

# A COMPARISON OF THE SEVEN YEARS' WAR AND WORLD WAR I (APUSH)



GRADES 11-12

## REFLECTIVE RESPONSE AND ESSAY QUESTIONS

### Part 1

#### Image 1



Samuel de Champlain, *Deffaites des Yroquois au Lac de Champlain*, 1613, in Samuel de Champlain, *Voyages de Champlain*, John Carter Brown Library at Brown University.

#### Reflective Responses:

Study this image and describe a plausible historical scenario. What is happening? What different figures stand out? What brought these people to this location? Who do you predict will win? How does this battle between Native Americans contrast with the popular perception of "Indian warfare"? Who is leading whom?



**Part 2**  
**Image 2**



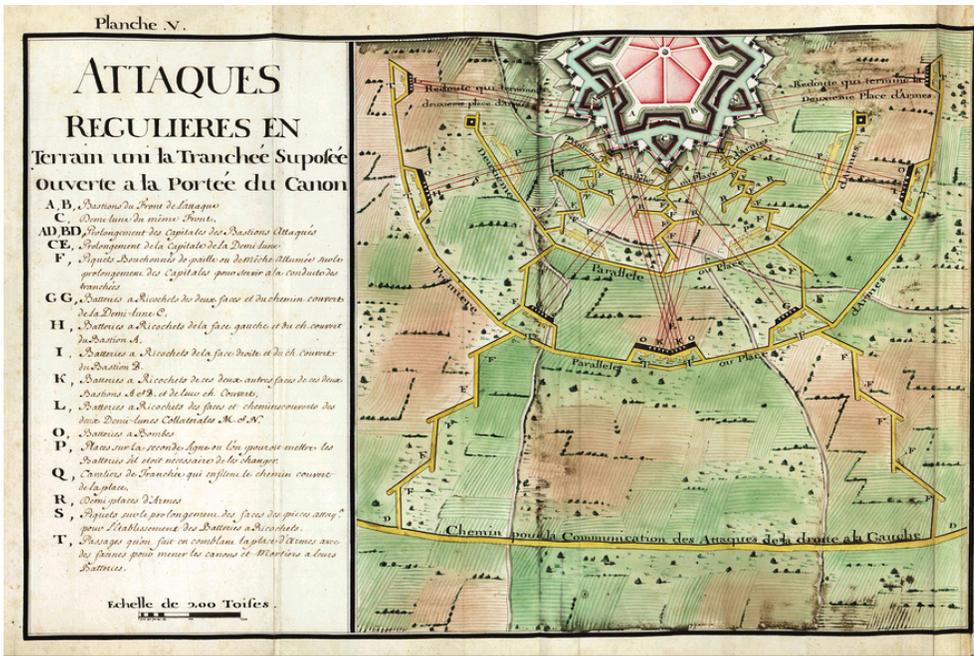
*A Cameroon unit on parade in German South-West Africa, 1914/1915, Koloniales Bildarchiv, Universitätsbibliothek, Frankfurt a. M., 042-3023-28, [https://encyclopedia.1914-1918-online.net/article/schutztruppe\\_east\\_africa\\_southwest\\_africa\\_cameroon](https://encyclopedia.1914-1918-online.net/article/schutztruppe_east_africa_southwest_africa_cameroon).*

**Reflective Responses:**

Explain the historical circumstances that lead to the use of these African soldiers by German colonial authorities in German Southwest Africa (present day Namibia). Why would these troops be used? What does this say about the relationship between colonial rulers and natives? Compare the two previous images. What has changed in the relationship between Europeans and Natives between first contact in the seventeenth century and the early twentieth century?



### Part 3 Image 3

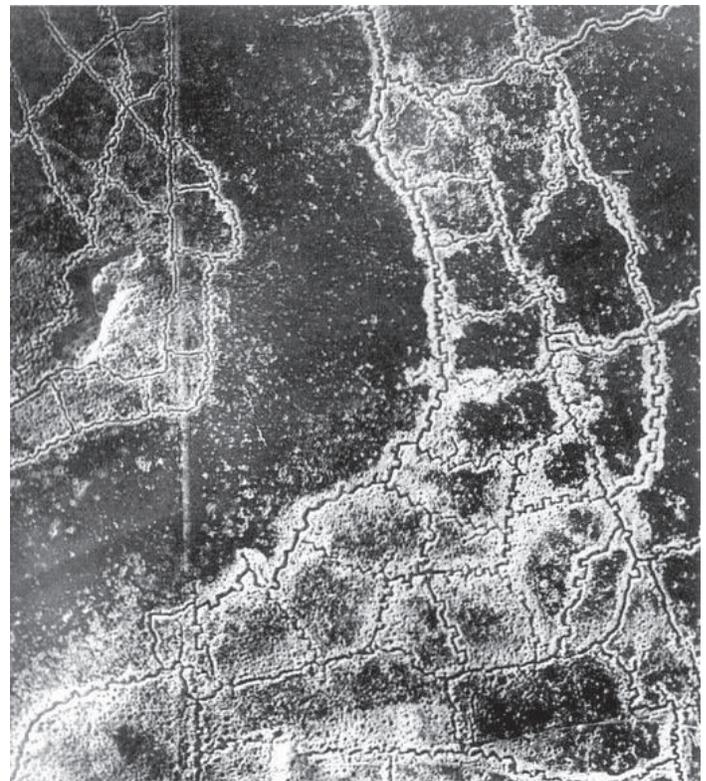


Sebastien le Prestre de Vauban, *Attaques Regulieres en Terrain uni la Tranchee Supofee ouverte a la Portee du Canon, 1691*, in *Traité de l'attaque et de la défense des Places*, National Library of the Netherlands, The Hague.

### Image 4

German trenches are at the right and bottom; British trenches are at the top left. The vertical line to the left of center indicates the course of a pre-war road or track.

“Photograph of the opposing trenches and no-man’s land between Loos and Hulluch in Artois, France, 1917” in *Natural Processes and Human Impacts: Interactions between Humanity and the Environment*, by Sergey M. Govorushko, (Springer, 2011), pg. 587.



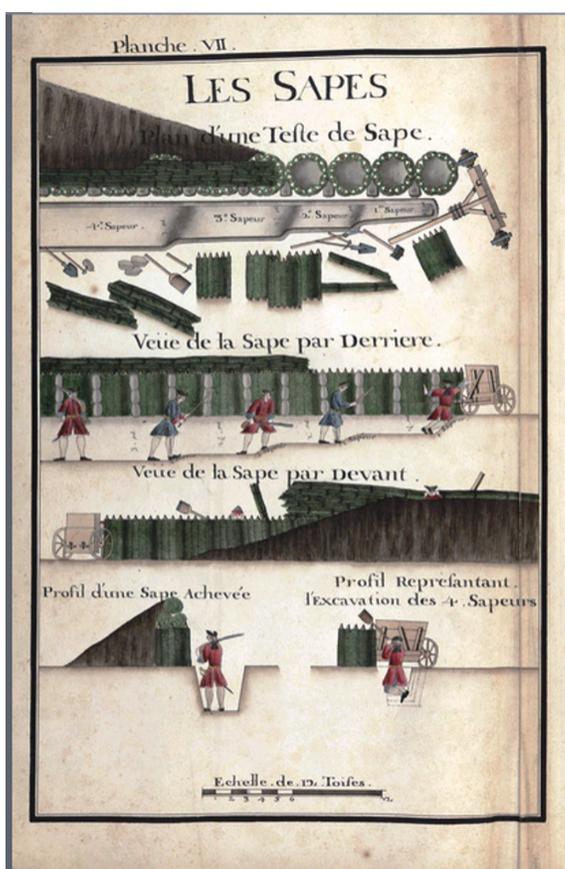


### Reflective Responses:

Image 3 is from a 17th century military manual by Marshall Vauban describing the use of trenches in siege warfare. Image 4 is a photograph of opposing trench lines along the Western Front during World War One. What similarities are noted? What differences stand out? Please explain your reasoning.

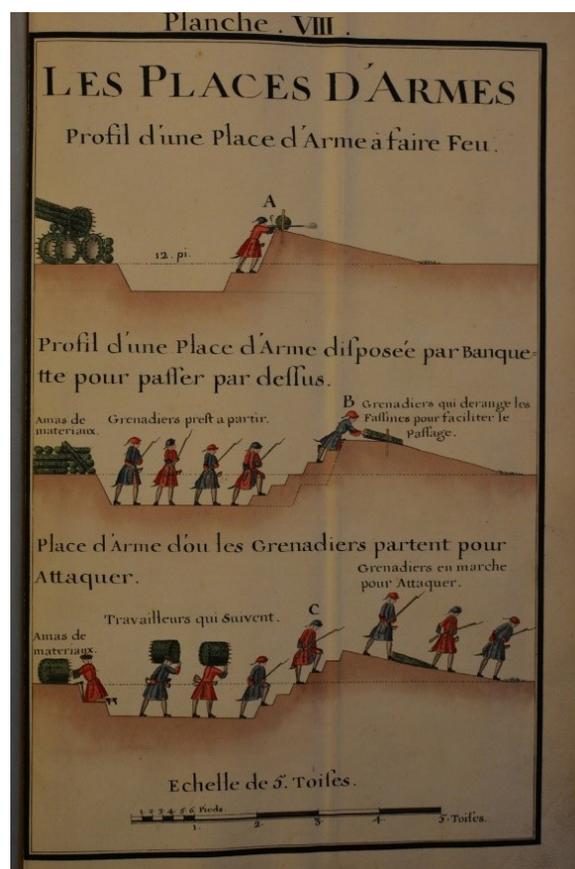
Two images from a 17th century military manual show construction and use of the trenches.

Image A



Sebastien le Prestre de Vauban, *Les Sapes: Plan d'une Teste de Sape*, 1691, in *Traité de l'attaque et de la défense des Places*, National Library of the Netherlands, The Hague.

Image B



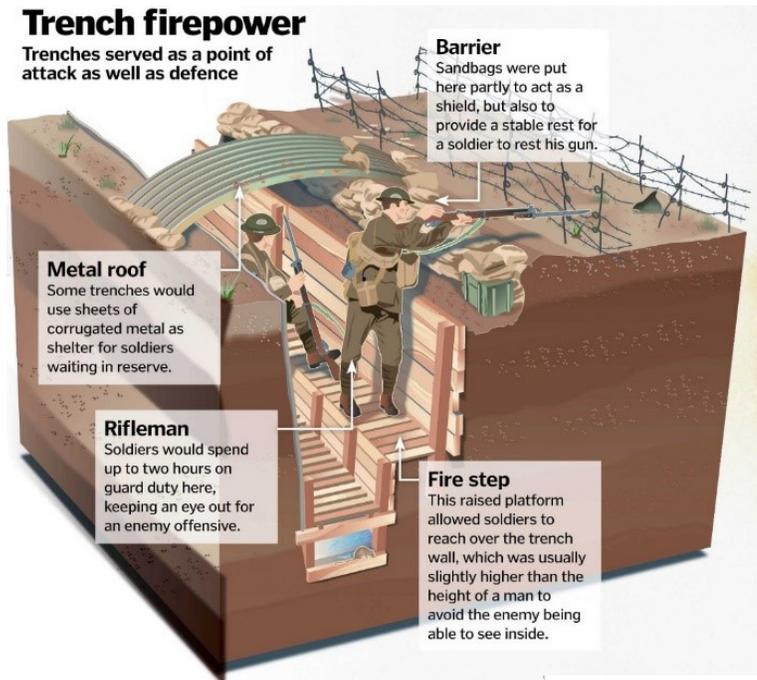
Sebastien le Prestre de Vauban, *Les Places D'Armes*, 1691, in *Traité de l'attaque et de la défense des Places*, National Library of the Netherlands, The Hague.



Two diagrams of First World War trenches.

### Trench firepower

Trenches served as a point of attack as well as defence

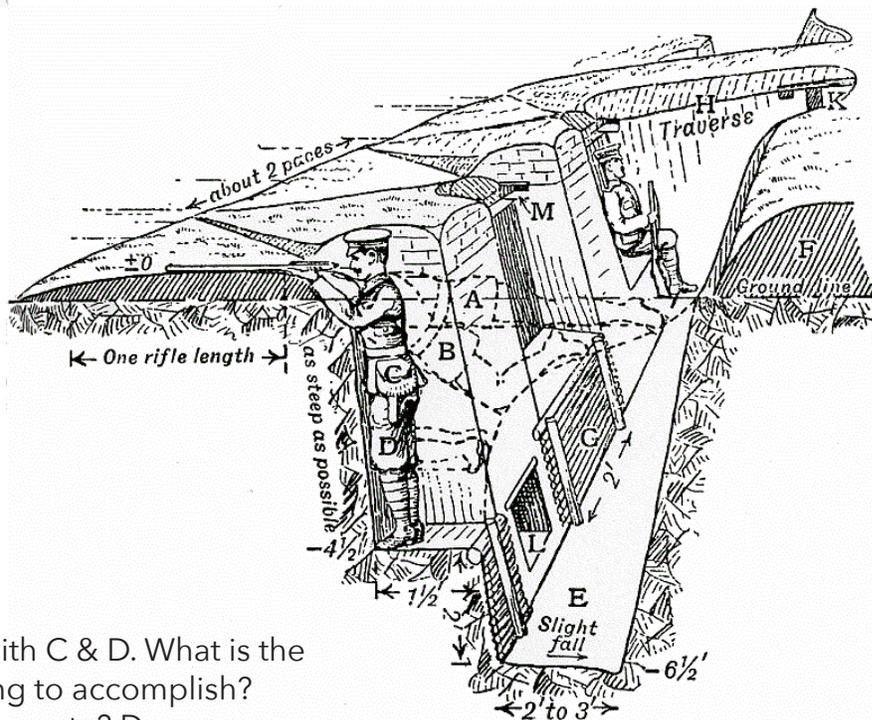


### Image C

*The Anatomy of a British Trench, How It Works*, <https://www.howitworksdaily.com/life-in-a-world-war-one-trench/>.

### Image D

"Hasty entrenchment in presence of enemy" in *Field Entrenchments: spade-work for riflemen, hasty fire-cover, fire-trenches, communications, concealment, obstruction, shelters*, edited by E.J. Solano, (New York City: George U. Harvey, 1917) pg. 44.



### Reflective Responses:

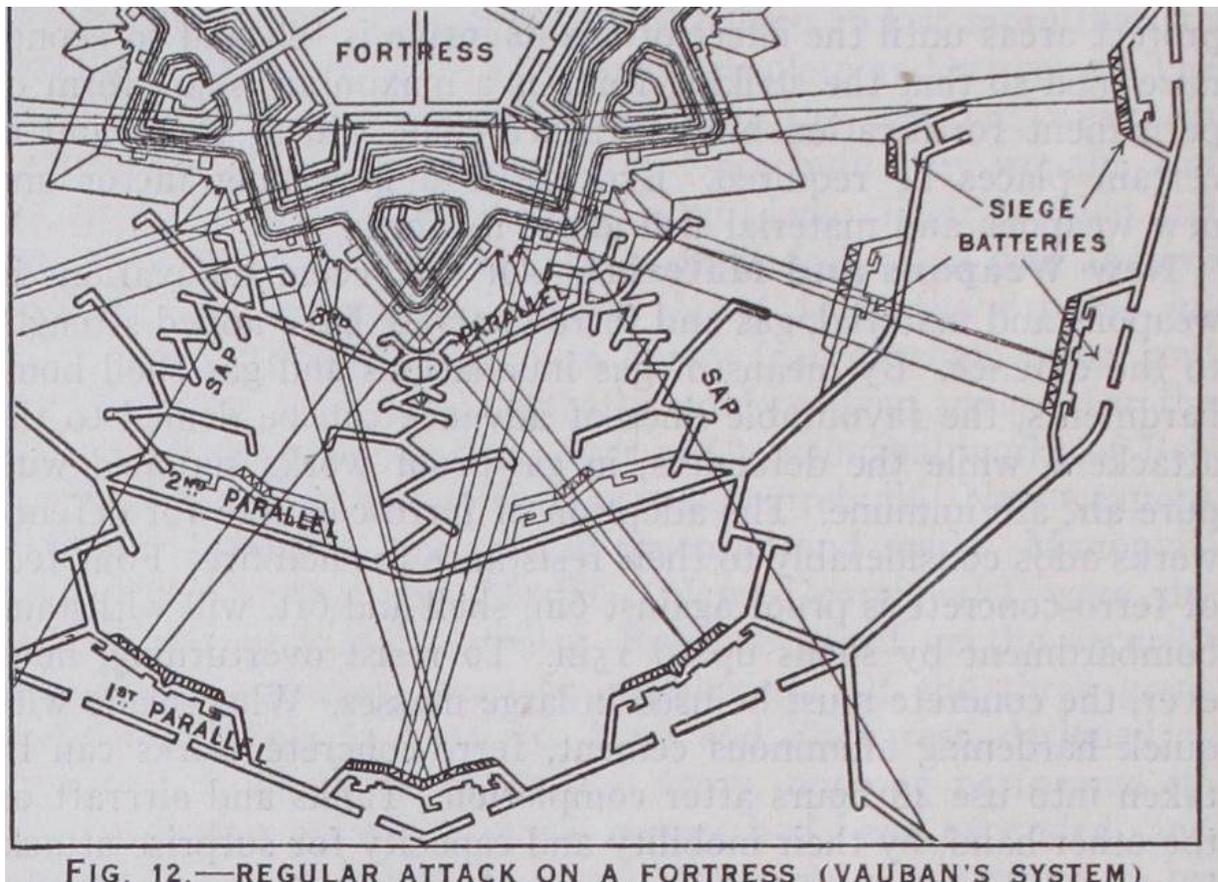
Compare and contrast images A & B with C & D. What is the construction of these trench types trying to accomplish? What differences and similarities do you note? Does one method favor offense? Defense? Please explain your reasoning.





### Image F

A diagram showing Vauban's method of approaching an enemy fortification using siege batteries, saps, and parallels.



Sebastien le Prestre de Vauban, *Regular Attack on a Fortress*, 1691, in *Traité de l'attaque et de la défense des Places*, National Library of the Netherlands, The Hague.

### Reflective Responses:

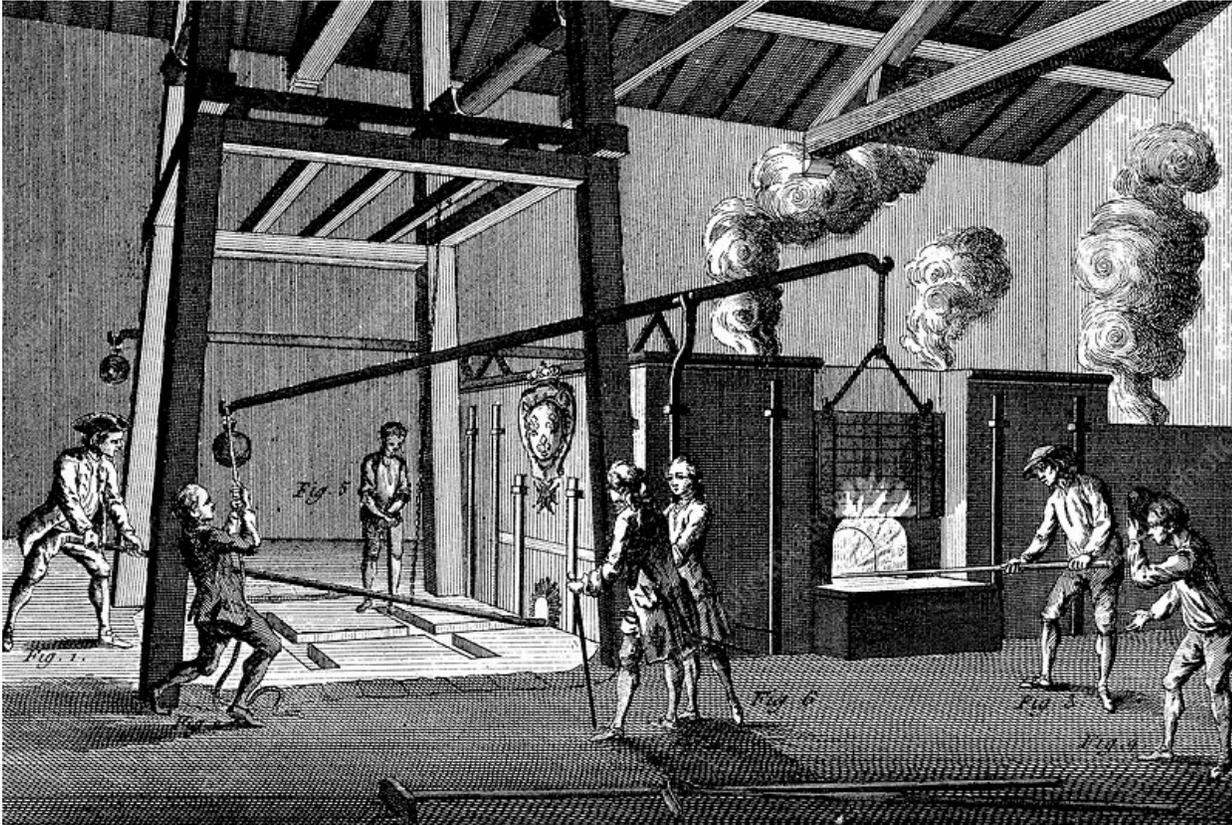
Compare and contrast images E & F. What differences and similarities do you observe? Why are the trenches zig zagging in both images? What is present in the First World War image that is not in the Vauban image? Does one system seem better suited for attack and one for defense? Please explain your reasoning.



## Part 4

### Image 5

Illustration of an 18th century cannon foundry, pouring molten metal into the molds.

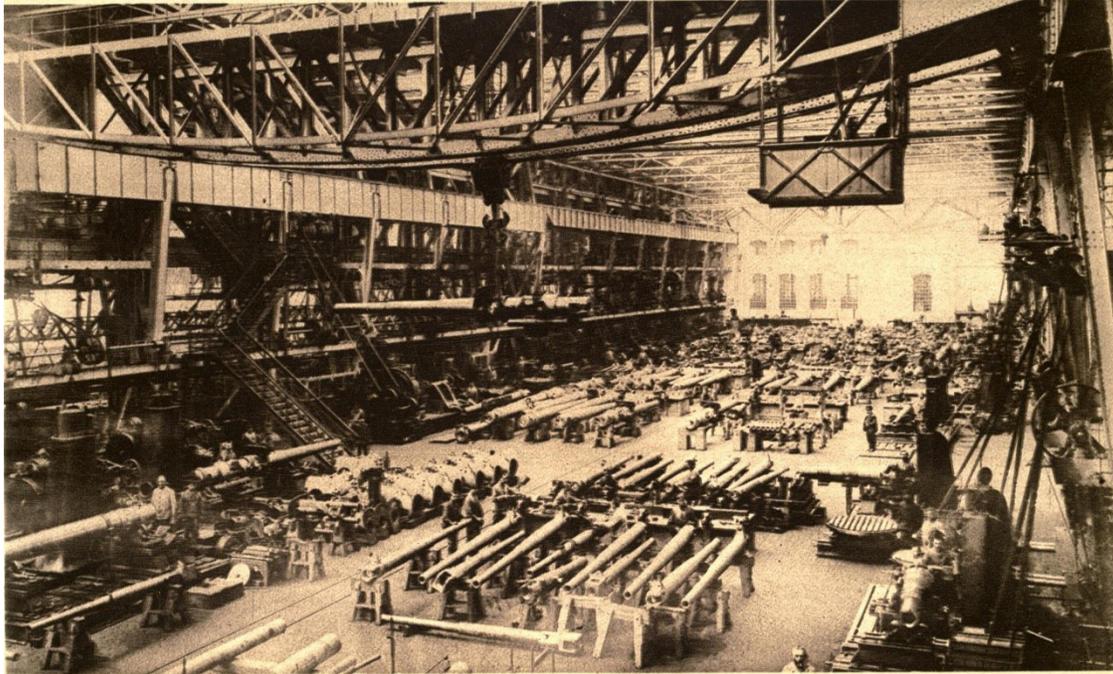


*The Encyclopedia of Diderot & d'Alembert Collaborative Translation Project*, translated by Steven A. Walton, Ann Arbor: Michigan Publishing, University of Michigan Library, 2010, <http://hdl.handle.net/2027/spo.did2222.0001.493>. Originally published as "Fonderie des canons - [3] [Planches IX - XXV]," *Encyclopédie ou Dictionnaire raisonné des sciences, des arts et des métiers*, vol. 5 (plates) (Paris, 1765).



**Image 6**

Photograph of an early 20th century artillery foundry.



Brown Bros., *Scene in the Krupp Gun Works, 1915, The New York Times Current History of the European War (January-March 1915), Volume 2, p. 889.*

**Reflective Responses:**

Describe the differences between the productions of cannon in these two images. What seems the same and what changed? What technologies are apparent for the two methods? How has production organization changed? Why does that matter?



Part 5  
Image 7



Collet, John, *The Recruiting Sargeant*, 1767, Painting, oil on canvas, H 73 x W 92 cm, Hackney Museum, London.



**Image 8**

"Step Into Your Place" First World War British Recruiting poster.



David Allen & Sons, printer, *Step into your place*, ca. 1915, poster, 50 x 75 cm, George F. Tyler Poster Collection, Temple University Libraries, Philadelphia, <https://digital.library.temple.edu/digital/collection/p16002coll9/id/2910/>.

**Reflective Responses:**

What is happening in the painting *The Recruiting Sargeant*? What was the purpose of the painting *The Recruiting Sargeant*? What emotions does it evoke? How is service in the army looked upon by society in the 1760s from this painting?

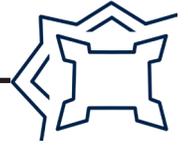
Now look at "Step Into Your Place." What emotions does this image evoke? Who is pictured? What is the purpose of this illustration? What does this say about how society viewed service during World War One?



Part 6  
Image 9



Ogden, Harry A., *The Marquis de Montcalm congratulating his troops after the battle July 8th, 1758*, ca. 1930, watercolor, Fort Ticonderoga, Ticonderoga, N.Y., <https://fortticonderoga.pastperfectonline.com/webobject/C63EE7CD-911D-442E-9132-394330319811>.



*"In the morning we had orders to move forward again, in column three deep, in order to storm the enemy's breast-works, known in this country by the name of "the Old French Lines." Our orders were to 'run to the breast-works, and get in if we could.' But their lines were full, and they killed our men so fast, that we could not gain it. We got behind trees, logs and stumps, and covered ourselves as we could from the enemy's fire. The ground was strewn with the dead and dying. It happened that I got behind a white-oak stump, which was so small that I had to lay on my side, and stretch myself; the balls striking the ground within a hands' breadth of me every moment, and I could hear the men screaming, and see them dying all around me. I lay there some time. A man could not stand erect without being hit, any more than he could stand out in a shower, without having drops of rain fall upon him; for the balls come by hands full. It was a clear day - a little air stirring. Once in a while the enemy would cease firing a minute or two, to have the smoke clear away, so that they might take better aim. In one of these intervals I sprang from my perilous situation, and gained a stand which I thought would be more secure, behind a large pine log, where several of my comrades had already taken shelter: but the balls came here as thick as ever. Once of the men raised his head a little above the log, and a ball struck him in the centre of the forehead, and tore up his scalp clear back to the crown. He darted back, and the blood ran merrily; and, rubbing his face, said it was a bad blow, and no one was disposed to deny it, for he looked bad enough. We lay there till near sunset; and, not receiving orders from any officer, the men crept off, leaving all the dead, and most of the wounded."*

- David Perry, 1819 Chelsea, Vermont

### **Reflective Responses:**

What are some details Perry gives about the battle that help give you a feel for what it must have been like to attack the "French Lines" on July 8, 1758?



**Image 10**

Soldiers of the East Yorkshire Regiment crossing ground at Frezenburg during the Third Battle of Ypres in 1917.



Brooks, Ernest (Lieutenant), *The Battle of Passchendaele, July- November 1917*, ca. September 5, 1917, photograph, Imperial War Museums, United Kingdom, <https://www.iwm.org.uk/collections/item/object/205193431>.



*“Following the white tape, I was horrified to find myself tangled up in our own wire. Knowing from experience that the enemy would rain a deluge of blasting shells on our front line within three minutes - at the most - I frantically tore myself through the obstructing wire, hurrying forward out of the most dangerous area. When I felt clear I look about me, but in the darkness could see no on. There was no sign of those who should have been following me i.e. the acting captain, his servant, signalers, first aid men, the stretcher bearers, and so forth. As far as I could make out I was alone. But I went forward, till suddenly I fell, tripped up by the German wire. As I plunged into the mud several rifle shots flashed and cracked from the enemy trench just in front of me. The bullets whizzed past my head and incidentally, for weeks afterwards, I was partially deaf in the left ear. My rifle was useless, chocked with mud. Pulling out a hand grenade, I released the lever and lobbed it as near as I could to the area from which shots came. Bobbing up to see the explosion, I saw several heads silhouetted against the flash. I had aimed well. At the moment one of our Lewis gun teams came up and I led them into the German trench where in the half light of dawn, we found one badly wounded Hun.”*

- Company Sergeant Major John Handley, 1/6 King’s Liverpool Regiment

### **Reflective Responses:**

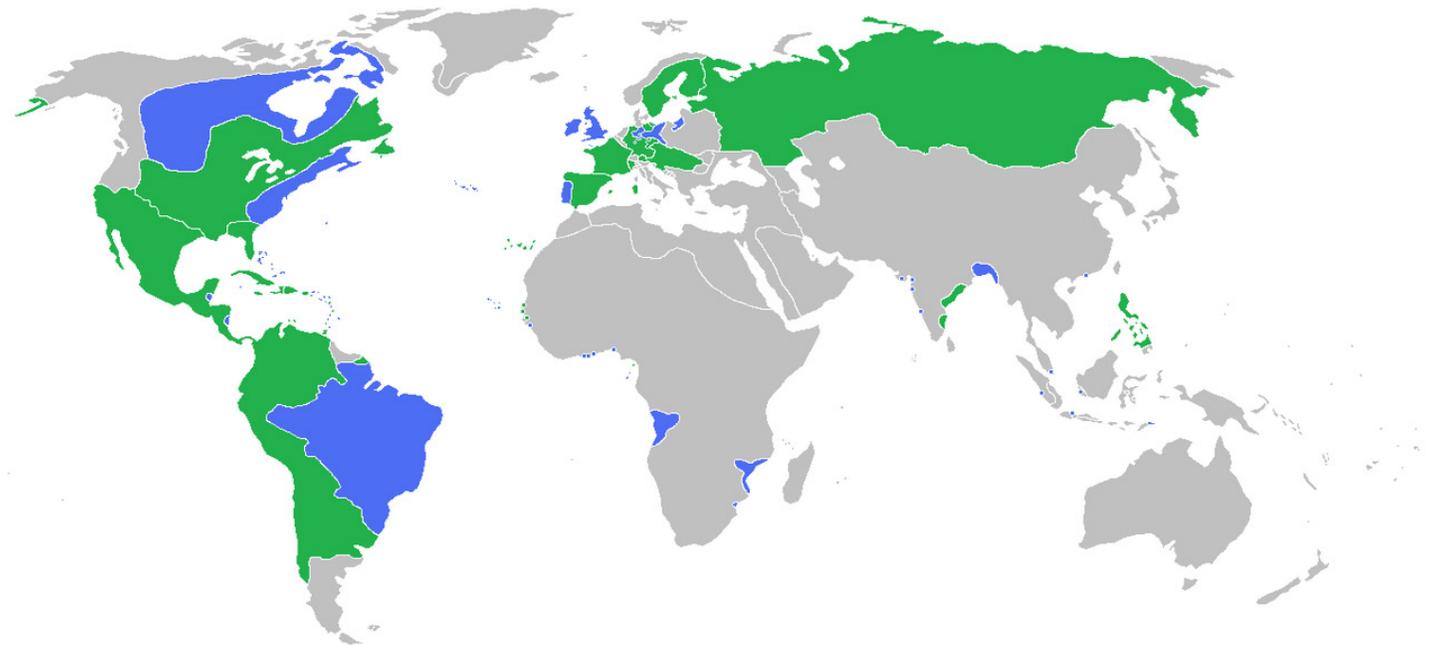
What are some details Handley gives about the battle that help give you a feel for what it must have been like to attack the German lines on July 31, 1917? Identify and explain similarities and differences associated with the events between this account of Perry and Handley. Please use evidence from both.



**Part 7**

**Image 11**

Map showing all the participants of the Seven Years' War. Great Britain, Prussia, Portugal, with colonial allies in green. France, Spain, Austria, Russia, and Sweden and colonial allies in blue.

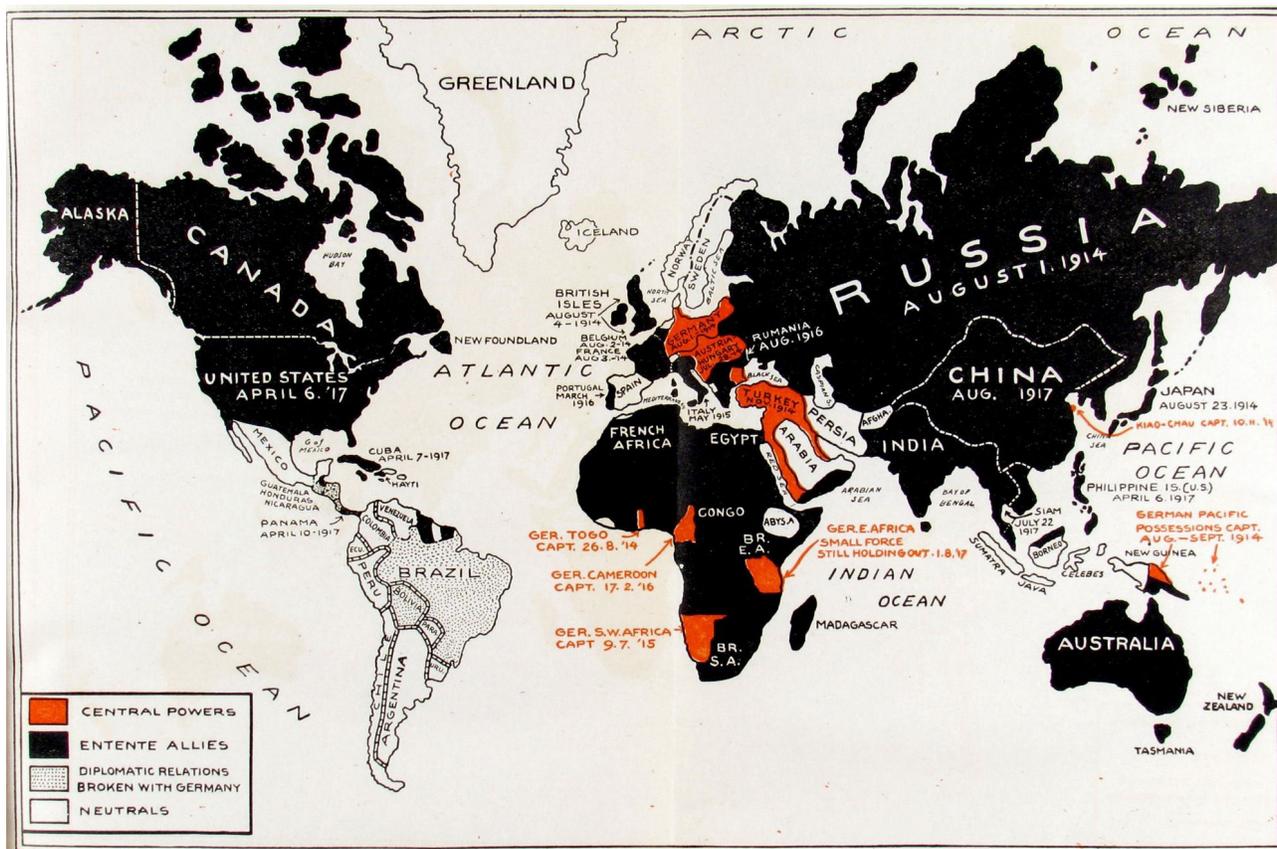


*All the participants of the Seven Years' War, 2009, Wikipedia, [https://en.wikipedia.org/wiki/Seven\\_Years%27\\_War#/media/File:SevenYearsWar.png](https://en.wikipedia.org/wiki/Seven_Years%27_War#/media/File:SevenYearsWar.png).*



### Image 12

Map of the First World War showing the alliances as well as date of entry into the war.



"Expansion of the War- Dates on which declarations of war were made" in *The Project Gutenberg, The Story of the Great War*, volume V, edited by Francis J. Reynolds, Allen L. Churchill, and Francis Trevelyan Miller, (New York: P.F. Collier & Son Company, 1916) front insert, eBook, <http://www.gutenberg.org/files/29341/29341-h/29341-h.htm#img003>.

### Reflective Responses:

What noticeable differences do you observe between these two maps? Who appears to hold the advantage at first glance? What problems must each side overcome when one studies the maps? How did alliances effect the course of both the Seven Years' War and The First World War?



## Part 8

### Short Essay Questions

*"Yet it had been the French and Indian War that removed the French imperial presence from America and deprived the Indians of the ally they needed to arm them against the Anglo-American settlers who lusted after their lands. It had been Britain's unexampled victory in that war that tempted the men who governed the British Empire to imagine that their military and naval supremacy was such that they could solve the massive problems of the postwar era by exercising power over the American colonist without restraint. It had been that war that inspired the colonists to conceive of themselves as equal partners in the empire, ultimately enabling them to rebel against Britain's sovereign power in the name of liberty. Finally, by encouraging the Americans to see Indians as enemies to be hated without reserve of distinction, that war had encouraged them, in the midst of Revolution and afterward, to see native peoples as impediments to the expansion of freedom in North America, who could justly be attacked and rightly be subdued. In all these ways the French and Indian War opened the door to Revolution and to the destruction or subjugation of native societies west of the Appalachian Mountains."*

- From *The War that Made America* pages 264-5 by Fred Anderson. Published 2005

- A. Briefly discuss ONE key factor of Great Britain's success in the French and Indian/Seven Years' War.
- B. Briefly discuss TWO ways that Great Britain miscalculated its governing policy toward the American colonies in the years immediately following the French and Indian/Seven Years' War.
- C. Briefly discuss TWO 19th century examples of "the destruction or subjugation of native societies west of the Appalachian Mountains."



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*"The First World War broke the empires of Germany, Russia, Austria-Hungary, and Turkey. It triggered the Russian Revolution and provided the bedrock for the Soviet Union; it forced a reluctant United States onto the world stage and revived [rejuvenated] liberalism. On Europe's edge, it provided a temporary but not a long-term solution to the ambitions of the Balkan nations. Outside Europe it laid the seeds for the conflict in the Middle East. In short it shaped not just Europe but the world in the twentieth century. It was emphatically not a war without meaning or purpose."*

- From *The First World War* pages 339-40 by Hew Strachan. Published 2003

- A. Discuss ONE event from the First World War that laid the seeds for the conflict in the Middle East.
- B. While the war certainly "broke the empires of Germany, Russia, Austria-Hungary and Turkey", discuss how it can be argued that the war also broke either the French or British empires.
- C. While Strachan argues that the First World War "was emphatically not a war without meaning or purpose", provide one example that might refute this statement.