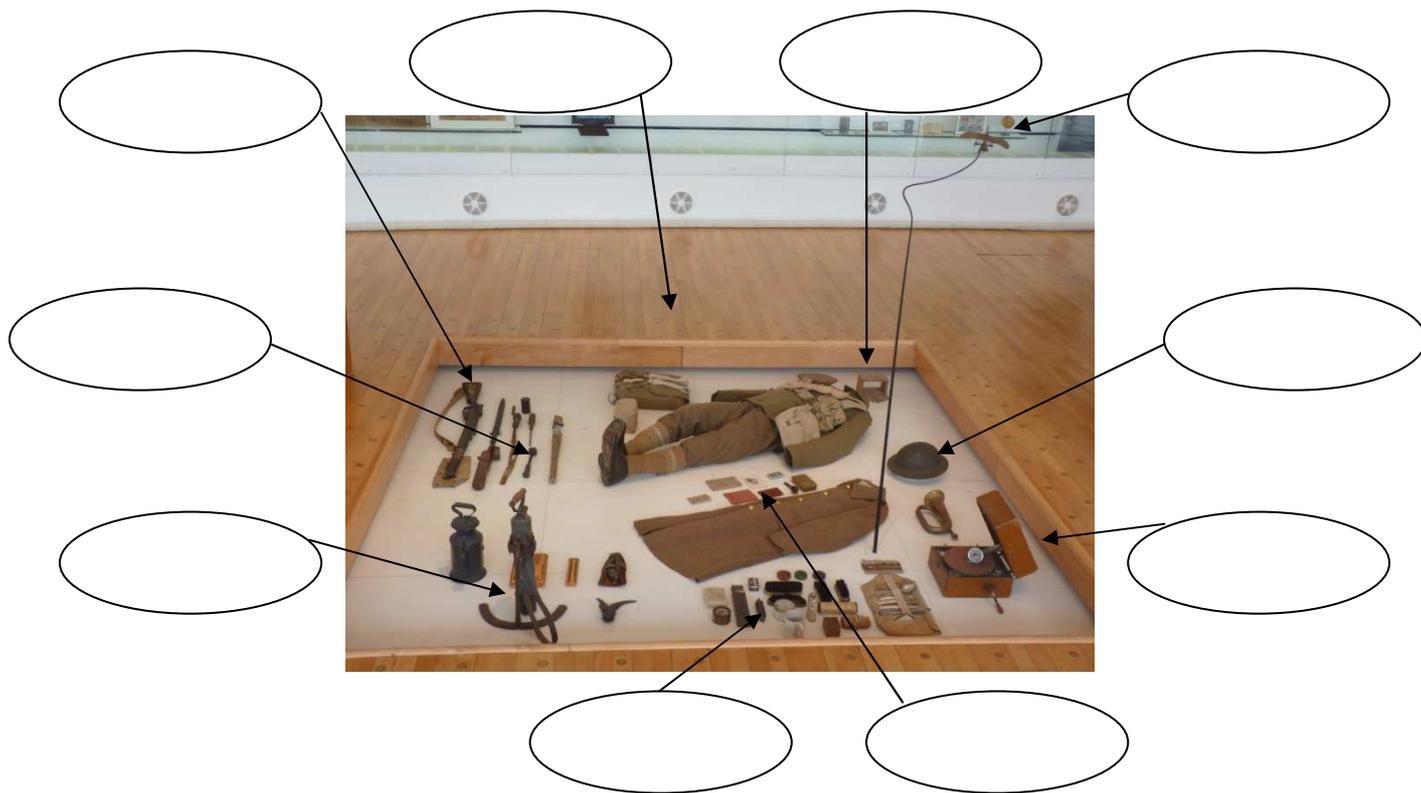
Hall 2



# Soldiers in the war

Millions of soldiers spent the war years on foreign soil. Far from the homeland and stuck in a new kind of war, trench warfare created the necessity for soldiers to have objects by which to remember sweet home and family.

Find the *pit "the British front"*. On the scheme below, name the different objects.



Classify some of those objects in the chart below:

Traditional military objects	Military objects adapted to trench warfare	Personal objects

Which objects show cultural preoccupations?

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.....

.....

.....

Why such preoccupations?

.....

.....

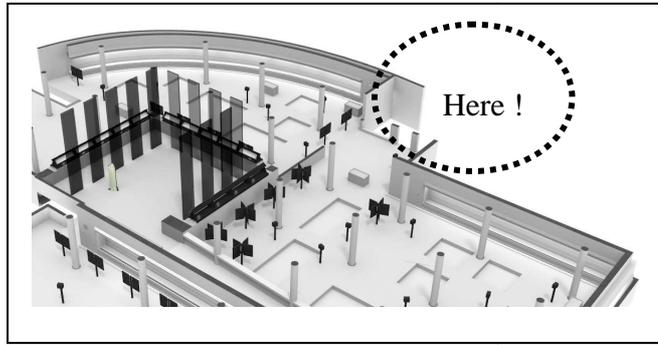
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# The Battle of Somme

*It should have been a decisive breakthrough. But as it was a baptism of fire for Britain's new volunteer armies, they suffered catastrophic losses. And the Battle of the Somme instead became a huge slaughter.*

🌸 Observe the *map "1916 Verdun and the Somme"* on display between hall 2 and hall 3. Study the part dedicated to the Battle of the Somme (on the left-hand side).

Which British Army was present on the Somme front? .....

Which French Army was present on the Somme front? .....

Where were the British Army headquarters on the Somme? Who was its commander? .....

Where were the French Army headquarters on the Somme? Who was its commander? .....

Where did these two armies make the junction on the front?

Maricourt

Fricourt

Frise

After the end of the Battle, on November 20<sup>th</sup> 1916, have these cities been retaken from German hands by the Allied forces?

Péronne:  yes

no

Bapaume:  yes

no

Chaulnes:  yes

no

With the help of the scale in the left-hand side corner, evaluate the distance covered by the Allies on the front from the beginning of the Battle, at La Boisselle to the end of it, in the surroundings of Le Sars:

More than 10 kilometres

Between 5 and 10 kilometres

Between 0 and 5 kilometres

🌸 Read the text which accompanies the map.

What was the aim of the battle? .....

What was the initial plan of the Allies:  to attack on Verdun

to attack on the Somme

to attack on one sole front

to attack on many fronts

Why did they have to change their plan? .....

Why is this Battle remembered as one of the most terrible of the war by the British? .....

🌸 Watch the video *1<sup>st</sup> July 1916 "the Battle of the Somme"*.

⊗ Before the attack:

What preceded the attack itself?

Preparatory artillery bombardments

Discussions of the staff officers

Spying missions of the German lines

Tunnelling before enemy lines

Placing mines

Making of shells

Explosions before enemy lines

Training of the soldiers

How long did this phase last? What was its result on the German lines? .....