



6. What was war like for those who fought in it?

<p>The Big Picture:</p> <p>To develop an understanding of how trenches were built, what features were included and why they were designed that way. To develop empathy for life in the trenches for the average soldier.</p>	<p>How will students be successful in their outcomes?</p> <ol style="list-style-type: none"> 1. All will be able to identify the key features needed in a WW1 trench system. 2. Most will understand the reason for the features as they developed in the war. 3. Some will be able to justify the trench systems they have created and evaluate their approaches.
<p>Skills:</p> <p>Information-processing Analysis Creative thinking Empathy</p>	<p>Literacy:</p> <p>Trench Traverse Revet Firing Step Duckboards Parapet</p>

SECTION

ACTIVITY

RESOURCES

Connect:

Use a picture from the Somme or other battlefield; blown up to A3 (Page 8 in *Hear My Cry* would be a good option).

Hear My Cry

Students should draw a small picture of their own face on a piece of scrap paper. Get the student next to them to place the face somewhere on the picture.

Each student should then write down what they can see, hear, smell, taste and touch if they were there in the picture.

Explain why the trenches came to be due to the race to the sea at the start of the war and the advent of the machine gun making mobile cavalry and artillery obsolete.

Activate:

Students should design a trench in pairs/groups. They need to draw an aerial view of the trench system and a

Hear My Cry

cross section of a front line trench. Give students the basic issues that will need consideration, the teacher will probably need to do some **prompting** as below:

- You will need to *attack from* and *defend* the trench (Depth, firing step, barbed wire, machine gun posts, listening/observation posts aka 'Saps', a jagged line 'traverses' limits impact of shells and a clear line of fire, periscopes to view, need to get men and equipment into the firing trench).
- Weather conditions will affect building/maintaining the trench there is a lot of rain in northern France/Belgium (Walls will need 'reveting' with planks and sandbags to prevent them from crumbling, trenches will be prone to flooding walkways needed, aka 'Duckboards')
- Men will be in the trench for a minimum of 4 days at a time, the front trench will always be occupied (Sleeping areas, latrines, cooking areas where the smoke is concealed)
- The major threats are shelling, machine guns, sniper rifles, gas (Adequate depth, sandbags front and back aka a 'parapet', alarm bell for gas).

Some pages from *Hear My Cry* can also be included as extra stimulus. Good examples include: *Before Action* (Page 41), *Rendezvous* (Page 37), *Attack* (Page 91) *With the Rainbow* (Page 67), *Through the wire* (Page 44), *Returning we hear the larks* (Page 100), *A listening post* (Page 101).

Demonstrate: Students should present their schemes to one another and offer one another constructive critique about each other's schemes. Students can edit their schemes in light of the feedback.

Consolidate: Use examples from the Infantry Manual from March 1916. And get students to compare their schemes with the official strategy that was employed.

'A diagram of the trenches' sheet.

Discuss the reality of living in those conditions, the mud, the filth, the threat of attack, the rats and lice ...

Finish with a poem from *Hear My Cry* entitled *How long Oh Lord?* (Page 61).

Hear My Cry

A diagram of the trenches

Taken from the 'Infantry Manual March 1916'.

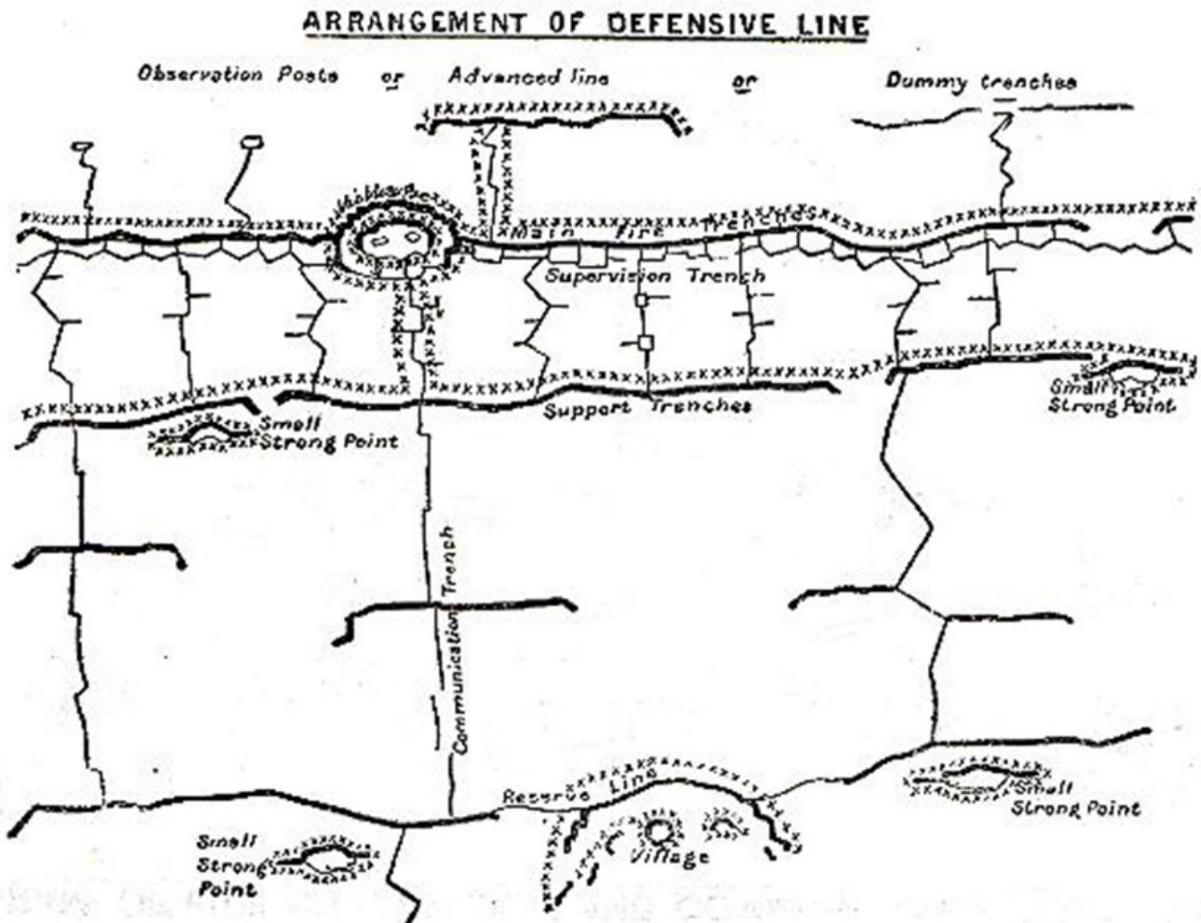
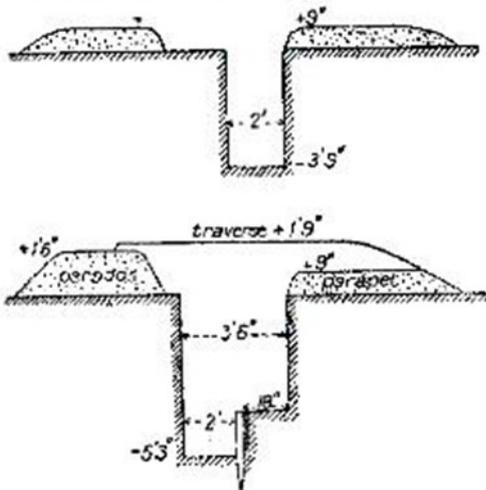


FIG. 7.

SECTIONS OF FIRE TRENCH.



SECTION OF FIRE TRENCH IN WET SOIL.

