

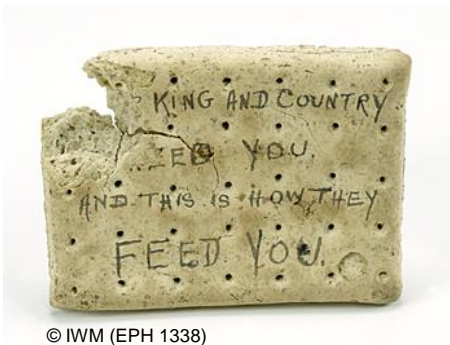
First World War Trail

The information in *italics* does not appear on the students' print out.

1. Life in the trenches



Find this...it is in the first case on the Timeline 1914 – 1918 (object number 8)



Who was the biscuit made for?

Soldiers in the British Army

Read the label to find out.

What do you think it would be like to eat? Circle the words

Hard

Tasty

Horrible

Dry

Crunchy

Delicious

There are no right and wrong answers here but hard, horrible, dry, crunchy are all possible.

Read what has been written on the biscuit.

What is your favourite biscuit?

Which of the words above best describe your favourite biscuit?

(Choose at least 2 of the words)

This question has been asked so that differences between biscuits today and First World War army biscuits can be discussed as a group back at

school. In addition to being very hard army biscuits also contained salt rather than sugar and were therefore savoury rather than sweet.



Look at the other objects in the case. They are all from the Western Front.

Choose one object that you find interesting. Draw it below.
What is it?

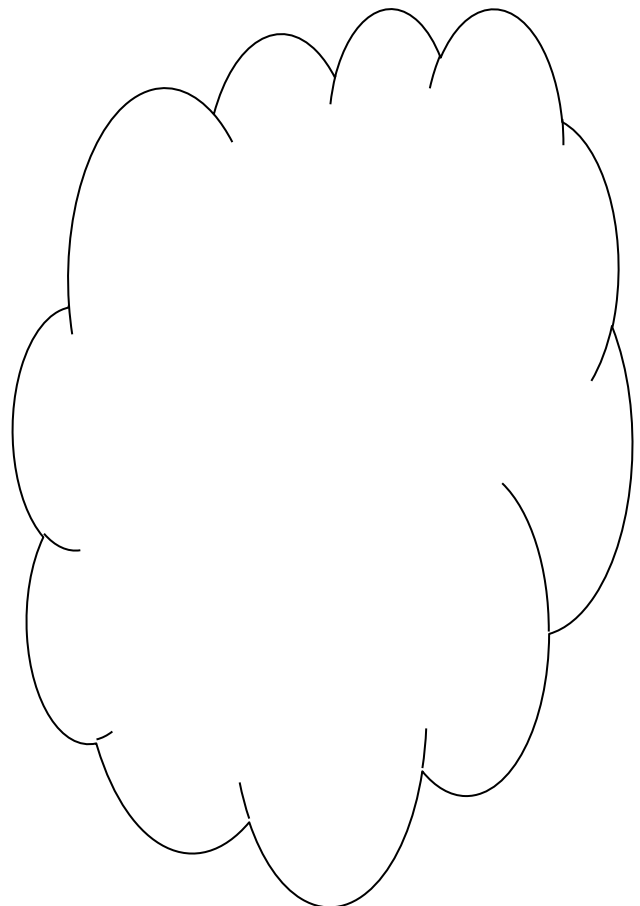
Explain why you found this object to be interesting.



Look up above the case and to the right. **Find the large painting called *Mud* by Gilbert Rogers.**



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What do you think the soldier might be thinking? Write it in the bubble.

What colours has the artist used?

Shades of green, grey, brown and yellow.

Gilbert Rogers was a medical officer during the First World War. He painted *Mud* in 1919 after the war had ended and used a model for the figure of the soldier.

A question for you to consider back at school

How reliable (truthful) is the painting *Mud* about what it was like to be a soldier in France during the First World War?

A question that requires analysis of the content of the painting tested against what your group knows about conditions in the First World War as well as an evaluation of the provenance of the painting to reach a supported conclusion about the reliability of the painting.



Now explore the Timeline – make sure you stop at the *Action Station* for some First World War smells.

When you have passed the German sea mine and turned the corner to find the screen showing films of women making weapons and uniforms in factories, carry on to the entrance to Silo 1 on your right.

2. Volunteers



Go to **Silo 1: *Experience of War*** and find the Recruits case.

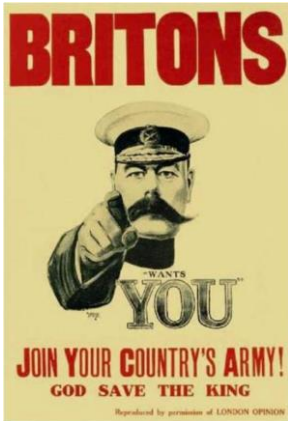
Find Alfie Knight's letter, number 4, above the drum.

I am an Irish boy
9 years of age and I want
to go to the front I can
ride jolly quick on my
bicycle and would
go as despatch rider

This letter was written by Alfie Knight to Lord Kitchener.

How old was Alfie Knight when he wrote this letter?

9



In 1914, the Army was not big enough to fight a major war, so Lord Kitchener (the man on this poster) asked men to volunteer.

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What can you infer from the letter about why Alfie volunteered to join the army?

Alfie's letter suggests that he was quite adventurous – he probably thought it was going to be very exciting. Some picture books featured anti-German propaganda and that may have influenced him. Some older boys wanted to prove that they were grown up, and some even lied about their age to successfully enlist. Some boys would have felt patriotic. Alfie seems to be very taken with the fact that he will wear a uniform and he thinks that he is strong enough to give a good account of himself in a fight. The letter infers that he is a brave little boy.



Did you know?

At the beginning of the First World War men could choose whether to join the army. From 1916, British men aged between 18 and 41 had to join the army. The upper age limit was later increased to 50.

3. Women and War



Go to **Silo 2: Women and War**.

Can you find the uniform worn by Mairi Chisholm in the First World War?

Look at the uniform and read the label.

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Where did Mairi wear this uniform?

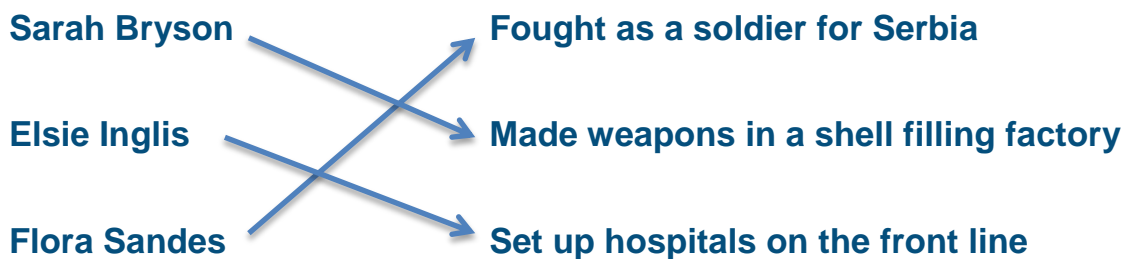
Pervyse in Belgium

What did she do?

She was a nurse who alongside her friend and colleague Elsie Knocker, saved many soldiers' lives by moving their first aid post onto the front line. (using information from the text)

Now turn right and find nine small light boxes. Look at the three boxes on the bottom row.

Match the women's names to the jobs that they did in the First World War:



List 3 words to sum up the qualities these women demonstrated during the First World War. Explain each of your choices.

Words such as patriotic, brave, determined, competent, skilled could be included, though it might be said from Sarah Bryson's evidence that the women were a bit lazy and possibly in it for the money.

4. British Empire



Many countries in the British Empire helped Britain in the First World War. Soldiers were sent from across the world.



Go to **Silo 4: Empire, Commonwealth & War** and find this.

Read the label.

Which army did this belong to?

Indian Army



Look at the objects and quotes in this case. **Choose one First World War object or quote you find interesting.**

What did you choose?

Why did you find this interesting?



Now look at the objects in the right side of this case. **Find this (object number 16)**



This is a Princess Mary Gift Fund box. These boxes were sent to all soldiers or sailors from Britain and the Empire at Christmas 1914.

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This box was sent to Private C Bowcott. Where was he from?

Australia

List what you would put in the box as a present for Private Bowcott.

[Clue: think about what a soldier might need and what they might miss from home. Discuss in your group.]

This could be explored further back at school. The students' answers could be compared to what the boxes' actually did contain. All boxes contained a Christmas card and photograph of the Princess. The Indian Sikh's tin contained sugar candy and a box of spices. Nurses received a packet of chocolate. The Smoker's Gift Box had tobacco and a pipe. Some gifts included paper and envelopes.

5. Remembrance



Go to **Silo 6: *Legacy of War***. Find this... in the ‘Losing a loved one’ case (object number 3).

Memorial plaques like this were sent to the family of each soldier or sailor who died in the First World War.

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This was sent to the family of Ernest Nicholson. He was buried in Ypres, where he died.

Look at the other objects in the case about Ernest.

Draw one or two of the items Ernest’s family kept in remembrance of him.