Teaching Resource Packs

Women
Recruitment
Weapons
The Home Front

www.cartoonww1.org
Notes for Teachers

All the cartoons in this pack are the work of Joseph Morewood Staniforth, who was the political cartoonist for the *Western Mail* and the *News of the World* throughout the First World War. He produced over 1,300 cartoons during the war, all of which can be viewed on the website www.cartoonww1.org. He was a tireless supporter of the war effort and critic of those, such as conscientious objectors and striking miners, whom he saw as interfering with the chances of victory. His view of the progress of the war is generally optimistic and he saw it as a necessary and principled struggle. His cartoons therefore form a useful contrast to later interpretations of the war as a senseless waste of life. For that reason they are best used in conjunction with other sources to achieve a balanced view, but they can be used on their own as case-studies in the analysis of cartoons and other propaganda material.

It would be useful to encourage students to bear in mind the following points and questions when they are considering the cartoons as historical evidence:

*J.M. Staniforth was a cartoonist, not a soldier or a politician. Where did he get his information from and how reliable was it?*

*Whose opinions is he giving? - His own? The newspaper owner’s/editor’s? The government’s?*

*Who is he drawing the cartoons for? - The government? Himself? The readership of the paper? The newspaper owner/editor?*

*What was the cartoonist trying to achieve in drawing these cartoons? How does this affect the value of his evidence?*

*Was he working under censorship?*

The following tasks are suggested as one way to encourage engagement with and questioning of the source material, and reflection on the issues they raise. They presuppose some prior knowledge and may be adapted for differentiation purposes.
Theme One - Women
**Theme One – Women**

**Key Question:** What were women’s lives like during the First World War?

**Task 1**

* Look carefully at Source 1. In what ways does the cartoonist suggest women could encourage men to join the army?

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* Discuss with your partner why any of these women might not want the man to join up.

**Task 2**

* Look at Sources 2, 3 and 4. In what ways could women contribute to the war effort? How important was this work?

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Task 3

* Look again at Source 4 and complete the table to explain the reactions of the different characters in the cartoon to the women wearing trousers.

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<th>Feelings about women wearing trousers</th>
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<td>The elderly couple on the left</td>
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<td>The old lady on the right</td>
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<td>The gentleman with the moustache</td>
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<td>The young lady with the parasol</td>
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<td>The two women wearing trousers</td>
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* Discussion – What does the source tell us about how the war affected women in Britain?

Task 4

* Look at Source 5. What do you think this cartoon is about?

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* Can you write a caption for it?
Task 5

* How valuable are these cartoons as sources of information about women’s lives during the war?

Think of:

What they tell you

How much they tell you

Is the information reliable (Is it fact/opinion? Have you seen the same thing in other evidence?)

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**Task 6**

* Using these cartoons, as well as your other knowledge about women during the war, write a letter from a British woman at the end of the war to a friend abroad describing how her life has changed since 1914.

*Things you might want to include:*

  - Family life
  - Work
  - Fashions
  - Freedoms and rights

*You might also want to think about what has changed and what has stayed the same, whether she feels her life is better now or before the war, what her hopes for the future are.*

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Source 1: ‘Four Questions to the Women of Wales’, Western Mail, 15 January 1915

TO SWEETHEARTS - Later on, when all the best young men are soldiers, will you not regret that you did not induce your lover to join the Army? TO WIVES - When every eligible brave man is enlisting for the defence of his country, do you wish to think that your husband is an outsider? TO MOTHERS - Do you realise that by keeping your grown-up son from enlisting you add to the risk of the Germans coming to England and murdering women and children, as they did in Belgium? TO SISTERS - When the war is over will not you girls be proud to say, "my brother helped to beat the brutal Germans"?
**Source 2**: ‘For King and Country’, *Western Mail*, 26 March 1915

The British woman-worker at home who fills the shells

Helps to destroy the Turkish forts on the Dardanelles

“Already certain firms have experimented with female labour, chiefly in the manufacture of shells and other explosives, and the women have shown considerable aptitude.”

*Our Leader* [Prime Minister, Herbert Asquith] *yesterday.*

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Labour – workers

Aptitude - talent
“The manufacturing industries are face to face with a situation which demands prompt and vigorous action. Men are rapidly being withdrawn – The Board of Trade returns show that a large amount of plant is already standing idle – and many complaints are being received from manufacturers that the necessary labour cannot be got.”

*Appeal to employers issued by the Home Secretary and the President of the Board of Trade.*

**Plant** – machinery

In the Greek myth, Andromeda is chained to a rock and is going to be eaten by a sea monster, but is rescued by the hero Perseus.
War-time farm hands spending the evening at the seaside after the day's toil on the land.

"Should women wear trousers in wartime? This is not a mere academic question; it is a question of practical and even topical interest. It has been raised by the action of a number of young women workers in training for farm work at Margam, who, after their day's work, visited Aberavon in their dungarees and refused to obey the instructions of the County Women's Field Labour Committee that they should resume ordinary feminine dress in their spare time."

*Yesterday's report.*
Source 5: ‘Crusaders Sighting Jerusalem’, Western Mail, 1 February 1917

No Caption

‘Franchise’ means the right to vote. Married women over 30 were given the vote in 1918. Crusaders were medieval Christian soldiers who captured Jerusalem from the Muslims.
Theme Two – Recruitment
**Theme Two – Recruitment**

**Key Question:** *In what ways were men encouraged to join the army?*

**Task 7**

* Look at Source 6. Can you sum up each of the six reasons given for enlisting in the army in one word, or short phrase? *E.g., ‘Pride’.*

1. ________________________________________________________________
2. ________________________________________________________________
3. ________________________________________________________________
4. ________________________________________________________________
5. ________________________________________________________________
6. ________________________________________________________________

* How many of these reasons would encourage you to enlist, and which do you not find convincing? Why?

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Task 8

* How does Source 7 encourage men to join the army?

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* Discussion – Could this cartoon also be interpreted in a negative way? (Clue: think of the story of the Pied Piper of Hamelin.) Can you think of an alternative caption to change the cartoon’s meaning?

Task 9

* Study Sources 8 and 9. Which source suggests that recruiting is going well? Which suggests that things could be better?

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* What does Source 9 tell you about recruiting methods? Which method do you think would be the most successful, and why?

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* How does Source 10 appeal specifically to Welsh recruits?

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Task 10

* Look carefully at Source 11. How can you tell that the cartoonist does not approve of the conscientious objector?

Things you might want to include:

The wording of the title and caption
Facial expressions
Body language
The reaction of the dog and children

What do you think he is trying to achieve with this cartoon?

* Discussion – how do you feel about this cartoon? Is it sad, funny, or both? Do you agree with its views? Do you think a modern cartoonist would produce a cartoon with this message?
Task 11

* Either, draw your own cartoon to encourage recruitment, or, look on the website www.cartoonww1.org and find up to three other cartoons about recruitment and explain how they encourage men to join up.
Source 6: ‘Why I Intend to Enlist’, Western Mail, 4 February 1915

No Caption
"For he led us, he said, to a joyous land, where waters gushed and fruit trees grew, and flowers put forth a fairer hue." - Robert Browning.

"We have been too comfortable, too indulging - many, perhaps, too selfish. [...] The great peaks of honour we had forgotten, duty and patriotism, clad in glittering white. The great pinnacle of sacrifice, pointing like a rugged finger to heaven. (Loud cheers.) -"

Mr. Lloyd George at the Queen's Hall, London.

The cartoon is inspired by the story of the Pied Piper of Hamelin, who was paid to rid the town of rats by leading them away with his magic pipe. When the townspeople refused to pay him he lured their children away too, never to return.

Criccieth was the home of David Lloyd George.
"Gradually he gets his thirteen or fourteen thousand a year. It's just like a man in the habit of quenching his thirst at a tap which is trickling a little water gently. Suddenly there is great pressure. (Loud laughter.) It fills his nostrils, his eyes, ears, all over him. He is blinded and bewildered. He is smothered. The real recruiting agency accustomed to deal with the nice, gentle little trickle finds itself suddenly overwhelmed with a deluge. (Laughter.) I hope recruits will remember that."

Mr. Lloyd George at Cardiff.

A prophecy of recruiting experience in raising the new Welsh Army Corps.
Source 9: ‘Recruiting’, Western Mail, 13 November 1914

The feeling was widely current that Recruiting would be much more successful if the authorities went the right way about it.
“Men of Wales, of whom I see so many thousands in this splendid gathering - men of Wales, let me say one last word to you: Remember your past. (Applause.) Think of the villages and the mountains which in the old days were the shelter and recruiting ground of your forefathers in the struggles which adorn and glorify your annals. Never has a stronger and a more compelling appeal been made to all that you as a nation honour and hold dear. Be worthy of those who went before you - ("Hear, hear," and "Clywch, clywch," ) - and leave to your children the richest of all inheritances - the memory of fathers who in a great cause put self-sacrifice before ease and honour above life itself.” (Loud cheers.)

Mr. Asquith at Cardiff.

Herbert Asquith was the Prime Minister in 1914.
Agincourt was a famous medieval battle in which Welsh archers played an important part.
"Alderman Illtyd Thomas contended that no man who was a conscientious objector should be employed by the education committee. He did not agree with the appointment of social lepers."

*Report of meeting of the Cardiff Secondary Schools Committee.*

A leper is a person suffering from leprosy, a highly contagious skin disease. A social leper is a person who no one wants to have anything to do with.
Theme Three – Weapons
**Theme Three – Weapons**

**Key Question:** What new weapons were used in the First World War?

**Task 12**

* Sources 12, 13 and 14 depict three new weapons of war used by the Germans. What are they?

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* Can you suggest reasons why they are seen as ‘unnatural’ and ‘cowardly’ forms of warfare?

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**Task 13**

* Look again at Source 14. What language and imagery does the cartoonist use to portray the Germans in a bad light for using gas?

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* Source 15 comments on the use of gas by the British. Does the cartoonist think differently about this? How can you tell?

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Task 14

* Source 16 shows the new British weapon, the tank, but the cartoonist has not drawn an accurate picture of one. Can you suggest reasons why he made this mistake?

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Task 15

Complete the table below by giving a score out of ten to indicate how much you agree with the statements about each cartoon.

<table>
<thead>
<tr>
<th>Source</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
<th>16</th>
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<tbody>
<tr>
<td>Fair?</td>
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<td>Biased?</td>
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<td>Realistic?</td>
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Task 16

* Questions for discussion:

* Staniforth’s cartoons are not always reliable sources of information about First World War weapons. Does that mean they are of no use to the historian?
"Tis unnatural. Even like the deed that's done. On Friday last
A falcon, towering in her pride of place,
Was by a mousing owl hawk'd at and killed."

*Macbeth.*
Source 13: ‘The Big Coward’, Western Mail, 30 December 1914

PRUDENT ZEPPELIN: "British warships! Then this is no place for me, so I'm off! Give me a nice, quiet little watering-place to drop my bombs, where they have no cannon."

The British Warships had no difficulty in driving off the Zeppelins.

Official report.
Source 14: ‘The Last Resort of Cowardice’, Western Mail, 30 April 1915

No Caption
JOHN BULL: I will 'em see that two can play at their game.

John Bull represents England.
Source 16: ‘His Majesty’s Land Ships’, *Western Mail*, 19 September 1916

A new and surprising convenience for the Huns.
Theme Four – The Home Front
Theme Four – The Home Front

Key Question: How did life change for the people who were not involved in the fighting?

Task 17

Sources 17 to 23 show some of the ways in which the war affected the lives of people at home. Use the sources to complete the following paragraph to explain these changes.

During the war people’s lives were affected by _______________ of things such as _______________, ________________ and ________________. In order to make sure there was enough food for everybody, ________________ was introduced towards the ____________ of the war. In order to pay for the war the ________________ introduced ways of raising money. These included new ________________ and schemes such as ________________ ________________. Some people, such as ________________ had to work harder to supply important supplies for the ________________. Sometimes they argued they should have better ________________ for this important work and went on ________________ to get it. London and parts of eastern England were in danger of ________________ attacks, which killed ________________ and destroyed ________________.

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<thead>
<tr>
<th>taxes</th>
<th>miners</th>
<th>food</th>
<th>government</th>
<th>army</th>
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Task 18

* Look back at the rest of the sources for the other sections and find two more which also show how people’s lives were changed by the war. Write a sentence about each one to explain what it tells you.

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Task 19

* Which of the sources you have looked at (including the two selected in Task 3) show that the war had an *economic* (to do with money) impact on Britain?

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* Which sources show that the war had a *social* (to do with people’s lives) impact?

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* Which sources show that the war had a *political* (to do with power) impact?

___________________________________________________________________________

* Discussion – Was the impact of the war on Britain positive or negative?

Task 20

* Choose two of the following characters:

A Welsh housewife with a husband away at the front
A Welsh miner
A school-aged child living in London
A young, single woman
A munitions factory owner

Write a conversation between them where each discusses how the war has affected them. You might want to include the following points:

* Do they have more, or less, money?
* Do they feel afraid or in danger?
* Has their home-life changed (e.g. absent family members)?
* Do they have more personal freedoms?
* Do they feel exploited by the government or employers?
* Can they still get all the supplies they used to have before the war?
Source 17: ‘A Contrast’, Western Mail, 17 August 1917

No Caption
JOHN BULL: ‘And very good, too, Rhondda, under the circumstances. When will you make it compulsory?’
This cartoon depicts Reginald McKenna, who was the Chancellor of the Exchequer in 1916. He introduced lots of new taxes to help pay for the war.
JOHN BULL: Am I really impotent and unable to stop this kind of thing!
CHORUS OF FAIR LADIES: Coal! Coal! Give us more coal, and we will love you!

WELSH COLLIERS: Jawch! Here's fetching I am, look you! They are beginnin' to see my worth and importance.

"I want coal - and more coal. And France wants coal, and Italy wants coal, and we really must get it."

_The Premier at Newport._
Source 22: ‘Postponed’, Western Mail, 15 July 1915

WELSH COLLIERT (on an incline): Now for a joy-ride, look you!

MINISTER OF MUNITIONS: Not this time, Dai bachan! I have spragged the wheel.

The Minister of Munitions was David Lloyd George.
DAME CARDIFF: I congratulate you most heartily, my dear Swansea. You have beaten me fairly.
**Extension Task**

Review all the cartoons by completing the table below:

<table>
<thead>
<tr>
<th>Source</th>
<th>Mostly fact</th>
<th>Mostly opinion</th>
<th>Tells me that...</th>
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* Use your completed table to answer the following question:

*How useful are J. M. Staniforth’s cartoons to historians of the First World War?*

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Nodiadau ar gyfer Athrawon

Mae’r holl gartwnau yn y pecyn hwn yn waith Joseph Morewood Staniforth, a oedd yn gartwnydd gwleidyddol i’r Western Mail a’r News of the World drwy gydol y Rhyfel Byd Cyntaf. Cynhyrchodd dros 1,300 o gartwnau yn ystod y rhyfel, a gallwch chi eu gweld i gyd ar y wefan www.cartoonww1.org. Roedd e’n gefnogwr diflino dros ymdrech y rhyfel ac roedd yn beirniadu’r rhai, megis gwrthwynebewyr cydwybodol a glowyr yn mynd ar streic, yr oedd yn eu gweld yn amharu ar y cyfle i gael buddugoliaeth. Mae ei safbwynt am gynnydd y rhyfel yn gyffredinol optimistaidd ac fe'i gwelodd yn frwydr angenrheidiol a chyfiawn. Felly, mae ei gartwnau’n ffurfio gwrthgyferbyniad defnyddiol i ddehongliadau diweddarach o’r rhyfel fel gwastraff bywyd disynnwywr. Am y rheswm hwnnw, mae’n well eu defnyddio ar y cyd â ffynonellau eraill er mwyn cael safbwynt cytbwys, ond gellir eu defnyddio ar eu pennau eu hunain fel astudiaethau achos wrth ddadansoddi cartwnau a deunydd propaganda eraill.

Byddai’n ddefnyddiol annog y myfyrwyr i gofio’r pwyntiau a’r cwestiynau canlynol wrth iddynt ystyried y cartwnau fel tystiolaeth hanesyddol:

Cartwnydd oedd J.M. Staniforth, nid milwr neu wleidydd. O ble gafodd ei wybodaeth a phat mor ddibynadwy oedd hi?

Barn pwy mae’n ei rhoi? – Ei farn ei hun? Barn perchennog/golygydd y papur newydd? Barn y llywodraeth?


Beth oedd y cartwnydd yn ceisio ei gyflawni wrth greu’r cartwnau hyn? Sut mae hyn yn effeithio ar werth ei dystiolaeth?

A oedd yn gweithio o dan sensoriaeth?

Awgrymir y tasgau canlynol fel un ffodd o annog ymgysylltu â’r deunydd crai a’i gwestiynu, a myfyrwyr ar y materion maent yn eu codi. Maent yn rhagdybio rhywfaint o wybodaeth flaenol a chânt eu haddasu at ddibenion gwahaniaethu.
Thema Un - Menywod
**Thema Un – Menywod**

**Cwestiwn Allweddl:** *Sut oedd bywydau menywod yn ystod y Rhyfel Byd Cyntaf?*

**Tasg 1**

*Edrychwch yn ofalus ar Ffynhonnell 1. Ym mha fflyrdd mae’r cartwnydd yn awgrymu y gallai menywod annog dynion i ymuno â’r fyddin?*

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* Trafodwch gyda’ch partner pam mae’n bosibl nad yw'r menywod hyn eisiau i'r dyn ymuno.

**Tasg 2**

*Edrychwch ar Ffynonellau 2, 3 a 4. Ym mha fflyrdd gallai menywod gyfrannu at ymdrech y rhyfel? Pa mor bwysig oedd y gwaith hwn?*

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**Tasg 3**

* Edrychwch eto ar Ffynhonnell 4 a llenwch y tabl i esbonio ymatebion y cymeriadau gwahanol yn y cartŵn i’r menywod sy’n gwisgo trowsus.

<table>
<thead>
<tr>
<th>Cymeriad</th>
<th>Teimladau am fenywod yn gwisgo trowsus</th>
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<tr>
<td>Y pâr hŷn ar y chwith</td>
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<td>Y ddwy fenyw yn gwisgo trowsus</td>
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* Trafodaeth – Beth mae’r ffynhonnell yn ei ddweud wrthym am sut yr effeithiodd y rhyfel ar fenywod ym Mhrydain?

**Tasg 4**

* Edrychwch ar Ffynhonnell 5. Beth yw testun y cartŵn hwn yn eich barn chi?

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* Allwch chi ysgrifennu pennawd ar ei gyfer?

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**Tasg 5**

* Pa mor werthfawr yw’r cartwnau hyn fel ffyononellau o wybodaeth am fywydau menywod yn ystod yr rhyfel?

**Meddyliwch am:**

Yr hyn maent yn ei ddweud wrthych

Faint maent yn ei ddweud wrthych

Ydy’r wybodaeth yn ddibynadwy (A yw’n ffaith/barn? Ydych chi wedi gweld yr un peth mewn tystiolaeth arall?)
**Tasg 6**

* Gan ddefnyddio’r cartwnau hyn, yn ogystal â’ch gwybodaeth arall am fenywod yn ystod y rhyfel, ysgrifennwch lythyr oddi wrth menyw o Brydain ar ddiweddu'r rhyfel at ffrind dramor yn disgrifio sut mae ei bywyd wedi newid er 1914.

**Pethau yr hoffech eu cynnwys o bosibl:**

Bywyd teuluol

Gwaith

Ffasiwn

Rhyddid a Hawliau

_Efallai hoffech chi feddwl am yr hyn sydd wedi newid a’r hyn sydd wedi aros yr un peth, a yw’n teimlo bod ei bywyd yn well nawr neu cyn y rhyfel, beth yw ei gobeithion am y dyfodol._
TO SWEETHEARTS - Later on, when all the best young men are soldiers, will you not regret that you did not induce your lover to join the Army?  

TO WIVES - When every eligible brave man is enlisting for the defence of his country, do you wish to think that your husband is an outsider?  

TO MOTHERS - Do you realise that by keeping your grown-up son from enlisting you add to the risk of the Germans coming to England and murdering women and children, as they did in Belgium?  

TO SISTERS - When the war is over will not you girls be proud to say, "my brother helped to beat the brutal Germans"?
The British woman-worker at home who fills the shells Helps to destroy the Turkish forts on the Dardanelles

“Already certain firms have experimented with female labour, chiefly in the manufacture of shells and other explosives, and the women have shown considerable aptitude.”

*Our Leader* [Prime Minister, Herbert Asquith] *yesterday.*

---

Labour – *gweithwyr*

Aptitude - *talent*
“The manufacturing industries are face to face with a situation which demands prompt and vigorous action. Men are rapidly being withdrawn – The Board of Trade returns show that a large amount of plant is already standing idle – and many complaints are being received from manufacturers that the necessary labour cannot be got.”

Appeal to employers issued by the Home Secretary and the President of the Board of Trade.

Plant – peirianwaith

Yn y myth Groegaidd, mae Andromeda wedi’i chadwyno i garreg ac mae’n mynd i gael ei bwyta gan anghenfil y môr, ond caiff ei hachub gan yr arwr Perseus.
"Should women wear trousers in wartime? This is not a mere academic question; it is a question of practical and even topical interest. It has been raised by the action of a number of young women workers in training for farm work at Margam, who, after their day’s work, visited Aberavon in their dungarees and refused to obey the instructions of the County Women’s Field Labour Committee that they should resume ordinary feminine dress in their spare time."

*Yesterday’s report.*
Ffynhonnell 5: ‘Crusaders Sighting Jerusalem’, *Western Mail*, 1 Chwefror 1917

Dim pennawd

Ystyr ‘Franchise’ yw’r hawl i bleidleisio. Rhoddwyd yr hawl i bleidleisio i fenywod priod dros 30 oed ym 1918.

Roedd croesgadwyr yn filwyr Cristnogol yn yr oesoedd canol a achubodd Gaersalem o’r Mwslimiaid.
Thema Dau – Recriwtio
**Thema Dau – Recriwtio**

**Cwestiwn Allweddol:** Ym mha ffyredd gafodd dynion eu hannog i ymuno â’r fyddin?

**Tasg 7**

* Edrychwch ar Ffynhonnell 6. Allwch chi grynhoi pob un o’r chwe rheswm a roir dros ymuno â’r fyddin mewn un gair, neu ymadrodd byr? E.e., ‘Balchder’.

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* Faint o’r rhesymau hyn fyddai’n eich annog i ymuno, a pha rai nad ydych yn eu gweld yn argyhoeddiadol? Pam?

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**Tasg 8**

* Sut mae Ffynhonnell 7 yn annog dynion i ymuno â’r fyddin?

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* Trafodaeth – A allai’r cartŵn hwn gael ei ddehongli fel ffordd negyddol hefyd? (Cliw: meddyliwch am stori’r Fantell Fraith.) Allwch chi feddwl am bennawd arall er mwyn newid ystyr y cartŵn?

**Tasg 9**

* Astudiwch ffynonellau 8 a 9. Pa ffynhonnell sy’n awgrymu bod рекriwtio yn mynd yn dda? Pa un sy’n awgrymu y gallai pethau fod yn well?

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* Beth mae Ffynhonnell 9 yn dweud wrthoch chi am ddualliau рекriwtio? Pa ddull rydych chi’n credu fyddai’r un mwyaf llwyddiannus, a pham?

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* Sut mae Ffynhonnell 10 yn apelio’n uniongyrchol i recrwiad n Nghymru?

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Tasg 10

* Edrychwch yn ofalus ar Ffynhonnell 11. Sut gallwch chi ddweud nad yw’r cartwnydd yn cymeradwyo’r gwrthwynebwyrr cydwybodol?

Pethau mae’n bosibl y byddwch chi eisiau eu cynnwys:

Geiriad y teitl a’r pennawd
Mynegiant yr wyneb
Iaith y corff
Ymateb y ci a’r plant
Beth rydych chi’n credu ei fod yn ceisio ei gyflawni gyda’r cartŵn hwn?

* Trafodaeth – sut rydych chi’n teimlo am y cartŵn hwn? A yw’n drist, yn ddoniol, neu’r ddau? Ydych chi’n cytuno gyda’i safbwyntiau? Ydych chi’n credu y byddai cartwnydd modern yn llunio cartŵn gyda’r neges hon?
Tasg 11

* Naill ai crëwch eich cartŵn eich hun er mwyn annog recrïwtio, neu edrychwch ar y wefan www.cartoonww1.org i ddim o hyd i hyd at ddi chartŵn arall ynglŷn â recrïwtio ac esboniwbwch sut maent yn annog dynion i ymuno.
Ffynhonnell 6: ‘Why I Intend to Enlist’, Western Mail, 4 Chwefror 1915

To avenge the murdered men, women, and children of the East Coast.

To be proud for the rest of my life that I answered my country’s call in her hour of danger.

To prevent the German Hunns coming to England and committing the same barbarisms they did in Belgium.

To assist in kicking the Kaiser off his throne, and so end Prussian militarism for ever.

To take part in the state entry of the victors into Berlin when the war is over.

To show the world that Britannia more than any other nation still stands for all that it is good to live for.

Dim Pennawd
"For he led us, he said, to a joyous land, where waters gushed and fruit trees grew, and flowers put forth a fairer hue." - Robert Browning.

"We have been too comfortable, too indulging - many, perhaps, too selfish. [...] The great peaks of honour we had forgotten, duty and patriotism, clad in glittering white. The great pinnacle of sacrifice, pointing like a rugged finger to heaven. (Loud cheers.) -"

Mr. Lloyd George at the Queen's Hall, London.
"Gradually he gets his thirteen or fourteen thousand a year. It's just like a man in the habit of quenching his thirst at a tap which is trickling a little water gently. Suddenly there is great pressure. (Loud laughter.) It fills his nostrils, his eyes, ears, all over him. He is blinded and bewildered. He is smothered. The real recruiting agency accustomed to deal with the nice, gentle little trickle finds itself suddenly overwhelmed with a deluge. (Laughter.) I hope recruits will remember that."

Mr. Lloyd George at Cardiff.

A prophecy of recruiting experience in raising the new Welsh Army Corps.
The feeling was widely current that Recruiting would be much more successful if the authorities went the right way about it.
“Men of Wales, of whom I see so many thousands in this splendid gathering - men of Wales, let me say one last word to you: Remember your past. (Applause.) Think of the villages and the mountains which in the old days were the shelter and recruiting ground of your forefathers in the struggles which adorn and glorify your annals. Never has a stronger and a more compelling appeal been made to all that you as a nation honour and hold dear. Be worthy of those who went before you - ("Hear, hear," and "Clywch, clywch," - and leave to your children the richest of all inheritances - the memory of fathers who in a great cause put self-sacrifice before ease and honour above life itself.” (Loud cheers.)

*Mr. Asquith at Cardiff.*

Herbert Asquith oedd y prif weinidog ym 1914.

Roed Agincourt yn frwydr yn yr oesoedd canol y chwaraeodd saethwyr Cymru ran fawr ynddi.
"Alderman Illtyd Thomas contended that no man who was a conscientious objector should be employed by the education committee. He did not agree with the appointment of social lepers."

*Report of meeting of the Cardiff Secondary Schools Committee.*
Thema Tri – Arfau
**Thema Tri – Arfau**

**Cwestiwn Allwedol:** *Pa arfau newydd gafod eu defnyddio yn ystod y Rhyfel Byd Cyntaf?*

**Tasg 12**

* Mae Ffynonellau 12, 13 a 14 yn dri arf rhyfel newydd a gafodd ei defnyddio gan yr Almaenwyr. Beth ydyn nhw?

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* A allwch chi awgrymu rhesymau pam maent yn cael eu gweld yn ffurfiau rhyfel ‘annaturiol’ a ‘llwfr’.

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**Tasg 13**

* Edrychwch eto ar Ffynhonnell 14. Pa iaith a delweddaeth mae’r cartwnydd yn eu defnyddio i bortreadu’r Almaenwyr yn anffafriol am ddefnyddio nwy?

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* Mae ffynhonnell 15 yn gwneud sylwadau ar ddefnydd nwy gan y Prydeinwyr. Ydy’r cartwnydd yn meddwl yn wahanol am hyn? Sut gallwch chi ddweud?

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Tasg 14
* Mae Ffynhonnell 16 yn dangos arf newydd Prydain, sef y tanc, ond nid yw wedi tynnu llun cywir o un. A allwch chi awgrymu rhesymau dros wneud y camgymeriad hwn?
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Tasg 15
Llenwch y tabl isod, gan roi sgôr allan o ddeg i ddangos faint rydych chi’n cytuno â’r datganiadau ynglŷn â phob cartŵnn.

<table>
<thead>
<tr>
<th>Ffynhonnell</th>
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Tasg 16
* Cwestiynau i’w trafod:

*Nid yw cartwnau Staniforth bob amser yn ffynonellau gwybodaeth ddibynadwy iawn am arfau’r Rhyfel Byd Cyntaf. A yw hyn yn golygu nad ydynt o ddefnydd i’r hanesydd?*
"Tis unnatural. Even like the deed that's done. On Friday last
A falcon, towering in her pride of place,
Was by a mousing owl hawk'd at and killed."

*Macbeth.*
PRUDENT ZEPPELIN: "British warships! Then this is no place for me, so I'm off! Give me a nice, quiet little watering-place to drop my bombs, where they have no cannon."

The British Warships had no difficulty in driving off the Zeppelins.

Official report.
Ffynhonnell 14: ‘The Last Resort of Cowardice’, *Western Mail*, 30 Ebrill 1915

*Dim Pennawd*
JOHN BULL: I will 'em see that two can play at their game.

Mae John Bull yn cynrychioli Lloegr.
A new and surprising convenience for the Huns.
Thema Pedwar – Y Ffrynt Gartref
Thema Pedwar – Y Ffrynt Cartref

Cwestiwn Allwedol: Sut newidiodd bywyd ar gyfer y bobl nad oeddent yn cymryd rhan yn yr ymladd?

Tasg 17

Mae Ffynonnellau 17 tan 23 yn dangos rhai o’r fyrdd yr effeithiodd y rhyfel ar fywydau pobl cartref. Defnyddiwch y ffynonnellau er mwyn cwbllhau’r paragraff canlynol ac esbonio’r newidiadau hyn.

Yn ystod y rhyfel, cafodd bywydau pobl eu heffeithio gan _________________ bethau megis _________________, _________________ a _________________. Er mwyn sicrhau bod digon o fwyd i bawb, cyflwynwyd _________________ tua __________ y rhyfel. Er mwyn talu am y rhyfel, cyflwynodd y _________________ ffyrrdd o godi arian. Roedd y rhain yn cynnwys _________________ newydd a chynlluniau megis _________________ _________________. Roedd rhaid i rai pobl, megis _________________, weithio’n galetach er mwyn cyflenwi cyflenwadau pwysig ar gyfer y _________________. Weithiau, byddent yn dadlau y dylent gael _________________ gwella ar gyfer y gwaith pwysig hwn ac aethant ar ________________ er mwyn ei gael. Roedd Llundain a rhannau o ddwyrain Lloegr mewn perygl o ymosodiadau _________________, a laddodd _________________ a dinistriodd ____.  

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<td>Zeppelin</td>
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Tasg 18

* Edrychwch yn ôl ar weddill y ffynonnellau ar gyfer yr adrannau eraill a dewch o hyd i ddwy arall sydd hefyd yn dangos sut y cafodd bywydau pobl eu newid gan y rhyfel. Ysgrifennwch frawddeg am bob un i esbonio’r hyn mae’n dweud wrthoch chi.

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Tasg 19

* Pa un o’r ffyonellau rydych wedi edrych arnynt (gan gynnwys y ddwy a dewiswyd yn Nhasg 3) sy’n dangos bod y rhyfel wedi cael effaith economaidd (yn ymwneud ag arian) ar Brydain?

* Pa ffyonellau sy’n dangos y cafodd y rhyfel effaith gymdeithasol (yn ymwneud â bywydau pobl)?

* Pa ffyonellau sy’n dangos y cafodd y rhyfel effaith wleidyddol (yn ymwneud â phŵer)?

* Trafodaeth – a oedd effaith y rhyfel ar Brydain yn gadarnhaol neu’n negyddol?

Tasg 20

* Dewiswch ddau o’r cymeriadau canlynol:

Gwraig tŷ Gymraes gyda gŵr i ffrwd ar flaen y gad

Glowr o Gymru

Plentyn oedran ysgol yn byw yn Llundain

Menyw ifanc sengl

Perchennog ffatri ffrwydon rhyfel

Ysgrifennwch sgwrs rhungddynt, gyda phob un yn trafod sut mae’r rhyfel wedi effeithio arnynt. Mae’n bosibl y byddwch eisiau cynnwys y pwntiau cyflogaidd canlynol:

A oes ganddynt fwy neu lai o arian?

A ydynt yn teimlo’n ofnus neu mewn perygl?
A yw eu bywyd gartref wedi newid (e.e. aelodau teulu sy’n absennol)?

A oes ganddynt fwy o ryddid personol?

A ydynt yn teimlo eu bod wedi’u hecsploetio gan y llywodraeth neu gyflogwyr?

A allant gael yr holl gyflenwadau yr oeddent yn arfer eu cael cyn y rhyfel?
Dim Pennawd

JOHN BULL: ‘And very good, too, Rhondda, under the circumstances. When will you make it compulsory?’

Roedd Yr Argwlydd Rhondda yn Weinidog Rheoli Bwyd
Mae'r cartŵn hwn yn darlunio Reginald McKenna, a oedd yn Ganghellor y Trysorlys ym 1916. Cyflwynodd lawer o drethi newydd er mwyn helpu i dalu am y rhyfel.
JOHN BULL: Am I really impotent and unable to stop this kind of thing!
CHORUS OF FAIR LADIES: Coal! Coal! Give us more coal, and we will love you!

WELSH COLLIER: Jawch! Here's fetching I am, look you! They are beginnin' to see my worth and importance.

"I want coal - and more coal. And France wants coal, and Italy wants coal, and we really must get it."

*The Premier at Newport.*
WELSH COLLIER (on an incline): Now for a joy-ride, look you!

MINISTER OF MUNITIONS: Not this time, Dai bachan! I have spragged the wheel.

David Lloyd George oedd y Gweinidog Arfau Rhyfel.
DAME CARDIFF: I congratulate you most heartily, my dear Swansea. You have beaten me fairly.
### Tasg Ymestyn

Adolygwch yr holl gartwnau drwy lenwi’r tabl isod

<table>
<thead>
<tr>
<th>Ffynhonnell</th>
<th>Ffaith yn bennaf</th>
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<th>Mae’n dweud wrthef fodd...</th>
<th>A yw’n ddefnyddiol?</th>
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</table>
* Defnyddiwch eich tabl cyflawn i ateb y cwestiwn canlynol:

**Pa mor ddefnyddiol mae cartwnau J. M. Staniforth i haneswyr y Rhyfel Byd Cyntaf?**

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