

MODULE 5. THE BATTLE OF THE SOMME
1: WHY DID IT TAKE PLACE?

LESSON
1.



LESSON DESCRIPTION

The first lesson in the module will be used to inform students how the First World War began and examine the key people and countries involved. The lesson will act as an introduction to the war effort in Ireland and will explore events in Ireland before the outbreak of war, including how and why Irishmen came to be involved in the global conflict.

LESSON INTENTIONS

1. Discuss the reasons why so many countries were quick to declare war
2. Understand the reasons why Irishmen were encouraged or felt compelled to enlist in the British Army
3. Demonstrate objectives 1&2 through digital media

LESSON OUTCOMES

- Be able to explain how unionists and nationalists joined the war effort for entirely different reasons
- Employ ICT skills to express an understanding of the topic

HANDOUTS AND GUIDES

- Lesson 1 Key Information
- M5L1 Tasksheet
- Comic Creation Storyboard
- Audio Editing Storyboard

DIGITAL

- Suggested Additional Resources

SOFTWARE

- Comic Creation Software
- Audio Editing Software

HARDWARE

- Whiteboard
- PCs / Laptops
- Headphones / Microphone

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ACTIVITY	LEARNING OUTCOMES
<p>Starter – Play a video charting the events leading up to the outbreak of war. (See Suggested Additional Resources 4).</p>	<p>The video aims to give students an insight into the wider events of the outbreak of war alongside reasoning as to how Irishmen from across the island were encouraged or felt the need to join the British Army to fight.</p>
<p>Using the Key Information, teachers will have a choice of activities to engage students.</p> <p>Teachers may choose to split the class into groups and ask students to use the discussion points to discuss some aspects of the Key Information. Students will then share their discussions with the rest of the class.</p> <p>Alternatively, teachers may want to use the Questions/Extension Activities as group discussion questions or to test individual knowledge.</p> <p>The active learning activity will give students to opportunity to learn and share information within a group setting and then communicate their learning to the rest of the class.</p> <p>*If possible, allow students to research the topic on the internet – suggested additional resources/ search engine.</p>	<p>The Key Information is designed to cover the information within the topic and meet the learning objectives.</p> <p>The discussion questions on the Key Information are designed to meet the learning objectives through interaction and Q&A.</p> <p>The questions on the factsheet are designed to meet the learning objectives through the pupils understanding and application of the information.</p> <p>The various activities should allow the students to learn while they interact. The activities will also serve to reinforce knowledge and encourage discussion.</p>
<p>Plenary – Watch a piece exploring recruitment methods (See Suggested Additional Resource 3). How important was recruitment advertising in swaying public opinion towards war?</p>	<p>The plenary discussion will focus on the types of advertising and recruitment methods used to encourage men to fight.</p>

KEY INFORMATION

1.

WHY DID IT TAKE PLACE?

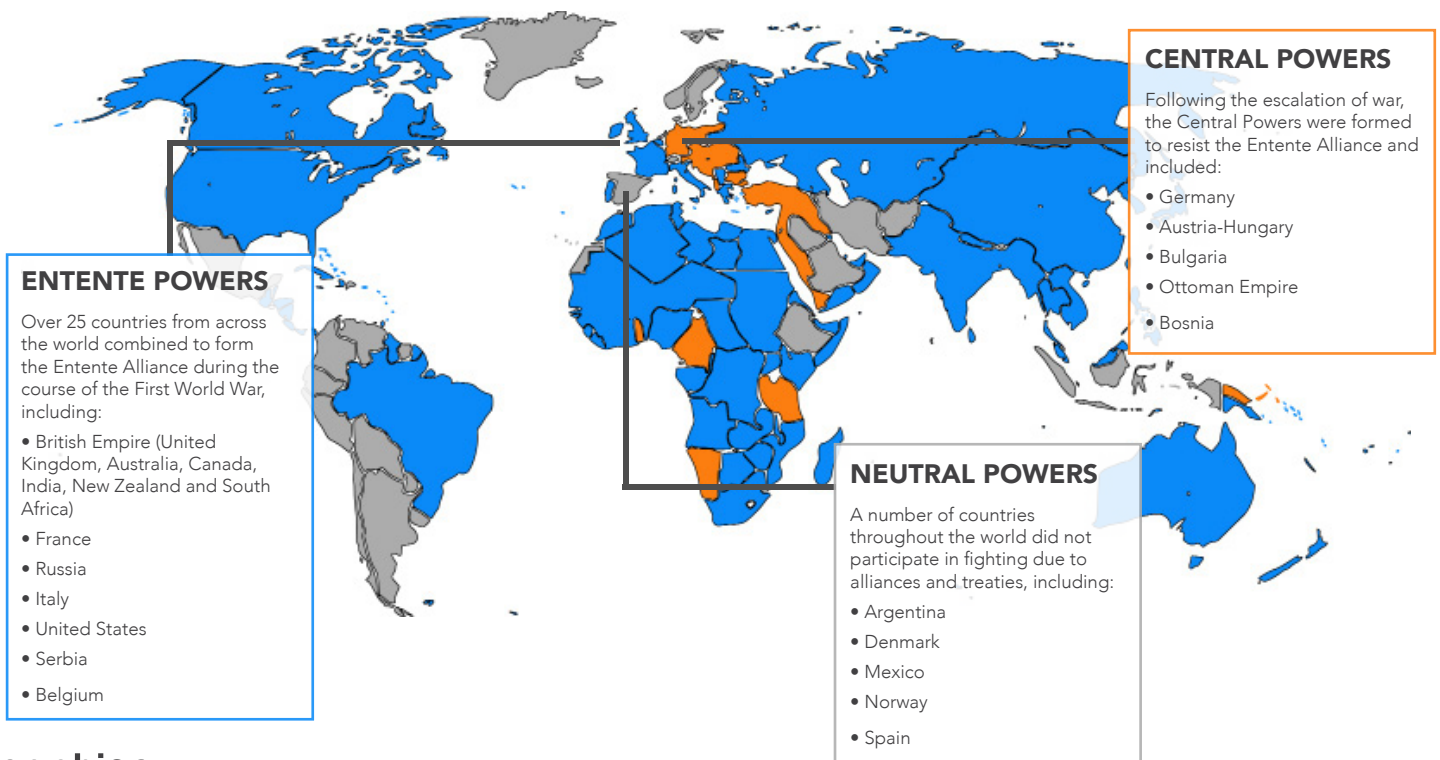


WHO WAS FRANZ FERDINAND?

Franz Ferdinand was heir to the Austro-Hungarian throne. He and his wife Sophie were on a visit to Sarajevo when they were both shot and killed by Gavrilo Princip, one of a group of Serbian assassins known as 'The Black Hand' that had set out to kill Ferdinand.

BACKGROUND

Taking place in July 1916, The Battle of the Somme is one of the most widely recognised battles of the First World War. A combination of factors had led to the outbreak of war including a rise in dominant European countries during the early 20th century. A trigger for the beginning of conflict is widely believed to be the assassination of Austro-Hungarian Archduke Franz Ferdinand during a visit to Sarajevo on 28th June, 1914, by a group known as The Black Hand who wanted Serbian independence from Austria-Hungary. Following his murder, Austria-Hungary declared war with Serbia on 28th July, 1914. In support of Serbia, Russia ordered its forces to mobilise on 29th July followed a day later by Germany who subsequently declared war with Russia. A few days later, on 4th August, 1914, after Germany had attempted to invade neutral Belgium, Britain declared war with Germany (**see Perspectives 1**).



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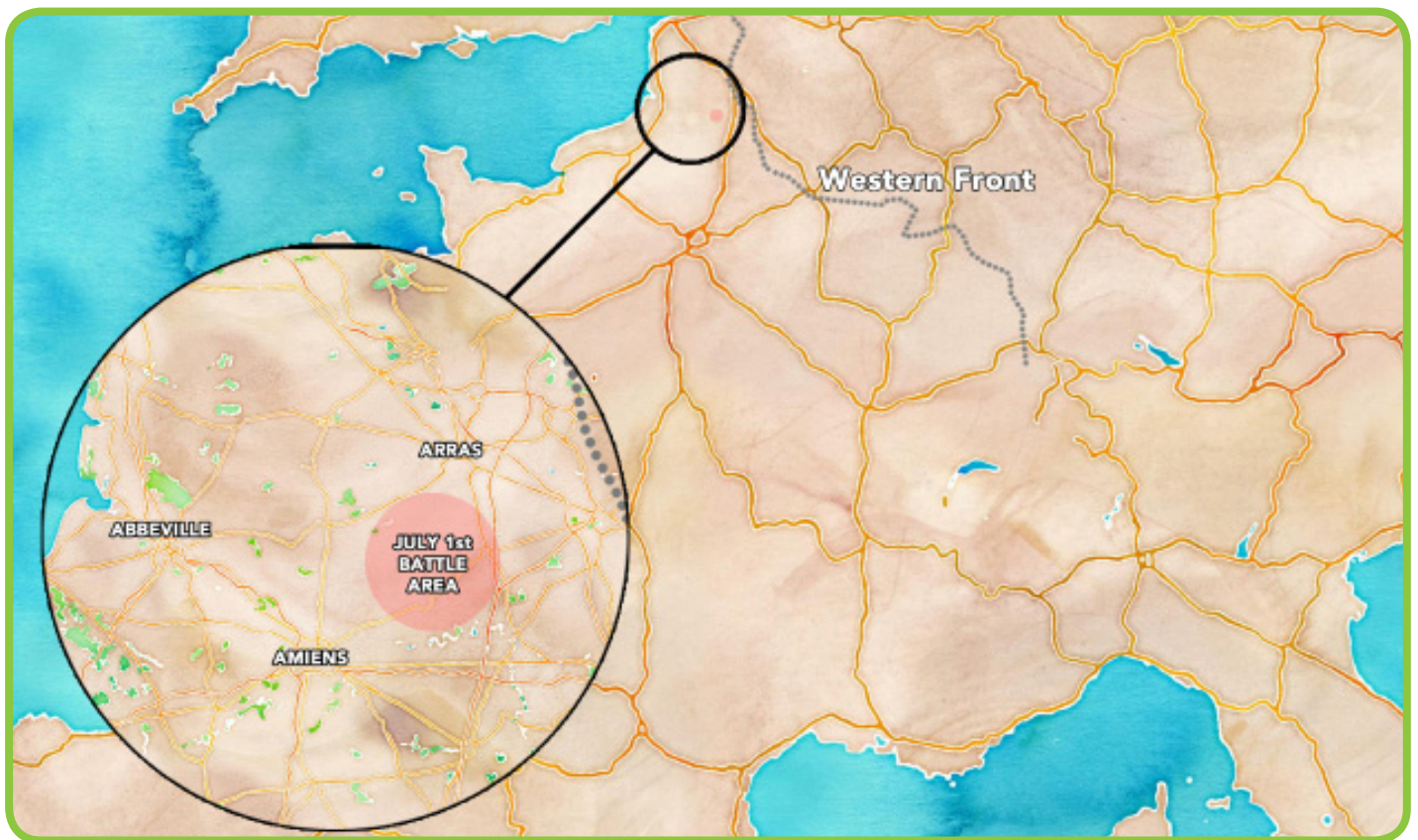
1.))) DISCUSSION

Why do you think so many people were initially eager to enlist and join the war effort?

With many people expecting the fighting to be over by Christmas, thousands rushed to enlist (**see Perspectives 2**). By July 1916, the war had been raging for two years with Allied Powers involved in a strategy of joint offensives against the Central Powers. Britain and France faced off against German forces across an area of northern France which became known as the Western Front.

THE WESTERN FRONT

Initially meant to be a joint offensive between French and British forces against the Germans at the Somme, a large portion of French forces became occupied at the Battle of Verdun which had begun in February. The French could no longer commit the same level of resources to the Somme and what was supposed to be a battle to allow the Allied Powers to make great progress, became little more than a tactic to lessen pressure on the French at Verdun.



PRONI

WHAT WAS HAPPENING IN IRELAND BEFORE THE WAR?

At the outbreak of war in 1914, Ireland was a part of the United Kingdom. Disagreement between unionists and nationalists over Ireland's future had caused division with Nationalists wanting a home rule parliament in Dublin which would have jurisdiction over the whole of Ireland. Meanwhile, over 470,000 unionists signed the Ulster Covenant in opposition to the third Home Rule Bill of 1912. The Ulster Volunteer Force (UVF) was formed in January 1913 to resist any attempt to impose home rule and Irish nationalists reacted by forming the Irish Volunteers in November 1913. Throughout the first half of 1914, debate continued about the possibility of Ireland being partitioned. With Britain's declaration of war in August 1914, home rule was rushed through parliament but was postponed for the duration of the war.

2.))) DISCUSSION

Why were the counties of Ulster being excluded from home rule?

3.))) DISCUSSION

Do you think Irishmen would have enlisted in large numbers if Home Rule had not been passed?

HOW DID UNIONISTS AND NATIONALISTS END UP FIGHTING ON THE SAME SIDE?

With the home rule issue placed on ice, Ireland's political climate changed considerably. Around 80,000 Irishmen enlisted in the army during the first year of the war, with approximately half of these from Ulster. Irish soldiers were organised primarily into three new divisions of the army which became known as the New Armies or Kitchener's Army, named after the Secretary for War.

The unionist people of Ireland considered themselves British in identity and felt a strong emotional and patriotic urge to stand up and fight for their country as it was under threat. This feeling of duty to their country replaced any notion of the government's betrayal over home rule.

Nationalist motivations for enlisting in the British Army were more complex. However, now that home rule was granted, but delayed, the leader of Irish nationalism, John Redmond, urged everyone to get behind the war effort during a famous speech at Woodenbridge, County Wicklow on 20th September, 1914 (see Perspectives 4). Redmond's support for war caused a split in the volunteer movement. A majority of the members sided with him, taking up the National Volunteers name. Those remaining at home retained the Irish Volunteers name and would go on to play a significant role in the Easter Rising of 1916.



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PRONI



PRONI

PERSPECTIVES

1. "Owing to the summary rejection by the German Government of the request made by his Majesty's Government for assurances that the neutrality of Belgium will be respected, his Majesty's Ambassador to Berlin has received his passports, and his Majesty's Government declared to the German Government that a state of war exists between Great Britain and Germany as from 11pm on August 4, 1914."

Statement by the Foreign Office, 4th August, 1914

2. "With a full conviction, not only of the wisdom and justice, but of the obligations which lay upon us to challenge this great issue, we are entering into the struggle. Let us now make sure that all the resources, not only of this United Kingdom, but of the vast Empire of which it is the centre, shall be thrown into the scale."

Herbert Asquith in a speech to British Parliament, 6th August, 1914

3. "You will be home before the leaves have fallen from the trees."

Kaiser Wilhelm in a speech to German soldiers, August 1914

4. "Go where ever the firing line extends, in defence of right, of freedom and of religion in this war. It would be a disgrace forever to our country otherwise."

John Redmond speaking at Woodenbridge, County Wicklow on 20th September, 1914

5. "The lamps are going out all over Europe: we shall not see them lit again in our life-time."

Foreign Secretary Sir Edward Grey remarked on the eve of war, 3rd August, 1914

QUESTIONS



EXTENSION ACTIVITY 1:
Complete the below table, selecting five countries that apply to each category.

ENTENTE POWERS	CENTRAL POWERS	NEUTRAL POWERS

EXTENSION ACTIVITY 2:
Using the Lives Of The First World War resource (www.livesofthefirstworldwar.org), research someone from your local area who enlisted in the British Army and complete a short profile on them including where they were from, what role they had, where they were stationed and fought and any other relevant information. Present your findings in the form of a presentation.

TASK 1

Look at the various "Perspectives" above and explore the language and imagery used by parties on both sides of the conflict to get their message across. How does the perspective of Kaiser Wilhelm compare with that of Sir Edward Grey, for example? What type of language was used by leaders to encourage or reassure their people? Complete a word cloud based on the perspectives provided above and identify the key words and phrases used by each. What is each statement trying to convey? What are the key words and terms used in each and what do they mean?

Look at other quotes from the time from leaders and from the public - how do these compare? Are they an accurate representation of the time?

Compare the perspectives with similar phrases and quotes from modern day leaders ahead of wars. Does the language used then compare with that of modern day politicians etc?

TASK 2

When war broke out in 1914, many men from across Ireland enlisted in order to play their part. Many had different reasons for joining including a sense of loyalty to Britain or because they were encouraged by their leaders. Imagine you were alive in 1914 and of legal age to join the army. What would make you enlist and go to war? Would you feel compelled to join if others from your community were enlisting or would you choose to stay at home? How would you feel about men from other communities and backgrounds joining the army and would you be comfortable fighting alongside them? Document your various reasons for deciding to join or deciding to stay at home and present them to the class.

Carry out research into people from your own community and the numbers who took part during the First World War.

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ALTERNATE TASK

- Students will form into small groups. Each group will be given the key information and a number of statements (cut out from the M5L1 Tasksheet).
- Within the group, students will read separate parts of the Key Information. Some of the statements may require additional research from the internet. Students will then come together and decide which statements are true and which are false.
- As a group, students will arrange the true statements in order and discuss why the false statements might be incorrect.
- The group will then share their results with the rest of the class via a Q&A conducted by the class teacher and compare their findings.

SUGGESTED ADDITIONAL RESOURCES



- 1) <http://www.bbc.co.uk/iplayer/episode/p0211xbs/ww1-uncut-7-origins-rap-battle#group=p01wzzdh> - A fun look at the events which led to war, told in the style of a rap song (contains some offensive language)



- 2) <http://www.bbc.co.uk/education/clips/znj7pv4> - Jeremy Paxman explores events in Britain ahead of war



- 3) <http://www.bbc.co.uk/education/clips/z36h34j> - Jeremy Paxman looks at wartime recruitment methods



- 4) <http://www.creativecentenaries.org/resource/animation-charts-start-first-world-war> - A 3D animation highlighting the events leading up to the First World War



- 5) <http://www.bbc.co.uk/programmes/p01s8wr6> - A podcast examining Redmond's Woodenbridge speech



- 6) <http://news.bbc.co.uk/1/hi/uk/3532588.stm> - How newspapers reported Britain's declaration of war



- 7) <http://www.telegraph.co.uk/news/ww1-archive/10926353/Daily-Telegraph-June-29-1914.html> - Examine the Daily Telegraph the day after Franz Ferdinand has been killed



- 8) <http://www.creativecentenaries.org/outbreak-first-world-war> - Explore an interactive timeline of the events which led to the outbreak of the First World War



- 9) http://www.bbc.co.uk/history/worldwars/wwone/launch_animation_somme_map.shtml - An interactive map of the Somme battle

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1. An earlier attempt was made to bomb Franz Ferdinand before he was shot and killed

2. Austria-Hungary were keen to start a war with Serbia

3. Britain declared war with Germany in defence of small nations when Belgium was invaded

4. Russia was an ally of Germany but did not agree to the actions of Austria-Hungary

5. There were more countries associated with the Central Powers than the Entente Powers

6. When it started, many people believed the war would be over in just a few months

7. The Western Front was located in Germany

8. Before the Battle of the Somme could begin, French forces were involved at the Battle of Verdun

9. A majority of Irish nationalists did not want to join the war effort

10. Irish nationalists were encouraged to join the war effort by their leader

11. Home Rule was granted to Ireland after the war had begun

12. Unionists and nationalists vowed they would fight side by side in the war

13. Irish men were already serving in the British Army before the war began

14. Approximately 40,000 men from Ulster enlisted in the British Army

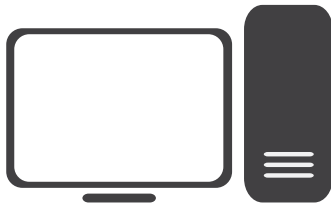
15. Irish men were organised primarily into five new divisions of the army

16. Unionists and nationalists both considered themselves British at the outbreak of war

17. John Redmond's speech at Woodenbridge caused a split in the Irish volunteer movement

18. The Easter Rising was caused by John Redmond's speech at Woodenbridge





DIGITAL TASKS



TASK DESCRIPTION

Students will create a one page comic which chronicles the events leading up to the outbreak of the First World War and when countries declared their involvement. Research images and information from the internet on the main countries involved and their leaders which will be used in your comic (alternatively, images and information may be sourced by the teacher prior to the lesson).

PLAN

Images and information will be sourced from the internet and designed in the form of a storyboard.

- Students will be supplied with search terms by the teacher and source appropriate images and text from the internet – ask students to consider the reliability and objectivity of the information they find.
- Students will identify and select images/text to use and save them appropriately in a dedicated folder with a meaningful filename.
- Students will keep an account of the sites they have visited in a saved document.
- Students will use the images and information they have sourced and design their comic on a storyboard

DO

Students will use images and speech bubbles/caption boxes to describe the involvement of each country including the dates. Students will use at least 5 images that they have sourced. Some students may give a reason as to why specific countries felt the need to declare war. Students will complete their piece of work by exporting it in a suitable file format (e.g. JPEG).

- Encourage students to consider the size and style of fonts, the size and cropping of images, the colours used and the tools available to them within the software package.
- Remind students to save their work in a dedicated folder with an appropriate filename.

REVIEW

Give students the opportunity to view each other's work. This may be done by displaying the best work on the whiteboard or students may circulate the room viewing the work of others.

Taking other students' feedback into account, ask students to justify their choices and decisions, including any difficulties they encountered in the creation of their comic. This may be completed in the form of a saved document.



DIGITAL TASKS

AUDIO EDITING TASK



TASK DESCRIPTION

Using Redmond's Woodenbridge Speech as a backdrop, students will work in pairs to script, record and edit a radio news piece to explain what the speech and event was about. The script will detail why the event is happening and reactions of people as a result of listening to John Redmond's oration. Research the topic by looking at news eye witness accounts and reports of the day and what happened as a result. The pair will then write a script for a radio interview between a reporter and people present at the event, based on the information they have researched. The recording will be at least 1 minute long.

PLAN

Information will be sourced from the internet and used to help write a script.

- Students will be supplied with search terms by the teacher and source appropriate images, videos, and news articles from the internet – ask students to consider the reliability and objectivity of the information they find.
- Students will identify and select information to use and save it appropriately in a dedicated folder with a meaningful filename (this may be images or quotes that helped them to write their script).
- Students will keep an account of the sites they have visited in a saved document.

DO

Students will use the record function on audio editing software, e.g. Audacity, to record their script and use the various editing tools to edit their recording (e.g. selection tool, time shift tool, trim, silence, etc.). When the recording has been edited, the pair will complete the audio file by exporting it in a suitable file format (WAV / MP3).

- Encourage students to consider the feelings of the broadcaster involved and the validity of the information communicated in the broadcast. Students may experiment with effects but students must consider whether these effects are necessary and appropriate.
- Remind students to save their work in a dedicated folder with an appropriate filename.

REVIEW

Give students the opportunity to view each other's work. This may be done by playing back the best work or students may circulate the room listening to the work of others.

Taking other students' feedback into account, ask students to justify their choices and decisions, including any difficulties they encountered in the creation of their audio file. This may be completed in the form of a saved document.