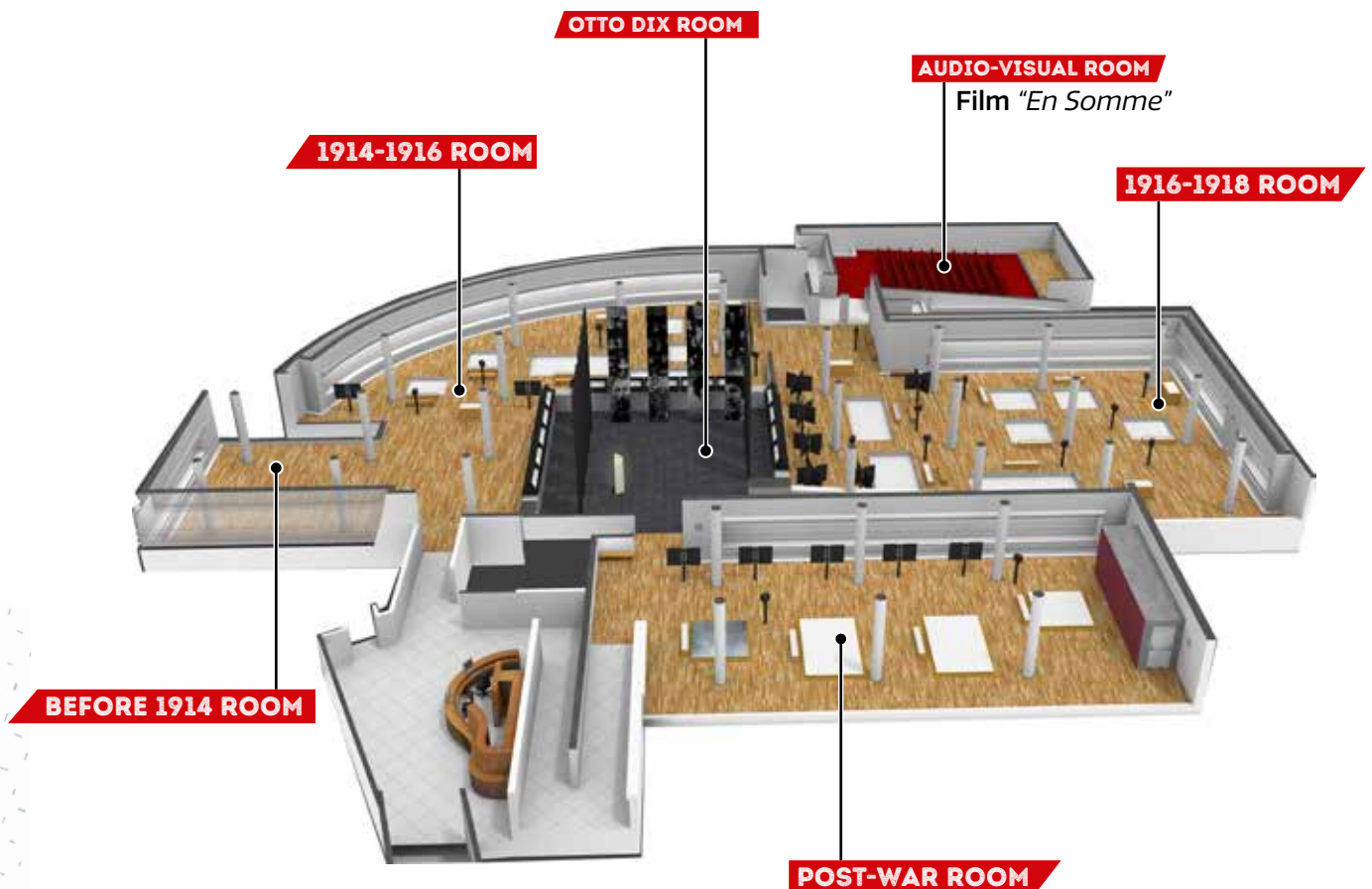


# Investigation in the museum Secondary School

*The educational file proposed to secondary school pupils allows teachers to make choices and target themes of work according to their class project.*

*Except for the "Mourning families" Zoom, each sheet is centered on a single room in the museum (see table on the next page).*

*Each front page invites the class to work on a general theme of the Great War. On the reverse side, a zoom develops more precisely an aspect of this theme. Two of them (see the sheets for the "Post-war" room) invite the classes to work in the streets of Péronne.*





# Thématique Files

## RIVALRIES AND TENSIONS BEFORE 1914

ZOOM EUROPE AS A COLONISER

## GENERAL MOBILISATION !

ZOOM BRITISH INVOLVEMENT

## CIVILIANS AND SOLDIERS FACING THE FIRST BATTLES

ZOOM LIVING IN AN OCCUPIED TERRITORY

## THE DAILY LIFE OF A SOLDIER

ZOOM ADAPTING TO WAREFARE

## WEAPONS AND PROTECTIONS

ZOOM SEEING AND HIDING

## THE TREATMENT OF THE WOUNDED

ZOOM MOURNING FAMILIES

## CIVILIANS MOBILISATION

ZOOM PROPAGANDA

## TWO ARTISTS' VIEW ON THE GREAT WAR

ZOOM OTTO DIX, A COMMITTED ARTIST

## REMEMBRANCE AND WAR TOURISM

AROUND THE MUSEUM THE WAR MEMORIAL

## RECONSTRUCTION

AROUND THE MUSEUM THE RECONSTRUCTION TOUR

BEFORE 1914 ROOM  
1914-1916 ROOM  
1916-1918 ROOM  
OTTO DIX ROOM  
POST-WAR ROOM

# Rivalries and tensions before 1914



BEFORE 1914 ROOM

The beginning of the XX<sup>th</sup> century was marked by strong tensions between European states. They gave rise to a system of alliances that set Europe ablaze in August 1914.



Above the showcases



1 From these two details, find these documents.

Which two countries are mentioned?

According to these documents, what event had already created tension between these two nations?



On the central block

2 Two other wars took place in 1912 and 1913.

Find this lotto game and specify in which European area they take place:

List the participating countries:

As a result of this conflict, there is tension between two countries in particular. Which two countries?

3

By creating a league, which industrial sector(s) does France want to develop?

Who does this league want to compete with?

What interests are at stake?



In the showcase

4 Find the countries that make up the Triple Alliance and Triple Entente (see map on the ground)

Place these countries on the map and complete it according to the legend.



Triple Alliance

Triple Entente

Legend: [Dotted pattern] Triple Entente

[Hatched pattern] Triple Alliance

The Triple Alliance countries believed their had a difficult strategic position. Why?

The rivalries and tensions between these countries go beyond the borders of Europe. On which continent, in particular, are they to be found? (Use the objects shown in the space marked on the map at the top of the page as a guide):

**SECONDARY SCHOOL**



**BEFORE 1914 ROOM**

# Zoom : Europe as a coloniser\*

*In the XX<sup>th</sup> century, the European powers wanted to extend their domination to other continents.*

**1** Look at the objects shown in the space marked on the map (above).

• Give an example of a territory conquered by :

- Germany : .....
- France : .....
- Great Britain : .....

• Indicate the country that each of these objects evokes :



• Who do these countries rely on to conquer and subjugate the colonised\* territories ? .....

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

**2** Go to the two plates shown in the red box on the map (at the top of the page).

• Describe the scenes depicted on these plates : .....

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

• How do Europeans view the indigenous\* populations : .....

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

• What do you think about this ? .....

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

• Why is this image of the "other" shocking ? .....

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

### \* Glossary

- **Colony** : territory occupied and administered by a country outside its borders.
- **Indigenous** : belonging to the original population of a territory before its colonization.

# General mobilisation!



In 1914, the belligerent nations mobilised their forces.

## 1 In France :



On what date was the mobilisation order set ?

Who should respond to this call ?

Identify the words that show the mandatory nature of this call :

This system is called conscription. France and Germany used it. With the help of your answers, propose a definition of "conscription" :

## 2 In Great Britain :



From this detail, find the poster "Enlist to-day".

Reading the slogan\*, explain why this man is "happy and content" :

Who is the question at the bottom of the poster addressed to ?

What is the purpose of this poster ?

What is the difference between the British system and conscription ?

## 3 In the colonies :



This pit shows more French and British uniforms. Where did soldiers wearing them come from ?

Other non-European countries fought. Name some of them (see cartels in front of the pit) :

### \* Glossary

- **Slogan** : short phrase that must convince in a few words (e.g. and advertising slogan).



# Zoom: British involvement

*From August 1914, in response to Lord Kitchener's appeal, thousands of young British men volunteered to join the army.*

**1** From this detail, find the poster evoking the invasion of Belgium by German troops in August 1914.

• Behind the British soldier appear two characters : who are they ?

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



• What are they running from ?

.....

• Who are they heading to ?

.....

• What role does the soldier play here ?

.....

• From your answers, explain the argument used to encourage men to join the army :

.....  
.....

**3** From this detail, find this last poster :

• What is the link between these three characters ?

.....

• Where does the scene take place ?

.....



• Which elements remind us of war ?

.....

• The slogan is a question asked by a little girl to her father after the war (What have you done...?) What is the father's reaction ?

.....

• How do you see it ?

.....

• What feeling does the poster want to awaken in men who have not yet joined the army ?

.....



**2** This second poster also encourages men to volunteer.

• What other argument does it use ?

.....  
.....

### \* Glossary

- **Slogan** : short phrase that must convince in a few words (e.g. and avertising slogan).



# Civilians & soldiers facing the first battles

Near the front, civilians are in direct contact with soldiers and are more affected by the war.

## 1 Showcase "Atrocities and flight".

(above the showcase)



T. A. Steilen, *Les deux cortèges* (The two processions)

Who are the two groups of people represented on this lithograph\* ? .....

Why do they meet ? .....

## 3 Find the lithograph by Jean Veber with the help of this detail (black panels at the entrance to the room).



Where does this character come from ? .....

What do his face and attitude reveal ? .....

Through Jean Veber's illustration, how do the first fights appear ? .....

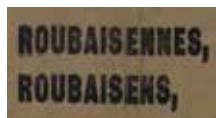
## Find the lithograph by Jean Droit entitled "Un 210 éclate" ("A 210 explodes").

What is a "210" ? .....

What link can be made between this lithograph and the one by Jean Veber ? .....

What do we call the movement of people in the foreground ? .....

## 2 Showcase "Mobilisation and invasions".



Reading this placard\*, what is the situation in the city of Roubaix, in the north of France ? .....

What does J. Lebas recommend to the Roubaix residents ? .....

What does he fear ? .....

In the light of this placard and Steilen's lithograph, what choices do civilians have as the German army approaches ? .....

### \* Glossary

- **Lithograph** : reproduction of a drawing by printing from an engraving on limestone.
- **Placard** : written material that is posted on a wall or board to inform the public.

SECONDARY SCHOOL



# Zoom : Living in an occupied territory

From 1914, Belgian and then French territories were invaded and occupied by the German army.

**1** Showcase "Occupation, presence of foreigners".

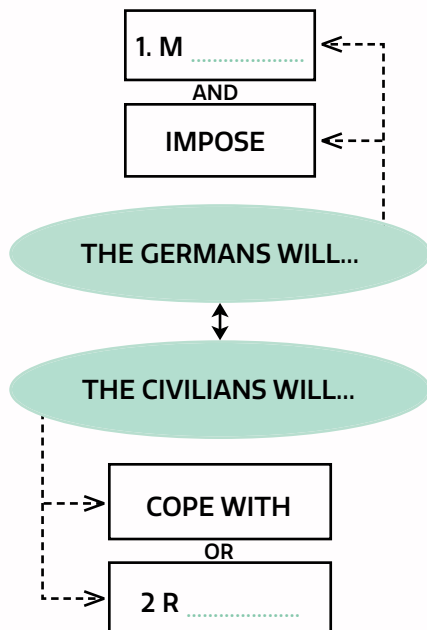
- What is special about notice 6 ? Why was it written that way ?
- What does the notice ask for ? Why ?
- What are the risks for the civilians who do not comply with this notice ?



• In the same showcase, find this object and name it :

• Who wears it ? What does this require ?

• Using the following definition, complete box 1 in the diagram below: "Intimidate someone by scaring them".



**2** Showcase "Occupation, presence of foreigners".



- In this notice, what do the German propose to the civilians ?
- Why do the Germans ask this of French civilians ?
- Why is this interesting for the civilians ?

Read notice 9.

- What does it announce ?
- Why did the Germans go to such extremes ?
- What is the attitude of some civilians to the occupation ? (complete box 2 on the diagram) ?
- According to the following testimony, what was it like for civilians and Germans to live together ?

« The soldiers at Mana's seem to be decent, and to take care not to do any damage, because Mme Défontaine went there at midday and they had washed the dishes and cleaned the kitchen. I gave them some beer, and on the other hand they gave sweets, 2 pounds of coffee, 2kg of soap, cigarettes, a large steak [...]. »

DENISE, 06/12/1914



# The daily life of a soldier



As soldiers, the men discover a new way of life at the front.

## 1 "The British front" pit.

Indicate the function of the objects or groups of objects circled on the diagram below (fill in the boxes):



Name objects that allow the soldier to maintain a link with his family : .....

Tick the circles in the boxes referring to fighting.

Read the following testimony carefully.

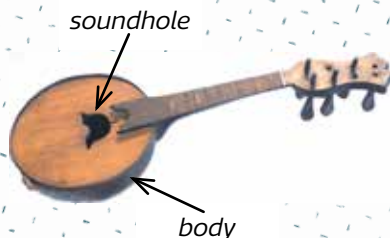
« The truth is that the bayonet has lost its importance. It is now fashionable for some to go in battle simply with grenades and a shovel. The well-sharpened shovel is a more convenient and much more useful weapon [...] Especially if one strikes obliquely between the shoulder and the neck, one can easily cut through the chest. »

ERICH MARIA REMARQUE, All quiet on the western front (1928)

Which of the weapons listed is an object removed from its original function ? .....

## 2 "The German front" pit.

This mandolin is a fine example of trench craft.



What does the soundhole represent ? .....

What is the body made of ? .....

## 3 "The French front" pit.

What was this object made of ? .....



To what concern of the soldier does this object refer ? .....

From the violin in the "French Front" pit, and the plane in the "British front" pit, propose a definition of trench craft : .....



1914-1916 ROOM

# Zoom: Adapting to warfare

*By 1915, the armies were buried ; the war of movement had given way to the war of position and its trenches.*

## 1 FROM THE WAR OF MOVEMENT...

In 1914, armies moved and fought on open ground. This strategy resulted in many casualties.

- Find these two uniforms in the pits, inspect them and find other reasons that explain this large number of deaths : .....



## 2 ... TO THE WAR OF POSITION.

The trench war changed military strategies ; one particular type of soldier no longer had a place in it.

- Find this uniform and say what specialization\* it is : .....

In 1915 and 1916, the armies equipped their men with new uniforms.

- Find these three uniforms and note the changes made by comparing them to those of 1914 :



## 3 Go to the "British front" pit and look at this object :

- Name it : .....

- How does this object meet the need to adapt to the inconvenience of trenches ?



### \* Glossary

- **Specialisation** : defines the missions and methods of soldiers (e.g. infantry, artillery, navy...).



1916-1918 ROOM

# Weapons and protections

The industrialisation of warfare exposes soldiers to constant danger.



## 1 Fearsome weapons.

- Name these weapons : .....
- What is their main interest ? (you can use the presentation text as a guide)  
.....
- In this same pit, what objects show you the destructive power of the weapons on display? (explain your answer)  
.....
- By what name is the "Mortar model 52A" known (see the flyers in the bin in front of the pit : cartel 8) ?  
.....



## 2 "Means of protection on total warfare" pit.

- What does this protective equipment remind you of (historical period...) :  
.....  
.....



« There is no reason to regard the chemical conduct of war as unchivalrous or indeed as a crueller means than other modern procedures. On the other hand, it places in the hands of the most scientifically and technically developed nations a superior weapon. »

HANSLIAN, pharmacist attached to the German General staff

- This testimony refers to a new weapon first used by the German army at Ypres, Belgium, on 22 April 1915. What weapon is it ?  
.....
- Find an object in the pit that refers to this weapon and name it ? .....

## 3 In another pit, two new machines of war have appeared on the battlefield. What were they ?

- The first, invented before 1914, was initially used as a means of observation (reconnaissance and taking photographs) before being armed ; it is .....
- The second was first used by the British during the Battle of the Somme in 1916. It is .....



1916-1918 ROOM

# Zoom : Seeing and hiding

Observing the enemy is necessary but being seen by him can be fatal. Men and equipment must blend into the landscape.

## 1 Head to the aviation pit.

- What were planes used for before they were armed to become attack aircrafts ? .....
- Which object(s) show(s) this ? .....

## 2 "Means of communication and observation" pit.



- Find the periscope binoculars : what is their interest ? .....
- Find and name the other objects with the same function : .....

- In what particular way was one of them painted ? .....
- Use the testimony below to find the word for this process .....

« The German had special snipers in their ranks who had been trained in the art of camouflage. I once saw one of them who had been killed at Cuichy after spending all day shooting at us from a shell hole between the lines. He was wearing a sort of pilgrim's coat cut from a grass-like material, and he had painted his face green and brown, and his rifle was also banded with green. »

ROBERT GRAVES, *Goodbye to all that*

## 3 "Means of protection on total warfare" pit.

Find these two helmets.



- Which artistic movement is at the origin of this way of masking reality (circle the right answer) :  
→ romanticism – cubism – impressionism
- Justify your answer : .....



(object not on display, Kept in the museum's reserves)

- The armband above shows the badge of this section. Which animal has been chosen as symbol ? .....
- Explain why : .....

# Treatment of the wounded



1916-1918 ROOM

The health services are faced with a double problem : the number of patients and the nature of their injuries. An evacuation procedure is organised.

Use the two medical pits to reconstruct the journey of the wounded in battle.

**THE FRONT**

A soldier is injured. What part of his kit\* allows him to perform first aid ? .....

→ Who is responsible for recovering the wounded on the battlefield ? .....

→ How are they identified on the battlefield ? .....

→ Why is it necessary to be able to distinguish them from combatants ? .....

When the wounded arrives at the first aid post, he is taken care of by the medical staff. Use the testimony of George Duhamel to explain the role of the doctor : .....

**BEHIND THE LINES**

The soldier is transported to a hospital behind the lines (by plane, train...).

On arrival at the hospital, which staff welcome and care for the wounded ? .....

In case of serious injury, the soldier is not sent back to the front. He is demobilized\*. Which objects show both the progress of medicine and the violence of the fighting (circle them on the photograph of the pit opposite).



« What we are asked to do is undoubtedly to operate and send maimed citizens into the interior; but it is also to repair [men] who are not completely out of action and to put them in a position to take part in the fighting as soon as possible. »

GEORGES DUHAMEL



## \* Glossary

- **Kit** : all the equipment (weapons, material...) entrusted to a soldier.
- **Demobilise** : returning a soldier to civilian life.

SECONDARY SCHOOL



1914-1916 AND 1916-1918 ROOMS

# Zoom : Mourning families

The Great War caused over ten million deaths. Few families were unaffected by the loss of a loved one.

**1** "Death, mourning, faith" showcase.



• What is the name of this outfit ?

.....

• What is its role in society ?

.....

.....

• Find a German object in this showcase that refers to the same family suffering; note the name of this family and explain what happened to them :

.....

.....

.....

In this same showcase, find the enamelled plaque.



• Read the epitaph\* carefully.

• Who is the author of this text ?

.....

• Who is the author addressing ?

..... and .....

.....

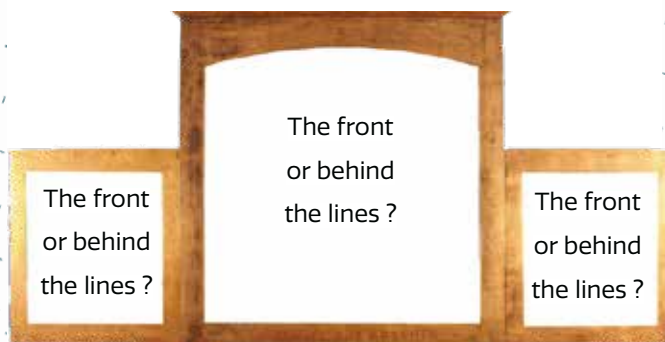
• In what state of mind is the author ? (find some words and/or expressions to justify your answer)

.....

.....

.....

**2** Go to the triptych in the "1916-1918" room.



• Write the name of the artist and the title of the work :

.....

• On the diagram above, indicate for each panel whether it refers to the front or behind the lines. (Circle the correct answer(s))

• Who are the "absentees" :

→ for the soldiers ? .....

→ for women ? .....

• What do the three women represented by the artist symbolise ?

.....

• What is the tone of the work ? (justify your answer)

.....

.....

**\* Glossary**

- **Epitaph** : funerary inscription, or marble or enamelled metal plaque bearing a funerary inscription.

- **Triptych** : work of art, often of a religious nature, consisting of a central panel and two side flaps that can be folded down.

# Civilians mobilisation



The conflict heavily involved the civilian population in the war effort.

## 1 "Mobilisation of women" showcase.

Study the objects in this display case and name the roles played by women during the conflict :

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

## 2 "Childhoods in war" showcase.



Find these objects and say which audience they are for :

Through what activity is this demographic involved in war ?

Read carefully these two subjects from the 1917 school certificate :

→ *WRITING*: « In a family you know, after several days of waiting and anxiety, a letter from the son who is fighting in an area that has been violently attacked is received. Describe the scene. »

→ *MATHEMATICS*: « A trench must be prepared in 16 days by 15 soldiers working 8 hours a day. After 4 days of work, 3 soldiers get sick, the others work 1 hour more. How long will it take to prepare the trench ? »

What role does the school play here ?

.....  
.....

## 3 "Financial Mobilisation" showcase.

How are civilians encouraged to participate in the war effort ?

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



## 4 Find these tickets in the "Restrictions" showcase.



What are these tickets used for ?

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

Why are states implementing these tickets ?

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

From the posters above this showcase, choose one :

Write the slogan :

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

Who is the target audience for the poster ?

Explain by what process :

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

SECONDARY SCHOOL



1916-1918 ROOM

# Zoom : Propaganda

*In a total war, propaganda, in all its forms, is widely exploited by all belligerents.*

## 1 Find the poster by Abel Faivre.



- To which countries do the two characters in the poster correspond ? .....and .....
- What does the state ask of the French population ? .....

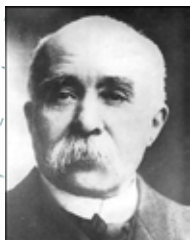
How does the state try to convince the population :

→ through the characters' attitude ? .....

→ through the slogan\* ? .....

## 2 In the showcase, find the objects on which these three people appear.

Write the nature of each object (1) and the nationality of the person (2) :



Georges Clemenceau (politician)

(1) .....

(2) .....



John French (military chief)

(1) .....

(2) .....



Paul von Hindenburg (military chief)

(1) .....

(2) .....

Why does propaganda\* use the image of these three people ? .....

## 2 Look for this French mustard pot in the showcases.



To which nationality does the image of the pig refer to? (what element allows you to answer ?)

Why does the French propaganda particularly use this animal to present the enemy ?

Choose another object in this showcase that insults the enemy. Indicate :

→ the name of the object : .....

→ the country it comes from : .....

→ the image it tries to convey to the population : .....

### \* Glossary

- **Slogan** : short phrase that must convince in a few words (e.g. an advertising slogan).
- **Propaganda** : persuasive action toward the population to propagate an idea, an opinion...



# Two artists' view on the war



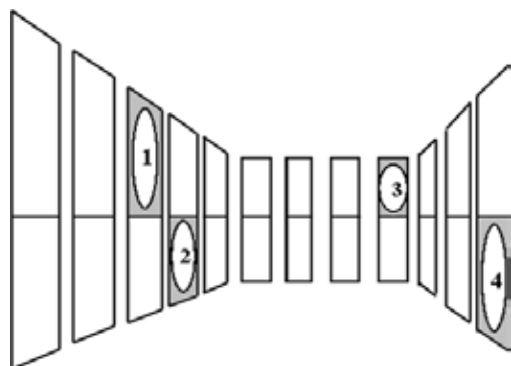
In this room, the museography presents the vision of Henri Ciriani, the museum's architect, and Otto Dix, a fighting artist.

How does the atmosphere of this room make you feel ?

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

## 1 The steles.

On the vertical steles, look at the people photographed on the eve of the conflict. Find four figures identified on the diagram and fill their numbers in on the map.



What characteristics of the Great War do the circles illustrate ?

How does this collection of portraits show that the war affected the whole society ?

.....  
.....

## 2 Etchings\* by Otto Dix.

Behind the steles, discover the 50 etchings from the series "Der Krieg" (The war).

What realities of war do these etchings bear witness to ?



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

Why do you think these etchings and photographs were combined ?

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

### \* Glossary

- **Etching technique** : engraving obtained by etching a copper or zinc plate covered with a protective varnish with nitric acid, on which one has drawn with a drypoint that has exposed the metal.



# Zoom: Otto Dix, a committed artist

In 1924, Otto Dix produced the 50 etchings in the series « Der Krieg » (The War). It is one of the most complete artistic testimonies to the experience of combat.

## 1 Etchings\* by Otto Dix.

Discover the 50 etchings from the series "Der Krieg" (The War).

What image does Otto Dix give of the soldiers ?



Otto Dix (1891-1969)

Using their titles, find these etchings.

What aspects of the war does Otto Dix want to show in each of these works ?

→ "Crater field near Dontrien" :

→ "Wounded man" :

→ "Mealtime in the trenches" :

→ "Evening on the Wijtschaete plain" :

→ "Machine guns squad advances" :

## 2 "Stormtroopers advance under a Gas attack".



In this etching, which elements illustrate the violence of war and the brutalization\* of the combatants :

→ in the soldiers' attitude ?

→ in the objects represented ?

How does the etching technique chosen by Otto Dix further reinforce the impression of violence ( see glossary) ?

### \* Glossary

- **Etching technique** : engraving obtained by etching a copper or zinc plate covered with a protective varnish with nitric acid, on which one has drawn with a drypoint that has exposed the metal.

- **Brutalization** (neologism) : in the sense of "making brutal".

# Remembrance and war tourism



The need to see and remember began in 1917, even before the end of the conflict.

## 1 "Yves Gibeau" collection.



You have already seen some of these objects in the museum. How do they differ from each other :

→ in their appearance ?

→ in their presentation ?

Yves Gibeau spent several years collecting these objects on the Chemin des Dames. What job does his approach make you think of ?

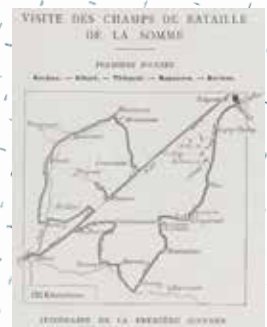
What is the interest of this work ?

Read the text presenting this collection. According to this text, would it still be possible today to follow the same approach as Yves Gibeau ?

What information shows this ?

## 2 "Reconstruction and war tourism" showcase.

What could the user of this « Michelin Guide » do in 1920 ?



Inside page of the guide "Battles of the Somme"

Michelin Guides have been published in several languages ; what do you make of this ?

Thousands of people have used these guides ; what did they come to find on these tours ?

## 3 Find this poster.



What are the two places that this poster proposes to visit ?

Which of the two is featured less on the poster ? Why ?

**SECONDARY SCHOOL**

**AROUND THE MUSEUM**

**ITINERARY (about 10mn walk from the Historial)**

Go up the street in front of the Historial to rue Saint-Fursy > Turn left to the Hôtel de Ville (townhall) > Go down rue Béranger opposite the Hôtel de Ville > The Memorial is on the left, at the bottom of the street.

# Zoom: Péronne War Memorial

After the war, towns erected monuments to collectively honour their lost ones.

**1** Look closely at the two figures on the monument.



- Who are they ? .....
- What link can unite them ? .....
- What feeling(s) does the kneeling figure express ? .....
- What words do you imagine her saying at this moment ? .....



Which element of the memorial is linked to this 1919 photograph of Peronne ? .....

**2** Look closely at the bas-reliefs on either side of the monument.



- The bas-relief on the left illustrates the siege of Peronne in 1536 ; what other page of history does the one on the right evoke ? .....
- What is on the wall at the back of the monument ? What does it represent ? .....
- Find the first name of the person named "Alexandre" : .....  
What does the presence of this name tell us about the life of the people near the front ? .....
- In your opinion, what message did the municipality of Péronne wish to deliver by choosing this monument ? .....

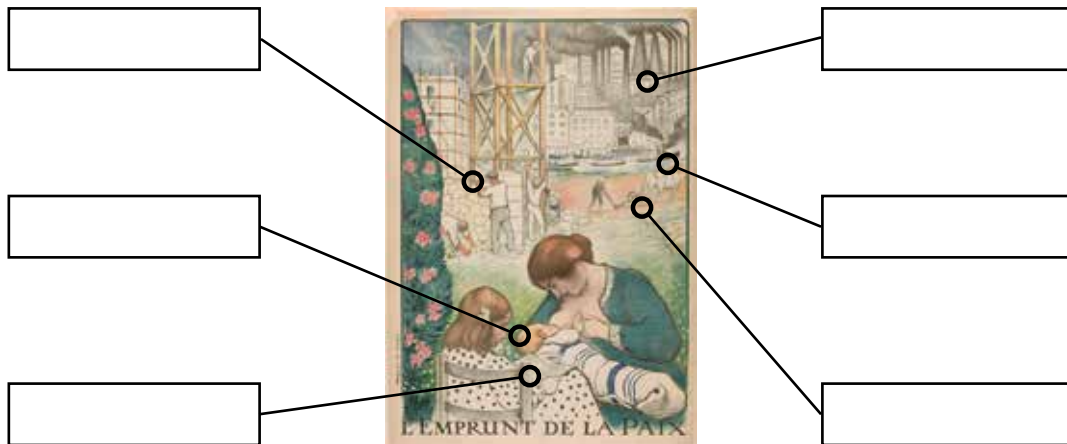
# Reconstruction



The territories on the front line were deeply scarred by the war.

## 1 "The Peace Loan" Poster.

By observing this poster, find everything that needs to be rebuilt in the aftermath of the war (fill in the boxes below) :



Once peace is restored, what does the state expect from women ?

## 2 "Liberated regions Day" Poster.

This poster presents a different view. Explain this difference by describing the poster :



## 3 Find the enamelled plaque of the "Société Boyer".

- What type of company is it ?
- In which town in the former front line area is it set up ?
- Which of the company's activities is illustrated by this photograph, showing a street in Péronne in 1919 ?





## Zoom : The Reconstruction tour in Péronne

### MAIN OBJECTIVES OF THE ACTIVITY

- The aim is to make the pupils aware of the impact of the war on the territories situated on or near the front line. The proposed route should lead them to note the different solutions adopted during the reconstruction :
- Reconstruction “as is” (or almost),
- Reconstruction inspired by what existed (certain elements can clearly be found even if modifications have been made),
- New construction with a “clean slate” of what existed.

### COURSE OF THE ACTIVITY

- The “Reconstruction” tour consists of a tour of Péronne in search of the traces of the Great War. The itinerary is presented on the first page of the educational booklet.
- Each pupil, or group of pupils (depending on the educational organisation chosen), is invited to stop at several points along the route (marked on the general map by letters from A to K). At each of these stops, the pupils observe before answering one or more questions; sometimes, through a “spot the differences” of photographs, they compare the town today with the one they could see at the end of the conflict.
- The tour starts and finishes at the Historial de la Grande Guerre.

### DURATION OF THE TOUR

- From 1h to 1h30 depending on the length of the stay at each stage of the tour.

**Educational file** available for download at the following address :

<https://www.historial.fr/ressources/service-educatif/telechargements-et-outils-pedagogiques/>  
→ Section « Autour du musée »

→ An answer key is provided at the end of the same file.

# Correction

## RIVALRIES AND TENSIONS BEFORE 1914

- France / Germany
- The 1870-1871 war
- The Balkans
- Romania / Serbia / Bulgaria / Montenegro / Albania / Greece / Turkey
- Austria-Hungary and Serbia
- Aviation
- The German navy league
- Economic (industry), political (asserting power)
- Triple Alliance = Germany, Austria-Hungary, Italy / Triple Entente = France, Russia, Great-Britain
- (map)
- Sense of encirclement (wedged between France and England to the west, and Russia to the east)
- Africa (scene of colonial tensions between the major European powers)

## ZOOM : EUROPE AS A COLONISER

- Germany = Cameroon / France = Madagascar, Morocco / Great-Britain = Transvaal and Orange territories (South Africa)
- Egg = France / uniform = Great-Britain / photograph = Germany
- The army
- (pupils' choice)
- As under-cultivated populations, even as cattle populations that the Europeans will therefore have to « civilise »
- (pupil's personal opinion)
- Highlighting discrimination based on the notion of "race" (corresponding to the mentalities of the time)

## GENERAL MOBILISATION !

- Sunday August 2<sup>nd</sup> 1914
- Any French person subject to military obligations
- order / ordered / obligations ( [...] on pain of punishment) / obey
- (pupil's personal answer)
- Proud to have joined the army
- To men in Great Britain who are not soldiers
- Recruit men
- Great Britain calls for volunteers, whereas conscription is compulsory (leaving men no choice)
- Senegal and Australia
- Canada, New Zealand, South Africa

## ZOOM : BRITISH INVOLVEMENT

- Civilians (a woman and a girl)
- The war / german invasion and its consequences (burnt village...)
- A British soldier, in the foreground
- Role of protector of the Belgian people (Great- Britain had guaranteed Belgium's neutrality before the war)
- Stand up against German "barbarism", and thus defend civilisation
- Patriotic feeling : enlist to defend your country
- Family link (a father and his two kids)
- In their living room
- In the picture : little soldiers and cannon with which the young boy plays (unlike the father, who "makes" war) / in the slogan : the Great War
- The father is embarrassed to answer his daughter
- He looks away, his face shows his confusion
- It awakens a feeling of guilt

### CIVILIANS AND SOLDIERS FACING THE FIRST BATTLES

- Civilians (foreground) and French soldiers (background)
- Civilians flee the German advance and soldiers go to the front line
- An exodus
- The town is about to be taken by the Germans
- To remain calm and not to oppose the Germans
- German reprisals
- Flee before the enemy arrives or stay and accept its presence
- Front line / battlefield
- Amazement, incomprehension...
- Violent, brutal...
- A shell
- The fighting in the summer of 14 is deadly

### ZOOM : LIVING IN AN OCCUPIED TERRITORY

- It is written in German and French / the occupier writes in his language and translates it for the occupied population
- Reducing lighting / saving energy because of shortage of raw materials
- Imprisonment and/or fine
- An armband (red)
- By civilian forced laborers / they have to work for the enemy
- Threaten
- To collect fruit stones and pick nettles
- Due to severe shortages in Germany (kernels of fruit pits = oil : kernel shells = charcoal for gas mask filters / nettle stalks = textile)
- This work is paid for
- The execution of 3 civilians
- Civilians did not respect German law : it is a question of setting an example
- Desobedience as resistance
- Resist
- Cohabitation in good understanding

### THE DAILY LIFE OF A SOLDIER



- Photographs, letters, letterboxes
- (see diagram above)
- The shovel
- A spiked helmet (German symbol)
- A french helmet, *Adrian* model
- Bullets, shell fuse (and industrially made Christ)
- Religion (need to find comfort through faith)
- (pupil's personal answer)

### ZOOM : ADAPTING TO WAREFARE

- Presence of bright colors (uniforms based on past models which had as a priority the aestheticism which had to « impress » the enemy / derisory head protection (kepi or boiled leather helmet)
- Cavalry
- More neutral colors / protection of the head by a metal helmet
- Trench pump (this model was initially intended for firefighting)
- Not intended for combat but for everyday life, this pump is supposed to pump out the water flooding the trench



### WEAPONS AND PROTECTIONS

- Machine guns
- High rate of fire (about 500 strokes per minute)
- Three metal helmets pierced by projectiles (bullets or shrapnel)
- Crapouillot = artillery piece with curved fire of short range, making it possible to bombard the opposite trench from one's own, without exposing oneself to the enemy's view
- Medieval knights' helmets (this is called retro-innovation)
- Gas (chemical weapon)
- Mask and bonnet for protection against gas
- Aircraft
- Tank

### ZOOM : SEEING AND HIDING

- Observation
- Camera and aerial photography
- Being able to observe opposing positions from the safety of one's trench
- Spyglass, mirror-periscope
- Patchwork of colours close to the environment (brown, green...)
- Camouflage
- Cubism
- Geometric shapes (destruction of the object)
- Chameleon
- For its ability to blend into the environment

### THE TREATMENT OF THE WOUNDED

- Individual dressing
- Stretcher-bearer
- They wear a red cross (on the helmet, uniform...)
- Unarmed, the rule is not to shoot at the bearers of the red cross (a rule that will be challenged on the battlefields of the Great War)
- Doctors, surgeons, nurses

### ZOOM : MOURNING FAMILIES

- Mourning dress
- To display to all the loss of a loved one (husband, son...)
- Handmade commemorative plate (Löhning family : three brothers killed at war, two in France and one in Russia)
- A woman (a wife)
- Her husband and the war
- (pupil's personal answer)
- André Devambez, La pensée aux absents (Thinking of the absent)
- Central panel = the back (top) and the front line (bottom) / left and right panels = the front line
- For the soldiers = their relatives (family) / for women = their husband, son, brother gone to war
- Grief affects all generations (mother, wife, daughter)
- (pupil's personal answer)

### CIVILIANS MOBILISATION

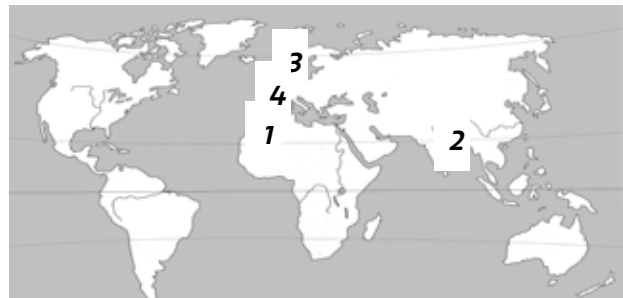
- Nurses, factory workers, tram drivers, farmers, postwomen...
- Children
- Games
- Involve, mobilise children through learning
- Participate in war loans
- Regulate the quantities of sugar, bread, coffer... allocated to civilians
- To face shortages (moderate in France from 1917 but very important in Germany from 1915 because of the British blockade)
- (pupil's personal choice)
- (pupil's personal answer)

### ZOOM : PROPAGANDA

- Germany (soldier) and France (coin)
- to « pay your gold to France » (to participate in the war effort)
- The characters = the money given will make it possible to « crush » the enemy/ the slogan = to give one's gold is to give victory to the nation
- Georges Clémenceau : « Clémentigre », rubber heels or figureine, France / John French : jug, Great-Britain / Paul von Hindenburg : Christmas ball, Germany
- Use popular figures, known to all
- Germany (spiked helmet)
- Dehumanise and ridicule the enemy
- (pupil's personal choice and answer)

### TWO ARTISTS' VIEW ON THE GREAT WAR

- (pupil's personal answer)



- Globalisation (all continents are concerned)
- By showing all the components: women and men of all ages, children, rural and urban people...
- Violence, brutalization, dehumanization of combatants, devastation of people and territories
- (pupil's personal answer)

### ZOOM : OTTO DIX, A COMMITTED ARTIST

- Combatant both victim and actor of violence (violence suffered /given)
- Impact of the war on the landscape / suffering / trivialisation of death / mass death, human fatigue, industrialization of the conflict, disrupted landscapes... (your choice)
- the characters = threatening attitude (arms ready to strike) of which the spectator can feel the target, characters who seem to fall on us (slight low angle), characters who invade our visual field and from whom we cannot escape / the objects = gas masks dehumanising the men (on combat, the combatant is no longer « human »), grenades ready to be thrown
- Engraving technique where acid attacks the support (usually copper). It is said that the acide bites the plate

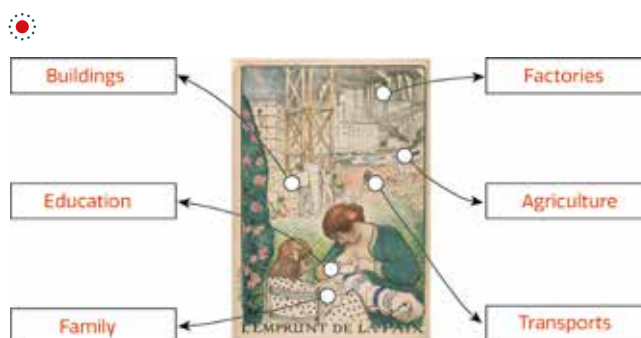
### REMEMBRANCE AND WAR TOURISM

- Aspect = heavily degraded, damaged / presentation = accumulation, loose objects
- Archaeologist
- Study traces of the past to build knowledge, a historical narrative
- Yes, impressive quantities of remains of the Great War remain in the ground
- « The earth should still yield remains of the 14-18 war for at least 700 years. »
- Visit the battlefields of the Somme
- They are aimed at tourists from all countries and not only at the French public
- Curiosity / need to return to the places where relatives fought and were sometimes killed / need to see to understand...
- Amiens cathedral and the Somme battlefields
- The cathedral is a more "presentable" site, a place that does not necessarily rhyme with death, the tragedy that took place over four years

### ZOOM : THE WAR MEMORIAL

- A woman and a soldier killed
- A wife and her husband ? A mother and her son ?...
- Anger, revenge...
- (pupil's personal answer)
- The broken column behind the kneeling woman (damage to heritage)
- Trench war
- A list of names / Soldiers from Péronne killed during the Great War ("fallen in the field of honor")
- Jeanne
- Men were not the only victims of the war ; civilians near the front line, here a woman, also lost their lives because of the war
- (pupil's personal answer)

### RECONSTRUCTION



- Return to more traditional values for the woman of the time (return to the home, raising children, repopulating the country by boosting the birth rate)
- Much darker atmosphere (miserable and exhausted characters / landscapes devastated by the war in the background...)
- A Public work company
- Péronne
- Semi-provisional houses

### ZOOM : THE RECONSTRUCTION TOUR

(see the complete educational file on the Historial website : Services et ressources > Service éducatif > Téléchargements et outils pédagogiques > Autour du musée)