

⊗ The attack:

What seems to have been on the soldiers' minds while going up to the front? .....

And then, what seems to have been on the soldiers' minds while waiting for the attack? .....

Describe the scene of the assault .....

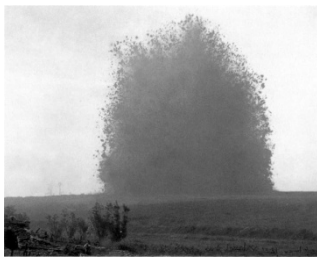
⊗ After the attack:

What were the results of the first hours of attack?

For the British troops? .....

For the German defence? .....

● Put these pictures in the chronological order:



● To conclude, read this text and underline the reasons explaining the disaster on the Somme:

To ensure a rapid advance, Allied artillery pounded German lines for a week before the attack, firing 1.6 million shells. (...) However, it gave the Germans clear warning. Happy to remain on French soil, German trenches were heavily fortified and, furthermore, many of the British shells failed to explode. When the bombardment began, the Germans simply moved underground and waited. Around 7.30am on 1 July, whistles blew to signal the start of the attack. With the shelling over, the Germans left their bunkers and set up their positions.

As the 11 British divisions walked towards the German lines, the machine guns started and the slaughter began. It was a baptism of fire for Britain's new volunteer armies. Many 'Pals' Battalions, comprising men from the same town, had enlisted together to serve together. They suffered catastrophic losses: whole units died together and for weeks after the initial assault, local newspapers would be filled with lists of dead, wounded and missing.

(...) Torrential rains in October turned the battlegrounds into a muddy quagmire and in mid-November the battle ended. The British suffered around 420,000 casualties, the French 195,000 and the Germans around 425,000.

From the BBC history

1913

1914

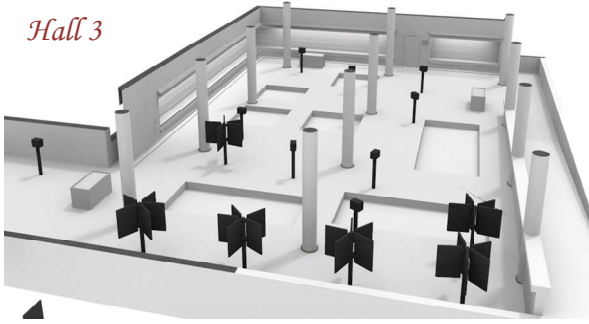
1915

1916

1917

1918

1919



# The technology of war

*It was to a great extent for technological reasons that the First World War became a total war. There were major developments in means of destruction, observation and communication, but at the same time the methods of protection for the troops can seem rudimentary.*

● Identify the different *pits* and for each one, answer the questions:



Pit “.....”

When was the tank introduced in land warfare? .....

What was its main advantage? .....

In the air, what were the two main missions of the airforce? .....

Pit “.....”

. Name an example of traditional methods used for communication and observation

.....

. Name a more sophisticated example of traditional methods used for communication and observation

.....



Pit “.....”

. give an example of an object which used old techniques of protection

.....

. give an example of an object which is the result of innovations

.....



Pit “.....”

. Give an example of a weapon particularly well adapted to trench warfare .....

. Give an example of a weapon designed to stop the advance of enemy troops

.....



Pit “.....”

Which objects show the effects of artillery? .....

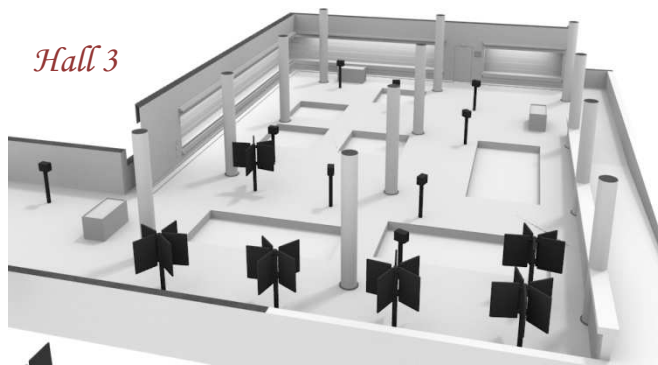
.....

Which famous French writer worked as a doctor during the war? .....

.....



# Mobilising public opinion



*In Britain, public opinion remained generally in favour of a war which was perceived as being justified. Propaganda played a major role in this, and it is possible, with hindsight to understand the way it worked, manipulating such feelings as patriotism.*

● Patriotism is expressed in a number of different ways. Observe all the objects *on display “mobilizing public opinion”*. Which (French or British) objects make use of these following themes:

- |                            |                          |  |
|----------------------------|--------------------------|--|
| The monarchy               | <input type="checkbox"/> | <input type="checkbox"/> Snakes and ladders (game)               |
| International solidarity   | <input type="checkbox"/> | <input type="checkbox"/> Statuettes of the enemies               |
| Hatred of the enemy        | <input type="checkbox"/> | <input type="checkbox"/> A military anthem                       |
| The Commonwealth           | <input type="checkbox"/> | <input type="checkbox"/> A score                                 |
| Revenge                    | <input type="checkbox"/> | <input type="checkbox"/> A medal                                 |
| The defence of the country | <input type="checkbox"/> | <input type="checkbox"/> A poster                                |
| Patriotism                 | <input type="checkbox"/> | <input type="checkbox"/> A poster “take up the sword of justice” |

● Observe this poster above the *showcase “mobilizing public opinion”*.

The document can be divided into ..... parts. The main character is a ..... soldier. This soldier is called a “Hun” because there is a clear reference to .....

These elements make him threatening:

- (objects) .....
- (colours) .....
- (expression) .....
- (gesture) .....

This soldier dominates the continent of .....

The water symbolizes therefore the ..... ocean and this poster is addressed to .....

The word ..... in the lower part is in direct contrast with the top part of the document

The aim of this poster is thus:

- ☐ 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



1913

1914

1915

1916

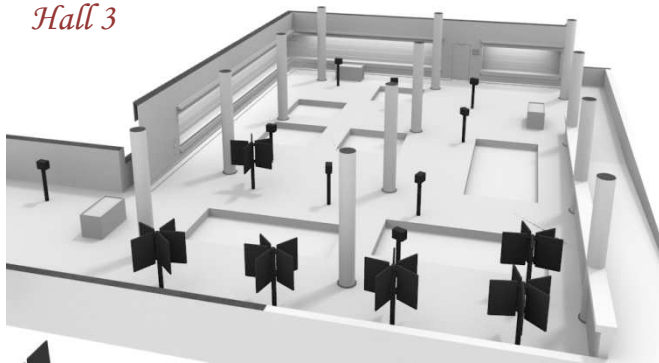
1917

1918

1919



# Economic mobilisation



*War is a costly business. The countries concerned had to gear industrial production to the war effort, while maintaining their armies. Twenty six million men were mobilised, and life for civilians became very difficult, with many shortages.*

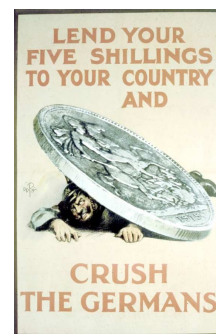
By a close observation *on display “economic mobilisation and shortages”*, Find the French poster which deals with the same idea and give its title :

To which countries do the two characters on the poster ? .....

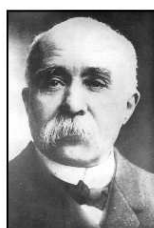
What did the State ask the population to do? .....

How did the State try to convince the population?

- Through the characters attitude? .....
- Through the slogan? .....



Find *in the showcases* the objects on which these three leaders figure:



Georges Clémenceau



Sir Douglas Haig



Paul von Hindenburg

Indicate:

- The kind of object? .....
- The nationality of these men? .....
- Why the propaganda used their image? .....

Observe all the objects *on display “economic mobilisation and shortages”*.

Which solution was adopted in Britain, France and Germany in response to food shortages? .....

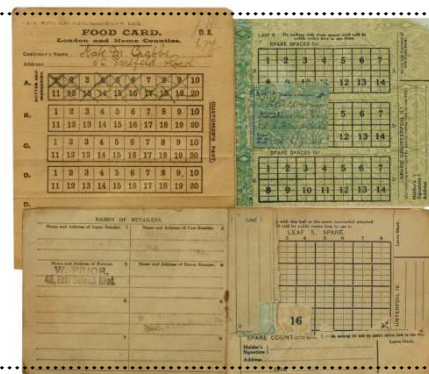
How were people encouraged to make better use of existing resources? .....

Read the “proclamation by the King Georges VI” and complete this extract : the British people are encouraged “to reduce ..... in their respective families by .....

..... in ordinary times” and “to abstain from the use .....”.

Which of the three countries would seem to be in the greatest difficulty? .....

Can you account for these difficulties? .....



1913

1914

1915

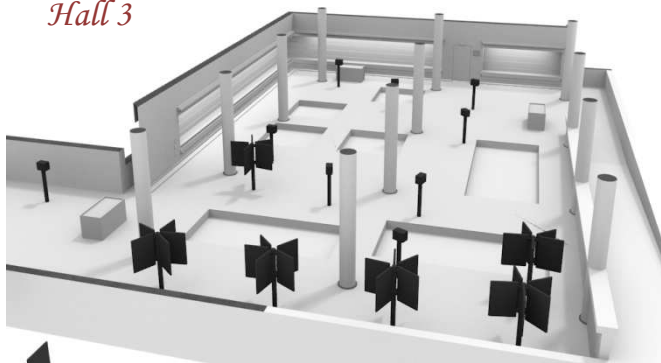
1916

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1919

# 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: .....



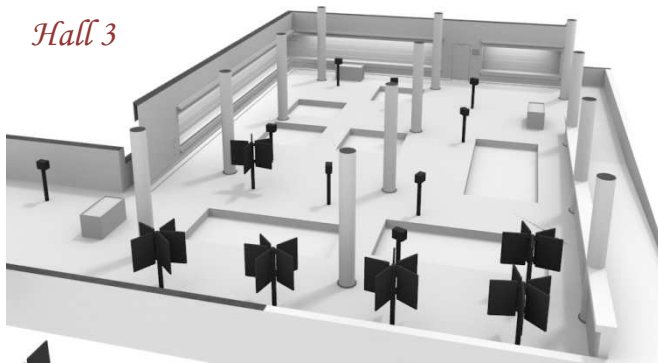
☞ Your conclusion: from your answers, try to sum up how women were involved in the war.

.....

.....

.....





## 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? .....

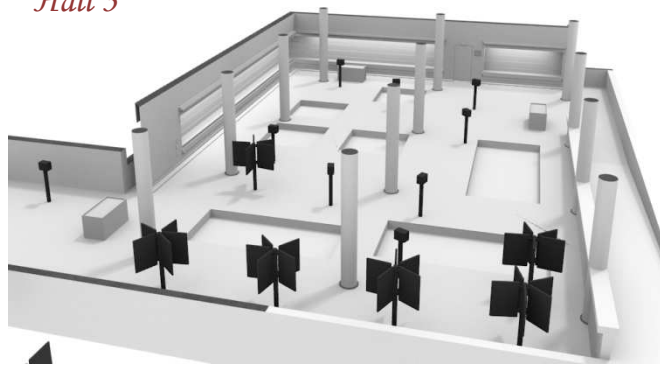
What could be the influence of such objects on the children during the war? .....

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

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? .....

.....

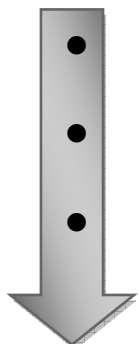
.....

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

