

1914-18
INVERCLYDE'S
GREAT WAR

**A TEACHING RESOURCE FOR USE
IN THE BROAD GENERAL
EDUCATION PHASE**



**A MCLEAN MUSEUM/HERITAGE LOTTERY FUND PROJECT TO HONOUR THOSE OF INVERCLYDE WHO
SERVED IN THE FIRST WORLD WAR**

PRODUCED BY VINCENT GILLEN, SHARON MCKENNA AND SIMON GRAHAM

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- 1. What were the M.A.I.N. Causes of War?**
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- 5. What was life like in the trenches in Gallipoli**
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- 7. What role did Inverclyders play in the Battle of Ach Baba?**
- 8. What impact did the war have on people at home?**
- 9. What role did Inverclyde's women play in the Great War?**
- 10. Find a soldier**

What were the M.A.I.N. Causes of War?

What you will learn....

By the end of this lesson, you should be able to:

- ⇒ **Organise information** in order to understand the causes of the Great War
- ⇒ **Explain** why Germany found herself fighting on two fronts

The Great War began in August 1914. There are many reasons, both long and short term, as to why war broke out when it did. Militarism was a major long term cause, as rearmament meant that all European countries were in a position to go to war. Europe's main powers had split into two armed camps.

This encouraged them to behave more aggressively, since they had back-up from their allies. Britain had the largest empire in the world, and this made her very rich and powerful, but also vulnerable to attack.

The short-term cause of war was the assassination of Archduke Franz Ferdinand of the Austro-Hungarian Empire in Sarajevo. He was killed by a group of Bosnian Serbs who wanted independence from Austrian rule.

Britain and Germany had both built up their navies.
France and Russia had both increased the size of their armies.

Germany was a newly-formed country.
It was jealous of Britain and France and felt she deserved her 'place in the sun'.

Germany, Austria-Hungary and Italy had formed the Triple Alliance.
France, Russia and Britain were all in the Triple Entente.

The Austro-Hungarian Empire had lots of different nationalities within it.
These peoples (Czechs, Poles and Serbs) all wanted to rule themselves.

Tasks:

1. **Organise** the four boxes above into the following causes of the Great War: Militarism, Alliance system, Imperialism and Nationalism
2. **Explain** why
 - (a) militarism, and
 - (b) the Alliance system led to war.



Image – <http://resourcesforhistoryteachers.wikispaces.com/WHII.18?>

<p>Triple Entente:</p> <p>Britain</p> <p>France</p> <p>Russia</p>
<p>Triple Alliance:</p> <p>Germany</p> <p>Austria-Hungary</p> <p>Italy</p>

3. Look at the map above.

- (a) **Explain** why Germany would feel vulnerable if war was to break out.
- (b) What steps would Germany have to take to deal with this situation?

Experiences and Outcomes:
 Through researching, I can identify possible causes of a past conflict and report on the impact it has had on the lives of people at that time.
SOC 3-06b

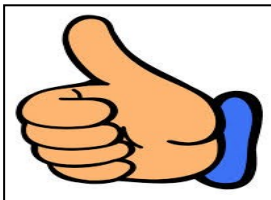


Extension Task:

Using all of the information that you have learned, and any additional research if possible, write a detailed paragraph explaining why war broke out in 1914.



When you have finished, **peer assess** your neighbour's work. Make sure that you comment on whether they have achieved the **learning outcomes**



Why did Britain launch the Gallipoli campaign?

What you will learn....

By the end of this lesson, you should be able to:

- ⇒ **Explain** the reasons for the Gallipoli campaign
- ⇒ **Work with historical sources** to develop my understanding of the motives of those involved

Because of the Alliance System, Germany had to fight a war on two fronts: on their Western Front, against France and Britain (and Belgium), and on their Eastern Front, against Russia.

Thinking back: Why would this pose a problem for Germany?

GLOSSARY:

Ottoman Empire— the old name for Turkey

Gallipoli—a *peninsula* (a strip of land surrounded by water on three sides) in Turkey.

The Dardanelles—a strait of water just to the east of the Gallipoli peninsula

Winston Churchill was **First Lord of the Admiralty** during part of WWI. This meant that he was in charge of the navy. The **Gallipoli** campaign was Churchill's response to the Turkish and German Alliance.

In November 1914, shortly after the Ottoman Empire joined the war on the side of the Central Powers, Churchill suggested opening up a **third front** by attacking in the **Dardanelles** in Turkey. His aim was to weaken Germany further by diverting resources away from the two European fronts. This decision was to have a major impact on the experience of Inverclyders in World War I. It is estimated that at one time

there could have been almost 1500 local men fighting there—men from the Royal Naval Division, the 5th Argyll and Sutherland Highlanders and the King's Own Scottish Borderers amongst others.

Troops first landed there on 25th April 1915, and by January 1916 they had evacuated, having suffered a humiliating defeat by the Turkish and German forces.



SOURCE A— *Winston Churchill, 1915*

A good army of 50,000 men and sea power - that is the end of the Turkish menace.

Tasks

1. **Who** made the decision to launch an attack on Turkey, and **why**?
2. How long did the Gallipoli campaign last?
3. What evidence is there in **Source A** that Churchill did not rate the Turkish army?

Source Skills

Source B— by historian Vincent Gillen, 2015

The Gallipoli campaign was Churchill's response to the Turkish and German alliance which blocked supply routes to Russia. With the Western Front in stalemate the plan was to induce Greece and Bulgaria into the conflict against the Turks.

Who wrote it?
When was it written?
Why was it written?
What does it say?
What's missing?

**The
Five
W's**

4. **Evaluate the usefulness** of Source B as evidence of why Churchill decided to launch the Gallipoli campaign. **3 marks**

- ➡ Try to use at least 3 of the 5 Ws
- ➡ For each point, explain why this makes it useful (e.g. "This makes it useful because...")

Source C—by historian Vincent Gillen, 2015

The cost in human terms was terrible. The object of the operation was to push northwards against Constantinople, knock Germany's Turkish ally out of the war, and let's be home by Christmas. Thousands died under the merciless enemy fire as they waded ashore; those who landed and set up their hazardous, uneasy trench system on the beaches never got more than a few hundred yards inland.

5. What was the aim of the operation?
6. What tells us that most people believed that the Gallipoli campaign would be over quickly?
7. What evidence is there that the campaign got off to a bad start?



How did Britain recruit men at the start of the War?

What you will learn....

By the end of this lesson, you should be able to:

- ⇒ **Explain** why a recruitment campaign was launched in 1914
- ⇒ **Describe** the propaganda methods used to persuade men to enlist

At the start of the war it was the **regular** soldiers (called the **British Expeditionary Force** or the **BEF**) and the army reserves that took the brunt of the German attack. Men who were out of the army for years were suddenly called back, and **regulars** were recalled from India. These '**Old Contemptibles**' held back the Germans at Mons in France, but were nearly wiped out in the process. It was clear that more soldiers would be needed, and so a massive recruitment campaign was launched by **Lord Kitchener**, the **Minister for War**.

GLOSSARY:

Territorials— part-time soldiers

Regulars — the trained, full-time British Army (BEF)

Old Contemptibles—the nickname of the BEF, so called because the Kaiser had once called them a 'contemptible little army'.

Propaganda— use of the media (newspapers/posters etc.) to attempt to form or change the people's attitudes, or to get them to behave a certain way

Propaganda



The propaganda used to get men to enlist was varied. Some recruitment posters were aimed at encouraging men, 'to do their bit' by appealing to their sense of duty to King and Country. Others demonised the enemy, portraying the Germans as monsters who were terrorising women and children, while other recruitment drives appealed to a sense of adventure and the notion that it would all be over by Christmas. The recruitment campaign launched by Kitchener, was so successful that in August 1914 alone, over a quarter of a million men had enlisted.

Source A

Source B

Source C



Tasks

1. Why was there a need for a recruitment drive at the start of World War I?
2. Who was given responsibility for this recruitment drive?
3. What evidence is there that the recruitment drive was successful?
4. Study Sources A, B and C.
 - (a) Which source attempts to encourage men to enlist by showing war to be an adventure? Provide evidence from the source to back your answer.
 - (b) Which source demonises Germany? Again, provide evidence to justify your decision.
 - (c) Which source tries to appeal to a sense of duty and patriotism. Provide evidence from the source to back your answer.
5. If you were a young man in 1914, which of these posters would be most likely to persuade you to enlist, and why?

Pressure from the Public

Many men felt the need to enlist because they would be viewed as cowards by their families and the public. Posters like Source D below played on this by showing mothers, wives and daughters looking on with pride as their male relatives went off to fight.

Source D



- Make a judgment: 'The source partly describes ...'
- What method is used in the source?
- What other methods were used?

How fully does a source describe? some-

6. How fully does Source D describe the propaganda methods used by Kitchener to encourage men to enlist? **3 marks**

➡ Follow the advice in the blue arrow!

➡ Self assess!



Why did many Inverclyders enlist to fight in the War?

What you will learn....

By the end of this lesson, you should be able to:

- ⇒ Say who the local territorial battalion were
- ⇒ Explain why recruitment in Inverclyde was more difficult than in other areas
- ⇒ Explain why many Inverclyders found themselves fighting in Gallipoli

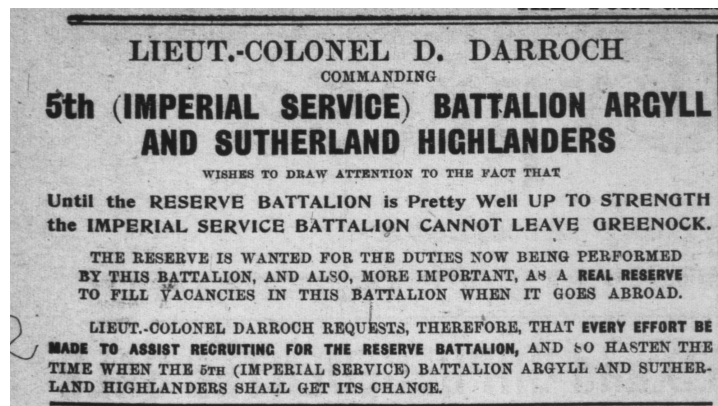
While the recruitment drive was in full swing across the country, local campaigns took place within Inverclyde. The 5th Argyll and Sutherland Highlanders were the local Territorial infantry battalion, made up of men from Greenock, Gourock, Port Glasgow and surrounding areas. Many of these men worked in the local shipyards. It was almost a social club, where they took part in shared interests such as shooting, physical exercise and military drills. The Battalion went on two weeks' paid camp every year, which was a factor in recruitment.

At the outbreak of war, the 5th Argylls were close to 'battalion strength' (the number required before being war-ready). However, it took until September 1914 until they reached full strength. Posters such as **Source A** below, as well as postings in the local press, such as **Source B**, were all used to encourage local men to enlist.

Source A



Source B



Source C—Greenock Telegraph, October 1915

The recruiting rally in Greenock has had no immediate success, and unless the results in other districts are more satisfactory we may be prepared to hear a renewed outburst for conscription. Greenock, of course, is in the peculiar position of having thousands of its townsmen engaged in the manufacture of munitions, and this accounts to some extent for the quietness at the recruiting offices.

Tasks

1. What was the name of the local Territorial infantry battalion?
2. Why did so many young men join these local regiments **before** war had broken out?
3. Look at **Source B**. What reason does Lieut-Colonel D. Darroch give for why the 5th Imperial Service Battalion are unable to leave Greenock?
4. Evaluate the usefulness of **Source C** as evidence of why recruitment was quite difficult in Greenock.

Who wrote it?
When was it written?
Why was it written?
What does it say?
What's missing?

The
Five
W's

Why did so many Inverclyders end up in Gallipoli?

Territorial units were unfairly known as 'toy soldiers' and were often a figure of fun locally. They were also not rated by the British High Command, such as Minister for War Lord Kitchener. It was for this reason that many locals, who had joined the Territorials, were sent to Gallipoli. Kitchener and others believed that 'Johnny Turk' would not present very stiff opposition, and so the decision was made to send the supposedly inferior Territorial troops to fight against them in Gallipoli.

Thinking back: does this agree with Churchill's views on Turkey? (Source A, p. 4)

By Spring 1915, with the Gallipoli campaign already underway, the Greenock 5th Argylls were heading to Turkey and their first experience of war. They travelled on the **RMS Andania** (see picture below), a ship built by many of the men in their previous jobs in the **Scott's** shipyard in Greenock.

Source D—George Blake, from his novel 'Path of Glory'

They did not know, the men of the battalion, that they were lucky. They did not realise the monotony of coast defence was nothing to the abysmal boredom of the trenches. ..(and) that death must come to many of them in particularly beastly forms. They were young, impatient, and they were proud. They burned to get away.

RMS Andania at Scott's



1. Explain why many Inverclyders were sent to fight in Gallipoli.
2. What evidence is there in Source D that the men from the 5th Argylls had never experienced warfare before?
3. What evidence is there in Source D that the men were enthusiastic about being sent to Gallipoli?

What was life like in the trenches in Gallipoli?

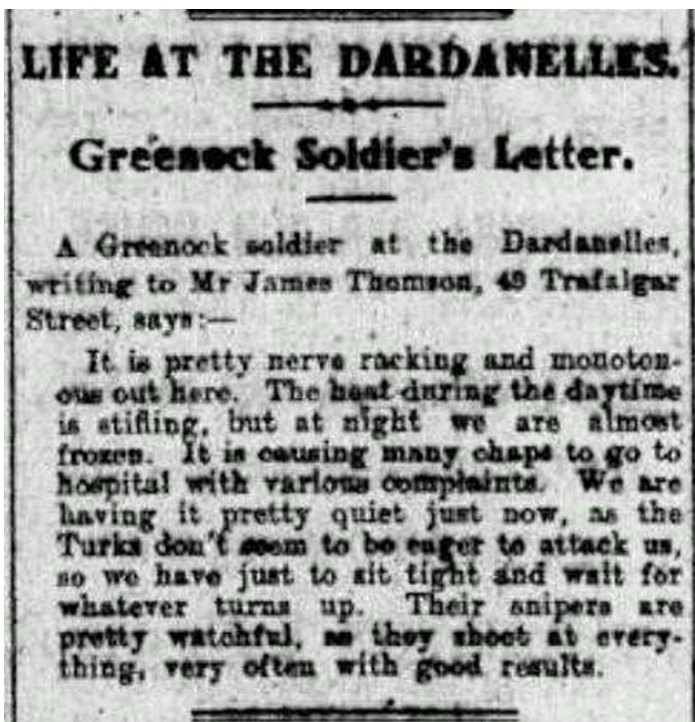
What you will learn....

By the end of this lesson, you should be able to:

- ⇒ Describe living conditions in the trenches
- ⇒ Organise information
- ⇒ Compare sources

On arrival in the Dardanelles, the soldiers settled into the routine of trench warfare. Trenches were large ditches in which men lived and fought. (See the PowerPoint slide for the layout of a trench.) Life in the trenches was very difficult. During the day, the intense heat of the Turkish climate was very uncomfortable. This often led to sunstroke and dehydration, a problem made worse by the lack of drinking water. However, at night the temperature plummeted and many soldiers suffered from frostbite. Being under constant bombardment meant that there was a constant threat of death. This, and the tremendous noise of warfare, led many soldiers to despair and even insanity.

Source A: letter printed in the Greenock Telegraph, 1915



Source B: George Blake, 'Path of Glory'

In Gallipoli, a meal resolved itself into a contest with buzzing swarms of flies that swept in black clouds on everything edible. The soldier learned quickly that the flies which shared his bread and jam had paddled first in the eyes of dead men and swarmed in the filth of **latrines**.

Tasks:

1. Collect a copy of the trench diagram. Label it correctly, and then stick it in your jotter.
2. Organise the information in **Source A** into two sections: evidence that shows that trench life was **boring**, and evidence that shows it was **dangerous**.
3. Give **two** reasons why **Source A** is useful to historians as evidence of life in the trenches.
4. Using all of the information on this page, create a **spider diagram** describing trench conditions.

Source Skills

Source C: by a soldier who fought in Gallipoli

And of course one of the biggest curses was the flies—there was millions and millions of them. The whole of the side of the trench used to be one black swarming mass and anything you opened—if you opened a tin of bully or went to eat a biscuit in the next minute it would be swarming with flies, which had previously been feasting on the corpses lying nearby.

State whether or not they agree

Do two point by point comparisons showing clearly the specific points on which they agree or disagree

Comparing Sources

5. Compare the views of **Source B** and **Source C** as evidence of the conditions in the trenches.

EXTENSION

6. Imagine you are a soldier in the 1/5th Argylls, serving in Gallipoli. Using all of the information that you have learned so far, write a letter home from the trenches to your parents, describing all of your experiences so far.

FIND OUT MORE!

* Read Vincent Gillen's *'Inverclyde's Great War'*

* Read George Blake's novel *'Path of Glory'*



What types of new technology were used in WWI?

What you will learn....

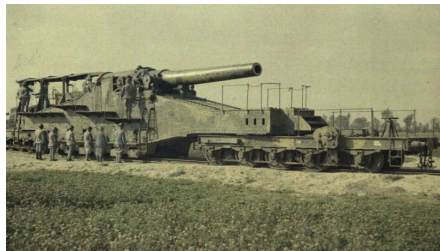
By the end of this lesson, you should be able to:

- ⇒ Describe the types of weapons used during WWI
- ⇒ Discuss the advantages and limitations of these weapons in battle
- ⇒ Come to a decision about what you thought was the most effective weapon

The First World War was a new kind of war: many new weapons had been developed which were now being used for the first time and existing weapons had changed beyond recognition. As the **stalemate** continued on the Western Front, both sides increasingly tried to use new weapons technology to break the deadlock.

As well as the weapons mentioned below, **poison gas** and **tanks** were also used during WWI. However, neither were used during the Gallipoli campaign.

ARTILLERY



Artillery is huge guns which can fire enormous explosives over long distances. The British alone fired 170 million artillery shells during the war. Before a battle, huge artillery bombardments would be fired on enemy lines to destroy their trenches and the

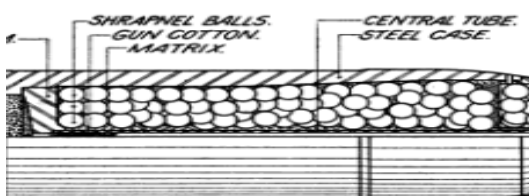
barbed wire. It rarely worked – instead, the barbed wire became even more entangled and **No Man's Land** became churned up, full of craters and even more difficult to cross. The only protection against artillery was to dig deeper into the ground.

MACHINE GUNS

The use of machine guns was devastating. It contributed more to the stalemate on the Western Front than any other weapon because it pinned down troops on both sides in their trenches – troops sent 'over the top' were simply mown down by enemy machine gun fire.



SHRAPNEL SHELLS



SHRAPNEL

Shells containing shrapnel were designed to explode **above the trenches**, before hitting the ground. The explosion sent out hundreds of metal balls or small pieces of iron in all directions to kill, maim or injure. However, deep dug-outs provided shelter from shrapnel shells.

AEROPLANES

Aeroplanes had only recently been invented and were only used at first for aerial spotting of enemy trenches – troop movements, the build up of supplies and the movement of weapons. Later in the war they were used as combat aircraft and in bombing raids.

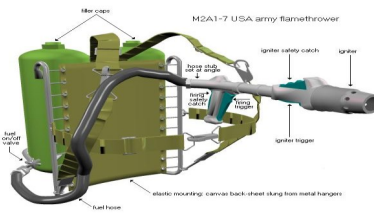


OTHER WEAPONS USED



Enfield Rifle

- Standard issue rifle (all British soldiers had one)
- German *Mauser* was better



Flamethrower

- Not very effective: difficult to operate and could only be safely fired from a trench



Hand – grenades

- Useful as they can be thrown from a trench or by a charging soldier

TASKS:

1. In what ways was the First World War a new kind of war? Give **two** reasons.
2. What was the purpose of the huge artillery used in WWI?
3. Explain why artillery actually contributed to the stalemate.
4. In what ways did machine guns contribute to the stalemate in WWI?
5. Describe what a shrapnel shell did.
6. How did soldiers protect themselves from shrapnel shells?
7. What were aeroplanes used for during WWI?

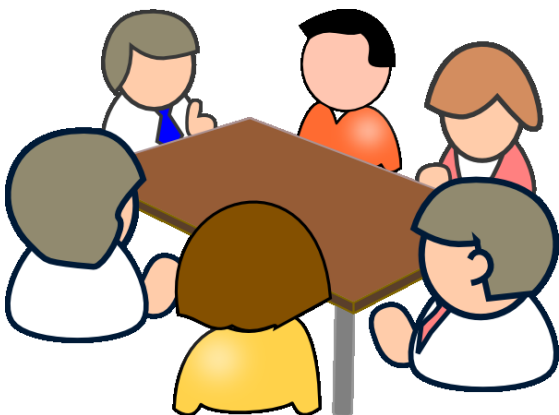


PEER ASSESS when you have finished

Group Decision Making Exercise!

If you were a soldier on the front line, which weapon would you prefer to be armed with: an **Enfield rifle**, a **flamethrower** or **hand-grenades**?

Discuss this within your group, and be prepared to explain your answer to the rest of the class, and explain why you rejected the other weapons.



Rules of Group Work

- ◇ *Everyone must take part*
- ◇ *Treat each other with respect*

What role did Inverclyders play in the Battle of Achi Baba?

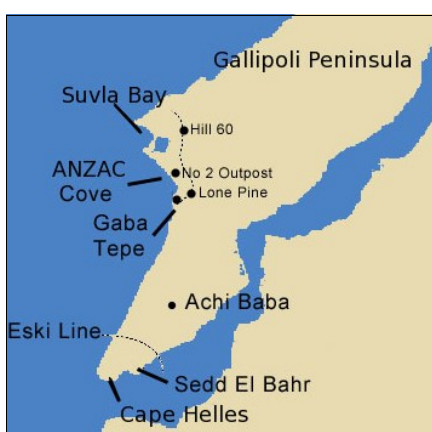
What you will learn....

By the end of this lesson, you should be able to:

- ⇒ Describe the events of the Battle of Achi Baba Nullah
- ⇒ Explain why the battle was significant for Inverclyde

The first men landed at Churchill's third front in Gallipoli on the 25th April 1915 and by January 1916, the British had evacuated, having suffered a humiliating defeat. In total, Britain and her allies had some **559,000** personnel committed to the attack on Gallipoli, of whom **420,000** were British and Empire troops. It is estimated that there could have been almost **1500 local men** fighting there, including men from the 5th Argyll & Sutherland Highlanders, who landed on Gallipoli on 3rd July 1915.

The Allied troops had been fighting the Turkish and German forces with little success since April, and the newly-arrived Scottish troops were sent into



battle as part of the increasingly desperate

plans of the allied commander, **Aylmer Hunter-Weston** (above).

The Gallipoli campaign took place on a strip of land 90 km long and 20 km at its widest, and the location of the Battle of Achi Baba Nullah (also known as the 'valley of blood') can be seen on the map.

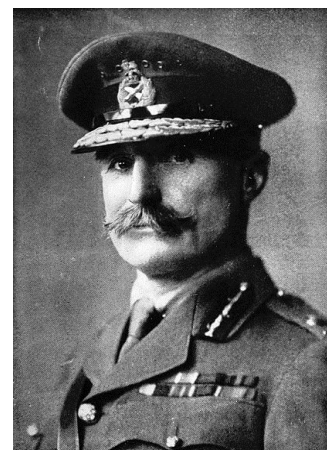
The order was given to charge the Turkish defences in the late afternoon of the **12th of July 1915**. As was the case throughout the campaign, the fighting was conducted at close quarters, with some trenches almost within touching distance. After climbing the ladders and going 'over the

top', men were met with a fierce volley of machine gun fire, and artillery shells exploded all around them.

The Battle of Achi Baba Nullah proved to be an overwhelming disaster. On the 12th July, the 52nd Lowland suffered 2427 casualties, of which 1065 were killed. From July till January 2016, 57 others (of the 5th Argylls) would die from injuries and disease. The news filtered gradually back to the local towns and soon the newspapers were full of the reports of the dead and injured. The men of the 5th Argylls noted in letters that this date (the 12th of July 1915) would be forever remembered back home.

Tasks:

1. How many allied troops fought in Gallipoli:
(a) in total? (b) from Britain & Empire? (c) from Inverclyde?
2. What evidence is there that Aylmer Hunter-Weston was not a successful military commander?
3. Describe the events of the afternoon of 12th July 1915.
4. Why do you think soldiers from Inverclyde felt that the 12th July 1915 '*would be forever remembered back home*'?



Source Skills

Source A — George Blake

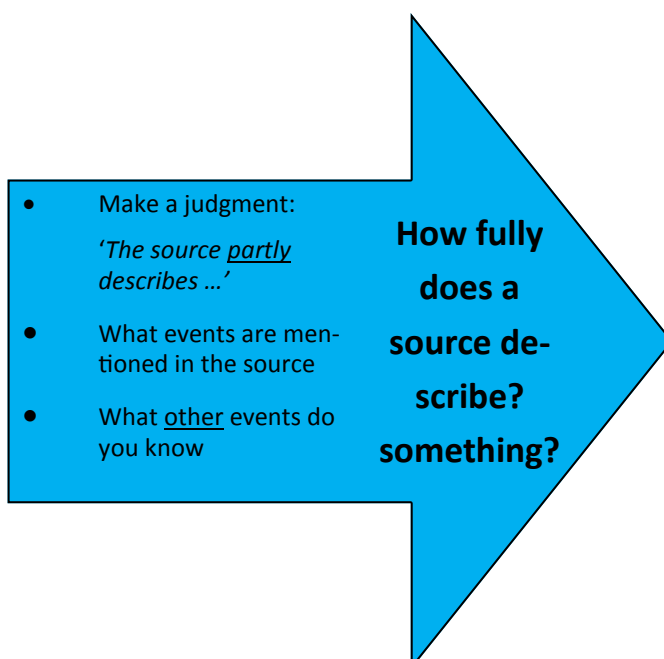
The bombardment came with the effect of a clap of thunder out of a blue sky. There was nothing to be done but to listen to that overwhelming torrent of sound: to that incessant thud of the pieces behind, to the bedlam of the scream of the shells overhead...Men ceased to talk, gave up every attempt at conversational ease.

Tasks:

5. How fully does Source A describe the events of the Battle of Achi Baba Nullah?



- **PEER ASSESS** when you have finished
- Check your partner's answer against the success criteria in the **blue arrow**
- Sign and date your partner's work



Extension:

6. (a) British soldiers during WWI are often described as *'lions led by donkeys'*. What do you think is meant by this ?
- (b) Is this a fair description of the Inverclyders who fought in Achi Baba Nullah? Explain your answer.



The Cape Helles War Memorial, near Achi Baba, Gallipoli



What Impact did the War Have on People at Home?

What you will learn....

By the end of this lesson, you should be able to:

- ⇒ Describe the role played by Inverclyde during the Great War
- ⇒ Understand the dangers faced by workers in the munitions industry
- ⇒ Explain why Inverclyde faced a shortage of housing

Inverclyde had a crucial role to play in the war. Greenock was a garrison town in the First World War. West end mansions were taken over by the military. There were camps at the Battery Park and trench warfare was practiced in the hills above the towns. Greenock Golf Course became a training ground.

Shipyards

The shipyards of the Clyde produced a steady stream of Naval and Merchant ships, and Scott's Shipyard built the first submarines in Scotland. In total, eight were built in a specially designated submarine shed. Scott's also won Admiralty contracts which brought in lots of profit. Shipbuilding was one of the **reserved occupations** which meant that the workers were exempt from frontline service. This often led to shipbuilders being called '**shirkers**' and they were accused of living the high life on good wages and being unwilling to go to war. However, this was not the case as these workers were needed to support an industry that was vital to the war effort.

Munitions

Many Inverclyders were employed in the dangerous munitions factories during WWI. An example of this would be the Greenock Torpedo Factory. This was built by the government just before the war and supplied weapons to the **front line**. Volunteers were enlisted to work in these factories



and were housed nearby. The work was extremely dangerous and workers were sometimes killed in explosions. Others suffered health problems such as poisoning because of the dangerous chemicals that were being used.

Tasks:

1. '*Inverclyde had a crucial role to play in the war.*' Describe the local contributions made to the war effort.
2. Why were shipyard workers sometimes called 'shirkers'?
3. How fair was this description of them?
4. What evidence is there that work in the Greenock torpedo factory may be dangerous?

Source A: from an advert in a local newspaper

As will be noted from advertisement, a special appeal at the request of the Admiralty is being made by the provosts of Greenock and Gourock for accommodation wanted immediately for 1,000 men to be employed at the torpedo factory...It is hoped that householders who have spare bedrooms owing to sons having enlisted, and others who have not been in the habit of keeping lodgers will make a special effort to help to accommodate men now coming to the district.

Source B: Historian Vincent Gillen, 2015

700 workers were transferred from Woolwich to the Torpedo factory in Greenock and as a result of this, there are still many English surnames and churches to this day. Hundreds of local men and women were also employed there. This led to increased demand for housing in the towns. There were accusations in the local papers that landlords were profiteering from the influx of English workers by increasing rents and effectively pricing the locals out of the market.

Glossary

Shirker—someone who avoids work or duty

Profiteering—making an unfair profit

Landlords— a person who rents out land, a building or accommodation.

5. What evidence is there in **Sources A and B** that housing was needed in the local area?
6. What contribution was the Admiralty asking local people to make to solve this problem?
7. What impact did the transferral of 700 workers from Woolwich to Greenock have on the local area?



SELF ASSESS when you have finished



What role did Inverclyde's women play in the Great War?

What you will learn....

By the end of this lesson, you should be able to:

- ⇒ List the jobs done by women during the Great War
- ⇒ Describe the dangers faced by women in the workplace

During World War I, women entered the workplace in large numbers. Between 1914 and 1918, an estimated 2 million women replaced men in employment, resulting in an increase in the proportion of women in total employment from 24% in July 1914 to 37% by November 1918.

Thinking back: why do you think women were needed in the workplace?

Men's jobs on the home front were increasingly taken over by women. Women were encouraged to go out and 'do their bit' for the war effort, which led to many women taking jobs such as bus drivers and conductors, bank clerks and delivering the post. In Inverclyde, women were employed in the trams, in the shipyards, engine works, sugar refineries and the torpedo factory. Recruitment posters encouraged women to volunteer as nurses to care for injured soldier, to work as ambulance drivers, cooks and clerical assistants. As casualties continued to mount and with the introduction of **conscription** in 1916, the need for women to take up these roles became ever more important.

GLOSSARY:

Conscription— the compulsory enlisting of men into the armed forces

SOURCE A—'The Conductress', by Jas Brown, Greenock

From the 'Port' right down to "Scott's,"

When the workmen come in lots,

And crowd the cars like hives of swarming bees,

At these times of rush and stress

The clever conductress

Gets through her work with simple charm and ease.



Tasks:

1. List some of the jobs carried out by women during WWI.
2. Explain why these jobs would have been important to the war effort.
3. Why was there a need for more women to go out and work after 1916?
4. How can we tell from **Source A** that not all men left their jobs to go off to war?
5. Pick out one way in which **Source A** agrees with **Source B** about the jobs done by women during WWI.

Source B



What dangers did women face?

One of the most dangerous forms of work carried out by women during the war was in **munitions** Working 12 hour shifts, seven days a week, women packed explosives into bullets and shells. Women were often killed by explosions. Other dangers included lead poisoning or diseases from the chemicals which caused their hair to fall out and turned their skins yellow.

In Inverclyde, many women were employed in the shipyards, doing work such as drilling, red-leading and measuring rivets. Here, women also faced many dangers, as can be seen from the newspaper report below.

Source C— The Port Glasgow Express, during the War.

A fatal accident occurred in the Glen Yard of Messrs William Hamilton & Co on Monday evening . Isabella Carruthers, residing with her parents at 1 Clune Place, was walking along the deck when she tripped on a ventilating door and injured her leg. Seeing the mishap, a young apprentice offered to carry her things for her. He did so and Isa walked on in front with a lighted candle in her hand. She fell into No.3 hold, a distance of 27 feet. Her head hit the tunnel, dislocating her neck. When assistance reached her she was found to be dead, death having been instantaneous.

Think about it: Women munitions workers were often called canaries.
Can you think why?

FIND OUT MORE ABOUT
WOMEN AND WWI

* Read Vincent Gillen's
'Inverclyde's Great War'

Chapter 2

1. List the dangers faced by women when working in munitions factories.
2. Give two reasons why **Source C** is useful as evidence of the dangers women faced when working during the Great War.
3. Using all of the information that you have learned, design a recruitment poster encouraging women from Inverclyde to participate in war work.

Find a Soldier



Lest we forget.....



Corporal John Bellringer

John Bellringer, a young man from Port Glasgow, was born in 1892 and lived in Glen Avenue, Ballochmyle Place, and also in Clovelly Cottage, Clune Brae, both in Port Glasgow. He was the youngest of 6 children and the son of Edward and Jane Bellringer. At the age of 20 John was an apprentice draughtsman and also a keen footballer. He was signed to Ayr United Football Club, and made 1 appearance. The Club state that *'Bellringer's fate was to make the supreme sacrifice without becoming a club luminary.'*

In 1912, John joined the Territorial Forces. His medical report shows that John was 5ft 7 inches tall and of good physical development. He was assigned service number 1326 and began his career with the Argyll and Sutherland Highlanders. When war broke out John was quickly promoted to the position of Corporal.

Corporal John Bellringer 1326, 1st/5th Bn., Argyll and Sutherland Highlanders, died on 12th July 1915 aged 23. He died in the battle of Achi Baba Nullah, which was fought on 12-13 July 1915. John's body was never found and no personal effects were returned to his family. John is commemorated on the Helles Memorial, Gallipoli, Turkey.

Group Task:

1. In your groups, create a timeline of John Bellringer's life. You should include as many key events as possible.
2. Go to the Inverclyde's Great War website (<http://www.inverclydeww1.org/>).

Use the search function to find John Bellringer's details.

Note down other additional information that you can about John Bellringer.

9780-WA WIND-214-120/20-111-C & G. (Form B. 103.)

Army Form B. 103.

Casualty Form - Active Service.

Regiment or Corps 1/5 A. and S. Hrs.

Regimental No. 1326 Rank Corporal Name John Bellringer

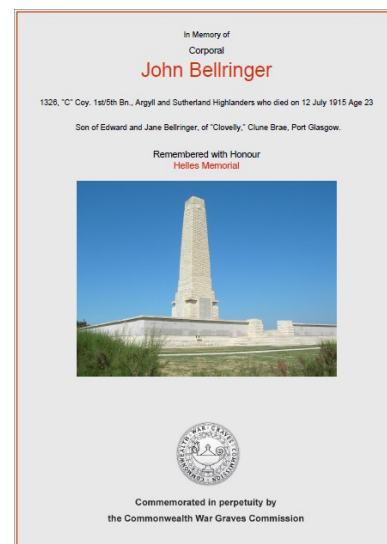
Enlisted (a) 24/1/12 Terms of Service (b) S.V. Service records from (c) 1912/12

Date of promotion to present rank 21/1/12 Date of appointment to lance rank Numerical position on roll of N.C.O.s

Extended Re-engaged Qualification (d)

Date	From when received	Report	Place	Date	Remarks
20/7/15	S.O.C.	Missing	B.015	20/7/15	
21/10/15	do	reported killed in action.	do	21/10/15	
10/10/15					

J. Wallace
Captain,
Officer in Charge (Low.) Div.
Subsection Records,
Edinburgh, G.S.C., M.E.F.



Task:

1. **Cemeteries** **War Memorials** **School Rolls of Honour**

Explain why **each** of these would be good places to find out more about local men who died in the Great War.

2. Use the 'Honour Roll' section on the Inverclyde's Great War website to find a local soldier to investigate. <http://www.inverclydeww1.org/honour-roll/list/a>
3. Use the biographical details there, and any other photographs or newspaper clippings, to make a commemorative poster. An exemplar, using John Bellringer's details, has been provided below.



Gourock's Memorial to the dead of WWI and WWII.



John Bellringer, of Port Glasgow, is commemorated in Turkey

ROLL OF HONOUR
FIRST WORLD WAR 1914-1918

<p>JAMES N. BAIN, A. & S. H. WM. BAIN, 4th K.O.S.B. ROBERT BANKS, R.N.V.R. JOHN BAXTER, 2nd Lt., 5th A. & S.H. ARCHD. BEATTIE, R.A.S.C. (M.T.) WM. BEATTIE, Cpl., R.E.A. CLAS. F. BLAIR, M.G. Corps FRANCIS N. BOYCE, 6th R. O.S.B. THOS. H. BOYLE, 2nd Lt., R.S. Fusiliers ROBERT BROWN, 4th A. & S.H. GEORGE BULLIED, Canadian Forces GEORGE BYNG, 1st Royal Irish Rifles DANIEL CARCHIE, Seaforth Highlanders JOHN CASE, King's (Liverpool Regiment) WM. CLARK, 2nd Lt., A. & S.H. JOHN COLLINS, 26th Royal Fusiliers RICHARD COLQUHOUN, 4th A. & S.H. THOS. CROMER, 15th A. & S.H. JAM. CURRIE, Scots Guards JOHN CURRIE, 4th A. & S.H. HARRY DEVLIN, 2nd Lt., 4th A. & S.H. ANDREW DUNSMUIR, 17th H.L.I. STEWART ERSKINE, 4th Cameron PETER FISHER, 1st A. & S.H. ROBERT W. FLETCHER, 4th A. & S.H. JAS. FLETT, Sgt., 14th A. & S.H. JOHN FOWLER, 2nd Lt., R.A.F. JAMES FULTON, R.N.V.R. WM. GILCHRIST, 2nd A. & S.H. DAVID E. GORDON, 2nd Lt., 14th R.S. SAMUEL GRAHAM, Cpl., R.E. JAMES HALL, N.R.B. Corps WM. HALLIDAY, 8th London Regiment JAS. HANNAH, 2nd Lt., R.G.A. JOHN HANSON, Cpl., R.E.A. WM. HARMIS, 2nd Lt. North Fusiliers WM. HARPER, R.L.I. ANDREW F. HAY, 2nd Lt., 1st K.O.S.B. ROBERT HENDERSON, 4th A. & S.H. JOHN HOGG, 4th A. & S.H. WM. HOWIE, 11th & Forfar Yeomanry JAS. HUNTER, 7th Seaforth Highlanders JOHN LANG, Cpl., 8th K.R.R. Corps WM. LYLE, Cpl., 4th A. & S.H. JAS. LYNN, Australian Expeditionary Forces DANIEL MURKIE, 4th A. & S.H. DAVID MERRILES, 4th A. & S.H. MATTHEW B. MILLAR, 1 Cpl., A. & S.H. ROBERT MILLER, 4th Gordon Highlanders JAMES MOLES, R.N. Division WM. B. MUIR, R.N. Transport JOHN M. CAUGHTY, Seaforth Highlanders</p>	<p>ROBERT M'CLUMPPHA, 4th A. & S.H. ROBERT M'CUICHELL, 4th A. & S.H. KENNETH C. MACDONALD, 8th A. & S.H. DEIRDRE MACDOUGALL, 2nd Lt., 6th A. & S.H. MALCOLM MACDOUGALL, New Zealand Scots Highlanders GILBERT M'CAIGHAN, 8th K.O.S.B. JOHN B. MACFARLAN, 11th A. & S.H. DUNCAN M'FARLANE, A. & S.H. THOS. M'FARLANE, 1 Cpl., 15th A. & S.H. ALEX. D. M'GREGOR, Cpl., Seaforth Highlanders DUNCAN M'GREGOR, 4th H.L.I. DAVID M'KAIL, Sub-Lieut., R.N.R. DANIEL M'KINNON, Royal Canadian Highlanders JOHN M'LARTY, Sub-Lieut., R.N. Air Service JAMES G. M'NEIL, 1st Cameron Highlanders JOHN M'NAUGHT, 2nd R.S.F. ARCHD. M'NEIL, 4th A. & S.H. MAXWELL M'CPHERSON, Capt., Seaforth Highlanders JOHN F. M'VICAR, 1 Cpl., 8th Gordons SAMUEL NEIL, R.G.A. JAMES NELSON, 4th A. & S.H. JAMES NICOL, Canadian Forces ROBERT NICOL, 2nd Lt., A. & S.H. (att. M.G.G.) HENRY E. O'HARA, R.A.F. WM. J. PATRICK, 4th A. & S.H. HERBERT PEARSON, R.A.S.C. DAVID PHILLIPS, S.R. DUNCAN A. ROBERTSON, 2nd Lt., R.A.F. CHARLES RUIE, Chief Officer, R.N. Transport SAMUEL H. RUSSELL, 4th A. & S.H. JOSEPH H. SANDERS, 2nd Lt., S.R. THOS. S. SAVAGE, London Scottish PETER SHENKIN, Royal Highlanders RICHARD SIMPSON, 1 Cpl., 1st Cameron RICHARD SIMPSON, R.E. JOHN M. SINCLAIR, 2nd Scots Guards JAMES SLAVEN, R.E. GEO. C. STEWART, 14th Royal Highlanders WM. SMITH, 2nd Lt., 7th A. & S.H. JOHN TAYLOR, 4th K.O.S.B. ROBERT TAYLOR, R.E.A. JAS. B. THOMSON, British Columbia Horse WM. TODD, R.E. ROBERT TUCKER, 4th A. & S.H. ALEX. J. WADDELL, British Columbia Horse JAS. B. WALMSLEY, 2nd Lt., K.O.S.B. WM. WEIR, 4th A. & S.H. JAMES WHITTEL, Scots Guards ROBERT YODGE, 4th A. & S.H.</p>
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Greenock High School's Roll of Honour

(written by local songwriter, Ian McGillivray, in memory of his Great Uncle who died in WWI)

As I slept, she took my hand
I saw the men walk through the sand
There's one I think I recognise
I know the walk, I've seen those eyes.
A month before their vows were made
They must have left so much unsaid....

I watch the lights across the Clyde
And spare a thought for an uncle that died
A land for heroes, the masters pledged
I'm sorry John, we're waiting yet.

Outcomes Checklist

Lesson	Level 3 Outcomes			Level 4 Outcomes	
	SOC 3-01a	SOC 3-06a	SOC 3-06b	SOC 4-06a	SOC 4-06b
1. What were the M.A.I.N. Causes of War?					
2. Why did Britain launch the Gallipoli campaign?					
3. How did Britain recruit men at the start of the War?					
4. Why did many Inverclyders enlist to fight in the War?					
5. What was life like in the trenches in Gallipoli?					
6. What types of new technology were used in WWI?					
7. What role did Inverclyders play in the Battle of Achi Baba Nullah?					
8. What impact did the war have on people at home?					
9. What role did Inverclyde's women play in the Great War?					
10. Find a soldier					

1914-18 INVERCLYDE'S GREAT WAR

This Education Resource is based on the research for the McLean Museum & Art Gallery's "Great War" Centenary Project. It should be used alongside the website detailed below, the Inverclyde's Great War Book, George Blake's 'The Path of Glory', Vincent Gillen's history of the 5th Argyll & Sutherland Highlanders and the standard sources.

Inverclyde, like every other area in the country played it's full part in the Great War. The purpose of this resource is for students to be able to discuss all aspects of the War from the viewpoint of those who experienced it in the towns and villages of Inverclyde: Greenock, Port Glasgow, Gourock, Kilmacolm, Inverkip and Wemyss Bay. Gallipoli especially is considered here, as it affected the local Territorial Battalion, the 5th Argylls, in particular, and is often overlooked in favour of the Western Front.

Further information on the topics and the Roll of Honour of those who fought in the war are available at www.inverclydeww1.org

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