

A black and white photograph showing the silhouettes of World War I soldiers in a trench. The soldiers are wearing helmets and carrying large packs. The sky is filled with dramatic, dark clouds. The overall mood is somber and historical.

By icHistory

THE FIRST WORLD

WAR

Beginnings ...

About these resources

The following WW1 eBook and supporting resources are **FREE** to use and **SHARE** for educational purposes.

This eBook (Beginnings) is supported by several free  PowerPoints and other resources. These are available to download at www.ichistory.com or I can send them via email upon request.

I don't suggest trying to complete all activities that follow but instead pick and adapt those that best fit your own teaching and students' learning.

A note: many activities can be displayed on an electronic whiteboard and may not need to be printed - in an effort to save paper please do so whenever possible.

These and other resources are regularly updated to please set up your free membership at www.ichistory.com to ensure you get the latest versions and expansions.

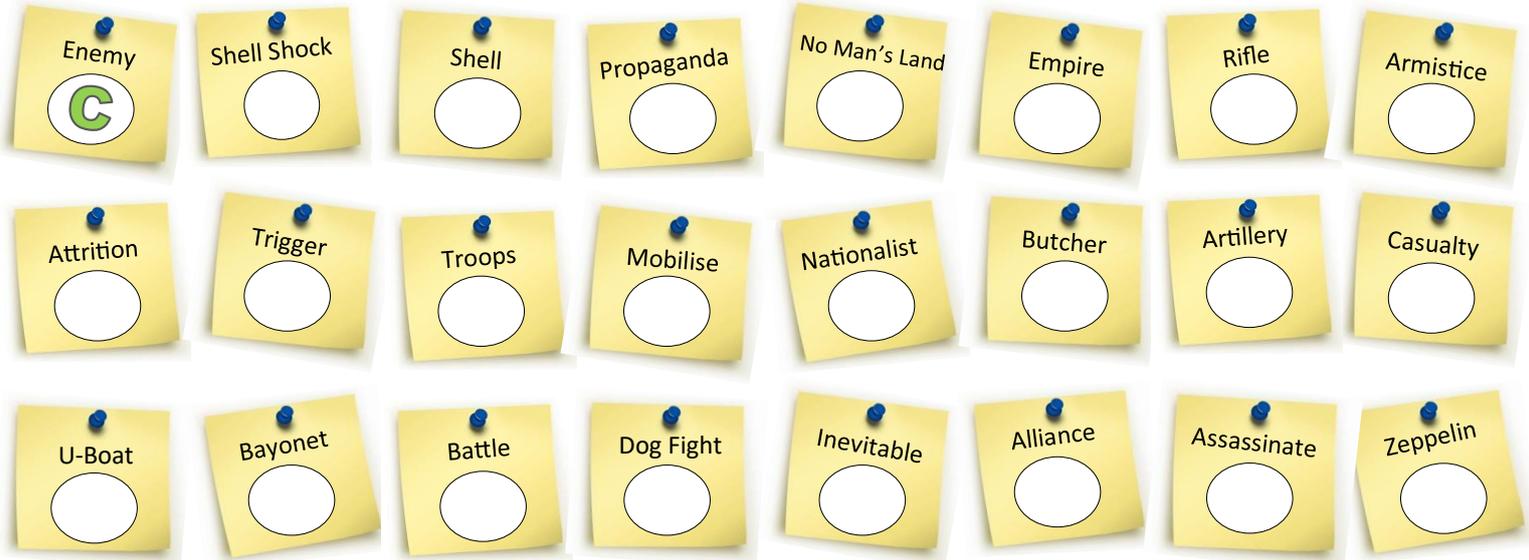
If you have any suggestions, questions or feedback you can contact me in person - phil@ichistory.com

Enjoy

Phil.

The First World War: unit key words

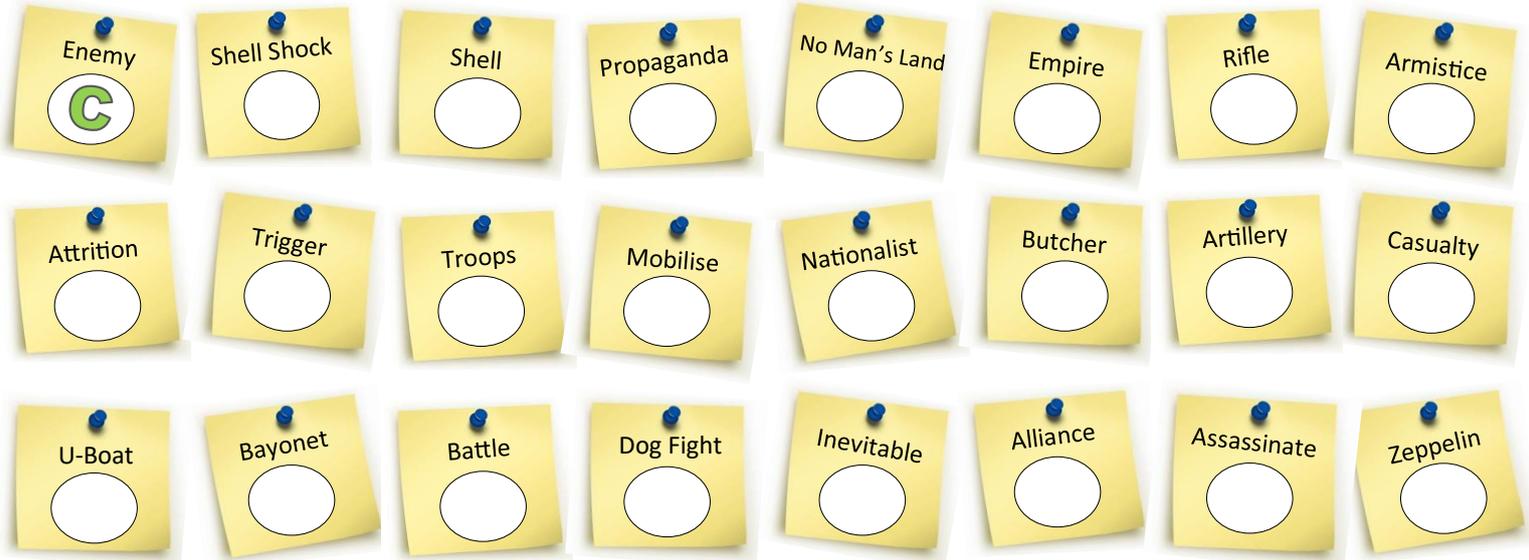
 **Discover:** new unit vocabulary **Explore:** key word definitions **Skill:** vocabulary development.



Words	Definitions	Similar Words	?
	When countries join together and become friends	T_____	A
	Another name for soldiers and also for a gang of monkeys	W_____	B
Enemy	The people you are fighting against	F__	C
	A large fight in a war		D
	Someone who is very proud of their country	P_____	E
	Information that is biased and made to change the way people think	I_____	F
	Another word for bomb ... can also be found on the beach	A_____	G
	The lands taken over by a country		H
	A German airship	B_____	I
	Someone who is hurt or injured	V_____	J
	An agreement to stop fighting	T_____	K
	A long gun		L
	The immediate cause of something	Sp____	M
	The exposed (open) land between trenches		N
	Large guns or weapons that can fire long distances		O
	A method to win a war by killing the most soldiers		P
	A knife fixed to the end of a long gun		Q
	The planned murder of a person, often someone important	P____	R
	A person who cuts up dead animals		S
	This is surely going to happen!	C_____	T
	A fight between planes in the sky		U
	A boat that moves under the water	S_____	V
	Mental damage caused by the horrors of war		W
	To get ready or prepare armies for war	PT__	X

The First World War: unit key words

 **Discover:** new unit vocabulary **Explore:** key word definitions **Skill:** vocabulary development.



Words	Definitions	Translate Option	?
	When countries join together and become friends		A
	Another name for soldiers and also for a gang of monkeys		B
Enemy	The people you are fighting against		C
	A large fight in a war		D
	Someone who is very proud of their country		E
	A strong type of bias, designed to change the way people think		F
	Another word for bomb. Can also be found on the beach		G
	The lands taken over by a country		H
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	A boat that moves under the water		V
	Mental damage caused by the horrors of war		W
	To get ready or prepare armies for war		X

Identifying WW1 Source Types

Discover: examples of WW1 sources **Explore:** how to categorise these sources **Skill:** source investigation and evaluation.

A source is anything that gives us information about History. It could be a letter, a picture, an audio clip a computer game, a book, a film, a diary or an object. There are three main types of historical source.

Primary (contemporary) , **Secondary** and **Tertiary**.

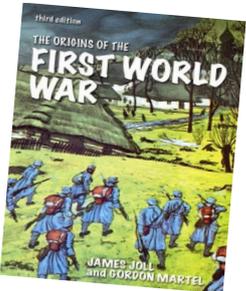
Original information that originates / c _ _ _ _ from that time in history.

Information created / m _ _ _ after that time in history , or, a copy.

Created later but includes some primary information .

For each of the sources below decide if they are: Primary (P) Secondary (S) or Tertiary (T)

1			3			5			7			9			11		
2			4			6			8			10			12		

			
1: Trench Painting	2: Lego Soldier	3: Propaganda Poster	4: Letter
			
5: Concept Art	6: Helmet	7: Trenches Today	8: School textbook
		1	
9: WW1 Film	10 : Newspaper	2	
		3	
		10	
		Rank reliability!	Rank usefulness!

Gavrilo Princip: The biggest killer in history?

Discover: who killed Archduke Franz Ferdinand **Explore:** why he did this **Skill:** vocab + language development, S.P.A.G.!

											
Past tense	Punctuation	Guess	Investigate	Choose	Empathy	Unscramble	Meaning	Fix Errors	Thesaurus	Geography	Find Bias



Terrorist or nationalist?

Look at the man to the left. His name is _____ Princip. It could be argued that his actions resulted in the deaths of _____ people.
 Gary Millions Gavrilo Thousands Guy 

_____ been in had by taken Empire over the Austrian-Hungarian 1908 **Bosnia** .
Bosnia _____

 _____ 

Princip, a Bosnian nationalist loved his country but hated that Austria controlled it. Instead he wanted Bosnia to become part of _____ (see map left). He and his friends were part of 



The Balkans Map

a group called the *'The Black Hand'* planned to kill the Archduke Franz Ferdinand, heir to the Austrian throne when he visited the Bosnian capital, **Belgrade**.
 1: _____ 2: _____ 3: _____ 

The seven members line the streets with bombs waiting for the Archduke's car to pass. When it came only one successfully threw his grenade.
 1: _____ 2: _____ 3: _____ 

The bomb missed the Archduke and his wife Sophie, but **injured** some of those travelling with them.
 (H _ _ _) 



The Shot

after reaching the city hall archduke ferdinand was warned that he should go home but he refused and insisted on visiting the injured at the hospital
 # of punctuation errors : _____ 

After leaving the hospital the stupid driver turned down the wrong street straight into the path of the evil Gavrilo Princip.
 1: _____ 2: _____ 

Princip stepped up to the car and fired twice, once into the abdomen of Ferdinand's pregnant wife, Sophie, the second into the neck of Ferdinand.
 Abdomen: _____ 



The Vienna Times

Blood squirted from the Archduke's neck who said *"Sophie, don't die, stay alive for the children"* his last words were.. *"It is nothing, It is nothing"*.
Why do you think he said "It is nothing" ?

The assassination of the Archduke caused much anger in Austria. Imagine you are the editor of the Austrian paper the 'Vienna Times'. **Write down a catchy, dramatic newspaper headline (left)** . 

What happened to Gavrilo Princip?

 I think he was a ... terrorist : nationalist

The Causes of the First World War

This resource is supported
by the free PPT ...



Starter: use the images to guess causes the First World War .

Starter

1 My Guess

Answer

2 My Guess

Answer

3 My Guess

Answer

4 My Guess

Answer

5 My Guess

Answer

6 My Guess

Answer



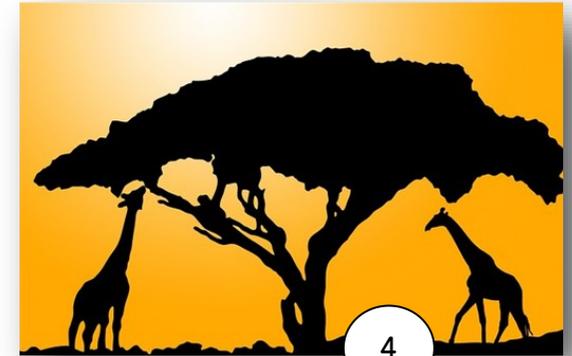
6



2



5



4



3



1

The Causes of the First World War



Rank Importance

Sum up: six factors that helped cause the First World War **Explore:** their importance **Skill:** evaluation, knowledge and understanding.

1: The Bosnian Crisis



Take notes from the PPT slide ...

2: The Alliance Systems



Take notes from the PPT slide ...

3: Militarism



Take note from the PPT slide ...

4: Imperialism



Take note from the PPT slide ...

5: Nationalism



Take notes from the PPT slide ...

6: Assassination



Take note from the PPT slide ...

The Causes of the First World War



Rank Importance

Sum up: six factors that helped cause the First World War **Explore:** their importance **Skill:** evaluation, knowledge and understanding.

1: The Bosnian Crisis

What was Austria's main problem after 1800?

Austria **annexed** Bosnia, what did this mean ?

Which country did most Bosnians want to join with ?

2: Alliance Systems

The Triple Entente	
1:	
2:	
3:	
The Triple Alliance	
1:	
2:	
3:	

3: Militarism

Word	Best fit	Option
Arms		Promised
Ruled		Weapons
Navy		In Awe
Vowed		Controlled
Powerful		Ships
Marvelled		King
Kaiser		Strongest

4: Imperialism

List territories in the British Empire c1900		

5: Nationalism

During the 1800's countries in Europe experienced a growing sense of (1) _____ and love for their country. Germany and Italy had only become (2) _____ countries after 1860. This created an environment where nations wanted to prove that their country or the people within it were superior (3 _____ than others. The results of this were ...

1 : _____

2 : _____

6: Assassination

Do you think Gavrilo Princip was a nationalist (hero) or a terrorist (villain) ?

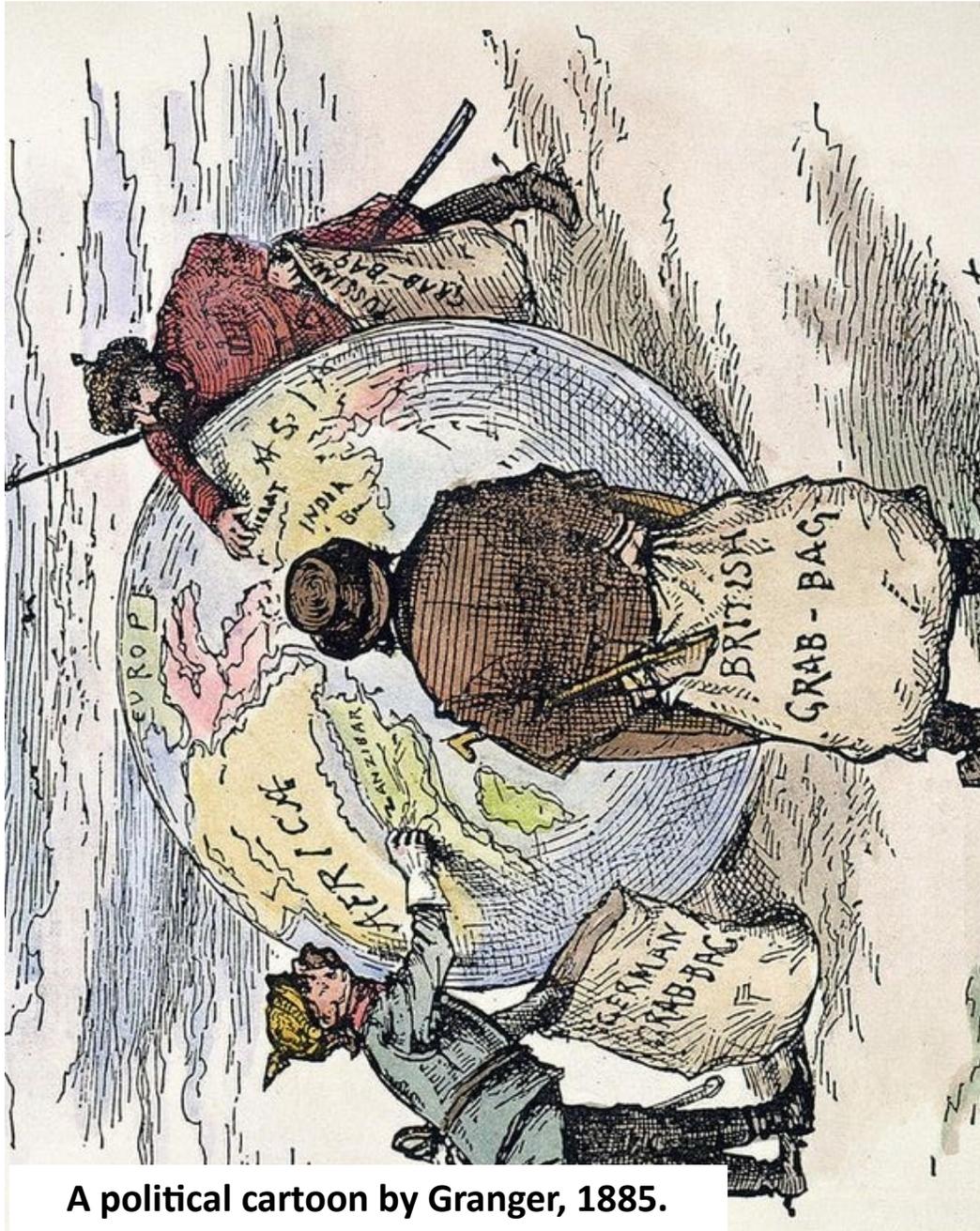
I think Gavrilo Princip was a ..

because ...

The Cartoon About The Grab Bags



Discover: how to identify main features of a cartoon **Explore:** how to interpret these features **Skill:** cartoon analysis and evaluation.



A political cartoon by Granger, 1885.

Message of the cartoon (write this AFTER completing DEC process)

Describe the main features of the cartoon.

-
-
-
-
-
-
-

Explain what each of these features means / represents

-
-
-
-
-
-
-

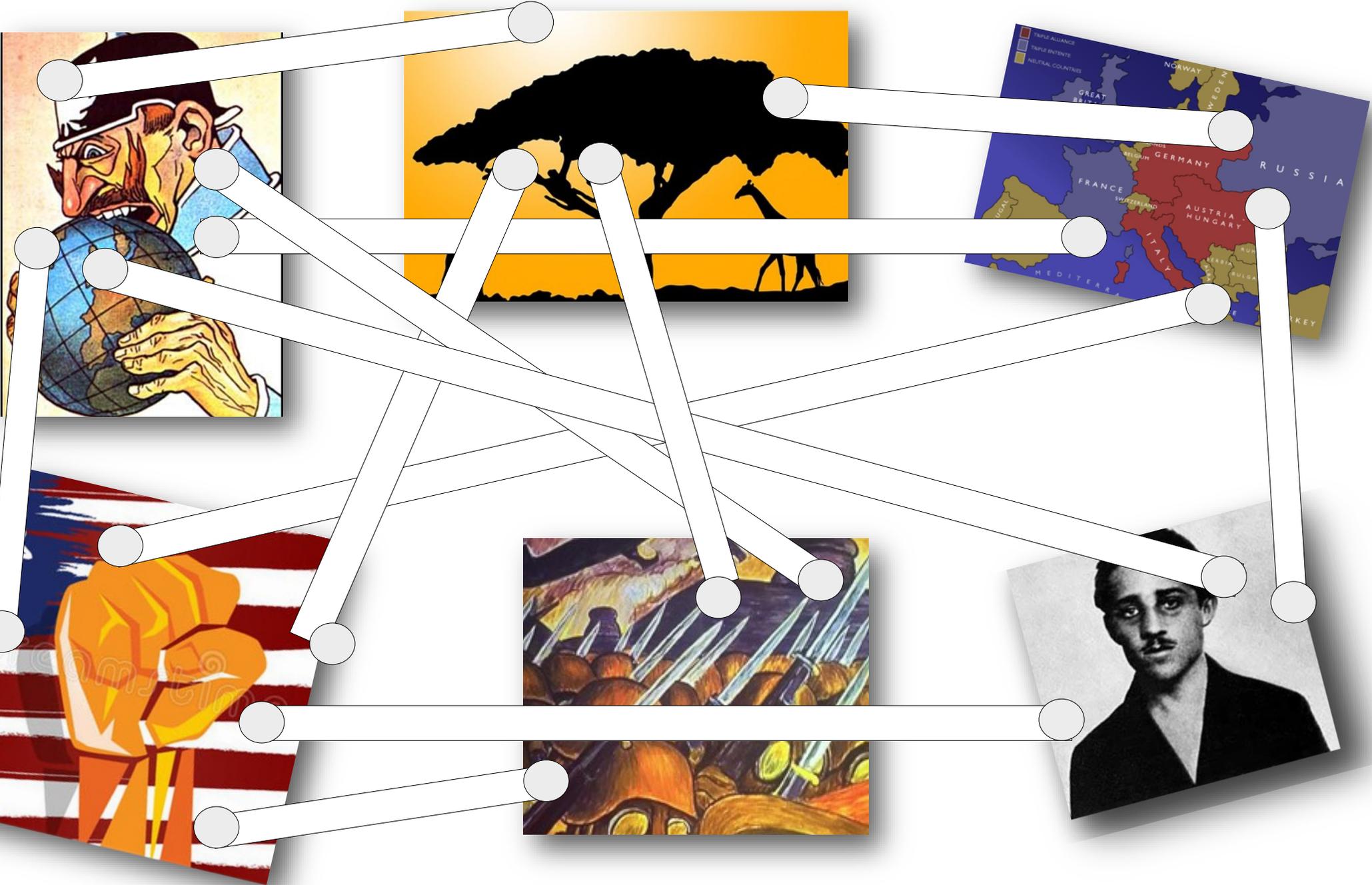
Context: what historical event is this cartoon about?

Reliable or Not? (Circle a score below)

Unreliable 1 2 3 4 5 6 7 8 9 10 Reliable

Linking The Causes Of The First World War

 Task: suggestion ... display, discuss and share ideas how these factors are linked / connected.



Linking The Causes Of The First World War



Task : make connections or links between the factors that contributed towards the First World War



The B _____ C _____  _____ because _____



I _____  _____ because _____



N _____  _____ because _____



The A _____ S _____  _____ because _____



M _____  _____ because _____



The A _____  _____ because _____

Review and link the causes of the First World War

Mission: to review major causes of the First World War and also to show how they were connected.

Rank Factors
1-6

1: The Bosnian Crisis



- Weakening Austria
- Controls Bosnia
- Angers Serbs / Bosnians

2: Alliance Systems



3: Militarism



4: Imperialism / Empires



5: Nationalism

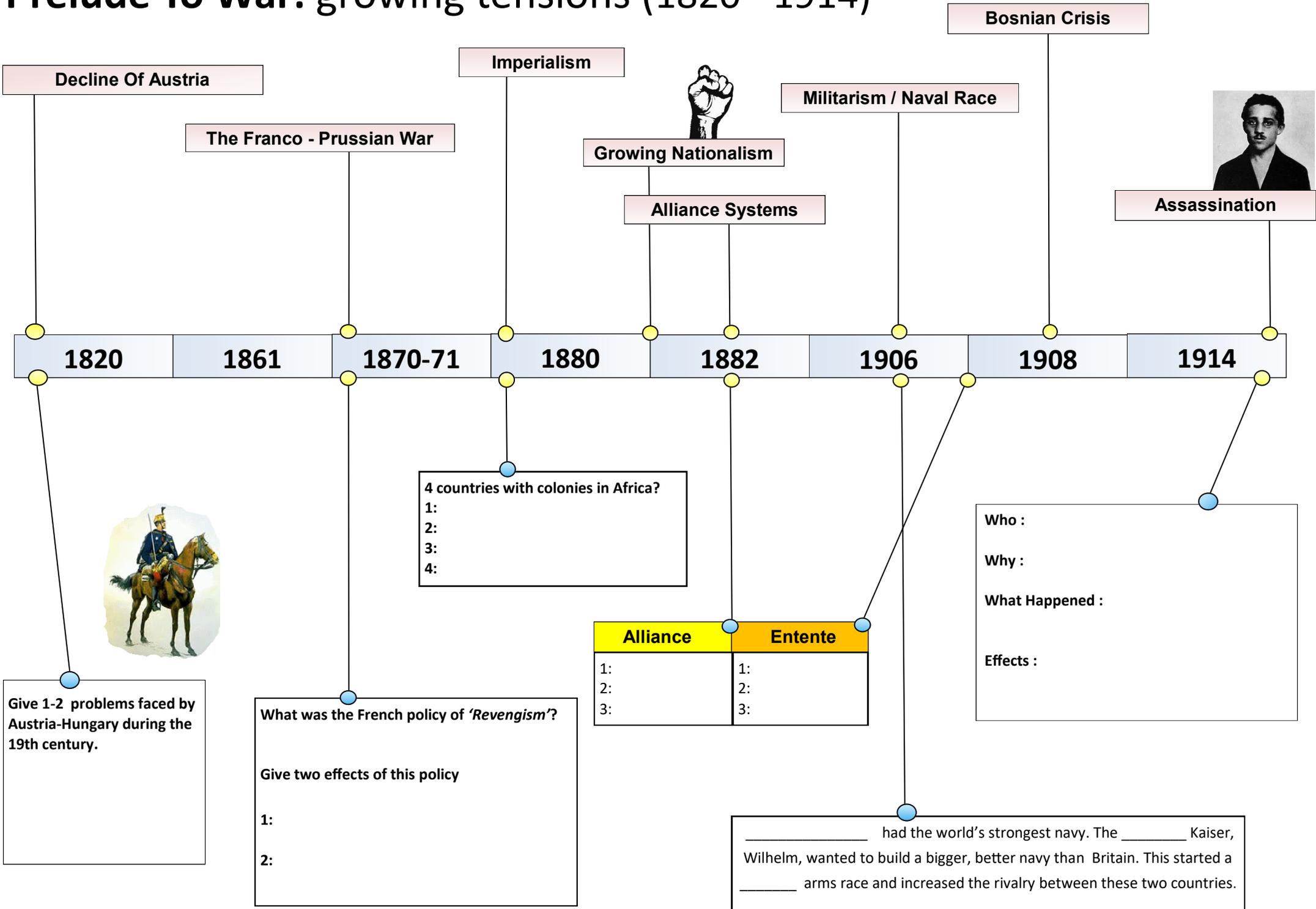


6: The Assassination



Gavrilo Princip hated Austrian control of Bosnia

Prelude To War: growing tensions (1820 - 1914)



The Blame Game!

Recap: who allied with who **Skill:** forming and debating an opinion.

Task: match up the alliances

Triple Entente

Triple Alliance



1882

Belgium's ally?

Serbia's ally?

1907



Rank order the following causes Of WW1

	Weakening Austria
	The Scramble For Africa
	The Anglo-German Naval Race
	The Argument Over The Balkans (EG: Bosnia)
	Nationalism
	The Franco-Prussian War
	The Alliance Systems
	The Assassination Of Franz Ferdinand

RECAP ... following the assassination of Ferdinand, Austria-Hungary threatened Serbia, Russia then mobilised her army to protect Serbia. In reply, Germany declared war on Russia and then France. Germany then invaded neutral Belgium. To protect Belgium, Britain declared war on Germany.



Nationalism! People celebrating the start of the war, a common scene around Europe in 1914.
Can you spot the famous face here in Munich, Germany?

Which country was most to blame for WW1?

Country	Blame %	Explain your score	Rank
Austria			
Belgium			
Britain			
France			
Germany			
Italy			
Russia			
Serbia			

Ranking The Causes Of The First World War

 Task: assign '60 credits of blame' to the causes of the First World War.



Nationalism 

Militarism 

Assassination 

Alliances

The Bosnian Crisis

Imperialism

	Ranked Cause	Credits
1		
2		
3		
4		
5		
6		
	Total	60

Activity - Follow Me 6 Way Debate!

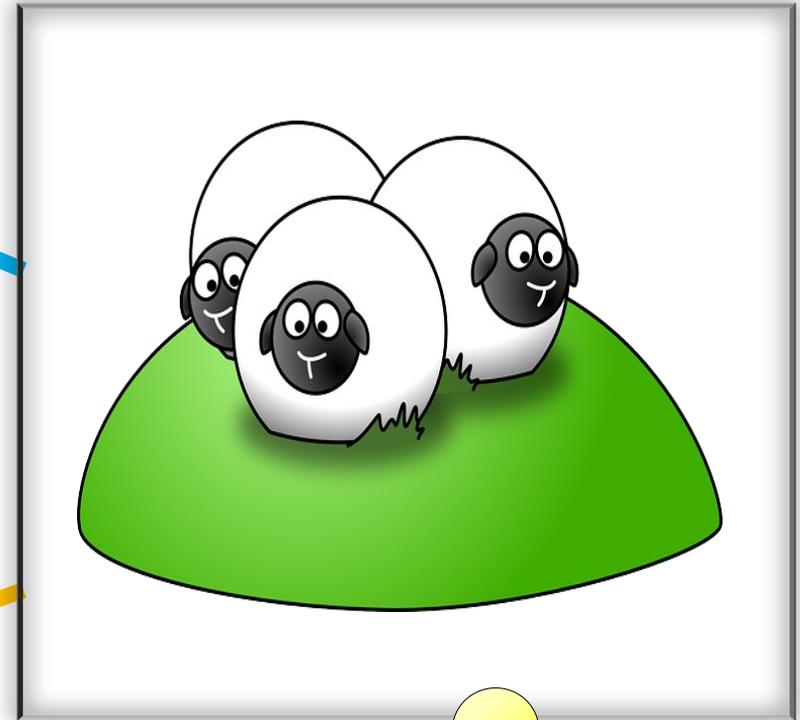
icHistory.com

How it works ...

Select 6 students - assign each, one of the causes of WW1. Allow time to prepare (H/W ?) an opening argument to show why their given cause was **most important in causing WW1** + find "evidence" to support this.

The Activity Outline ..

- 1: Captains present a concise opening argument to the other students.
- 2: Other students must join the most persuasive cause.
- 3: Continue the debate (round robin causes) allowing all students to contribute now.
- 4: Encourage students (not captains) to switch teams based on validity of arguments after each round.
- 5: Begin to eliminate the cause with the least followers after round 4. All eliminated team members must join a remaining cause. Continue until only two teams remain.
- 6: Wrap up and discuss the outcome as a group. Did students become 'tribal' About their choice?



Round Suggestion

- Round 1 = Opening statements
- Round 2 = "Evidence" (All join)
- Round 3 = Attack another cause
- Round 4 = Attack or defend (# now eliminate)
- Round 5 = Question another cause #
- Round 6 = Links to your cause #
- Round 7 = Open debate #
- Round 8 = Final statements #

Skills

Persuasion
Debate
Listening

Adapt to

Any causes activity
Why the League of Nations failed

CAUSE 1



BOSNIAN CRISIS

CAUSE 2



ALLIANCE

SYSTEMS

CAUSE 3



MILITARISM

CAUSE 4



IMPERIALISM

CAUSE 5



NATIONALISM

CAUSE 6



ASSASSINATION

The Causes of the First World War



Discover: the causes of the war **Explore:** the chronology of events **Skill:** causation.

The British German Naval Race: c 1906



Britain had the world's best navy. The German _____ Wilhelm, wanted to build bigger, better ships than Britain. This started a naval race and increased the rivalry between them.
King : Tsar : Kaiser

The Bosnian Crisis: 1908



Austria took over Bosnia but Serbia also wanted to control it. Serbia threatened Austria with war and formed an a _____ with Russia.
Truce : Alliance: Treaty

Imperialism + Empires: 1880



European countries became involved in the '_____ for Africa', many taking bits of Africa for themselves. This created rivalry, anger and hostility.
Scramble : Dash : Grab



Alliance Systems Begin: 1882



In 1882, Germany, Austria and Italy signed the Triple _____.



In 1907 Britain, France and Russia signed the Triple _____.

Alliance : Entente

Weakening Austria: c 1820



Austria had once been a European _____. But after a number of military defeats she began to lose her strength. Austria wanted to show the world she was still powerful.
Powerhouse : Superpower

The Franco Prussian War: 1870



A war between France and Germany (Prussia). Prussia won and took the border territory of **Alsace Lorraine** from France. The Prussian victory also ended the _____ Empire.

Assassination of Ferdinand: 1914



The Austrian Archduke was assassinated by Bosnian nationalists. They wanted an alliance with Serbia. Austria blamed _____ for the murder.

Princip : Bosnia : Serbia



Growing Nationalism: c1861

In 1861 Italy became a united country. This started the growth of _____ in many European countries. People wanted to show that their country was the best and most powerful in Europe.
Patriotism : Nationalism

LONG and SHORT Term causes of the First World War

-1800

A long history of war between European powers

1808

Napoleon I of (France) invades Prussia (old parts of Germany)

1907

Britain, France and Russia sign the Triple Entente

1914

July 29th: Austria attacks Serbia

1914

July 29th: Russia mobilises to defend ally Serbia

1914

August 1st: Germany declares war on Russia

1914

August 3rd: Germany declares war on France

1914

August 4th: Germany invades Belgium (British Ally)

1914

August 4th: Britain declares war on Germany

Long Term Cause

Short Term Cause

Tipping Point

Trigger

The Causes of the First World War



Mission: to analyse, evaluate and compare historical sources to investigate the causes of the First World War.

‘The situation in Europe had been dangerously tense for more than thirty years, Germany, ever stronger and more pugnacious (ready to fight) , was detested (hated) by the French. Kaiser William II, the arrogant young Emperor, followed a policy based on strength instead of caution. Convincing himself that Germany was being denied her rightful 'place in the sun', the Kaiser embarked (began) upon a vast programme of military and naval armament. For mutual protection, therefore, France and Russia drew closer together ...The German Emperor, who had neither brains nor manners, seemed to go out of his way to give and to take offence. He wrote rudely to his grandmother (Queen Victoria of Britain), openly sided with the Boers, and told Britain to mind her own business in Egypt instead of complaining about German plans to build a railway from Berlin to Baghdad. Above all, he built a powerful battle-fleet which could only be intended to challenge British sea-power. In this situation Britain could not afford to remain isolated, and the British Prime Minister Balfour made an approach to France.’

British Historian, R.J. Unstead, *A Century of Change* (1963) Balfour was Prime Minister of Britain 1902 -1905.

A

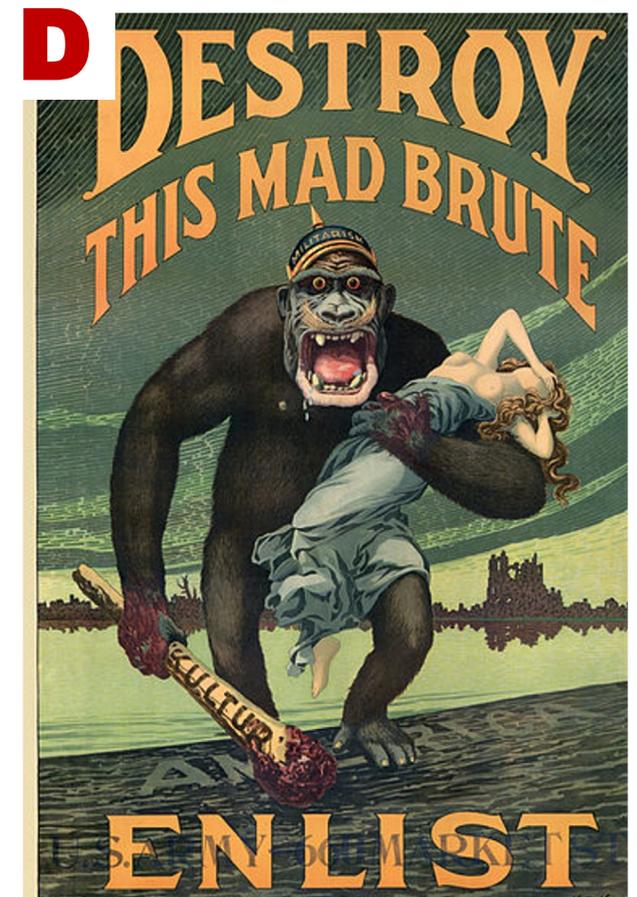
B ‘One of the most surprising features of the reception of the news of the war was the enthusiasm shown not only by the half-educated and nationalistic masses, but by intellectuals, too. One spectacular example was the French engineer-turned-philosopher, Georges Sorel. His work, *Reflections on Violence* (1908), wrote that in all great achievements to violence. It is not, therefore, in the diplomatic documents, or the plans of the war offices that the whole story of the origins of the war can be found. When they have been read, there still remain important questions about mass psychology (thinking of most people) and spiritual weariness to be answered before we can say how so great a conflict came about.’

J. M. Roberts in *History of World War One* (1978)

‘The debate about responsibility was infused with moral claims as each side blamed their enemies for starting the war. Politicians issued hastily assembled collections of diplomatic document and argued that the “truth” lay within these documents. Citizens, particularly academics and intellectuals, wrote in defence of their state’s conduct. Without access to the diplomatic documents, historians explained that the origins of the war in the context of allegedly long-term cultural and social differences. Debates about the conduct of war became intertwined with arguments about the responsibility for war. For example, the French philosopher, Henri Bergson (c1925) that the war represented a struggle between “civilisation” and “barbarism” and supported French claims that it was fighting war in defence of right and justice, as well as its own territory.’

William Mulligan, Internet Article, 2016. (Edited)

C



Source Skills 1 - Analysis (a careful study)

 **Mission:** to understand the basic Content and Origins of source A

Study Source **A**

/ 15

Who created the source: _____

What is their job, role or position: _____

Where is the person who made the source from: _____

Who is it for / to / audience: _____

When was the source created (year) _____ this is in the _____ century

When (tick 2): BCE CE AND BC AD

When / type of source (tick 1): Primary Contemporary Secondary Tertiary

What / type of source: letter, speech, diary, other: _____

What does the source say: (Summarise in your own words rather than copy out lines)

1. The **main** point of the source is: _____

2. The source also tells says: _____

3. Furthermore, _____

4. _____

What: is the overall TONE of the source. (add one word / emotion to show how the 'author' feels)

Source Skills 2 - Evaluation (testing for reliability)



Mission: to evaluate the source A



- **Content** *What the source says*
- **Origin** *Who, when, where*
- **Purpose** *Why, motive, reason*

Now that you have analysed source A you are going to evaluate source A.

Analysis = to study the source very carefully.

Evaluation = to judge the source and decide if it is reliable or not.

Now use the COP method to evaluate (judge) if the source is more reliable or unreliable.

	C O N T E N T	O R I G I N	W H E N	P U R P O S E		
Unreliable	What Uses opinions One sided Strong Language Emotional Confused Boasts Exaggerates Subjective Disrespectful	Reliable Uses facts Balanced Softer Language Calm Clear Modest Understates Objective Respectful	Who Could the person know things others do not? Does the person have an important job or role? Is the person trustworthy or do they have a good character or reputation? Could the 'audience' influence what is said or written?	When Primary sources from a good eyewitness may be truthful, <u>but</u> they can also be confused or emotional. Primary sources may be recorded a long time after the event so the person may have forgotten some details. Secondary sources may get changed over time. The person was not there, <u>but</u> they can be written with less emotion and using more information not available at the time.	Where Where a person comes from may influence the reliability of a source. For example, a German in 1942 may be biased towards a Jewish person. Think national, regional or political bias.	Why Does the person have <u>motive</u> or a reason to lie? Does the person have a reason to tell the truth? Could it be propaganda and / or persuasion?

Study Source A For 'point' use a full sentence E.G. ' *The source content may / may not be reliable* ' / 10

● **Content:** is what it says. Look for 'bias indicators' e.g. *opinion*, exaggerates to decide if reliable or not?

Point: _____

Explain: _____

Evidence from source " _____ "

● **Origin:** choose one of or combination of who, when and where. Reliable or not ?

Point: _____

Explain: _____

● **Purpose:** consider the motive or the 'why' the source was created. Reliable or not ?

Point: _____

Explain: _____

Another reason for OR against reliability? Is the source corroborated by sources B,C and D ?

Finally, give source A an overall judgement for its reliability by circling below.

Unreliable	1	2	3	4	5	6	7	8	9	10	Reliable	<input type="checkbox"/>
------------	---	---	---	---	---	---	---	---	---	----	----------	--------------------------

Source Skills: Surprising

 **Discover:** how to answer a basic surprise question using COP.

	(You may tick both)	Surprised	Not
C	Content Read what is written. Does it say anything unusual or surprising? Is the information corroborated or not? Anything written that is really shocking or new ?	<input type="radio"/>	<input type="radio"/>
O	Origin is who created or published the source and when / where was it made. Can we be surprised that this 'person' would say this at this time?	<input type="radio"/>	<input type="radio"/>
P	Purpose is the why or motive behind the source. Can this be considered surprising?	<input type="radio"/>	<input type="radio"/>

A century on and it's amazing that there is still little agreement about what led Europe into a catastrophic conflict. Germany has reaped the lion's share of the blame for issuing the infamous "blank cheque" to Austria-Hungary to avenge the assassination of Archduke Ferdinand, by Gavrilo Princip, a Bosnian Serb in 1914. Austria-Hungary would declare war on Serbia a month later, setting into motion mobilisations by Russia, Germany, France, and Britain. As for the long-term factors that propelled Europe into war, historians have looked to militarism, nationalism, the arms-build up, diplomacy, psychology and codes of masculinity and honour, to explain why the First World War happened. It's an impossible question to answer. Cambridge historian Christopher Clark is the latest to try and explain how Europe went to war. He challenges causes such as German nationalism and he is right to look elsewhere - Russia, for example being the first to mobilise. Clark muddles the issue of German blame. The Balkans was the spark and "Plucky little Serbia," Clark argues, was actually a deeply destabilising presence in Europe, a violent, near lawless country that had witnessed the brutal murder of its own king by a cabal of regicides. Many government officials had shadowy links to Serb terrorist groups that held dreams of a greater Serbia. It remains a matter of debate how much Serbia supported Princip, but Clark suggests the links between the Serbia and Princip were hardly tenuous (weak).

Internet Article - Sleepwalkers, How Europe Went to War in 1914.
By Cambridge Historian , Matthew Price, 2013.



Are you surprised by what is written in source G ?

Introduction: Source G is *not surprising / somewhat / very surprising* .

Content 1: is the MAIN point / message surprising ?

Content 2: sub - messages / points surprising ?

Origin: is it surprising given the context ? The who, where and when?

Purpose: is the motive or reason surprising ?



Military Alliances in 1914.

- Triple Alliance
- Triple Entente
- Russian Allies

A Plan Comes Together

Mission: create a plan help Germany win World War 1

The German Kaiser, Wilhelm has asked his best general, YOU, to make a plan to win the war. Your biggest problem is that Germany is located between your enemies France and Russia. They will join forces and attack when the war starts. If you have to fight a war on **two fronts** you will probably lose. Read the information below then use the map showing Wilhelm how you will win this war.

The Triple Alliance

	Army Size	Army Skill	Navy
Germany	9 / 10	9 / 10	8 / 10
Austria	6 / 10	4 / 10	2 / 10
Italy	2 / 10	2 / 10	4 / 10
Total:	/ 30	/ 30	/ 30
Notes	Germany: one of the best armies in the world, with many modern weapons such as machine gun. Germany's navy is second only to Britain's. Austria-Hungary: A large army but it is now out of date and growing weaker. Italy: The weakest of your allies with a small army and navy. It took a long time for Italy to decide who to ally with.		

The Triple Entente

	Army Size	Army Skill	Navy
Britain	2 / 10	5 / 10	10 / 10
France	6 / 10	5 / 10	6 / 10
Russia	10 / 10	6 / 10	4 / 10
Total:	/ 30	/ 30	/ 30
Notes	Britain: a very small army in 1914 does have the best navy in the world with battleships, dreadnoughts and destroyers. Also allied with Belgium. France: a fairly big, well manned but slightly out dated fighting force. Russia had the largest army (but also outdated) in the world with millions of men ready to fight. But Russia is seen as slow due to her size and it is nicknamed the ' <i>Russian Steamroller</i> '.		

Map Symbols

	Rectangular Flag	Represents an army unit
	Round Flag	Represents navy unit
	Black Dot	Capital city
	Yellow Arrow	Represents army direction or attack

Report to Kaiser Wilhelm II - 27th March, 1913.

Re: A plan to win a European war

General's Name/s :

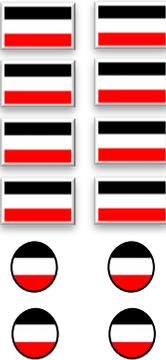
Name of Plan :

My briefing notes: A war with France will bring Russia into a war against us and vice versa—so this makes this very difficult given our location between the two countries. Austria-Hungary is our most loyal ally and we must protect her at all costs. Italy says she is with us but I must question her conviction for this fight. The Ottoman Turks hate the Russians and have had much conflict with them over their competing Empires. Belgium wishes to stay out of this coming war but is heavily protected by her ally Britain. Although Britain is allied with France and Russia I am uncertain if Britain will enter this war unless provoked.

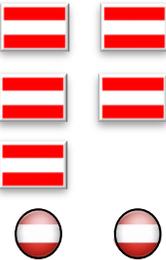
My plan: I have written a plan summary below and / or provided an annotated map showing how we can fight and win this war.

Option:
Forces to cut
and place on map

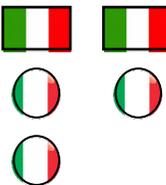
**German
Forces**

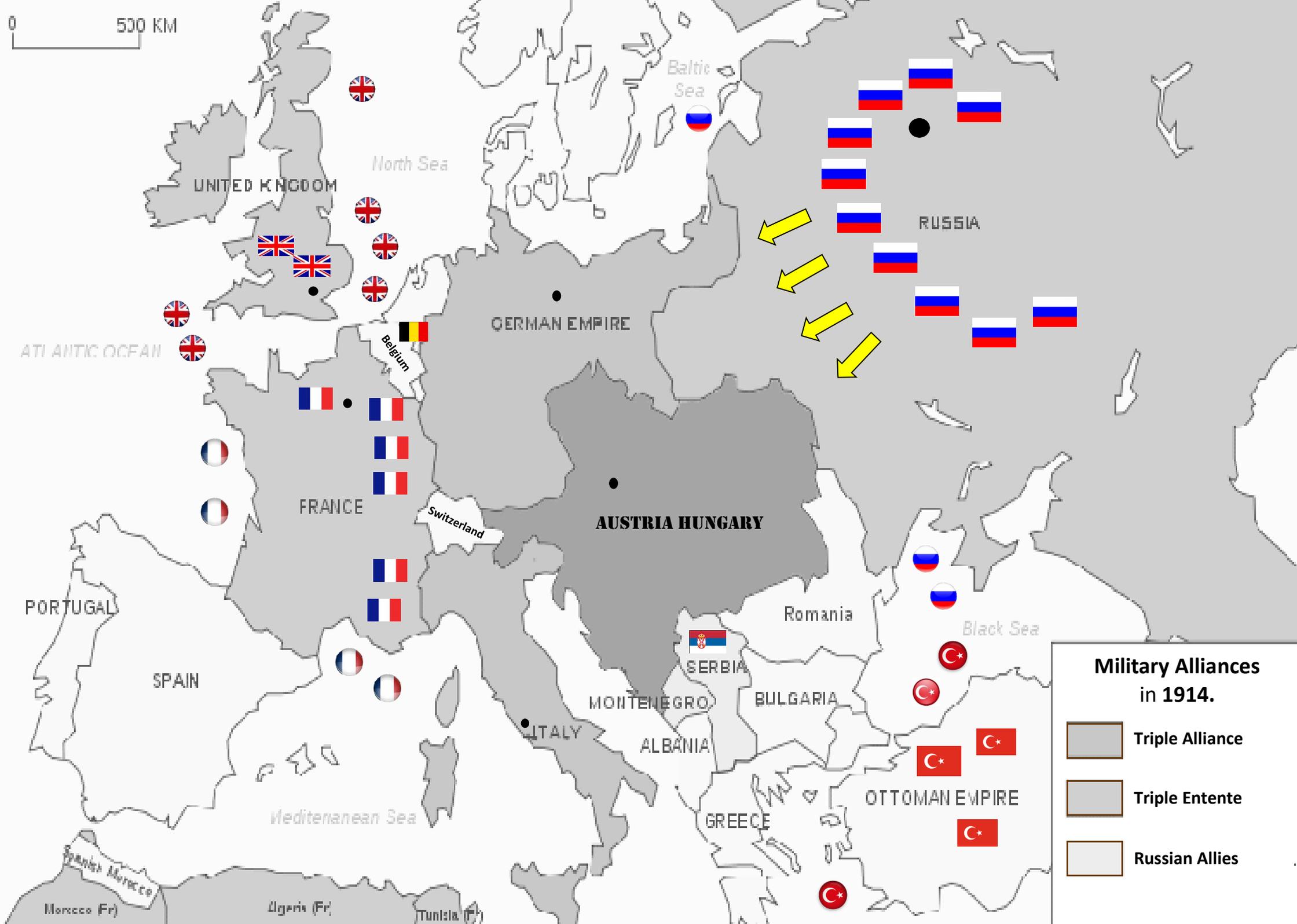


**Austria
Hungary**



**The
Italians**





500 KM

UNITED KINGDOM

North Sea

Baltic Sea

RUSSIA

GERMAN EMPIRE

ATLANTIC OCEAN

Belgium

FRANCE

Switzerland

AUSTRIA HUNGARY

PORTUGAL

SPAIN

Romania

Black Sea

SERBIA

MONTENEGRO

BULGARIA

OTTOMAN EMPIRE

ITALY

ALBANIA

GREECE

Morocco (Fr)

Algeria (Fr)

Tunisia (Fr)

The Perfect Plan of Mr Schlieffen

 **Mission:** to understand and evaluate the plan of General Alfred von Schlieffen.

The man and the plan: In 1904, France and R _____ agreed that if a European war started they would join together and fight against Germany. The Germans were scared because this meant she would have enemies on t __ sides, France in the w ___ and Russia in the e ___. To solve this problem a German general named Kurt Von Schlieffen came up with a plan. This plan was named the S _____ P _____. Schlieffen's idea involved knocking France out of the war quickly. To get to France, Schlieffen thought it would be quicker to march through neutral B _____ because Belgium's army was small and the Belgian borders were not as well defended as the French border. Once into northern France, Germany's main army would link up with a smaller German army that would invade from the south. Together the two armies would surround the French capital, P _____, and knock France out of the war. After beating the French the plan was to transport most of the German troops to the east to fight the 'Russian steamroller' that would be coming to attack Germany. In sum, quickly smash through Belgium, quickly knock out Paris, then quickly head east and destroy the slow-coach Russianseasy!

What happened? Gavrilo Princip assassinated Austrian Archduke Ferdinand in June, 1914. In August, Germany put the (now dead) von Schlieffen's plan into action. But the plan did not go as expected. To Germany's surprise the little Belgian army was ready and waiting to fight. Belgium was also supported by a small British Expeditionary Force (B.E.F.) that had been sent out to help them. In the Battle of Mons the Belgians and the B.E.F. were able to hold back the Germans for ten days before eventually being pushed aside. Once through Belgium, the Germans marched into northern France. The Schlieffen Plan had called for the northern and southern armies to join up and encircle Paris. However, the German commanders failed to do this properly. The French commanders spotted this mistake and rushed soldiers out of Paris, many of them in taxis, to drive a wedge between the two German armies, This stopped Paris from being surrounded. The French and the B.E.F. fought back in the battle of the Marne. The exhausted German army was pushed back over the river Aisne where they set up a defensive line. Meanwhile, in the East, the Russians had mobilised in just ten days, and not the six weeks that von Schlieffen had expected. To defend Germany against Russia many German soldiers had to be moved east before France was beaten. Germany was now left fighting a war on two fronts and the Schlieffen's Plan had failed.

Aftermath: To protect their positions, both sides began digging trenches in the ground. Following what is known as 'the race to the sea', a line of trenches ran from the northern coast of Europe, all the way to the Mediterranean coast in the south. A new phase of the war had begun. This was to be known as trench warfare.



Who is this man ?



What was his plan?



What was the hold up ?



This unusual transport?



Where did the French fight back?



What is happening here?

Your thoughts about the Schlieffen Plan.

What problem did the Schlieffen Plan aim to solve?

•

Why did Germany invade Belgium?

•

Give 4 reasons why the Schlieffen Plan failed.

•

•

•

•

So... was the Schlieffen plan doomed to fail even before it had begun? Yes / No

The Cartoon About A Boy And An Old Man

Discover: how to identify main features of a cartoon **Explore:** how to interpret these features **Skill:** cartoon analysis and evaluation.



A British cartoon published in 'Punch' magazine, August 12th, 1914.

Message summary of the cartoon (write this AFTER completing DEC process)

Describe the main features of the cartoon.

-
-
-
-
-
-

Explain what each of these features means / represents

-
-
-
-
-
-

Context: what historical event is this cartoon about?

Reliable or Not? (Circle a score below)

Unreliable 1 2 3 4 5 6 7 8 9 10 Reliable

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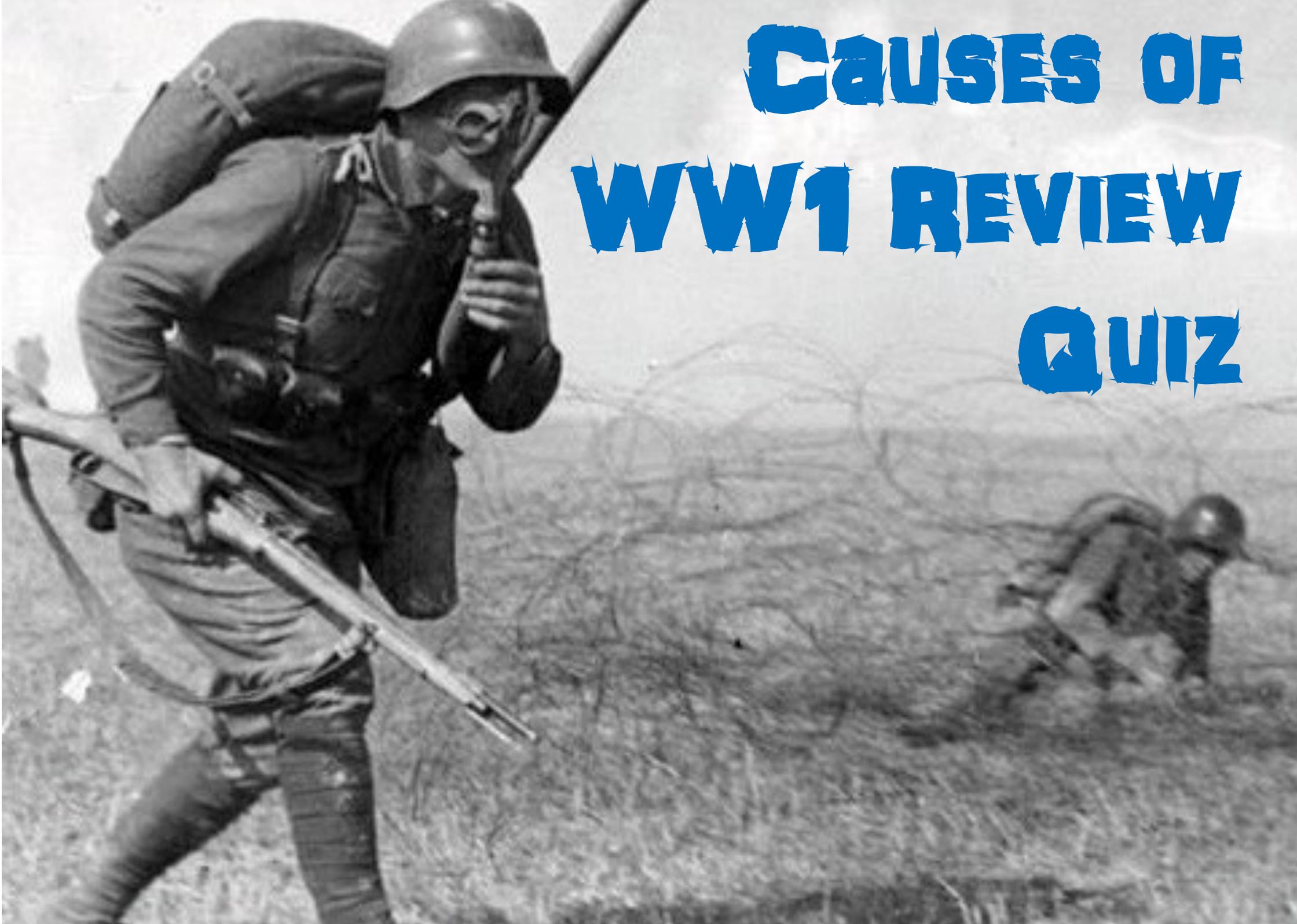
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Reliable or Not? (Circle a score below)

Unreliable 1 2 3 4 5 6 7 8 9 10 Reliable



CAUSES OF WW1 REVIEW QUIZ

WW1 Causes Quiz Notes / Suggestions

Preparation

Give students the question bank to study prior to the activity - the question bank is on the next page.

Activity suggestions - not using the attached Power Cards option

This can be played as a last person / team standing activity OR a set time limit for survival.

Teams can be 2- 4 players.

Teacher to be the Question Master - use discretion with questions difficulty to differentiate.

Players are out if they give the wrong answer or cannot answer.

Players who answer correctly nominate the next player to receive the question from the teacher.

Nomination returns to the teacher after a player is out.

Activity ends with last person / team standing or time limit elapses.

Activity suggestions using the following Power Cards

You may wish to spice up the activity by using the 'Power Cards'.

Note, this option takes a bit of practise before students / teacher figure out the best way to play.

Print out the cards - laminate or printing onto card is better than paper.

Decide which cards you wish to use in the game.

Display / project and explain the cards that you will use.

Teacher shuffles and then deals out the cards to the students.

If students are playing 'solo' I give deal them 2 cards.

Cards are used once (apart from Immortal)

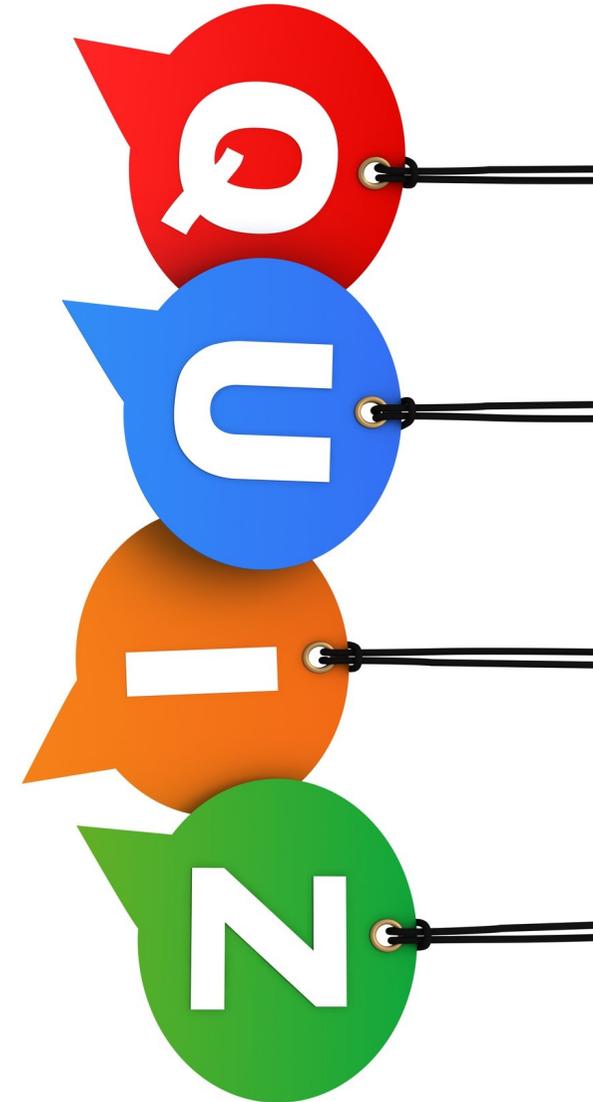
Any cards with a * to be played before you start the questions.

Players are out if they give the wrong answer or cannot answer.

Players who answer correctly can nominate the next player to receive a question.

Teacher is the Question Master but the 'Pilot' starts the question nominations after elimination .

Activity ends with last person / team standing or time limit elapses.



WW1 Causes Questions

c1820	1861	1871	1880	1882	c1906	1908	1907	June 1914	Aug 1914
CE	CE	CE	CE	CE	CE	CE	CE	CE	CE
Decline of Austria	Unification of Italy	Franco-Prussian War Ends	Scramble for Africa	Triple Alliance Formed	Anglo German Naval Race	The Bosnian Crisis	Triple Entente Formed	Archduke killed by Princip	Germany invades Belgium

Bias OR Reliable Indicators

(EG: Name 2 reliable indicators)

Strong Language
Exaggeration
Emotional
Facts
Opinionated
Subjective
Propaganda
Balanced
Hyperbole
One Sided
Corroborated

General Chronology + WW1

Meaning of circa ...
Meaning of BC
Meaning of BCE
Meaning of AD
Meaning of CE
Years in a decade ...
Years in a century..
Years in a millennium ..

Be ready to answer any question from the WW1 timeline above

Explain OR Spell

Bayonet
Nationalism
Prussia
Navy
Kaiser
Decline
Enlist
Brute
Infantry
War bond



General Questions

One country in Triple Entente?
What is a contemporary source?
Capital of Germany = B
What is bias?
What is a secondary source?
Capital of France = P
Once country in the Triple Alliance?
Biggest empire in 1914
Name and title of Russian leader
Name and title of German leader
Name and title of British leader
Assassinated Archduke Ferdinand?

EXTREME Questions

3 countries in Triple Entente
3 countries in Triple Alliance
Capital of Belgium = B
Capital of Austria = V
How does one cause link to another?
Two dangers of primary sources
What was the 'blank cheque'?
Why did the Schlieffen plan fail?



Main Causes of WW1

(EG: Name 3 causes of WW1)

A history of European warfare
Alliance Systems
Assassination of Archduke
Nationalism
Weakening Austria
Balkans Crisis
Militarism
Imperialism

Focus: Balkans

What are the Balkans?
Why was this a problematic area?
Bosnia was controlled by in 1914?
Bosnia preferred to join with?
Name of group Princip joined?
Serbia's 'big brother'?
Capital of Serbia = B?
Capital of Bosnia = S?
The H is Bosnia H.... ?
Who annexed Bosnia in 1908?

True or False?

Anglo means fishing
Australia was in the British Empire in 1914
Russia and Prussia are the same
There was a 'Scramble for Africa' c 1880
Germany invaded Belgium
USA was part of the British Empire in 1914?
William I was the German leader
Serbia allied with Russia
India was in the British empire in 1914
Princip was an Austrian nationalist
Germany lost a war to France in 1871
Princip joined the Red Hand
America joined the war in 1914
New Zealand was in the British Empire in 1914



Spelling Bee Master

Schlieffen
Artillery
Militarism
Propaganda
Inevitable
Zeppelin
Triple Entente
Assassinate
Sarajevo
Cavalry
Gavrilo Princip

Other ideas / questions?



Pilot *



Starts + controls nominations after a player is out.

Shield



Blocks a question. Play **after** hearing the question.

Overlord



Destroys ANY other card. (Cannot be vetoed)

Super Shield



Blocks a question AND decides on nomination.

Copilot



Takes over nominations if Pilot is eliminated.

Mercy



Ask another player to help you answer.

Scout *



Can look at all player's cards ONCE before the activity.

Extra Life



Gives you an extra life!

Hero



Help another player's by answering for them.

Healer



Revive a player **immediately after** their elimination.

Samurai



Offer your life to save to save another!

Collaborator



Get a clue or clues from your teacher.

Armor



Deflect your question to another player.

Reveal



Make 3 players show their cards.

Zombie



Return from the dead after 2 players eliminated.

Stun



Stops a player using a card until 2 more players out.

Blood bond *



When you are out ..your chosen 'friend' is out too.

Boom



Draw out 2 more cards!

Time Travel



Choose a different question.

Loki *



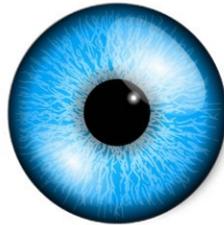
Switch any 4 cards of ANY players at start.

Hijack



Take over from Pilot or Copilot for 2 eliminations.

Dead Eye



Knocks out Pilot or Copilot Card.

Force



The next 3 questions onto another team / player.

Alliance *



Allows you to merge with another team / player.

Splice



Split any team of four or more into two.

Immunity



Free from questions until 2 more players eliminated.

Immortal



Dice needed - roll a 4,5 or 6 to survive when eliminated.

Loot



Take the UNUSED card of any eliminated player.

Veto



Blocks a card played against you.

Sticky



Sneakily, switch **unused + unattended** card with this.

Rogue



Leave a team or join another team / player at any time.

Death



Eliminates another player!

Angel



Blocks death card THEN draw EXTRA card.

Bluffy



This card has no power ...
But, look excited.

Ransom



Steal a player ... accept a card bounty instead?

Expelliarmus



Knocks out card just BEFORE it is used. - exc **Overlord**.

Mirror



Reverses a card used against you .

Super Shield



Blocks a question AND decides on nomination.

Super Shield



Blocks a question AND decides on nomination.

Super Shield



Blocks a question AND decides on nomination.

Shield



Blocks a question. Play **after** hearing the question.

Shield



Blocks a question. Play **after** hearing the question.

Shield



Blocks a question. Play **after** hearing the question.

Card Idea?



Can you think of another card idea?

THE FIRST WORLD WAR

Part 1 - Beginnings

Parts 2, 3 and 4 - **Trenches, Warfare, Events** and

Outcomes are also available free to download

or message phil@ichistory.com to have them sent

directly your email.

www.icHistory.com