

History
UNFOLDING

THE GREAT WAR 1914–1918



MindSparks
CHALLENGING STUDENTS TO THINK HISTORICALLY

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Introduction

The War to End All Wars

The “Great War,” as it came at first to be called, was in every way a catastrophe. At the height of its power, Europe suddenly self-destructed. Industrial and imperial rivalries, rising nationalist sentiment, a rapidly intensifying arms race, ethnic tensions—all of these contributed to the outbreak of hostilities in August 1914. Among the causes of World War I, however, sheer willfulness and stupidity should not be discounted.

The war destroyed three huge empires: Austria-Hungary, the Ottoman Empire, and Russia. It helped bring into being the first communist society. It did nothing to resolve the complex imperial, ethnic, and national rivalries that triggered it. Its horrendous slaughter exhausted and demoralized the democratic Allied powers. Its imperfect settlement left a deeply resentful Germany wounded, but not tamed. This war that gave birth to the modern world bequeathed it a host of ills that would haunt it for decades.

The illustrations in this set offer your students a focal point for exploring these themes and gaining insight into the impact and significance of World War I. These illustrations are presented in four lessons. Each lesson uses three visual displays to explore one broad topic in the overall story. Briefly, the four lessons are as follows:

The Approaching War

The intensifying national and imperial rivalries of the major European powers made all-out war thinkable. Supreme overconfidence made it possible. These themes form the focus of the illustrations for this lesson.

Entrenchment and Stalemate

The surprise awaiting all the participants was that their well-prepared plans for a quick and glorious war were going to sink into the mud of the trenches and vanish along the broad Eastern Front. A long and horrifying war of attrition lay ahead.

The Agony of Total War

World War I was a fully industrialized and mechanized war. Military leaders were unprepared for the impact of these weapons on outmoded strategic notions. The need for full industrial support for each nation’s war effort ultimately required the mobilization of entire societies. Whether democratic or not, the nations involved came to implement a national coordination that was almost totalitarian in nature.

Legacy

Memory is a tricky matter, especially when it comes to war. This lesson’s illustrations focus attention on the question of how, exactly, we do arrive at our “image” of World War I. In addition, they ask students to consider the long-term impact of the war on Europe and the world.

Using Photos, Cartoons, and Other Visuals to Teach History

Many textbooks are full of colorful visuals. However, all too often these visuals function primarily as window dressing. They make the text more entertaining, or at least more palatable. Only occasionally do the visuals in textbooks do more than offer simple pictorial reinforcement of ideas already presented in the text. In many cases, they pander to the visual orientation of the young while doing little to help young people master the challenges of the visual media that dominate their lives.

By way of contrast, our approach to using visual materials emphasizes their unique strengths as historical documents. The lessons in this booklet focus students on the visual symbols and metaphors in editorial cartoons, the dramatic qualities of certain photographs, the potential of many images to make abstract ideas more specific and concrete, the implicit biases and stereotypes in certain images, their emotional power, and their ability to invoke the spirit of a time and place. In the process, we make every effort to strengthen students' visual literacy skills in general, as well as their ability to think critically and engage in spirited but disciplined discussions.

How to Use This Booklet

The booklet is divided into four lessons, with three illustrations per lesson. Each lesson consists of the following:

A BACKGROUND INFORMATION SHEET This page provides brief summaries explaining the three illustrations on which the lesson is based and their relevance to the lesson's objectives.

DIGITAL IMAGES The booklet's PDF allows you to project the images for use in your class discussions.

DISCUSSION-ACTIVITY SHEETS

Each sheet displays one illustration. It includes a sequence of questions to help you plan an all-class discussion while using the projected images. The questions take students step by step through an analysis of the illustration. If you wish, you may reproduce these pages and hand them out. In addition to the discussion questions on the illustration itself, one or two follow-up activities are suggested. Some of these can be made into individual assignments. Others will work best as small-group or all-class activities.

OBJECTIVES

1. Students will use the visuals in this lesson to focus discussion on some of the key factors that helped to bring on World War I.
2. Students will consider why so many in Europe thought the war would be over in weeks.

The Approaching War

Use the background information on this page to help your students better understand the three illustrations making up this lesson. The questions and activities presented in the rest of the lesson can be used to help students clarify meanings and debate important issues.

BACKGROUND INFORMATION**Illustrations 1A & 1B**

World War I was a catastrophe from which the world is in many ways still recovering. It broke out in a Europe that seemed to be at the height of its power and authority to claims of civilized world leadership. How could it have happened? Among the factors often considered were a rapid rise in feelings of nationalism in Europe in the late 1800s, along with an equally rapid rise in militarism and military power. These two illustrations touch on those trends. In the wake of the Franco-Prussian War, a united Germany pursued a massive military build-up. By the late 1800s, Germany had the most powerful army in the world. Germany's leader, Kaiser Wilhelm II, wanted the most powerful navy as well. This greatly alarmed Great Britain, which had long ruled the seas. Among other things, the British responded by building the so-called dreadnought class of battleships, notable for its heavy guns. Germany copied the British, thus setting in motion the first great arms race of the 20th century.

Illustration 2

Another factor preparing the ground for World War I was the intense rivalry of the great European powers for colonies in the late 1800s. This map shows the far-flung empires of these nations by 1900. All over the world, they competed for resources and the markets in which to sell their goods. As the map suggests, Africa was a main target for this imperial competition. Britain and France clashed there at one point, and later together confronted Germany. Germany was a latecomer in the struggle for colonies, and as such was seen by Great Britain as the main and growing threat to its empire and its world supremacy.

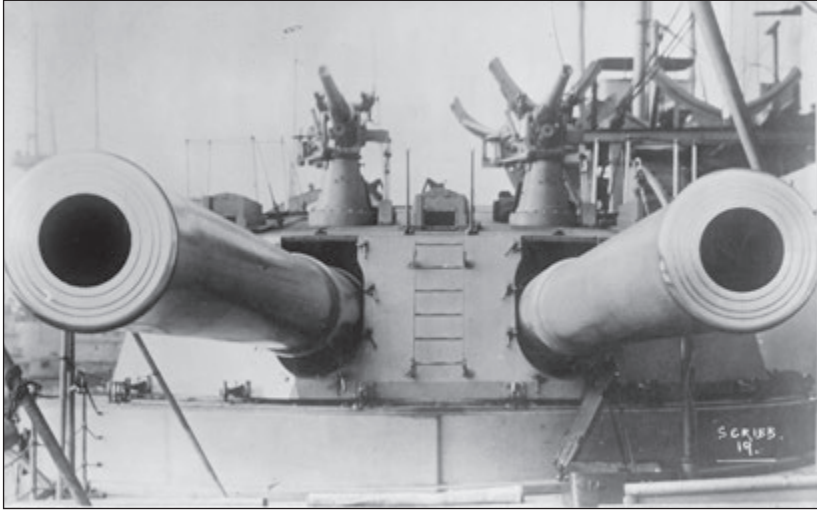
Illustrations 3A & 3B

When hostilities broke out in August 1914, few could see what lay ahead. Indeed, many people believed the war would be over quickly. Young Englishmen—induced by such posters as in Illustration 3A—rushed to recruiting stations to sign up in the hopes of easy glory on a foreign battlefield. The patriotic French poster in Illustration 3B also captures this spirit of almost carefree optimism. Its appeal for funds says, “We will beat them!” And they would beat them—the Germans, that is. But the costs would be vastly greater than anyone then could have imagined.

Lesson 1—The Approaching War

Illustrations 1A & 1B

1A



Courtesy of the Library of Congress

1B



Courtesy of the Library of Congress

Discussing the Illustrations

1. The ship in Illustration 1A was part of the so-called dreadnought class of warships built by Great Britain in the early 1900s. Great Britain had long been a major sea power. The Industrial Revolution added enormously to its control of the seas, making Great Britain the dominant world power throughout the 19th century. Why do you think it had this effect? In what ways does this photo emphasize the impact of industrialization on British sea power?
2. Beginning in the 1870s, a continental European power arose and began to compete with Great Britain for world leadership. The poster on the right is from that nation. Can you guess what nation?
3. Many would call this poster a good example of the militaristic and nationalistic propaganda that was common at the time and that may have helped bring on World War I. How would you define “propaganda”? What makes this poster appear to be militaristic and nationalistic propaganda?

Follow-up Activities

1. **Small-group activity:** Many events during the latter half of the 19th century influenced the spread of nationalism and militarism in Europe. The following are just a few:

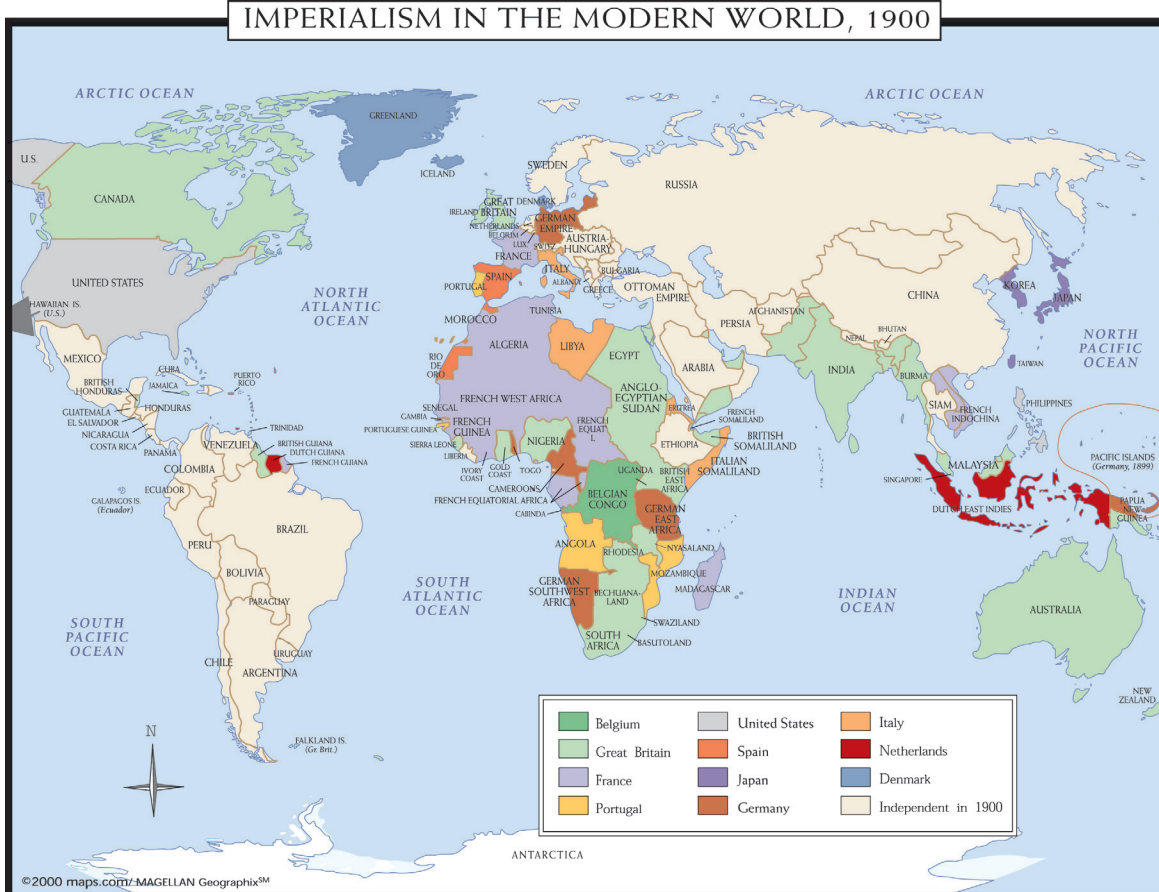
- The revolutions of 1848
- The unification of Italy
- The unification of Germany
- The Crimean War
- The Industrial Revolution

Each member of the group should research one of these events or trends. As a group, discuss your findings in front of the rest of the class.

2. Read Activity #1. Conduct an analysis of your history textbook to find out how it treats these events as they relate to World War I. How would you “grade” your textbook? Is there sufficient information on these events? Do the authors explain how they influenced the outbreak of World War I? Defend your conclusions in a brief talk to the class.

Lesson 1 – The Approaching War

Illustration 2



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Discussing the Illustration

1. Along with nationalism and militarism, another factor often seen as helping to bring on World War I was imperialism. How does the map here help to show what imperialism was and how powerful a force it was in the early 1900s?
2. A country and the colonies it controls are often called an “empire.” Related to this word is “imperialism.” Using the map, can you identify the leading imperial powers and the regions in which they held colonies? Which nation appears to have had the largest colonial empire?
3. What factors do you think led the powerful industrial nations of Europe to seek to create and maintain these overseas empires? What factors, if any, might have led them instead **not** to want to have empires?
4. The three most powerful European nations at the time were Great Britain, France, and Germany. Why might this fact have led empire-minded Germans to be unhappy about the map you see here?

Follow-up Activities

1. **Small-group activity:** Aside from overseas empires, three huge “internal empires” were involved in World War I—those of Russia, Austria-Hungary, and the Ottoman Turks. Create maps of each of these, and use the maps to explain to the class what is meant here by the phrase “internal empire.” Also, try to decide why all three empires collapsed as a result of the war.
2. Pretend you are an advisor to Germany’s Kaiser Wilhelm II. You know the Kaiser is concerned about empires that have developed throughout the world—particularly the British and French empires, along with Russia’s imperial ambitions. You have been given two minutes to convince him that this is not something he should be concerned about. Base your presentation to the Kaiser on this map and your background knowledge of the time period.

Lesson 1—The Approaching War

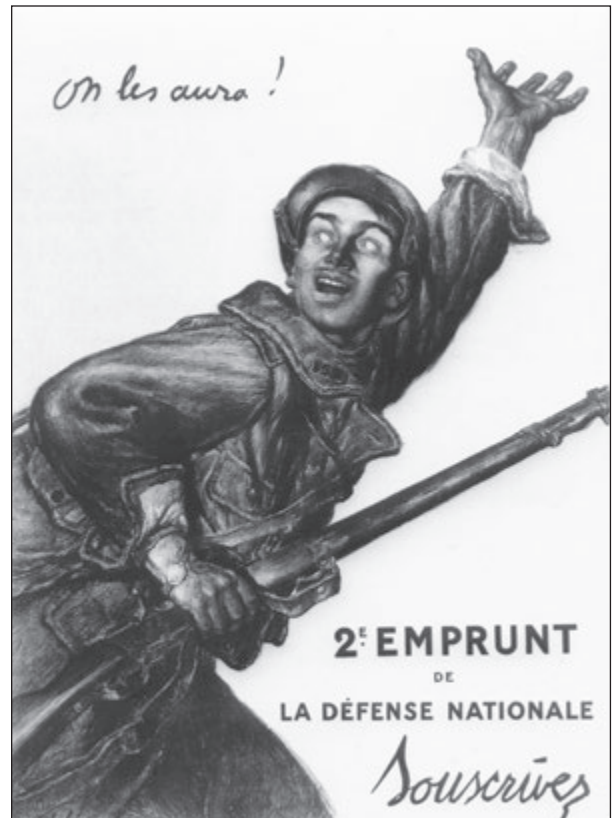
Illustrations 3A & 3B

3A



Courtesy of the Library of Congress

3B



Courtesy of the Library of Congress

Discussing the Illustrations

1. Illustration 3A is a poster displayed in London, England, soon after the war began. What was its purpose? What details help it achieve that purpose?
2. Illustration 3B is a poster published by one of England's key allies in World War I. Can you identify that nation? The poster urges people to buy war bonds to help pay for the war. Many young men in England and France were eager to join the army. They thought the war would be quick and the risk slight. Some feared the war would be over before they got a chance for glory. How does Illustration 3B express this mood? Why do you think so many in Europe thought that the war would be over quickly?
3. Experts say effective propaganda posters such as these should be simple and direct, yet also powerful and compelling. What aspects of these two posters make them effective? Why do you think young men in Britain and France would have responded so strongly to these and other calls for service?

Follow-up Activities

1. Construct a time line for the flurry of diplomatic activity that occurred in July and early August 1914 in an attempt to prevent war. Perhaps begin the time line with the June 28, 1914, assassination of the Archduke Franz Ferdinand in Sarajevo. A good source for all this is Barbara Tuchman's *The Guns of August*. Then, with the time line as the centerpiece, develop a bulletin-board display that helps explain the time line. Include maps, photos, quotes, portraits, and anything else you think will help explain the time line.
2. Find other recruiting posters from the 20th century. What characteristics make a good recruiting poster effective at mobilizing a population? What are some of the differences between the two posters shown above and the ones you found in your research? How about similarities? Present your findings to the class. If possible, make overheads of the posters to use in your presentation.

OBJECTIVES

1. Students will better understand the unique two-front war that evolved during World War I.
2. Students will better understand some of the key differences between combat on the Western Front and the Eastern Front during World War I.

Entrenchment and Stalemate

Use the background information on this page to help your students better understand the three illustrations making up this lesson. The questions and activities presented in the rest of the lesson can be used to help students clarify meanings and debate important issues.

BACKGROUND INFORMATION**Illustration 1**

Germany invaded Belgium in August 1914 and quickly swept through northern France, almost reaching Paris. But the French and British halted the German offensive in September. The Western Front, from the English Channel to Switzerland, quickly settled into a stalemate. Each side dug in, into trenches facing each other across barbed-wire barriers and no-man's land. Unbelievably bloody battles were fought from 1914 to 1917, with little to show for the hundreds of thousands dead. Meanwhile, the Eastern Front stretched from the Baltic Sea to the Black Sea. Germany withstood the initial Russian attack in September 1914, turning back Russian forces at Tannenburg and the Masurian Lakes. Other areas that saw fighting during this period included Italy, the southern Balkans, Mesopotamia (now Iraq), Egypt, and Palestine (now Israel).

Illustration 2

Trench warfare on the Western Front was slaughter on a scale never seen before in human history. Wave after wave of soldiers went “over the top,” as this illustration shows, only to be gunned down by machine gun fire. The British lost 20,000 men in just the first day of the Battle of the Somme in 1916. It was as if the military leaders did not grasp the fact that modern technology—especially the machine gun—had made older tactics of warfare useless. Innovative thinking was in short supply on all sides. The war became one of attrition. The side that could keep up a steady stream of replacements and supplies would win, it was believed.

Illustrations 3A & 3B

In February 1917, the Russians overthrew their government and forced Czar Nicholas II to abdicate. The provisional Russian government tried to continue to carry on the war. But the war was not going well for Russia. Suffering was enormous, as Illustration 3A shows. Thousands of Russian soldiers began to desert in the summer of 1917. The poster in Illustration 3B conveys the sense of panic and discontent among them. Then in the fall of 1917, a tiny Marxist party—Vladimir Lenin's Bolsheviks—seized power in Russia and set about establishing a communist state. They soon took Russia out of the war, signing the Treaty of Brest-Litovsk with Germany in March 1918. This gave the Germans a sudden boost, enabling them to move all their forces in the east to the Western Front.

Lesson 2—Entrenchment and Stalemate

Illustration 1



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Discussing the Illustration

1. World War I was fought by the Allied nations and the Central Powers. Using this map, can you identify the key nations in each group?
2. When we think of World War I, we usually think first of the so-called Western and Eastern fronts. From what you see here and what you know about World War I, can you explain why?
3. Germany's location gave it some advantages over the nations it was fighting, but its location also put it at some very big disadvantages. Using the map, can you explain what some of those advantages and disadvantages were?
4. This map shows a few of the major battles fought in World War I. What do you know about any listed on the map, or about any others not shown on the map. Which battles were the most important? Which were "turning points" in the war?

Follow-up Activities

1. The Schlieffen Plan was the German strategy for war in Europe. It emphasized a quick strike against Belgium and France. With this map as a starting point, create your own map of how the Schlieffen Plan was supposed to work. Use your map as the basis for a presentation to the class on the Schlieffen Plan. In your presentation, discuss these two questions: How might the Schlieffen Plan have contributed to Germany's hurried decision in August 1914 to take the steps that brought on World War I? Why did the Schlieffen Plan fail?
2. Prepare a report on one of the following important battles of World War I: Marne, First Ypres, the Somme, Verdun, Vimy Ridge, Neuve Chapelle, Tannenberg, Passchendaele (Third Ypres), Gallipoli, the Nivelle Offensive, Cambrai, and the Meuse-Argonne Offensive. Be sure to explain how and why the battle you chose to write about was so important to the course of the war.

Illustration 2



The National Archives

Discussing the Illustration

1. The fighting in Belgium and France, on the Western Front, was characterized by “trench warfare.” Using this illustration, explain what this term means. How does the illustration help to show trench warfare from the ordinary soldier’s point of view?
2. From what you know about World War II, how was trench warfare like or unlike the type of fighting that was common in World War II?
3. The main thrust of the military strategy along the Western Front—on both sides—was mainly one of attrition. Because of this, hundreds of thousands could die during battles fought across these trench lines. Can you explain why?
4. People still wonder what soldiers felt and thought just prior to going “over the top”? The odds were strong against a man surviving many such charges. What do you think went through soldiers’ minds at these moments? Why did they go over the top willingly? How do you think you would have responded?

Follow-up Activities

1. This photo actually shows a group of Canadian soldiers training for trench warfare shortly before being sent into battle. Pretend you are one of these soldiers. It is evening on the day this photo was taken. You are back in your barracks, and you decide to write a letter home to your parents. You know you will soon be sent to France and into the trenches there. You know the training you have been receiving will be put to the test once you get into actual combat. In your letter, tell your parents about the training you’ve been doing, about what you went through that day, and what your thoughts are about going to France.
2. **Small-group activity:** Create a bulletin-board display on trench warfare. As the centerpiece of your display, show a diagram of how a typical trench system was laid out. Also talk about life in the trenches. Find good photos or pictures to illustrate your display. Also include some quotes from World War I veterans commenting on what the trenches were like.

Lesson 2—Entrenchment and Stalemate

Illustrations 3A & 3B

3A



The National Archives

3B



Poster Collection, Hoover Institution Archives

Discussing the Illustrations

1. France and Great Britain—and later, the U.S.—fought the Central Powers on the Western Front. But only one large nation fought against them on the Eastern Front. Can you name it?
2. Russia was a huge nation. Its soldiers fought bravely. But the Russian army was not prepared for a long war. Can you explain what some of the reasons for this might be? Illustration 3A shows some Russian casualties. What does it add to the idea that Russia was not ready for the war it had to fight?
3. Millions of Russians died in the war. Illustration 3B depicts thousands deserting in 1917. How does the illustration convey the sense of panic and confusion in Russia then? Why was 1917 such a momentous time in Russia's history, and how did the events that year lead to the collapse of the Russian war effort?
4. Was Russia justified in leaving the war? Or did it unfairly abandon its allies, allowing the Germans to shift all their forces to the Western Front?

Follow-up Activities

1. **Small-group activity:** Read about the key military campaigns Russia fought against Germany and Austria-Hungary in World War I. Create three maps of eastern Europe and western Russia—one each for 1914, 1915, and 1916. On each map, use arrows and other symbols to show key troop movements and battles. Use the maps in a presentation to the class summarizing the fighting in this region during these three years of the war. Give your own views as to how well the Russians fought, what they accomplished, what problems they faced, and what effect the fighting had on Russia and the Russian people.
2. In March 1918, the Bolsheviks signed the Treaty of Brest-Litovsk, officially ending Russia's involvement in the war. Read more about Lenin, the Bolsheviks, and the events of 1917 in Russia as they related to the war. Then prepare a report answering the following questions: How did Russia's withdrawal from the war effect the fighting on the Western Front? Was Russia's withdrawal justifiable?

OBJECTIVES

1. Students will understand that World War I was a mechanized and completely industrialized war.
2. Students will discuss the way entire societies, not just armies, were mobilized to fight the war.

The Agony of Total War

Use the background information on this page to help your students better understand the three illustrations making up this lesson. The questions and activities presented in the rest of the lesson can be used to help students clarify meanings and debate important issues.

BACKGROUND INFORMATION**Illustrations 1A, 1B & 1C**

Twentieth-century technology made World War I a colossal bloodbath. These three illustrations make that point. For example, the war saw the first widespread use in actual combat of the machine gun, which increased firepower to over 600 rounds per minute. It was particularly effective against the waves of soldiers sent “over the top” of the trenches on the Western Front. German submarines (or U-boats), threatened Britain’s naval supremacy, but their biggest impact may have been to anger the U.S. and prompt it to enter the war against the Central Powers. Airplanes were used for the first time, primarily for reconnaissance and later for bombing missions. Dirigibles, tanks, and other weapons also added to the technological arsenals of the war.

Illustration 2A & 2B

As with these two illustrations, the most enduring images of World War I show the grueling, almost inhuman conditions of life in the trenches on the Western Front. For most of the war, the lines of trenches on the Western Front changed little. Both sides launched raids into the other’s territory, but these rarely accomplished much—and their cost in lives was enormous. Apart from the ever-present danger posed by the enemy, there were many other aspects of the trenches that made life unbearable, including mud, lice, noise, and boredom.

Illustrations 3A & 3B

Approximately eight million civilians were either killed or died from starvation in World War I. Millions of others died in the 1918–19 influenza epidemic, which the war made much worse. Among the millions of soldiers killed in the war were husbands and fathers who left behind wives and children. In the French poster here (Illustration 3B) an orphan asks if anyone has room in their hearts for children like her. With their men off at the front, women and the elderly had to harvest crops, as the French women in Illustration 3A are doing. World War I was “total war,” in which literally every man, woman, and child was involved, and every part of society was mobilized—including all of industry, agriculture, the press, schools, churches, magazines, newspapers, film, theater, and every other major institution.

Lesson 3—The Agony of Total War

Illustrations 1A, 1B & 1C

1A



The National Archives

1B



1C

The National Archives



The National Archives

Discussing the Illustrations

1. In a way, World War I was the first truly modern and industrialized war. Using all three of these illustrations, can you explain?
2. These modern weapons were one reason people thought the war would be short. Yet in many cases, they actually lengthened it. For example, the machine gun had much to do with causing the trench warfare on the Western Front to become stalemated and so incredibly deadly. How does Illustration 1C help you to see why this was so?
3. What do you know about the role of the other two World War I weapons, those shown in Illustrations 1A and 1B?
4. The modern industrial nature of World War I also had a huge effect on civilian life during the war. In what ways do you think this was so?

Follow-up Activities

1. In *The General*, C.S. Forester said this of Britain's military leaders: "Men without imagination...were necessary to execute a military policy devoid of imagination." He was referring primarily to men like British Field Marshals John French and Douglas Haig, who failed to grasp the significance of the machine gun, barbed wire, and other innovations. Some historians, however, claim that such criticism of Haig and French is unfair. Read more about one of these two generals, and write an essay either defending or refuting Forester's statement.
2. At first, the main use of airplanes in the war was for reconnaissance. Planes were also useful in directing and adjusting artillery fire. Eventually aerial combat, or "dogfights" as they came to be called, took place between pilots of the opposing forces. Read more about some of the famous pilots of World War I. You might pick Germany's Manfred von Richthofen (the "Red Baron"), Great Britain's Albert Ball, or America's Eddie Rickenbacker.

Lesson 3—The Agony of Total War

Illustrations 2A & 2B

2A



The National Archive

2B



The National Archives

Discussing the Illustrations

1. What appears to be happening in Illustration 2A? Life in the trenches was miserable and dangerous. What might have been some of the worst types of hazards for the soldiers in the trenches? How does this illustration help you to better understand what life in the trenches was like?
2. In World War I, as in previous wars, threats to health and life both on and off the battlefield were not merely from the enemy's weapons—sometimes not even mainly from those weapons. Can you explain?
3. Illustration 2B makes it clear that women often played important military roles in World War I, even though they did not engage in combat. In what ways did women participate? How might the experiences of the woman in this illustration have differed from that of the male soldiers in the trenches?

Follow-up Activities

1. With the help of a Red Cross volunteer, the wounded soldier in Illustration 2B is writing a letter home. What do you think his letter says? Imagine you are this soldier. Write this letter home to your family, but before you start, take a good look at this photo and imagine what the soldier has been through. Share your letter with the class.
2. Watch the movie *All Quiet on the Western Front*. This film was the Academy Award® winner for “Best Picture” in 1930. Keep in mind this movie and the novel on which it is based present the war from a German point of view. Now imagine you are the wounded soldier in either Illustration 2A or 2B. It is 1930, and you have just returned from seeing this movie at your local theater. Write a diary entry about what you’ve just seen. In your opinion, did the movie portray the war accurately? What was it like watching a film about a war you fought in? Read your diary entry to the class.

Lesson 3—The Agony of Total War

Illustrations 3A & 3B

3A



The National Archives

3B



The National Archives

Discussing the Illustrations

1. Illustration 3A shows French women helping harvest the fields during World War I. What does this photo help to show about civilian life in France during the war?
2. Children were also deeply affected by the war. Aside from making so many children refugees, such as the child in the French poster in Illustration 3B, how else do you think World War I affected children in Europe, England, or America?
3. These two illustrations suggest some ways in which World War I was a “total war.” That is, it was not just a war of armies. The entire population of each of the main nations affected was mobilized to help carry out the war, and the war deeply affected everybody. How do these two illustrations help you better understand this concept of “total war”? What other wars in recent history have been “total” in this sense?

Follow-up Activities

1. Imagine you are one of the people you see in Illustration 3A and Illustration 3B—either a French peasant woman helping to harvest the fields during the war, or a French child orphaned by the war. It is 30 years after the war, and you’ve been asked to speak to a group of schoolchildren about what the war was like for you. Prepare a brief presentation for the class. Remember, you are much older now than you were when the photo was taken or when the poster was made.
2. Learn more about the role women played in World War I. Your teacher or librarian can help you find books on the subject. How were the experiences of women in France, Great Britain, and Germany similar? How were they different? What were some specific ways in which women in these countries contributed to the war effort? Present your findings to the class.

OBJECTIVES

1. Students will discuss the various ways in which our memories of World War I have been shaped.
 2. Students will assess the long-term impact of the war.
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Legacy

Use the background information on this page to help your students better understand the three illustrations making up this lesson. The questions and activities presented in the rest of the lesson can be used to help students clarify meanings and debate important issues.

BACKGROUND INFORMATION**Illustration 1**

Even the most horrible memories often soften and fade over time. In the case of war, memories are often shaped less by history books than by powerful visual images and the popular songs of the time. Some wonderful songs came out of World War I. Many were patriotic; others were comic and lighthearted. Few dealt with the absolute horror of the war. It's fair to say that many soldiers enjoyed these songs and were glad for what relief they offered from the gruesome tasks at hand. It's also fair to say that the popularity of these songs helped distract the public and kept them from facing up to what was going on in the trenches, fields, and forests of Europe's battlefields. These various effects of song and popular culture are expressed in this montage of song titles and images.

Illustration 2

Perhaps this French poster from near the end of the war provides a more accurate vision of it. The French countryside burns in the background. A battle-weary yet victorious French soldier stands in the foreground. The remnants of war are scattered all around. Within the clouds are the words, "They shall not pass!" France and its people had suffered terribly, but the German onslaught was repulsed. Ironically enough, a mere 22 years later the Germans did "pass"—smashing across France's border and conquering the nation in a matter of months during the first stages of World War II.

Illustration 3

The outcome and settlement of World War I merely helped sow the seeds of World War II. This 1918 editorial cartoon helps to show why. In it, a French general is seen dictating harsh terms of surrender to Germany. Many historians point to these terms as fostering in Germans the deep resentments that led them to support Adolf Hitler's rise to power in Germany in 1933. With that tragic development, the world was once again set on a course for catastrophe. At the time, many people called World War I, "The War to End All Wars." Instead, it was the first act. The second would prove even more devastating.

Lesson 4—Legacy

Illustration 1



The National Archives

Discussing the Illustration

1. The illustration here is a montage of some famous songs written during World War I. Have you heard or heard of any of these songs? If so, which ones? Do you know any of the lyrics?
2. What do you think the soldiers in the middle photo are smiling about? Do you think songs like those mentioned here gave soldiers who had been “up the line” for months a useful diversion that might actually have helped them? Why or why not?
3. Many would say these song sheets are good examples of how one’s memories of a war can be distorted and romanticized by popular media such as music, television, film, or art. Do you agree or disagree? What overall impression do you think this montage itself is meant to convey about the war? How much are your own ideas about World War I shaped by such products of popular culture?

Follow-up Activities

1. **Small-group activity:** As a group, imagine you are the American soldiers in the photo you see here. Create a one-act play involving these men. Use the following scenario as a starting point: There’s been a break in the fighting, and your group comes across an abandoned house containing a piano. After singing some patriotic songs—during which the photo was taken—you sit down and relax for several minutes before going back to the front lines. (It could help if one of the members of your group can play piano.)
2. Find songs from World War I and World War II. Bring them to class and spend some time listening to them. Based on a sample of five or ten songs from each war, discuss the ways in which these songs are similar and/or different. What, if anything, can the popular songs from these wartime eras teach us about these two crises in world history?

Lesson 4—Legacy

Illustration 2



The National Archive

Discussing the Illustration

1. This is a French poster showing a French soldier at the end of the war. The words in the clouds say, “They shall not pass!” Who do you think the “they” refers to here? What do the dates in the clouds refer to?
2. A poster such as this one differs substantially in its depiction of the war from the one presented by the sheet music covers in Illustration 1 for this lesson. Do you think one of these depictions is truthful and the other is not? Or do they represent two different but equally accurate aspects of the same reality? Explain your answer.
3. Some might see irony in this poster’s message, given what would occur in France a brief 22 years later. What occurred in France in 1940? How does knowing about that affect your view of the poster’s message?

Follow-up Activities

1. Imagine you served as an officer in World War I and spent a great deal of time in the trenches of France. Write an essay in which you critique the illustration you see here and the previous one (Illustration 1), showing sheet music from the war years. In your view, which of the two illustrations conveys a more realistic sense of what the war was like? Why? Write a letter to an old war buddy answering this question.
2. **Small-group activity:** Collect samples of art from World War I. Your teacher or librarian can help you find books on the subject. Also be sure to use the World Wide Web. Divide the works of art you find into two groups: one labeled “Romantic/Sentimental” and the other labeled “Realistic.” Next, create a bulletin-board display with these images, and title it “How We Saw the War.” Give a presentation to the class on your display.

Illustration 3



The National Archives

Discussing the Illustration

1. Several peace treaties brought World War I to an end. The main one was signed in Paris by Germany in 1919. Can you name it?
2. Many historians say the Treaty of Versailles was especially harsh in its impact on Germany. What view does this cartoon seem to take? What features of the cartoon help it to make its point?
3. Many historians say the unforgiving terms of the Treaty of Versailles paved the way for World War II. Which terms of the treaty do you think the historians have in mind? Do you agree that the terms of the peace settlement made a future war with Germany all but inevitable? Why or why not?
4. Do you think diplomats should be able to anticipate all the future problems that might arise from any complex international settlement. What kind of settlement do you think could have kept Europe from going to war again as it did so soon after World War I?

Follow-up Activities

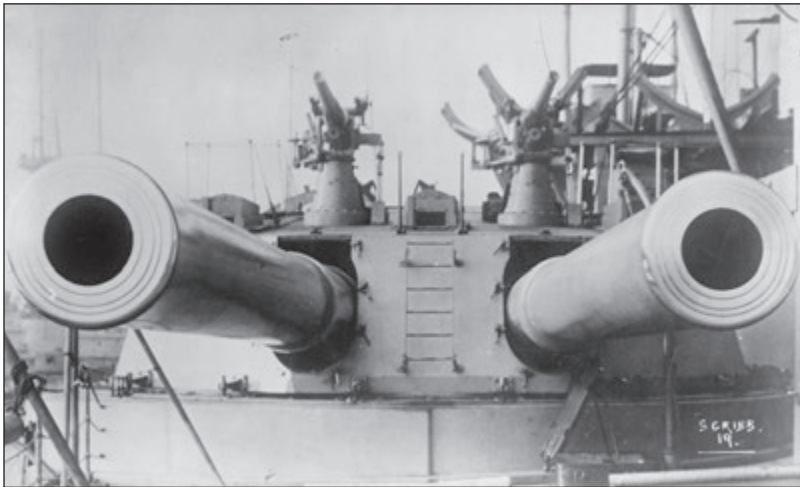
1. Use your school library, local library, or the Internet to find other political cartoons from 1919 commenting on the Treaty of Versailles. Make sure you find several that, like the one shown above, are critical of the treaty. Also try to find several in support of the treaty. Make copies of the cartoons you select, and share your thoughts about them in a brief talk to the class.
2. At the end of World War I, a young German soldier named Adolf Hitler was very bitter about the war and especially the Treaty of Versailles. In time, Hitler rose to power, appealing to Germans to rearm and seek revenge for this insult to his nation. Read a biography of Hitler. Write a book report, giving special emphasis to World War I and its influence on Hitler over the two-and-a-half decades following the Treaty of Versailles.

Image Close-ups

The Approaching War

Illustrations 1A & 1B

1A



Courtesy of the Library of Congress

1B

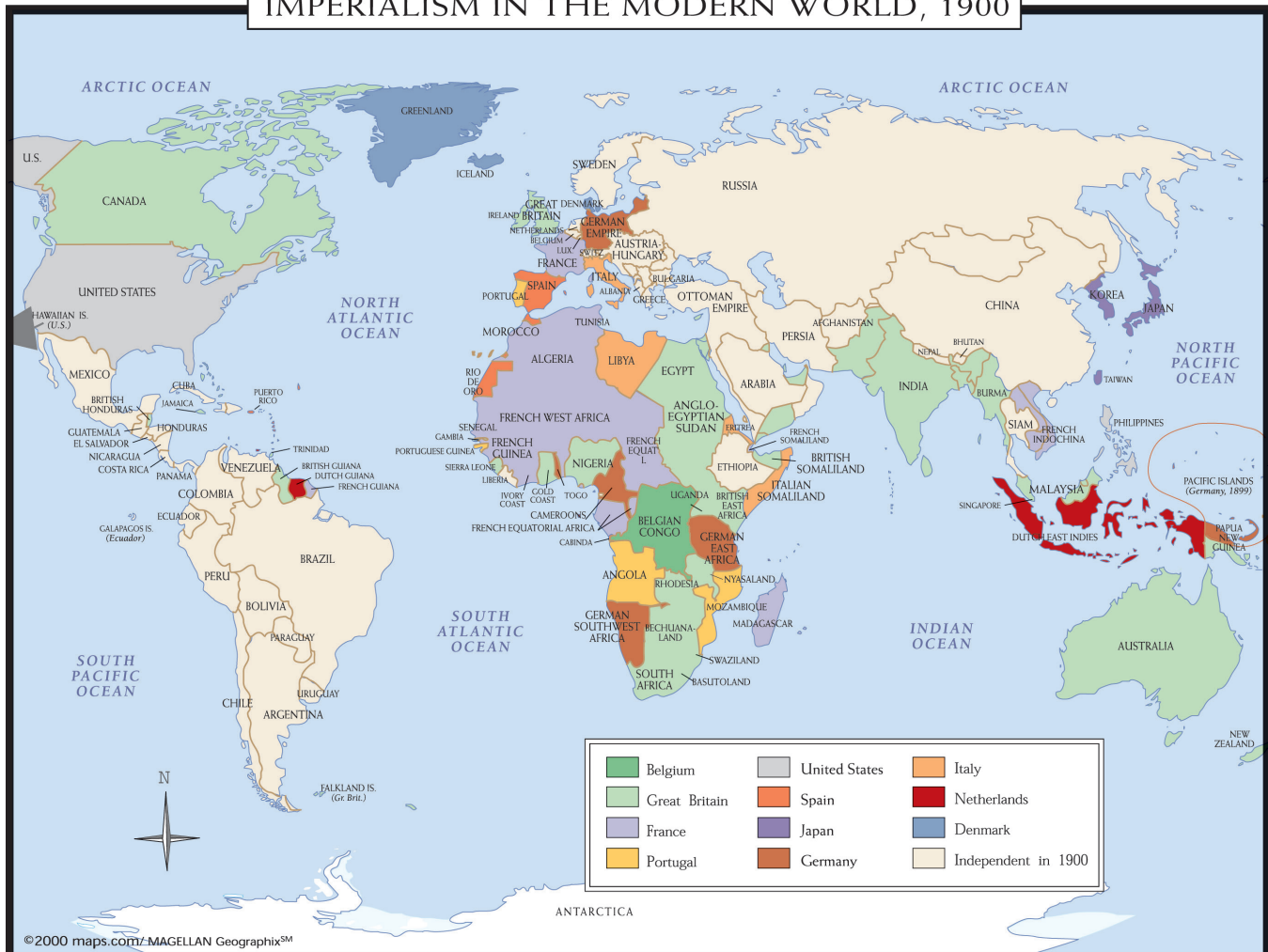


Courtesy of the Library of Congress

The Approaching War

Illustration 2

IMPERIALISM IN THE MODERN WORLD, 1900



© 2000 Maps.com/MAGELLAN Geographix

The Approaching War

Illustrations 3A & 3B

3A



Courtesy of the Library of Congress

3B



Courtesy of the Library of Congress

Entrenchment and Stalemate

Illustration 1



© 2000 Maps.com/MAGELLAN Geographix

Entrenchment and Stalemate

Illustration 2



The National Archives

Entrenchment and Stalemate

Illustrations 3A & 3B

3A



The National Archives

3B

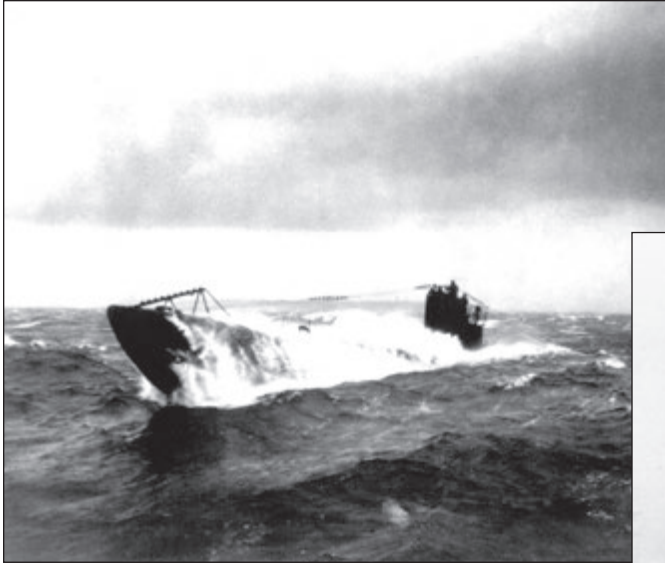


Poster Collection, Hoover Institution Archives

The Agony of Total War

Illustrations 1A, 1B & 1C

1A



1B



1C



All photographs courtesy of the National Archives

The Agony of Total War

Illustrations 2A & 2B

2A



The National Archives

2B



The National Archives

The Agony of Total War

Illustrations 3A & 3B

3B



The National Archives

3A



The National Archives

Legacy
Illustration 1



The National Archives

Legacy Illustration 2



The National Archives

Legacy

Illustration 3



The National Archives

