**Patriotism is: not enough/enough/far too much. Delete as applicable**

**Ian Luff**

*Copyright restrictions make it impossible to put the actual presentation on the SHP website but please find below descriptions of the slides I used along with search tips and video references to enable you to recreate all or part of the presentation if you so wish.*

**Slide 1** title over Union Jack

**Slide 2** Objectives of demonstrations

I hope you enjoy the simulations in this session but I must emphasise they have a very serious purpose. They are designed help students understand and think deeply about:

1. The random, and very high, chance of being wounded or killed that hung over every soldier on the battlefields of the Great War.
2. The dreadful nature of the threats those soldiers faced

**Slides 3 and 4**

Pictures of the Royal Family in uniform

**Slide 5**

Discussion of the possible effect of the Royal Family using military uniform. Could they not occasionally appear in other, non-military, uniforms to create a sense of balance in our view of patriotism?

**Slide 6**

Request for honesty over the tasks sometimes required of military personnel. Questioning of the need for military pomp as concealing the true nature of war. Would honesty be possible? Could it reduce the likelihood of war? Discuss.

**Slide 7**

Picture of Soldiers in WW1 cheerfully marching to the front line. Why did they enlist when they knew so little of war in an age without war films or TV news?

**Slide 9**

Embedded video from Oh! What a Lovely War. Music Hall scene

<https://www.youtube.com/watch?v=ynEWZF1bkLQ>

Discussion of the pressure put on men to volunteer. 2,400,000 answered the call. Would they have gone had they known what awaited? Was conscription in January 1916 a reflection of growing knowledge of war? Was this enormous casualty rate inevitable?

**Slides 10-12**

Examples of exemptions from military service for possibly dubious reasons from National Archives. Did this make life at the front harder to bear? **MH 47 Middlesex Conscription Tribunals** **(RESOURCE 1)**

**Slide 13**

Another picture of singing marching troops to introduce idea of WW1 songs. Morale boosters? Palliatives?

**Slide 14**

Embedded video WW1 hit ‘A Long Way to Tipperary’ by John Mc Cormack

<https://www.youtube.com/watch?v=XVM-tFAdADg>

**Slide 15**

Words for audience singalong

It's a long way to Tipperary,
It's a long way to go.
It's a long way to Tipperary
To the sweetest girl I know!
Goodbye Piccadilly,
Farewell Leicester Square!
It's a long long way to Tipperary,
But my heart's right there.

**Slide 16**

Picture of German 21cm howitzer

**Slide 17**

Facts about heavy artillery:

A German 21cm shell weighed 252Ib and contained 45lb of High Explosive

A car tyre contains on average 30 Ft lb of pressure. If over inflated to twice that it can explode with lethal force

One 21cm shell will explode with over 61 MILLION foot pounds of pressure

In the five days preceding the Somme offensive the British fired approximately 1.7 million shells of similar calibre and below. German artillery harried the advance of British troops

**Slide 18**

Command for simulation.

Toss foam or **very light** toy footballs at the audience. A hit on any person in the row knocks all out as it would in a trench traverse.

**Slide 19**

Picture of Sylvia Pankhurst

**Slide 20**

Sylvia Pankhurst life details

* Born in Manchester 1882
* Daughter of Emmeline Pankhurst and Richard Pankhurst – active member of the ILP
* Told by her father ‘if she did not work for others she would not have been worth her upbringing’
* Became active in demanding women’s rights with Emmeline and Christabel when not allowed to use the hall built as a memorial to her father
* Active Suffragette 1903-14. Gaoled and subjected to force feeding multiple times
* Linked socialism and feminism (arguably the first to do so in Britain) and moved to live among working people in the East End offering lodging to people of all races. Denounced the war
* Disowned by her mother and sister
* Concentrated on helping the women of the East End by providing child care in an old pub: ‘The Mother’s Arms’, food in basic restaurants and work by establishing a toy factory

**Slide 21**

Invitation for actor playing Sylvia to come forward to answer questions about her view of patriotism based on briefing sheet **(RESOURCE 2)**

Slide 22

Picture of WW1 German machine gun crew.

Information on the fact that a bullet from such a gun can split a railway sleeper from 75 yards

Embedded slow motion video of similar Mark 1 Vickers British machine gun showing effects on ballistic soap.

<https://www.youtube.com/watch?v=84RCfcH_xuU>

**Slide 23**

Command for machine gun demo. Machine gun fires 300 rounds per minute. Simulate by rapping a board pen on a table. One volunteer falls from every tap.

**Slide 24**

Never mind, lads. Let’s have a cheerful song

Pack up your troubles in your old kit-bag,
And smile, smile, smile,
While you've a lucifer to light your fag,
Smile, boys, that's the style.
What's the use of worrying?
It never was worth while, so
Pack up your troubles in your old kit-bag,
And smile, smile, smile.

**Slide 25**

Picture of Siegfried Sassoon

**Slide 26**

Siegfried Sassoon life details

* Born in Kent 1886
* Educated at Marlborough College
* Read first law then medieval history at Clare College, Cambridge 1906-7 but based his hopes on winning the Dean’s poetry medal.
* On not gaining the medal went down from Cambridge without a degree
* Lived the life of a country gentleman ‘A Fox Hunting Man’ until 1914. Poetry largely unrecognised.
* Joined Sussex Yeomanry as a trooper, 1914
* Commissioned into Royal Welch Fusiliers 1915
* Won Military Cross on the Western Front, July 1916.

**Slide 27**

Medal citation Lt Sassoon

2nd Lt. Siegfried Lorraine [[*sic*](https://en.wikipedia.org/wiki/Sic)] Sassoon, 3rd (attd. 1st) Bn., R. W. Fus.

For conspicuous gallantry during a raid on the enemy's trenches. He remained for 1½ hours under rifle and bomb fire collecting and bringing in our wounded. Owing to his courage and determination all the killed and wounded were brought in.

Sassoon was described as ‘suicidally courageous’ by his friend Robert Graves. He, himself mentioned laying on his back in No Man’s Land during a bombardment, laughing. He described the experience as ‘Like a Steeplechase’

**Slide 28**

Invitation for actor playing Siegfried Sassoon to come forward for questioning on view of patriotism. **(RESOURCE 3)**

**Slide 29**

Cutaway picture of a shrapnel shell.

**Slide 30**

Picture of shrapnel shell burst

Info:

A standard British shrapnel shell contained 364 lead balls of similar size to a mint imperial. These were released at 400 feet per second or 300mph

**Slide 31**

Command for shrapnel demo

Toss harmless objects at audience instructing them to keep eyes down. Those hit are casualties.

**Slide 32**

Never mind lads. Let’s have a cheerful song!

Goodbye-ee, goodbye-ee,
Wipe the tear, baby dear, from your eye-ee,
Tho' it's hard to part I know,
I'll be tickled to death to go.
Don't cry-ee, dont sigh-ee,
there's a silver lining in the sky-ee,
Bonsoir, old thing, cheer-i-o, chin, chin,
Nah-poo, toodle-oo, Goodbye-ee.

**Slide 33**

Picture of Edith Cavell

**Slide 34**

Edith Cavell life details

* Born 1865 in Swardeston, Norfolk. Daughter of a clergyman
* Religious upbringing
* Worked as a governess in England and Belgium
* Opted to train as a nurse, aged 30, in 1895
* A dedicated and courageous nurse. She risked her life in the Tooting Fever Hospital and in Maidstone typhoid epidemic whilst seconded from the London Hospital
* In 1907 accepted a post to set up the first nursing training school in Belgium
* Worked tirelessly to overcome prejudice against the profession and establish a school in four converted terraced houses
* By 1914 the school was established and in the process of expanding into purpose built accommodation
* The Germans occupied Belgium in 1914. Edith was allowed to stay on as a Red Cross Nurse – an impartial non-combatant
* From November 1914 she began to hide allied soldiers and smuggle them to Holland in cooperation with a Belgian resistance network

**Slide 35**

Quotation from Edith Cavell

On seeing a student nurse make to stamp on a spider

‘a nurse’s duty is to preserve life, not to take it’

**Slide 36**

Invitation for actor playing Edith Cavell to come forward to answer questions on patriotism **(RESOURCE 4)**

**Slide 37**

Picture of gas attack WW1

**Slide 38**

Details of gas.

The effects of chlorine gas were severe.  Within seconds of inhaling its vapour it destroyed the victim's respiratory organs, bringing on choking attacks.

Phosgene caused much less coughing with the result that more of it was inhaled resulting in a drowning from fluid on the lungs; it was consequently adopted by both German and Allied armies.

Mustard gas, an almost odourless chemical, was distinguished by the serious blisters it caused both internally and externally, brought on several hours after exposure.  Protection against mustard gas proved more difficult than against either chlorine or phosgene gas.

The chemical remained potent in soil for weeks after release: making capture of infected trenches a dangerous undertaking.

*Adapted from firstworldwar.com*

**Slide 39**

Embedded video of gas attack from All Quiet on the Western Front

<https://www.youtube.com/watch?v=WoYWrgiAKwk>

**Slide 40**

Command for gas simulation

Use a harmless food smell which will not cause asthma or allergic reaction. Check with your class’s medical needs**.** Simulate putting on gas masks by tying untying shoelace 5 times. If smell is smelt before the end of this procedure person is a casualty.

**Slide 41**

Picture of Ernst Junger

**Slide 42**

Details of Junger’s life

* Born in Heidelburg, Germany 1895. Son of a chemical engineer
* Joined the French Foreign Legion in 1913.
* Brought home by the intervention of the German Foreign Office.
* Escaped prosecution through father’s intervention
* Joined the army as a trooper in 1914
* Commissioned 1915
* Served on the Western Front continually until August 1918. Wounded seven times in action
* Awarded Germany’s highest decoration ‘Pour le Merite’ in September 1918

**Slide 43**

Quotes from Junger’s book

On retreating from the Somme..

*‘Among the surprises we’d prepared for our successors were some truly malicious inventions. Very fine wires, almost invisible were stretched across the entrances of buildings and shelters, which set off explosive charges at the slightest touch.*

*……Or there were spiteful time bombs that were buried in the basements of undamaged buildings. They consisted of two sections with, with a metal partition going down the middle. In one part was explosive, in the other acid. After these devil’s eggs had been primed and hidden, the acid slowly, over weeks, eroded the metal partition, and then set off the bomb. One such device blew up the town hall of Bapaume just as the authorities had assembled to celebrate victory.’*

*Junger, E, ‘Storm of Steel’ p 128 Penguin Modern Classics, London, 1961*

**‘***The captain pointed to a blockhouse that had been particularly doggedly defended yesterday. When they had used up all their ammunition they tied a British captive to the door, in order to put a temporary stop to the firing, and were able to retire unobserved after nightfall’*

*P203 Junger, E, ‘Storm of Steel’ p 128 Penguin Modern Classics, London, 1961*

*‘I set the mouth of the pistol at the man’s temple. …..with a plaintive sound he reached into his pocket, not to pull out a weapon but a photograph which he held up to me. I saw him on it, surrounded by numerous family.*

*It was a plea from another world………I let him go and plunged onward’*

*P234 Junger, E, ‘Storm of Steel’ p 128 Penguin Modern Classics, London, 1961*

**Slide 44**

Invitation for actor playing Junger to come forward to answer questions on patriotism **(RESOURCE 5)**

**Slide 45**

Facts about the Somme. A Pyrrhic victory?

The Battle of the Somme was technically an Allied victory in that the Germans did lose ground and the German offensive at Verdun lost any chance of breaking through the French

However….

19,000 British and Commonwealth men died attacking on the first day. The Battle continued for 140 more days and cost over 98,000 lives among British and Commonwealth forces in return for five miles of ground.

*‘If we are victorious in one more battle against the Romans we shall be utterly ruined’*

 Passchendaele was another such victory. Could constant, casualty intense offensive warfare be justified?

**Slide 46**

Over picture of Haig

*The Great War cost approximately 700,000 British lives and almost another 300,000 from the Commonwealth*

*In comparison 458 British service personnel died in Afghanistan and public opinion forced withdrawal*

*Haig*

* *Not incompetent*
* *Not indifferent*
* *But perceived such casualty levels were necessary and acceptable for victory*

How could politicians and generals accept such casualty levels among men who had joined in good faith?

**Slide 47-49** Cyprus St. My pictures. Not copyright.



