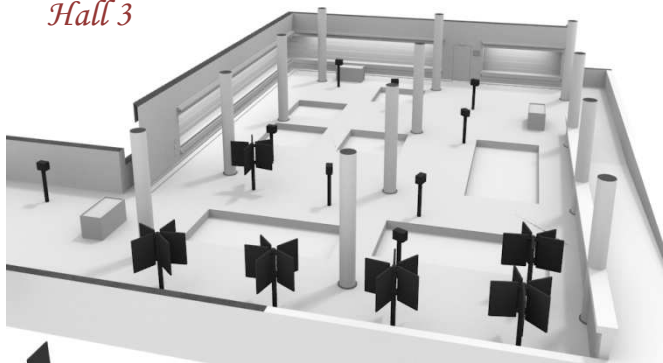


# Women in the war



*By January 1918 over four million women had employment, often doing work which had previously been reserved for men. Opponents to the emancipation of women could no longer argue against it, and in 1918 women over thirty were given the right to vote in Great Britain. In this area at least, women can be seen to have benefitted from the years of war.*

Find this **pit** and then explain what the circled object is:



Pit « ..... »

Here is exhibited the

Why is it exhibited in a pit (and not in a display case)? .....

What do you think about the colours used to make this uniform?

☐ They are discreet

☐ They are adapted to the war

☐ They are loud

☐ They can endanger nurses' life

With the help of the objects in the same pit, can you try to guess what kind of care nurses had to give?

Observe the pictures of women at work during the war **on display** "*economic mobilisation and shortages*". Complete the following table with the kinds of work done by women:

Military	Industrial	Services	Agriculture	Other

Which ones of these jobs were previously reserved for men? .....

🔴 Observe the *poster* “for every fighter a woman worker”.

The Young Women’s Christian Association was created in England in 1844. It’s a movement of women working for social and economic change around the world (it still exists today and it is the largest women’s organization in the world).

Which are the two key words of the title?

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

In the picture, how are the women compared to soldiers?

Objects: .....

.....

Clothes: .....

.....

Attitudes: .....

.....

What alliteration is there in the message? .....

.....

What effect does it create? .....

.....

What message does the poster have:

\* for women: .....

\* for men: .....



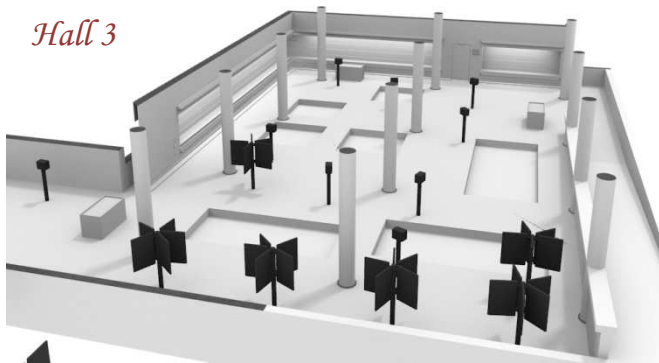
☞ Your conclusion: from your answers, try to sum up how women were involved in the war.

.....

.....

.....





## Children in the war

During the First World War, propaganda was used to ensure that the people only got to know what their governments wanted them to know. But for the first time, it reached a new level: children were also the target of this effort to blacken the enemy's name.

Find this French object *on display* “*economic mobilisation and shortages*”.

What kind of object is it? .....

What does it represents: describe it. ....

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

In your opinion, who drew this object?

☐ A child

☐ an adult

What did the children have to do?

☐ Eat the cakes

☐ Don't eat the cakes

☐ None of both

Who is the message for? .....

Why should they do so? .....

.....



Find this other object *on display* “*mobilising public opinion*”.



What kind of object is it? .....

Who was it for? .....

Do you know the name of this specific colour of its dress? .....

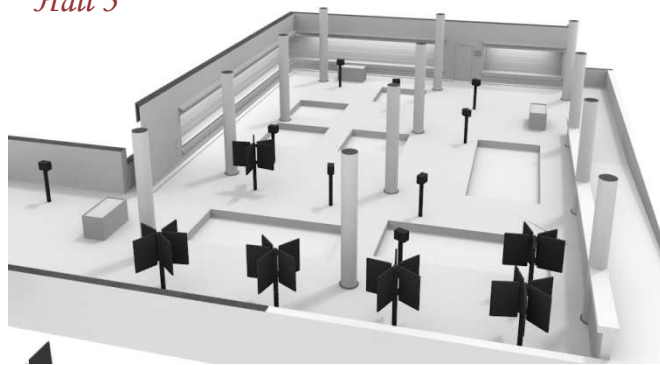
Where else can you see this colour? .....

What could be the influence of such objects on the children during the war? .....

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

As a conclusion: which ways were used to involve children in the war?

.....  
 .....



## The USA at war

*The United States pursued a policy of neutrality over a long period through the early years of the war. It didn't want to get involved in what they viewed as a European conflict. And yet, they found themselves increasingly implicated in the conflict as they were selling goods and lending money to the allies. Later, U.S.A did enter into World War 1 because of several events that occurred.*

### The American reasons to enter the war

- Find the medal of the Lusitania *on display "The Armistice nears"*. What does it commemorate?

.....

.....

.....

- Read this extract from the Zimmerman telegram, a confidential note sent January 16, 1917 by Arthur Zimmermann, German Foreign Secretary to Heinrich von Eckardt, the German Ambassador in Mexico and discovered by the Americans.

"On the first of February we intend to begin submarine warfare unrestricted. In spite of this, it is our intention to endeavour to keep neutral the United States of America. If this attempt is not successful, we propose an alliance on the following basis with Mexico: That we shall make war together and together make peace. We shall give general financial support, and it is understood that Mexico is to reconquer the lost territory in New Mexico, Texas, and Arizona. The details are left to you for settlement ..."

What German plan justifies this telegram? .....

.....

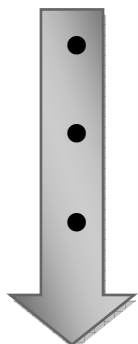
.....

What is Germans' aim? .....

.....

.....

### The American engagement



- ..... : the Daily Sketch headline announces : .....  
..... (Object: *Newspaper on display "The Armistice nears"*)
- ..... : the first American troops land in .....  
(Object: *medal on display "The Armistice nears"*)
- ..... : first American victory during the Battle of .....  
(Object: *video near the pit of the American soldier*)

● Observe the *pit of the American soldier*.  
 Find the “pionier-uniform”. What was the nickname given to the American soldiers? .....  
 Try to find an object brought by the American soldiers but that was not part of their equipment. ....  
 .....  
 What does this object show about American soldiers’ feelings by coming to fight in France? .....  
 .....  
 .....

● Not far from the pit of the American soldier, observe the *video untitled “1917, the United States enters the war”*.

Give few features of what is described as “new cultural contacts”

- ☐ .....
- ☐ .....

Give examples of what soldiers had to do once arrived in France?

- ☐ .....
- ☐ .....
- ☐ .....

### *The American people involvement*

● Observe this *“Liberty bond” poster* (it is stored in the reserves of the museum).

The main character of this poster is .....  
 because it symbolizes .....  
 .....

Describe this character:

- Expression: .....
- Gesture: .....

The aim of this poster is:

- ☐ To make people give money to the government to support economic needs
- ☐ To generate a feeling of fear in public opinion
- ☐ To denounce the war in Europe

