Unit

THE GREAT WAR
(1914-1918)

Ricard Expósito i Amagat
**UNIT PLAN: THE GREAT WAR (1914-1918)**

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<th>Content</th>
<th>Activities</th>
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<th>Cognition</th>
<th>Culture</th>
<th>Assessment</th>
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<tr>
<td><strong>Learning outcomes</strong></td>
<td><strong>Know / Understand:</strong></td>
<td><strong>High cognitive level with low linguistic level.</strong></td>
<td><strong>Language needed to draw conclusions, to give opinions, to think about the subject, etc.</strong></td>
<td><strong>Awareness of the impact and the legacy of WWI (the death toll, visual arts, new countries, etc.).</strong></td>
<td><strong>Can the students?</strong></td>
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<tr>
<td><strong>- Causes of WWI.</strong></td>
<td>- PowerPoint interaction.</td>
<td>- <strong>Structures:</strong> Short sentences (if possible).</td>
<td>- Investigate about WWI.</td>
<td>- Explain the causes, development, and consequences of the war.</td>
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<tr>
<td><strong>- Which countries were involved in WWI.</strong></td>
<td>- Complete a timeline containing major events of WWI.</td>
<td>- Present and Past Simple.</td>
<td>- Interpret information from maps, graphs, charts, etc.</td>
<td>- Define key concepts.</td>
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<tr>
<td><strong>- A new type of war: fronts, industrial warfare and 'total war'.</strong></td>
<td>- Gap filling exercises.</td>
<td>- Conditionals.</td>
<td>- Understand cause and effect.</td>
<td>- Interpret a map / graph / chart.</td>
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<td><strong>- Life at the front.</strong></td>
<td>- Discuss a documentary in pairs (The Great War, a YouTube web series hosted by Indy Neidell).</td>
<td>- Passive voice. E.g. 'Archduke Franz Ferdinand (...) was assassinated by a Serbian-sponsored terrorist'</td>
<td>- Classifying and comparing.</td>
<td>- Perspectives on different political cultures, art and literature.</td>
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<tr>
<td><strong>- Life at home.</strong></td>
<td>- Online activities.</td>
<td>- 'I think that...'</td>
<td>- Discussing.</td>
<td>- Comment on a text.</td>
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<tr>
<td><strong>- Consequences of WWI.</strong></td>
<td>- Interpret a map / graph / chart.</td>
<td>- 'I agree...'</td>
<td>- Predicting.</td>
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<td>- Understand basic vocabulary and key concepts.</td>
<td>- Comment on a text (e.g. <em>Forgotten voices of the Great War</em> by Max Arthur).</td>
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<td>- Identify images (period pictures, maps, pieces of propaganda, etc.) related to WWI.</td>
<td>- Describe a picture (e.g. propaganda posters).</td>
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<td>- Summarize original and adapted texts.</td>
<td>- “Show and tell”: describe authentic objects from the conflict (e.g. a French helmet, German coins, British medals, etc.).</td>
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<td>- Watch and understand a short documentary.</td>
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**Be aware of:**
- The importance of concepts such as 'nationalism', 'militarism', 'neutrality', 'trench warfare', 'Triple Entente', etc.
- The differences between the Great War (1914-1918) and WWI.
<table>
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<tr>
<th>War and previous wars. - How to cooperate in group.</th>
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**COMPETENCES:**
- Can transform information into knowledge by reading, discussing, peer evaluation (work in groups).
- Can understand arguments and theories regarding the causes and consequences of WWI and its development.
- Individual and collective learning.
- Artistic and cultural competence.

**TIMING:**
- 9 sessions. See [Teaching Notes](#).
In this unit you will learn how the Great War (also known as the First World War, WWI) started, how was fought and won / lost, its impact on people's lives on the front and at home (soldiers and civilians), and its far-reaching consequences. It is said that this war brought to an end the 'Belle Époque' (c. 1871 – 1914) and it shaped the 20th century.

The Great War was supposed to be 'the war to end war' (H. G. Wells) or 'the war to end all wars'. But this conflict led to a second global war (WWII) in 1939. As French marshal Ferdinand Foch said in 1919: 'This is not a peace. It is an armistice for twenty year'. Sadly, these words proved to be prophetic.

Contents:
- Introduction
- Causes of WWI
- Which countries were involved in WWI
- A new type of war: fronts, industrial warfare and 'total war'
- Life at the front vs. life at home
- Consequences of WWI
- The legacy of WWI
- Vocabulary and activities

1 All images, texts and videos are being used for educational purposes.
Session 1. INTRODUCTION

Very few anticipated that the hot summer of 1914 would end with war in Europe\(^2\). There had been no general war for almost a century (since the Napoleonic Wars), during which a delicate **balance of power**\(^3\) had been maintained between Europe’s leading nations. But all this began to change with the **dramatic** rise of Germany (the Second Reich) following its **unification** in 1871 after the Franco-Prussian War (1870-1871).

Russia and France, alarmed by Germany’s growing strength, formed an **alliance**. Germany, now threatened from east and west, drew closer to its ally and neighbour the Austro-Hungarian Empire. Britain was allied to no-one, but to secure its vast empire, it reached agreements with its traditional rivals /enemies: France and Russia. Diplomatic incidents marked the early years of the 20\(^{th}\) century, but always fell short of a general war\(^4\).

**Warmer:** Ask the students what they know about WWI. See teaching notes.

**Activities:** - PowerPoint interaction:

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\(^3\) See **Vocabulary**.

- Documentary: "The Outbreak of WWI - How Europe Spiraled Into the Great War - Week 1". The Great War, a YouTube web series hosted by Indy Neidell (Accessed April 11, 2016)

**Session 2. WHY WAR? (Causes)**

On 28 June 1914, **Archduke** Franz Ferdinand, **heir** to the Austro-Hungarian Empire, was assassinated by a Serbian-sponsored terrorist in Sarajevo (Bosnia) named Gavrilo Princip. Within a month and a half, many of the European countries had become involved in a war that was to cause the deaths of 11 million soldiers and 7 million civilians, but was the regicide the **sole** cause of war? The answer is definitely **NO**.

Archduke Franz Ferdinand and his wife Sophie, Duchess of Honenberg, are assassinated by Gavrilo Princip. *Domenica del Corriere* (Italian newspaper), detail. Author's collection
Long-term underlying causes of war⁵:

a) Nationalism - the belief that a country (your country) is better than other countries. This made nations prone to aggression: we have to remember the French–German enmity or rivalry after the Franco-Prussian War (French revanchism). The spirit of nationalism was also manifest in economic conflict: the Industrial Revolution caused an immense increase in the manufactures of each country and a consequent need for new (foreign) markets.

b) Imperialism - the desire to conquer colonies, especially in Africa and Asia (a race for colonies). This brought the powers into conflict despite the Berlin Conference (1884-1885) which "regulated" the European colonization in Africa: Germany wanted an empire; Britain and France already had empires. Japan defeated Russia in 1905 (the Russo-Japanese War, 1904-1905). And the Moroccan crises (1905 and 1911) were a dispute largely between the German Empire and France over who should control Morocco.

c) Militarism (Arms Race) - the attempt to build up a strong army and navy (the Anglo-German naval rivalry in particular) gave nations the means and will to make war, an industrial war.

d) The 'Eastern Question' - the diplomatic considerations of the European Great Powers in light of the political and economic instability in the Ottoman Empire (the 'sick man of Europe'). Several powers wanted to control former Ottoman territories. The decline of this ancient empire threatened to undermine the fragile balance of power system largely shaped by the 'Concert of Europe' (see previous unit). In the early 20th century, this question led to the Bosnian crisis of 1908-1908 and the Balkan Wars of 1912-1913.

e) Alliances - in 1882, Germany, Austria-Hungary and Italy formed the 'Triple Alliance'. This alarmed France, Britain and Russia: by 1907, they had all

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joined the ‘Triple Entente’. Europe was divided into two diplomatic and armed camps, to help each other if there was a war; this was the terrible logic of the alliances. Consequently, an arms race from late 19th century to 1918 took place.

[Map of Europe showing Triple Alliance (1882) in red, Triple Entente (1907) in blue, Neutral Countries in ochre.]

http://www.bbc.co.uk/schools/worldwarone/hq/causes2_01.shtml

**Activities:** 1. Complete a timeline containing major events of the Great War (1914-1918) (see Activities).

**Session 3. COUNTRIES INVOLVED IN WORLD WAR I**

As described above, before 1914 the main European countries were in two big alliance blocs: the Triple Alliance (Germany, Austria-Hungary and Italy) and the Triple Entente (France, Russia and Britain). But the war extended and changed these two blocs. The German Empire and its allies were known as the Central Powers: Germany and Austria-Hungary, later joined by the Ottoman Empire and Bulgaria. The war quickly involved countries not part of the Triple Entente, so the opposing side was known as the Allies: Russia, France and its Empire, Britain and its Empire (including self-governing colonies like Canada and Australia), Belgium, Serbia and Montenegro.

The Kingdom of Italy changed sides and joined the Allies in 1915: this country was a former member of the Triple Alliance, but Austria was its traditional enemy and
the London Pact ensured Italy the right to attain all Italian-populated lands it wanted from Austria-Hungary (Italian irredentism), as well as other concessions.

Other Allied nations included Portugal (England’s oldest ally since 1373), Japan, Greece, Romania, China and, towards the end of the war, various South American countries, including Brazil and Peru.

The United States entered the war in the spring of 1917. It fought with the Allies but as an ‘Associated Power’\(^6\). Its major contributions were supplies, raw materials, money and fresh troops. U.S. President Woodrow Wilson saw the war as an opportunity to shape a new international order based on the principles of democracy.

### Who fought who?

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<th>Allies</th>
<th>Central Powers</th>
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<td>France</td>
<td>Austria-Hungary</td>
</tr>
<tr>
<td>Great Britain</td>
<td>Bulgaria</td>
</tr>
<tr>
<td>Italy</td>
<td>Germany</td>
</tr>
<tr>
<td>Russia</td>
<td>Ottoman Empire</td>
</tr>
<tr>
<td>Serbia</td>
<td>And others</td>
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<tr>
<td>United States of America</td>
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<td>And others</td>
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The neutral countries were Argentina, Chile and Venezuela in South America; in Europe, the countries that were able to remain neutral throughout WWI were Denmark, the Netherlands, Norway, Spain, Sweden and –of course– Switzerland.


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A NEW TYPE OF WAR: FRONTS, INDUSTRIAL WARFARE AND 'TOTAL WAR'

Session 4. FRONTS

Many believed the war would be over in months (Kaiser Wilhelm II promised to the German troops that they would return before the autumn leaves fell), but the Great War lasted for 51 months: from 1 August 1914 to 11 November 1918, and about 65 million men were mobilized by more than 30 nations. This war was fought on Europe, Africa and Asia: on land, at sea and in the air. The 4 fronts in Europe:

- the Western Front: Belgium, Northeastern France, Alsace-Lorraine and western Germany. It was considered from the beginning to be the decisive theatre of war
- the Eastern Front: Russia
- the Italian Front: the Alps
- the Balkan Front

Only the Western Front saw action throughout the length of the war and it was there that the conflict was finally decided in 1918. Except for a brief incursion by the French into the historical region of Alsace, a German possession since 1871, the remainder of the fighting was conducted on French and Belgian soil (Belgium was almost wholly occupied by the German Army).

On the Western Front, in an attempt to drive the German Army from the occupied territories, the Allies succeeded in mobilizing a coalition force comprising more than 20 nations with the French and British Armies providing by far the most soldiers (popularly called 'poilus' and 'tommies'), weapons and equipment; however the United States of America (1917) played a considerable role in the final days of the conflict, in the summer of 1918, which finally saw the Allies victorious: the Hundred Days Offensive.

The militarized zone of the front stretched 700 kilometres: from the shores of the North Sea to the Swiss border and varied in breadth from a few hundred metres to several dozen kilometres. It was essentially a line of defensive positions comprising trenches, barbed wire entanglements, machine-gun posts, blockhouses and underground shelters. Millions of soldiers saw service on the
frontline, where the incessant **shelling** of both sides transformed the area into a landscape of craters ('lunar landscape') and desolation, and several million of them **perished** there after enduring the cold, unhealthy and **parasite-ridden conditions** of the trenches (e.g. rats). Throughout the conflict the various sectors of the front experienced periods of calm punctuated by heavy shelling, gas attacks and bloody (and costly) offensives⁷.

The Western Front went through 3 main phases:

1) **A war of movement from August to October 1914.** The French followed the 'Plan XVII' (7 August), which was a disaster. The Germans followed the 'Schlieffen Plan', the initial plan for the war in one front: the invasion of France and Belgium. The first battle of the Marne (5-12 September) put an end to the German offensive and 'the Battle of the Frontiers'. Then the 'Race to the Sea' took place, but the allies and the Germans failed to outflank one another. After the first offensives failed, the war became a **struggle of attrition** in which both sides expended vast quantities of material (**raw**

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materials, machinery, weapons, ammunition, etc.). The trench warfare had begun.

2) **A war of position from November 1914 to March 1918: trench warfare.** Battle of Verdun (February – December 1916), battle of the Somme (July – November 1916), battle of Arras (April – May 1917), battle of Passchendaele (July – November 1917). During the battle of Verdun, a great battle of material, nearly 40 million artillery shells were fired, marking the area with small and big craters which are still visible to this day; Verdun epitomizes the horrors of WWI and the remains of soldiers are still being found nowadays: "He who has not fought at Verdun, cannot comprehend misery” ('sous-lieutenant' Jacques Péricard, author of *Ceux de Verdun*, 1917).

3) **And a return to a war of movement for the final confrontation between March and November 1918.** The Spring Offensive or 'Kaiserschlacht' (which was carried out by German troops under General Erich Ludendorff) and the Hundred Days Offensive (Allies).

On the **Eastern Front**, the fighting was mainly between the Central Powers and the Russian Empire under **Tsar** Nicholas II. Later, Bulgaria and the Ottoman Empire joined the Central Powers and Romania joined tsarist Russia.

On August 17, 1914, the Russian army launched its full scale offensive against the German Empire by entering East Prussia. But the Russians were decisively beaten at the Battle of Tannenberg (26-30 August) and the First Battle of the Masurian Lakes (7-14 September). The Russians withdrew. Further south, Russia had much more success against the weaker Austro-Hungarian Empire, driving the troops of Emperor Franz Joseph I back across the Carpathian Mountains and occupying the Austro-Hungarian province of Galacia.

By 1915, the Eastern Front ran 1,600 kilometres, from the Baltic coast to the Black Sea, much longer than the Western Front. The Eastern Front was less static: forces were more mobile and **thinly spread**, while conventional trenches were used much less.
Fighting on this front eventually resulted in the collapse of the tsarist government in Russia (February 1917), the Bolshevik Revolution (October 1917) and Russia’s withdrawal from the war (Treaty of Brest-Litovsk, March 1918), which allowed Germany to transfer hundreds of thousands of troops to the Western Front for the 1918 Spring Offensive.

Comment on maps: The Western Front (1914-1918) and the Eastern Battle Front (1915) (see

Session 5. INDUSTRIAL WARFARE AND 'TOTAL WAR'

Between 1914 and 1918, light and heavy artillery achieved devastating destructive power, from the famous French 75 mm field gun to the German super-heavy howitzer 'Big Bertha' (420 mm). The artillery used different shells for different purposes: shrapnel shells exploded over enemy lines; high explosive shells were used to collapse trenches and to destroy shelters; chemical shells
(chlorine, phosgene, mustard gas) were a deadly and effective psychological device.

French artillery. 75mm field gun. Postcard. Author’s collection

Automatic weapons (machine guns), mortars and bolt-action rifles poured their fire into 'no man’s land'. For example, a British Vickers machine gun could fire at a rate of 450-500 bullets a minutes and a Russian Maxim 1910 could fire up to 500-600 rounds per minute⁸; in contrast, during the Napoleonic Wars, the ratio of musket fire was 1-4 shots per minute. Bayonet charges were obsolete and pointless. Man-portable flamethrowers were first used during the trench warfare.

Trench warfare lead to the rebirth of many 'old' military weapons and items: the steel helmet (the French Adrian, the British Brodie and Mk.I helmets, the German M16), body armour, caltrops, 'medieval' clubs and the hand grenade.

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The first large-scale use of **lethal poison gas** on the frontline was by the German Imperial Army during the Second Battle of Ypres (Belgium, April 1915), and the first troops hit by gas were French colonial troops: the 'Zouaves'. It was a violation of the **Hague Conventions of 1899 and 1907**. Nonetheless, the introduction of increasingly effective gas masks (see image below) helped counter this new terrifying weapon. By the **Armistice**, chemical shells made up 35% of French and German ammunition supplies, 25% British and 20% American\(^9\).

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Otto Dix (German artist and war veteran, 1891-1969), *Stormtroopers [assault troops] advancing under a gas attack*, from *Der Krieg*, 1924. British Museum/DACS
WWI was the first conflict during which aircraft were involved on a large scale and played a key role (observation or reconnaissance and combat – *dogfights* –) with aces such as Georges Guynemer (France), Manfred von Richthofen 'the Red Baron' (Germany), etc. Naval technology was dominated by the *dreadnought battleship* (battle of Jutland, 1916), submarines, torpedoes and sea mines: in fact, submarines like the German U-Boats changed the nature of warfare just as dramatically as the aircraft or the machine gun. And the *tank* was born out of the need to overcome the *stalemate* of trench warfare. The first tanks (British) appeared on the Somme (the Mark I tank) in the fall of 1916 and the most successful design was the French Renault FT (1917)\(^\text{10}\).

Factories produced *stupendous* quantities of ammunition, weapons and equipment that railways, trucks, horses and mules fed to the fronts\(^\text{11}\) (remember: millions of animals were used by both sides). The Great War was an *industrial war*. And a

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'total war' too\textsuperscript{12}: as the war progressed, most civilian-associated resources and infrastructure were seen as legitimate military \textbf{targets}. This resulted in significant civilian and other non-combatant \textbf{casualties}. Men were removed from production jobs to serve in military roles, and were replaced by women. \textbf{Rationing} occurred on the home fronts: rationing was necessary not only because young men left production lines and farms but also because of the British Royal Navy’s \textbf{blockade} of German ports (1914-1919) and the German unrestricted submarine warfare (1917-1918), two tactics designed to \textbf{starve} the enemy (food crisis). In short, the whole economy of each country involved in WWI had to be geared for war.

\textbf{Women (‘munitionettes’) machining shell cases in the New Gun Factory, Woolwich Arsenal (London). ‘Food for the guns’ (ammunition). British war bond campaign postcard. Author’s collection}

\textbf{French brass tunic button with a flaming grenade design. Author’s collection}

Brass [cat. “llautó’] and other alloys [cat. “aliatges”] and metals were soon desperately needed for the production of weapons, ammunition, etc.

**Activities:** 2. Fill in all the gaps, then check your answers with your partner.

**Session 6. LIFE AT THE FRONT VS. LIFE AT HOME**

The everyday life of a soldier or a stretcher-bearer at the Western Front was one of dreary discomfort and boredom, punctuated by the tension and fear of combat (assault or defence), shelling (shrapnel and gas), snipers and the threat of sudden death: in a trench, 'going over the top', in an underground tunnel... But, nonetheless, it was the ordinary that mattered the most: the food (rations), the fresh water, the alcohol ('pinard' –red wine–, rum and other spirits, etc.), the mail (letters, parcels from home), the weather, guard duty, rat hunting ('ratting' as a vital 'sport'), tobacco, etc. And to fight boredom, soldiers made decorative items ('trench art') from shell cases, bullets, shrapnel, etc.

Life in the trenches was difficult because of the terrible hygienic conditions: they were dirty, smelly and flooded in bad weather. Many of the trenches also had pests or vermin such as rats and lice. Rats in particular were a problem because they ate soldier’s food as well as the actual soldiers (while they slept, the wounded and the dead). Lice also caused diseases like typhus fever. Many soldiers living in the trenches suffered from trench foot; trench foot was caused by the sustained exposure to wet and muddy conditions and sometimes it would result in amputations.

German steel helmet ('Stahlhelm') from the battle of Verdun. Semi relic condition. The famous spiked-topped helmet ('Pickelhaube') was replaced in 1916 with this new steel helmet. Author’s collection

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The English writer Robert Graves (1895-1985) described the life in the western trenches (1915) with these words:

"Cuinchy [a village in northern France] bred rats. They came up from the canal, fed on the plentiful corpses, and multiplied exceedingly. While I stayed here with the Welsh, a new officer joined the company and, in token of welcome, was given a dug-out containing a spring-bed. When he turned in that night, he heard a scuffling, shone his torch on the bed, and found two rats on his blanket tussling for the possession of a severed hand. This story circulated as a great joke." Robert Graves, Good-Bye to All That, 1929, ch. 14.

And in his diary the German artist Otto Dix (1891-1969) wrote:

"Lice, rats, barbed wire, fleas, shells, bombs, underground caves, corpses, blood, liquor, mice, cats, artillery, filth, bullets, mortars, fire, steel: that is what war is. It is the work of the devil."\(^{15}\)

Life at home ('the home front') was more comfortable but not exempt of many problems: food shortages and rationing (especially in Germany), inflation, zeppelin and Gotha raids (over England and France)\(^{16}\), etc. Women played a decisive role on the homefronts: they formed part of the armaments workforce in

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the cities and, in the countryside, they run family farms assisted by their children and sometimes by POWs (prisoners of war). Propaganda (posters, postcards, cartoons, photographs and films, newspapers and poems, art, etc.) was required to convince the population of the 'justness' of the war and the war effort; it was also necessary to recruit soldiers, to sell war bonds, etc.

Allied propaganda postcard showing Kaiser Wilhelm II biting into the world. “L'ingordo – Trop dur” = 'The glutton – Too hard'. Author's collection

Did you know? Kaiser Wilhelm II (Germany), King George V (UK) and Tsar Nicholas II (Russia) were all cousins. If their grandmother Queen Victoria (UK) had still been alive, sarcastically said the German Emperor, she would never have allowed them to go to war with each other.

German postcard. Machine guns in action. The soldiers wear spiked helmets ('Pickelhauben'), a well-known icon of the Imperial German Army. Author's collection
Bronze medal by J. P. Legastelois. Homage of the Catalans to Marshal Joffre.

Pyrénées-Orientales ('Eastern Pyrenees'). Almost 7,000 'Roussillonnais' 'died for France' and around 1,000 Catalans volunteered in the French Army, mainly the Foreign Legion.

Author’s collection

Activities:
3. Discuss a documentary in pairs: The Great War, a YouTube web series hosted by Indy Neidell: “Propaganda during World War 1 - Opening Pandora’s Box”.

4. Online activities: “What was it like in a World War One trench?” (BBC) and Word search puzzle (battles of WWI).

Session 7. CONSEQUENCES OF WWI

On 11 November 1918, the Armistice of Compiègne (north of Paris) ended the fighting on the Western Front. It went into effect at 'the eleventh hour of the eleventh day of the eleventh month' and marked the final victory for the Allies. Later, five peace treaties (Versailles, St Germain, Neuilly, Trianon and Sèvres) were drawn up at the Conference of Paris.

5 consequences of the Great War:

a) WWI was one of the deadliest conflicts in human history: about 11 million military personnel and about 7 million civilians died. Thousands of soldiers were badly wounded (amputees, disabled and blind ex-servicemen, 'gueules cassées' –broken faces–) and thousands more suffered severe emotional or psychological trauma ('shell shock', insanity). And do not forget
that the Ottoman government killed between 800,000 and 1.5 million Armenians (the Armenian Genocide, 1915).

b) The collapse of four empires and the end of dynasties: the Habsburgs in Austria-Hungary, the Hohenzollern in Germany, the Romanov in Russia and the House of Osman (the sultanate) in the Ottoman Empire.

c) The redrawing of borders and the birth of new countries such as Poland, Czechoslovakia, Hungary, Yugoslavia (before 1929: the Kingdom of Serbs, Croats and Slovenes), etc.

d) Another consequence of the Great War was the creation of the League of Nations, (1920) an international organization to maintain world peace. It was inspired by W. Wilson’s 14 points\(^\text{17}\) (Point XIV).

e) The United States of America emerged as a world industrial leader, but the result of WWI (the American death toll, the European debts, etc.) bolstered isolationism or non-interventionism in foreign policy (against Wilson’s desires): the United States did not join the League of Nations. And Japan emerged too as a great power after the war, but the seed of militarism took root during the Great War.

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Activities: 5. Map analysis: Europe before and after WWI.

Extra:
WWI casualties and death tables. "One way to understand the violence and slaughter that occurred in the Great War is to examine the number of casualties and deaths. Exact figures are still in dispute, because of different definitions used each category, the questionable accuracy of the recording system used and the loss or destruction of a number of official documents. The data in the tables below reflect numbers from several sources and are consistent with most experts' current estimates".

Session 8. THE LEGACY OF THE GREAT WAR

As we saw in the previous session, the Great War was very destructive and it shaped the 20th century. It still casts a long shadow over many countries. Here are 4 lasting legacies of this war.

a) Modern medicine. The treatment of war wounds is a very ancient art but it was refined during the Great War: the conflict helped the development of blood banks and transfusion techniques; field ambulances were used to evacuate wounded soldiers to field hospitals; X-ray equipment was essential to examine injuries
caused by bullets and shrapnel (for example, Marie Curie helped to develop mobile radiography units); etc.

b) **War technology.** Technology became a key element in the 'art of war' and mass production was implemented. The war strengthened the relationships between the military and private companies: the origin of today’s military-industrial complex or MIC.

c) **Pacifism and women emancipation.** After the war the pacifists had more influence than before (but less than soldiers’ unions). Prior to 1914, the pacifists dreamt that war could be completely banned, but after 1918 their goals were more focused around reconciliation, disarmament and the prohibition of certain weapons.

As for women emancipation, the Great War showed society that women were able to do men’s jobs and were as intellectually capable: during the conflict they replaced conscripted men, thousands served in non-combatant roles (e.g. nurses) and in Russia they even joined military units in 1917 ('Women’s Battalions'). In certain countries women gained political rights: in Britain, since February 1918, women over 30 could vote. The war also changed women’s fashion: clothes became more practical to wear. Nevertheless, not all the gains could be completely consolidated after the Armistice (e.g. many women went back into domestic roles).

d) **Art and literature.** The Great War reshaped the notion of art. Italian Futurists, like Filippo Tommaso Marinetti, enthusiastically embraced the war, while many Dadaists protested against it and its horrors. Former soldiers like George Grosz and Otto Dix depicted their traumatic experiences in many post-war works (drawings and paintings), for example *Der Krieg*. Writers such as Henri Barbusse (*Le feu = Under Fire*, 1916), Siegfried Sassoon (*War Poems*, 1920), Erich Maria Remarque (*Im Westen nichts Neues = All Quiet on the Western Front*, 1928), Robert Graves (*Good-Bye to All That*, 1929), and Ernest Hemingway (*A Farewell to Arms*, 1929), among others, wrote about the debacle of WWI. In contrast, authors like Ernst Jünger (*In Stahlgewittern = Storms of Steel*, 1920) published their memoirs praising the war experience, and Roger Vercel explored the meaning of fighting and the ethics of a French 'warrior' (*Capitaine Conan = Captain Conan*, 1934) in WWI and the Russian Civil War. Even some 'fantasy books', such as *The Lord of the Rings* (1954) by J. R. R. Tolkien, were influenced by the legacy of the Great War.
the description of the Dead Marshes have been based on Tolkien’s personal experience in the Battle of the Somme\textsuperscript{18}.

Erich Maria Remarque, *Res de nou a l’Oest* (*All Quiet on the Western Front*), Catalan translation (by J. Alavedra), Badalona, Proa, 1935. Author’s collection.

‘This book is to be neither an accusation nor a confession, and least of all an adventure, for death is not an adventure to those who stand face to face with it. It will try simply to tell of a generation of men who, even though they may have escaped its shells, were destroyed by the war’

\textbf{Activities:} 6. Comment on a text: *Forgotten voices of the Great War* by Max Arthur

\textbf{Extra:}

The Great War, then and now: “Archive photographs of significant events of the First World War in Belgium, France and England (...) are matched with the locations today” (*The Guardian*):


\textbf{9. ASSESSMENT:} Test scheduled for ………..

“We are the Dead. Short days ago
We lived, felt dawn, saw sunset glow,
Loved and were loved, and now we lie
In Flanders fields.”

\textit{In Flanders Fields} by John McCrae, 1915\textsuperscript{19}

The Great War (1914-1918)

Author: Ricard Expósito i Amagat

Subject: Social Science (History)
Level: 4th ESO
Timing: 9 sessions

VOCABULARY

Balance of power: equilibri de poder (context: relacions internacionals)

Dramatic: espectacular

Unification: unificació (política)

Archduke: arxiduc (títol nobiliari de la casa d’Àustria)

Heir: hereu

Sole: únic-a

Long-term: llarg termini

Underlying: subjacent, de fons

Revanchism: revengisme (sentiment i moviment antigermànic aparegut a França després de la guerra francoprussiana)

Powers: potències (polítiques i militars)

Arms Race: cursa d’armaments

'Eastern Question': “la Qüestió d’Orient”

In light of: en vista de

The 'sick man of Europe': el “malalt d’Europa” (originàriament, l’antic Imperi Otomà en declivi)

Undermine: debilitar, minar

Alliances: aliances (polítics, econòmics, militars). Triple Alliance: Triple Aliança; Triple Entente (or Entente Cordiale): Triple Entesa (o Entesa Cordial)

Central Powers: Poders (o Imperis) Centrals

Allies: Aliats

Self-governing colonies: colònies autònomes

Attain: aconseguir, obtenir

Irredentism: irredemptisme (originàriament, moviment polític nacionalista nascut a Itàlia el 1866 que propugnava la recuperació o la unificació dels territoris italians sota la dominació estrangera)

Throughout: durant, al llarg de

**Remainder**: la resta

**Soil**: terra, territori

'**Poilus**': "peluts" (francès), denominació afectuosa dels soldats francesos

'**Tommies**': denominació dels soldats britànics

**To stretch**: estendre's

**Border**: frontera

**Breadth**: amplada, amplitud

**Trench** (pl. trenches): trinxera

**Barbed wire** (barb wire, US): filferro espinós o de pues

**Entanglement**: entrellaçament

**Machine gun**: metralladora (per exemple, la Maxim russa model 1910, la Hotchkiss francesa Mle. 1914, la MG.08 alemanya, la Schwarzlose austrohongaresa, etc.)

**Blockhouse**: casamata, fortí

**Shelter**: refugi

**Shell**: projectil (d’artilleria)

**Shell case**: beina de projectil d’artilleria

**Shelling**: bombardeig, foc d’artilleria

**Perish**: morir, perir

**Parasite-ridden**: ple de paràsits

**Struggle (or war) of attrition**: lluita (o guerra) de desgast

**Raw material**: matèria primera

**Carry out**: realitzar, fer, dur a terme

**Tsar (or Czar)**: tsar (títol de l’emperador de Rússia)

**To withdraw** (past tense: **withdrew**): retirar-se. **Withdrawal**: retirada

**Thinly spread**: (tropes) escampades o distribuïdes de manera més àmplia, débil

**Field gun**: canó de campanya
Howitzer: obús

Shrapnel: metralla

Mortar: morter (e.g. German “Minenwerfer”, British Stokes mortar, etc.). Els principals avantatges del morter eren els següents: podia ser disparat des de dins les trinxeres i era fàcil de transportar

Bolt-action rifles: fusells de forrellat

Pour: descarregar / vessar

'No man’s land': terra de ningú

Bullets / rounds: bales

Bayonet: baioneta (arma blanca que es col·loca a l’extrem d’un fusell)

Pointless: inútil, sense sentit

Flamethrower: llançaflames

Caltrop: espinac (peça de metall amb puntes que es col·locava sobre la terra per impedir o alentir el pas de la cavalleria i de la infanteria)

Club: maça

Hand grenade: granada de mà

Lethal poison gas: gas verinós (letal) (ex. gas mostassa)

Armistice: armistici (suspensió provisional dels combats)

Dogfight: combat aeri

Dreadnought battleship: vaixell de guerra cuirassat

Dramatically: radicalment

Overcome: superar, vèncer

Stalemate (or deadlock): estancament, punt mort

Stupendous: formidable

Target: objectiu

Casualty (pl. casualties): baixa (pèrdua d’un militar per mort o per una altra causa –ferit, presoner, etc.–)

Rationing (limiting of supplies): racionament

Starve: passar o patir fam
Blockade: bloqueig
Stretcher-bearer: portalliteres
Dreary: trist, llòbrec, monòton
Boredom: avorriment
Matter (v. be important): importar
Duty: obligació
Pest or vermin: plaga / animàlia (animal nociu)
Exposure: exposició
Zeppelin and Gotha raids: incursions (raids) de zepelins (dirigibles) i Gotha (un tipus d’avió de bombardeig estratègic alemany)
Workforce: força de treball, mà d’obra
War bonds: bons de guerra. Són títols de deute emesos per un govern per finançar la guerra
Drawn up: preparar
Disabled: discapacitat (adj.). Pejoratiu: crippled
Blind ex-servicemen: exmilitars cecs
Sultanate: sultanat
Redrawing: dibuixar o dissenyar de nou
Emerge: sorgir
Death toll: nombre de morts
Bolster: reforçar, aixecar
Isolationism: aïllacionisme (política exterior)