

6.1

From the Edwardian Age to the First World War



VOCABULARY: WAR

1 MATCH the highlighted words and phrases about war in the text on pages 305-306 with their Italian translation.

- 1 fanteria
- 2 ritiro
- 3 diserzioni
- 4 trincee
- 5 sommergibile
- 6 filo spinato
- 7 bombe
- 8 guerra di logoramento
- 9 caduti
- 10 carri armati
- 11 coscrizione, reclutamento
- 12 armistizio
- 13 mitragliatrici
- 14 sfinire, consumare

DICTATION  6.1

The Suffragettes



Edwardian England

When Queen Victoria died in 1901, her son Edward became king as Edward VII (1901-10). At that time the British Empire covered a fifth of the total land of the globe, British towns were the wealthiest in Europe and British ships carried 80 per cent of world trade. However, British power was being challenged by technical innovation in France and Germany, and growing industrial competition in America, especially in the emergent industries of cars, cinema and aviation. Moreover, other European countries had imperial ambitions, for example Germany was building a navy to challenge Britain's supremacy at sea. In this context King Edward proved a skilled diplomat when he signed an agreement with France in 1904, the *Entente Cordiale*, which established that Britain could pursue its interests in Egypt, and France in Morocco. The king's diplomacy helped Britain to join a new alignment of European countries: Britain could count on France and Russia in any conflict against Germany, Austria or Italy. As regards society, Edwardian England was still similar to Victorian England. Class distinctions were well defined and preserved, and serious poverty affected a large proportion of the population.

The seeds of the Welfare State

The political landscape began to change. A new Labour Representation Committee developed into the Labour Party in 1906. The general election in the same year was won by the Liberals, who were divided into two groups: those who supported the traditional liberal values of *laissez-faire* and self-help, and those who supported New Liberalism, which was in favour of certain forms of State intervention in social life. Among the New Liberals was David Lloyd George (1863-1945), who was Chancellor of the Exchequer in charge of the country's finances at the time. The foundations of the Welfare State were laid down through a series of measures, such as the introduction of an old-age pension of one to five shillings for

people over 70; also, there were free meals and regular medical inspections in schools. In 1909 minimum wages were fixed and in 1911 workers were given benefits such as free medical treatment and sickness benefits. In 1910 the king died and was succeeded by his son who became George V (1910-36). The Parliament Act, passed in 1911, removed the House of Lords' right to veto money bills passed in the Commons: they could only delay them for two years. It also stated that general elections would be held at least every five years. This system still operates. In the same year mass strikes of miners, seamen, dockers and railway workers led to a period of social unrest not previously experienced. Lloyd George responded with unemployment benefits and health insurance for the workers of important industries.

The Suffragettes

In 1903 Mrs Emmeline Pankhurst founded the Women's Social and Political Union (WSPU). The 'Suffragettes', as they were called, wanted women to have the vote and soon won massive publicity for their cause. They held large protest marches in London, chained themselves to railings, broke windows, hit and spat at policemen. Several militants were sent to prison and went on hunger strike. Women over 30 would gain the vote in 1918, whereas suffrage would be granted to women over 21 in 1928.

The Easter Rising in Ireland

A major issue of British politics in the first two decades of the 20th century was the 'Irish Question'. The term refers to the tragic events regarding the fight for Irish independence. In April 1916 there was a rebellion in Dublin, the so-called Easter Rising (⇒ T48), due to the fact that Home Rule, voted by the Commons in 1914, had been suspended until the end of the war. The leaders of the insurrection received support from Germany and seized the General Post Office and other buildings in the centre of the city. The rebellion was repressed and

Key ideas

COMPLETE the key ideas.

British power was threatened by emerging

King Edward VII's diplomacy created

The Welfare State began through

The House of Lords could not reject

The Suffragettes held marches so as to gain support to

Austria attacked Belgrade after

15 of the leaders executed. The Irish Republican party Sinn Féin (an Irish name meaning 'ourselves alone'), which was fighting for the reunification of Ireland, began to grow in popularity exploiting the fear the Irish had that military conscription might extend to Ireland.

The outbreak of the war

In 1914 a Serbian nationalist assassinated Archduke Franz Ferdinand, heir to the Austro-Hungarian throne, and his wife Sophie in Sarajevo. This event triggered a series of reactions: Austria began bombing Belgrade, Serbia's capital; the German Kaiser, Wilhelm II, declared war on Russia and then on France; Germany invaded Belgium in order to attack France from an unexpected front. Britain, which had participated in the creation of Belgium in 1831 and had guaranteed its neutrality, now faced the threat of a commercial blockade due to the aggressive presence of the German navy in the North Sea and the Channel. So when Germany violated Belgian neutrality, Britain declared war and a force of 130,000 soldiers crossed the Channel to fight on the Western Front in northern France.

Britain at war

By September 1914 the German army had reached the River Marne in France, where a great battle stopped the German advance at the cost of many lives. Britain relied on volunteers until 1916, when **conscription** was introduced. The Empire made its contribution sending troops. Women replaced men in their civilian jobs with reliability and competence, which contributed to bringing about women's suffrage.

A war of attrition

In May 1915 a German **submarine** sank the British passenger liner *Lusitania* and more than a thousand people died, including 128 Americans. The US President Thomas Woodrow Wilson (1913-21) sent diplomatic protests to Germany. In the same month Italy joined France and Britain.

The bloodiest battle in British history took place on the Somme, in northern France, in July 1916. The Somme was a perfect example of the **war of attrition**, where huge battles were fought not to win strategic objectives or seize resources, but to kill soldiers and **wear down** the enemy. Soldiers retreated into **trenches** behind **barbed wire**; **machine guns**, poison gas, **tanks** and aircraft were used. The Germans also relied on submarines, called U-boats, to fight the war at sea. Life in the trenches was very stressful because of mud, lack of hygiene, boredom and fear of gas. 'Shell shock' was the term used by doctors to allude to the psychological effect of shell explosions, blamed for the frequent cases of psychological disorders among soldiers. The horror of trench life was recalled by the War Poets (→ 6.11). Domestic and international stress reached its climax in the late 1917 and early 1918: in July 1917 George V changed the name of the British royal family from the German Saxe-Coburg-Gotha into the British Windsor; the Bolsheviks seized power in Russia and the Italian army collapsed at the Battle of Caporetto in October 1917. The Austrians had mass surrenders and **desertions**, Germany was starving. The United States joined the war in April 1917 on Britain's side.

The end of the war

In September 1918 British artillery began dropping **shells** on the Hindenburg Line, a series of German trenches believed to be impenetrable, while tanks and **infantry** attacked on the ground. By October the Germans were retreating along the Western Front.



1. Women working in a munitions factory making shells.



2. **Soldiers resting in shallow trenches** during the Battle of the Somme in 1916.

Key ideas

WRITE down the key ideas about the war using the prompts.

Irish nationalism

volunteering

war of attrition

modern warfare

Hindenburg Line

Armistice Day

League of Nations

Warfare cost the Allies and the Germans about 260,000 **casualties** respectively. On 4th October 1918 Germany asked President Woodrow Wilson for an **armistice** which would bring about German **withdrawal** from occupied territory and allow national self-determination, but included no punishment for the country. Britain and France agreed for fear that American power might increase if war continued. On 11th November, at 11 o'clock, the guns fell silent and the day has forever been commemorated as Armistice Day. It was also called 'Remembrance Day' or 'Poppy Day' as, once the war was over, the poppy was one of

the only plants to grow on the battlefields. The peace treaty was signed at Versailles in 1919 by the Allied powers. President Woodrow Wilson proposed 'Fourteen Points' to work out the peace treaty and prevent future wars. He presented a plan to set up the League of Nations. This was to be an international organisation, with its headquarters in Geneva, Switzerland, and was to act as a forum for resolving international disputes. However, it proved very difficult to create, and Wilson left office without managing to convince the USA to join. The League of Nations was the forerunner of the United Nations (→ 7.6).

COMPETENCE: READING AND UNDERSTANDING INFORMATION

2 READ the text on pages 304-306 and answer the following questions.

- 1 What was Edwardian society like?
- 2 Who were the Liberals and what did they believe in?
- 3 What social reforms did Lloyd George pass?
- 4 How was the power of the House of Lords changed?
- 5 How did women attempt to gain more rights?
- 6 What did the assassination of the heir to the Austro-Hungarian throne bring about?
- 7 When and why did Britain declare war on Germany?

3 EXPLAIN the following in your own words.

- 1 *Entente Cordiale*
- 2 Women's Social and Political Union (WSPU)

COMPETENCE: BEING AWARE OF THE CHRONOLOGY OF EVENTS

4 READ the text again and complete the timeline with the necessary information.

- 1914
- 1915
- 1916
- 1917
- 1918
- 1919

Traccia di lezione

Argomento: From the Edwardian Age to the First World War

Tempo previsto: 50 minuti

Obiettivi formativi:

- leggere e comprendere testi relativi al contesto storico e sociale;
- inquadrare nel tempo e nello spazio le problematiche storico-sociali;
- usare in maniera appropriata la terminologia relativa al contesto storico e sociale;
- utilizzare l'eBook per svolgere gli esercizi in maniera interattiva ed esercitarsi a comprendere i prodotti della comunicazione audiovisiva.

Strumenti necessari:

- libro di testo, LIM, eBook online o su chiavetta.

PRECONOSCENZE



5 minuti

Cosa fa il docente?

- Il docente può iniziare la lezione trascrivendo sulla LIM alcune delle parole sottolineate in giallo nel testo:
war of attrition • trenches • barbed wire • machine guns • tanks • armistice.
- Chiede agli studenti di spiegarne il significato attraverso una frase o una definizione in inglese.
- Proietta sulla LIM o, in caso di DaD, sullo schermo condiviso il video *The Edwardian age and the First World War* e chiede agli alunni di completare l'es. 1 di *while-watching* disponibile nell'eBook cliccando sul video e poi sulla freccia sotto il video (Teacher's Guide: soluzioni p. 202):
DECIDE whether the following statements are true or false:
 - *Edward VII succeeded his mother in 1901 when Britain had the wealthiest towns in Europe and the British Empire covered a fifth of the globe.*
 - *The Liberal government in Britain brought in a socialist State with old-age pensions and free meals in parliament.*
 - *The Suffragettes were a political party founded by women who wanted the right to vote.*
 - *In 1910 Edward VII died and was succeeded by his son George V.*
 - *There was an important rebellion in Dublin in 1916 which was brutally repressed.*
 - *The Bolshevik revolution in Russia, the bombing of London and the horrors of trench warfare persuaded the Americans to stay out of the war.*
 - *The war ended with an Allied victory on a day now remembered as Armistice Day.*
- Verifica e corregge l'esercizio con gli alunni.

L'idea in più

Flipped classroom: il docente può decidere di far visionare il video *The Edwardian age and the First World War* a casa il giorno prima della lezione e far svolgere agli alunni gli es. 1-2 di *while-watching* disponibili nell'eBook cliccando sul video e poi sulla freccia sotto il video (Teacher's Guide: soluzioni: p. 202). In questo caso la lezione si aprirà con la correzione degli esercizi di *while-watching* svolti a casa per verificare le preconoscenze dei singoli alunni sull'argomento, per poi proseguire con l'attività di rinforzo lessicale.

LEZIONE



15 minuti

Cosa fa il docente?

- Introduce il periodo storico dell'inizio del XX secolo partendo dalle informazioni presenti nel video per poi approfondire e ampliare i contenuti, soffermandosi in particolare sugli eventi storici della Prima Guerra Mondiale.
- Durante la spiegazione il docente avrà cura di utilizzare alcuni dei vocaboli evidenziati in giallo nel testo, che saranno poi oggetto di apprendimento nell'es. 1 (p. 304), allo scopo di potenziare la capacità degli alunni di inferire il significato di parole nuove dal contesto.
- Si soffermerà in particolare sui seguenti contenuti storici:
 - *Edwardian England*
 - *The seeds of the Welfare State*
 - *The Suffragettes*
 - *The Easter Rising in Ireland*
 - *The First World War*.
- Può chiedere agli alunni di prendere appunti (per potenziare le abilità di *note-taking*) utilizzando lo schema a p. 306:
KEY IDEAS: WRITE down the key ideas about the war using the prompts:
 - *Irish nationalism*
 - *volunteering*
 - *war of attrition*
 - *modern warfare*
 - *Hindenburg Line*
 - *Armistice Day*
 - *League of Nations*.

L'idea in più

Durante la spiegazione il docente può proiettare sulla LIM la *interactive timeline* (eBook: p. 302) per veicolare le informazioni anche attraverso stimoli visivi - metodo particolarmente consigliato nella DaD e/o se in classe sono presenti alunni con BES.

ATTIVITÀ



15 minuti

Cosa fa il docente?

- Il docente chiede agli alunni di completare l'esercizio dedicato all'apprendimento del lessico specifico (es. 1, p. 304). Prima di passare alla lettura e comprensione del testo, verifica rapidamente che tutti gli studenti abbiano completato l'esercizio sul lessico in maniera corretta.
- Chiede poi agli alunni di rileggere con attenzione il testo e di rispondere alle domande degli es. 2-3 (p. 306) per iscritto, riformulando una frase o un periodo di senso compiuto con parole - per quanto possibile - diverse dal testo. Il docente invita gli alunni a riutilizzare le parole dell'es. 1 quando pertinenti.





Gli esercizi proposti hanno un duplice obiettivo formativo:

- di facilitare l'acquisizione del lessico storico-sociale favorendo il passaggio dal lessico passivo al lessico attivo (o produttivo);
- di riproporre in forma scritta, più organica e facilmente fruibile da parte di alunni con stile di apprendimento visivo-verbale, le stesse informazioni già veicolate attraverso la visione del video (stile visivo-non verbale) e durante la lezione diretta (stile uditivo).

Cosa fanno gli studenti?

- Lavorano individualmente o a coppie, a seconda delle indicazioni date dal docente.

<p>RESTITUZIONE</p>  <p>10 minuti</p>	<p>Cosa fa il docente? Cosa fanno gli studenti?</p> <ul style="list-style-type: none"> • Il docente chiede agli studenti di leggere a turno le proprie risposte. È consigliabile chiedere a più alunni a turno di leggere la risposta alla stessa domanda per evidenziare come sia possibile riformulare uno stesso concetto in tanti modi diversi. • Al termine dell'esercizio il docente chiede se ci siano altri vocaboli/frasi di cui non si è compreso il senso e invita altri studenti a spiegarne il significato utilizzando un sinonimo o una frase in inglese. Il docente interviene in caso di necessità per offrire il proprio contributo. <p>L'idea in più</p> <p>Si può utilizzare l'eBook per proiettare e correggere gli esercizi sulla LIM.</p> <ul style="list-style-type: none"> • Si può chiedere a uno o più studenti di trascrivere le risposte nei campi che compaiono sulla lavagna e poi verificare che siano corrette. Il docente: mostra tutte le risposte corrette contemporaneamente alla fine dell'esercizio e lascia agli studenti un minuto di tempo per procedere al controllo e alla correzione delle risposte. • Per l'es. 2 è opportuno spiegare agli alunni che le risposte possono essere corrette anche se formulate in maniera diversa rispetto a quanto compare sulla LIM.
<p>CONCLUSIONE</p>  <p>5 minuti</p>	<p>Cosa fa il docente?</p> <ul style="list-style-type: none"> • A seconda del tempo ancora a disposizione, del livello di competenze comunicative della classe e dei bisogni formativi degli studenti, il docente può concludere la lezione: <ul style="list-style-type: none"> • chiedendo agli alunni di riassumere brevemente i contenuti della lezione anche attraverso l'ausilio del Power Point <i>The Edwardian Age and World War I</i> (eBook: p. 304) da proiettare sulla LIM come supporto durante l'esposizione orale (<i>three-minute assessment</i>); • chiedendo agli alunni di spiegare brevemente i principali eventi di quegli anni completando la <i>timeline</i> dell'es. 4 e/o lo schema <i>KEY ideas</i> a p. 306. Il docente invita gli studenti a ricavare le informazioni dagli appunti presi durante la lezione diretta (attività utile anche per una riflessione metacognitiva da parte del singolo alunno dell'efficacia delle tecniche messe in atto nell'esercizio di <i>note-taking</i>); • proponendo il dettato <i>Dictation: Suffragettes</i> (eBook: Track 6.1, p. 304) e procedendo a una rapida correzione finale in plenaria attraverso la proiezione dello <i>script</i> sulla LIM.