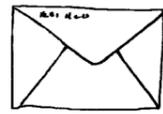


Language Help



1) Addresser

- The writer of the letter...
- The author of the letter...
- The soldier / officer...

Verbs:

to write, to be stationed in/at, to compose, to be situated/ located in...



2) Addressee

- The recipient of the letter...

Relationship between Addresser and Addressee:
wife/girlfriend, parents, mother, father, siblings, friends...

Verbs:

to be related to, to be married to, to be friends with...



5) Summary & Gist of the Letter

- The author/writer...
- The letter...

Verbs:

to write, to report, to show, to illustrate, to tell s.o. about s.th., to narrate, to recount, to explain, to criticise...

Adjectives:

excited, hopeful, fearful, worried, anxious, desperate, brave, dutiful, happy, cheerful, sad, elated, relieved...



7) Overall Impression in Regard to Key Question

- Key points / gist of the letter...

Verbs:

to be connected with, to influence, to express, to emphasise, to highlight, to point out, to criticise, to change/modify the impression/perception

Analysis of a Letter from the Front

ANALYSIS	<p>Viewing the Material</p> <p>Gathering information which serve as the basis for the analysis and interpretation of the letter.</p>	<ul style="list-style-type: none"> • Addresser / Author • Addressee / Recipient • Place • Time
	<p>Content Analysis</p> <p>The analysis of the content and the language of the letter are used for the interpretation and give further information on the addresser, addressee, time and place.</p>	<ul style="list-style-type: none"> • What is the letter about? • Which things/events are mentioned? • What kind of feelings/emotions are expressed? • Description of the language and style of the letter.

INTERPRETATION	<p>Historical Context</p> <ul style="list-style-type: none"> • historical situation • events and developments before and after the creation of the letter.
	<p>Overall Impression in Regard to Key Question</p> <p> + </p> <ul style="list-style-type: none"> • key points / gist of the letter • connection between content of the letter and the historical context • To which extend does the context influence the content? • effect on the addressee

EVALUATION	<p>Value Judgement in Regard to Key Question</p> <ul style="list-style-type: none"> • Evaluation from today's point of view • Are the key points of the letter and the context still comprehensible today? • How would someone act today?
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Language Help



3) Place

- Western Front (i.e. France, Belgium, Flanders)
- Eastern Front (i.e. Russia)

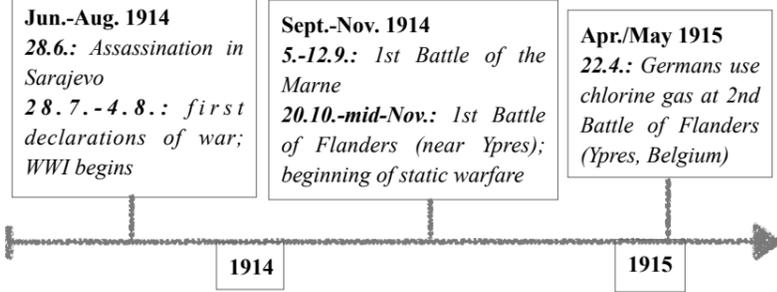
Whereabouts of the Addresser:

village, quarters, military base, trenches, front lines, barracks, hospital, headquarters...



4) Time

- The letter was written on...
- The soldier wrote the letter at/in...



6) Historical Context

Verbs::

to be at war; to declare war on, to enter into a treaty...

Relevant Terms:

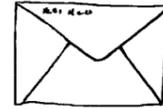
ultimatum, general mobilisation, declaration of war, conflict parties, attack, static warfare, treaty, alliance, battle, artillery, infantry, battalion, platoon, barbed wire...

8) Value Judgement in Regard to Key Question

*In my opinion...
I think/believe...
From my point of view...
From today's perspective/standpoint...*

Key Question: 1914/1915 - War Enthusiasm or War Fatigue?

Analysis of a Letter from the Front



1) Adresser

- Who wrote the letter?
- What do we learn about the author?



2) Addressee

- Who is the recipient of the letter?
- What is the nature of the relationship between the addresser and the addressee?



5) Summary & Gist of the Letter

- What is the letter about?
- Which things/events are mentioned?
- What kind of feelings/emotions are expressed?



3) Place

- Where was the letter written?
- What do we learn about this place?



4) Time

- When / in which situation was the letter written?



6) Historical Context

- How does the content of the letter relate to the historical context?
- What happened during the time when the letter was written?

My Dear Pater,

Support Trenches, FLANDERS, July 9th 1915.

5 Last night we moved up here from the reserve trenches in which we'd been for five days. We're in support to two companies of our own Battalion who are in the firing line. [...]
The conditions of modern war are altogether different from anything that even military minds predicted. There is little romance about it. [...]
10 This modern warfare as seen by the man at the Front: You are ordered to take up a certain position. For an hour, or two hours, or three hours, you march. All your wardrobe, all your kitchen, all your library, are in a pack on your back. Round your body is your arsenal; slung on your shoulder is a weapon with which you may kill your enemy over a mile away. [...] Your clothes are the colour of the earth. – There you are, a complete soldier! [...] At last, your back well-nigh broken, your feet like fires, you are emitted into the Firing Line. [...] You find another regiment in the place. They greet you with welcoming smiles; you are their relief. They warn you there's an enemy rifle set on such and such a spot. They tell you you get 12 lb shells for breakfast, 8
15 inches for dinner, and mortar bombs for tea, with extra courses of rifle grenades, air darts and snacks from snipers. And they state with comparative indifference that so many men who came into the trench will be left behind.
Then they leave you to your own salvation. So many men are picked as sentries. The rest squeeze themselves into roofed-in holes called "dug-outs", and sleep – if mosquitoes, flies, ants and vermin will allow them. [...]
20 At the first sign of dawn you stand to arms. The enemy is also "standing-to". And being cold, and sleepy, and annoyed both sides snipe away at the tops of each other's parapets. Sighting and aiming is impossible, but blind bullets find many human billets...[...]
A bullet through the brain is usually the penalty for putting one's head above the parapet in daylight. Sentries observe their front through periscopes. Frequently, even these are smashed by vigilant snipers or machine
25 gunners. [...]
When dusk falls you stand to arms again, every man at his post, ready for the enemy should he come. At this time, of course, the enemy is similarly prepared. Then, an hour or so later, you "stand down" and await the work of the night. [...]
30 Going over the parapet to build it up from the outside, or to fix up barbed wire, or cut the long grass in front, is attended by considerable risk. But when you've been on "t'other side" once or twice it has no terror for you; you become absolutely indifferent to the bullets, although you've no cover whatever. People at home will scarcely be able to credit this, but I assure you it is the experience of most men here. [...]
Well, pater, there's a picture of the war such as you wanted, and it's so long I'll have to close right away!!
35
Love to mater,
Your son, JOHN. [Killed by a German sniper on 13 July 1915 when reinforcing the parapet of a trench.]



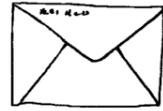
7) Overall Impression in Regard to Key Question

- To which extent has the historical context influenced the author and content of the letter?
- How can the content of the letter be interpreted in relation to the historical context?

8) Value Judgement in Regard to Key Question

Key Question: 1914/1915 - War Enthusiasm or War Fatigue?

Language Help



1) Addresser

- Soldier / Officer (Lieutenant, Captain...)
- Gunner, Doctor, Cook, Messenger, Driver, Sentry



2) Addressee

Relationship between Addresser and Addressee
wife/girlfriend, parents, mother, father, son, siblings, friends...



5) Structure & Key Points / Gist

Daily Life:

sentry/guard duty, wardrobe, supply/provision, order, rifle, machine gun, troops, fire, shells, artillery fire, mortar rounds, rifle grenades, snipers...

Hopes & Fears:

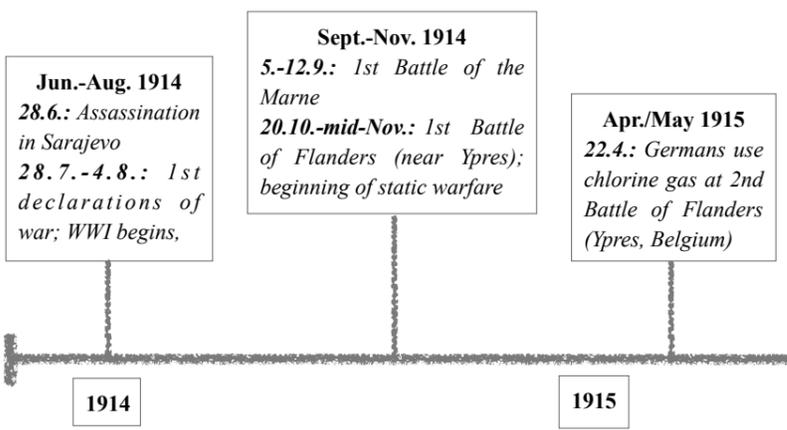
hope, longing, peace, going home, death, being wounded...

Verbs:

to write, to telegraph, to be stationed in, to be in, to report, to narrate, to be on duty, to sleep, to be on sentry/guard duty, to shoot, to be under fire...

Adjektive:

excited, horrible, fearful, worried, desperate, brave, dutiful, happy, cheerful, calm, sad...

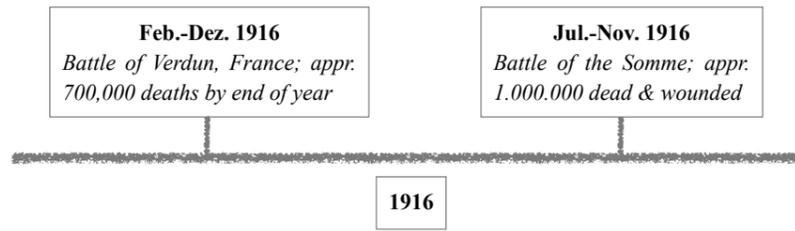


Composing a Letter from the Front

P L A N N I N G	Collecting Ideas Setting the general frame for your letter.	<ul style="list-style-type: none"> • Addresser / Author • Addressee / Recipient • Place • Time
	Ideas for Key Points Collecting first ideas for content/gist of the letter.	<ul style="list-style-type: none"> • What should your letter be about? • What does your daily life in the war look like?

D R A F T I N G	Historical Context / Background	<ul style="list-style-type: none"> • historical situation / background • events and developments before and after composition of the letter
	Connecting Key Points with Historical Context	<ul style="list-style-type: none"> • overall impression • How does the situation influence the soldier's daily life and experiences? • Which things does the soldier reference in the letter?

W R I T I N G	Composing the Letter (using language help)	<ul style="list-style-type: none"> • Taking into account: inner structure of the letter, origin, rank, duties, worries, experiences, hopes and wishes of the soldier • to connect/respond with/to the addressee
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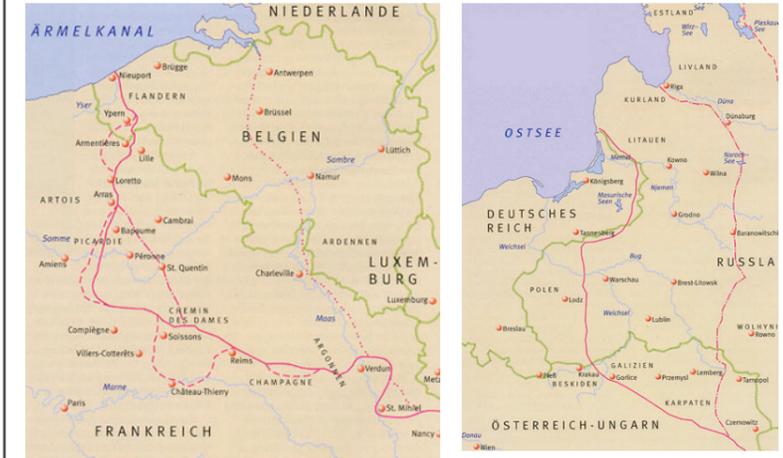
Language Help



3) Place

- Western Front (i.e. France, Belgium, Flanders)
- Eastern Front (i.e. Russia)
- see map below for names:

Whereabouts of the Addresser
village, quarters, military base, trenches, front line, barracks, hospital, headquarters...



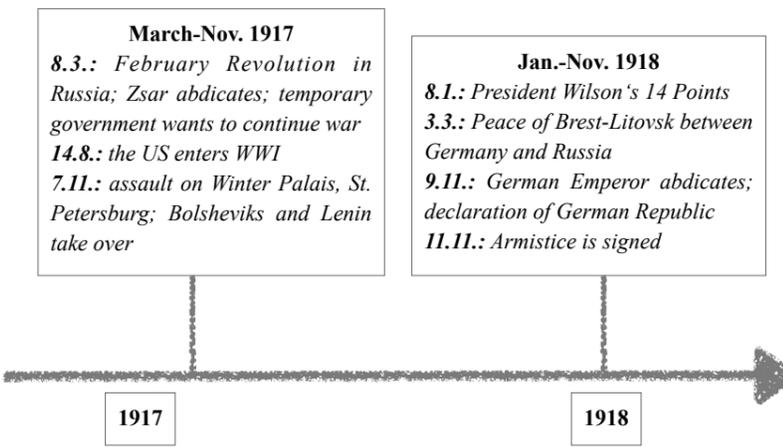
4) Time

- see timeline below:



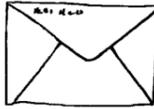
6) Historical Context

Relevant Terms:
ultimatum, general mobilisation, declaration of war, conflict parties, attack, static warfare, treaty, alliance, battle, artillery, infantry, battalion, platoon, barbed wire...



Composing a Letter from the Front

Taks: You are a soldier serving during World War I and are writing a letter home to tell about your life at the front and your experiences. Use the boxes in the margins for notes and the language help on the back of the page to compose your letter.



1) Addresser

- *What is your name? How old are you?*
- *Which rank do you hold and what are your duties?*
- *Do you have a family??*



2) Addressee

- *Who are you writing to?*
- *What kind of relationship do you have?*
- *Where does this person live?*



5) Structure & Key Points / Gist

- *What are you writing about?*
- *What does your daily life look like?*
- *What kind of problems/challenges do you face?*
- *What kind of hopes and dreams do you have?*



3) Place

- *Where are you stationed?*
- *Where are you while writing your letter (i.e. In the trenches...)*



4) Time

- *When are you writing your letter (year, month, day)*
- *What time of day is it?*



6) Historical Context

- *What is the general situation like at the time?*
- *What kind of information influence the content of the letter?*

A large central area with horizontal dotted lines for writing the letter.