



Sabaton – The War to End All Wars
Album Cover

Sabaton – The War to End All Wars Animated Film Activity Set

Recommended Grade Levels: 5-12

Course/Content Area(s): World History, American History

Authored by: National WWI Museum and Memorial

LESSON OVERVIEW:	This lesson set includes a series of activities designed to be used while watching each vignette from the Sabaton Animated Film: The War to End All Wars. For each song, an activity, discussion questions, and lyrics are provided. A culminating activity for watching the entire film is included at the end. Topics include the Battle of Yser, a Serbian woman soldier, the Christmas Truce, German Stormtroopers, the Battle of Jutland and dreadnoughts, the Battle of the Somme, The White War, the Macedonian front, and the Harlem Hellfighters.
OBJECTIVES:	<i>Students will:</i>
	<ul style="list-style-type: none"> ● Research WWI histories about specific times, places, and individuals. ● Compare and contrast the presentation of history through the film with facts found during research.
TIME NEEDED:	<ul style="list-style-type: none"> ● Per each vignette with just discussion questions: 10-15 minutes ● Per each vignette with discussion questions and activity: 30-45 minutes ● Entire film with all activities: 6 class periods
INTERDISCIPLINARY:	Music, Art, Media Literacy
PRIOR KNOWLEDGE:	<ul style="list-style-type: none"> ● Students will need to have a basic understanding of the causes of WWI. ● Students will need to have a basic understanding of the technology used to fight WWI.
MATERIALS NEEDED:	<ul style="list-style-type: none"> ● Access to the Sabaton Animated Film: The War to End All Wars <ul style="list-style-type: none"> ○ Time stamps to go with each vignette are included for each activity ● Appendix A: Discussion Questions <ul style="list-style-type: none"> ○ Discussion questions for each vignette are provided on their own page ● Appendix B: Activity Handouts <ul style="list-style-type: none"> ○ Handouts for each vignette are provided on their own page ● Technology access for research

LESSON

HOOK:

In August 1914, less than one month after Austria-Hungary declared war on Serbia, famous author H.G. Wells wrote a series of essays about the outbreak of the war, which were pulled together into a book called, *The War That Will End War*. This is the first use of the phrase that has since become heavily associated with WWI, calling it “The War to End All Wars.” Let’s discuss:

- Why might people have thought the Great War could be “The War to End All Wars?”
- Were they right?
- Why not?

Through a series of animated songs as part of a film, and album, named *The War to End All Wars*, we will build our understanding of WWI through different battles, people, and experiences.

FULL LESSON SET DIRECTIONS:

If watching the entire film, start from the beginning and utilize the post-watching and final activity at the end. Additionally, provide students with the prompt at the opening:

- There will be a piece of paper that makes its way through the entire film. Write a prediction of what you think that piece of paper says.

If using individual vignettes, look for the topic of interest from the sections below and follow the provided instructions.

Vignette 1: *Race to the Sea*

Topic: The Battle of Yser, October 1914

- Overview: The Belgian army went to great measures to defend their last piece of land that had not been lost to the Germans. At the order of King Albert I of Belgium, the locks that kept water from the Yser Canal from flooding the surrounding land were opened. The resulting floods caused the German army to retreat. The city of Nieuwpoort remained in Belgian hands for the remainder of the war.
- Additional Resources:
 - [Sabaton.net Battle of Yser Begins](#)
 - [Firstworldwar.com The Battle of Yser](#)
 - [Firstworldwar.com Primary Document: The Flooding of the Yser, October 1914](#)
 - [Firstworldwar.com Brave Little Belgium – Last Stand on the Yser](#)
 - [Map of land control of Belgium 1914-1915](#)
 - [Map indicating flooded land](#)

Time Stamp: 1:19-7:55

Instructions:

1. Have students watch the vignette.

2. After watching, use the discussion questions to have students think more deeply about the content.
3. Have students complete the mapping activity using the provided instructions and map in Appendix B
 - a. Students will indicate the land under German control.
 - b. Students will indicate the land under the control of Belgian control before the Battle of Yser.
 - c. Students will indicate what land became flooded when the locks were opened.
 - d. Students will indicate how much land was held onto because of the tactics used by Belgium.
 - e. Students will answer processing questions.

Lyrics:

We're keeping the kingdom free

As an archduke falls and the battle horn calls
our lives would never be the same
We were looking down the barrel of a gun
Now the war has come and the battle's begun
we are desperate and overrun
To the war drum we'll be marching until it's done

Lead the way, we will follow into the fray
We will hold the line we will not be led astray

For king and for country we, are flooding the river
Our stand at Yser will be, the end of the race to the sea
The last piece of Belgium's free, we're keeping a sliver
A cog in the war machine, October of 1914

As our foe draws forth we are moving on north
we will never let them have it all
There's a price for freedom paid by Belgium's sons
They may take our towns, they may conquer our grounds
we'll defend the nation and the crown
We'll uphold our independence with our guns

All the way, on to triumph or to judgement day
We will follow and we will not be led astray

See a king and a soldier, fighting shoulder to shoulder
See a king and a soldier, fighting shoulder to shoulder
He overruled his commanders, he made a last stand in Flanders
We see our king and a soldier,
they're fighting shoulder to shoulder
To keep the last piece of Belgium free

All the way, on to triumph or to judgement day
We will follow and we will not be led astray

For king and for country we are flooding the river
Our stand at Yser will be, the end of the race to the sea
We're free
For king and for country we are flooding the river
No more of our country lost, the line will be held at all cost

Vignette 2: *Lady of the Dark*

Topic: Serbia's Iron Regiment defending against Austro-Hungarian Invasion, the actions of Milunka Savić (Serbian war heroine), November 1914

- Overview: Across November and December of 1914, the Battle of Kolubara occurred when Austro-Hungarian soldiers were attacking Serbia. In attendance at this battle was a woman named Milunka Savić. Corporal Savić had a history in the Iron Regiment, where she fought in both the First and Second Balkan Wars, though it was not until the Second Balkan War when her identity as a woman was unveiled after an injury. Savić was such a valuable asset to the Serbian army that she was allowed to stay after the discovery and proceeded to fight in WWI within the Iron Regiment a few years later. Many stories surround her heroics, but it is unclear what is true and what is exaggerated. What is known though, is that she earned 12 medals through the Serbian and Allied armies, including being the only woman to be awarded the French Croix de Guerre with the gold palm.
- Additional Resources:
 - [Sabaton.net Lady of the Dark](#)
 - [Serbia.com About Milunka Savić](#)
 - [Ministry of Defense of the Republic of Serbia – Milunka Savic buried in the Alley of the Greats](#)
 - [National WWI Museum and Memorial: Women in WWI](#)
 - [National WWI Museum and Memorial: African American Women and WWI](#)
 - [National WWI Museum and Memorial: Edith Cavell](#)
 - [Imperial War Museums: 9 Women Reveal the Dangers of Working in a First World War Munitions Factory](#)
 - [Smithsonian National Museum of American History: Anna Coleman Ladd](#)

- [Library of Congress: Female Spies in WWI](#)
- [National Archives: The Story of the Female Yeoman during the First World War](#)
- [Smithsonian Magazine: The Women Warriors of the Russian Revolution](#)

Time Stamp: 9:27-14:00

Instructions:

1. Have students watch the vignette.
2. After watching, use the discussion questions to have students think more deeply about the content.
3. Have students complete the research activity using the provided instructions and chart in Appendix B.
 - a. Students will conduct research on women during WWI and use their research to fill out the chart
 - b. Research will have students find individuals or groups of women who contributed to the war effort in different ways
 - c. Determine if you want to provide students with resources or have them search independently (share the additional resources if desired)

Lyrics:

Who shall be remembered, In the ancient House of war?

All the medals, all those stories, In the Alley of the greats

Celebrated hero, who has wandered through the dark

She stand before you, all that metal shining bright

Lost in time, returning to the light

Bow before, this lady fights for life

So sister

Raise your hand, For the lady of the dark

Soldier with no will to kill, with a philanthropic heart

Forever break the norm, She's the girl in uniform

Fighting side by side with men, she will fight until the end

Lied to be respected, and to change her brother's fate

Took a bullet, earned her freedom, and a place among the stars

Served the Iron squadron, served the toughest of them all

No fear of dying, for the frontline she was born

Sacrifice, she took her brother's place

War to war, a place where she belongs

So brother

Don't fear the reaper, don't fear the war
She spared the life of brothers

She'll fight for honour
She'll fight for life
A lady goes to war

Vignette 3: *Christmas Truce*

Topic: The Christmas Truce, December 24, 1914

- Overview: On Christmas Eve of 1914, along parts of the Western and—to a much smaller extent—Eastern Fronts a spontaneous truce was declared among the weary, entrenched combatants of the Great War. The line between reality and myth is challenging to find, but there is evidence suggesting the Christmas Truce was spontaneous and experienced by hundreds, perhaps thousands, of soldiers. Exchanges of British bread for German sausages were made and German pipes and British cigarettes were lit in Christmas greetings. Some ragged games of football might have taken place. Higher command of both sides railed against it.
- Additional Resources:
 - [The Christmas Truce](#) – an exhibition from the National WWI Museum and Memorial sharing introductory and explanatory video and essays, as well as primary resources about that day.

Time Stamp: 14:23-21:39

Instructions:

1. Have students watch the vignette.
2. After watching, use the discussion questions to have students think more deeply about the content.
3. Have students complete the research activity using the provided instructions and chart in Appendix B.
 - a. Students will find other examples of dramatizations of The Christmas Truce and record details included in those versions.
 - b. Students will then use what they discovered in dramatizations to compare with the realities provided from primary resources recording the events of that day.
 - c. Students will answer the media literacy analysis question to consider why media portrays things in certain ways.

Lyrics:

Silence

Oh, I remember the silence
On a cold winter day
After many months on the battlefield
And we were used to the violence
Then all the cannons went silent

And the snow fell

Voices sang to me from no man's land

We are all, we are all, we are all, we are all friends

And today we're all brothers

Tonight we're all friends

A moment of peace in a war that never ends

Today we're all brothers

We drink and unite

Now Christmas has arrived and the snow turns the ground white

Hear carols from the trenches, we sing O holy night

Our guns laid to rest among snowflakes

A Christmas in the trenches, a Christmas on the front far from home

Madness

Oh I remember the sadness

We were hiding our tears

In a foreign land where we faced our fears

We were soldiers

Carried the war on our shoulders

For our nations

Is that why we bury our friends?

We were all, we were all, we were all, we were all friends

A Christmas on the frontline, we walk among our friends, we don't think about tomorrow, the battle will commence

When we celebrated Christmas, we thought about our friends, those who never made it home, when the battle had commenced

Vignette 4: Stormtroopers

Topic: German Sturmtruppen (Stormtroopers), March 1915

- Overview: The German Sturmtruppen, Stormtroopers in English, were specialized units of assault troops that began deployment in March 1915. In response to trench warfare, the German military began training these specialized units to employ new tactics that would assault key points in the trenches, rather than across entire battlefields. The goal was to

shock and scare the enemy, taking these specific points and holding them while infantry came in to take the trenches in a grander scale.

- Additional Resources:

- [Sabaton.net First Stormtrooper Unit Authorized on the Western Front](#)
- [1914-1918 Online: Stormtrooper](#)
- [The Great War: Stormtrooper - German Special Forces of WW1](#)

Time Stamp: 21:39-26:55

Instructions:

1. Have students watch the vignette.
2. After watching, use the discussion questions to have students think more deeply about the content.
3. Have students complete the research activity using the provided instructions and Venn Diagram in Appendix B.
 - a. Students will research the tactics of warfare in general before WWI and during WWI
 - b. Students will compare and contrast these methods, filling out a Venn Diagram to organize their findings

Lyrics:

Now there's a standstill in the war, repeating what's been done before
It must come to an end, a few will transcend
They were under twenty five, and under fire they would thrive
The Sturmmann is born, their enemies scorn

A glimpse of the future, new tactics in war
New doctrine in combat explored
As fast as lightning, there's no time to mourn
A glimpse of the future and Blitzkrieg is born

Strike at zero hour
With overwhelming firepower
They're fueled by the fear in their enemies' eyes
It's a Shock Troop infiltration
A fast and violent escalation
Out of the trenches the stormtroopers rise

Jägers led the way, the pioneers would join the fray
Initiative gained, advancement sustained
Lead through direct command, as they're advancing through the land
Encircling their flanks, and ravage their ranks

Expose their reinforcements, destroying their lines
New doctrine in combat aligns
Infantry attacks, exposing the cracks
New combat ideals, on the Kaiserschlacht's fields

Vignette 5: Dreadnought

Topic: Battle of Jutland, June 1, 1916

- Overview: In the years leading up to WWI, Britain and Germany were already in a naval arms race, building bigger, grander ships, and racing each other to have more. These new types of battleships were known as dreadnoughts. The only time these fleets faced one another was at the Battle of Jutland that began on May 31, 1916, continuing into June 1. The battle took the lives of over 8,500 sailors in total across both sides and both sides claimed victory. In the long run though, the British were able to keep control of the seas, and therefore uphold the naval blockades that would eventually contribute to Germany's loss at the end of WWI.
- Additional Resources:
 - [Sabaton.net Dreadnought](#)
 - [The National Archives: Clash of the Titans](#)
 - [IWM: What was the battle of Jutland?](#)
 - [IWM: Battle of Jutland Timeline](#)
 - [1914-1918 Online: Dreadnought, HMS](#)
 - [The Great War: British Naval Blockade of Germany](#)
 - [1914-1918 Online: Naval Blockade of Germany](#)
 - [IWM: Why the dreadnoughts barely fought in the First World War](#)

Time Stamp: 27:05-33:26

Instructions:

1. Have students watch the vignette.
2. After watching, use the discussion questions to have students think more deeply about the content.
3. Have students complete the flowchart using the video [IWM: Why the dreadnoughts barely fought in the First World War](#) and the provided instructions in Appendix B.
 - a. Students will watch the video provided
 - b. Students will then fill out the flowchart to understand the naval arms race between Britain and Germany
 - c. Students will finish by answering the discussion questions provided

Lyrics:

A shadow moves across the water in pursuit
It splits the waves, commands the sea and defies the wind
Instilling fear among its prey, feels nought for itself
Ahead the sea lies calm awaiting the storm

Displace the water in its path
Reveal the cannons, align the guns, unleash their wrath

Unopposed under crimson skies
Immortalized, over time their legend will rise
And their foes can't believe their eyes, believe their size, as they fall
And the Dreadnoughts dread nothing at all

A hull of steel and all big guns to serve the fleet
Unrivaled firepower riding the waves to war
A devastating blow will send their foes down below
Fearless armada now bombarding their shore

Light up the night when cannons roar
In fear of nothing, they lead the navy into war

The North Sea has drawn them near
The Fleet of the High Seas approach
A contest of titans commence
These days will dictate their fate
The Grand Fleet prepares their guns
Unleashed as the Dreadnoughts clash at last

Vignette 6: *The Unkillable Soldier*

Topic: Battle of the Somme, the story of Lieutenant-General Sir Adrian Carton de Wiart, July 1916

- Overview: The Battle of the Somme took place along the river Somme in France between July 1 and November 18, 1916. The British and French forces had planned a decisive victory over Germany, but the German military had built defenses that made the quick victory impossible. What followed was a battle of attrition with massive casualties; more than one million men from all sides. Lieutenant-General Sir Adrian Carton de Wiart, and his experiences at the Battle of the Somme, is the focus of the song. Sir Carton de Wiart was a war hero who was known for his bravery and resilience. He fought in the Boer War, WWI, and WWII. In WWI alone, he was severely wounded eight times. During his service at the Battle of the Somme, before which he had already lost an eye and an arm, Carton De Wiart commanded all units in the area after other commanding officers had been killed. He was described as helping his men quell their fears before going over the top and for being directly involved in the battle.
- Additional Resources:
 - [Sabaton.net The Unkillable Soldier](https://www.sabaton.net/the-unkillable-soldier)
 - [BBC – Adrian Carton de Wiart: The Unkillable Soldier](https://www.bbc.com/news/world-europe-1916-07-16)

- [IWM: What was the Battle of the Somme?](#)
- [IWM: What happened during the Battle of the Somme?](#)

Time Stamp: 33:53-40:44

Instructions:

1. Have students watch the vignette.
2. After watching, use the discussion questions to have students think more deeply about the content.
3. Have students complete the research activity using the provided instructions and Venn Diagram in Appendix B.
 - a. Students will research the experiences and actions of Lieutenant-General Sir Adrian Carton de Wiart
 - b. Students will compare and contrast the history they learned with the visuals shown, and story told, in the song and animation
 - c. Students will answer the processing questions that follow.

Lyrics:

Into the fire through trenches and mud
 Son of Belgium and Ireland with war in his blood
 Leading the charge into hostile barrage
 By design, he was made for the frontline

Studied law, with a thirst for war
 Fought in Africa, wanted more
 Back in Europe then straight to France
 He's joining the allied advance

Through the Somme and the Devil's Wood
 All the battles that he withstood
 Born a soldier enjoyed the war
 He always kept coming for more

Never die, shot through the eye
 Never surrender however they try
 How they try, shot through the eye
 He'll never die

At the edge of madness, in a time of sadness
 An immortal soldier, finds his home
 Proven under fire, over trench and wire
 No fear of death he's unshakeable

In the battles, when he was shot
 Kept on fighting, and never stopped

In Arras, Cambrai, Passchendaele
Ignoring his wounds he prevailed

Save the day, he'll never stray
Facing the foes that are coming his way
Come his way, he'll never stray
Saving the day

At the edge of madness, in a time of sadness
An immortal soldier, finds his home
Proven under fire, over trench and wire

Forged for the war he's unbreakable
At the edge of madness, he will show no sadness
Never broken, he'll be back for more
Proven under fire, over trench and wire
No fear of death he's unshakeable

Edge of madness!

No fear of death, he is forged for the war,
he will always be coming for more

Vignette 7: Soldier of Heaven

Topic: The White War, December 1916

- Overview: After Italy joined the Allied cause in late April 1915, Austria-Hungary and Italy went to war across their border. A portion of the battles were fought in the mountainous region along the Isonzo River near the Italian-Austrian border which have come to be known as The White War due to the snow and ice the soldiers were perpetually surrounded by. The environment was terrible to survive in at all and was made even less safe by war. Across the mountainside front, death tolls were terrifying, with over 9,000 soldiers losing their lives to avalanches by the end of 1916 alone. Many bodies were not found until the next year, and so many others still have not been found to this day. Across The White War, over 150,000 died, with only one-third believed to have died in actual combat.
- Additional Resources:
 - [Sabaton.net Mountain Warfare in WWI](#)
 - [National WWI Museum and Memorial: Italy Enters WWI](#)
 - [Smithsonian Magazine: The Most Treacherous Battle of World War I Took Place in the Italian Mountains](#)
 - [History Channel: Soldiers Perish in Avalanche as World War I Rages](#)
 - [The Great War - The Edge of the Abyss - Mountain Warfare On The Italian Front](#)

- [The Guardian: Melting Ice Reveals First World War Relics in Italian Alps](#)
- [Itinerari della Grande Guerra: The 'White War' from the Carnic Alps to Adamello](#)

Time Stamp: 41:08-47:37

Instructions:

1. Have students watch the vignette.
2. After watching, use the discussion questions to have students think more deeply about the content.
3. Have students complete the research activity using [this website](#) and the instructions in Appendix B.
 - a. Students will research using the provided website. They should focus their research on 2-3 specific points of interest and the stories they are trying to tell.
 - b. Students are provided with a chart to record their research.
 - c. Students will then use that research to create an infographic that would teach people more about The White War.

Lyrics:

I won't be coming home
 I won't be going anywhere
 I will guard this post forever
 Here on the alpine slope where I did my final stand I shall remain
 Among the ice and snow that binds me to this mountain

 A force of nature too strong, sent from above
 Where spirits lead the way, the winds will never fade

 White Friday, I'll take the
 Stairway to heaven
 I'm sky high, when I die
 I'll be immortal
 Forever, I never
 I won't return to
 Blood Mountain, I am the
 Soldier of heaven

 I saw the end of war
 I watched the soldiers come and go
 And I kept my watch forever
 So many brave men fell in the battles that were raging down below
 I have seen it all but none will hear my story

 All of these years I have been frozen in time
 I cried for spring to come but here, winter remain

I always dreamed that I would, serve high above
Where spirits lead the way, the winds will never fade

Vignette 8: *The Valley of Death*

Topic: The Valley of Death, Macedonian Front, April 1917

- Overview: The Valley of Death was reported as a name given by soldiers to part of the frontlines during the Second Battle of Doiran. The three Battles of Doiran took as part of the Macedonian Front, and were all part of the Salonika Campaign. At the Second Battle of Doiran in April of 1917, the Bulgarians, led by General Vladimir Vazov, held off the advances of the British forces, led by General George Milne. Though the British had far more troops, the clever planning and execution of Vazov and his soldiers led to a victory for Bulgaria. They were able to hold their position until the final Battle of Doiran in September of 1918. Due to the advances of multiple armies, the Bulgarians were forced to retreat. At the end of the month, Bulgaria surrendered to the Allies to avoid occupation. In 1936, when Vazov visited London, he was given honors as a great general by the British military.
- Additional Resources:
 - [Sabaton.net The Valley of Death](#)
 - [IWM: A Short History of the Salonika Campaign](#)
 - [National Army Museum: Salonika Campaign](#)
 - [New Zealand History: The Salonika Campaign](#)

Time Stamp: 47:55-53:50

Instructions:

1. Have students watch the vignette.
2. After watching, use the discussion questions to have students think more deeply about the content.
3. Have students complete the research activity using the provided instructions and complete the questions in Appendix B.
 - d. Students will research the Salonika Campaign to help them answer the questions provided.
 - a. Students will then use that research to create an newspaper article that would teach people more about the Salonika Campaign, as if it was written during the Great War.

Lyrics:

Dug in deep, equipped for attack
Outnumbered, determined to win
Double trench lines that won't give in
They're prepared let the battle begin

Here again they've done this before
A lesson that they should have learned by now

Reinforced with new men and guns
 Who are ready for death when it comes

United they're strong, united they're holding the line
 The Valley of Death, awaiting the British as they come their way

Their attack is coming fight them back
 Bulgarians holding the line
 Facing wave after wave, will never surrender
 Again, again, again, again

They attack, Bulgaria held them back
 Unleash their counter barrage
 Let it rain artillery pounding the trenches
 No surrender, fight them till the end

Fortified, and made to defy
 Protected by wires and guns
 Troops as far as the eye can see
 They advance under Vazov's command

Row on row, as they come from below
 Twice they attack, twice they're beaten back
 Every time they try, they will die
 Their line of defence is still intact

For white, green and red
 for the nation they're fighting for
 The British are done
 three times the defence of Doiran has been won

Vignette 9: Hellfighters

Topic: The Harlem Hellfighters, May 1918

- Overview: More than 350,000 African Americans served in World War I. Among those sent overseas, the majority served in support battalions, reflecting the belief that Black men were suited more for manual labor than front-line combat. The U.S. military did, however, create two combat divisions for African Americans—the 92nd and 93rd divisions—consisting of approximately 40,000 soldiers. The two units had vastly different experiences in France. The 92nd Division's white officers characterized its soldiers as miscreants and, due to poor performance of one regiment, was used by the military to discount Black servicemen. On the other hand, the 93rd Division, and especially its 369th Infantry Regiment, which fought for the French Army, received wide acclaim for its

combat performance, having two soldiers become the first Americans to receive the French military award for heroism, the Croix de Guerre.

- Additional Resources

- [National WWI Museum and Memorial – How WWI Changed America: African American Experiences](#)
- [National WWI Museum and Memorial: Firsthand Accounts from Black Soldiers in WWI](#)
- [National WWI Museum and Memorial – They Came to Fight: African American Experience in WWI \(Lesson\)](#)
- [National WWI Museum and Memorial: Make War for Democracy Online Exhibition](#)
- [National WWI Museum and Memorial – Museum Minute: African American Insignias](#)
- [National WWI Museum and Memorial – Red Summer: The Race Riots of 1919](#)

Time Stamp: 54:00-1:00:14

Instructions:

1. Have students watch the vignette.
2. After watching, use the discussion questions to have students think more deeply about the content.
3. Have students complete the research activity using the provided instructions and chart in Appendix B.
 - a. Students will conduct research about Henry Johnson, his actions during the war, and his life after the war.
 - b. Students will then find two other Americans who received medals (either the same as Johnson from the French or equivalent medals from the US military) and research their actions during the war, and their lives after the war.
 - c. Students will answer processing questions to compare the experiences of these soldiers.

Lyrics:

From a land across the ocean, to the western front where they served
Fought with courage and devotion, preconceptions turned
As the spring offensive kept churning, where the men would earn their name
See the tides of battle turning, and their foes ignite their flame

Hear the toll of the bell, kept fighting for six months in hell
As the war rages on, they fight at the edge of the Argonne

Hear the toll of the bell, over six months in hell
Out of the trenches they came
As the war rages on, at the edge of the Argonne
Hellfighters earning their name

They would have no prisoners taken, and they never lost any ground
Earned the cross of war unshaken, never turned around

As the armistice is drawing closer, the 369th
Kept on fighting until it was over, and they were first to reach the Rhine

POST-WATCHING & FINAL ACTIVITY:

After finishing the entire film:

1. Have students look back at their prediction about the piece of paper and share what they were expecting to happen with a partner.
2. Discuss: What do you think the point of the paper was for the overall design of the film?

Final activity:

1. Start with a brainstormed discussion of other important topics, people, and events of WWI.
2. Have students choose a specific topic to research more deeply (or all students could do the same if you wanted them to focus on something specific).
3. Use what they have learned to create a piece of art to tell the story of the topic. The art can be any form of art; a song, a play, drawing, etc. The creation must:
 - a. Tell the story with accuracy, only using embellishments in minor ways to help make the story interesting.
 - b. Tell the story from start to finish.
 - c. Offer the story in a creative way that is original for audiences.

Appendix A: Discussion Questions

Vignette 1: *Race to the Sea* Discussion Questions

1. What are all of the things (think people, land, etc.) that King Albert I was willing to sacrifice to keep control of some part of Belgium?
2. What was the situation in Belgium in October 1914 that triggered the decision to flood their own land?
3. Think about the visuals presented in the film. What emotions do you think soldiers on the battlefield were feeling?
4. It is known that King Albert I went to the front lines often, but his specific combat record is unclear. His son, Prince Leopold did enlist and fight from 1914 to 1915. What would the presence of a king and prince among their troops be important?

Vignette 2: *Lady of the Dark* Discussion Questions

1. Stories of Milunka Savić are often challenging to tell the differences between fact and fiction. She is possibly the most decorated female soldier in history, clearly showing her deeds to be exceptional, and she was allowed to stay in the military even after being found to be a woman, but many stories of her seem almost impossible. What might be some of the reasons for the challenges to clarifying the historical record?
2. It is believed Savić initially went to war during the First Balkan War because her only brother was unable to go due to illness and she wanted to serve in his stead. She did not have to go, as she was not legally allowed to fight. Why might she have gone anyway?
3. Savić lived most of her life in poverty, even with her renowned efforts across three wars for her nation. Why might that have happened?
4. Do you think her treatment was common among war heroes after the war? Why or why not?

Vignette 3: *Christmas Truce* Discussion Questions

1. Stories of The Christmas Truce have been reinterpreted many times over, often with varying levels of exaggeration and often including details that have not been proven to have happened. Why do you think people, then and now, attached to and spread details of happy events that might not even be true?
2. While some details do not have evidence of occurring, there is clear evidence of many kind interactions between troops from opposing sides that night. Why might that night in 1914 have been the only time a truce of this kind happened, including during other Christmas' that happened during the war?
3. Did you recognize the individual who seemed so angry at the truce and reported those participating? Who was that?
4. Adolf Hitler signed up for the military at the outbreak of the Great War, but there is no evidence suggesting he experienced any incidents of the Christmas Truce. Why might the creators of the animation have decided to include him in the story?

Vignette 4: *Stormtroopers* Discussion Questions

1. Why did Germany feel the need to train units in a new style of fighting?
2. Based on what you saw in the video and what you already know about trench warfare, what made the Stormtroopers effective?
3. What are some of the new tactics that were being used during WWI that had not been used at all, or on that scale, in prior wars?

Vignette 5: *Dreadnought* Discussion Questions

1. What was the Germany Navy trying to achieve in the Battle of Jutland?
2. What was unexpected about the battle from both sides?
3. The Battle of Jutland was both the first, and the last major battle between dreadnoughts. Why?
4. Who won the Battle of Jutland? Explain your answer.

Vignette 6: *The Unkillable Soldier* Discussion Questions

1. Lieutenant-General Sir Adrian Carton de Wiart was a real person who really was injured repeatedly while at war, served in three wars in his life, and was seen as a hero. Why might people be willing to follow someone like that into battle?
2. Do you think all the actions shown in the video really happened? Why or why not?
3. Why might the video creators have decided to exaggerate some of the actions of Lieutenant-General Sir Adrian Carton de Wiart?
4. What could inspire someone to go back to war repeatedly, even after they have been injured and are encouraged to retire?

Vignette 7: *Soldier of Heaven* Discussion Questions

1. Why would both nations station soldiers in such dangerous conditions?
2. Aside from the avalanche in the video, what other additional dangers did soldiers face that were unique to the conditions presented in the mountains?
3. Why might the song be titled “Soldier of Heaven”?
4. What made access to medical assistance and resources, both for survival and fighting, more difficult to obtain for soldiers fighting The White War, over many other frontlines?

Vignette 8: *The Valley of Death* Discussion Questions

1. The Bulgarians were able to win the battle shown in the animation, despite having far less troops to fight. Why was that possible?
2. Is having more soldiers the most important part of winning a **battle**? Why or why not?
3. Is having more soldiers the most important part of winning a **war**? Why or why not?
4. Why would enemies go out of their way to honor each other after a war is over, as Milne and the British did for Vazov?

Vignette 9: *Hellfighters* Discussion Questions

1. How did the Hellfighters end up fighting under the command of the French, even though they were Americans?
2. Why did the Germans give the 369th Infantry Regiment the nickname, “Hellfighters”?
3. What did Civil Rights for African Americans look like during the time of WWI?
4. During the narration in the video, white Americans are described as “unwilling” to fight alongside African Americans during WWI. In actuality, the U.S. armed forces were segregated by law, so white Americans were not even given an opportunity to choose. Why might the word choice of “unwilling” be used given the circumstances? Consider the writers, as well as the context of the United States and Civil Rights at the time.
5. Why would African Americans join the military given their treatment in the United States at the time?

Appendix B: Activity Handouts

Vignette 1: Race to the Sea Activity

Use colored pencils to color-code and mark the information listed below. Use research to determine where things belong and where to color each area. Be sure to fill out the KEY according to the colors that you used.

- Color the land under German control and fill out the KEY with the correct color
- Color the land still under the control of Belgium at the start of the battle and fill out the KEY with the correct color
- Add “///” marks over the land that became flooded when the locks were opened and fill out the KEY with the correct color
- Add “\\” marks over the land that was held onto because of the tactics used by Belgium



'Map of the Kingdom of Belgium in 1914' (See bibliography for citation)

Land Under German Control	<input type="text"/>
Land Under Belgian Control Before Battle	<input type="text"/>
Land Under Belgian Control After Battle	<input type="text"/>
Land Flooded	<input type="text"/>

Processing Questions:

1. Does it seem like the decision to flood the land was worth the cost?
2. What might you have done differently or the same and why?

Vignette 2: *Lady of the Dark* Activity

Conduct research to learn more about the contributions of women during WWI. Fill out the chart as you research.

Who? (Individual or Group)	What did they do to contribute during WWI?	Where did they do this?
Milunka Savić		Serbia and across other battlefields

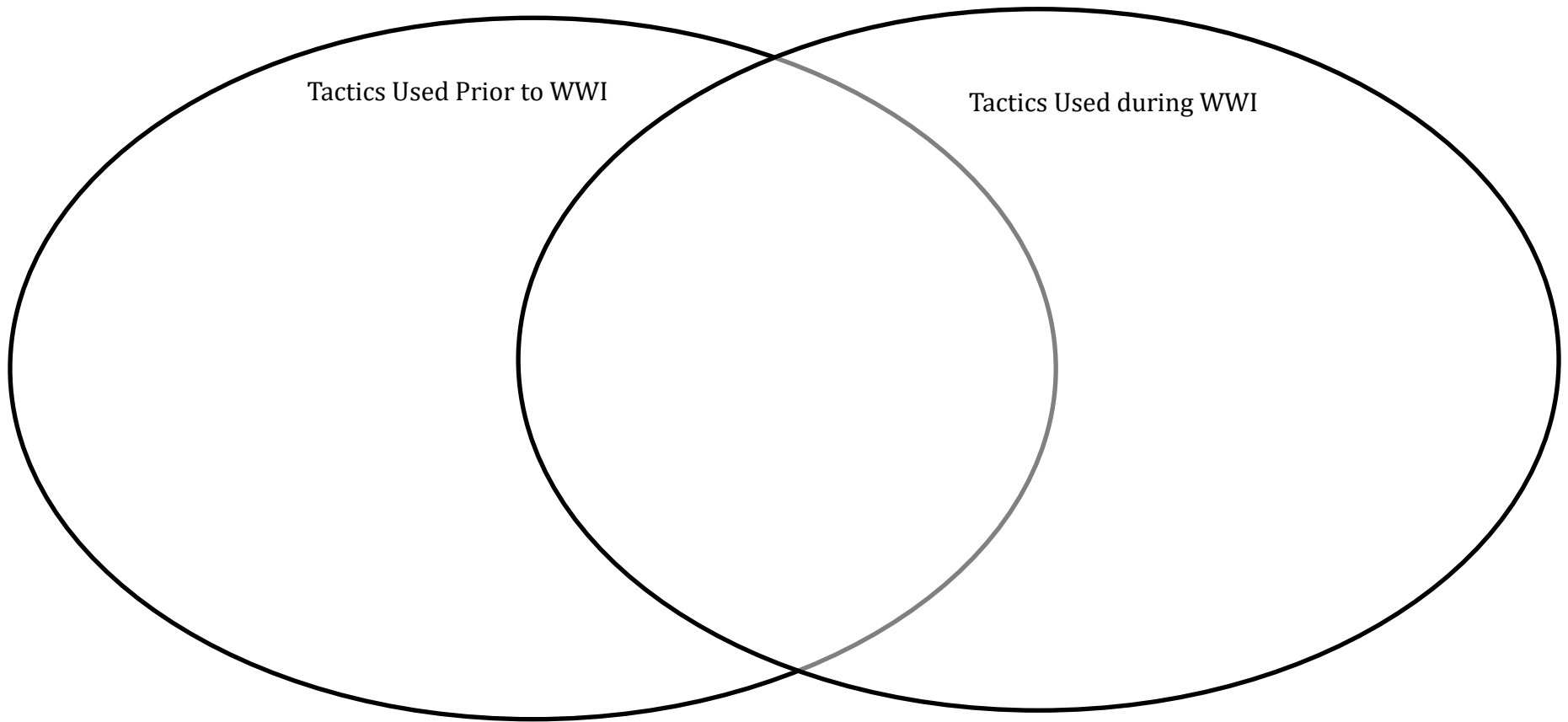
Vignette 3: *Christmas Truce* Activity

Dramatizations: Include the name and details about what is shown	Reality: List details included in primary source accounts of the events
Sabaton: Christmas Truce	

Why do different media forms include details and/or ideas that do have evidence in the historical record?

Vignette 4: Stormtroopers Activity

Research the methods of warfare used in the wars just prior to WWI and those used during the WWI. Complete the Venn Diagram to compare and contrast these tactics.



Vignette 5: Dreadnought Activity

The British Navy had the most powerful fleet before WWI

- The Royal Navy was required (by the government) to have a number of ships equal in number of the combined next two largest navies.
- That had been France and Russia

Kaiser Wilhelm enacted Weltpolitik

-
-

-
- Admiral Fischer ordered studies into design of a new battleship

The first dreadnought was created

-
-

- Most battles were between smaller ships
-

The Battle of Jutland

-
-

Merchant ships became the heart of naval interactions

-
-

Blockades, deception, and disguise became the heart of naval warfare

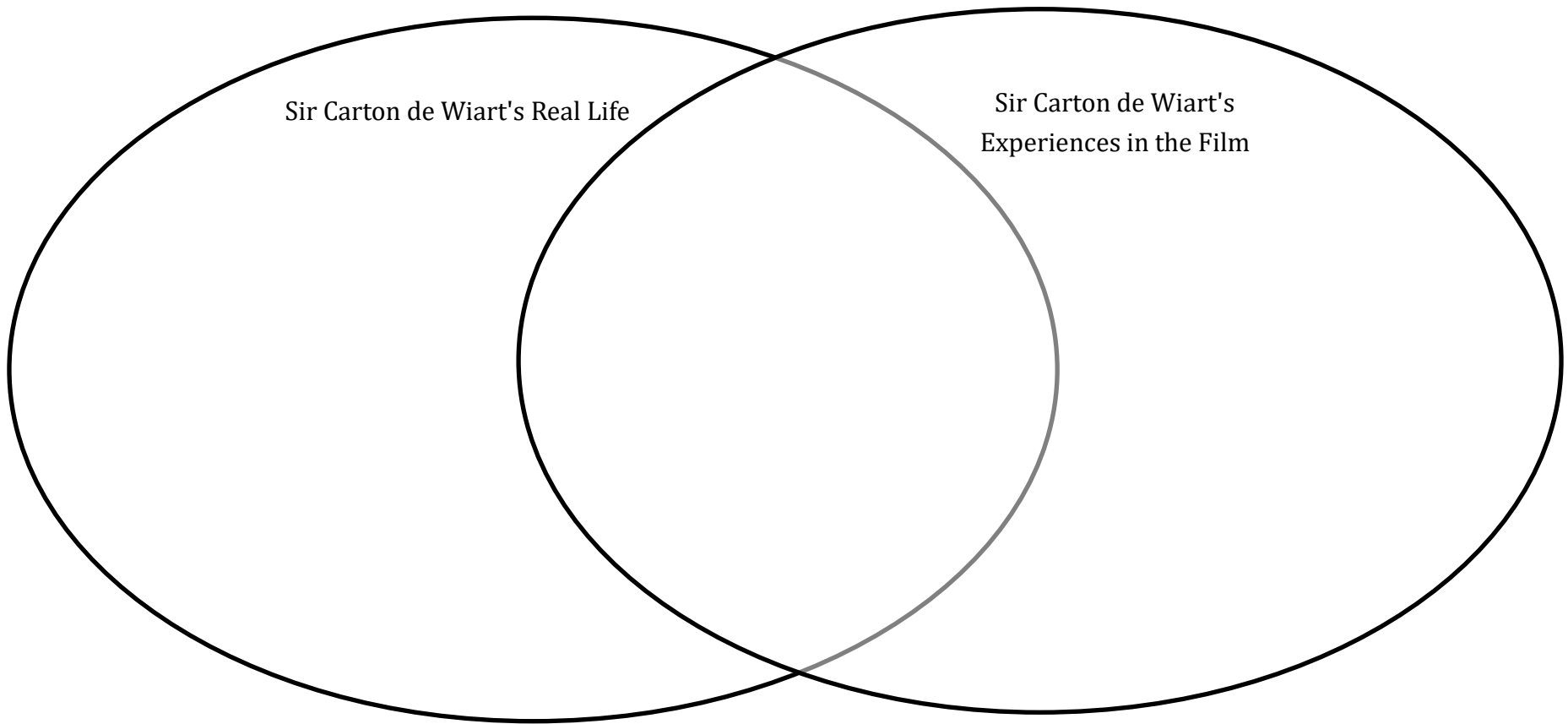
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Vignette 5: *Dreadnought* Activity

1. Why were dreadnoughts only used for one full scale battle?
2. Dreadnoughts cost countries massive amounts of money, all of which came from the tax dollars of the people. What role might this have played in the decisions made within the navies?
3. Why were merchant ships the most important part of naval warfare?
4. What effect did things such as naval blockades, U-boats, and mines have on the ability of any given nation to fight and win the war?

Vignette 6: *The Unkillable Soldier* Activity

Research the true stories of Lieutenant-General Sir Adrian Carton de Wiart. Use what you discover to complete the Venn Diagram to compare and contrast his real story with that presented in the song and film. Be sure to include the overlaps in the center.



Why might some of the things that occurred in the film have been added, even though there is not evidence of them? Consider what the creators of the film might have been trying to do for their audience.

Vignette 7: *Soldier of Heaven* Activity

The White War is an important part of history, but is often overlooked or not kept in public memory. With some research, your goal will be to help others learn about this specific story.

1. Conduct your research using this website: <https://www.turismofvg.it/grandeguerra/poi>
2. Choose 3 different sites marked on the map to learn more about The White War and spaces that hold its memory today.
3. Use the chart space below to record all your learning and research.
4. Use your learning and research to create an infographic that:
 - a. Tells the overall story of The White War
 - b. Tells the specific stories told in the three locations you researched
 - c. Uses imagery and text to draw attention and makes the information easy to understand

Information Source	Big Picture Information	Details
<i>Soldier of Heaven</i> song and animation		

Vignette 8: *The Valley of Death* Activity

Conduct research on the Salonika Campaign to help you answer the questions below.

1. What was the Salonika Campaign?

2. Where did it take place?

3. Who was involved?

4. What was the outcome?

5. Why does it matter?

Vignette 9: Hellfighters Activity

Conduct research on Henry Johnson and fill in the first row of the chart below. Then, choose two more soldiers who earned highly prestigious medals during the Great War from the United States and conduct similar research. Finish by answering the questions at the end of the chart.

Soldier Name	Actions during the Great War that led to earning their medal(s)	Life after the Great War
Henry Johnson		

Processing Questions

What similarities are there between these three soldiers and their actions?

What similarities are there between these three soldiers and their lives after the war?

What differences are there between these three soldiers and their actions?

What differences are there between these three soldiers and their lives after the war?

What factors played a role in the differences between their lives after the war?

Bibliography:

- 'Map of the Kingdom of Belgium in 1914', URL: <https://nzhistory.govt.nz/media/photo/map-kingdom-belgium-1914>, (Ministry for Culture and Heritage), updated 4-Oct-202