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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: key words starter

Mission: to match up the vocabulary, images and definitions.

Conflict



Inevitable



Tsar



Spark



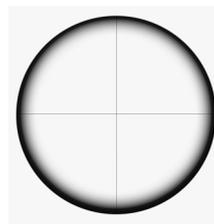
Assassinate



Artillery



USSR



Alliance



Another word for fighting

The planned murder of a person, often someone important

Large bombs (shells) and the machines that fire them

The creation of a event - or thing that started it off

When countries join together and become friends

This is certain - it's going to happen for sure

The name given to Russia in 1917 - translates to a collection or rule by groups of workers.

The ruler of Russia before 1917 - a title similar to a King.

Word	Definition	Translate / Similar
Conflict		T _ _ _ _ _ n
Inevitable		C _ _ _ _ _ _
Tsar		M _ _ _ _ _ _
Spark		Tr _ _ _ _ _
Assassinate		
Artillery		B _ _ _ _
USSR		S _ _ _ _ _ Union
Alliance		P _ _ _ _

The First World War Overview



Mission: to understand the big picture of the First World War.

Australia

Kick Off

Hundred

Artillery

Inevitable

Industrial

Metal

Long

Debate

Tsar

Boring

USSR

Million

Peace

Spark

Water

Wright

The First World War started in 1914 and ended in 1918. More than one _____ (1) countries from all over the world were involved in the fighting. Like most big events there was not a single cause and even today there is still some _____ (2) about the importance of the different factors. However, there is agreement that most of the blame can be given to certain European nations. Europe had a _____ (3) history of warfare dating back for hundreds of years. France, Britain, Prussia (Germany) and Austria – Hungary had been at war with one another before 1914. These old rivalries created an environment in which any small fight would most likely _____ (4) a much larger conflict. Many of these European countries possessed empires, therefore it was _____ (5) their overseas 'friends' would be called to help in the fight once the war started. This is why soldiers from far off places like _____ (6) and New Zealand were sent to fight in muddy European fields. The war was the first since the _____ (7) Revolution so new weapons such as heavy _____ (8) and machine guns could be used to devastating effect. It was also be the first time planes were used as weapons of war . (The _____ (9) brothers were the first to create powered flight in 1903) . The war created other important events too. It was one of the main reasons why the Russian workers rose up and killed their leader, _____ (10) Nicholas during the October Revolution in 1917. The Russian Revolution was world changing event that birthed communism and with it the _____ (11) . When the First World war ended on the 11th November 1918, Europe was left in chaos with over 35 _____ (12) people dead. After the war many hard decisions needed to be made to restore order and keep the future _____ of the world (13) .

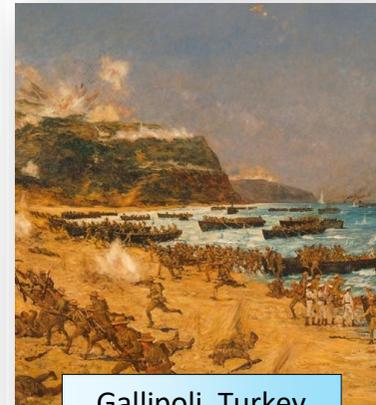
1: For how many years did the First World War last?

2: Why did a European war become a global one?

3: Write one question that you have about the First World War.



Europe Pre WW1



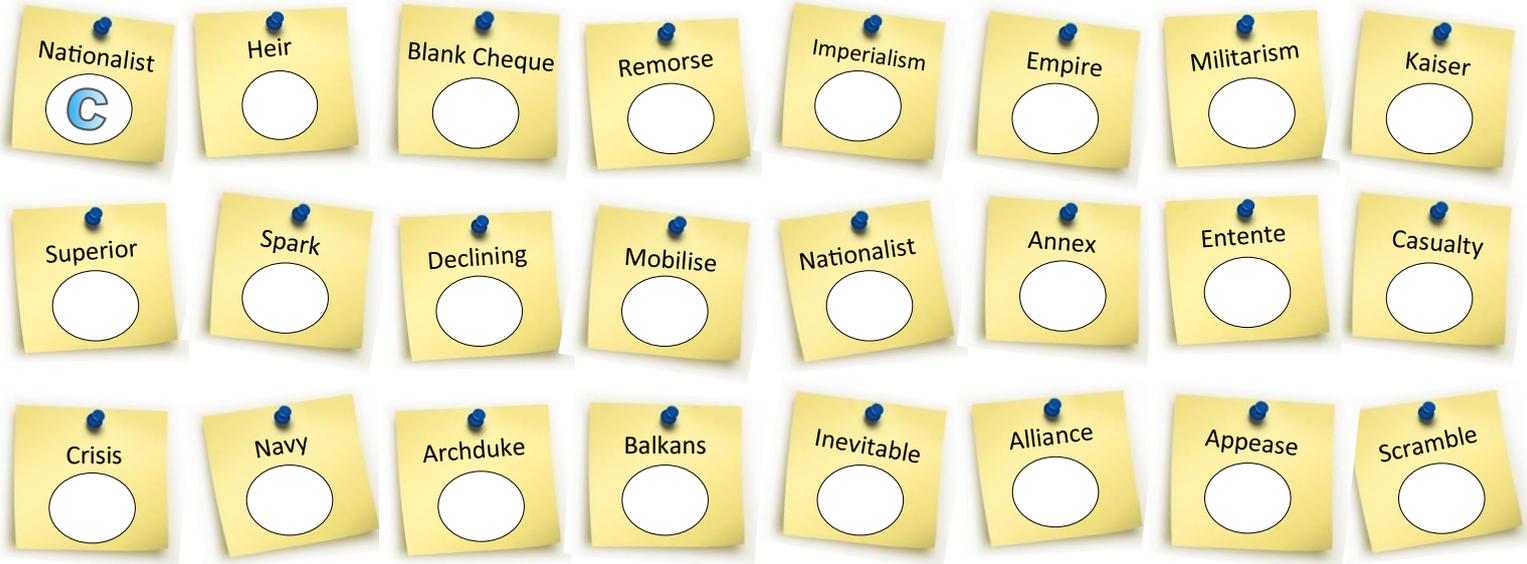
Gallipoli, Turkey



A WW1 Tank

World War 1 Causes: unit key words

 **Mission:** to identify and match 24 key words and definitions



Words	Definitions	Similar Words	?
	When countries join together and become friends	T _ _ _ _ e	A
	To do something quickly and often in a disorganised way		B
Nationalist	Someone who is very proud of their country	P _ _ _ _ t	C
	To get ready for something - such as war	P _ _ _ _ e	D
	A dangerous time or event		E
	The person next in line to become the leader of a country		F
	German word for king	M _ _ _ _ _	G
	The lands taken over by a country		H
	Fighting ships of a country		I
	Someone who is hurt or injured	V _ _ _ m	J
	The idea to take over other lands by invasion or force if necessary		K
	An area in the Southeast Europe - modern day Bosnia, Croatia, Slovenia		L
	The immediate cause of something	T _ _ _ _ _ r	M
	The son of the Austrian Emperor		N
	To give total support or permission for another to do something	Carte b _ _ _ _ _	O
	Better than		P
	When a country takes another into its own		Q
	To give in to a "bully" to avoid trouble	P _ _ _ _ y	R
	A group of countries or states ruled over by another		S
	This is surely going to happen!	C _ _ _ _ _ n	T
	When something goes down or is weakened		U
	To feel sorry	R _ _ _ _ _	V
	The idea of strength through the creation of a powerful army		W
	A French word - meaning a friendly relationship		X

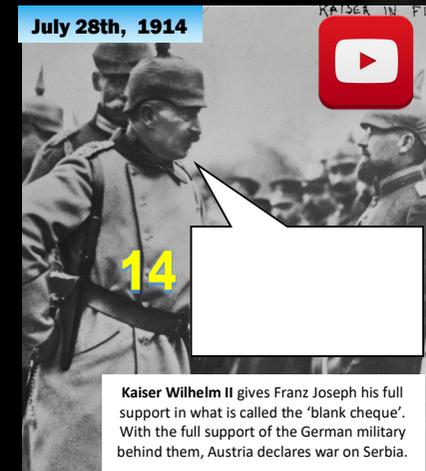
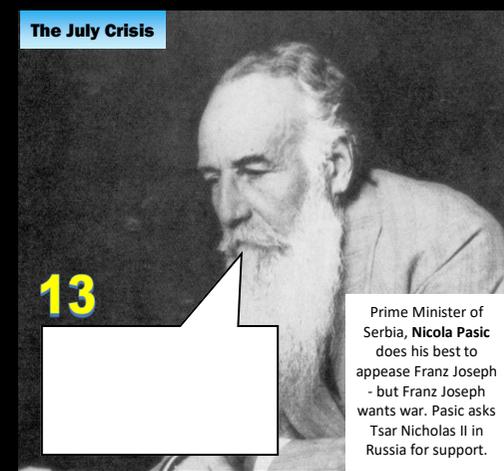
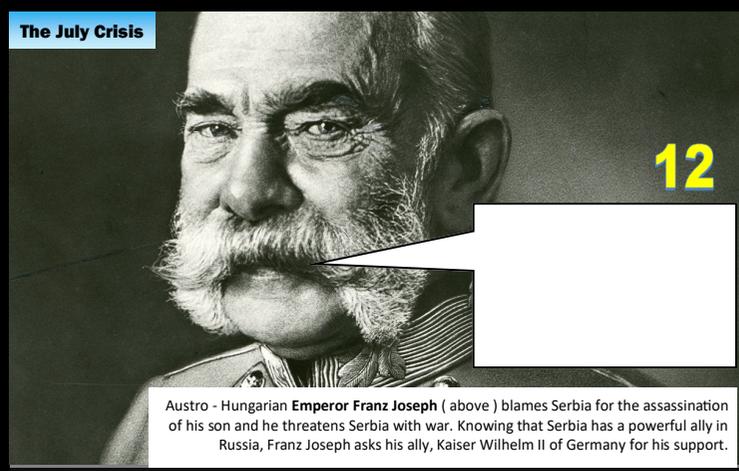
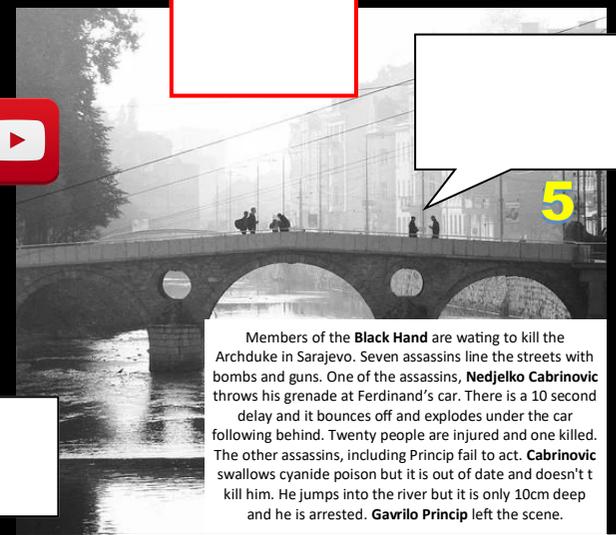
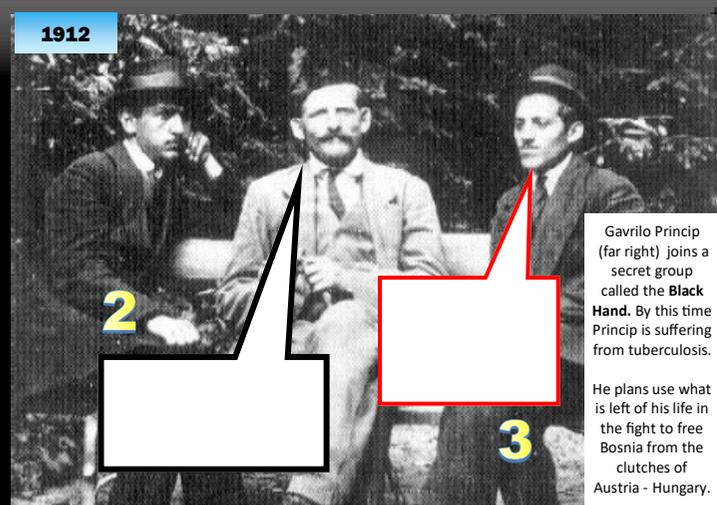
The Spark That Caused The War



Look at the map to the left.

Can you see how Austria Hungary took over Bosnia?

This man - Gavrilo Princip is from Bosnia. He wants Bosnia to be part of a greater Serbia.



Assassination

Review: the assassination in Sarajevo.



True False



Guess



Study



Punctuation



Choose



Label



Fix Me



Bias Words



Breaking News



Gavrilo P _____

The men to the left are members of a _____ group called the _____ Hand. In 1908, Bosnia had been taken over by Austria - Hungary. They want _____ to be part of a greater Serbia. _____ Princip joined the group in 1912.

Red Bosnia Russia Gavrilo
Gary Black Pop Secret



Archduke Franz Ferdinand, was the heir to the Austrian throne. He announced a visit to the capital of Serbia, Sarajevo in June, 1914. The Black Hand planned to kill him.

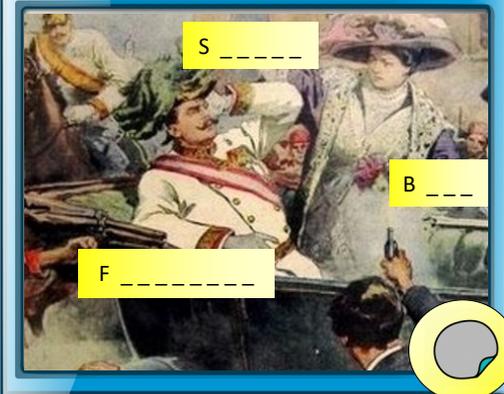
- 1: _____
- 2: _____
- 3: _____

_____ members of the Black Hand lined the streets of Sarajevo, with guns and _____. They waited for the Archduke's car to pass. When it came only one assassin threw a _____. It missed the Archduke and his wife Sophie, but _____ some of those travelling with them.

after reaching the city hall archduke Ferdinand and Sophie were warned that they should go home because of the danger Ferdinand refused. He gave his planned speech then insisted on going to the Sarajevo hospital to visit those injured by the bomb.

No of punc errors = _____

After leaving the hospital, the stupid driver crazily turned down the wrong street ... straight into the path of the menacing Princip. Princip stepped up to the car and without a thought, fired twice. One bullet hit the stomach of the pregnant Sophie, the second into brave Ferdinand's neck.



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 Vienna Times



their emboldened terrorists and their enablers, across the globe... As the Jews expressed their solidarity with India after 26/11, I believe the overwhelming majority of Muslims understand Israel's struggle against the likes of Hamas and Hezbollah," Rabbi Cooper. Cooper is a frequent speaker at India and coordinated a world faith solidarity event in Mumbai last November, in solidarity with the victims of 26/11. The cooperation of one of the largest Jewish rights body with over 100 member families in the U.S.



Princip Review

- His first name was Gary = _____
- He wanted to join Bosnia + Serbia = _____
- Princip killed 3 people = _____
- He killed them in 1814 = _____
- Princip was sorry for what he did = _____
- He was treated fairly in prison = _____
- Princip was executed = _____
- He sparked the July Crisis = _____

The Spark That Caused The War

 **Variation:** sum up and or a caption the assassination of Archduke Franz Ferdinand. (click the red play button for linked videos)



	Your captions or summary notes.
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	

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



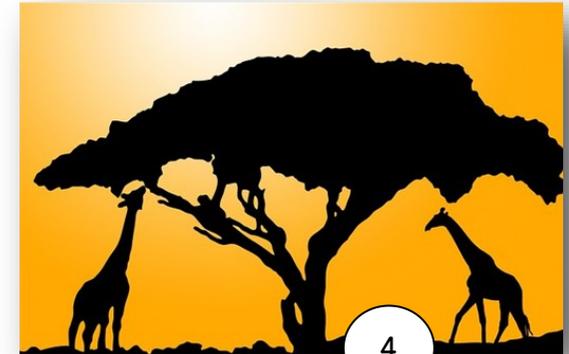
6



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

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) ?

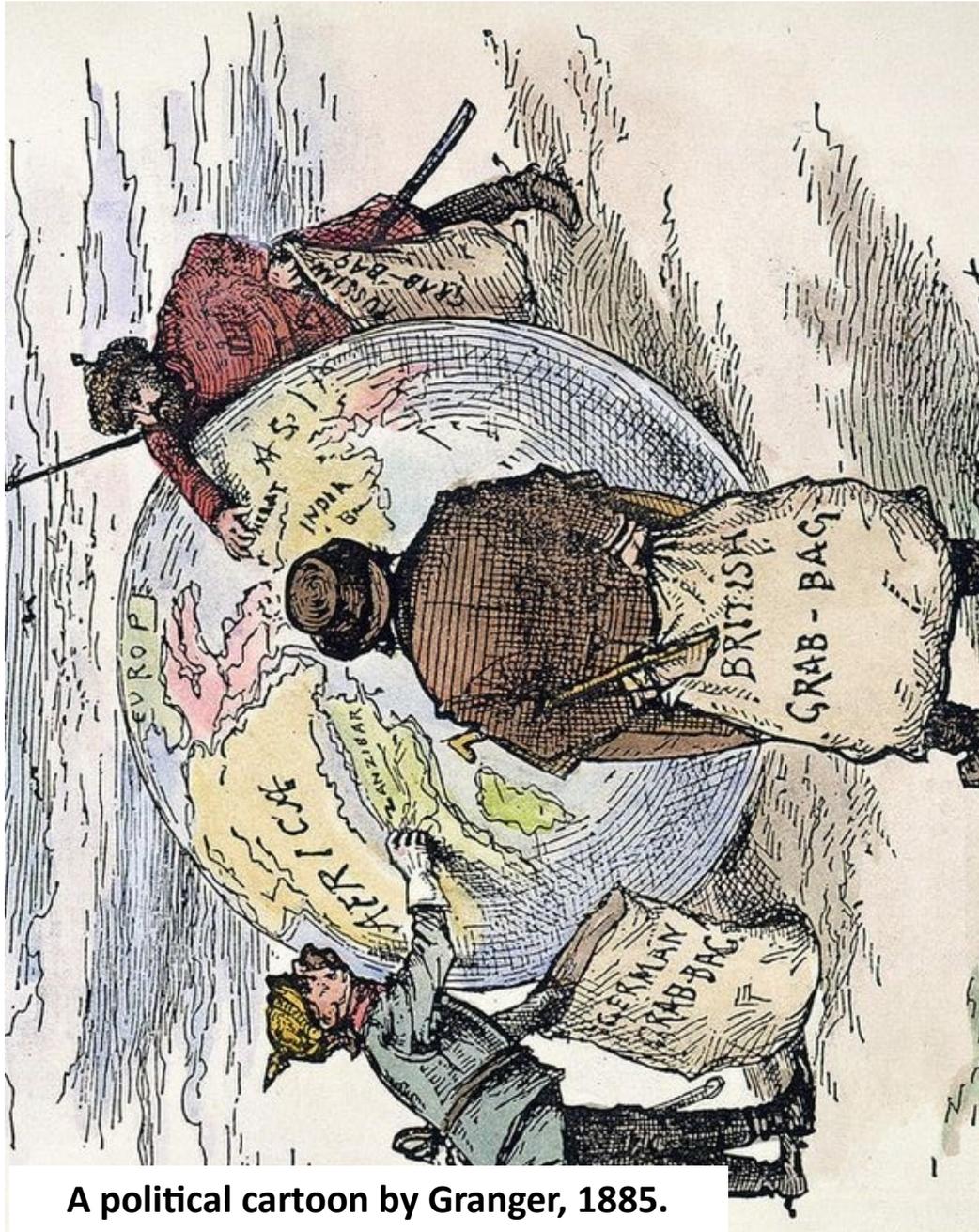
I think Gavrilo Princip was a ..

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

Identifying WW1 Source Types

Mission: to understand the difference between primary, secondary and tertiary sources.

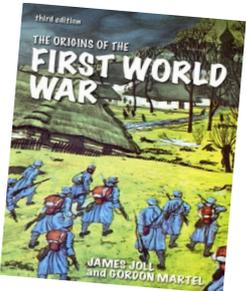
A source is anything that gives us information about History. It could be a letter, a picture, an audio clip a computer game, a book, a film, a diary or an object. There are three main types of historical source.

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

	Original information that originates (comes from) that time in history.
	Information created 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		1	
9: WW1 Film	10 : Newspaper	2		2	
		3		3	
		10		10	
		Rank reliability!	Rank usefulness!		

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

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.’

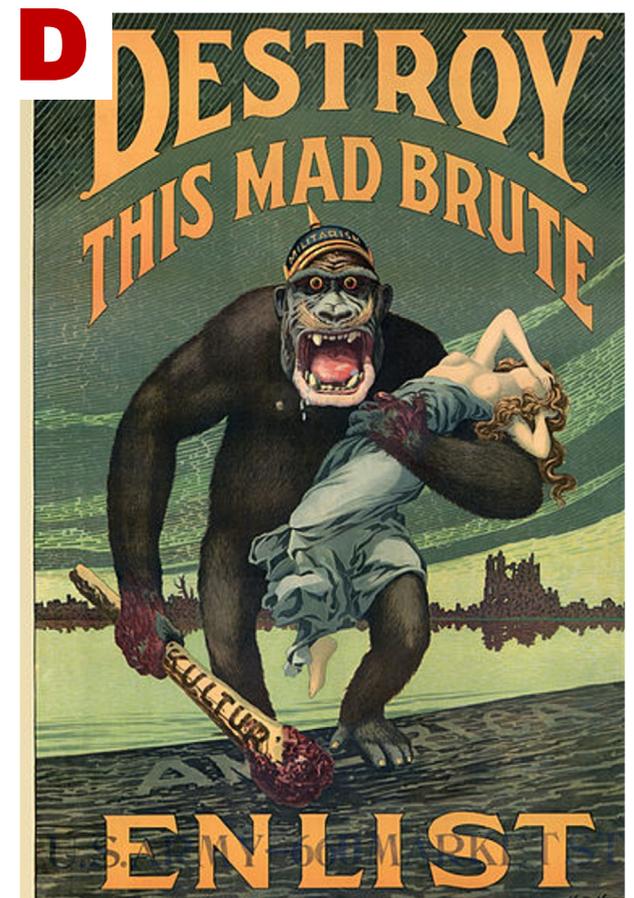
British Historian, R.J. Unstead, *A Century of Change* (1963) Balfour was Prime Minister of Britain 1902 -1905.

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)



Skills 1 = Analyse + Interpret

1		Max 6	
2		3	
3		3	15
4		3	

 **Mission:** to analyse, compare and interpret sources A, B, C and D.

Origins of source A - the who, when where.

1

Who created the source = _____

Where is this person from = _____

When was the source created (year) = _____

When was the source created (century) = _____

When (choose 2) - BCE BC CE AD

Primary, secondary or tertiary source = _____

Who is the source for (audience) = _____

What type of source is it? e.g. letter, speech, book, diary, other

Note = you may not be able to complete all the answers depending on the source information.

Comparing sources B and C - how similar are these sources?

3

Point = the main messages are similar not similar.

Explain _____

Tip = try to use + compare short quotes from the sources as "evidence" to support your point.

Analysing source A - describing what of source A says.

2

The main message of the source is _____

The sub message of the source is _____

Note = the main message is the main or key point of the source.

Cartoon / poster interpretation - explain the meaning of source D.

4

The main message of source D is _____

A sub message of source D is _____

Top tip = look for clues, often small text or hidden words in political posters and cartoons. There is often supporting information with the source to help you understand it.

Skills 2 = Evaluation

Mission: to evaluate (judge) the reliability of source A using 'C.O.P.S'.



- **Content** = what the source says, language, tone.
- **Origin** = the who, when, where behind the source.
- **Purpose** = the reasons, why or motive for the source.
- **Supported** = is the source corroborated or 'backed up'?

5		2	10
6		2	
7		2	
8		2	
9		2	

Content of source A - is what the source says reliable? 5

Point = the source content may may not be reliable.

Explain = _____

Evidence from the source “ _____ ”

Unreliable (bias) = strong words - one sided - exaggeration - emotion - opinionated - boastful - subjective.

Reliable = factual - balanced - softer words - clear - respectful - understated - objective. ●

Corroborating source A with B, C and D. 6

Point = the source is corroborated is not corroborated.

Explain = _____

Tip = find a strong example from one of the other sources. Explain why this supports OR challenges something written in source A. Add a short “quote” as evidence if you can. ●

Origins of source A - choose one of who, where, when. 7

Point = the source origins may may not be reliable

Explain _____

Think - Can we trust this person? Can we trust the time in which it was created? Could where they are from or their beliefs corrupt what is said? Are they likely to hold bias?

What about the 'audience' - could this help or hurt the reliability of the information? ●

Purpose of source A - the reason or motive. 8

Point = the source purpose may may not be reliable.

Explain _____

Think - Does this person have a special reason (motive) to lie, be biased OR to be truthful? Could this be propaganda or trying to persuade their audience? ●

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 ?



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 :

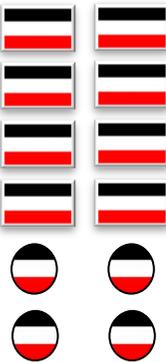
Name of Plan :

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.

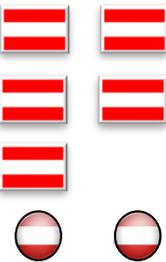
My plan: I have written a plan summary below and / or provided an annotated map showing how we can fight and win this war.

Option:
Forces to cut
and place on map

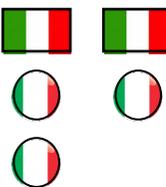
**German
Forces**

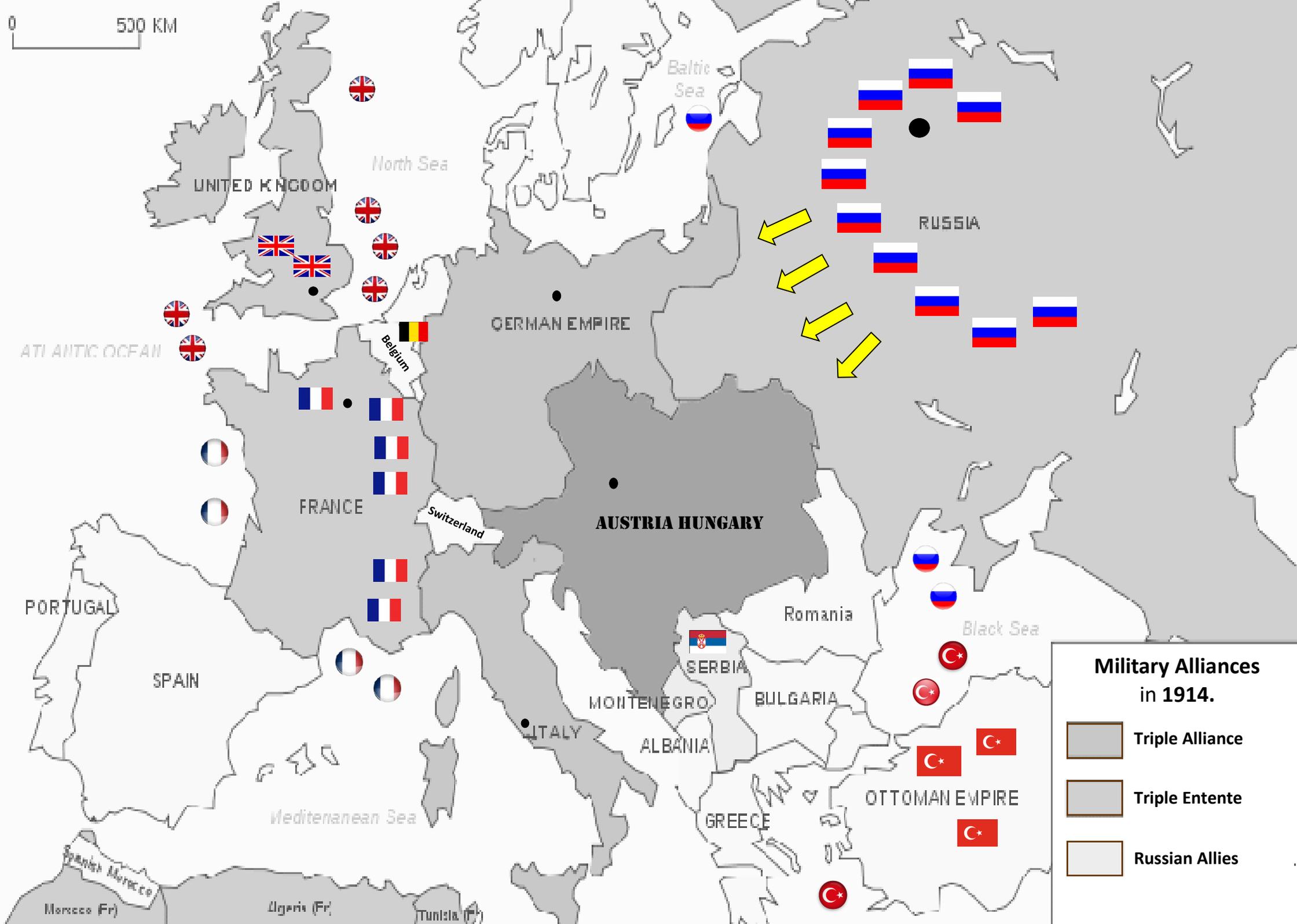


**Austria
Hungary**



**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)

Perfect plan of the Schlieffen man?



Mission: understand + 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!



Who is this man?



What was his plan?

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.



What was the hold up ?

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.



This unusual transport?



Where did the Belgium 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

The Cartoon About A Boy And An Old Man

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-
-
-
-
-
-

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

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			

The Causes of the First World War



Mission: to understand the **long** and **short term** causes of WW1.

The British German Naval Race: c 1906



Britain had the world's best navy. However, _____ Wilhelm, of Germany wanted to build a bigger, better navy than Britain. This started a naval arms 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 a _____ with Russia.

Truce : Alliance: Treaty

Imperialism + Empires: 1880



European countries became involved in the _____ for Africa, many taking parts 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 _____. However, 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 Prussia (now Germany). Prussia won and took the border area of **Alsace Lorraine** from France. The Prussian victory also ended Napoleon's French 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 + 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



EUROPE in CRISIS

CONFERENCE / SIMULATION

Europe in crisis.



Mission: solve the problems, divisions and threats that exist in Europe pre 1914.

This simulation / conference take place in the years between 1880 –1914. France has just lost a major war to the Prussians (now Germany) and they are bitter enemies, Britain has a huge global empire and other nations want to increase their own territory, especially in Africa. Russia, a vast country has been through years of trouble as its people increasingly question the legitimacy and competence of their ruler, Tsar Nicholas II. Austria-Hungary, a once great empire is in decline and has been labelled ‘the sick man of Europe’. It wants to prove it is still a major force and seeks to control territory in the Balkans, especially Bosnia - Herzegovina. **So what now what?**

Activity set up: assign students to play one of the characters / groups on the place cards that follow. It is not necessary to have every group represented or discuss every item. Groups should be given time to prepare their ideas and arguments for the most important items for their group. **Suggested = 4-5 minutes per item.**

The **Court of Public Opinion** decides the outcome following each item discussion. I suggest 4– 5 students in the Court of Public Opinion group. They call the items to order, maintain discipline and monitor time. At the end of each item, they should be given a short time to decide then announce their decision. The Court of Public opinion may also choose to use the ‘gold tokens’ at the end of each item for the team that was most helpful or persuasive.

1: Naval Building: Britain has the biggest + most powerful navy in the world. Germany is trying to match it. Should this be allowed?



Is this item VERY important for your character/ group? If not, skip it - if so plan how you will persuade the court to support your argument.

2: Nationalism: People are becoming increasingly proud and protective of their country. Should nationalist propaganda be banned?



Is this item VERY important for your character/ group? If not, skip it - if so plan how you will persuade the court to support your argument.

3: Empire building: many European countries are taking land and resources from Africa. Should this be restricted or stopped altogether?



Is this item VERY important for your character/ group? If not, skip it - if so plan how you will persuade the court to support your argument.

4: Triple Alliance: Germany, Austria -Hungary and Italy wish to ally together in protect each other in the event of war. Stop this alliance?



Is this item VERY important for your character/ group? If not, skip it - if so plan how you will persuade the court to support your argument.

5: Russian trouble: The Russian people threaten to revolt against their increasingly unpopular ruler Tsar Nicholas Offer him support?



Is this item VERY important for your character/ group? If not, skip it - if so plan how you will persuade the court to support your argument.

6: Triple Entente : Britain, France and Russia sign join together in protect each other in the event of war. Stop this alliance?



Is this item VERY important for your character/ group? If not, skip it - if so plan how you will persuade the court to support your argument.

7: Bosnia crisis: Austria - Hungary annexed (took over) Bosnia an area that Serbia claims as hers. What should happen with Bosnia?



Is this item VERY important for your character/ group? If not, skip it - if so plan how you will persuade the court to support your argument.

8: USA isolationism: America wants to stay out of European problems. Should America be the world's policeman?



Is this item VERY important for your character/ group? If not, skip it - if so plan how you will persuade the court to support your argument.

9: Militarism: Larger European countries (especially Germany) are building bigger armies. Should this be allowed, limited or stopped?



Is this item VERY important for your character/ group? If not, skip it - if so plan how you will persuade the court to support your argument.

10: Assassination: Austrian Archduke Ferdinand and wife shot dead by Princip while visiting Bosnia. Is Princip a nationalist or terrorist?



Is this item VERY important for your character/ group? If not, skip it - if so plan how you will persuade the court to support your argument.

11: Austria - Hungary threatens: to invade Serbia who it blames for the murder of the Archduke. Should Serbia be blamed or supported?



Is this item VERY important for your character/ group? If not, skip it - if so plan how you will persuade the court to support your argument.

13: German mobilisation: The German army is preparing for war and it looks like they will invade neutral Belgium. What action to take?



Is this item VERY important for your character/ group? If not, skip it - if so plan how you will persuade the court to support your argument.

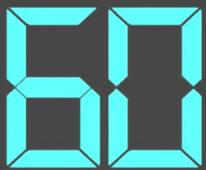
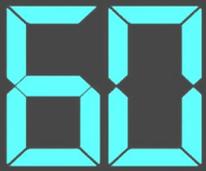
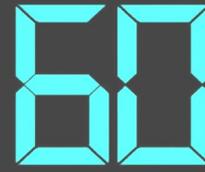
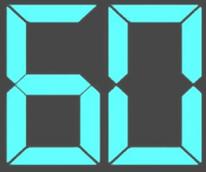
13: Any other business: Any suggested items for discussion?



Time tokens - you may wish to give each group 3 x 60 second time tokens to play.

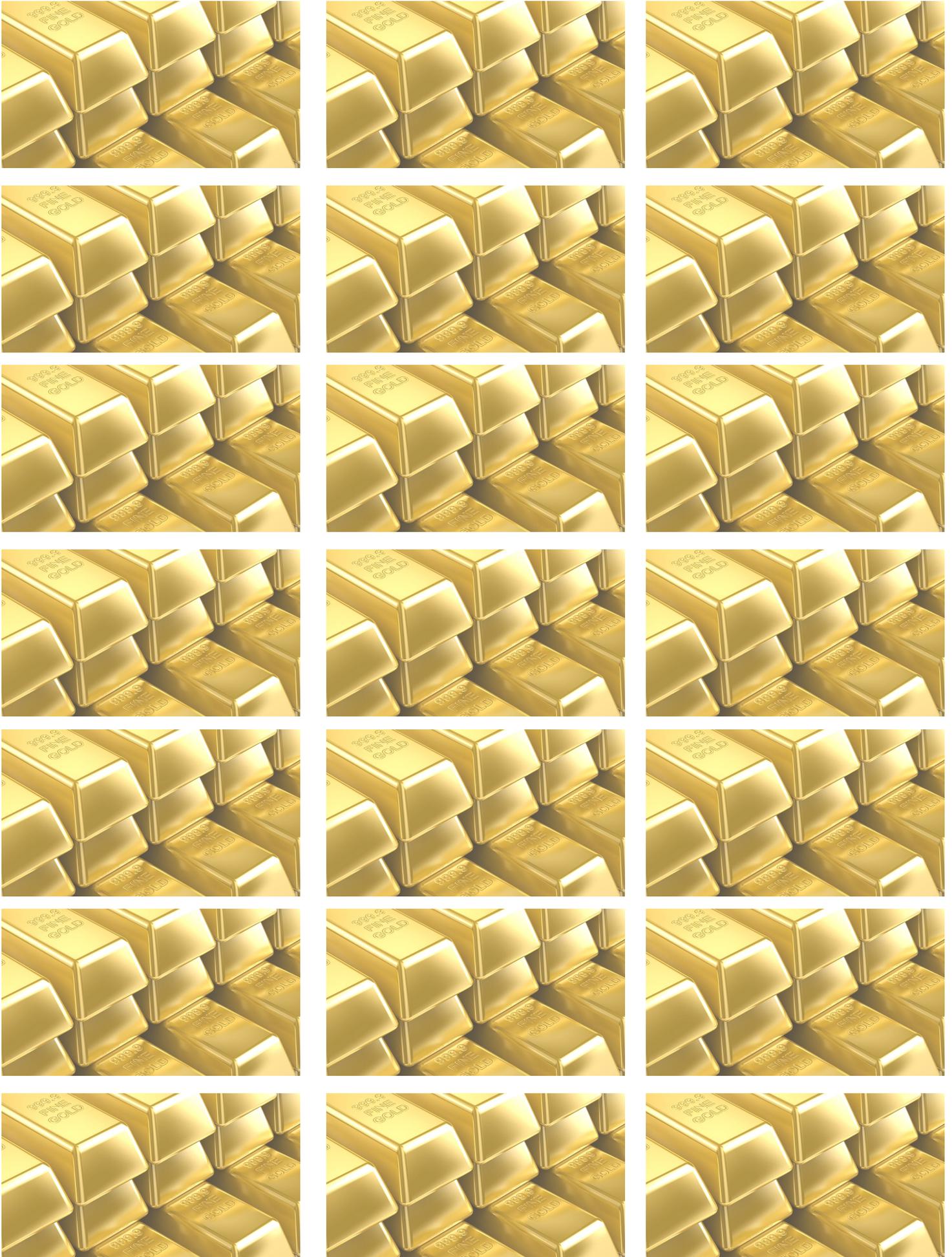
Once played this guarantees **uninterrupted time** to make their argument.

Unused time may be 'yielded' to another group.



Tokens - the Court of Public Opinion may choose to offer reward token for teams that are particularly persuasive or helpful after each discussion item.

Exchange for a 'teacher reward' at the end of the activity?



1 AIM = to solve the many problems in Europe and wider world. Stop a world war.

Court of Public Opinion



You must listen carefully to the proposals from groups before you decide the final outcome of each item.
Make your decisions based on the best arguments.
Avoid becoming part of the discussion / debate: instead, listen to and manage it.

Suggested tasks while the other teams prepare.

Task 1 - Choose a Head Juror - Time Keeper - Chairperson.

Task 2 - Consider any other important matters and raise these during the 'any other business' round.

Task 3 - Create a 'how we discuss / debate' list of expectations. Do's and don'ts.

Task 4 - Consider the problems may occur during the activity and how will you solve these.

Task 5 - Other ideas or suggestions to improve the activity.

You are the Kaiser of Germany.
You saw Britain's magnificent navy when you were a boy - you want a German navy to match it.
You are also building a powerful army.
You are the cousin of King George V of Britain.
You are allied with Austria-Hungary and Italy and will defend them.
You have a small empire in Africa and would like to take more lands.

MAIN AIM = to become the dominant European nation.

Kaiser Wilhelm Germany

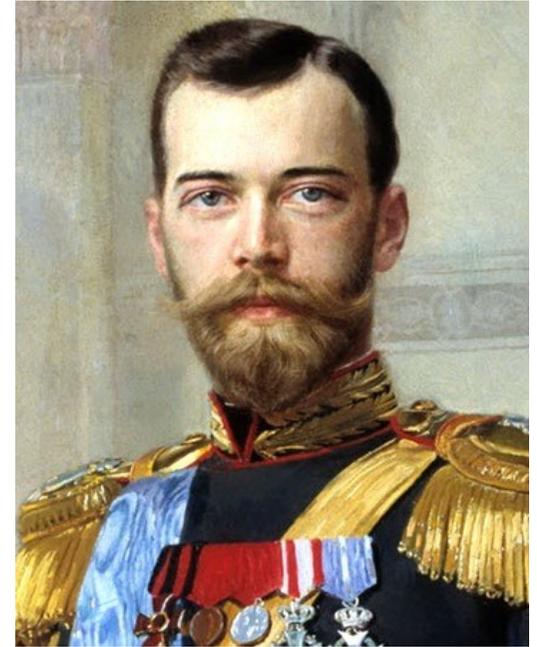


You are the Tsar or 'Emperor' of Russia.
You believe that you are specially chosen by God to rule your country.
You have the biggest land army in the World.
You are the cousin of King George V of Britain.
You are allies with Britain and France.
Serbia is your 'little brother' and you will defend Serbia.
You are very unpopular with your people - a win in a big war would make you more popular.

MAIN AIM = to become more popular with your own people.

Tsar Nicholas

Russia



MAIN AIM = to maintain you navy as by far the best + biggest.

You are the 'king' of Britain.
You have a navy that 'rules the waves'. The best and biggest in the world.
You have a huge empire with lands in Africa, Australia, New Zealand, India and Canada.
You are the cousin of Kaiser Wilhelm of Germany and Tsar Nicholas of Russia.
You are allied with France and Russia.
You have promised to protect your 'little brother' Belgium.

King George V

Britain



The Black Hand



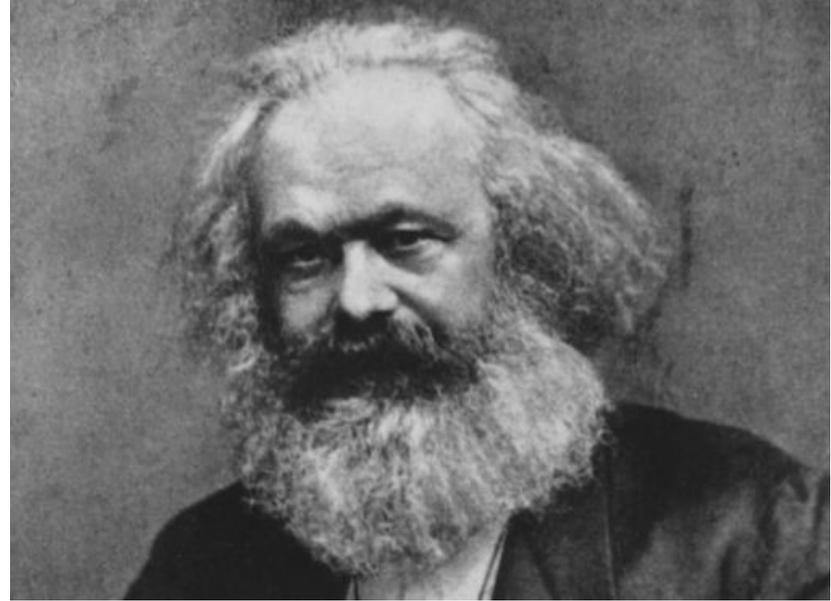
MAIN AIM = to get Austria-Hungary out of Bosnia - Herzegovina.

You are Bosnian patriots.
You hate that Austria-Hungary has taken over your land.
You would prefer to be part of a greater Serbia.
You will do anything to achieve your aim, including murder.
Some of you are already dying of diseases such as tuberculosis.
Gavrilo Princip is one of your group.
You have 'friends in high places' in Serbia.

You are a German born Jewish man.
You believe in an equal society.
You believe that kings, Tsars, Kaisers and most governments are evil.
You are against nationalism and instead believe all working people in the world should unite.
You believe that poor and working classes will / should rise up and kick out their leaders.
You believe men should NOT be sent to fight in wars for the rich and powerful.
Wealth and property should be shared equally - rich should not rule the poor.

MAIN AIM = to create a world in which 'all men are equal'.

Karl Marx

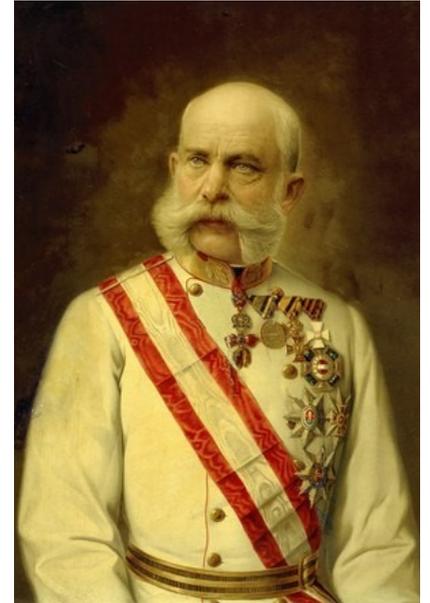


MAIN AIM = to show the rest of Europe you are still a powerful nation.

You are the Archduke of Austria-Hungary.
You are allies with Germany and Italy.
Austria - Hungary once had the most powerful empire - you want to rebuild this reputation.
You think Bosnia - Herzegovina belongs to you.
You are an enemy of Serbia.
You have a large army but it is old and outdated.
You are the father of Archduke Franz Ferdinand.

Franz Joseph

Austria-Hungary



You represent the people of other nations, such as ...
Australia, New Zealand, Malaysia, Canada, Hong Kong, India and African countries.
You are all part of the empire of another country.
You want self - determination (to be independent or decide which country you wish to join)
You do not want to get dragged into a European war.

MAIN AIM = to prevent the more powerful countries from ruling the world.

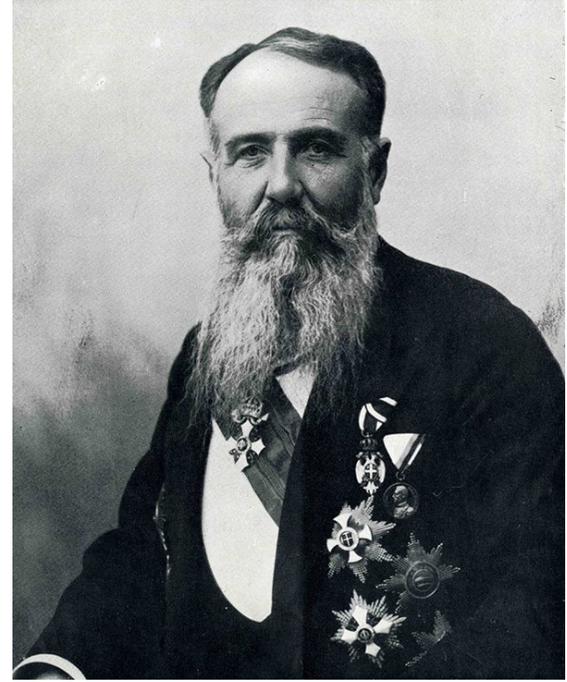
Rest of the World



MAIN AIM = to kick Austria-Hungary out of and unite with Bosnia.

Nicola Pasic

Serbia



You are the Prime Minister of Serbia.

Serbia is a major state in the volatile Balkan region.

Serbian people are very proud and prepared to fight to defend your country.

Russia has promised to support you - Russia has the largest army in the world.

Austria-Hungary is your main enemy and it wants to take territory in the Balkans.

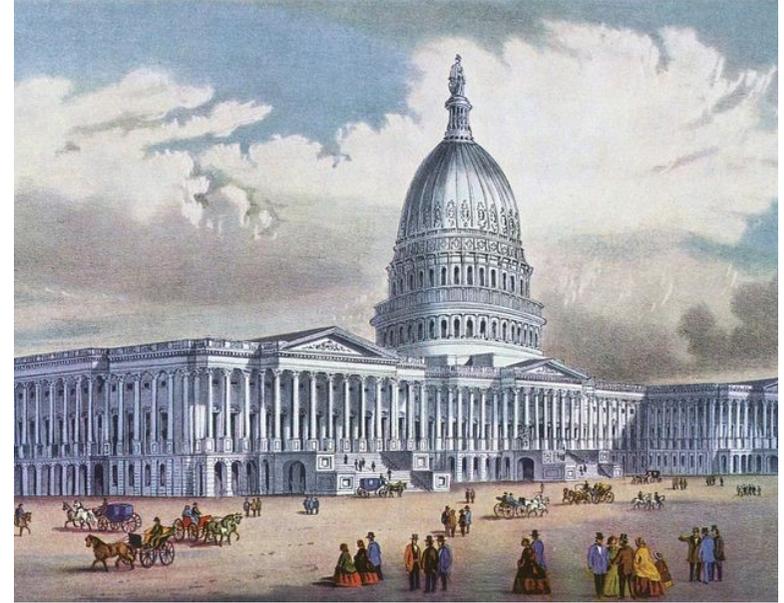
You have links to the Black Hand group - Bosnians prepared to use violence against Austria.

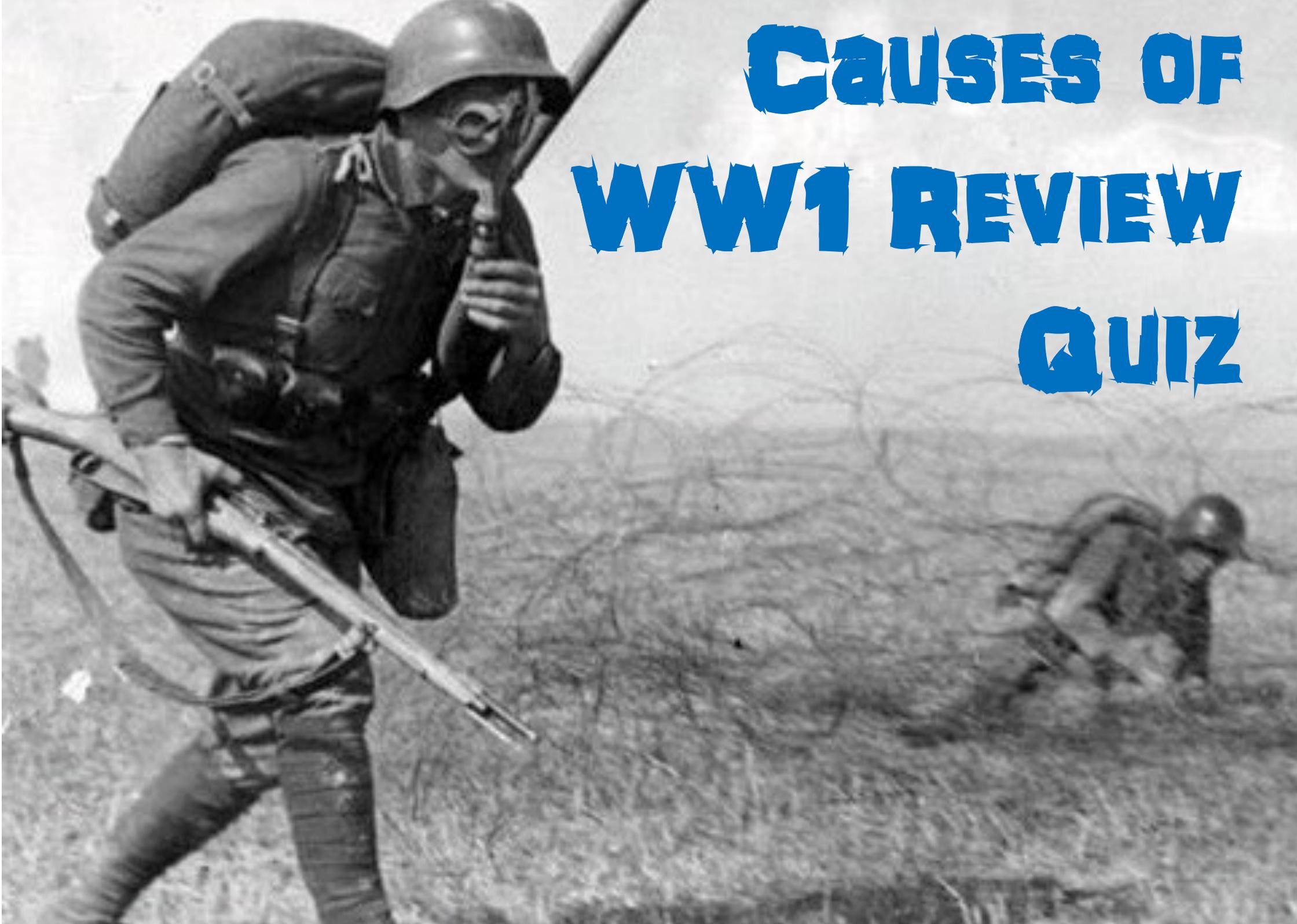
You may wish to keep your links to the Black Hand a secret!

You represent the government of the USA.
You have a country with large resources and huge potential.
You do not want to get dragged into a war in Europe.
But ... you could benefit greatly from trade if a war does start.
You are against the idea of empires - you fought a war to break free of the British in 1776.
You do not agree with the views of Karl Marx (he is your enemy).
You believe that capitalism is the best way to run a society.

MAIN AIM = Isolationism (to keep out of European conflict)

USA Congress





CAUSES OF WW1 REVIEW QUIZ

WW1 Causes Quiz Notes ...

Preparation

Give students the *Question Bank* to study prior to the activity - this is on the following page.

Activity suggestions - not using the attached Power Card option

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

Teacher to be the question master - use discretion with question difficulty to differentiate.

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

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

Nomination returns to the teacher after a player is out.

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

You may wish to add that a player is out if they talk out of turn during the activity.

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 it runs smoothly.

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

Decide which cards you think will work well with your class.

Explain the card powers that you have chosen to use.

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

★ STAR cards to be 'played' at the start of the activity before questioning begins.

+ Cards with the green plus can be played at any time during the activity.

All other cards need played once the player is nominated or out if relevant - eg Extra Life.

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

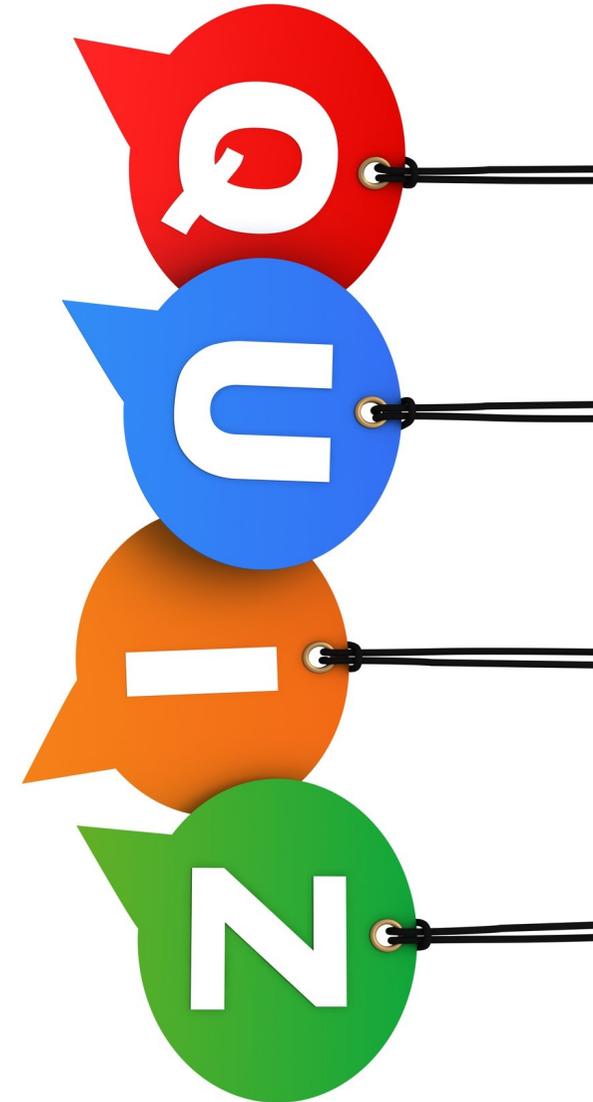
Players who answer correctly then nominate the next player to receive a question.

Teacher is the question master but the 'Pilot' starts the question nominations after each elimination.

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

You may wish to add that a player is out if they talk out of turn during the activity.

Repeat ...



WW1 Causes Questions

c1820	1871	c1880	1882	c1906	1908	1907	June 1914	July 1914	Aug 1914
BCE or CE	BCE or CE	BCE or CE	BCE or CE	BCE or CE	BCE or CE	BCE or CE	BCE or CE	BCE or CE	BCE or CE
Decline of Austria	Franco-Prussian War Ends	Scramble for Africa	Triple Alliance formed	Anglo German Naval Race	The Bosnian Crisis	Triple Entente formed	Archduke killed by Princip	The July Crisis	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 'c' 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

- Nationalism
- Prussia
- Navy
- Kaiser
- Nationalism
- Decline
- Militarism
- Crisis
- Brute
- Imperialism



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?
- 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?
- Serbia's 'big brother'?
- Belgium's 'big brother'?
- What was the 'blank cheque'?
- What was the July Crisis?
- Why did the Schlieffen plan fail?
- Country in British empire = C
- Country in British empire = I
- Country in British empire = N



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 - scramble for Africa

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' c1880
- 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
- Bosnia Herzegovina
- Triple Entente
- Assassinate
- Sarajevo
- Tsar
- 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 power.

Super Shield



Blocks a question AND decides on nomination.

★ Copilot



Takes over nominations if Pilot is eliminated.

+ Death



Eliminates another player.

★ Spy



Look at all player's cards ONCE before the activity.

Extra Life



Gives you an extra life. Play once eliminated!

★ Magneto



Join forces with other Magnetos and play together

Angel



Blocks Death card THEN receive EXTRA card.

★ Bandit



Take another player's card.

Collaborator



Get question clues from your teacher.

Healer



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

★ Reveal



Make 3 players show their cards.

Zombie



Return from the dead after 2 more players eliminated.

★ Wizard



Choose two players to receive a bonus card each.

★ Bloodbond



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

★ Boom



Receive two more cards!

Time Travel



Choose a different question.

Bluffy



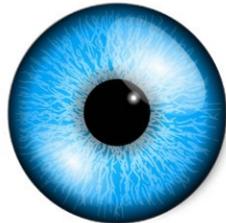
This card has no power ...
But, look excited.

Mirror



Reverses a card used against you—even Death.

Dead Eye



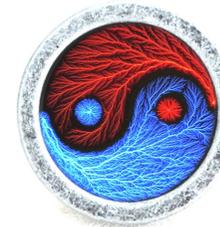
Knocks out Pilot or Copilot card power.

Force



Force 3 questions onto another player.

★ Alliance



Allows you to partner with another player of choice.

Ransom



Steal player from pair / team OR accept a card bounty.

Immunity



Free from questions until 2 more players eliminated.

Immortal
Unlimited Uses



Dice needed - Roll a 4,5 or 6 to survive once eliminated.

+ Loot



Take the UNUSED card of any eliminated player.

Veto



Blocks any card played against you.

Amulet
Unlimited Use



Protects you from ALL card powers.



Hero



Help another player with a question.



Magneto



Join forces with other Magnetos and play together



Magneto



Join forces with other Magnetos and play together



Magneto



Join forces with other Magnetos and play together

Splitter



Divides any **Militia** of **FOUR** into two teams.



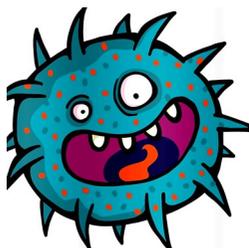
Militia



Form a party of 3/4 players and play together.



Plague



The two closest players die when you are out!

Dissolve



Break up an **Alliance** or **Militia** into single players.



Alliance



Allows you to partner with another player of choice.

Shield



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

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.

Card Idea?

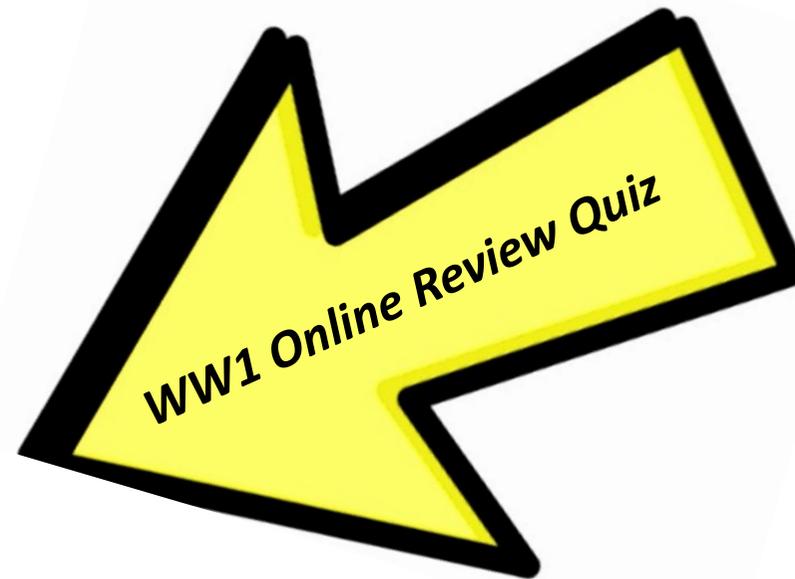


Can you think of another card idea?



You can access a free online WW1 Causes Review Quiz via the link below.

If you don't already have a Quizizz account you can set one up for free. Or - just skip the option and share the URL with your students.



<https://quizizz.com/admin/quiz/5ecf853e176f32001bb60b59>

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