

# Trench Primary Source Quotes

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**“Whilst asleep during the night, we were frequently awakened by rats running over us. When this happened too often for my liking, I would lie on my back and wait for a rat to linger on my legs; then violently heave my legs upwards, throwing the rat into the air. Occasionally, I would hear a grunt when the rat landed on a fellow victim.” (R L Venables)**

**“If you have never had trench foot described to you, I will explain. Your feet swell to two to three times their normal size and go completely dead. You can stick a bayonet into them and not feel a thing. If you are lucky enough not to lose your feet and the swelling starts to go down, it is then that the most indescribable agony begins. I have heard men cry and scream with pain and many have had to have their feet and legs amputated. I was one of the lucky ones, but one more day in that trench and it may have been too late.” (Harry Roberts)**

**“The water in the trenches through which we waded was alive with a multitude of swimming frogs. Red slugs crawled up the side of the trenches and strange beetles with dangerous looking horns wriggled along dry ledges and invaded the dugouts, in search of the lice that infested them.” (unknown journalist)**

**“To get a ‘cushy’ one is all the old hands think about. A bloke in the Camerons wanted a ‘cushy’ bad! Fed up and far from home he was. He puts his finger over the top and gets his trigger finger taken off and two more besides. “I’m off to bonny Scotland!” he says laughing. But on the way down to the dressing station, he forgets to stoop low where an old sniper is working. He gets it through the head.” (Robert Graves)**

**“We slept in our clothes and cut our hair short so that it would tuck inside our caps. Dressing simply meant putting on our boots. There were times when we had to scrape the lice off with the blunt edge of a knife and our underclothes stuck to us. “ (Elizabeth de T’Serclaes – a nurse on the front line)**

**“We must looked out for our bread. The rats have become much more numerous lately because the trenches are no longer in good condition. The rats here are particularly repulsive, they are so fat – the kind we call corpse-rats. They have shocking, evil, naked faces, and it is nauseating to see their long, nude tails.” (Erich Maria Remarque)**

# Descriptive Writing

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As you read through the primary source quotes, you are to create a Descriptive writing diagram. To do this, use the quotes and page 413-414 to create this diagram. This assignment is to analyze the readings in a way to apply your understanding of trench warfare to your senses and critically think about the situations that soldiers experienced during World War I.

After reading you will set up your diagram in this way:

Definition:

Illustration:

If I were there, I would have experienced....

Sounds

Sight

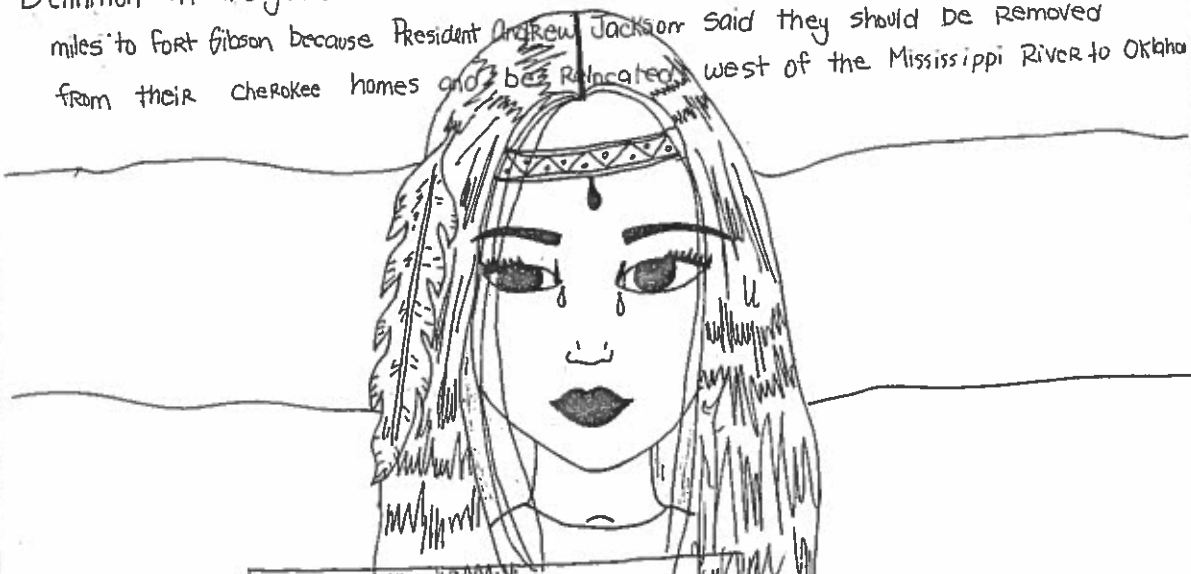
taste

Feel

Smell

Examples are on the next page

Definition: In the years 1838-1839 over 17,000 Native Americans were forced to walk over 1,000 miles to Fort Gibson because President Andrew Jackson said they should be removed from their Cherokee homes and be relocated west of the Mississippi River to Okla.



If I was there I would have...

Sound ( )	Sight ( )	Taste ( )	FEEL ( )	SMELL ( )
.... Heard:....	.... seen:....	.... Tasted:....	.... Felt:....	.... SMELLED:....
Crying Indians, mourning over their lost relative. Footsteps and... singing to try and keep their path up.	Thousands of Cherokee Indians wearily walking & teaching for hundreds of miles.	The little bits of food that their was to eat. The hatred that has been building up inside of me vs. Andrew Jackson & his soldiers.	The pain of anguish & un-fairness. Touched the shoulders of others helping lead from the right way. To follow the trail.	The dirt from the trail, the sweat & exhaust from the Cherokee.

Definition: Child labor was a cheap way for employers to get workers, during the Industrial Revolution. Since children could work the machinery just as well as grown men they took their place. These children, as early as age 7, worked 10-14 hour days 6 days a week. Mass production called for more cheap labor which resulted in more children at work. The working conditions for these children were extremely poor. Many children got their limbs cut off or even died from the machinery.

**Sound**  
She would hear machinery, the cries of children, and her employers voice.

**Sight**  
She would see her work for the day, her parents worn out bodies, and the terrors of the Industrial Revolution.



**Taste**  
She would taste her small amounts of food and the pollution in the air.

**Feel**  
She would feel her worn out hands, the stid of the machinery and her families tears.

**Smell**  
She would smell the polluted air, the sweat from the workers and steam.

# Stalemate Source

## Causes of the Deadlock

For three years of continuous warfare, neither side succeeded in gaining a decisive success on either of the main European fronts, in spite of the millions of lives sacrificed. By the end of 1914, the western front had solidified into two deeply entrenched systems of fortifications running west to east from the English Channel to the border of Switzerland. The fortifications consisted of numerous parallel lines of interconnected trenches protected by lines of barbed wire. The leaders on both sides thought that the way to achieve a breakthrough was to penetrate enemy lines and gain access to open country. In the open country, they believed that they could regain the ability to maneuver. They also thought that the only way to penetrate enemy lines was to start a massive artillery bombardment of a chosen sector and to follow it up with a massive infantry assault.

However, both sides had equal forces, so they could repel enemy attempts to overwhelm entrenched defensive positions. The tragic equilibrium, as it has been called, caused continued assaults. With each assault, both sides attempted to improve upon the preceding one, chiefly by adding more artillery shells to the bombardment and more men to the attack. As more soldiers were killed in futile efforts to overrun enemy positions, leaders continued the same pattern because they felt that they had to prove that it would succeed, thus justifying the slaughter of their troops.

The reason that the leaders continued using this suicidal strategy for the remainder of the war was that no alternative appeared to exist. Maintaining fixed positions in the trenches was no solution, since it produced only boredom and eventually despair. In addition, as each army appointed new leaders, they resumed the deadly offensives to try to earn a place in history by masterminding a breakthrough that would end the war.

[...]

On the eastern front, there was also stalemate, although geographically the armies had plenty of room to maneuver. The Russians followed a strategy that had brought them success against previous invasions from the west in other wars. Russian armies would withdraw eastward deep into Russia's interior, fighting bloody defensive battles as opportunity offered. Then, as the invading armies wasted away, Russia's vast reservoirs of manpower would refill the Russian ranks.

In World War I, however, the strategy did not work. Russian industry could not furnish enough weapons or ammunition to supply the reserve of manpower. On the other hand, the periodic British and French offensives in the west prevented Germany from transferring sufficient forces to the eastern front. Without these troops, the Germans could not shatter the Russian armies and achieve victory. Thus, the exchange of fighting continued, and neither side gained a decisive edge on the eastern front until the Russian Revolutions of 1917.

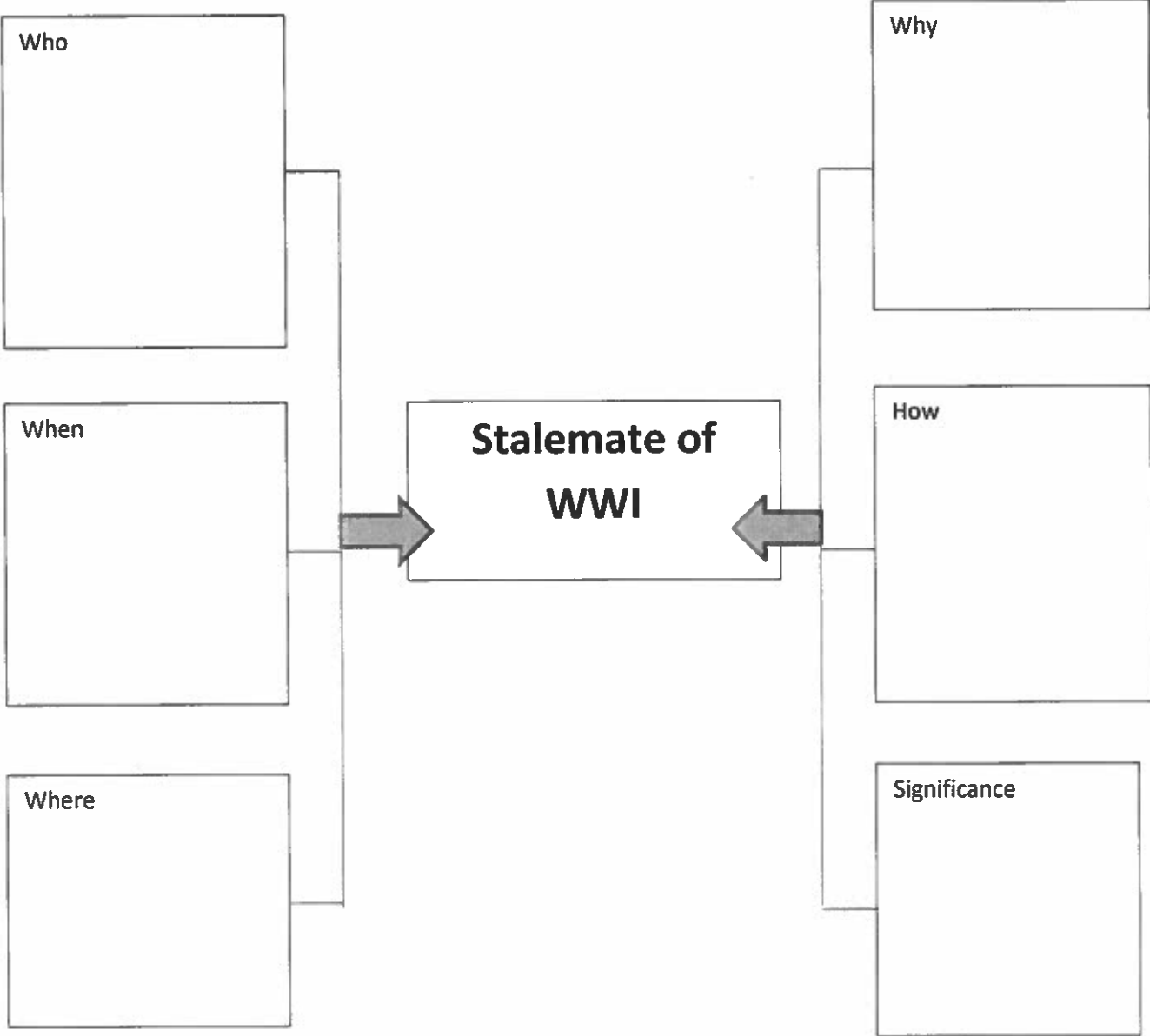
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# Describing Historical Events

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As you read through the source, you are to create a historical event diagram. To do this, use the passage and page 412-413 to create this diagram. This assignment is to analyze the readings in a way to apply your understanding of WWI stalemate to critically think about the situations that led to the stalemate.

Examples are on the next page



### Japanese American Internment

**Who:** Japanese-Americans living on the west coast; both Issei and Nisei  
 Issei - 1st Generation Japanese to America  
 Nisei - Born in the U.S. American citizens

**When:** 1942-1945

**Where:** Japanese-Americans were put in Internment camps located in the desert.

**What:** People of Japanese descent were put into Internment camps

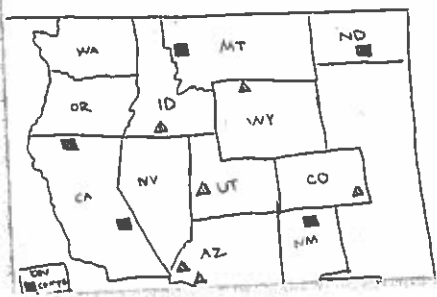
**Why:** The government thought that they were dangerous and spies for the Japanese government. Claimed that National Security was at stake.

**Significance:**  
 - It showed how the U.S. government was insecure about its own citizens, because if they looked like the enemy, then they are the enemy.  
 - It also showed the racism displayed in the West Coast.

**Quotes:**  
 "A day that will live in infamy." - Roosevelt's speech about Pearl Harbor

**Symbols:**  
 - Dog: Everything they left behind  
 - "You must leave in 2 weeks" sign  
 - "No Nips Allowed" sign  
 - "U.S. Army Contradictions" sign

**Democracy Under Pressure**



- 120,000 people forced into camps

**WHO:**  
 Betty Friedan  
 Eleanor Roosevelt  
 Gloria Steinman  
 Phyllis Schlafly  
 Shirley Chisholm

the voice for her husband, to include women bring when women into the cabinet (govt.)  
 wrote feminist articles help found the NWPC

**WHY:**  
 women were looked as weak + not important compared to the male figure. Women were limited rights + treated unfair.

vocal opponent of equal rights amendment  
 1st African American elected in congress

**WHEN:**  
 The 1950's



**WOMEN'S RIGHTS MOVEMENT**

**Organizations and Amendments:**  
 NOW - national organization for women tried to influence elected officials to ensure social + economic equality for women.  
 Education: education amendment act - outlawed sexual discrimination in higher education  
 NWPC - national women's political caucus, it encouraged women to run for office.  
 Equal pay Act: Kennedy signed a new bill when it was illegal to pay female workers less than men workers

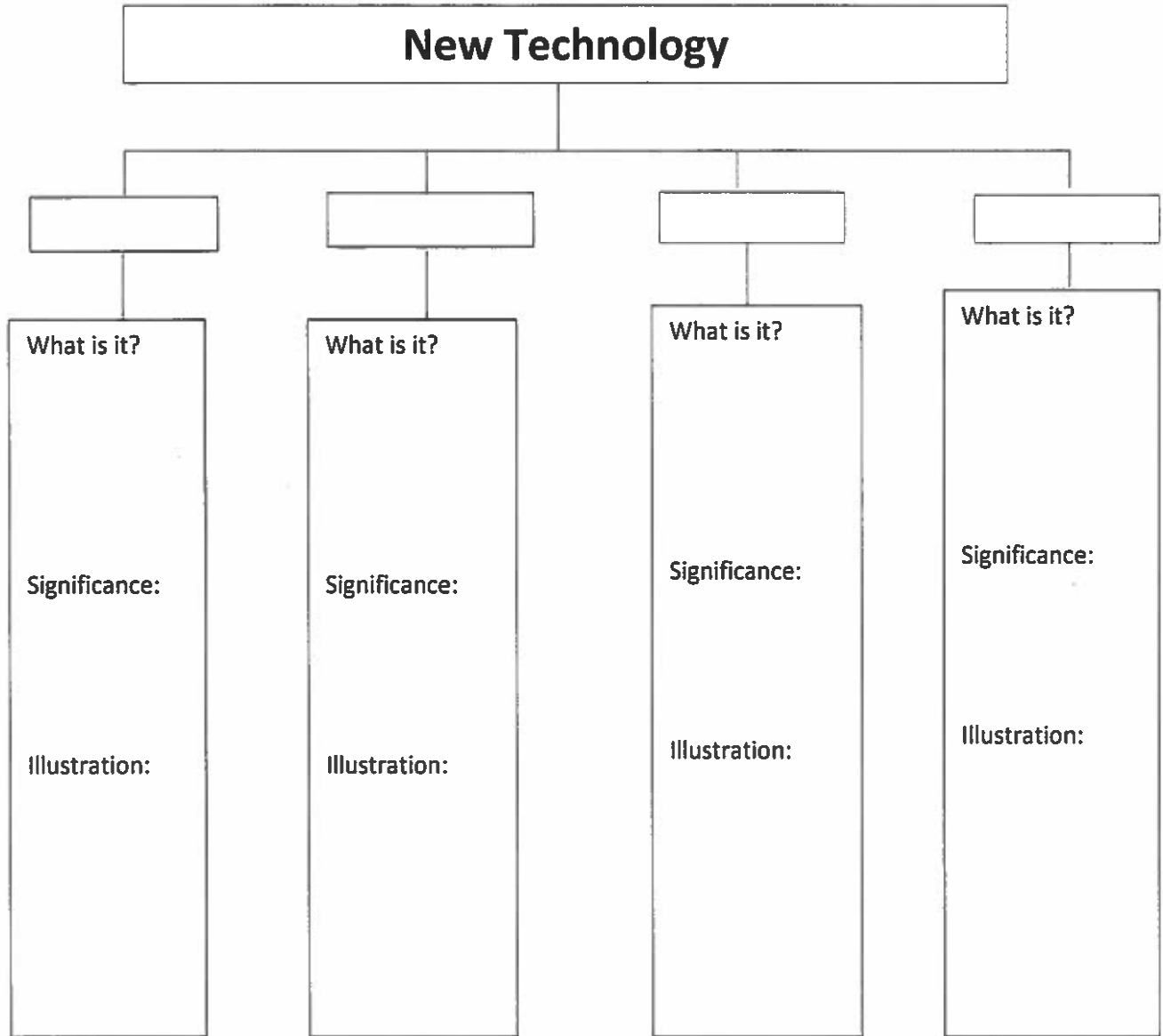
**Significance:**  
 the women's movement increased equal opportunities for women in all areas such as sports, teaching, construction, CEO, govt etc. It was a step towards equality with men + to be able to fulfill their own dreams for them instead of the man.

**opposition:**  
 Thought women's movement only served wealthy white women. The ERA would nullify or cancel any distinction b/w men + women. Such as co-ed bathrooms. some middle class women felt the NOW program didn't help them.



# Technology Chart

Using your book, page 413-414 create a historical event graphic organizer new technology used in WWI. Fill out the following graphic organizer to help understand the process. Be Creative and use the examples on the back for guidance.



Which piece of technology had the largest impact, in your opinion and state why (use evidence from the text book)





### JAPS KEEP MOVING

This is A WHITE MAN'S NEIGHBORHOOD.

December 1941: Japanese attack on Pearl Harbor... soldiers to round up Japanese.

March 27, 1942: First large group of Japanese American move from Los Angeles to Manzanar detention center.

March 16, 1942: War Relocation Authority (WRA) established.

December 18, 1944: Korematsu v. U.S. Supreme Court rules that one group of citizens may be singled out and expelled from their homes and imprisoned for several years without trial based solely on their ancestry.

February 19, 1943: Executive Order No. 9066 to establish military areas and exclude therefrom all persons of Japanese ancestry.

January 4, 1943: WRA field offices established in Chicago, Salt Lake City, Cleveland, Minneapolis, Des Moines, New York, San Francisco, Kansas City, and Boston.

December 17, 1944: War Department announces the revocation of the West Coast mass exclusion order.

1942 1943 1944 1945

"Down in our hearts we cried and cursed this government every time when we showered with sand. We slept in the dust; we breathed the dust; we ate the dust."  
-Joseph Kurihara, an internee at Manzanar

"There is no blinking at the fact that our people, our territory and our interests are in grave danger." FDR

## Vietnam War

French are unwilling to give up colonies they've ruled for 100 years. They want the rice, rubber & tin.

Japan occupies Vietnam during WWII. They withdraw when France invaded 1941-1945.

After France entered war, they were controlled by allies & towns. They asked U.S. for help & received \$2 billion in military aid. 1954 French rule ends 1945-1954.

Domino Theory: "Knock over the first one... go over very quickly." If South Vietnam fell to Communism, other nations in S.E. Asia would also.

Peace Talks: 1973. Talks opened in Paris. The North Vietnamese agreed to drop demands to replace S. Vietnam's President. The U.S. lets Vietnam play a role in final political settlement.

Anti-Communist Protest: Ngo Dinh Diem was a Nationalist & anti-Communist. He ran Vietnam like a personal empire. He felt he could resolve S. Vietnam's problems 1954-1963.

Kennedy expanded U.S. role in Vietnam. He wanted to strengthen South Vietnamese armies & pressure Diem to make changes in the spread of Communism.

CONFIDENTIAL U.S. (2) Pentagon Report: A secret defense Department study of U.S. involvement in Vietnam prepared during Johnson administration. Leaked to press by Daniel Ellsberg. Supreme Court allows for them to be published.

My Lai Massacre: Most shocking incident of the war. U.S. forces under the command of William Calley Jr. massacred 280 Vietnamese civilians in the city.

Gulf of Tonkin Resolution: 4 Vietnamese boats attacked two U.S. destroyers patrolling the Gulf of Tonkin. Johnson wanted to take any measure to repel attacks. Congress agrees.

American forces try to help wipe out Viet Cong with bombing raids.

Tet Offensive 1968: A month long offensive where American troops retake targets of the city of Hue. First day of Vietnamese New Year. Shattered American confidence & raised doubts about Johnson's policies.

Protests at home: 1965-1975. Protests against the war start in colleges. Student organizations begin. "The Times are a-Changin'" - Bob Dylan.

MAKE LOVE NOT WAR! STOP VIETNAM WAR!