

Lesson 1 - Long-term causes of World War One

Aim: to understand how Europe was moving towards war

Begin by watching the following clip: <https://www.bbc.com/bitesize/clips/z7sw6sg>

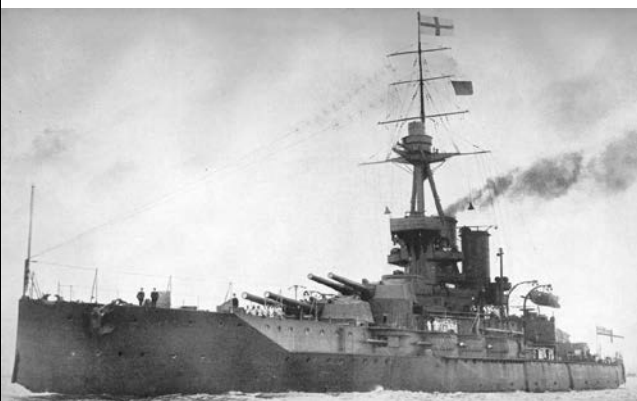
Task 1 – match the key terms to their definition (8 minutes)

NATIONALISM	The desire to conquer other countries and rule over them.
ALLIANCES	There was a race between countries to build up the biggest army and navy.
MILITARISM	Thinking that your country is better than others. This causes hatred and rivalry.
IMPERIALISM	An agreement between certain countries to be friends and help each other if war broke out.

Long-term causes

Wars usually have a number of different causes that build up over time. Some causes go back a very long time indeed, perhaps years or decades. But some causes may have happened only recently, in the last few days, weeks or months. Historians like to divide the reasons why something happened into long-term and short-term causes.

What could so many countries fall out about? And why did so many young men volunteer to join the slaughter? Many historians agree broadly that the four ideas below are the causes and as such create the acronym **MAIN**.



Militarism

People took great pride in their armies and navies. To make sure that theirs were the best, countries spent more and more money on bigger and bigger armies (known as 'militarism'). Nobody wanted the smallest army, so countries got caught up in an arms race. To many, there was no point in having a big, expensive army if you weren't going to use it, and whenever countries fell out the temptation to use those weapons was always there.

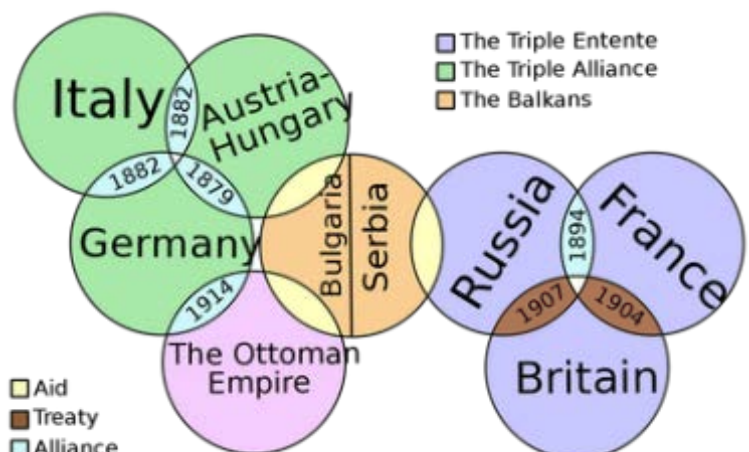
In 1914, their armed forces stood like this:

- Germany: 2,200,000 soldiers, 97 warships

- Austria-Hungary: 810,000 soldiers, 28 warships.
- Italy: 750,000 soldiers, 36 warships
- France: 1,125,000 soldiers, 62 warships
- Russia: 1,200,000 soldiers, 30 warships
- Great Britain: 711,000 soldiers, 185 warships

Alliances

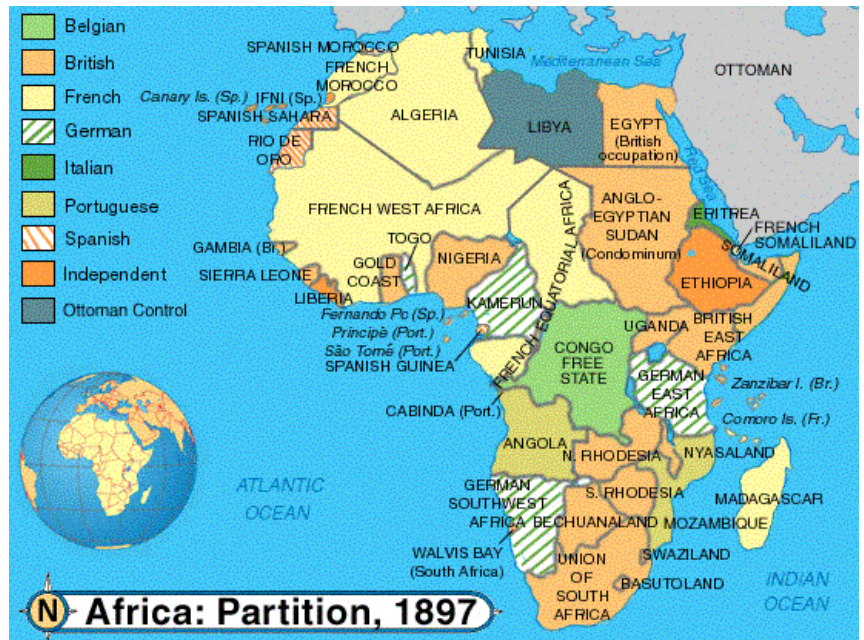
As each country began to feel threatened, they looked for friends to back them up in a war - known as allies. Europe split into two alliances. Britain, France and Russia formed the Triple Entente, and Germany, Austria-Hungary and Italy formed the Triple Alliance. The idea was to put people off starting a war as it would mean fighting against three nations instead of one. Although this made them feel more secure, it



meant it would only take one small disagreement between any two nations involved and all of Europe would be dragged into a war.

Imperialism

Britain had conquered lots of land all over the world by 1914 and had a huge empire. But other nations wanted big empires too - a desire known as 'imperialism' (from the word 'empire'). The race to gain control of other nations, particularly in Africa, led to tension and fierce rivalries among European countries. They began to see each other as a threat to their overseas possessions and thought war was the only way to remove this threat permanently.



Nationalism

At the beginning of the twentieth century, people started to take great pride in their countries. This is called 'nationalism' - thinking that your nation is better than others. Unfortunately, for many leaders of Europe, the best way to prove they were the best was to have a war with their rivals.

Task 2 – colour in the map into the two alliances. In blue colour in the Triple Entente and Red the Triple Alliance. Label your countries as well. (20 minutes)



Task 3 – write the order of MAIN with the most important in starting the war to the least important. Next to each explain you thinking. (15 minutes)

1. _____

2. _____

3. _____

4. _____

Lesson 2 - Short-term causes of World War One

Aim: to understand what triggered WW1

Many European countries believed that their country was more important than any other. This showed itself in lots of ways. It showed itself in German aggression both in Europe and over colonies. It also showed itself in another way in the Balkans. Here it was seen as attempts to gain independence from both Austria-Hungary and Russia. For example, Bosnia wished to break free from the Austria-Hungary and join up with Serbia. On 28 June Gavrilo Princip, an eighteen-year-old Serbian student and a member of the Black Hand Gang, shot the Archduke Franz Ferdinand, the heir to the throne of Austria-Hungary.

Why did he do this?

Serbia had become an independent country in the late nineteenth century. The Serbians wanted to expand, but were hemmed in by other countries. They also wanted to take Bosnia from Austria-Hungary because most of the inhabitants of Bosnia were Serbian. Most Serbs hated Austria-Hungary and were prepared to do anything they could to attack it. All of these European neighbours had *long-term* reasons to distrust other.

FRANCE

In 1870 France had gone to war with Prussia (Germany) and had been very badly defeated. Germany took two French provinces after the war, Alsace and Lorraine. Ever since, the French had wanted revenge. France had built up alliances:

- 1894, the Dual Entente between France and Russia
- 1904, the Entente Cordiale between France and Britain
- 1907, the Triple Entente between France, Russia and Britain

The French Army had a plan to attack Germany, it was called Plan 17 and it meant that they would charge straight into Germany through the area of Champagne

BRITAIN

Britain had become very concerned about Germany since Kaiser Wilhelm II had succeeded to the throne in 1887 because: Germany had begun to occupy colonies in Africa and the Pacific; many of the colonies were next to British colonies. The German government had passed the Navy Laws in 1898 and 1900; these said that the German Navy would be built up over a period of seventeen years to rival the Royal Navy. Britain felt threatened by Germany's growing Navy. In 1906 a naval arms race began. Britain and Germany each tried to build more ships than the other. This race continued until 1914. Britain was committed to defend Belgium if it was ever attacked. This promise had been made at the Treaty of Westminster in 1839.

GERMANY

The German government expected the French to try to get Alsace and Lorraine back at some point. It was also worried that it might have to fight France and Russia at the same time. This would be a war on two fronts.

Germany had made alliances with other countries. Since the 1870s it had been allied with Austria-Hungary and in 1882 Italy joined this alliance. This was the Triple Alliance. The German army had worked out a plan to defeat France before the Russian army was ready to fight. This was the **Schlieffen Plan**. The German army would attack France through Belgium, which was a neutral country, and defeat France in six weeks. Then the Germans would deal with Russia.

AUSTRIA-HUNGARY

Austria-Hungary had been growing weaker for many years, but wanted to expand its empire to the south, into the Balkans. The Austrians had occupied Bosnia in 1878 and annexed it in 1908. The only country which now stood in the Austrians' way was Serbia, which had become very powerful in the years from 1900 to 1914. The Austrians wanted to attack Serbia, but knew that Russia backed up Serbia. The Austrian government knew that it could not defeat Russia unless it got support from Germany.

RUSSIA

Russia had been defeated in a war with Japan in 1905 and wanted to prove that it was still a major power. The Russian government believed that the Russian army could defeat the army of any other European country.

Russia also wanted to gain more influence in the Balkans and wanted to stop Austria-Hungary from expanding there. It was very keen to back up Serbia. Russia supported Serbia because the Serbians had a similar language and religion as Russia. The Russian government was determined to protect Serbia against Austria-Hungary.

Task 1 - watch - <https://www.youtube.com/watch?v=ZmHxq28440c> (8 minutes)

Task 3 – create a storyboard of the short term causes of WW1, choosing 8 key moments. (30 minutes)

4.		8.	
3.		7.	
2.		6.	
1.		5.	

Lesson 4 – Why did the Schlieffen Plan fail?



BRAVO, BELGIUM!

The gate and wording, 'no thoroughfare'...

The caption, 'Bravo, Belgium!'...

Task 1 – Inference - the picture depicts Germany and Belgium at the beginning of WW1. What do the following ideas suggest about the start of the war? (8 minutes)

Germany is man and Belgium is a boy...

The German has a big club and Belgian has a stick...

The Schlieffen Plan explained...

The Schlieffen Plan was Germany's strategic plan for defeating France and Russia by taking advantage of expected differences in the time it would take the three countries to prepare for war.

After the Franco-Prussian (German) War of 1870, the French province of Alsace-Lorraine was made part of the German Empire. The French vowed to regain their land.

After Kaiser Wilhelm II came to the throne in 1888 Germany drew back from previously good relations it had enjoyed with Russia and Britain. As a result, German leaders feared that they would have to fight a future war on two fronts simultaneously.

In 1870 France had been beaten by Prussian in just a few weeks and was therefore in 1905 was not considered to be as dangerous in the long run as the Russian Empire, which was expected to be hard to defeat if given time to



Lesson 5 – Who joined the war?

Aim – to understand through using evidence, who joined the war and why they joined.

When Britain declared war on 4 August 1914, the government asked for volunteers aged between 19 and 30 to join the armed forces. At first, there was a great rush to 'join up' as a wave of patriotism and excitement swept the country. By Christmas 1914, over a million men had enlisted to 'do their bit for king and country'. It soon became clear that this number of men wasn't going to be enough and the enthusiasm of 1914 didn't last long. So how did the government encourage more men to join the war? What reasons did these men give for joining up? And how did the government finally solve the shortage of fighting men?

The power of propaganda

When war broke out the government knew that it needed people to support the war... and lots of men to fight in it! So a huge propaganda campaign was started throughout the country. This meant that the government controlled all information about the war and sent out only the messages they wanted people to hear. So, in newspapers the government only allowed news of victories in battle to be printed, while defeats were hardly mentioned. British soldiers were always made to look like heroes, while any Germans were made to look like cruel savages. The government hoped that if people loved Britain (and hated Germany and its people), they were more likely to support the war and even join up to fight. Most famously of all, the government printed millions of propaganda posters aimed at making men either love their country and their king, feel guilty about not joining up, or hate the enemy!

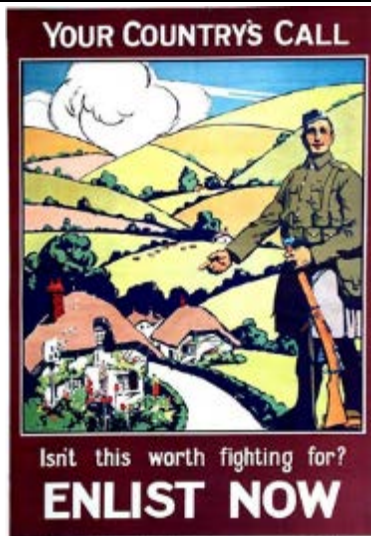
The push and pull of propaganda

The propaganda campaign had a remarkable effect, and by January 1916 a total of 2.5 million men had agreed to fight. Some felt 'pushed' or pressured into joining up while others felt the 'pull' of the excitement of war and serving their king and country.

Now watch this clip - https://www.youtube.com/watch?time_continue=63&v=ciChmcUDTml&feature=emb_logo

Task 1 – for each of the below recruitment posters, explain why it would make people join the war effort.





Stay together, die together

The British government used another method to get men to join the armed forces. They thought that fighting alongside friends and neighbours rather than strangers would encourage people to join up - and they were right. Rival towns competed with each other to prove how patriotic they were and formed 'pals battalions'. Brothers, cousins, friends, and workmates enlisted together. There was a footballer's battalion in London, alongside battalions of bankers, railway workers and even former public-school boys. Although they were very successful there were tragic consequences. Of the 720 Accrington Pals who fought, 584 were killed, wounded or missing during one attack. The Leeds Pals lost 750 of their 900 men and both the Grimsby Chums and the Sheffield City Battalion lost half of their men. This robbed entire communities of many of their young men, and no new pals battalions were created after 1916.

Task 2 – Why did they stop making the 'pals battalions'?

Conscription and 'conchies'

By the summer of 1916, the flood of volunteers had slowed down to a trickle. With thousands dead and many more returning home disabled, war didn't seem like such an exciting adventure. Unfortunately for the

government, they still needed more men to join the war. The solution they came up with was conscription. This meant that any man aged between 18 and 41 could be forced to join the army and an extra 2.5 million people were called up - but not without problems. Some men believed that war was wrong under any circumstances and refused to join up they became known as conscientious objectors. There were around 16,000 conscientious objectors or 'conchies'. Most refused to fight because of political or religious beliefs - but joined in the war effort by working in factories or mines or carrying stretchers on the battlefields. Around 1500 people refused to have anything at all to do with the war and were sent to prison. Conditions were made very hard for them and 69 of them died in prison.

Task 3 - Why was conscription introduced?

Task 4 - Assessment - How useful are source A and B for an enquiry into why men joined the war effort? 8 marks
Explain your answer using the source and your own knowledge of the historical context.

Structure:

Paragraph 1: What does the source tell you? **Quote** from the source or **infer**

Paragraph 2: What can you add of your own **contextual knowledge** that supports the source.

Paragraph 3: how useful is the source? Evaluate the **provenance**

When judging the usefulness and reliability of a source ask questions, using N, O, P (Nature, Origin, Purpose), like:

- Does it answer the question – Key Skill One & Two
- What is the source? **Nature**
- Where does the source come from? Does the answer cause you a problem? **Origin**
- Who created it? Do you trust them? **Origin**
- Why was it created or why do think it was created? **Purpose**
- Is it reliable in what it says? Can you trust it to tell the truth?

REPEAT FOR BOTH SOURCES

Source A: War poster, 1915, to encourage conscription,



Lesson 6 – What was life like in a trench?

Aim –to understand why and how trench warfare was used.

The Great War was fought mainly in Europe. The areas where the armies fought each other were called 'fronts'. The longest was the Western Front (in Belgium and France) where French, Belgian and British soldiers tried to stop the Germans advancing to the coastline of northern France. But how did they do this? And what was it like fighting under these conditions?

Digging in!

As enemy soldiers faced each other they dug holes in the ground to protect themselves. These soon turned into deep trenches as they dug deeper. Soon, long lines of trenches stretched for over 640 kilometres between the English Channel and Switzerland.

Trench warfare

Most of the fighting was done by foot soldiers (infantry), who spent their days in the trenches they had built in the earth to protect themselves. The trenches were protected with sandbags and barbed wire. They were defended by men with rifles, bayonets, machine guns, and hand grenades. A few hundred metres away, the enemy did the same. In between was an area called no man's land, a dead world full of bomb craters and rotting human remains.

Attack!

Occasionally, the soldiers would try to capture each other's trenches. The attackers would run across no man's land towards the enemy trenches and the defenders would try to pick them off with rifle fire and machine guns. For the loss of 50,000 men (yes, 50,000 human beings!), one side might move forward for a week or two and gain a few hundred metres of muddy, useless ground. A week later, for the loss of even more men, they might be pushed back to their original trenches. Unbelievably, despite the loss of millions of men, the Western Front didn't move more than a few miles either way in over four years of war!

This was stalemate - a complete inability to move forward and a solid determination not to be pushed back. In 1914 Lord Kitchener summed up the stalemate when he said, 'don't know what is to be done... but this isn't war'.

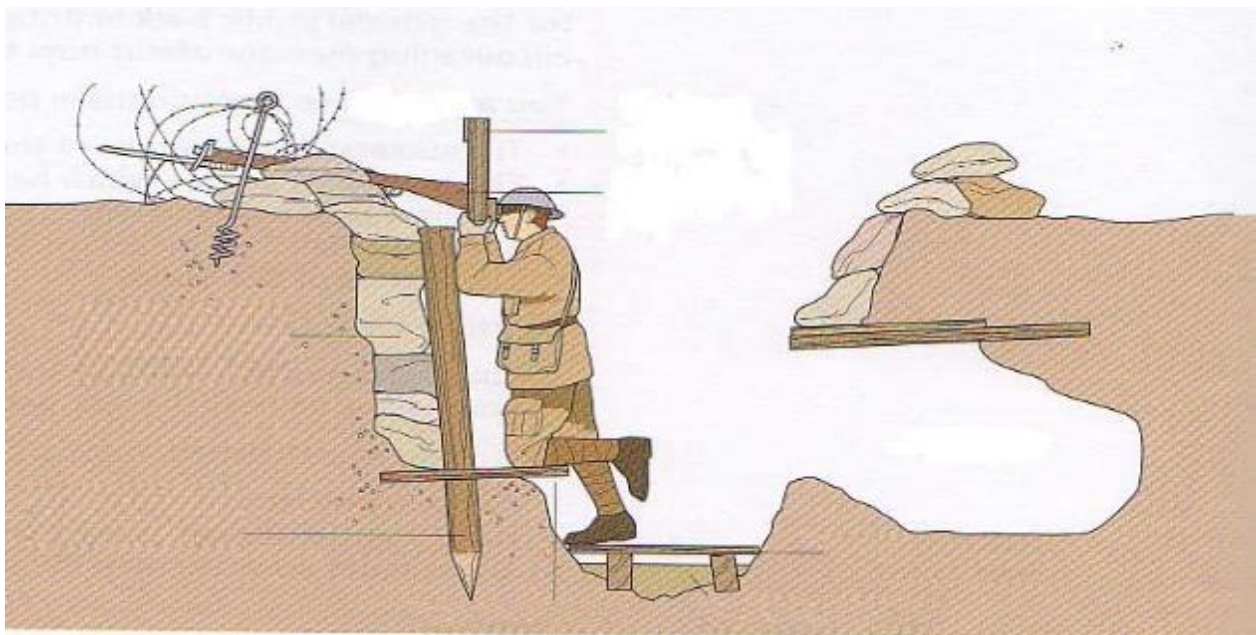
Watch this clip - <https://www.youtube.com/watch?v=CgykKEhfEok>

Task 1 – Fill in the definitions of the key features of a trench

Key Word	Definition
Communications Trench	
Reserve trench	
Frontline trench	
Support trench	
Dugout	
Artillery emplacements	
Forward listening post	
No-man's land	

Barbed wire	
Company HQ dugout	
Firebay	
Duckboard	
Firestep	
Parapet	
Ammunition shelf	

Task 2 – label the diagram of a trench



Bonus Task – get creative and make a model of a trench or the trench system.

Lesson 7 – How did technology change modern warfare?

Aim – to learn about the development of WW1 and the impact new technology had on the outcome of the war.

In the years leading up to the Great War, there had been great advances in science, design and invention. The technology to build motor cars and aeroplanes had been invented and there had been breakthroughs in physics and chemistry. Sadly, lots of these new ideas would be used to create new weapons that could kill and injure millions of people!

Rifle

Range = 45%

Killing power = 55%

Defensive ability = 40%



A long gun called a rifle was given to all soldiers. It was lightweight so could be carried easily and was accurate up to 600 metres. A 40cm knife, called a bayonet, was fitted onto the end, which could be used if a soldier's bullets ran out. Highly trained soldiers could fire between 15 and 20 bullets per minute.

Want to know more:

https://youtu.be/tznEcq_r4KA

Poison Gas

Range = 10%

Killing power = 30%

Defensive ability = 5%

The first ever major poison gas attack was on 22 April 1915. The Germans released gas from cylinders and allowed the wind to carry it over French soldiers on the front line. The French panicked and ran. A six-kilometre gap opened up in the French lines but the Germans didn't have enough men to mount a serious assault. An opportunity like this never happened again but gas proved its worth as a weapon of terror. Soon both sides were using gas. There were two main types:

Chlorine gas - this suffocated the lungs and left the victim gasping for air.

Mustard gas - rotted the body - skin blistered, eyes bulged. A victim would cough up the lining of his lungs in clots. The pain was so intense that victims often had to be tied down!

Later in the war, gas became less of an effective weapon because gas masks protected troops from the worst effects of the poison.

Want to know more:

<https://www.youtube.com/watch?v=vmir6SxYNI>

Grenade

Range = 15%

Killing power = 55%

Defensive ability = 25%



Grenades are small, hand-held bombs that could be thrown about 40 metres into enemy trenches. They exploded a few seconds after a pin was removed and the outer case would shatter into razor-sharp fragments, causing horrific injuries.

Machine Gun

Range = 45%

Killing power = 85%

Defensive ability = 90%

Invented in around 1862, the machine gun became recognized as one of the Great War's deadliest weapons. They could fire up to ten bullets per second. In the first 12 days of fighting, the French reported losses of over 200,000 men, mostly through machine gun fire. According to British estimates, machine guns caused about 40% of all wounds inflicted on British troops during the whole war.

Want to know more:

<https://youtu.be/BO6izROHWyc>

Flame Thrower

Range = 10%

Killing power = 60%

Defensive ability = 0%

A canister was strapped to a soldier's back which forced oil through a nozzle at enemy soldiers. The oil was ignited by a spark to create a sheet of flame that could travel up to 15 metres. Hand-held flame throwers were deadly in small spaces, like dugouts, and caused panic if one was spotted during an attack. Defending soldiers would try and shoot the canister of oil before it got anywhere near. One British soldier who saw a German flame thrower in action said that men who were caught in the blast of the flame 'were never seen again'!

Tank

Range = 45%
Killing power = 60%
Defensive ability = 65%

A British invention, tanks were bulletproof vehicles that could travel over rough terrain, crush barbed wire and cross trenches. At first they were called 'landships' but were code-named tanks in an attempt to convince the Germans they were water tanks and so keep the invention a secret. The name stuck! Although they caused panic and terror on the battlefield, they were very slow (4mph) and unreliable. All sides saw potential and built their own tanks, but it wasn't until the next world war that tanks became battle-winning weapons.

Want to know more:

<https://youtu.be/ezBSURCMe-o>

Fighter and bomber planes

Range = 100%
Killing power = 25%
Defensive ability = 10%

Aeroplanes had first appeared in 1903. When fighting began, the planes were very slow, clumsy and unreliable, and were used for keeping an eye on what the enemy was doing and spotting artillery.

At first, pilots fired pistols and even threw bricks at each other, but soon 'fighter' planes armed with machine guns were developed. Not long after, 'bombers' were made to fly over enemy trenches and attack them from the air.

Want to know more:

<https://youtu.be/JbVZGLI8izk>

Artillery

Range = 100%
Killing power = 75%
Defensive ability = 20%

Artillery is another word for the large, heavy guns that could shoot bombs (shells) over long distances. It was common to bombard the enemy trenches for several hours before an attack in the hope you might kill lots of soldiers as they sheltered in their dugouts.

In 1915, 400,000 shells (some as big as soldiers) were fired every month on the Western Front. Some big guns could fire shells over a distance of 21 kilometres. When they exploded, the red-hot metal splinters (shrapnel) would cut an enemy to pieces. The noise damaged men's brains and made their ears bleed. It caused shell shock, a condition similar to a 'nervous breakdown'.

All sides saw potential and built their own tanks, but it wasn't until the next world war that tanks became battle-winning weapons.

Task 1 – complete the table

WEAPON: List the eight major weapons.	RANGE: Short, medium or long range?	KILLING POWER: Low, medium or high?	Is it used mainly for attack, defence or both?

Lesson 8 – Was the battle of the Somme a defeat or victory?

Aim – to understand the impact of one of the most deadliest battles of the war.

Begin by watching this clip - <https://www.youtube.com/watch?v=XqvALKpsfRo>

The Battle of the Somme started in July 1st 1916. It lasted until November 1916.

For many years those who lead the British campaign have received a lot of criticism for the way the Battle of the Somme was fought – especially General Sir Douglas Haig. This criticism was based on the appalling casualty figures suffered by the British and the French. By the end of the battle, the British Army had suffered 420,000 casualties including nearly 60,000 on the first day alone. The French lost 200,000 men and the Germans nearly 500,000.

Ironically, going over the top at the Somme was the first taste of battle many of these men had, as many were part of “Kitchener’s Volunteer Army” persuaded to volunteer by posters showing Lord Kitchener himself summoning these men to arms to show their patriotism.

The battle at the Somme started with a weeklong artillery bombardment of the German lines. 1,738,000 shells were fired at the Germans. The logic behind this was so that the artillery guns would destroy the German trenches and barbed wire placed in front of the trenches.

In fact, the Germans had deep dugouts for their men and all they had to do when the bombardment started was to move these men into the relative safety of the deep dugouts. When the bombardment stopped, the Germans would have known that this would have been the signal for an infantry advance. They moved from the safety of their dugouts and manned their machine guns to face the British and French.

The Allied troops climbed out of their trenches and moved over no mans land towards the German front lines. Many were gunned down in no man’s land. However due to the huge number of troops attacking the German line soldiers did get through. They were followed by cavalry. This was not a great success. The muddy conditions made horses a slow and riders easy targets. The man to man combat that followed was bloody and horrific.

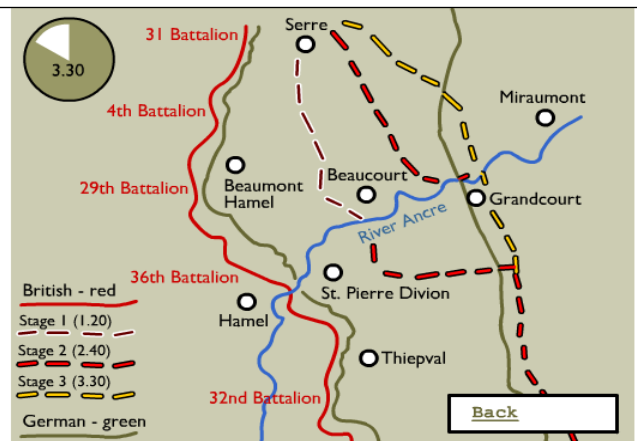
By the end of the battle, in November 1916, the British had lost 420,000, the French lost nearly 200,000 men and the Germans 500,000. The Allied forces had advanced along a thirty-mile strip that was seven miles deep at its maximum.

Explore the following pieces of evidence.

Source 1: A letter sent to the editors of the main British newspapers by Sir Douglas Haig, May 1916

Together with patience, the nation must be taught to bear losses. No amount of skill on the part of the higher commanders, no training, however good, on the part of officers and men, no superiority, however great, of arms and ammunition, will enable victories to be won without the sacrifice of men's lives. France, Germany and Austria have each lost in killed alone probably not less than one tenth of their male population capable of bearing arms. We must be prepared to accept great losses in future without flinching whenever and wherever it becomes necessary to sacrifice men in order to gain some important advantage or to foil the enemy's endeavours to gain one.

Source 2: Map of the Allied plan of attack at the Somme, 1916



Source 3: A commanding officers report shortly after the end of the war.

The British infantry had enthusiasm but not much else. These men were volunteers who had joined up and received only basic training. They could not shoot accurately and had only been taught to go forward in a straight line.

Source 4: Official reports of the experiences of British Army units, 1 July 1916

The 2nd GORDON HIGHLANDERS after crossing "No Mans Land" came under a very heavy machine gun and rifle fire and H.E. shrapnel. The enemy in the front line was preparing to meet the assaulting columns with bombs, but so quickly were the 2nd GORDON HIGHLANDERS upon them that the defence was quite ineffective - bombs being thrown without drawing the pins.

Casualties were now heavy but the line pushed steadily on, with the exception of the left company which was most unfortunately held up by uncut wire.

This was the only wire on our front which had not been thoroughly cut through: every effort had been made to complete it, but it appeared to present special difficulties to the Artillery. With this exception the cutting of the wire was most thorough.

This uncut wire undoubtedly caused many casualties and greatly delayed the advance.

Source 6: Official reports of the experiences of British Army units, 1 July 1916

Our losses in the last month's very heavy fighting—totalling to about 120,000 more than they would have been if we had not attacked—cannot be regarded as unduly heavy, or as sufficient to justify any anxiety as to our ability to continue the offensive. Both the enemy and our Allies have borne far heavier losses than this without being turned from their purpose, and, moreover, our ranks have been filled up again and our troops are still in excellent heart.

It is my intention—

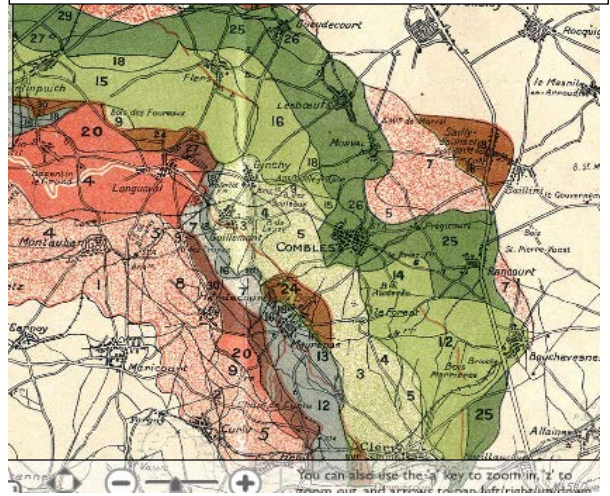
- (a.) To maintain a steady, methodical pressure, giving the enemy no rest and no respite from anxiety;
- (b.) To push my attack strongly whenever and wherever the state of my preparations and the general situation make success sufficiently probable to justify me in doing so, but not otherwise;
- (c.) To secure against counter-attack each advantage gained and prepare thoroughly for each fresh advance.

Proceeding thus I expect to be able to maintain the offensive well into the autumn and to inflict on the enemy material and moral losses which will amply recompense us for our own losses.

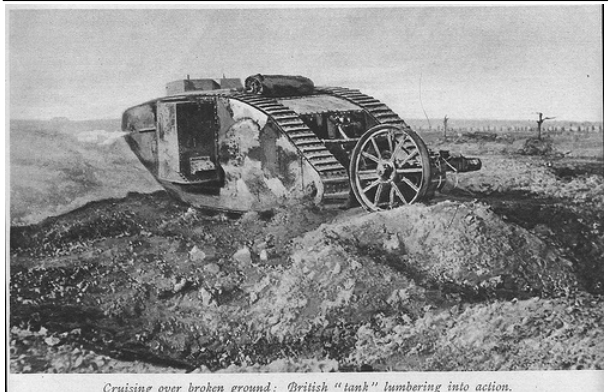
Source 8: Extract from Brooman's 'The Great War', 1991.

On that first day of the Battle of the Somme 20,000 British soldiers were killed and 35,000 wounded, but this did not make General Haig want to change his methods. He ordered more attacks but the same tragic story was repeated.

Source 5: Map showing the extent of land captured by British, Empire and French forces at the Somme, 1916 (green - area advanced to by September 1916). By the end of the battle in November 1916, the British army had advanced 5 miles and lost 432,000 men.



Source 7: A mark 1 tank first used alongside the 'creeping barrage' tactic to protect soldiers in the Somme, 1916.



Cruising over broken ground: British "tank" lumbering into action.

Task 1 – complete the table. What does each source suggest about the battle being a success or failure?

	Success or failure?	Why? Support with your knowledge.
Source 1		
Source 2		

Lesson 9 – How did the war affect ordinary citizens?

Aim – explain how and why British civilians were at risk between 1914-1918.

The Great War didn't just involve soldiers, sailors and airmen. The armed forces may have been the ones who went off to fight the enemy on foreign soil, but the people left at home had their part to play too. So what impact did the war have on people in Britain on the home front?

The table below shows ways in which ordinary citizens were affected.

Around 70 million men fought in the Great War, with over eight million of these fighting for Britain and its Empire. Nearly one million of those were killed and twice as many were injured. By the end of the war, it was estimated that there were only 12 towns or villages in Britain that hadn't lost a young man in the fighting.	The Germans flew huge inflatable airships - called Zeppelins - over Britain and used them to bomb British towns. By the end of the war over 50 Zeppelin air raids had dropped over 5000 bombs, killing 557 people and injuring over 1300. German bomber planes attacked Britain too, and German battleships shelled seaside towns.	In the early days of the war, women were encouraged to pin white feathers (a sign of cowardice) on young men who weren't in an army uniform. The idea was to shame them into 'doing their bit' in the war.
The government issued posters showing people how to tell the difference between British and German aircraft - and warning them to take shelter if they spotted an enemy aircraft.	Britain was short of food during the war because German submarines and battleships were sinking the boats that brought it by sea. So the government introduced rationing to make sure that food was equally shared out. Each person was allowed a set amount of butter, sugar, bacon, ham, and so on.	A week's worth of rations: <ul style="list-style-type: none">• 8oz of sugar (226g)• 20oz of meat(567g)• 2oz of lard (56g)• 5oz of butter(141g)• 8oz of bacon (226g)
With so many men away fighting, women were needed to do their jobs. Before the war, no one would have dreamed of having female bus drivers, chimney sweeps or steel makers, but now Britain needed them! Thousands of women found-working shipyards, in weapons factories and with the ambulance service. And for the first time, the government recruited women into the police force!	When war broke out the government introduced a new law called the 'Defence of the Realm Act' or DORA. It gave the government the power to do whatever they felt was necessary to win the war. They could take over mines, railways and shipyards, and control newspapers and radio. To limit drunken behaviour, for example, they introduced strict pub opening hours.. . and even allowed beer to be watered down!	During the war, some goods were in short supply - so prices went up. The government also had to borrow millions from the USA to pay for the war, so taxes went up to pay back the loans.

How did life change for women?

Watch this clip - <https://www.youtube.com/watch?v=YBeID02ggew>

Task 1 - What is meant by the term 'home front'?

Task 2 - What was DORA and why do you think the British government thought it was necessary?

Lesson 10 – How did the war come to an end?

Aim – to understand the events that led to the signing of the armistice.

Watch this clip - <https://www.bbc.co.uk/bitesize/clips/zyy7pv4>

Task 1 – read the following. What does it suggest?

“As we marched through Wipers that evening I wondered why it was worth fighting for at all. So far as I could see there was no town left, nothing you could call a town anyway. Rubble and ruin, that’s all the place was, more dogs and cats than townspeople. We saw two horses lying dead and mangled in the street, as we passed by what was left of the town hall; and everywhere there were soldiers and guns and ambulances on the move, and hurrying.”

The End of the War:

On the 9th November, 1918, leaders of the four different armies involved (Britain, France, America and Germany) met in a railway carriage. Here the German army signed an armistice to stop the fighting. This ended the war and effectively admitted that Germany had lost the war.



So how did the war come to an end?

Factor 1 - America joins the war 1917

In May 1917 a German u-boat struck an American liner The Lusitania 1,198 passengers were drowned and 128 of them were American citizens. The Germans claimed it was carrying war goods.

The Germans also used their U-boats to cut off British supplies which had a huge impact on USA trade with Britain. The Germans also sent the Zimmerman telegram which encouraged Mexico to join the war on Germany’s side claiming if they did they could claim back territory from America.

America declared war on the Germans in April 1917. The American army was not very big so a huge effort was made to recruit, train, equip and transport the new troops to the battle front

Factor 2 – Russia left the war

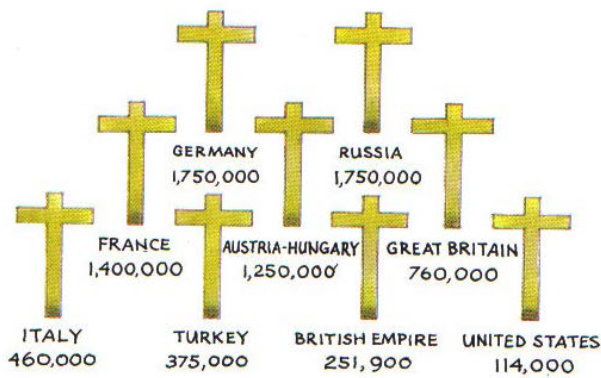
Russia made peace with Germany in March 1918. They were experiencing their own political problems. In 1917 there was a revolution on Russia and a change of government replacing the Tsar (king of Russia) with the communists. Russia couldn’t carry on fighting as well as dealing with her internal problems.

However, their leaving the war has an unexpected consequence. Although the Germans could now focus purely on the Western Front and moved soldiers from the East, the German people saw what had happened in Russia and saw hope for an end to the war themselves.

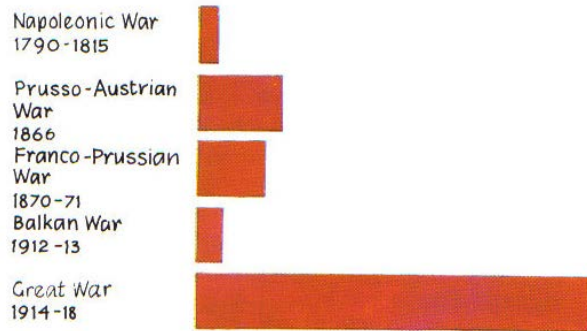
Factor 3 – the state of Germany

Supplies of food and ammunition could not keep up with the German troops. In Germany itself there were great food shortages due to the British naval blockade. Butcher’s shops sold crows! the naval blockade also stopped clothing and fuel getting through as well as food. People on the streets were rioting. By August allied attacks were driving German forces back on the Western Front. The Kaiser fled to Holland and the new government asked for an armistice (a ceasefire). There was genuine fear amongst politicians that the communists might seize Germany like they had Russia. An end to the war might stop this.

Factor 4 – the cost of the war



Approximate numbers of servicemen who died in the war. About 8 million civilians also died.



There were more deaths per day than in any previous war. More British troops were lost in 1918 alone than in the whole of the Second World War.



In addition, about 20 million men were wounded. In Britain alone, 442,000 men never worked again.



Over 480,000 animals died serving with British forces in the war. This photograph shows horses stampeding after a shell has destroyed a German gun.

Factor 5 – the failed spring offensive

On 21 March 1918, the Germans launched Operation Michael. Around 10,000 guns fired over a million shells in five hours. Heavily armed German 'storm troopers' then infiltrated weak-points in the line. They by-passed pockets of resistance and broke through the British trench system.

This early success belied the core weaknesses of the plan. The Germans were too exhausted to sustain the offensive and lacked the transport to convert local tactical triumphs into strategic victory. They struggled to move men, supplies and guns across the shattered landscape of the Western Front.

On 7 April the Germans tried again with a smaller offensive south of Ypres. German morale began to crumble and on 18 July the French launched a counter-attack on the Marne, forcing the Germans back.

The end in sight

In the closing minutes of World War I, the ceasefire within touching distance, a handful of troops died. Just after 5 o'clock on the morning of 11 November, 1918, British, French and German officials gathered in a railway carriage to the north of Paris and signed a document which would in effect bring to an end World War I.

Within minutes, news of the Armistice - the cease fire - had been flashed around the world that the war, which was meant to "end all wars", was finally over. And yet it wasn't, because the cease-fire would not come into effect for a further six hours - at 11am - so troops on the frontline would be sure of getting the news that the fighting had stopped. That day many hundreds died, and thousands more injured.

The final British soldier to be killed in action was Private George Edwin Ellison. At 9.30am Ellison of the 5th Royal Irish Lancers was scouting on the outskirts of the Belgian town of Mons where German soldiers had been reported in a wood. It must have been odd for Pte Ellison to be back in Mons again. This is where his war started four years earlier when he was part of the British Expeditionary Force retreating from Mons in August 1914, just weeks after the outbreak of the war.

Task 2 – why did the war end? Complete the table.

Factor	What was it?	How did it lead to the end of the war?
1		
2		
3		
4		
5		

Task 3 – Create a front page of a Newspaper letting people know that the WW1 is over. You must include:

A picture

A title

A general summary of how the war ended - The meeting in the railway carriage

An explanation of why the war ended - Discuss in detail the factors

