

First World War Trail

1. Life in the trenches



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



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Who was the biscuit made for?
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

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)



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

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

Draw it below.

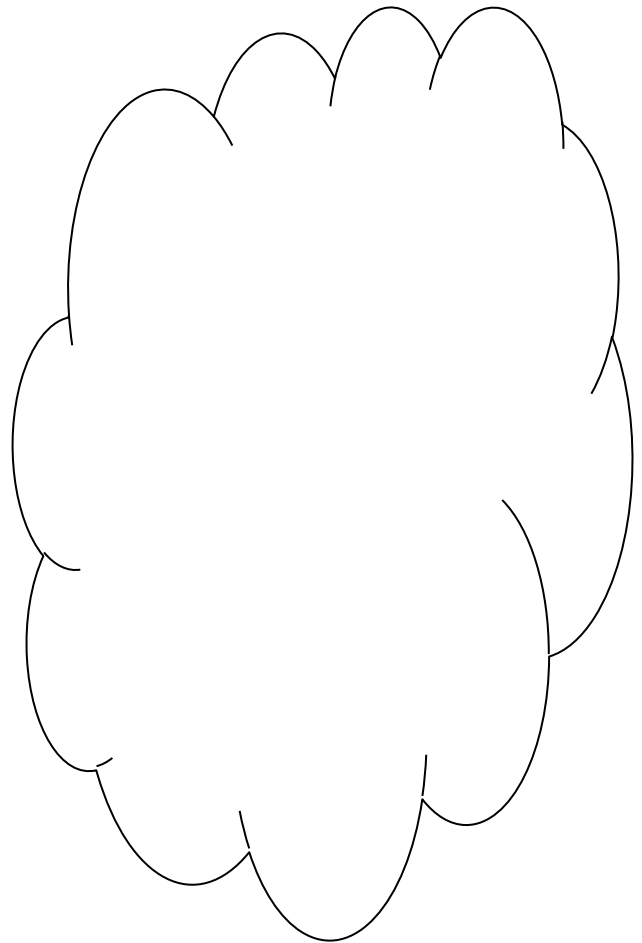
Explain why you found this object to be interesting.



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?

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?



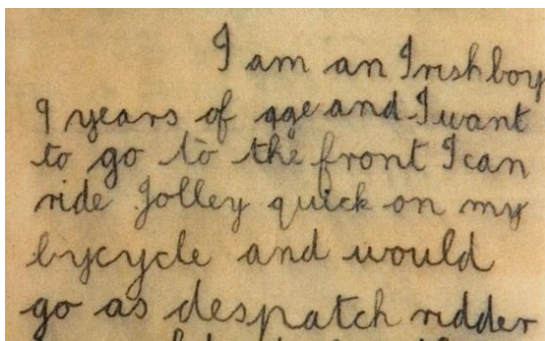
Now explore the Timeline – make sure you stop at the *Action Station* for some First World War smells.

2. Volunteers



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

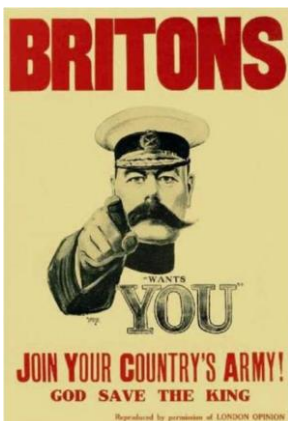
Find Alfie Knight's letter, number 4, above the drum.



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This letter was written by Alfie Knight to Lord Kitchener.

How old was Alfie Knight when he wrote this letter?



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.

What can you understand from the letter about why Alfie volunteered to join the Army?

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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.

Where did Mairi wear this uniform?



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What did she do?

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:

Sarah Bryson

Fought as a soldier for Serbia

Elsie Inglis

Made weapons in a shell filling factory

Flora Sandes

Set up hospitals on the front line

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

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...object number 1.

Read the label.

Which army did this belong to?

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I _ _ _ _ _ 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 and 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?

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.]

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.