



Teacher's Guide

The Price We Paid for Nationhood : Beaumont-Hamel and Vimy Ridge



Official war photo. Vimy Ridge 1917. SOURCE: http://collections.ic.gc.ca/turner/cont_v.html; top left – The Canadian National Vimy Memorial. SOURCE: <http://www.vac-acc.gc.ca/general/sub.cfm?source=history/firstwar/vimy/vimy7>; top right – Newfoundland Beaumont-Hamel Memorial. SOURCE: <http://www.vac-acc.gc.ca/general/sub.cfm?source=memorials/ww1mem/beaumonthamel>

Note: The battlefields and monuments of Vimy Ridge and Beaumont-Hamel, both located in France, were officially declared National Historic Sites of Canada on April 9, 1997. For more information on the designation, please see http://www.pc.gc.ca/apps/cp-nr/release_e.asp?id=249&andor1=nr

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Introduction

BEAUMONT-HAMEL¹

In Beaumont-Hamel Memorial Park, officially opened by Earl Haig on June 7, 1925, stands the monument of the great bronze caribou, emblem of the Royal Newfoundland Regiment. At the base of the statue, three tablets of bronze carry the names of 814 members of the Royal Newfoundland Regiment, the Newfoundland Royal Naval Reserve, and the Mercantile Marine who gave their lives in the First World War and have no known grave. It was at Beaumont-Hamel on July 1, 1916, the opening day of the great Allied offensive known as the Battle of the Somme, that the Newfoundland Regiment fought its first engagement in France – and its costliest of the whole war. The Regiment was one of four battalions of the 29th Division's 88th Brigade. The assault was an unmitigated disaster.



The monument of the great bronze caribou, emblem of the Royal Newfoundland Regiment, at the Beaumont-Hamel Newfoundland Memorial Park in France. SOURCE: Veterans Affairs Canada¹

German riflemen and machine-gunners, protected from allied shelling, emerged from their deep dugouts and shelters and opened fire on the advancing troops. At the same time, a number of German heavy guns, which had escaped the British counter-battery fire, began shelling the 29th Division's positions catching the follow-up companies as they climbed out of their trenches into the open. From their starting position in the British support trench known as St. John's Road, the Newfoundlanders had to cross some 230 metres of fire-swept ground before they reached even their own front line. As they made their way through zigzag lanes previously cut in the British wire, casualties came with increasing frequency. Those of the leading companies who finally emerged into No Man's Land could look down an incline to see for the first time the barrier of the German wire more than 550 metres away. Nevertheless, holding the parade-ground formations prescribed for assaulting infantry by the General Staff as best they could, the thinning ranks plodded steadily forward.

In less than a half-hour, it was all over. The Commanding Officer, who from a support trench had watched the destruction of his Regiment, reported to Brigade Headquarters that the attack had failed. Afterwards the Divisional Commander was to write of the Newfoundland effort: "It was a magnificent display of trained and disciplined valour, and its assault failed of success because dead men can advance no further."

The casualties sustained on the opening day of the Battle of the Somme totalled 57,470, of which 19,240 were fatal. No unit suffered heavier losses than the Newfoundland Regiment, which had gone into action 801 strong. When the roll call of the unwounded was taken next day, only 68 answered their names. The final figures that revealed the virtual annihilation of the Battalion gave a grim count of 255 killed or dead of wounds, 386 wounded, and 91 missing. Every officer who went forward in the Newfoundland attack was either killed or wounded.

¹ Adapted from Veterans Affairs Canada

<http://www.vac-acc.gc.ca/general/sub.cfm?source=memorials/ww1mem/beaumonthamel>

VIMY RIDGE²

Early in 1917, the Allies launched another massive offensive, ever determined to achieve the elusive breakthrough. This time the plans called for a French offensive in the south between Reims and Soissons, combined with British diversionary attacks about Arras. The Germans, meanwhile, quietly withdrew to strong new defences, the Hindenburg Line. In so doing they exchanged a long, bulging line for a well-situated shorter one, which they fortified with powerful modern devices.

The Canadian share of the British assault was the seizure of Vimy Ridge. The task was formidable. For the Germans it was a vital key in their defence system and they had fortified it well. The slopes which were in their favour were interlaced with an elaborate system of trenches, dugouts and tunnels heavily protected by barbed wire and machine guns, and defended from a distance by German artillery. They had even installed electric lights, a telephone exchange, and a light railway to maintain supplies of ammunition. All previous attempts to take the Ridge had failed.

Canadian commanders, however, had learned well the bitter lessons of assault by vulnerable infantry, such as those that had occurred the previous year at the Somme. This time the preparation was elaborate and the planning thorough. Engineers dug great tunnels into the Ridge; roads and light railways were built; signals and supplies were ready. The operation was to be supported by a large concentration of heavy guns and howitzers, and full artillery. The men too were fully prepared. The area was simulated behind the lines and troops practised their roles until every man was familiar with the ground and the tactics expected of him.

Preliminary bombardment, designed to conceal the exact time and extent of the attack, began on March 20. It was intensified from April 2 with such crushing blows that the enemy called the period "the week of suffering". On the night of April 8 all was ready and the infantry moved to the prepared forward positions.

The attack began at dawn on Easter Monday, April 9. All four divisions of the Canadian Corps - moving forward together for the first time - swept up the Ridge in the midst of driving wind, snow and sleet. Preceded by a perfectly timed artillery barrage the Canadians advanced. By mid-afternoon the Canadian Divisions were in command of the whole crest of the Ridge with the exception of two features known as Hill 145 and the Pimple. Three days later these too were taken.



The Canadian Memorial at Vimy Ridge, France.
SOURCE: Veterans Affairs Canada²

In 1922, the French Government granted "freely, and for all time, to the Government of Canada the free use of the land exempt from all taxes" 100 hectares of land at Vimy Ridge. A Canadian architect and sculptor, the late Walter Seymour Allward, designed the Canadian National Vimy Monument. His design was selected from 160 others submitted by Canadians who participated in a competition held in the early 1920s. Work began on the monument in 1925 and eleven years later, on July 26, 1936 it was unveiled by King Edward VIII.

² Adapted from Veterans Affairs Canada

<http://www.vac-acc.gc.ca/general/sub.cfm?source=history/firstwar/canada/canada9>
<http://www.vac-acc.gc.ca/general/sub.cfm?source=memorials/ww1mem/vimy/vmemory>

Globalization: What has been Canada's place in the community of nations, and what should Canada's role be? (NS and PEI Canadian History 11 Implementation Draft, Curriculum Guide, May 2002)

Outcomes

Students will be expected to

GL4 analyze the role played by WWI in shaping Canada's identity.

- identify and describe Canada's various military roles and contributions in the war.

Suggestions for Learning and Teaching

- Students discuss and debate the ethics of war.
- After studying propaganda techniques, students analyze WWI propaganda posters to identify specific techniques.
- Students construct a simulated WWI battlefield to demonstrate the relative effective ranges of WWI weapons.
- Using the World Wide Web, students take part in a virtual trench warfare simulation hosted by the Canadian War Museum.
- Students compare two Great War battles to determine the factors that led to disaster at the Somme (Beaumont-Hamel) and victory at Vimy Ridge.
- Students brainstorm a list of impacts of Beaumont-Hamel and Vimy for Canadians, comparing the latter to the summary offered by Pierre Berton in Vimy.

Globalization: What has been Canada's place in the community of nations, and what should Canada's role be? (NS and PEI Canadian History 11 Implementation Draft, Curriculum Guide, May 2002)

Suggestions for Assessment

INTRODUCTION

- Students give short oral presentations on the topic of the ethics of war.
- Students learn specific propaganda devices and identify those devices at work in British, Canadian, and United States WWI posters.

THEORY

- Given a list of weapons used in The Great War, students must develop a realistic strategy outlining their use.
- Students use a table to analyze newspaper reporting during the Great War.

PRACTICE

- After reading about the battle of the Somme, students brainstorm a list of strategies for mitigating the destructiveness of the World War I battlefield.

ASSESSING THE OUTCOME

- The last section of the unit contains a summative written assessment that requires students to identify three enduring effects of the Great War on Canada.

Notes

- The Canadian National Vimy Memorial
<http://www.vac-acc.gc.ca/general/sub.cfm?source=memorials/ww1mem/vimy>
- The Newfoundland Beaumont-Hamel Memorial
http://www.vac-acc.gc.ca/general/sub.cfm?source=memorials/ww1mem/beaumont_hamel
- Over the Top, a web-based interactive adventure hosted by the Canadian War Museum that allows students to experience life in the trenches during the First World War:
<http://www.warmuseum.ca/cwm/overtop/otopinte.html>
- See Appendix for additional resources

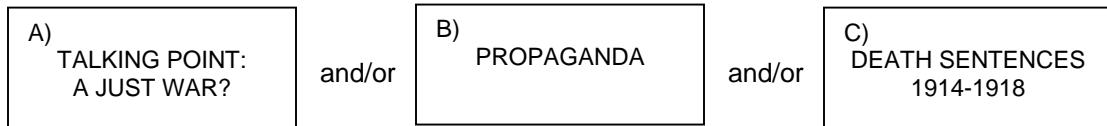
GUIDELINES FOR USE

VIMY RIDGE & BEAUMONT- HAMEL TEACHER'S GUIDE MAP

This diagram represents the activities contained in this unit and their recommended order. The first part of the teacher's guide contains multiple options.

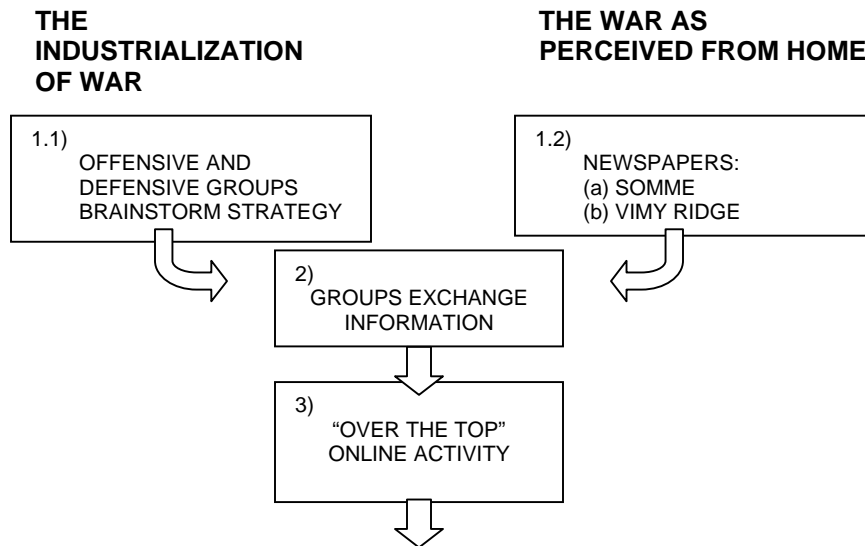
INTRODUCTION

(Complete one or more)



THEORY

(Complete one or both sections)



PRACTICE: CASE STUDIES (TWO BATTLES)

THE SOMME
(BEAUMONT-HAMEL)

- Read plan
- Predict results
- Examine Haig's perspective (primary source)
- Examine Keegan's perspective (secondary source)

VIMY RIDGE

- Groups brainstorm solutions to Somme problems
- Discuss
- Review Canadian innovations and course of battle (OHP)



IMPACTS: ASSESSING THE OUTCOME

(This exercise is obligatory to complete the lesson)

WRITTEN
ASSESSMENT

I/ INTRODUCTION

Three different approaches are provided as a means of introducing students to the Vimy Ridge – Beaumont-Hamel Teacher’s Guide. You may use one or more of the following approaches:

A) Talking Point: A Just War?

[45-60 min]

1. Distribute the following primer question and give students time to prepare a short (2 minutes maximum) verbal response. To give students ample time to fully formulate their short speech, this task should be assigned the day before students are required to present.

Form an **argument** for or against the practice of killing. Under what circumstances (if any) is it permissible to take a human life? Try to identify the **principle(s)** upon which your argument is based.

Make notes to assist you in clearly presenting your argument to the class.

ar-gu-ment *n.*

1. A course of reasoning aimed at demonstrating truth or falsehood;
2. A set of statements in which one follows logically as a conclusion from the others

[Middle English, from Old French, from Latin *argumentum*, from *arguere*, to make clear]

prin-ci-ple *n.*

1. A basic truth, law, or assumption;
2. A basic generalization that is accepted as true and that can be used as a basis for reasoning or conduct.

[French *principe*, from Latin *principium* beginning, foundation]



See
Handout:
Talking
Point

2. Prepare the students for the evaluation of this task by sharing with them the following rubric, or one of your own design:

EVALUATION TOOL FOR STUDENT PRESENTATIONS

Posture				
1	2	3	4	5
Volume				
1	2	3	4	5
Intonation				
1	2	3	4	5
Eye Contact				
1	2	3	4	5
Content/Argument				
1	2	3	4	5



See
Materials
Section for
Evaluation
Tool

3. Instruct the class that only the presenters are permitted to speak at this time, and that a discussion will follow. Have students briefly stand at their seats to present their opinions in rapid succession. To prepare for that discussion, listeners are encouraged to take notes on what they hear, paying particular attention to trends in arguments and principles.
4. Facilitate a class discussion or debate aimed at highlighting the key arguments and principles identified in the presentations. Use a visual aid (e.g. OHP, board), to record and relate concepts. Potential student responses may include:

PRINCIPLES INVOKED TO JUSTIFY KILLING¹

Self-preservation (defense of universal human right to life)

Service of a greater good (e.g. public safety), often a variation of the above

‘Justice’/Retribution/Revenge (often with reference to divine sanction/religious injunction, e.g. ‘an eye for an eye’)

Relieve pain (i.e. euthanasia, doctor-assisted suicide)

¹ For a discussion, see Ervin Staub 1989. The Roots of Evil: The Origins of Genocide and Other Group Violence. Cambridge: Cambridge University Press, p. 25

PRINCIPLES INVOKED AGAINST KILLING

The universal human right to life (as articulated by the UN Declaration)¹

Religious injunction (e.g. ‘Thou shalt not kill’)

Self-preservation (defense of universal human right to life, e.g. conscientious objectors to becoming soldiers)

Social disruption

Morality, common to all human cultures/societies

Questions for further consideration [potentially in discussion groups]:

- (a) Is there such a thing as a just war? If so, what circumstances determine whether or not a war is just? From a Canadian perspective, was WWI a just war?
- (b) Would you go to war if you were called upon to do so? Would it depend upon the circumstances surrounding the conflict? What consequences might a person face for refusing to fight?
- (c) How might governments encourage citizens to participate in a war?

Facilitate discussion/debate around each of these questions, using the last question as a bridge into the next stage of the unit.



See Handout: Discussion Questions

B) WWI Propaganda

[65 min]

Many Canadians were willing to join the war effort in 1914 and 1915, but as the war dragged on and the likelihood of a speedy victory faded, so too did the large numbers of volunteers. Various organizations, including private companies, wealthy citizens, and army regiments – but, surprisingly, not the federal government itself – took a very proactive approach to cultivating support for the war effort. Part of this program involved the widespread distribution of recruitment posters, many of which employed various propaganda devices. Already a well-established medium for advertisement, paper posters were cheaply made and printed by the tens of thousands. In the years before radio (and over a generation before television), posters became an essential medium for the transmission of simple messages.



See the Provincial Museum of Alberta's online exhibit of WWI propaganda posters

PROPAGANDA

As generally understood, propaganda is opinion expressed for the purpose of influencing actions of individuals or groups... Propaganda thus differs fundamentally from scientific analysis. The propagandist tries to "put something across," good or bad. The scientist does not try to put anything across; he devotes his life to the discovery of new facts and principles. The propagandist seldom wants careful scrutiny and criticism; his object is to bring about a specific action. The scientist, on the other hand, is always prepared for and wants the most careful scrutiny and criticism of his facts and ideas. Science flourishes on criticism. Dangerous propaganda crumbles before it.

Alfred McLung Lee & Elizabeth Bryant Lee, The Fine Art of Propaganda, Institute for Propaganda Analysis, Harcourt Bruce and Company, New York, 1939. p.15

1. Ask students to define propaganda, and facilitate a short discussion on the role of propaganda in times of war. An OHP master with a definition of propaganda is provided. [5 min]
2. Distribute copies of the propaganda analysis handout, one per student, and have the class take a few moments to read the types. Most will probably have a general knowledge of what propaganda is, but no particular understanding of the various propaganda devices commonly employed. This handout describes several common devices. [10 min]
3. After reviewing the contents of the Propaganda Analysis reading, distribute copies of the fourteen WWI propaganda posters. Have students identify the device(s) employed in each example. You might consider posting the posters around the room prior to this stage. Student work may be collected and assessed for accuracy. [30 min]
4. Using a visual aid (the copies of the posters themselves or OHP versions of the same), elicit suggestions of propaganda devices from the students and discuss each poster in turn. [20 min]



See OHP Master: Propaganda



See Handout: Propaganda Analysis

PROPAGANDA POSTERS: ANSWER KEY

1. Who Follows?

- Transfer (Britannia symbol)
- Euphemisms (“National Service” instead of “Fight in a war”)
- Fear (“The Nation is Fighting for its Life”)

2. The Empire Needs Men

- Transfer (noble lion and pride symbolize Britain and Empire, evokes sense of family, duty)
- Somewhat euphemistic

3. Take Up the Sword of Justice

- Glittering Generalities (“Justice”)
- Transfer (ancient anthropomorphic figure of justice, derives from the Greek Goddess *Themis*, Roman *Justicia*)
- Somewhat euphemistic

4. There’s Room for You

- Bandwagon (almost literally in this case)
- Somewhat euphemistic

5. Hun or Home?

- Name-calling (“Hun” dehumanizes the German enemy; makes him seem barbaric, which in turn justifies his destruction)
- Fear (implied violence to women and children)

6. Kitchener Wants You

- Testimonial (although most students won’t realize it, this poster depicts Lord Kitchener, a British national hero from the Boer War, and recently appointed Secretary of State for War in August 1914)
- Transfer (“God Save the King” associates divine sanction with British war effort)
- Euphemism (“join the army” rather than “fight, kill, die”)

7. Beat Back the Hun

- Name-calling (“Hun”)
- Fear (the ‘rampaging Hun’ motif is clearly displayed here, as are the implied consequences of inaction)
- Glittering Generalities (“Liberty” associated with funds for American war effort)

8. Victory Bonds Will Help Stop This

- Fear (strong emotional message here)
- Glittering Generalities (“Victory” associated with funds for Canadian war effort)

9. If Ye Break The Faith –

- Glittering Generalities (“Victory” associated with funds for Canadian war effort)
- There is also a special appeal being made here through guilt. Interestingly, what is today a well-known feature of Remembrance Day memorials – ostensibly invoked to encourage peace – seems to have been employed here for the opposite purpose.



10. Remember Belgium

- The girl symbolizes neutral Belgium (Transfer). Designed to provoke an emotional response on the part of the viewer by recalling the already well-established 'rape of Belgium' motif established by French and British propagandists after Germany's invasion of that neutral country in August 1914. Stories of German brutality were highly exaggerated. Once again, the enemy is dehumanized/demonized; revenge is encouraged.
- Fear device is present insofar as the view might expect the same treatment by the Germans unless they are stopped.

11. That Liberty Shall Not Perish

- The fear device is central here. The artist depicts a German invasion of the United States as the natural consequences of American inaction. New York city is shown in flames while German planes fly overhead. The Statue of Liberty, decapitated, occupies the foreground.
- Glittering Generalities ("Liberty" associated with funds for American war effort).

12. Let's Finish the Job

- Euphemism ("finish the job," a neutral expression, takes the place of words like "fight" and "kill").

13. Canadiens... *N'Attendez pas les Boche*

- Fear, again, in the implication that the enemy will come to you if you don't first engage him. 'Kill or be killed' appears to be the choice the viewer is given, and quite graphically in this instance.
- Name Calling "les Boche," a disparaging term for the Germans, invented by the French, but adopted by English speakers. Derived from *Alboche*, a blend of *Allemand*, German, and French dialectal *caboché*, meaning cabbage, blockhead.



ADDITIONAL IDEAS:

- Have students create and present their own posters to encourage enlistment or financial support for the war effort. Can the other students identify which propaganda devices are employed?
- Following the propaganda activity, conduct a follow-up by asking students to monitor the media, especially in relation to current wars or conflicts, in an effort to detect modern examples of the propaganda devices discussed here.

C) Death Sentences, 1914-1918

[30 min]

It is not surprising that many soldiers sought to escape the horrors of the Great War battlefields, particularly on the western front. Armies, fearing a total collapse of discipline and thus a collapse of the war effort, did not tolerate such behaviour. Insubordinate soldiers were often subjected to corporal punishment, often publicly, in an effort to serve as examples to the other men. In extreme cases, the ultimate penalty was exacted. Facilitate a discussion on this topic using the following questions as springboards:

QUESTION 1:

If you were an officer in the Great War, how would you respond to a situation in which a soldier under your command repeatedly failed to obey orders and attempted to escape?

<i>Armed Force</i>	<i>Capital convictions</i>	<i>Number Executed</i>
Belgian	220	18
British*	3,080	346
French	2,000	700
German	150	48
Italian	4,028	750

* Figures include soldiers from the Empire
(ed.) 1998. Hew Strachan (ed) The Oxford Illustrated History of the First World War. Oxford. Oxford University Press, p. 192 (Table 1).

QUESTION 2:

Should the memory of convicted soldiers be commemorated in the same manner as we commemorate other soldiers and veterans? Why or why not? If they are to be remembered differently, exactly how should it be remembered?

Note: 23 Canadian soldiers were executed during the First World War. In December 2001, the Government of Canada announced that their names would be added to the First World War Book of Remembrance, located in the Peace Tower on Parliament Hill, Ottawa, which records the names of Canadians who died in the Great War.



See OHP
Master:
Death
Sentences
1914-1918

News Release

December 11, 2001

Names of Executed Soldiers to be Placed into Canada's Book of Remembrance

Ottawa - The Honourable Ron J. Duhamel, Minister of Veterans Affairs and Secretary of State (Western Diversification) (Francophonie) today announced that the names of 23 Canadian soldiers executed in the First World War will be added to the Book of Remembrance. The Minister made his announcement during a special statement in the House of Commons concerning the 23 soldiers who were executed for military offences of desertion and cowardice.

"Those who go to war at the request of their nation do not know the fate that lies in store for them. This was a war of such overwhelming sound, fury and unrelenting horror that few combatants could remain unaffected," said Minister Duhamel. "While we cannot relive those awful years of a nation at peril in total war, and although the culture of that time is subsequently too distant for us to comprehend fully, we can give these 23 soldiers a dignity that is their due, and provide closure to their families."

"Adding their names to the pages of this sacred book will be a fair and just testament to their service, their sacrifice, and our gratitude," the Minister stated. "While the 23 soldiers came from different regions of Canada, they all volunteered to serve their country in its citizen-army and their service, and the hardships they endured prior to their offences, will be unrecorded and unremembered, no more."

The First World War Book of Remembrance lies in the Memorial Chamber located on the second level of the Peace Tower on Parliament Hill. It contains the names of the 66,655 Canadian men and women who lost their lives in the Great War. Separate Books of Remembrance honour merchant mariners and Newfoundlanders who died in the First World War and other wars. There are three other Books of Remembrance in the Chamber which attracts more than half a million visitors each year.

Minister Duhamel also expressed his appreciation to Canada's veterans' organizations for their helpful advice on this matter.

The full text of Minister Duhamel's statement and a backgrounder listing the name, rank, regiments, and date of death are attached. Both documents are also available at:

www.vac-acc.gc.ca

More information can also be obtained on the Canadian Virtual War Memorial at:

www.virtualmemorial.gc.ca

and at National Archives:

www.archives.ca/02/02010602_e.html



See
Handout:
News
Release

III/ Theory

[1 hr 35 min]

The purpose of this section of the unit is to contextualize the Great War by examining the war at the level of ideas (*theory*). This is preliminary to the next section, which explores the realities of war on the ground (*practice*), and explains the Canadian success at Vimy Ridge. In the theory section, two paths are offered:

1.1 – *The Industrialization of War* has students consider the technological realities of the war, and the constraints imposed upon the war by technology. After taking this path, students should emerge with an understanding of the specific technological factors that made this war so grim.

1.2 – *The War as Perceived From Home* provides another angle on the Great War by having students examine and compare Canadian newspaper coverage of two battles: The Somme and Vimy Ridge. While referring to the important technological aspects of the conflict, the language use and tone of these documents provide an important social context.

The teacher may wish to have students pursue one or both paths. Giving individual students the choice of paths, and subsequently facilitating a class discussion to exchange findings, may conveniently accomplish the latter.

Students will bring this background information to bear on the case studies that follow in the *practice* section.

1.1) The Industrialization of War

[45 min]

Over 115,000 Canadians have died during wars during the 20th century.

- Canadian War Museum

A total of 619,636 men and women served in the Canadian forces in the First World War, and of these 66,655 gave their lives and another 172,950 were wounded. Nearly one of every ten Canadians who fought in the war did not return.

- Veterans Affairs Canada, Canada and the First World War website



See OHP
Master:
Statistics

Students often ask how sane people could walk into a hail of machinegun fire and artillery bombardment. Their inability to answer this question sometimes leads to a significant 'psychological disconnection' from the people who fought the First World War. A partial answer to this question – and thus a corrective to this problem – lies in the field of military history, in an examination of the changing role of the soldier through time.

Early warfare was often practiced through graded stages, through which some control was exerted over the levels of violence employed.³ Moreover, while large groups of individuals – usually men – might participate, battles frequently focused around the contests of champions, and participants were only part-time warriors. Casualties were therefore minimal compared with later forms of organized conflict. This type of warfare recorded by anthropologists in various parts of the non-western world. This is also the earliest type of warfare we witness in the western tradition, through Homer's Iliad.

State-type societies saw a rise in the role of disciplined masses in warfare and a reduction in the autonomy of the individual warrior. Soldiers, increasingly professionalized (i.e. soldiering was their occupation), increasingly worked in large formations where individual action and initiative was discouraged.

“In war discipline is superior to strength; but if that discipline is neglected, there is no longer any difference between the soldier and the peasant.”

- Flavius Vegetius Renatus, The Military Institutions of the Romans (De Re Militari) Book II, AD 390.

The introduction of gunpowder to warfare radically intensified this process, further reducing the autonomy of the individual soldier. By the 18th century, the infantryman had in most respects practically ceased to be an individual actor on the field of battle. From the end of the 17th c. he wore a uniform, was subjected to “a regime of statutory flogging or casual beating” to enforce discipline, and was even trained not to choose his own target in the opposing ranks, but to aim at the mass of the enemy. In this way, the bullets would theoretically travel at “a uniform height above the ground to strike a uniform blow across the front of the opposite rank.”⁴

“Linear tactics required the deployment of an army into two or three ranks for volley firing with an additional rank a few paces behind these, if necessary manpower was available, to replace casualties suffered in the front ranks. Loading and firing was done in precision by word of command with as many as twelve separate motions required to accomplish this. With bayonets fixed, the attacking force would advance to beat of drum, if necessary the alignment of its ranks kept straight or evenly spaced by the sergeants’ halberds. On account of the inaccuracy of the smooth-bore musket, the attackers were relatively free of casualties until they reached a point eighty to 100 yards from their objective. Now came the first crucial test of the foot soldier: the ability to hold his fire for the next fifteen seconds or so needed to negotiate the advance to a point fifty yards or less from the enemy. Here, at point-blank range, the order to fire was given. Then, as one synchronized machine and without breaking stride, the men reloaded and delivered a second volley, and if the distance allowed, a third. At the moment of impact, as it closed in upon its opponent, the attacking force turned to the bayonet.”

Anthony D.Darling, 1971 Red Coat and Brown Bess. Alexandria Bay, New York: Museum Restoration Service, pp. 10-11.

³ See Keegan, John 1993. A History of Warfare. Toronto: Vintage, pp. 79-136.

⁴ Keegan, John *ibid.* pp. 342-43.

It is important to emphasize that the maximum effective range of a smooth-bore musket in the 17th-18th centuries was about 100 meters, and while it at first might seem odd to march into the face of one's enemy, in the words of one American Revolutionary officer, "a soldier must be very unlucky indeed who shall be wounded ... at 150 yards... I do maintain ... that no man was ever killed at 200 yards, by a common soldier's musket, by the person who aimed at him."⁵

Note: A number of films depict this style of combat with reasonable accuracy. See, for example, Sergei Bondarchuk's Waterloo (1970), or, more recently, Roland Emmerich's The Patriot (2000).

In the face of such technology, strict discipline and precision movement in formation actually increased the safety of the common soldier (from accidents involving gunpowder if nothing else), and increased the likelihood that combat would be of a limited duration. By firing in timed volleys at close range, the intention was to deliver such a tremendous shock that the enemy would panic, break formation, and withdraw.

Two major technological changes altered the face of battle in the 19th century. The first was the widespread replacement of smoothbore firearms with rifled weapons. Whereas the former propelled circular lead bullets at a relatively slow speed, which tumbled upon leaving the barrel, the latter fired conical bullets that spun along their long axis, greatly increasing both range and accuracy. Where the well-drilled musketeer of the 18th century could fire three rounds a minute, the British infantryman of 1914, could fire 15 rounds a minute with his Lee Enfield rifle. More important was the second innovation: the machine gun. At the beginning of WWI, the best of these weapons could unleash 600 rounds per minute.⁶ Combined with heavy artillery (which actually caused more casualties than bullets during the course of the war), these weapons radically increased the offensive power of an army while affording no proportional gains to the individual soldier in his defense.

The fifty-meter killing zone of the 18th century musketeers thus grew to several hundred meters in the vastly more lethal battlefields of the early 20th century. The entire battlefield became uninhabitable; one vast killing zone, hundreds of meters deep. The soldiers forced to contend with this grim new reality dubbed it 'no-man's land'.

1. Divide the class into *offensive* and *defensive* groups of 3-4 students each. Provide each student with the WWI Strategy sheets and instruct each group to develop its own attack or defense strategy. Groups should also be provided with blank sheets of paper (the larger the better), and rulers to scale their plans.

Note: Students who have made use of the Parks Canada Batoche curriculum unit will have already seen entrenchment used by the Métis in 1885. The point here is to explore the technological roots of trench warfare.

[20 min]

2. Facilitate an exchange of information from the various groups in a whole-class setting. Students brainstorm likely outcomes of a WWI battle under these circumstances.

Any reasonable interpretation of the evidence would indicate that, under these circumstances, soldiers attacking entrenched positions over open ground would be exposed to tremendous amounts of firepower from the defenders. World War I



See
Handout:
WWI
Strategy

⁵ Major George Hanger, quoted in Darling, Anthony D. *ibid.* p. 11.

⁶ Keegan, John *op. cit.*, p. 362.

commanders (and perhaps your students) responded to the new realities of warfare with numerous technological and tactical innovations, including the following:

1) Trenches

If open ground is deadly, cover is needed. Beginning with the Germans following their retreat from the Marne in 1914, the armies of the western front dug in.

But... This focus on entrenchment led to the development of a continuous front stretching from Switzerland to the English Channel; an elaborate network of trenches that made a breakthrough in either direction extremely difficult. Indeed, as the war dragged on, armies dug secondary and tertiary lines, parallel to the front line of trenches and linked by perpendicular communication trenches, as fallback positions.

2) Bombardment

Prior to an infantry attack, heavy artillery was used to pound enemy positions, destroy men and equipment, tear up defensive barbed wire, and generally demoralize and disorient the enemy. One crucial function of the bombardment was to silence enemy machineguns and artillery, the most deadly obstacles facing the advancing infantry.

But... Prior to Canadian innovations at Vimy Ridge, bombardment was often too inaccurate to destroy enemy artillery positions, and machine gunners could take shelter in deep bunkers until the shelling ceased.

3) Mass attacks

Dramatically increasing the numbers of the attackers in an effort to compensate for the enormous destructive firepower employed by the defenders. For the first half of the war, linear tactics prevailed. Masses of troops were trained to walk across no-man's land in lines, ideally with artillery cover (see below). This rudimentary approach was to some degree a 'hangover' from earlier styles of warfare, but it was also an adaptation to new reality of mass volunteer/conscript armies composed largely of hastily trained civilians.

But... With defenses (artillery and machine guns) largely intact, mass formations served mainly to increase the attacker's casualty rates, as was tragically demonstrated during the Battle of the Somme, the opening day of which remains the greatest loss of life in British military history. Of the 100,000 men who entered no-man's land on July 1st, 20,000 were killed and another 40,000 were wounded.

4) Creeping barrage

Carefully timing a linear bombardment to move across the front, safely ahead of the waves of attacking infantry, in order to keep the enemy pinned down until the last possible moment before the attackers arrived.

But... Communication between commanders, artillery positions, and the advancing infantry was very poor, and could not generally respond to changing battlefield conditions.

Sometimes troops were hit with their own creeping barrage; other times, the barrage outstripped them, and the protective advantage was lost.

5) Poison Gas

Chlorine gas, which causes death by stimulating over-production of fluid in the lungs, was introduced by Germany in April of 1915 at Ypres. Initially released downwind from canisters; later launched into enemy positions by artillery.

But... Changing winds made this an unreliable weapon, and in any event, the combatants soon adapted and distributed gas masks to the troops.

6) Tunneling

Where possible, soldiers tunneled underneath no-man's land in order to infiltrate enemy positions and place explosives in key positions. Battles frequently commenced with the surprise detonation of these explosives.

But... This was labour-intensive and risky, as enemy diggers were usually similarly engaged, and havoc could result from opposing miners inadvertently meeting.

7) Tanks

Introduced in small numbers by the British at the Somme in 1916, the 'tank' sought to compensate for the weakness of the attacker by encasing him in an armored vehicle.

But... The tortured terrain over which these behemoths were expected to pass, combined with their slowness, rendered them prone to getting stuck and becoming easy targets for enemy artillery.

[20 min]

1.2) The War as Perceived from Home

[40 min]

1. Provide each student with one of four Halifax Herald newspaper reports from the Great War:

- A – Saturday July 1st, 1916: “The Allies Win Big on Three Fronts”
- B – Monday July 3rd, 1916: “British Take First Line Trenches Without Loss of a Single Man”
- C – Monday July 3rd, 1916: “British Public Prepared to Face Loss of 60,000”
- D – Tuesday April 10, 1917: “How the Boys From Canada Stormed and Captured Vimy Ridge”

2. Have the students read their reports and respond to the following questions:

1. What information is reported in this article? What evidence is presented to support this information?	
INFORMATION	EVIDENCE
2. What information is omitted in this article, and why might it be omitted?	
OMISSIONS	POSSIBLE REASONS
3. Journalists often struggle to maintain their neutrality/objectivity. How do you rate the objectivity of this article? Support your opinion with examples from the article.	



See Handout: Newspaper reporting During the Great War

[20 min]

3. Conduct a jigsaw in which students compare articles and assessments in small groups. Interestingly, these journalists cite very little direct evidence to support the facts they present. Moreover, their partisan approach is often quite evident. These articles completely omit any examination of the actual violence of the war in terms of its direct effects on people.

[20 min]

2. Exchange Information

If students chose two different approaches to the material above, facilitate a class discussion to share information regarding both the technologies of World War I, and the information reaching the home front in the newspapers.

[10 min]

3. “Over the Top”

To further explore the futility of an infantryman’s position under these very dire circumstances, consider having your students log on to the Canadian War Museum’s web-based interactive exploration of trench warfare: [Over The Top](http://www.civilization.ca/cwm/overtop/otopinte.html).

[40 min]



See web-based resources for additional information

**From The Canadian War Museum’s ‘OVER THE TOP’:
<http://www.civilization.ca/cwm/overtop/otopinte.html>**

Over the Top is an interactive adventure which allows YOU to experience life in the trenches during the First World War. As Terry Wilson, a young Canadian soldier stationed somewhere along the Western Front in the Fall of 1916, you will live through some of the excitement, despair, brutality and sheer horror of trench warfare.

Over the Top is based on the real-life experiences of Canadians who lived and died in the trenches during the First World War. Part history and part adventure story, Over the Top is divided into sections. At the end of each section, you will be asked to make a choice. When you’ve decided what to do, you then click to the section you’ve chosen and read the outcome of your decision. A good decision will allow you to continue your adventure. A poor decision might mean trouble or, worse yet, lead to disaster. But don’t worry, you can always start over and try a new adventure. You should also keep in mind that not all decisions are life and death situations.

III/ Practice: From Beaumont-Hamel to Vimy

[1 hr 30 min]

“The simple truth of 1914-18 trench warfare is that the massing of large numbers of soldiers unprotected by anything but cloth uniforms, however they were trained, however equipped, against large masses of other soldiers, protected by earthworks and barbed wire and provided by rapid-fire weapons, was bound to result in very heavy casualties among the attackers... The first day of the battle of the Somme, 1 July 1916, was to be an awful demonstration of that truth.”

- John Keegan 1998. World War One. Toronto: Vintage, pp. 293-94.

In this section students will compare the battles of the Somme (commencing July 1st, 1916), and Vimy Ridge (commencing April 9th, 1917) in terms of their planning, execution, and outcome. The Somme, planned by the British, quickly became the greatest military disaster in the annals of the British Army. It was during this engagement that the Newfoundland Regiment was virtually destroyed. Here the technological limitations of trench warfare became fully apparent. Vimy Ridge, on the other hand, planned and executed by Canadians (with the horrors of the Somme in mind), introduced several important innovations to trench warfare, and resulted in a surprising tactical victory. Many have since regarded this victory as a defining moment in Canadian history.

Case Study I – The Somme (Beaumont-Hamel)

1. Distribute the Somme secondary source document, ‘Somme: The Plan’, and have students read it. [10 min]
2. Elicit predictions in light of the information covered in *Part II: Theory*. What would you expect to be the outcome of an engagement conceived as such?
 - What conditions would be necessary for this plan to succeed?
 - What conditions might thwart this plan, and with what consequences?[5 min]
3. Share the results of this offensive. First, use the OHP to consider the perspective of the British Commander-in-Chief, Douglas Haig.
 - Private Papers of Douglas Haig, Commander-in-Chief of the British Army in France.
 - Q: How does Haig seem to view the battle by its second day?
 - Q: Do you agree with his statement concerning the casualty figures?
 - Douglas Haig’s telegram to the Governor of Newfoundland
 - Q: How does this telegram modify the perspective offered by the previous source?
 - Q: How does Haig justify the loss of his soldiers’ lives?[10 min]



See Handout: Somme: ‘The Plan’



See OHP Masters: Haig’s Journal; Haig’s Telegram

4. More recently, historians have come to a quite different understanding of these events. Distribute copies of John Keegan's assessment of the first day of the battle ('Somme: The Outcome'). Have students read the source. While they are reading, turn on the OHP with the Beaumont-Hamel statistics displayed. [10 min]
5. Discuss why this attack failed, and with what probable consequences.
 - Essentially, the weeklong bombardment failed to cut the German wire or silence German machine-gunners and artillery. British guns did not employ munitions necessary to accomplish these tasks, nor was their aim accurate enough, nor were they concentrated densely enough along a front that extended 30km. [10 min]



See Handout: Somme: 'The Outcome'



See OHP Masters: Beaumont-Hamel

Case Study II – Vimy Ridge

1. In groups of 3-4, have students brainstorm ideas to overcome the technological and organizational barriers that caused the British Army's catastrophe at the Somme. Having gained some sense of the factors that created this disaster, they should develop as many specific strategies as possible to mitigate these problems. [15 min]
2. Facilitate a full-class discussion in which groups take turns presenting ideas until a number of viable strategies are presented. [15 min]
3. Use OHP to reveal specific innovations employed by Canadian commanders at the Battle of Vimy Ridge that contributed to its success. Describe how the Battle of Vimy Ridge unfolded in light of these innovations [15 min]



See OHP Masters: Canadian Innovations at Vimy Ridge

Note:

The National Film Board of Canada's The Battle of Vimy Ridge (1997) (92min) provides an excellent summary of these innovations and their outcomes.

Canadian Innovations at the Battle of Vimy Ridge

- Abandonment of mass linear advance in favour of smaller platoons using 'fire & move' tactics;
- Delegation of decision-making from HQ in the rear to the front-line;
- For the first time, all soldiers were given maps of the battlefield, and practiced for a month on a full-size replica of the battlefield located in the rear;
- Network of tunnels constructed to bring men and supplies to the front unobserved by the enemy;
- Effective counter-battery fire achieved by pinpointing enemy artillery with observation and through *sound detection ranging* (using the speed of sound to calculate the precise location of enemy guns, measuring from numerous listening posts);
- Indirect fire – using machine guns and artillery to deny enemy access to important routes and positions;
- Trench raids, fought mostly at night prior to the battle, to disrupt enemy positions.

IV/ Impacts: Assessing the Outcome

[30 min]

The following written assignment is intended to assess the students' understanding of the stated outcome:

GL4 analyze the role played by WWI in shaping Canada's identity.

Identify and describe Canada's various military roles and contributions in the war.

Using the sources you have been given, write a 1-2 page statement describing what you think are the three most significant effects of the First World War on Canadian society and culture. Choose your sources carefully to support your statement.

The Sources:

1. 123rd Battalion Recruiting Leaflet
2. *For What?* (c. 1918) F. H. Varley
3. O Canada
4. George Adkins Letter to his Mother, June 15, 1916
5. Private Donald Fraser, Canadian Expeditionary Force: Selections from My Daily Journal, 1915-1916 (Hyperlink)
6. Canada and the First World War: The Human Cost
7. Canada and the First World War: The Financial Cost
8. Munitions Plant Workers (photograph)
9. The Status of Canada within the British Empire
10. Reflections of Brigadier-General Alexander Ross



See
Handout:
Assessing
the
Outcome

Note: An excerpt from Pierre Berton's Vimy is provided in the Appendix as a supplemental reading.

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TALKING POINT: A JUST WAR?

Form an **argument** for or against the practice of killing. Under what circumstances (if any) is it permissible to take a human life? Try to identify the **principle(s)** upon which your argument is based.

Make notes to assist you in clearly presenting your argument to the class.

ar-gu-ment *n.*

1. A course of reasoning aimed at demonstrating truth or falsehood;
2. A set of statements in which one follows logically as a conclusion from the others

[Middle English, from Old French, from Latin *argumentum*, from *arguere*, to make clear]

prin-ci-ple *n.*

1. A basic truth, law, or assumption;
2. A basic generalization that is accepted as true and that can be used as a basis for reasoning or conduct.

[French *principe*, from Latin *principium* beginning, foundation]

TOOL FOR EVALUATING STUDENT PRESENTATIONS

Name:

Posture
1 2 3 4 5

Volume
1 2 3 4 5

Intonation
1 2 3 4 5

Eye Contact
1 2 3 4 5

Content/Argument
1 2 3 4 5

TOOL FOR EVALUATING STUDENT PRESENTATIONS

Name:

Posture
1 2 3 4 5

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1 2 3 4 5

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1 2 3 4 5

Content/Argument
1 2 3 4 5

TOOL FOR EVALUATING STUDENT PRESENTATIONS

Name:

Posture
1 2 3 4 5

Volume
1 2 3 4 5

Intonation
1 2 3 4 5

Eye Contact
1 2 3 4 5

Content/Argument
1 2 3 4 5

DISCUSSION QUESTIONS

- a. Is there such a thing as a just war? If so, what circumstances determine whether or not a war is just? From a Canadian perspective, was WWI a just war?
-

- b. Would you go to war if you were called upon to do so? Would it depend upon the circumstances surrounding the conflict? What consequences might a person face for refusing to fight?
-

- c. How might governments encourage citizens to participate in a war?

Propaganda

As generally understood, propaganda is opinion expressed for the purpose of influencing actions of individuals or groups... Propaganda thus differs fundamentally from scientific analysis. The propagandist tries to "put something across," good or bad. The scientist does not try to put anything across; he devotes his life to the discovery of new facts and principles. The propagandist seldom wants careful scrutiny and criticism; his object is to bring about a specific action. The scientist, on the other hand, is always prepared for and wants the most careful scrutiny and criticism of his facts and ideas. Science flourishes on criticism. Dangerous propaganda crumbles before it.

Alfred McLung Lee & Elizabeth Bryant Lee, The Fine Art of Propaganda, Institute for Propaganda Analysis, Harcourt, Bruce and Co., New York, 1939. p.15

PROPAGANDA: COMMON TECHNIQUES

1. Word Games

- a. Name-Calling
- b. Glittering Generalities
- c. Euphemisms

2. False Connections

- a. Transfer
- b. Testimonial

3. Special Appeals

- a. Plain Folks
- b. Bandwagon
- c. Fear

UNDERSTANDING PROPAGANDA

1. Word Games

A) Name-Calling

"Bad names have played a tremendously powerful role in the history of the world and in our own individual development. They have ruined reputations, stirred men and women to outstanding accomplishments, sent others to prison cells, and made men mad enough to enter battle and slaughter their fellowmen. They have been and are applied to other people, groups, gangs, tribes, colleges, political parties, neighborhoods, states, sections of the country, nations, and races." (Institute for Propaganda Analysis, 1938)

The name-calling technique links a person, or idea, to a negative symbol. The propagandist who uses this technique hopes that the audience will reject the person or the idea on the basis of the negative symbol, instead of looking at the available evidence.

The most obvious type of name-calling involves "bad names." For example, consider the following:

- Commie
- Fascist
- Pig
- Yuppie Scum

A more subtle form of name-calling involves words or phrases that are selected because they possess a negative emotional charge. Those who oppose budget cuts may characterize fiscally conservative politicians as "stingy." Supporters might prefer to describe them as "thrifty." Both words refer to the same behavior, but they have very different connotations.

B) Glittering Generalities

"We believe in, fight for, live by virtue words about which we have deep-set ideas. Such words include civilization, Christianity, good, proper, right, democracy, patriotism, motherhood, fatherhood, science, medicine, health, and love.

For our purposes in propaganda analysis, we call these virtue words "Glittering Generalities" in order to focus attention upon this dangerous characteristic that they have: They mean different things to different people; they can be used in different ways.

This is not a criticism of these words as we understand them. Quite the contrary. It is a criticism of the uses to which propagandists put the cherished words and beliefs of unsuspecting people.

When someone talks to us about democracy, we immediately think of our own definite ideas about democracy, the ideas we learned at home, at school, and in church. Our first and natural reaction is to assume that the speaker is using the word in our sense, that he believes as we do on this important subject. This lowers our 'sales resistance' and makes us far less suspicious than we ought to be when the speaker begins telling us the things 'the United States must do to preserve democracy.'

C) Euphemisms

When propagandists use glittering generalities and name-calling symbols, they are attempting to arouse their audience with vivid, emotionally suggestive words. In certain situations, however, the propagandist attempts to pacify the audience in order to make an unpleasant reality more palatable. This is accomplished by using words that are bland and euphemistic.

Since war is particularly unpleasant, military discourse is full of euphemisms. In the 1940's, America changed the name of the War Department to the Department of Defense. During wartime, civilian casualties are referred to as "collateral damage," and the word "liquidation" is used as a synonym for "murder."

2. False Connections

A) Transfer

When a political activist closes her speech with a public prayer, she is attempting to transfer religious prestige to the ideas that she is advocating. As with all propaganda devices, the use of this technique is not limited to one side of the political spectrum. It can be found in the speeches of liberation theologians on the left, and in the sermons of religious activists on the right.

In a similar fashion, propagandists may attempt to transfer the reputation of "Science" or "Medicine" to a particular project or set of beliefs. A slogan for a popular cough drop encourages audiences to "Visit the halls of medicine." On TV commercials, actors in white lab coats tell us that the "Brand X is the most important pain reliever that can be bought without a prescription." In both of these examples, the transfer technique is at work.

These techniques can also take a more ominous turn. As Alfred Lee has argued, "even the most flagrantly anti-scientific racists are wont to dress up their arguments at times with terms and carefully selected illustrations drawn from scientific works and presented out of all accurate context." The propaganda of Nazi Germany, for example, rationalized racist policies by appealing to both science and religion.

B) Testimonial

Wayne Gretsky was on a cereal box, promoting Honeycombs as part of a balanced breakfast, and Cher is endorsing a new line of cosmetics.

There is nothing wrong with citing a qualified source, and the testimonial technique can be used to construct a fair, well-balanced argument. However, it is often used in ways that are unfair and misleading.

The most common misuse of the testimonial involves citing individuals who are not qualified to make judgements about a particular issue. In 1992, during the American Presidential Campaign, Barbara Streisand supported Bill Clinton, and Arnold Schwarzenegger threw his weight behind George Bush. Both are popular performers, but there is no reason to think that they know what is best for this country.

3. Special Appeals

A) Plain Folks

By using the plain-folks technique, speakers attempt to convince their audience that they, and their ideas, are "of the people." The device is used by advertisers and politicians alike.

America's recent presidents have all been millionaires, but they have gone to great lengths to present themselves as ordinary citizens. Bill Clinton eats at McDonald's and reads trashy spy novels. George Bush Sr. hated broccoli, and he loved to fish. Ronald Reagan was often photographed chopping wood, and Jimmy Carter presented himself as a humble peanut farmer from Georgia.

We are all familiar with candidates who campaign as political outsiders, promising to "clean out the barn" and set things straight in Washington. The political landscape is dotted with politicians who challenge a mythical "cultural elite," presumably aligning themselves with "ordinary Americans." As baby boomers enter their fifth decade, we are starting to see politicians in blue jeans who listen to rock and roll.

B) Bandwagon

The basic theme of the Band Wagon appeal is that "everyone else is doing it, and so should you." Since few of us want to be left behind, this technique can be quite successful. However, as the IPA points out, "there is never quite as much of a rush to climb onto the Band Wagon as the propagandist tries to make us think there is."

C) Fear

When a propagandist warns members of her audience that disaster will ensue if they do not follow a particular course of action, she is using the fear appeal. By playing on the audience's deep-seated fears, practitioners of this technique hope to redirect attention away from the merits of a particular proposal and toward steps that can be taken to reduce the fear.

This technique can be highly effective when wielded by a fascist demagogue, but it is usually used in less dramatic ways.

Consider the following:

A television commercial portrays a terrible automobile accident (the fear appeal), and reminds viewers to wear their seatbelts (the fear-reducing behavior).

A pamphlet from an insurance company includes pictures of houses destroyed by floods (the fear appeal), and follows up with details about home-owners' insurance (the fear-reducing behavior).

A letter from a pro-gun organization begins by describing a lawless America in which only criminals own guns (the fear appeal), and concludes by asking readers to oppose a ban on automatic weapons (the fear-reducing behavior).

SOURCE: Propaganda Analysis Homepage <http://carmen.artsci.washington.edu/Propaganda/home.htm>



Artist *Anon.*, Great Britain, 1916 (?)

SOURCE: Georgetown University Library Special Collections, exhibitions "British Posters of World War One from the Roger N. Mohovich Collection" and "American Posters of World War One from the Roger N. Mohovich Collection."

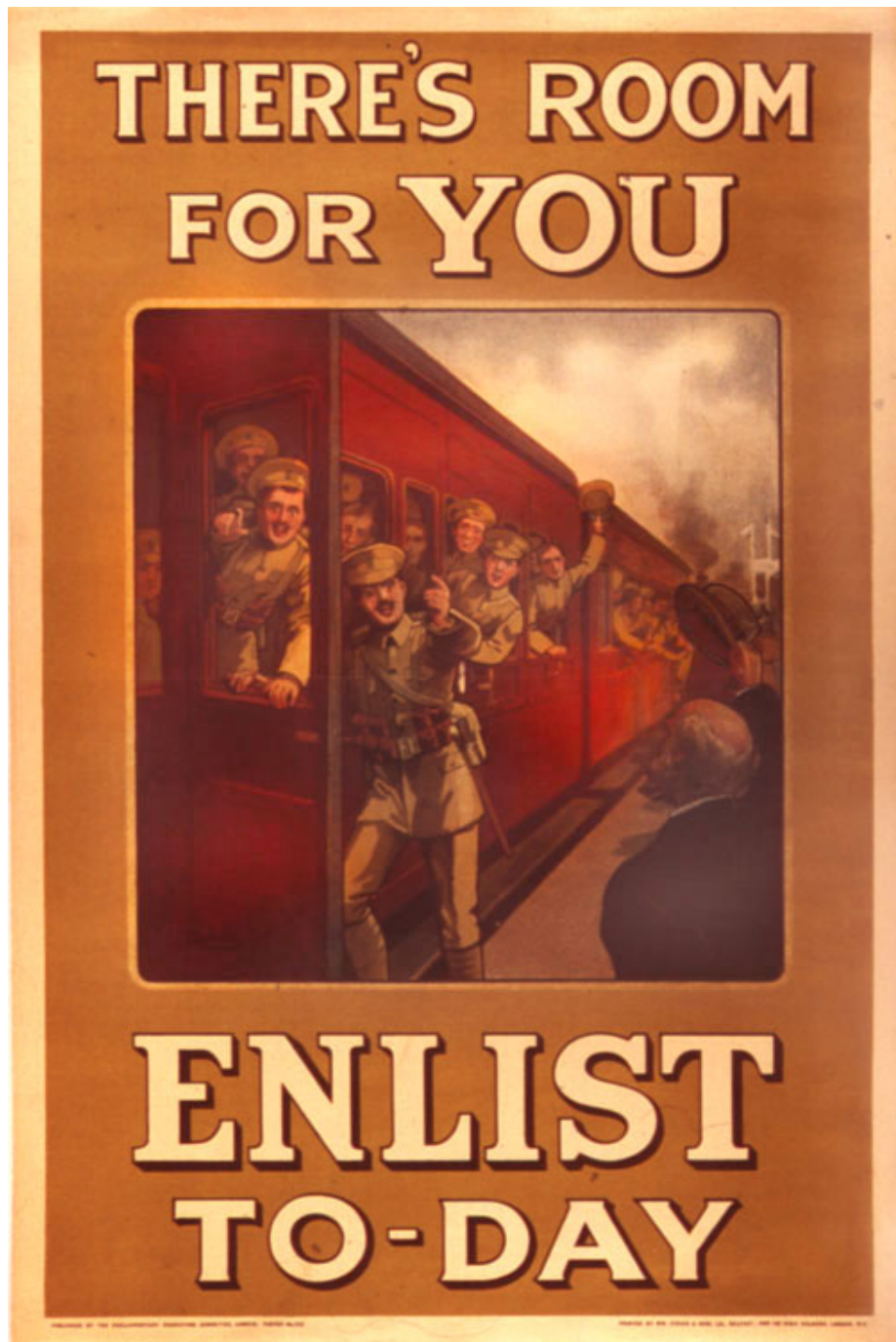


Artist Arthur Wardle, Great Britain, March 1915
SOURCE Georgetown University Library Special Collections, exhibitions "British Posters of World War One from the Roger N. Mohovich Collection" and "American Posters of World War One from the Roger N. Mohovich Collection."

3



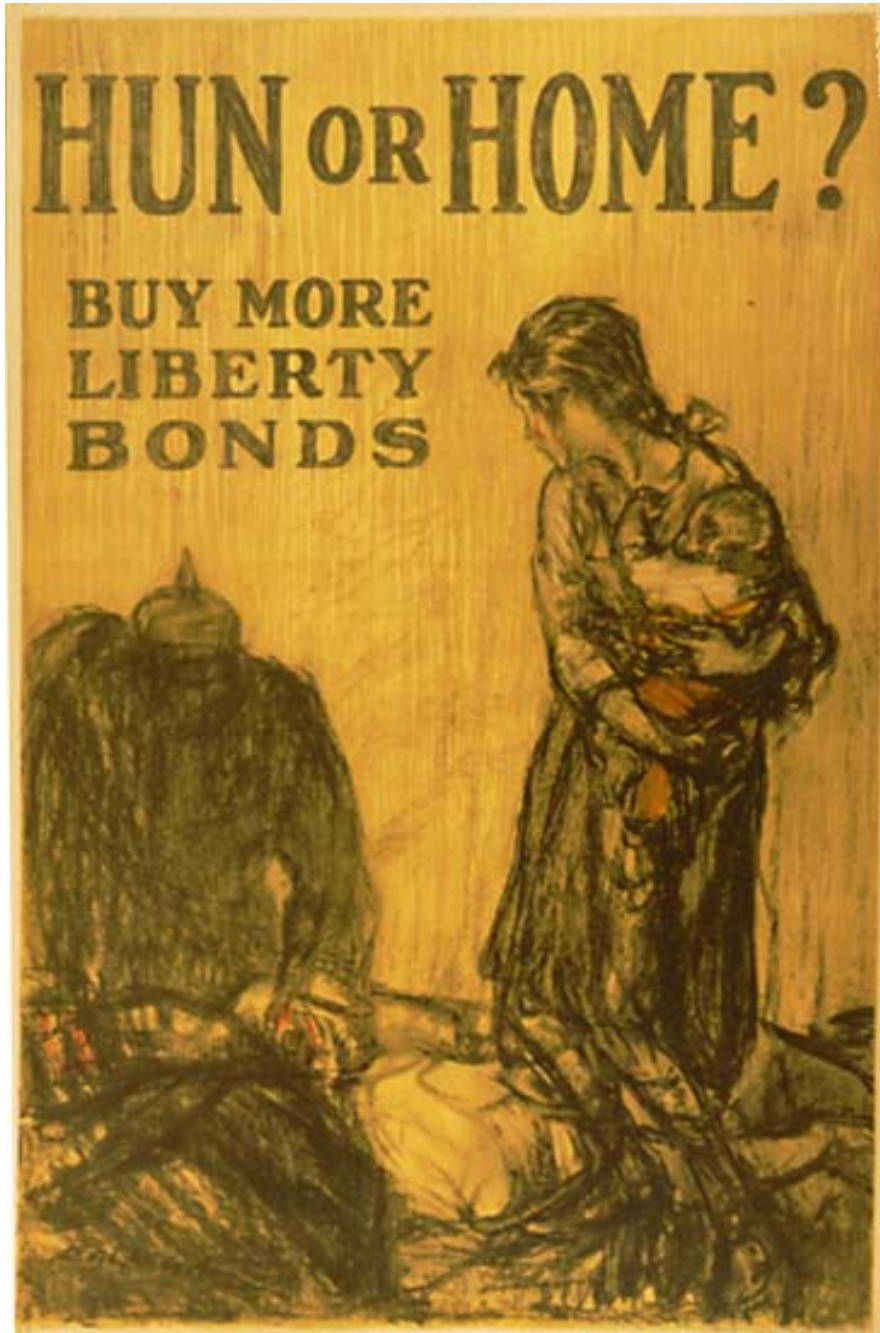
Artist Sir Bernard Partridge, Great Britain, June 1915 (circulation 25,000)
SOURCE Georgetown University Library Special Collections, exhibitions "British Posters of World War One from the Roger N. Mohovich Collection" and "American Posters of World War One from the Roger N. Mohovich Collection."



Artist W. A. Fry, Great Britain, August 1915

Source: Georgetown University Library Special Collections, exhibitions "British Posters of World War One from the Roger N. Mohovich Collection" and "American Posters of World War One from the Roger N. Mohovich Collection."

5



Artist Henry Raleigh, United States of America, 1918
Source: Georgetown University Library Special Collections, exhibitions "British Posters of World War One from the Roger N. Mohovich Collection" and "American Posters of World War One from the Roger N. Mohovich Collection"

6



Artist Alfred Leete, Great Britain, September 1914
SOURCE: G.D Sheffield, 1987 The Pictorial History of World War I. London: Bison Books, p. 18.



Artist F. Strothmann, United States of America, 1918
SOURCE: G. D. Sheffield 1987 The Pictorial History of World War I. London: Bison Books, p. 170.

8



Artist Anon., Canada 1918

SOURCE: Courtesy of The Provincial Museum of Alberta, Edmonton, Alberta

9



Artist Frank Lucien Nicolet, Canada, 1918

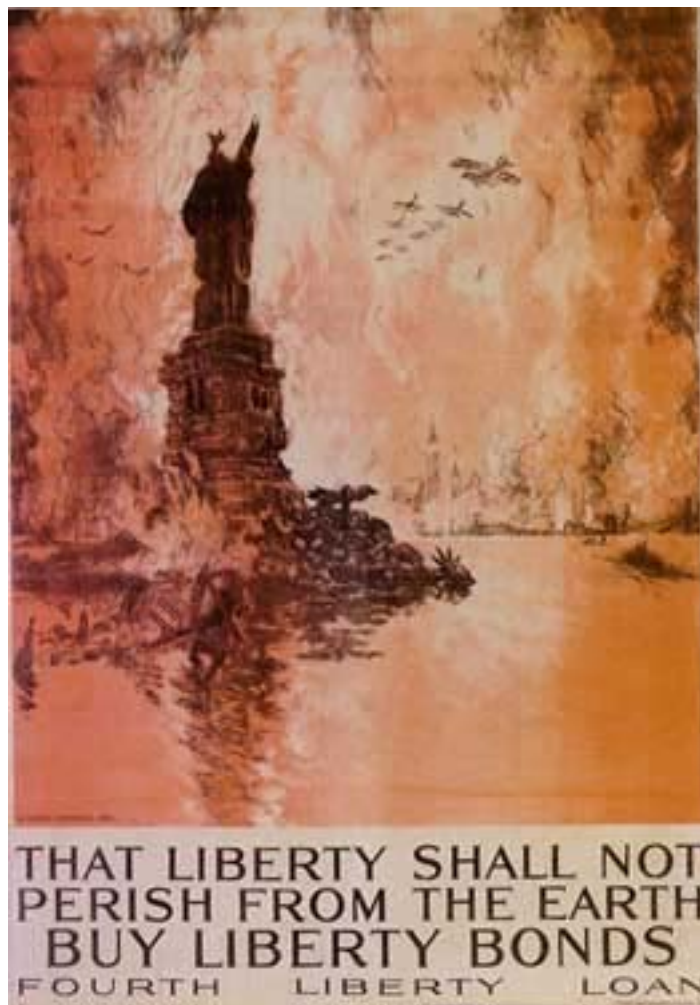
SOURCE: Courtesy of The Provincial Museum of Alberta, Edmonton, Alberta

10



Artist Ellsworth Young, United States of America, 1918
SOURCE: Courtesy of The Provincial Museum of Alberta, Edmonton, Alberta

11



Artist Joseph Pennell, United States of America, 1918
SOURCE: Courtesy of The Provincial Museum of Alberta, Edmonton, Alberta

12



Artist Arthur Keelor, Canada, 1918
SOURCE: Courtesy of The Provincial Museum of Alberta, Edmonton, Alberta

CANADIENS

C'EST LE MOMENT D'AGIR

N'ATTENDEZ PAS QUE LES BOCHES VIENNENT METTRE TOUT A FEU ET A SANG AU CANADA

**CANADIENS SOYEZ HOMMES! NE RESTEZ PAS EN ARRIÈRE
ENROLEZ-VOUS DANS NOS REGIMENTS CANADIENS-FRANÇAIS**

Adressez-vous au **Comité de Recrutement Canadien-Français**

MONTREAL 100, RUE ST-JACQUES
SHERBROOKE 100, RUE WELLINGTON
TROIS-RIVIERES 714, RUE CHAMPLAINE
QUEBEC 100, RUE ST-JACQUES
OTTAWA 100, RUE YORK
JOLIETTE 110, RUE MANDEAU
CHICOUTIMI 100, RUE RACINE

SOURCE: Mark Choko 1994 *Canadian War Posters: 1914-1918, 1939-1945*. Ottawa: Canada Communication Group, p. 78.

Death Sentences, 1914-1918

<i>Armed Force</i>	<i>Capital Convictions</i>	<i>Number Executed</i>
Belgian	220	18
British*	3,080	346
French	2,000	700
German	150	48
Italian	4,028	750

* Figures include soldiers from the Empire

SOURCE: Hew Strachan (ed.) 1998. The Oxford Illustrated History of the First World War. Oxford: Oxford University Press, p. 192 (Table 1).

News Release

December 11, 2001

Names of Executed Soldiers to be Placed into Canada's Book of Remembrance

Ottawa - The Honourable Ron J. Duhamel, Minister of Veterans Affairs and Secretary of State (Western Diversification) (Francophonie) today announced that the names of 23 Canadian soldiers executed in the First World War will be added to the Book of Remembrance. The Minister made his announcement during a special statement in the House of Commons concerning the 23 soldiers who were executed for military offences of desertion and cowardice.

"Those who go to war at the request of their nation do not know the fate that lies in store for them. This was a war of such overwhelming sound, fury and unrelenting horror that few combatants could remain unaffected," said Minister Duhamel. "While we cannot relive those awful years of a nation at peril in total war, and although the culture of that time is subsequently too distant for us to comprehend fully, we can give these 23 soldiers a dignity that is their due, and provide closure to their families."

"Adding their names to the pages of this sacred book will be a fair and just testament to their service, their sacrifice, and our gratitude," the Minister stated. "While the 23 soldiers came from different regions of Canada, they all volunteered to serve their country in its citizen-army and their service, and the hardships they endured prior to their offences, will be unrecorded and unremembered, no more."

The First World War Book of Remembrance lies in the Memorial Chamber located on the second level of the Peace Tower on Parliament Hill. It contains the names of the 66,655 Canadian men and women who lost their lives in the Great War. Separate Books of Remembrance honour merchant mariners and Newfoundlanders who died in the First World War and other wars. There are three other Books of Remembrance in the Chamber which attracts more than half a million visitors each year.

Minister Duhamel also expressed his appreciation to Canada's veterans' organizations for their helpful advice on this matter.

The full text of Minister Duhamel's statement and a backgrounder listing the name, rank, regiments, and date of death are attached. Both documents are also available at:

www.vac-acc.gc.ca

More information can also be obtained on the Canadian Virtual War Memorial at:

www.virtualmemorial.gc.ca

and at National Archives:

www.archives.ca/02/02010602_e.html

Over 115,000 Canadians have died during wars during the 20th century.

- Canadian War Museum

A total of 619,636 men and women served in the Canadian forces in the First World War, and of these 66,655 gave their lives and another 172,950 were wounded. Nearly one of every ten Canadians who fought in the war did not return.

- Veterans Affairs Canada

WWI Strategy

Your group has been assigned either an offensive or defensive role in World War I conditions. Assuming you are in command of an army during this time period, how would you employ the resources at your disposal to best achieve your goals?

Your Task:

1. Using the paper provided, draw up a scaled plan indicating how you would deploy the following resources to achieve success in either offense or defense.
2. Create a timetable indicating how and when your resources will be employed in combat.

Your Resources: (assume the enemy has roughly equal resources)⁷

- 1 Infantry battalion (1000 men):

Armed with bolt-action rifles capable of firing 15 round per minute, accurate to about 600 meters but still deadly at up to 1400 meters.
- Machine gunners:

Each machinegun requires a crew of 4-6 to operate it, and is capable of firing 600 rounds per minute at an effective range of about 2000 meters. Machine guns were still deadly at a range of nearly 4000 meters.
- Artillery:

75-77mm field guns
Relatively portable and capable of firing deadly shrapnel as well as concussion shells at an effective range of up to 4 miles.

200-400mm heavy howitzers
As an example, the 30.5cm Skoda Howitzer, state-of-the-art technology in 1910, weighed 28 tons, and could fire an 846lb. shell a distance of 13,124 yards. It required a crew of 10 and could fire 10 rounds per hour.
- Any other realistic technologies and/or adaptations of terrain that come to mind. Be creative.

Note: Aircraft and tanks will be excluded from this activity, as both were in an early state of development at the beginning of World War I, and thus played a limited role in combat. Aircraft (including balloons, blimps, and Zeppelins, were used largely for reconnaissance purposes).

⁷ Statistics derived from <http://www.spartacus.schoolnet.co.uk/FWWweapons.htm>

THE HALIFAX HERALD
Saturday, July 1st, 1916, front page

THE ALLIES WIN BIG SUCCESS ON THREE FRONTS

– Two British Shells To Germans’ One –

**Over One Million Shells a Day Are Being Showered
on the Enemy and There is no Limit to
the Supply. – Germans Unable to Bring
Up Food for Their Troops.**

BRITISH HEADQUARTERS IN FRANCE. June 30, via London. – The fourth day of the British bombardment of the German positions are no diminution of the volume of fire which continues along the whole line without cessation, day and night, cutting barbed wire and entanglements, demolishing first and second lines of German trenches and placing curtains of fire on the roads and communication trenches.

Considerably over a million shells a day are being expended and there seems to be no limit to the supply of them.

British infantry actions have been limited thus far to raids under cover of artillery and trench mortar fire, which ascertain the state of the German wire and trenches.



The new type of British mortar is capable of such rapid fire that six shots in the air at once proved highly serviceable, both in cutting of wire and the smashing of trenches.

Last night the sky, from twenty to thirty miles in the rear, toward the east, was brilliant, as tho with the glare of the aurora borealis, from dusk to dawn. This was the only illumination along the road for the movement of trucks and automobiles, none of which carried lights.

From a point near a group of batteries the correspondent witnessed a scene of grandeur under the canopy of a cloudless and moonless night, with broad sheets of flame and ugly flashes and darts of fire over the area of action. Today the sun is breaking thru the overcast sky, for the first time in three days, and is welcome to the artillery observers.

THE HALIFAX HERALD
Monday, July 3rd, 1916, front page

BRITISH TAKE FIRST LINE TRENCHES WITHOUT LOSS OF A SINGLE MAN

– Entente Allies Are Sweeping Forward –

**Nine Villages and Fifty Square Miles of Territory in Twenty-Four Hours’ Drive. –
French Also Take Offensive at Verdun.**

PARIS, July 2. – The battle of the Somme, now in full progress, marks the opening of the Franco-British offensive long expected as a critical, if not decisive stage of the war.

Early Reports today show that the entente allied forces are sweeping forward along a twenty-five mile front.

The French already have taken about 6,000 prisoners, while the allied lines have expanded within the last twenty-four hours nine villages and fifty square miles of French territory held until now by the Germans.

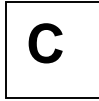
The fighting lines extend between a great number of small villages which are usually devoted to textile industries, while the outlying agricultural sections are level fields, chiefly devoted to beet culture for the extensive sugar production of France.



The intense bombardment of the last four days was the signal for an advance over these level fields beginning at 7:30 o’clock yesterday morning. The allied artillery then lengthened the range so as to cut off all communication between the first German line and the German reserves in the rear. This made it impossible for the Teutons to utilize their perfect organization for the shifting of troops and for the bringing up of reinforcements.

It is thought by French military observers that the Germans miscalculated the intentions of the entente allies and expected the attacks further to the north.

The villages which the French captured in the first sweep include Dompierre, Becquincourt, Bussus and Fay, and these and the towns taken by the British – Montauban and Mametz – were all found to have been strongly fortified by the Germans.



British Public Prepared To Face Loss of 60,000

The Great Offensive Of The British

The Smashing of the German Lines Will Be Accomplished at an Appalling Loss of Life, Say Military Leaders.

LONDON, July 1. – The great offensive undertaken by the British offers, according to reports from the front and comments of military critics, an absolutely new departure in the tactics hitherto pursued by the belligerents. Contrary to the favoring tactics of the Germans, the British did not attempt a partial advance by massing their artillery at a given point on the line and an intense bombardment by an infantry attack in serried columns.



Employing an enormous number of guns the British maintained a continuous and even bombardment of the German lines along the entire 90 miles of attack. They target the German trenches and destroy the concrete fortifications which sheltered the German machine guns.

In the evenings following this daily artillery storm, raiding parties dashed out from the British lines to complete the destruction wrought by the big guns. In this way the British claim many prisoners were taken, machine guns destroyed or captured and the entire defense of the Germans demoralized. A French officer who witnessed this plan of operations described it as “the last word in scientific warfare.”



The last considerable offensive undertaken by the British was a drive in force at Loos in September, 1915, in conjunction with a similar French effort in the Champagne district. The British captured Loos and claimed to have taken 20,000 prisoners, and many guns.

They were unable to press home their advantage, however, because according to the British war office, the reserves failed to arrive in time.



The British official losses in the battle of the Loos were 60,000 men. That the British public is prepared to face a roll of dead and wounded on an even greater scale is indicated by the comments of the British newspapers in anticipating the present offensive. Political and military leaders have warned the nation that the smashing of the German lines could not possibly be accomplished except at an appalling loss of life. It has been asserted indeed that the British authorities were prepared to face a loss of some hundred of thousands of soldiers if they could achieve their object and drive the Germans from France and Belgium.

THE HALIFAX HERALD
front page

HALIFAX, CANADA, TUESDAY, APRIL 10, 1917.



HOW THE BOYS FROM CANADA STORMED AND CAPTURED VIMY RIDGE

The Canadian Battalions Were Given The Post Of Honor In The Attack On The Enemy And Well They Acquitted Themselves. – Twelve Inch Guns Were Used In The Barrage Against The Enemy. – The Canadians Alone Took 2,000 Prisoners.

By Stewart Lyon, Special Correspondent Canadian Press.

CANADIAN HEADQUARTERS IN FRANCE, April 9 – The crest of the Vimy ridge has been carried.

The strongest defensive position of the enemy on the western front has been captured by the army of Sir Douglas Haig and the Canadian corps was given the place of honor in the great event being strongly supported by some of the most famous British formations.

The attack was preceded by a bombardment which continued for several days, and in which guns of the heaviest caliber, formerly used on only the biggest battleships, took part. The results as revealed by aerial observation, were a repetition of the battle of the Somme, aeroplanes flying low could find only shapeless masses of churned up earth where the enemy's front line had been.



By Saturday afternoon Thelus, the chief village held by the enemy on the ridge, and lying due east of Neuville St. Vaast, was pounded out of all recognition, only two houses remaining. Prisoners taken told of heavy losses. Even in deep dugout, where the Germans had hoped to be reasonably safe in that rain of death, no safety was to be found anywhere. In a desperate attempt to blind the eyes of the attacking army, the Germans on Saturday endeavored on Saturday to destroy our observation balloons.

Saturday night our guns continued the work of devastation under conditions which made a spectacle that was majestic and awe-inspiring. A full moon in the east lit up the countryside with mellow beams on the horizon, while the flash of the guns made a continuous play like that of the northern lights in the Dominion, or distant sheet lightning. This was sharply broken now and again by a column of reddish-yellow flame, where on the ridge high explosives were bursting.

The gunners, with tireless energy, continued the cannonade throughout Easter Sunday. On Monday morning came the supreme moment, that in which our infantry was called upon to go out and reap the fruit of months of preparation. They had endured, unwaiveringly, the answering fire of the enemy, which, however, was not comparable to ours.



Some, impatient to be at the foe, had gone out on small wars of their own, and it is recorded that in one of the individual encounters in "No Man's Land," a Canadian, meeting a German, pursued him after emptying his revolver ineffectively at him. The Canadian cast about for some other weapon. The only one within reach was his steel helmet, and with the sharp edge of that he killed the armed German.

Such was the spirit of the infantry who, in the grey preceding the dawn, sprang from their shelters when the appointed time came. It was a great occasion, and greatly they rose to it.

From the craters of the scarred front, which resembled the openings made in quarrying operations, the distance to the top of the ridge ranged from twelve hundred yards to a little short of a mile. Thereafter the ground falls easterly toward the great plain of Cambrai. Up the ridge, amid the shattered Hun trenches, our men swarmed in successive waves. On the northern end a few trees along the skyline marked where the wood of La Folie had been, our troops advance was thru the remains of an orchard.

Within half an hour after the first German "S.O.S." rocket had been sent up, indicating a surprise attack, our objective was attained, with slight loss. The tanks, which, accompanied our advancing infantry, had little to do, but were seen in action later, near the crest of the ridge, on the extreme north of the line at a point east of Souchez, where much fierce fighting took place in 1915, when thousands of men fell.



The enemy put up a stiff fight. Hill 145 had been provided skillfully with concealed machine gun positions, and long after they had been driven from the surrounding ground with machine guns on the hill they continued to sweep points of approach to the hill with their fire. Encouraged by this show of resistance on what otherwise was a stricken field, the enemy began to send up reserves in trains from Lens, Douai and perhaps a greater distance, with the intention of launching a counter-attack. That attack was never made. As reports came in from the front and from the aviators of this massing of the enemy in Vimy and the trenches in the vicinity a tremendous barrage was turned on by our heavy guns, the range being too great for field artillery.

Probably for the first time in the war the twelve-inch weapons were used for this purpose at very long range. The splendid co-operation of the artillery arm in preventing this counter-attack, did much to lessen our casualties. On a difficult part of the front, on the southern end of the Canadian front, the Germans yielded ground more rapidly than on the north. Many prisoners were taken, and as for Thelus, which had been strongly held before, our guns hammered it to pieces. It did not hold out. By 12:30, seven hours after the battle began, no organized body of the enemy remained on Vimy ridge, save the nest of concealed machine gun sections on Hill 145.



Of the casualties it can only be said at this moment that they are surprisingly light, especially in view of the importance of the ground won. The prisoners taken on the Canadian part of the front probably total close to two thousand. The British troops on the adjacent part of the front captured over three thousand. Our men were splendid, and proud that they have been counted worthy to furnish a striking force in so important an operation as the recapture of Vimy Ridge...

Newspaper Reporting During the Great War

1. What information is reported in this article? What evidence is presented to support this information?

INFORMATION	EVIDENCE

1. What information is omitted in this article, and why might it be omitted?

OMISSIONS	POSSIBLE REASONS

2. Journalists often struggle to maintain their neutrality/objectivity. How do you rate the objectivity of this article? Support your opinion with examples from the article.

Somme: The Plan

Source: Adapted from John Keegan 1976. The Face of Battle. London: Pimlico, pp. 210, 213-215

Since December, 1915, the French and British had been planning a great offensive on the Western Front and the sector that had been chosen for it was that 'athwart the Somme'...

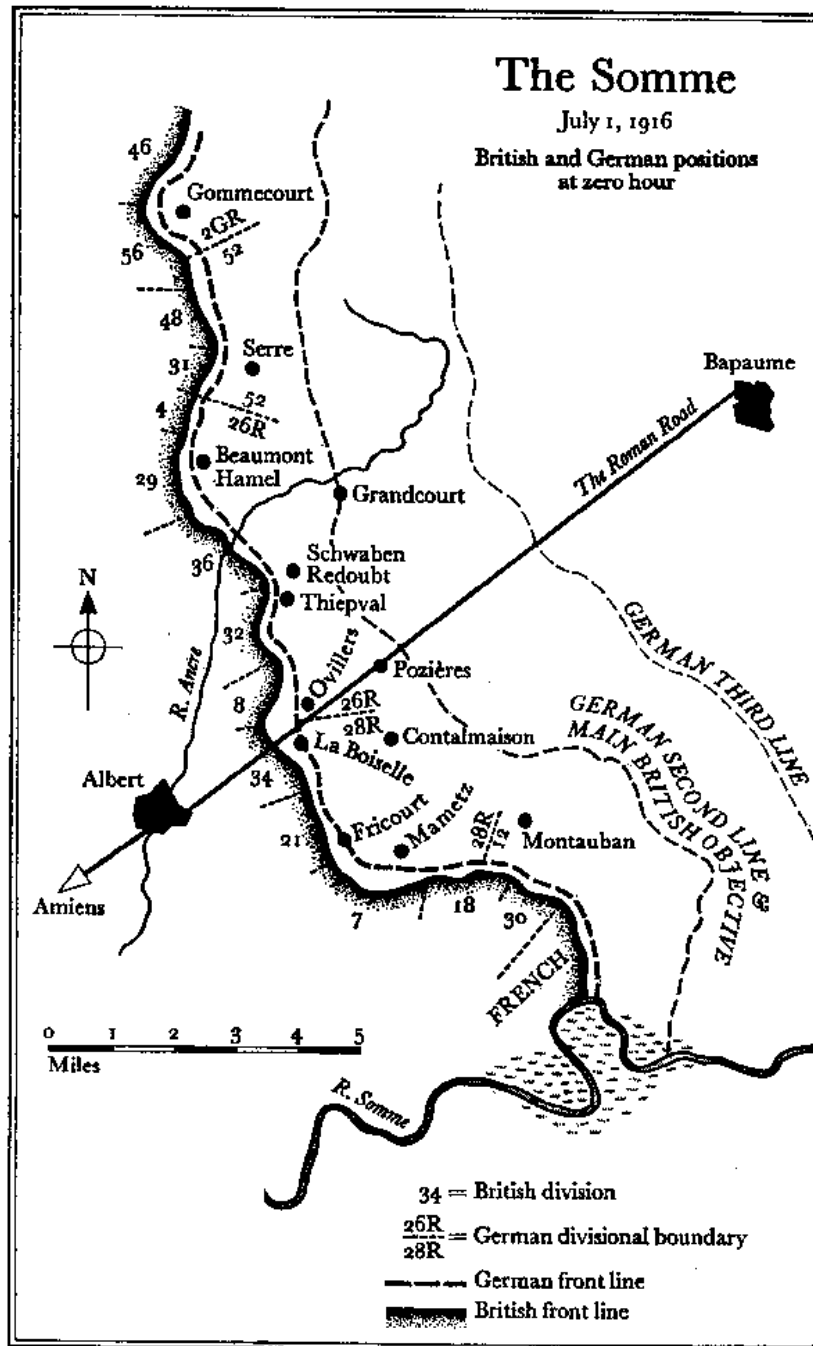
Throughout the earlier part of the year, they had been creating behind the Somme front the infrastructure of roads, railway spurs, camps, hospitals, water pumping stations, supply dumps and transport parks without which a deliberate offensive could not be mounted in an industrial age. The most important end-product of this labour was the accumulation of artillery ammunition, of which 2,960,000 rounds had been dumped forward. (By way of comparison, Napoleon probably had about 20,000 rounds with his guns at Waterloo). Consequently, the most important element of the attack plan was the artillery programme. It was divided into two. The first instalment was to be a week-long bombardment of the German line, concentrating on the trenches occupied by the garrison but also reaching back to 'interdict' – deny the use of – the approach routes to those trenches, where those routes could be reached. The second instalment was to be the barrage. This word, the meaning of which has since been smothered in English by the weight of historical allusion attaching to it, was new to the British in 1916. Borrowed from the French, who use it to signify both a turnpike barrier and a dam (whence it has been taken into English by another route), it literally has the force of meaning 'preventing movement'. And such was the desired function of the *tir de barrage*; 'barrage fire' was a curtain of exploding shells which preceded the advance of the infantry, preventing the enemy infantry from moving from their positions of shelter to their positions of defence until it was too late to oppose the attackers' advance. In strict artillery theory, the barrage, by carefully timed 'lifts', could take the body of infantry it was protecting clean through an enemy position without their suffering a single loss from enemy infantry fire.

The only *theoretical* limit on the protection the barrage could offer was imposed by the range of the guns firing it – which meant that beyond about six thousand yards [ca. 6km] from the gun-line, say five thousand [ca. 5km] from the front trench, the infantry could not count on the artillery's fire reaching ground they wished to traverse. In practice 'effective' ranges were regarded as rather shorter... 'effective' fire really meant 'observable' fire, fire which fell within sight of an observation officer who could communicate with his battery and correct its guns' deflection and elevation. He was expected to keep close behind the attacking infantry – he was also expected to be able to keep his telephone cable to his battery intact, a much more doubtful expectation – and the limit on the effectiveness of fire, therefore, was that imposed by his ability accurately to spot the fall of shot. If we estimate his effective range of vision at a thousand yards [ca. 1km], and his distance from the leading infantry also at a thousand, we arrive at an 'effective' range for the barrage of about four thousand [ca. 4km] yards from the front trench.

This was almost exactly the maximum distance set for the advance of each of the infantry formations on July 1st, which is not surprising, for 'objectives' were arrived at by exactly these mathematics. On some divisional fronts, final objectives were closer to the British front line if the German front position was closer. On less than half the front, however, did objectives fall on the German second position, the siting of which the Germans had, of course, determined by the same calculations of artillery ranges which underlay the planning of the British attack. The British infantry were, therefore, being asked to commit themselves to an offensive of which the outcome, even if completely successful, would leave the Germans still largely in possession of a second and completely independent system of fortification untouched by the attack. Its capture would require the hauling forward of all the impedimenta of bombardment and the repetition of the opening assault on another day, at another hour. That they were not daunted by this prospect is explained in part by the briefing that the staff had given to the regimental officers, and the officers to their men: that the real work of destruction, both of the enemy's defences and men, would have

been done by the artillery before zero hour; that the enemy's wire would have been scythed flat, his batteries battered into silence and his trench-garrisons entombed in their dug-outs; that the main task of the infantry would be merely to walk forward to the objectives which the officers had marked on their maps, moderating their pace to that of the barrage moving ahead of them; finally, that once arrived there, they had only to install themselves in the German reserve trenches to be in perfect safety.

Beginning at 7am, July 1st, 1916, 120,000 British soldiers climbed over the parapet and walked in waves, along a 30km front, into no-man's land.



SOURCE: John Keegan 1976. *The Face of Battle*. London: Pimlico, p. 240.

Douglas Haig's Journal

2 July 1916

“... visited two Casualty Clearing Stations at Montigny... They were very pleased at my visit. The wounded were in wonderful spirits.

... reported today that the total casualties are estimated at over 40,000 to date. This cannot be considered severe in view of the numbers engaged, and the length of the front attacked.”

[Note: 120,000 soldiers attacked]

SOURCE: Robert Blake (ed.) 1952. The Private Papers of Douglas Haig, 1914-1919. London: Eyre & Spottiswoode, p. 154.

Douglas Haig's Telegram

(No. 330; Telegram; Received: 9th July, 7:30 p.m.)

To Governor,
Newfoundland,

Newfoundland may well feel proud of her sons. The heroism and devotion to duty they displayed on 1st July have never been surpassed. Please convey my deep sympathy and that of the whole of our Armies in France in the loss of the brave officers and men who have fallen for the Empire, and our admiration for their heroic conduct. Their efforts contributed to our success, and their example will live.

DOUGLAS HAIG,
Field Marshal.

SOURCE: Joseph Roberts Smallwood . The Book of Newfoundland. St. John's: Newfoundland Book Publishers, p. 391

The Somme: The Outcome

Source: John Keegan 1976. The Face of Battle. London: Pimlico, pp. 243-246.

Several survivors have left accounts of the first moments of the attack. Queen Victoria's Rifles, a leading battalion of 56th London Division's ... diversionary attack on the northern flank of Fourth Army, had about five hundred yards of no-man's-land to cross; Royal Engineer companies laid smoke from dischargers to cover their advance. Some time after seven o'clock, the Germans "began spraying our parapets with machine-gun bullets, but sharp to the minute of zero" (7.25 a.m. for this division). "We erected our ladders and climbed out into the open. Shells were bursting everywhere and through the drifting smoke in front of us we could see the enemy's first line from which grey figures emerged... We moved forward. In long lines, stumbling through the mass of shell-holes, wire and wreckage, and behind us more waves appeared.' Towards the centre of the Fourth Army's front, the 9th Royal Inniskilling Fusiliers, of the 36th Ulster Division, were in the leading wave. Their commanding officer, Ricardo,

stood on the parapet between the two centre exits to wish them luck... They got going without delay, no fuss, no running, no shouting, everything solid and thorough – just like the men themselves [these were farming people from Tyrone]. Here and there a boy would wave his hand to me as I shouted good luck... through my megaphone. And all had a cheery face. Most were carrying loads. Fancy advancing against heavy fire with a big roll of barbed wire on your shoulder!

Describing a second wave attack, in an account which holds good for the first, Gilbert Hall of the 1st Barnsley Pals ... (31st Division), heard his officer blow his whistle "and C Company climbed over the parapet and moved forward to be confronted with... a long grassy slope rising gently to a series of low crests about six hundred yards in front. The German trenches were clearly visible, three lines of fortifications with sand-bagged parapets, enabled by the slope of the ground to fire over each other into the advancing British infantry. In front of the enemy lines lay thick belts of uncut wire, breached by a few narrow gaps." Towards that wire the Barnsley Pals set off, as up and down the line at zero did sixty thousand other infantrymen. In some battalions, the men were able to walk upright, with arms sloped or ported, as they had been expecting. In others they were soon bent forward, like men walking into a strong wind and rain, their bayonets fixed and their rifles horizontal. "Troops always, in my experience," wrote Lord Chandos, whose observation this is, "unconsciously assume this crouching position when advancing against heavy fire."

Most soldiers were encountering heavy fire within seconds of leaving their trenches. The 10th West Yorks, attacking towards the ruined village of Fricourt in the little valley of the River Ancre, had its two follow-up companies caught in the open by German machine-guns who emerged from their dug-outs after the leading waves had passed over the top and onward. They were "practically annihilated and lay shot down in their waves." In the neighbouring 34th Division, the 15th and 16th Royal Scots, two Edinburgh Pals' Battalions ... were caught in flank by machine-guns firing from the ruins of La Boiselle and lost several hundred men in a few minutes, though the survivors marched on to enter the German lines. Their neighbouring battalions ... were caught by the same flanking fire; of those who pressed on to the German trenches, some, to quote the official history "were burnt to death by flame throwers as they reached the [German] parapet;" others were caught again by machine-gun fire as they entered the German position. An artillery officer who walked across later came on "line after line of dead men lying where they had fallen." Behind the Edinburghs, the four Tyneside Irish battalions of the 103rd Brigade underwent a bizarre and pointless massacre. The 34th Division's commander had decided to move all twelve of his Battalions simultaneously towards the German front ... This decision gave the last brigade a mile of open ground to cover before it reached its own front line, a safe enough passage if the enemy's machine-guns had been extinguished, otherwise a funeral march. A sergeant of the Tyneside Irish (26th Northumberland Fusiliers), describes how it was: "I could see, away to my left and right, long lines of men. Then I heard the 'patter, patter' of machine-guns in the distance.

By the time I'd gone another ten yards there seemed to be only a few men left around me; by the time I had gone twenty yards, I seemed to be on my own. Then I was hit myself." Not all went down so soon. A few heroic souls pressed to the British front line, crossed no-man's-land and entered the German trenches. But the brigade was destroyed; one of its battalions [numbering approx. 1000] had lost over six hundred men killed or wounded, another five hundred; the brigadier and two battalion commanders had been hit, a third lay dead. Militarily, the advance had achieved nothing. Most of the bodies lay on territory British before the battle had begun.

In the neighbouring 32nd Division, the 16th Northumberland Fusiliers (Newcastle Commercial) and the 15th Lancashire Fusiliers (1st Salford Pals) were also hit by machine-gun fire from Thiepval as they got out of their trenches, the Newcastle Commercial following a football kicked by a well-known north country player. Several waves were cut down at once and the commanding officers ordered the untouched companies to stay in their trenches. In the swampy valley of the Ancre, several battalions of the Ulster Division were enfiladed by German machine-guns as the men tried to cross no-man's-land, there four hundred yards wide. Casualties were worst in the 9th Royal Irish Fusiliers, ... 532 officers and men going down as rush after rush towards the wire – orthodox tactics learnt on Irish hillsides in make-believe battles four years before – was stopped by bursts of bullets; losses in two others were almost as heavy. In the regular 29th Division on the Ulstermen's left, several battalions suffered the worst of First World War experiences: to advance across no-man's-land under heavy fire only to find the enemy's wire uncut (it was uncut at many places elsewhere also) and to be machine-gunned down while searching for a way through. Among them were the 1st Royal Inniskilling Fusiliers.... Opposite Beaumont Hamel, fired on by German machine-gunners who had emerged from the recesses of Y Ravine, into which the Division's amateur gunners had tried but failed to drop a shell during the bombardment, 568 Inniskillings became casualties in a few minutes, of whom 246 died. Shortly afterwards the only battalion from the Empire to take part in the Somme attack, the 1st Newfoundland Regiment, raised exclusively from nativeborn Newfoundlanders, tried to find a way where the Inniskillings had found none and in the attempt lost more men killed, wounded or missing – 710, including all the officers – than any other battalion was to do on July 1st (though the 10th West Yorks had just lost exactly the same number opposite Fricourt, on the 21st Division's front).

801 soldiers formed the Newfoundland Regiment. On the morning of July 1st, 1916, during the attack at Beaumont-Hamel, 255 were killed, 386 were wounded and 91 went missing. When roll call was taken the following morning, only 68 men responded.

The final figures revealed that the regiment had been virtually wiped out: 710 killed, wounded or missing.

- Veterans Affairs Canada

Canadian Innovations at the Battle of Vimy Ridge

Abandonment of mass linear advance in favour of smaller platoons using 'fire & move' tactics;

Delegation of decision-making from HQ in the rear to the front-line;

For the first time, all soldiers were given maps of the battlefield, and practiced for a month on a full-size replica of the battlefield located in the rear;

Network of tunnels constructed to bring men and supplies to the front unobserved by the enemy;

Effective counter-battery fire achieved by pinpointing enemy artillery with observation and through *sound detection ranging* (using the speed of sound to calculate the precise location of enemy guns, measuring from numerous listening posts);

Indirect fire – using machine guns and artillery to deny enemy access to important routes and positions;

Trench raids, fought mostly at night prior to the battle, to disrupt enemy positions.

CANADA & THE GREAT WAR: ASSESSING THE OUTCOME

Using the sources you have been given, write a 1-2 page statement describing the three most significant effects of the First World War on Canadian society and culture. Choose your sources carefully to support your statement. Sources should be directly referenced with footnotes in MLA style.

The Sources:

1. 123rd Battalion Recruiting Leaflet
2. *For What?* (c. 1918) F. H. Varley
3. O Canada
4. Private Donald Fraser, Canadian Expeditionary Force: Selections from My Daily Journal, 1915-1916 ([hyperlink](#))
5. Canada and the First World War: The Human Cost
6. Canada and the First World War: The Financial Cost
7. Munitions Plant Workers (photograph)
8. The Status of Canada within the British Empire
9. Reflections of Brigadier-General Alexander Ross

1. 123rd Battalion Recruiting Leaflet (G. G. Starr)

To the Women of Canada

In addressing these few remarks exclusively to the women of the country, it is to be understood that we have arrived at that period in the struggle where we realize the utter futility of recruiting meetings.

The men who have as yet failed to join the colors will not be influenced by any eloquence from any platform. The reason? The man we are trying to reach is the man who will never listen and the man who never for a moment considers the remarks as applicable to himself.

And so now we appeal to the women – the women who are the main spring of all masculine action. In the First Division of the C.E.F. [Canadian Expeditionary Force] we swept up the young manhood of the country in the first enthusiasm – we secured the cream of the country in the men who flocked to the colors taking thought of neither yesterday or to-morrow.

At the second call men were stopping to calculate and hesitate. Since then the hesitation has developed into stagnation. Men who see a desperate winter ahead are joining the colors, and a few others; the remainder are deadwood.

The reason? Firstly, the man who prefers to allow others to fight for him so that he may pursue a comfortable occupation, preserve his youth, be safe from danger, and explain to his friends that he would gladly join the colors could he obtain a commission – and yet take no steps towards that end.

Second. The man who is influenced by the selfish maternal appeal either from mother or wife.

Third. The man who claims his business would go to pieces without him, but is satisfied to let others throwaway life and youth to sustain that business.

Fourth. The others – call them what you may.

And now my Appeal to Women

You entertain these wretched apologies in your homes. You accept their donations, their theatre tickets, their flowers, their cars. You go with them to watch the troops parade.

You foully wrong their manhood by encouraging them to perform their parlor tricks while Europe is burning up.

While Canada is in imminent danger of suffering the same were it not for the millions who are cheerfully enduring the horrors and privations of bloody warfare for the millions who stay at home watching the war pictures and drinking tea.

Bar them out, you women. Refuse their invitations, scorn their attentions. For the love of Heaven, if they won't be men, then you be women. Tell them to come in uniform, no matter how soiled or misfitted – bar out the able-bodied man who has no obligations, show that you despise him. Tell him to join the colors while he can do so with honour. And the day is not far off when he will have to go. The old mother has issued the last call to her sons.

Make your son, your husband, your lover, your brother, join now while he yet retains the remnants of honor. Compulsory training is in the offing.

Get the apologist, the weakling, the mother's pet, into the service. Weed out all, and we will find out who are the cowards. Analyze your friends – you women – refuse their attentions, and tell them why. Make them wake up.

**GOD BLESS HIM THE KING CALLS! JOIN ROYAL GRENADIERS OVERSEAS
BATTALION, 123rd C.E.F.**

2. F. H. Varley *For What?* (1918)

Oil on canvas 58¼" X 72¼"

National Gallery of Canada



For What? by F.H. Varley (1918)
© Canadian War Museum

IMAGE SOURCE: Courage Remembered, <http://collections.ic.gc.ca/courage/frederickh.varley.html>

Varley did not get to the front until late 1918, but was deeply moved by what he saw of the war. An extremely sensitive individual, he responded in a direct way to its more tragic side. With almost no previous experience in painting a finished composition, Varley produced his first large canvas entitled *For What?*. It represents a burial party preparing graves for another load of corpses, which are piled into a cart. One of the gravediggers pauses in his work and looks over at the cart. The air is filled with an aura of stillness and death. The gloomy, olive-green colouring adds to the tragic mood. It is essentially an old-fashioned picture in the narrative tradition and is readily intelligible, even without the title. Yet this somehow unsophisticated approach is somehow perfectly appropriate and results in a powerful work where emotions, technique, and intent are in complete accord.

SOURCE: Mellen, Peter 1970. *The Group of Seven*. Toronto: McLelland and Stewart, p. 72.

3. O Canada

O Canada!
Our home, our native land,
True patriot love thou dost in us
command...

His Hon. R. Stanley Weir. 1908.

O Canada!
Our home, our native land,
True patriot love in all thy sons
command...

O Canada!
Our home and native land!
True patriot love in all thy sons
command.

With glowing hearts we see thee rise,
The True North strong and free!

From far and wide,
O Canada, we stand on guard for thee.

God keep our land glorious and free!
O Canada, we stand on guard for thee.

O Canada, we stand on guard for thee.

4. George Adkins's letter to his mother, June 5, 1916

George Adkins Collection

To: Mother

From: George

Date: June 5, 1916

Dear Mother

Just a line to let you know that we are both all right for which we must thank God for we have been through a terrible ordeal. I don't know if I am allowed to say much about it but you will see by the papers what a fierce fight the Canadians have been into. How we Mart & I came through without a scratch I can not tell as we have had terrible losses. It has been simply awful I cannot describe it in words but I know there has been nothing worse in this war. We did our [?] days in allright and were bombarded pretty heavy all the time but did not suffer much. Then we came out for a rest. The next night they broke through and we had to go back. We had to make a charge in broad daylight but they were ready for us and opened up an awful fire on us we took what cover we could get in old trenches and were there all day. They opened up again two or three times in the night but we kept them back. That night we were supposed to be relieved but the relief could not get in so we had another awful 24 hrs during which they sent over the terrible high explosives & shrapnel but we held firm. Two or three times they nearly landed one in our trench. The force of the explosion threw us down and I could'nt hear nothing but ringing in my ears. I was hit on the head about four times but my steel helmet saved me. Then I had a bullet go right through a mess tin strapped on my back. I am going to keep it as a souvenir. But I wasn't very frightened although the strongest nerves could'nt stand it for long while the shells are bursting around & above. We had to stay in that trench for 8 hours without water & no food but about two dry biscuits each. It was up to our shoe tops in water and we got all stiffened & cramped up. We were thankful when the relief came at last. Of course we had some very close shaves but God must have been watching over us and it made one think about that. The wounded were very brave and bore the pain and suffering like heroes, and some had ghastly wounds. I expect to be home soon now then I can give you a good account of it. We were so tired when we got home that we just fell down and slept for a long time. I will close now as I am pretty shaky to-day through nervous strain & loss of sleep etc. We hav'nt seen [?] but we are trying to find them now. They suffered heavy too. I think we are out for a good rest now.

Good by with love

George

George was the younger of three brothers from Westlock, Alberta, who joined up in 1915 at the age of 26. His brother Martin (Marty) was killed in early July 1916, and his other brother William (Bill) was killed shortly thereafter. George was then moved out of the front lines. George returned to Canada at the end of the war and married Louise and resumed farming near Westlock. In 1944 they moved to Victoria, British Columbia, where George died in 1950.

SOURCE: <http://web.mala.bc.ca/davies/letters.images/Adkins.letter.June5.1916.htm>

Used with permission of the Canadian Letters and Images Project.

5. Private Donald Fraser, **Canadian Expeditionary Force: Selections from My Daily Journal, 1915-1916**⁸.

<http://www.fordham.edu/halsall/mod/1918fraser.html>

⁸ Reginald H. Roy, ed., The Journal of Private Fraser, 1914-1918, Canadian Expeditionary Force (Victoria, BC: Sono Nis Press, 1985).

6. Canada and the First World War: The Human Cost

The armistice of November 11, 1918 brought relief to the whole world. The horrible struggle with its death, destruction and misery was at last halted. It had truly been a world war. Sixty-five million men from thirty nations bore arms in it; at least ten million men were killed; twenty-nine million more were wounded, captured or missing; and the financial cost was measured in hundreds of billions of dollars. Never before had there been such a conflict.

The cruel, grim balance sheet of the First World War was both horrific and remarkable. After the war, General Andrew McNaughton, who directed the Canadian Corps' counter-battery artillery activities at Vimy, and who would head Canada's overseas Army in the Second World War, said of the Canadian Corps: "I know of no organization in the history of war ... in which the price paid for victory was lower in personnel." Arthur Currie was particularly determined that Canadians should be spared unnecessary casualties and so he used gun power, training and careful preparation to save the lives of infantrymen. By the terrible standards of the Western Front, he succeeded.

The toll was nevertheless high. From a nation of eight million people, some 619,000 Canadians served in the Army, including, for the first time, women. Of 3,141 nursing sisters, some 2,500 served the many wounded on all fronts and 46 died. Of all the Canadians overseas, 66,655 did not return at the end of the War. Canadian casualties totalled 239,605, one-third of those who were in uniform. Nearly one of every ten Canadians who fought in the war did not return. Few of the Canadians had previously been professional soldiers. This was largely an army of citizen-soldiers, from every corner of Canada and every walk of life. By November 11, 1918, they were recognized as consummate professionals.

SOURCE: Adapted from Veterans Affairs Canada

<http://www.vac-acc.gc.ca/general/sub.cfm?source=history/firstwar/vimy/vimy6>

<http://www.vac-acc.gc.ca/general/sub.cfm?source=history/firstwar/canada/Canada19>

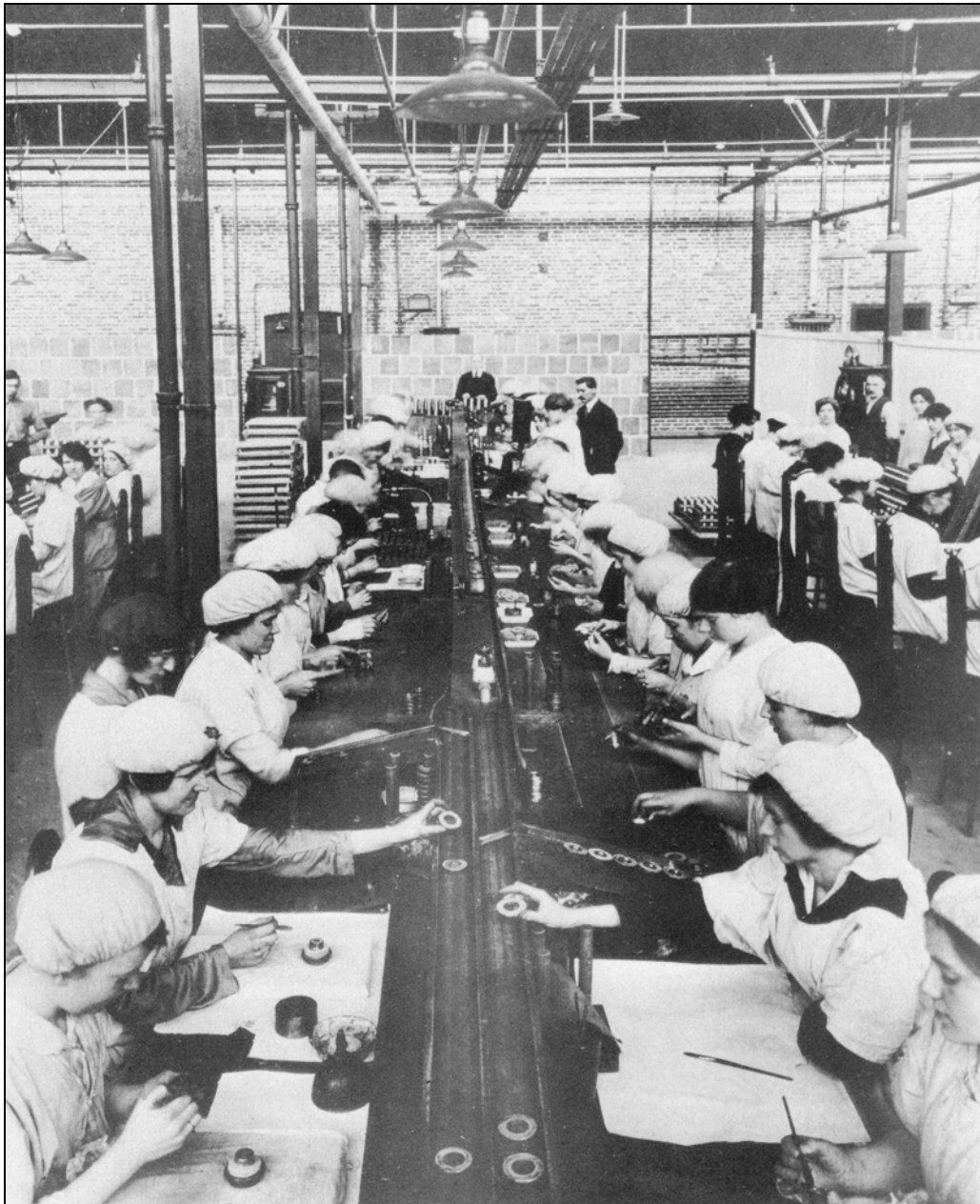
7. Canada and the First World War: The Financial Cost

The Cost of Veterans' Benefits as a Percentage of Canadian Federal Budgetary Revenue, 1914-40

Year	Veterans' benefits (\$ million)	Budgetary revenue (\$ million)	Veterans' benefits as a proportion of revenue (%)
1914	0.7	133.0	0.5
1915	0.8	172.1	0.5
1916	2.8	232.7	1.2
1917	8.2	1,609.8	3.1
1918	30.3	312.9	9.7
1919	74.6	349.7	21.3
1920	76.1	436.9	17.4
1921	56.1	395.0	14.2
1922	48.0	409.6	11.7
1923	45.1	407.8	11.1
1924	45.1	352.5	12.8
1925	46.1	383.3	12.0
1926	46.0	401.1	11.5
1927	61.9	430.8	14.4
1928	63.2	461.6	13.7
1929	50.1	453.0	11.1
1930	57.0	357.7	15.9
1931	61.1	334.5	18.3
1932	55.9	311.7	17.9
1933	55.1	324.6	16.9
1934	54.6	361.9	15.1
1935	55.1	372.6	14.8
1936	56.8	454.1	12.5
1937	56.2	516.7	10.8
1938	57.4	502.1	11.4
1939	60.4	562.1	10.7
1940	59.9	872.1	6.9

SOURCE: Desmond Morton and Glenn Wright 1987. *Winning the Second Battle: Canadian Veterans and the Return to Civilian Life 1915-1930*. Toronto: U of T Press, p. 239.

8. Munitions Plant Workers



Female munitions workers. IMAGE SOURCE: Library and Archives Canada/Canada. Department of National Defence Collection/PA-024436

9. The Status of Canada within the British Empire

When the guns fell silent on November 11, 1918, the Canadian losses totaled over 60,000. For Canada, the Great War was a kind of 'baptism of fire' not unlike America's War of Independence. A separate Canadian Corps had been created and commanded by a Canadian, and Canadians could take pride in their battle honours and in their material contributions to the war. [Prime Minister] Borden's efforts to promote Canadian autonomy and enlarge Canada's role in imperial councils had resulted in a place for the Dominion in the Imperial War Cabinet. Participation in World War I had significantly enhanced the Dominion's status in the empire.

...

Prime Minister Borden used Canada's military contribution to secure recognition of the nation's status as a separate and equal member of the empire. He insisted on, and obtained, separate Canadian representation at the Paris Peace Conference, the right to sign the peace treaty, and full membership in the League of Nations. In spite of reservations about the 'severity' of the Treaty of Versailles and concerns about the effect of league membership on imperial relations, Borden's government ratified the treaty and Canada entered the league.

SOURCE. Paul W. Bennett, Cornelius Jaenen and Nick Brune 1995 Canada: A North American Nation, second edition. Toronto: McGraw-Hill Ryerson Limited, p. 392-394.

10. Reflections of Brigadier-General Alexander Ross

Brigadier-General Alexander Ross had commanded the 28th (North-West) Battalion at Vimy. Later, as president of the Canadian Legion, he proposed the first veterans' post-war pilgrimage to the new Vimy Memorial in 1936. He said of the battle:

“It was a cold grey morning but the visibility was good and I could see far over the waste of desolation which was our battlefield. Shells were still falling up front, but the rear areas seemed deserted, save for some batches of prisoners hastening to the cages, and some walking wounded.

But at zero hour all this was changed. The barren earth erupted humanity. From dugouts, shell holes and trenches, men sprang into action, fell into military formations and advanced to the ridge – every division of the corps moved forward together. It was Canada from the Atlantic to the Pacific on parade. I thought then, and I think today, that in those few minutes, I witnessed the birth of a nation.”

SOURCE. D.E MacIntryre 1967 Canada at Vimy. Toronto: Peter Martin Associates, p. vii-viii.

APPENDIX

1. Excerpt from Pierre Berton's *Vimy*
2. Resource List

Vimy: Looking Back

Excerpt from Pierre Berton 1986 *Vimy*. Toronto: Random House pp. 294-99.

It has become commonplace to say that Canada came of age at Vimy Ridge. For seventy years it has been said so often – in Parliament, at hundreds of Vimy dinners and in thousands of Remembrance Day addresses, in newspaper editorials, school texts, magazine articles, and more than a score of books about Vimy and Canada's role in the Great War -that it is almost an article of faith. Thus it is difficult to untangle the reality from the rhetoric. Was Vimy the source of Canada's awareness of itself as an independent nation or the product of it?

It is a historical fact that Canada entered the war as a junior partner of Great Britain and emerged as an equal, her status confirmed when she, with the other Dominions, was given her own vote at the League of Nations. But did this really spring from the victory at Vimy? Or was Vimy simply used as a convenient symbol, a piece of shorthand to stand for a more complicated historical process that, in the end, was probably inevitable?

Does it matter? What counts is that in the minds of Canadians Vimy took on a mythic quality in the post-war years, and Canada was short of myths. There is something a little desperate – a little wistful – in the commentaries of the twenties and the thirties and even later, in which Canadians assured one another, over and over again that at Vimy, Canada had at last found its maturity.

No overall hero emerged from the Canadian Corps – no Wellington, no Cromwell, no Washington. Byng, who could've been one, was British. Currie, who should have been, was undermined by rumours. The real heroes were the masses of ordinary soldiers who fought and died in the belief they were making the world a better place, and their inventive leaders who stubbornly refused to follow the old rules of war. The single word *Vimy* stood for them all and helped to soften in Canada the bitterness of the post-war years. Canadians could grumble that Ypres, the Somme, and Passchendaele were bungled by the British. But Vimy! That was Canada's, and nobody could take that victory away. In the years between the two World Wars, every schoolchild, every veteran's son, every immigrant was made aware of it.

It is difficult now to conjure up the intensity of the Vimy fever that swept across the country in those two decades.

After the first burst of publicity the impact of the battle was blunted everywhere but in Canada. It was, at best, a limited tactical victory. Canadians made much of the fact that the ridge remained as an anchor point to protect the British flanks for the rest of the war. But it's hard to believe it greatly affected the outcome. Only in Canada is it called the Battle of Vimy Ridge. Elsewhere it's part of the British Battles of Arras. Liddell Hart, in his definitive history of the Great War, gives it no more than a paragraph. The Americans quickly forgot it and today have never heard of it. But at home it became part of the cultural baggage that every loyal Canadian carried. The word popped out of innumerable broadcasts, interviews, and news stories. Anyone who had served at Vimy was described in the press not as a Great War veteran but as a Vimy veteran (and still is). The word, of course, was short enough to fit any headline, but there was more to it than that. Vimy dinners were held annually to mark the victory (and still are). Parks, schools, city streets bore the name. The sacred word was carved on a stone high up in the Ottawa Peace Tower. Some families even named a child Vimy. In the drumfire repetition of that word, that slogan, could be sensed the longing to tell the world and ourselves that we had passed through the fire and not been found wanting.

The Great War was much more a Canadian war than was the Second. The sacrifices were greater. More than sixty thousand Canadians were killed between 1914 and 1918. In the Second War, in spite of a huge increase in population, the number of dead was only forty-one thousand. And the chances of getting killed were much greater in that earlier war, where one man died for

every eleven who enlisted. In the Second War the odds were only one in twenty-six. The symbols differed, too. If the symbol of the First War for Canadians was the Vimy victory, that of the Second, surely, was the Dieppe débâcle.

The Great War was a searing experience, one that all Canadians were determined to mark and remember. In every city, town, and hamlet monuments went up, flanked, usually by captured German guns, the evidence of victory. Even in Dawson in the far-off Yukon, an Egyptian obelisk was raised to commemorate the war dead, and two German field pieces were trundled all the way from the battlefields of Flanders across an ocean and a continent to be set up in a little park in a ghost town not far from the Arctic Circle. The park is rank with weeds today, the field guns have been taken away, but the granite monument still stands, tilted slightly by the permafrost, to remind natives and tourists alike that Canada had fought as an equal partner with Great Britain. These Great War monuments make a statement that the memorial stadiums and memorial hockey rinks of the later conflict do not. Carved in the granite or marble of the plinth are the familiar slogans: "Lest We Forget", "Is It Nothing to You?" "Their Names Will Live Forever", and the more plaintive "They Did Not Die in Vain," all suggestive of the gnawing suspicion that the Great War had been fought in vain, and that the men who died would soon be forgotten. But there is a more subtle message: the very presence of the cenotaph with its bronze plaque and its flanking guns reminds the viewer that Canada finally played its part on the international scene, not as a vassal, but as a partner. See these guns! We captured them. We helped win the war! To thousands of Canadians, raised on the myths of 1917, that was what the word "Vimy" meant.

The outpouring of best-selling anti-war novels from Britain, the United States, France, and Germany had no real counterpart in Canada. There were a few such books, of course, but they had little impact. Our imperishable contribution to the international literature of war was neither cynical nor disillusioned: It was John McCrae's "In Flanders Fields," with its challenge to "take up the quarrel with the foe" that every schoolchild memorized.

Certainly there was a revulsion toward war and a naive belief that it could (or should) never happen again; everyone raised in those days remembers it. Yet this was tempered in Canada by the elation that was always felt when the word "Vimy" came up. You might attack the war and all its horrors, but you would not attack Vimy. Vimy stood for more than a battle won; it also stood for Canadian ingenuity, Canadian dash and daring, Canadian enterprise -phrases that have long gone out of fashion in the endless discussions about the Canadian character and the Canadian stereotype.

The men who fought at Vimy weren't bland or boring. The techniques that won the battle were innovative. The Canadians who went over the top, knocking out machine gun nests and sweeping the trenches of enemy gunners, had a certain élan. These were the same men who burned down the movie tent at Valcartier, rioted aboard the Sardinia, and when Sam Hughes kept them waiting at Salisbury Plain, responded with jeers and catcalls and then, to a man, walked off the parade ground. The men of Vimy do not seem to fit in with Northrop Frye's description of the Canadian "instinct to seek a conventional or commonplace expression of an idea."

Have we lost some of this élan? Does it require a battlefield or a hockey rink to bring it to the surface? Something has happened to us in the decades since Vimy. The early years of the century leading up to the Great War were yeasty, adventurous times, in which more than a million newcomers performed the daring act of leaving their roots behind to find a place in a new world. The country in those years brimmed with the optimism implicit in its Prime Minister's remark about the century belonging to Canada. That enthusiasm spilled over into the trenches of Artois. A remarkable number of the men who brought new ideas to the Vimy battlefield and fought with such grace and aplomb were the same adventurers who had poured into the pioneer West in the first decade of the century, determined to be unfettered by Old Country traditions.

The loosening of Imperial ties, which began in Canada with immigrant influx into the West, was accelerated by the Great War in general and by the Vimy experience in particular. The Canadian

soldiers could not help comparing their own officers with stiff-necked British counterparts and noticing how the family feeling in the Canadian Corps contrasted with the social divisions in the British.

George Hambley was one who took these attitudes back to Canada. On the Friday after the battle, when Hambley and his fellow gunners were on the crest of the ridge, an Imperial officer happened along, with a group of British soldiers. He'd lost his way, but as Hambley put it, "he was a Lord or a Duke or something and when he found out we were only privates he wouldn't talk to us." He was a mile off his course and on the wrong road. It was too dark for him to read his map. But he refused any help from the Canadians who tried to steer him on his way. Hambley noted: "The way he snorted at us as 'Canaeyedians' showed extreme contempt for us as colonial troops." Off he went, disdainful of Hambley's attempts to set him right, and promptly marched his men right into the German lines. Hambley heard the sound of machine-gun fire and later learned that the entire group was either killed or captured.

It was not just the private soldiers who brought these attitudes back to Canada. Canadian officers who were to become social and political leaders and opinion makers in the next generation had also noted the British and French military traditions that clung to rigid formulas and outworn concepts, placing seniority over merit, confusing merit with social class, discouraging innovation and thwarting criticism. Vimy was a classroom for future politicians (J.L. Ralston, Leslie Frost, Douglas Abbott), future jurists (James McRuer, J. Keiller MacKay), future opinion makers (Conn Smythe, Gregory Clark), and a host of future generals from Harry Crerar and E.L.M. Burns to Andy McNaughton himself. It was not that any of these men had ceased to venerate the British connection – most were staunchly pro-British – but they simply had no further reason to believe the British were their superiors. Canada no longer considered herself a colonial vassal of Great Britain. And, of course, she had never considered herself a colonial vassal of the United States.

Additional Resources

Books

Berton, Pierre 1986. Vimy. Toronto: Random House.

Bird, Will R. 1968. Ghosts Have Warm Hands: A Memoir of the Great War 1916-1919. Ottawa: CEF Books.

Chasseaud, Peter 1991. Topography of Armageddon: A British Trench Map Atlas of the Western Front 1914-1918. Mapbooks.

Keegan, John 1998. The First World War. Toronto: Vintage Canada.

Keegan, John 1976. The Face of Battle. London: Pimlico.

Montgomery, L. M. 1987 [1920]. Rilla of Ingleside. Toronto: McLelland and Stewart.

Nicholson, Col. G. W. L. 1962. Canadian Expeditionary Force 1914 – 1919. Official History of the Canadian Army in the First World War. Ottawa: Queen's Printer & Controller of Stationary.

Strachan, Hew 1998. The Oxford Illustrated History of the First World War. Oxford: Oxford University Press.

Taylor, A. J. P. First World War an Illustrated History.

Remarque, Erich Maria 1991 [1928]. All Quiet on the Western Front. New York: Fawcett Crest.

Web

Veterans Affairs Canada

The Canadian National Vimy Memorial

<http://www.vac-acc.gc.ca/general/sub.cfm?source=memorials/ww1mem/vimy>

includes QuickTimeVR panoramic views of the site

The Newfoundland Beaumont-Hamel Memorial

<http://www.vac-acc.gc.ca/general/sub.cfm?source=memorials/ww1mem/beaumonthamel>

RealAudio interviews with WWI Veterans

<http://www.vac-acc.gc.ca/general/sub.cfm?source=history/firstwar/interviews/interviews2>

National Library of Canada

From Colony to Country: A Reader's Guide to Canadian Military History – World War I

<http://www.nlc-bnc.ca/milit/h13-4000-e.html>

National Archives of Canada

Online Records of the Canadian Expeditionary Force Renfrew, Ontario

http://www.archives.ca/05/0503_e.html

Canada and the First World War

http://www.archives.ca/05/0518_e.html

Canadian War Museum

<http://www.warmuseum.ca/>

Over the Top, a web-based interactive adventure hosted by the Canadian War Museum that allows students to experience life in the trenches during the First World War:

<http://www.warmuseum.ca/cwm/overtop/otopinte.html>

Imperial War Museum (UK)

<http://www.iwm.org.uk/>

World War I online photograph album (17 images)

<http://www.iwm.org.uk/collections/photos/WW1album.htm>

Gallipoli online exhibit

<http://www.iwm.org.uk/online/gallipoli/index.htm>

The Newfoundland Regiment

http://collections.ic.gc.ca/great_war/articles/regiment.html

Jack Turner's War – online exhibit of WWI photographs taken by a PEI soldier

<http://collections.ic.gc.ca/turner/index.html#>

The Provincial Museum of Alberta: The Poster War Virtual Exhibit

<http://www.pma.edmonton.ab.ca/vexhibit/warpost/english/home.htm>

Georgetown University

British Posters of World War One from the Roger N. Mohovich Collection

<http://www.library.georgetown.edu/dept/speccoll/britpost/britpost.htm>

American Posters of World War One from the collection of Roger N. Mohovich

<http://www.library.georgetown.edu/dept/speccoll/amposter.htm>

Journal of Donald Fraser, 1915-1916, Canadian Expeditionary Force

<http://www.fordham.edu/halsall/mod/1918fraser.html>

The Great War Primary Document Archive

<http://www.lib.byu.edu/~rdh/wwi/>

Video

Documentary on Newfoundland Regiment

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