

## Part I: Thematic Primary Source Set



**Goal:** Demonstrate how primary sources can support at least one teaching strategy.

**Topic/Big Idea:** World War I in the trenches.


**Grade Level and Subject Area:** 9<sup>th</sup> grade World History

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**Date:** 3/5/15

Thumbnail Image of Source	Bibliographic Information (Title, Author/Creator, Date, URL)
	<p>Title: Photo of William James Bean taken in France, William James Bean Collections, Veterans History Project, American Folklife Center, Library of Congress.</p> <p>Date Created/Published: 7/24/1918.</p> <p><a href="http://lcweb2.loc.gov/diglib/vhp/story/loc.natlib.afc2001001.24749/">http://lcweb2.loc.gov/diglib/vhp/story/loc.natlib.afc2001001.24749/</a></p>
	<p>Title: Photo of William James Bean sitting in a Chair, William James Bean Collections, Veterans History Project, American Folklife Center, Library of Congress.</p> <p>Date Created/Published: 3/29/18</p> <p><a href="http://lcweb2.loc.gov/diglib/vhp/story/loc.natlib.afc2001001.24749/enlarge?ID=ph0002001&amp;page=1">http://lcweb2.loc.gov/diglib/vhp/story/loc.natlib.afc2001001.24749/enlarge?ID=ph0002001&amp;page=1</a></p>
<p style="text-align: center;">DREAMERS</p> <p>Sorrowers are citizens of death's grey land, Drawing no dividend from time's narrowness, In the great hour of destiny they stand, Each with his feuds, and jealousies, and sorrows, Soldiers are sworn to action; they must win Some flaming, fatal climax with their lives. Soldiers are dreamers: when the guns begin They think of fire! homes, clean beds, and wives.</p> <p>I see them in foul dug-outs, gnawed by rats, And in the ruined trenches, lashed with rain, Dreaming of things they did with hullo and bats, And mocked by hopeless longing to regain Bank-holidays, and picture shows, and spots, And going to the office in the train.</p> <p style="text-align: center;">19</p>	<p>Title: <i>Dreamers</i> Sassoon, Siegfried, 1886-1967. <u>Counter-attack, And Other Poems</u>. New York: E. P. Dutton and company, 1918.</p> <p><a href="http://lccn.loc.gov/19002052">http://lccn.loc.gov/19002052</a> link: <a href="http://catalog.hathitrust.org/Record/001112943">http://catalog.hathitrust.org/Record/001112943</a></p>



	<p>Title: <i>A quiet moment in German Trenches</i>, Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA.</p> <p><a href="http://www.loc.gov/pictures/item/2004679613/">http://www.loc.gov/pictures/item/2004679613/</a></p>
<p>SUICIDE IN THE TRENCHES</p> <p>I knew a simple soldier boy Who grinned at life in empty joy, Slept soundly through the lonesome dark, And whistled early with the lark.</p> <p>In winter trenches, cowed and glum, With crumps and lice and lack of rum, He put a bullet through his brain. No one spoke of him again.</p> <p>* * * * *</p> <p>You snag-faced crowds with kindling eye Who cheer when soldier lads march by, Sneak home and pray you'll never know The hell where youth and laughter go.</p> <p>37</p>	<p>Title: <i>Suicide in the Trenches</i> Sassoon, Siegfried, 1886-1967. <u>Counter-attack, And Other Poems</u>. New York: E. P. Dutton and company, 1918.</p> <p><a href="http://lccn.loc.gov/19002052">http://lccn.loc.gov/19002052</a> link: <a href="http://catalog.hathitrust.org/Record/001112943">http://catalog.hathitrust.org/Record/001112943</a></p>

## Part II: Classroom Activity Plan

**Goal: Create primary source-based activities that help students engage in learning, develop critical thinking skills and construct knowledge.**

**Essential/Investigative Question:**

How and why did trench warfare impact soldiers' physical and mental health?

**Objective(s):**

- Students will gain an understanding of trench warfare conditions through the analysis of primary sources.
- Students will gain an understanding of the impact of trench warfare on soldiers' physical and mental health through the analysis of primary sources.

**Standard(s) Addressed:**

Maryland Common Core State Curriculum Framework Reading Standards for Literacy in History/Social Studies

- CCR Anchor Standard #1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. G



- RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

### Analyzing the Impact of War on People's Physical and Mental Health

*The purpose of this activity is to gain an understanding of the impact trench warfare had on soldiers' lives. We will gain this understanding through a variety of tasks. Some of these tasks will be completed as homework and individually. Others will be completed as a group in class.*

#### Part 1: Getting started:

*Your homework is to use the poem and the Library of Congress poetry analysis tool (<http://www.loc.gov/teachers/lyrical/tools/docs/poems.pdf>) to gain a basic understanding of the World War I soldier's experience before we begin looking at trench warfare. Complete the poetry analysis individually. Remember your [Close Reading steps](#) before you complete the analysis.*

#### DREAMERS

SOLDIERS are citizens of death's grey land,  
Drawing no dividend from time's to-morrows.  
In the great hour of destiny they stand,  
Each with his feuds, and jealousies, and sorrows.  
Soldiers are sworn to action; they must win  
Some flaming, fatal climax with their lives.  
Soldiers are dreamers; when the guns begin  
They think of firelit homes, clean beds, and wives.

I see them in foul dug-outs, gnawed by rats,  
And in the ruined trenches, lashed with rain,  
Dreaming of things they did with balls and bats,  
And mocked by hopeless longing to regain  
Bank-holidays, and picture shows, and spats,  
And going to the office in the train.

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Sassoon, Siegfried, 1886-1967. Counter-attack, And Other Poems. New York: E. P. Dutton and company, 1918.  
<http://catalog.hathitrust.org/Record/001112943>



**Part II: In class, reflect on your homework:**

**Individually:**

1. What do you think is meant by the term ‘trench warfare’?

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2. What impressions do you get about trench warfare from the poem? Answer the top portion individually.

- Once you have completed the top portion, share with your group.
- Add any information that your group members share that you feel is important or insightful in the bottom section.
- Be prepared to have your group share their impressions with the class.

Impression	Evidence from the poem to support your impression
Group impressions	Additional evidence



**Add a little bit more to your knowledge:**

***Answer #3 and #4 individually. Be prepared to share your responses with your group members and the class.***

**3. How do you think Industrialization would change the way in which wars were fought?**

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***Examine the picture below and then answer #4***



*A quiet moment in German Trenches, Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA. <http://www.loc.gov/pictures/item/2004679613/>*

**4. What do you think it would be like to live in the trenches? Please explain.**

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**Analyzing the impact of trench warfare:**

***On the following pages you will be focusing on the following:***



- The Analysis of two WWI soldiers' pictures.
- Conducting research of trench warfare to understand how this type of industrialized combat impacted soldiers' lives physically and mentally.
- Utilizing primary sources to deepen your understanding of the topic.

*Some of this analysis will be conducted individually, some in groups, and some as homework.*

**Part III:**

On the next two pages, you will find two pictures of WWI soldiers. Use the Library of Congress picture analysis tool to analyze each picture. You may go online to <http://www.loc.gov/teachers/primary-source-analysis-tool/> to use the online version, which includes helpful prompts to understand the types of information that you should put in each box.



Picture 1: Individually analyze this picture using the graphic below or by going online to <http://www.loc.gov/teachers/primary-source-analysis-tool/>. Be prepared to share your responses in your group and with the class.

Observe (What do you see?)	Reflect (What is the purpose of this picture? What does this picture tell you about the time period?)	Question (What do you want to know about the picture?)



Picture 2: Individually analyze this picture using the graphic below or by going online to <http://www.loc.gov/teachers/primary-source-analysis-tool/>. Be prepared to share your responses in your group and with the class.



<b>Observe</b> (What do you see?)	<b>Reflect</b> (What is the purpose of this picture? What does this picture tell you about the time period?)	<b>Question</b> (What do you want to know about the picture?)



Picture Analysis Wrap Up



[Photo of William James Bean sitting in a chair](#)  
3/29/1918

William James Bean Collection  
(AFC/2001/001/24749), Veterans History Project,  
American Folklife Center, Library of Congress



[Photo of William James Bean taken in France](#)  
7/24/1918

William James Bean Collection  
(AFC/2001/001/24749), Veterans History Project,  
American Folklife Center, Library of Congress

1. Take another look at the two pictures. What have you learned about the two pictures?

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2. Why are the dates of the two pictures significant?

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3. Bean was only 30 years old in the second picture. By yourself or in a group, brainstorm several reasons why Bean seems to have aged so significantly in such a short period of time. Separate these reasons into different categories. The first category is filled in for you as a model.

Category 1: <u>Health concerns</u>	Category 2: _____	Category 3: _____





Understanding the impact of Trench Warfare on soldiers' physical and mental health Final  
Homework Assignment

*Directions:* Reflect back on the reasons that you have just listed in your chart above.

- Use the reasons and the categories to come up with key words in which to conduct an online search using the Library of Congress (<http://www.loc.gov/>) or other databases.
- Use the key words to find either photographic or written primary source evidence of how trench warfare had an impact on soldiers' physical or mental health.
  - Bring in at least two pieces of evidence to share with the class.
  - Cite your sources using the proper MLA format.
  - Fill out the chart using your evidence. A model is provided for you in the first space. The extra spaces are to be filled in when you discuss evidence with other students in class.

### SUICIDE IN THE TRENCHES

I KNEW a simple soldier boy  
Who grinned at life in empty joy,  
Slept soundly through the lonesome dark,  
And whistled early with the lark.

In winter trenches, cowed and glum,  
With crumps and lice and lack of rum,  
He put a bullet through his brain.  
No one spoke of him again.

\* \* \* \* \*  
You snug-faced crowds with kindling eye  
Who cheer when soldier lads march by,  
Sneak home and pray you'll never know  
The hell where youth and laughter go.

<http://catalog.hathitrust.org/Record/001112943>



Primary Source Evidence of the

Impact of Trench Warfare on Physical and Mental Health

Evidence	Source citation	Description of how the evidence shows an impact of Trench Warfare on physical or mental health.
<p>A poem entitled <i>Suicide in the Trenches</i>, written by Siegfried Sassoon, a British officer and poet during World War I. Sassoon used poetry to reflect on his experiences during the war. His poetry became increasingly dark as the war took a toll on his mental health.</p>	<p>Sassoon, Siegfried, 1886-1967. <u>Counter-attack, And Other Poems</u>. New York: E. P. Dutton and company, 1918. <a href="http://catalog.hathitrust.org/Record/001112943">http://catalog.hathitrust.org/Record/001112943</a></p>	<p>The poem describes how a young soldier goes from being a happy, carefree person to someone who is so beaten down by the weather, bloodshed, and misery of the trenches that the soldier commits suicide.</p>

