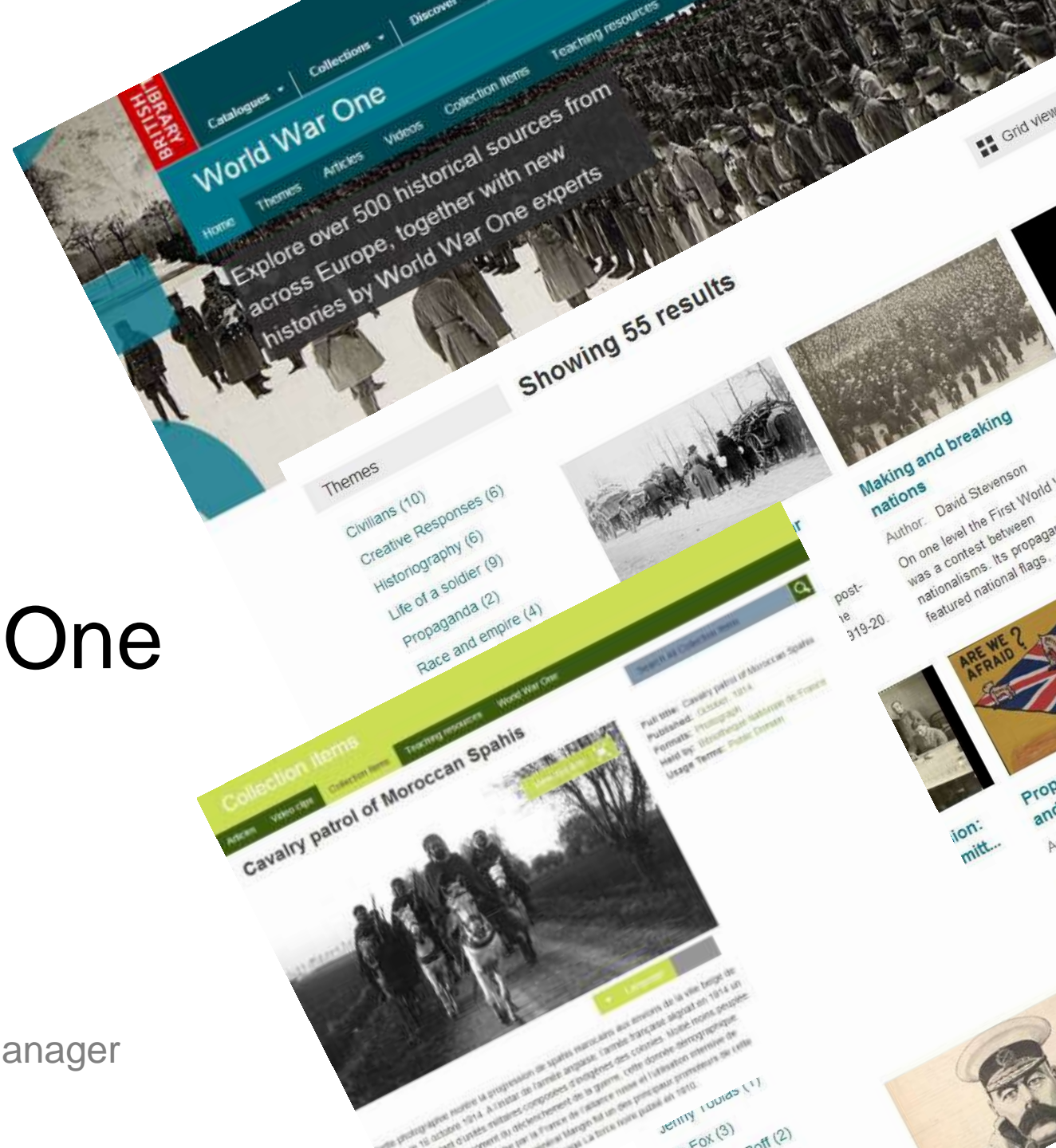




World War One

Learning Website

Abi Barber
Learning Programmes Manager
British Library



Context



- Europeana 1914-1918: a pan-European commemoration of World War One
- Hundreds of thousands items available online
- British Library leading the UK's contribution

Scope



- Pedagogically relevant digitised items
- Variety of textual and visual media
- Information architecture is both dynamic and structured

World War One

Learning Website



‘an international and comparative approach,
drawing on a wealth of previously
inaccessible source and study material’

David Stevenson

Professor of International History, LSE

Aims



- 11 partner institutions representing eight countries
- 500 collection items
- Students, teachers and lifelong learners
- A starting point for Europeana 1914-1918

Process

- Collaborative
- Curated
- Contextualised
- Authenticated



Origins,

How did WW
escalate and
and peace

Read more

The war m

How were the
WWI recruits

Read more

Life as a so

What was life
professional, c

Read more

Race, empire

Over four million
Explore more ab
responsibilities.

Read more

Civilians

What was life li
and those displ

Read more

Propagan

How was pro
patriotism, d
opinions?

Read more

Represe

In addition
creative res
these affect

Read more

Historical debates

How have the views of historians and our
understanding of World War One changed over
time?

Read more

World War One

Creator

Imperial and Royal War
Press Bureau (1)

Julius Klinger (1)



The mill in the Ardennes

Search All Collection Items



Full title: The mill in the Ardennes



Details



Close



Date

1905 (1)

1912 (1)

Usage Terms: Public Domain

Full title: School essay written by a student about a fictitious attack on London

Formats: Essay , Drawing , Manuscript

Held by: Österreichischer Nationalbibliothek

Usage Terms: Free from known copyright restrictions

Description

Language

In his story 'How I made a nightly attack on London with my Zeppelin', the schoolboy I Biberl writes about being in a troop in occupied Antwerp. The captain receives a message that his soldiers should attack London and orders them to prepare for departure. They fly to Dover with three Zeppelins and six aircraft. The student describes being violently bombarded. Despite this, the troop manages to drop numerous bombs on London. After a successful attack, the team returns to Antwerp, received by cheering crowds.

The essay is accompanied by a drawing of the air attack. In addition to the pupil's handwritten text are corrections in red from his teacher. This document shows that the pupils were assigned to write patriotic essays on the war. New technologies in the conflict were a favourite topic.

In addition to posters, leaflets, postcards, newspapers and many other documents concerning the war, school essays and children's drawings were also collected and sent to the Imperial Library in Vienna. This essay and drawing come from the Franz Josef Secondary Vocational School in Graz, Styria.



RECEIVED
FEBRUARY 27 1964
RECEIVED
L. B. Smith

Second London Air Show
October 1946

All half past nine pm, my uncle who had only been home from France five hours, and my aunt were talking to my mother. All twenty five minutes to ten, my uncle and aunt left and I sat talking with my mother. After a while I fell asleep. All of a sudden I was awakened by a reverberating roar, like lions when they are being kept out of bed like a piece of greased lightning and tipped into my clothes. I then heard a scream like a tattoo on a kettle drum. I looked out of a window and saw a midnight flitting about. "Someone's about. Put your lights out" and I obeyed. My mother and sister were in the parlor. I went downstairs and looking up I saw an elongated shape not unlike a cigar and of a silvery green color. There were little splashes of flame around it but none apparent to light. After a while I thought it like to have a tooth at a gun.

²See *Van der Horst v. The Netherlands*.[illegible]

W. J. Williams



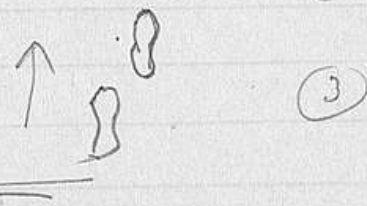
Col 50893 - K 162 644

Precepts of Sgt M. J. Smith.

In turning to the right
on the march:—

- (1) the word 'turn' comes
on the right foot.
- (2) Bring the left foot up
to the right, at the same time
- (3) shooting out the right
foot in the new direction
& coming round on left toe.

So:— turn!







Bilder aus dem Weltkrieg



• Ein Malbuch für die Jugend von W. Blanck •
Maier's Künstlermalbücher № 680

Verlag Otto Maier • Ravensburg

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KARTE VON EUROPA IM JAHRE 1870

nach einem französischen Holzschnitte.



L'Angleterre, petite, grêle et si elle n'est pas si forte, elle n'est pas si riche. L'Espagne, petite, grêle et si elle n'est pas si forte, elle n'est pas si riche. La France, petite, grêle et si elle n'est pas si forte, elle n'est pas si riche. La Prusse, petite, grêle et si elle n'est pas si forte, elle n'est pas si riche. La Russie, petite, grêle et si elle n'est pas si forte, elle n'est pas si riche. La Turquie, petite, grêle et si elle n'est pas si forte, elle n'est pas si riche. La Grèce, petite, grêle et si elle n'est pas si forte, elle n'est pas si riche. La Belgique, petite, grêle et si elle n'est pas si forte, elle n'est pas si riche. La Hollande, petite, grêle et si elle n'est pas si forte, elle n'est pas si riche. La Suisse, petite, grêle et si elle n'est pas si forte, elle n'est pas si riche. La Danemark, petite, grêle et si elle n'est pas si forte, elle n'est pas si riche. La Suède, petite, grêle et si elle n'est pas si forte, elle n'est pas si riche. La Norvège, petite, grêle et si elle n'est pas si forte, elle n'est pas si riche. La Pologne, petite, grêle et si elle n'est pas si forte, elle n'est pas si riche. La Hongrie, petite, grêle et si elle n'est pas si forte, elle n'est pas si riche. La Roumanie, petite, grêle et si elle n'est pas si forte, elle n'est pas si riche. La Serbie, petite, grêle et si elle n'est pas si forte, elle n'est pas si riche. La Bulgarie, petite, grêle et si elle n'est pas si forte, elle n'est pas si riche. La Grèce, petite, grêle et si elle n'est pas si forte, elle n'est pas si riche. La Turquie, petite, grêle et si elle n'est pas si forte, elle n'est pas si riche. La Russie, petite, grêle et si elle n'est pas si forte, elle n'est pas si riche. La Prusse, petite, grêle et si elle n'est pas si forte, elle n'est pas si riche. La France, petite, grêle et si elle n'est pas si forte, elle n'est pas si riche. L'Angleterre, petite, grêle et si elle n'est pas si forte, elle n'est pas si riche.

England, klein, schlau und reich. Frankreich, klein, schlau und reich. Deutschland, klein, schlau und reich. Russland, klein, schlau und reich. Österreich, klein, schlau und reich. Italien, klein, schlau und reich. Spanien, klein, schlau und reich. Portugal, klein, schlau und reich. Griechenland, klein, schlau und reich. Türkei, klein, schlau und reich. Dänemark, klein, schlau und reich. Schweden, klein, schlau und reich. Norwegen, klein, schlau und reich. Polen, klein, schlau und reich. Ungarn, klein, schlau und reich. Rumänien, klein, schlau und reich. Serbien, klein, schlau und reich. Bulgarien, klein, schlau und reich. Griechenland, klein, schlau und reich. Türkei, klein, schlau und reich. Russland, klein, schlau und reich. Deutschland, klein, schlau und reich. Frankreich, klein, schlau und reich. England, klein, schlau und reich.

KARTE VON EUROPA IM JAHRE 1914

1914. 728.

Gezeichnet von W. Trier



England, klein, schlau und reich. Frankreich, klein, schlau und reich. Deutschland, klein, schlau und reich. Russland, klein, schlau und reich. Österreich, klein, schlau und reich. Italien, klein, schlau und reich. Spanien, klein, schlau und reich. Portugal, klein, schlau und reich. Griechenland, klein, schlau und reich. Türkei, klein, schlau und reich. Dänemark, klein, schlau und reich. Schweden, klein, schlau und reich. Norwegen, klein, schlau und reich. Polen, klein, schlau und reich. Ungarn, klein, schlau und reich. Rumänien, klein, schlau und reich. Serbien, klein, schlau und reich. Bulgarien, klein, schlau und reich. Griechenland, klein, schlau und reich. Türkei, klein, schlau und reich. Russland, klein, schlau und reich. Deutschland, klein, schlau und reich. Frankreich, klein, schlau und reich. England, klein, schlau und reich.



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World War One

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Working parties of Italian alpine troops at 3000 metres, equipped with skis and sealskins to aid movement on the snow.

Article by Vanda Wilcox
Theme: Life as a soldier

Article by Vanda Wilcox
Theme: Life as a soldier

Article by Vanda Wilcox
Theme: Life as a soldier

Assistant Professor Vanda
One, experienced by 80% of
uneven terrain made warfar

The conventional idea of a First World War flat waterlogged landscape crisscrossed by battlefields looked quite different. The challenges of mountain warfare, avalanches, in Galicia (on the border between Austro-Hungarian and Italian territories) also engaged in mountain warfare. The best known mountain theatre was the Italian Front until November 1918 Italy fought the Italian Front ran through mountainous terrain very different from that experienced in

[Show more](#)

54. Corvée à 2000 metri.
Corvée à 3000 metres.

54	Curve \pm 3000 metres.	Working parties at 10000 feet.
	Curve \pm 3000 metres.	Curve \pm 3000 metres.



World War One

D. Stiehl



A hero - Bal Bahadur

A hero - Bal Bahadur of the 4th Sikh Rifles, who was promoted in the field for gallantry at Neuve Chapelle. The story of his gallant exploit is as follows. With an officer and two other men he was in a captured German trench at Neuve Chapelle, when volunteers were called for to rescue some wounded men who were in front of the trench. He volunteered and although exposed to a heavy fire, succeeded in rescuing the men, and went back again to rescue a second, for he was hit by a German bullet, and severely wounded.

Statistics of the Military Effort of the British Empire during the Great War

Teaching Resources for World War One



Language

English (19)

Curriculum

UK (19)

Level

Ages 11 to 14 (19)

Ages 14 to 16 (19)

Ages 16 to 18 (19)

Subject

History (19)

Showing 19 results

Grid view

List view



On the battlefield

Language: English

Curriculum: UK

Levels: Ages 11 to 14, Ages 14 to 16, Ages 16 to 18

Subject: History

In this lesson, students are encouraged to explore the realities of war. They will discuss how the men that ...



Bombing raids and the Home Front

Language: English

Curriculum: UK

Levels: Ages 11 to 14, Ages 14 to 16, Ages 16 to 18

Subject: History

There is a common misconception that there was little destruction away from the trenches and that bombing raids



Recruitment

Language: English

Curriculum: UK

Levels: Ages 11 to 14, Ages 14 to 16, Ages 16 to 18

Subject: History

In this lesson, students will not only explore the key messages sent out by the government to encourage ...



Daily life on the Home



Women and gender roles



Leadership and command



Desktop



Tablet



Mobile

Contact



www.bl.uk/world-war-one

Questions?

abi.barber@bl.uk