

# N.I.M.S.A and World War I

**Grade Level or Special Area:** Seventh Grade History

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**Length of Unit:** Five lessons, 15 class periods of 50 minutes

## I. ABSTRACT

The War to end all Wars was fought many miles away from the United States, yet it could not be ignored. This unit looks at the events that brought the war to Europe and ultimately pulled the United States into the conflict.

## II. OVERVIEW

### A. Concept Objectives

1. Students understand how to use and construct maps and globes to locate and derive information about people, places, and environments. (Colorado State Content Standards Geography 1) (CSCS-G1)
2. Students recognize the history of relationships among different political powers and the development of international relations. (Colorado State Content Standards History 5.4) (CSCS H-5.4)
3. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships. (CSCS H-1)
4. Students understand that societies are diverse and have changed over time. (CSCS H-3)
5. Students understand political institutions and theories that have developed and changed over time. (CSCS H-5)
6. Students recognize how to interpret and evaluate primary and secondary sources of historical information (CSCS H-2.2)

### B. Content from the *Core Knowledge Sequence*

1. History and Geography: World War I: "The Great War," 1914-1918
  - a. National pride and greed as causes: European nationalism, militarism, and colonialism
    - i. The British Empire: Queen Victoria
    - ii. Italy becomes a nation: Garibaldi
    - iii. German nationalism and militarism: Bismarck unifies Germany; war against France, France cedes Alsace-Lorraine to Germany
    - iv. European imperialism and rivalries in Africa
      - a) Stanley and Livingston
      - b) British invade Egypt to protect Suez Canal
      - c) French in North Africa
      - d) Berlin Conference and the "scramble for Africa"
  - b. Entangling defense treaties: Allies vs. Central Powers; Archduke Ferdinand assassinated
  - c. The Western Front and the Eastern Front; Gallipoli; Lawrence of Arabia
  - d. War of attrition and the scale of losses: Battle of the Marne (1914); new technologies (for example, machine guns, tanks, airplanes, submarines); trench warfare
  - e. U.S. neutrality ends: sinking of the Lusitania; "Make the world safe for democracy"
  - f. Armistice Day, Nov. 11, 1918; abdication of Kaiser Wilhelm II
  - g. Treaty of Versailles

- i. New central European states and national boundaries
    - ii. German reparations and disarmament
  - h. Woodrow Wilson's 14 Points
    - i. League of Nations; concept of collective security
- C. Skill Objectives
  1. Construct a map of present day Europe.
  2. Construct a map of 1914 Europe.
  3. Analyze the changes in Europe's political geography and hypothesize on the causes of these changes.
  4. Understand the events that lead up to the beginning of World War I.
  5. Identify the causes of World War I.
  6. Understand the role of the United States in World War I.
  7. Hypothesize the reasons why the United States stayed neutral.
  8. Analyze the events that brought the United States into World War I.

### III. BACKGROUND KNOWLEDGE

- A. For Teachers
  1. Strokesbury, James, L. *A Short History of World War I*
  2. Hirsch, E.D., Jr. *What Your 6th Grader Needs to Know*
  3. Hakim, Joy. *A History of Us; An Age of Extremes*
- B. For Students
  1. Fifth Grade from the *Core Knowledge Sequence: European, Trade, and the Clash of Cultures*
    - a. European Exploration, Trade, and Colonization
  2. Fifth Grade from the *Core Knowledge Sequence: Russia: Early Growth and Expansion*
    - a. Geography
      - i. Moscow and St. Petersburg
      - ii. Ural Mountains; Siberia; steppes
      - iii. Volga and Don Rivers
      - iv. Black, Caspian, and Baltic Sea
      - v. Search for a warm-water port

### IV. RESOURCES

- A. All appendices

### V. LESSONS

#### Lesson One: Intro - 1914 European Map (three class periods)

- A. *Daily Objectives*
  1. Concept Objective(s)
    - a. Students understand how to use and construct maps and globes to locate and derive information about people, places, and environments.
    - b. Students recognize the history of relationships among different political powers and the development of international relations.
  2. Lesson Content
    - a. Geography of Europe in 1914 and present day
  3. Skill Objective(s)
    - a. Construct a map of present day Europe.
    - b. Construct a map of 1914 Europe.
    - c. Analyze the changes in Europe's political geography and hypothesize on the causes of these changes.

B. *Materials*

1. Blank map of Europe (two for every student)
2. Overhead of European Map
3. Appendix A - Teacher notes
4. Appendix B - Trading card assignment sheet (one for every student)
5. Appendix C - Term list (one for every student)
6. Appendix D - Grading criteria for various assignments
7. Appendix E - Map of Europe in 1914
8. Appendix F - Blank Map of Europe
9. Student atlases or access to maps
10. Colored pencils or crayons

C. *Key Vocabulary*

None

D. *Procedures/Activities*

1. Begin class by handing out a copy of the term list, Appendix C, to every student. As you go through the unit, this will serve as an outline and study guide for the students to follow. Every single question on the test that I created comes from terms found on this term list. It definitely helps the students prepare for the final test at the end of the unit. Inform the class to fill in information about the terms on the list as they go through the unit. Remind them not to wait until the night before the test to begin looking at these terms.
2. Next give each student a copy of Appendix B - Trading Card Assignment. Read through the assignment with the class and make sure that there are no questions on the assignment. If you want to give the students time to work on this project in class, you need to extend the unit a few days, because that work time is not factored into the unit length. Before class begins, or with the class, choose a due date for this project.
3. Pass out the blank maps to the students. Using student atlases or maps have the students label the maps as Europe is today. This is the Europe that they will be most familiar with. This will require little teacher instruction. If you do not have access to enough atlases or maps, label the overhead map with the class as Europe is today. The students should finish coloring and labeling the maps for the first day's homework. Use Appendix D- Grading criteria to grade the maps.
4. Begin the next class by collecting the maps the students did for homework. Using a clean overhead of Europe, label the second blank map of Europe but with the borders of 1914. This will require redrawing some borders. Appendix E shows Europe as it was in 1914 to serve as guide while creating the maps with the students. Appendix F is a blank map of Europe for your use on this assignment. To save time, make sure the students label the map with you, and then if time allows, color the map during the rest of class or for homework.
5. The following day hand back the original maps to the class, and instruct them to get out the maps that you made as a class the previous day. They should have a map of Europe today and a map of Europe 1914 in front of them. The students now need to get out a piece of notebook paper for an in class writing assignment. The students need to begin by listing any and all differences that they see between the two maps. Give the students some time to complete this list. Next they need to write a paragraph or two about the difference that they see. Give the class time to complete the writing assignment, but remind them that they do need to have it complete by a certain time during this class period to allow for a discussion. Guide the class through a discussion on the differences, and similarities, of the two maps. Ask the students what are some factors that would

lead to the maps changing. This discussion may go many different ways. Try to keep the discussion broad but let the class know that over this unit, and the seventh grade curriculum, they will be learning about the events and movements that made Europe's map change. At the end of class collect the map of 1914 Europe and the writing assignment.

- E. *Assessment/Evaluation*
1. Student map of present day Europe
  2. Student map of 1914 Europe
  3. Teacher observation of class discussion
  4. Writing Assignment

**Lesson Two: Nationalism, Imperialism, Militarism, and System of Alliances (NIMSA)** (three class periods)

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
    - b. Students understand that societies are diverse and have changed over time.
  2. Lesson Content
    - a. National pride and greed as causes: European nationalism, militarism, and colonialism
    - b. The British Empire: Queen Victoria
    - c. Italy becomes a nation: Garibaldi
    - d. German nationalism and militarism: Bismarck unifies Germany; war against France, France cedes Alsace-Lorraine to Germany
    - e. European imperialism and rivalries in Africa
    - f. Stanley and Livingston
    - g. British invade Egypt to protect the Suez Canal
    - h. French in North Africa
    - i. Berlin Conference and the "scramble for Africa"
    - j. Entangling defense treaties: Allies vs. Central Powers; Archduke Ferdinand assassinated
  3. Skill Objective(s)
    - a. Understand the events that lead up to the beginning of World War I.
    - b. Identify the causes of World War I.
- B. *Materials*
1. Blank Sheet of paper for every student
  2. Appendix A - Teacher notes
  3. Appendix D - Grading criteria for various assignments
  4. Class set of dictionaries
  5. Student made maps of 1914 Europe
  6. Signs that show the names of Belgium, Great Britain, Russia, France, Italy, Germany, Austria Hungary, Turkey, United States, and Serbia
- C. *Key Vocabulary*
1. Nationalism-extreme love and adoration of ones country that leads to contempt to other nations
  2. Imperialism-the act of a stronger nation taking over a weaker one for land, money, resources, and/or people
  3. Militarism-the buildup of a nation's military

4. System of alliances-entangling treaties and friendships that bound nations together
5. Triple Entente-Coalition of France, Russia, and Great Britain
6. Triple Alliance-Coalition of Germany, Italy, and Italy

D. *Procedures/Activities*

1. Begin class by writing “nationalism, imperialism, militarism, and system of alliances” on the board or overhead. Then pass out the blank sheets of paper. The students are going to create a mini collage about the four terms on the board on the blank sheets of paper. Have the students fold the paper in half twice to create four equal rectangles on the paper. The students need to look up the four terms and make note of their definitions. Nationalism, imperialism, and militarism should be easy to find and define using most dictionaries; however, system of alliances will be a little more difficult. Instruct the students to come up with some sort of definition for system of alliances.
2. The students will now create a collage to show their understanding of the definitions of the four terms. Each term will be shown in one of the four boxes on the blank sheet of paper. Encourage the students to use a narrative picture, or symbols to show the meaning of the word. They will also want to include the written definition of each term. Each of the four boxes will contain the definition and picture for one of the four terms. Depending on the amount of time left in class, the students will complete this with the remainder of the time in class or for homework. Use the rubric found in Appendix D to grade this assignment.
3. Begin class the next day by having a few volunteers share their collages. Then go over the definitions with the class. The notes for this lesson can be found in Appendix A- Teacher notes, and the definitions are listed above in the vocabulary section.
4. Next you present the information for this lesson, which deals with NIMSA, nationalism, imperialism, militarism, and, system of alliances, and how these things lead to WWI. The lecture covers the growth of nationalism in Europe, the growing need and movement of imperialism, the effects of militarism and where it grew the strongest, and the formation of system of alliances that thrust much of Europe, and countries from all over the world into war. As you go through the notes/lecture, make sure that your students have their maps of 1914 Europe in front of them. Continue the lecture until you come to the section on system of alliance.
5. Next Day: explain the system of alliances; use the pre-made signs for the countries that became major players in the beginning of World War I and the United States. Ask for volunteers in the class to hold the different signs. Clear aside the desks or find an area with a decent amount of space. This area will become a miniature version of Europe. Give a map to one student at a time and position them into the appropriate space that their country would occupy in this mini Europe you are creating. Using Appendix A explain the background information that the students need to know about each country. Once all the countries/students are in place explain how the process of creating alliances drew all of these countries into war. The last main point will be the assassination of Archduke Ferdinand, and how this was the spark that ignited the powder keg of Europe and led to the First World War.
6. Once the lecture/discussion is complete, the students will have a small writing assignment that will show their understanding of the factors that led to war. The class needs to write a short essay on the causes of WWI.

- E. *Assessment/Evaluation*
1. Student created collages.
  2. Student short essays about the causes of WWI.

**Lesson Three: War Unlike Any Before** (three class periods)

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
  - b. Students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history.
2. Lesson Content
  - a. The Western Front and Eastern Front; Gallipoli; Lawrence of Arabia
  - b. War of attrition and the scale of losses: Battle of the Marne (1914); new technologies (for example, machine guns, tanks, airplanes, submarines); trench warfare
3. Skill Objective(s)
  - a. Understand the major events of World War I.
  - b. Analyze the impact of important battles of World War I.
  - c. Analyze the new technology or weaponry that was found in World War I.

B. *Materials*

1. Appendix A - Teacher notes
2. Appendix D - Grading criteria for various assignments

C. *Key Vocabulary*

None

D. *Procedures/Activities*

1. Begin class by collecting the student short essays about the causes of the war. This lesson has two parts. The first deals with notes about major events, battles, and people in the war. The second part looks at how new technology changed the look of war forever.
2. Using Appendix A, instruct the class about the major events of the war. The appendix goes into more detail about all of the events. The major points that are discussed are Germany's war strategy, two-front war, and major battles like the Battle of the Marne, Gallipoli, Lawrence of Arabia, the Battle of Verdun, and the Battle of the Somme. It also looks at the differences between the fighting on the Western Front as opposed to the Eastern Front. This is the largest section of the unit when it comes to pure note taking, but never the less, it is important for the students to be aware of all of this information. **Writing Assignment:** Why is the Battle of Gallipoli important and considered bad mistake for the Allies?
3. Day Two: The second part of this lesson focuses on the new technologies used during this war and the impact that it had on the people fighting in the war, and the landscape around them. Find a large area, outside if possible. Explain to the class that the fighting in this war was much deadlier than anyone anticipated or had every seen before. A big part of this was the new technology used during the war. Ask the class if anyone remembers learning about the Civil War back in Fifth Grade, or if anyone has ever seen movies that depict fighting that took place during the Civil War or even the Revolutionary War, and what do they remember. A large amount of that fighting took place as members of the two opposing armies marched onto a battlefield and stood in their ranks in their firing

lines and shot at one another. When one person fell in front, another hopped in and took their spot. The troops were using single shot arms that required reloading after every shot. Have the class line up in a small formation. Our class size is around 20 students so we line them up into two lines of ten. Have them march around a little as a group and then have them stop. The first line needs to kneel down while the second line steps in right behind them. While they are in this position, have them imagine an army standing on the other side of the field in a similar formation. Lead the class in a discussion about what they are thinking would happen. What was the battle like? Now have them imagine that instead of single shot weapons, that someone on the other side would have a machine gun that could fire many, many more bullets towards our group. Would they still want to stand in their group on the field? Ask them what they would do. There will be many different opinions shared. The solution for the troops in 1914 was to dig a trench to protect them from the machine gun fire. Find a spot on the field that is a little bit below the remainder of the field. At our school we are fortunate enough to have a little ditch that surrounds our field, but any little indentation will work. With the students in the lower part of the field, begin talking about some ways that they think the troops would try and advance. In other words, what would the troops do to get the other side to retreat? The students will come up with many different ideas. After the sharing of ideas, go over some of them with the class that were actually used. One strategy was to use the improved artillery guns to fire on the other position. What impact did that have on the situation? How did this impact the troops fighting, hearing the shells blasting all day long? Another strategy was to line the area between the two sides in trenches with barbed wire. Again ask the class what impact this would have on the fighting and the soldiers. Continue this form of questioning with the other techniques used during the war: poisonous gases, tanks, and airplanes.

4. Return to the classroom, or stay outside if it's a nice day, and talk about other inventions or improvements in war craft that impacted this conflict. The innovation that requires the most attention is the submarine. The submarine, or variations of it, was used in armed conflict before, but never with the impact and devastation that it had in World War I.
5. The students now will write a reaction to what they learned about World War I technology. **Writing Assignment:** What invention do they think had the biggest impact on World War I?

E. *Assessment/Evaluation*

1. Teacher observation of classroom discussion/lecture
2. Student written assignment about the Battle of Gallipoli
3. Student written assignment about the inventions of World War I

**Lesson Four: Mind If We Cut in-U.S. enters the Conflict** (three class periods)

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students understand political institutions and theories that have developed and changed over time. (CSCS H-5)
  - b. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
  - c. Students understand that societies are diverse and have changed over time.

2. Lesson Content
    - a. U.S. neutrality ends: sinking of the Lusitania; “Making the world safe for democracy”
    - b. Armistice Day, November 11, 1918; abdication of Kaiser Wilhelm II
  3. Skill Objective(s)
    - a. Understand the role of the United States in World War I.
    - b. Hypothesize the reasons why the United States stayed neutral.
    - c. Analyze the events that brought the United States into World War I.
- B. *Materials*
1. Appendix A - Teacher notes
  2. Appendix D - Grading criteria for various assignments
- C. *Key Vocabulary*
- None
- D. *Procedures/Activities*
1. Collect the writing assignments from the previous day. The students will begin this class with another writing assignment. This one is a pre write, in that they have not learned the material yet, but they need to come up with a reasonable answer based upon what they know of American society, and what they learned when studying the Spanish American War. **Writing Assignment:** Why did the United States stay out of the War?
  2. Give the class time to write on the assignment and then have a few of the students share their views. Once again this lesson is based upon lecture/discussion; however, it is much shorter than that in Lesson Three. The notes in this lesson are based upon the neutrality of the United States and the events that changed that policy. Once again, Appendix A provides background information to aid in the presenting of this material. This should take one, maybe two, class periods.
  3. Once all of the material has been presented, the students will have another writing assignment. **WA:** Why did they United States enter World War I? Use Appendix D to aid in the grading of this assignment.
- E. *Assessment/Evaluation*
1. Teacher observation of discussion
  2. Student writing assignment on the reasons for the neutrality of the United States
  3. Student writing assignment on the causes of the United States entering World War I after being neutral.

**Lesson Five: The End of the War - Changes and Cost** (three class periods)

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students recognize how to interpret and evaluate primary and secondary sources of historical information
    - b. Students understand that societies are diverse and have changed over time.
    - c. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
    - d. Students understand how to use and construct maps and globes to locate and derive information about people, places, and environments.
  2. Lesson Content
    - a. Treaty of Versailles
    - b. New central European states and national boundaries

- c. German reparations and disarmament
  - d. Woodrow Wilson's 14 Points
  - e. League of Nations; concept of collective security
3. Skill Objective(s)
- a. Interpret Woodrow Wilson's 14 Points.
  - b. Understand the events of the end of the World War I.
  - c. Create maps of post World War I Europe.
  - d. Construct a timeline of major events or World War I.
- B. *Materials*
- 1. Appendix A - Teacher notes
  - 2. Appendix D - Grading criteria for various assignments
  - 3. Appendix F - Blank Map of Europe (one for every student)
  - 4. Appendix G - Woodrow Wilson's 14 Points (one for every student)
  - 5. Appendix H - Timeline of World War I
  - 6. Blank Paper (enough for the every to complete a timeline)
  - 7. Overhead of map of Europe
  - 8. Student atlases
- C. *Key Vocabulary*  
None
- D. *Procedures/Activities*
- 1. Collect the previous writing assignment. This lesson has many different activities. They include lecture/discussion, constructing a timeline, analyzing Woodrow Wilson's 14 points, and labeling a map of post war Europe as decided during the Treaty of Versailles. Begin by using Appendix A to inform the students about the events of the peace talks and the Treaty of Versailles. During this instruction you will discuss Woodrow Wilson, his 14 Points, and his push for the League of Nations. The notes also look at Britain and France's push for German reparations.
  - 2. After finishing the notes on the end of the War and the peace talks, hand out to each student a copy of Woodrow Wilson's 14 Points. As a class read the 14 Points and have the class try to explain what each of the 14 points mean. Some of them are self explanatory, and others will require some aid from the teacher. Be sure to explain to the class that the copy of the 14 Points is a primary resource and review with the class what a primary and secondary sources are. As part of the discussion, have the students explain what some secondary sources about Woodrow Wilson's 14 Points might be (Encyclopedia article, or internet article; anything that is someone else's view and understanding of the 14 Points). After discussing the 14 Points, have the students get out a piece of notebook paper for a writing assignment. **WA:** Which three of the 14 Points do you think are the most important? The students are to finish with the remaining time left in class or as homework.
  - 3. Next pass out the maps of Europe. Using the overhead redraw and label how Europe looked at the end of World War I. This will be very close to the map of Europe today. Show the students any and all differences from the present day map and have the students fill in the rest using their previous map of Europe or the student atlases and maps. The students are to finish the map with the remainder of class or for homework.
  - 4. The following day collect the maps and pass out the blank sheets of paper. The students will create a timeline of World War I. Refer to Appendix A and Appendix G for a guide to the timeline. Appendix D has the grading criteria for timelines. If this is the first timeline that the class has made this class, review

with the class what information should appear on a timeline and how the information should be laid out on the paper. Collect the timelines when the class has finished. With any remaining time in class have the students that finish early to review their term list and to study for the test.

- E. *Assessment/Evaluation*
  - 1. Student writing assignment on the 14 Points
  - 2. Student maps of post war Europe
  - 3. Student created timelines

## **VI. CULMINATING ACTIVITY**

- A. There are two culminating activities for this unit; however, they are either a test on the material, or a crossword puzzle that will aid in the studying for the test. This first activity is the completion of the crossword puzzle included as Appendix I.
- B. The second is the test for the unit on World War I. This is included as Appendix J. Appendix K is the answer key for the test.

## **VII. HANDOUTS/WORKSHEETS**

- A. Appendix A: Teacher Notes
- B. Appendix B: Trading Card Assignment Sheet
- C. Appendix C: Term List
- D. Appendix D: Grading Criteria for Various Assignments
- E. Appendix E: Map of Europe in 1914
- F. Appendix F: Blank Map of Europe
- G. Appendix G: Woodrow Wilson's 14 Points
- H. Appendix H: Timeline of World War I
- I. Appendix I: World War I Crossword Puzzle
- J. Appendix J: World War I Test
- K. Appendix K: World War I Test Answer Key
- L. Appendix L: Post War Map of Europe

## **VIII. BIBLIOGRAPHY**

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## Appendix A, page 1 Teacher Notes

This appendix will serve as the background information needed for teaching this unit. If I have done the job I set out to do, you as the classroom teacher will not need to do any additional research to teach this unit. I always recommend doing a little research on any topic that one teaches; however, I also know that time is a very valuable commodity for a teacher. I hope this appendix will aid you in teaching World War I.

### Lesson One

This first unit talks about the Geography of Europe. I do the complete European Geography unit that the seventh graders learn right before the World War II unit. That unit has a much bigger focus in my class, and I want the geography of Europe fresh in the students' minds when they study that topic. With that said, the students do need a very basic knowledge and understanding of Europe's layout, now and in 1914.

The handouts for this lesson will get the students ready for the lesson. The trading card assignment is very straightforward, and should be something that the students will enjoy. The object of the assignment is for the students to do a little research into the First World War. Hopefully they will learn a little more about some of their topics than they would in the readings or lectures. They will also hone their research skills as they look for information in other sources. The term list is the outline for the unit and is a study guide for the end of unit test. Instruct the students to fill in information about the terms as they come across them as the unit progresses. The students will find that they will learn much more about the topic and terms if they fill them in as they go through the unit.

The first activity for the class to complete is the labeling of a present day European map. This will provide the students with an understanding of how Europe looks today, but will also give them a reference to see how different Europe was before the war, and then as a further comparison to how the war changed the geography of Europe.

Europe in 1914 looks very different than it does today. There are a few very large differences. Starting in the east, Russia looks very similar to its Soviet manifestation. Many of the former Soviet states were apart of the Russian Empire. Russia and Germany controlled present-day Poland. Germany's control stretches much further north and east along the Baltic then it does presently and also owned parts of present day France. The biggest change from today was the size of the Austria-Hungarian Empire. This Empire controlled parts of present day Italy, Slovenia, Bosnia, Montenegro, Romania, Czech Republic, and Bulgaria.

The reasons for all these changes will be discussed in the next lesson. Use the maps found as Appendix E for a guide when labeling the maps with the class. Also look at [www.wwnorton.com/college/history/ralph/ralimage/map34wwi.jpg](http://www.wwnorton.com/college/history/ralph/ralimage/map34wwi.jpg), or [www.fsmitha.com/h2/map01.GIF](http://www.fsmitha.com/h2/map01.GIF) for other examples of pre World War I Europe maps.

### Lesson Two

There are many different factors that led to the start of the First World War. This unit focuses on the four main causes or factors that led to the armed conflict. Many different actions or beliefs led to the battlefield, but they all tie into Nationalism, Militarism, Imperialism, and System of Alliances. Many sources will refer to Colonialism as a cause; however, this unit will stick with Imperialism instead. The idea and act of colonialism is a form of Imperialism. The *Dictionary of Cultural Literacy* defines colonialism as 'the control of one nation's people by

## Appendix A, page 2

“transplanted” people of another nation’. Imperialism’s simple definition is a larger nation taking over a smaller nation for land, people, resources, or money. We will use imperialism as the term for this unit.

The first cause is **nationalism**. The definition of nationalism is an extreme love and adoration of one's country that leads to contempt for other nations. For centuries, the people of Europe have been involved in armed conflict with one another. With the close proximity of so many people of different nationalities and heritages, European nations experienced a rise in nationalism throughout the nineteenth century. There were many large groups of people throughout Europe that did not have a nation of their own. Italy became a nation during this time. It had always been split up into smaller sections controlled by ruling families or factions, and in some cases controlled by other European nations, like southern Italy that answered to Spanish leaders and northern Italy that was under the power of Austria. After many years of internal fighting and a push to remove the outside aggressors, Italy found itself free. The main leader of this push was Giuseppe Garibaldi. He united the Italian people and gave them a their own nation by 1861.

The German people also did not have a nation. The Germans found themselves split amongst almost 40 different states. The largest of these states was Prussia. Prussia had the largest and strongest military and control of all the states, and found itself with a very powerful Prime Minister in the 1860's, Otto von Bismarck. Bismarck set out to unify the different German states into one Germany, and he did so with a powerful force and ruthlessness. He threw aside Germany's semi democratic government and took control for himself. Bismarck did not have time for the process of a democratic government in his plan to unify the states and used a strong control of the government to achieve his goals. Bismarck went to the other states and got them to join together to protect themselves from the power nations that surrounded Germany. He convinced them that the only way to survive is if all these states joined together. The states joined their militaries together and invaded France. They punished and humiliated the French military, government and people. They forced France to give up the Alsace-Lorraine region that France controlled, but border Germany. The German states joined together permanently and Wilhelm I, the Prussian king, became the German **Kaiser**, or king. The unification seemed beneficial for Germany, as it became a very powerful and industrialized nation. Wilhelm II replaced his predecessor and shook up the country. As Germany became more and more stronger, it faced new dilemmas. The biggest issue was whether or not to join in the race for conquering other nations and setting up colonies, as many other European nations were. This debate in Germany led to the removal of Bismarck from power, as he did not want Germany to become involved around the world, while the king did. This change in policy pushed Germany into the worldwide spotlight.

As more and more of the European nations began to strengthen their resolves and make themselves strong nations, they began to look elsewhere for new land, resources, people, power, money and prestige. This is where imperialism came into play. **Imperialism** is the practice or action of one nation taking over a smaller, or less powerful, one for land, money, resources, or people. Many of the European countries were taking over land all across the globe. The first country that comes to mind when discussing imperialism is England. England and its leader Queen Victoria spread out around the world and created an empire so large that the sun never set on it. Great Britain had a colony on every single continent around the globe. This expansion

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brought the nation great wealth and resources. It brought prestige and it even brought competition. Many other European nations looked at Great Britain and decided to spread their influence as far as the tiny island had.

The area that received the greatest attention in the nineteenth century when it came to imperialism was Africa. This was not the beginning of European interest in Africa. The trading of slaves was actually on its downward curve. Now the Europeans had new goals for Africa. The nations wanted to tap the vast resources of Africa. They wanted to convert the Africans, they wanted to sell goods to the Africans, and they wanted to control the land the Africans lived on. Hordes of individuals headed south to Africa for their countries and own personal gains. Among the first to venture were the missionaries that sought the conversion of the savage natives. The missionaries were not as successful in converting high numbers of natives, but they did open the natives' eyes to the new technologies and ways of the north.

This influx of missionaries opened the door for explorers and adventure seekers. They wanted to go places that no one, in the known world, had ever gone before. They set out to enter the deepest parts of central Africa. One of the more famous explorers of Africa was David Livingston. Livingston set out all across Africa seeing many different things that were unknown to him or the people of his world. He served as a missionary wherever he went and even 'discovered' Victoria Falls, which he named after the Queen. One of his most famous outings was in search of the source of the Nile River. While on this expedition, he became ill and was not heard from. A young reporter for the United States, Henry Stanley, was sent on assignment to find the missing explorer. After months of travel, Stanley found Livingston on the shore of a lake. This is where he said the famous line, "Dr. Livingston, I presume?" Many of the explorers, like Livingston, mapped much of the 'unknown' sections of Africa. This gave the companies and governments of Europe target areas for their expansion. Before long, many European nations were spreading their wings and taking over land throughout Europe. This led to the Berlin Conference of 1884. Here Europeans decided what the rules for taking over land in Africa should be, and how the different pieces of land should be divided. Now, besides not asking the Africans how they felt about this issue, other problems soon arose. The largest of which was the competition between the African nations to see how could get what land first. This helped the sense of nationalism grow.

The European acquiring and occupation of these lands was not done nicely or peacefully. Many lives were lost and ruined by the conquering foes. Some of the most intense campaigns took place in North Africa where the French took over Tunisia and Algeria, while the British invaded Egypt in order to protect the Suez Canal. The canal served as a link between the Indian Ocean and Europe. This was especially important for the British who wanted goods from their colony of India brought back to the homeland. In order for the European nations to keep taking over other lands, they had to strengthen and improve their militaries. Most European countries added new weapons, and unheard of numbers to their military machines. The build up of a country's military is known as **militarism**. Also remember that during this time the nations were also competing with one another for land and nationalism was boiling in Europe. This brings us to the final cause of the Great War, system of alliances. **Systems of Alliances** were entangling treaties and friendships that bound nations together. These were created because the growing militaristic and imperialistic machines of the larger nations threatened many of the smaller nations of Europe. The smaller nations were afraid they would be taken over, and thus aligned

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themselves with larger nations, who they knew had similar interests. The main example of this is Serbia. Serbia was threatened by Austria-Hungary. The large Empire wanted to take over the smaller Serbian land. In order to protect itself, Serbia became aligned with Russia. Russia wanted to make sure it had access to the resources of the Balkans and a route to the Mediterranean Sea. Germany and Austria-Hungary vowed to protect one another from Russia. France agreed to help Russia if their long time common enemy Germany tried anything. As it turns out, Germany, Austria-Hungary, and Italy signed a pact that if any of them were attacked by either France or Russia, they would all join in. This is known as the **Triple Alliance**. Similarly, France, Russia, and Great Britain were all worried about the build up of the German Military and created the **Triple Entente**. These two groups vowed to help one another.

This sets the picture for Europe in 1914. Austria-Hungary was tossing around the idea of pushing more and more southward, and was not a very popular country in the Balkan region of Southern Europe. On June 28<sup>th</sup>, 1914, Archduke Franz Ferdinand was traveling through the Balkan province of Bosnia- Herzegovina when he and his wife were shot and killed by a Serbian assassin Gavrilo Princip. Ferdinand was the heir to the Austrian-Hungarian throne. He was the nephew of the king and became heir after his cousin committed suicide and his father passed away.

The Austria-Hungarian government claimed that this was the work of the Serbian government and thus they declared war on Serbia. Russia followed suit and declared war on Austria-Hungary. Germany declared war on Russia, and then France on Germany. Italy never became involved in the conflict, and Britain was not quite ready to jump in the war. Austria-Hungary declared war against Serbia on July 28<sup>th</sup>, 1914, one month after the death of the Archduke. Germany's war plan, which will be discussed in the next lesson, called for the invasion of France via Belgium. Belgium and Great Britain had a long-standing agreement that they would protect each other, and once Belgium was invaded, the British entered the war on August 4<sup>th</sup>, 1914.

The United States has not joined the war at this point and will not for some time, however, for the activity involving the students representing different countries, it is valuable for the students to see the United States way off to the side watching what was happening in Europe.

### Lesson Three

After all of the secret alliance dust had settled, Europe found it self in the midst of war. Germany had been preparing for a European war. Its military leaders went through all the scenarios many years before the actual war began. The plan that Germany decided it would use, and had prepared and trained for was called the Schlieffen Plan. This was named after Alfred von Schlieffen, the German war strategist, who came up with Germany's plan of action in 1895. Germany needed a plan because it knew that if there was a European war, they would be caught in the middle of it and most likely would be fighting a two front war. History has shown that it is very difficult to fight a two front war in Europe. Many of the greatest armies and leaders lost in such a conflict. The Schlieffen Plan relied on a few different things to happen. The first relied on Russia's inability to mobilize its army quickly. Because of this, Germany thought it would have a little time to defeat the French and focus on the east. The plan also bet on the notion that Great Britain would not enter the conflict. The plan called for a quick invasion of France. In order to accomplish this, the German Army would swing around the vast line of defense that

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France had on the German border and invade France by swinging the German troops through Belgium and into Northern France by the sea. The Germans moved quickly through Belgium and encountered the French Army and the British Expeditionary Force, or the BEF. The German advance slowed down on Sept. 6<sup>th</sup>, 1914, at the Battle of the Marne. This battle brought a halt to the German advancement and trashed all German hopes of a quick German victory in the west. This halt allowed the Russians to get ready for the war and advance on the Germans. This opened the two fronts in the war; the Western Front and the Eastern Front. Fighting continued in the east while the western front came to a stop.

The big reason for this stop was the new weapons used during this war. There were many new weapons used, but none had the impact of the machine gun. The machine gun drastically changed the way people fought. A large group of ground troops rushing a position were now more easily stopped because hundreds if not thousands of rushing troops could be mowed down. On the western front, troops dug trenches to protect themselves from the onslaught of bullets. This left the two sides protected by trenches staring down one another but unable to shoot them. If one side rushed the other they faced machine gun fire and barbed wire set out in the middle of the two trenches, also known as no mans land. Life in the trenches was no picnic. The troops were crowded together and they were sometimes in the same trench for weeks. When it rained, everything turned to mud, and rats quickly captured any food left about. The troops did not want to be in the trenches, but they could not go anywhere.

Technology had to be developed to gain ground in this war. Artillery was improved greatly by increasing the power and range of the large guns that rained down on the opposing troops. Chemical weapons were also used during this war. These chemicals could be shot at the opposing side and the gases were able to penetrate the trenches. This caused great damage in the war not only killing troops but also altering the countryside.

The tank was also developed. World War I tanks were very different from today's armored units, and even those from the Second World War. These tanks were little more than people movers, but that is what was needed. It allowed troops to move more protected than if the soldiers were running towards the machine gun fire. The tanks were able to move across the no mans land.

Airplanes were also used during the war. However, their impact was not as great as that in World War II. The planes were used for reconnaissance. There were fights between the airplanes, and many of these are famous, like the Red Baron, however they did not have a huge impact on what was happening on the ground.

The second most important changes in weaponry were with the submarine. Underwater boats were used in previous wars, but not with the same impact and devastation. The German U-Boats controlled the seas once run by the Royal Navy of Great Britain. The U-Boats controlled the Atlantic and made Britain a prisoner on its own island. The U-Boats gave Germany an upper hand at sea. The Germans were able to eliminate supplies coming to Britain from its commonwealth nations and allies.

The fighting continued in Europe. The trenches were dug and acreage came at high prices in casualties and supplies. The Central Powers got a lift when the Ottoman Empire decided to join the war on their side. The Ottoman Empire was falling apart and was not a huge threat to take over too much land; however, they controlled the eastern part of the Mediterranean Sea, and were able to limit access to the Black Sea. This did pose a problem for the Allies, for

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this is how many supplies were sent to Russia. The northern ports of Russia were locked in due to ice for long periods of time. If Russia was going to make it through the war, they would need supplies. The British came up with a plan to secure this passage way and this section of the world. A young member of the British Government, Winston Churchill, planned an invasion at Gallipoli. On April 25, 1915, The British forces attacked Turkish (Ottoman Empire) troops at Gallipoli. This battle was a failure for the troops, who were mostly British Commonwealth soldiers from Australia. They were unable to take control of the area and took almost 500,000 casualties. Many of the leaders of the British Army disagreed about the number of troops necessary to complete the mission; the Greeks said that they would need many more troops than they sent. The loss hurt Churchill's reputation and he resigned from the government. The Russians were still in need of supplies and were handcuffed because of the loss. This was one of the most important losses for the Allies in the war.

The Battle of Gallipoli was not the only action in Turkey though. One of the more famous incidents involves Lawrence of Arabia, a Briton, who helped many Turks rise up against their fading government. This is something many of the students may have heard of and was made famous by the movie of the same name.

The battles in Europe continued at a slow moving pace over the next couple of years. The largest battle was outside the town of Verdun. This was a fortified town important not only militarily but also to the pride of the French. The Germans launched the greatest offensive the world had ever seen and forced the French troops to retreat to their third line trench. The French brought in every available troop they had in order to hold that line and were able to hold back the Germans. This battle began on Feb. 21, 1916.

The Germans were forced to abandon a new major attack because of a counter attack by the Allies at Somme. The Battle of the Somme was a major highlight for the Allied troops although they were only able to recapture about 8 miles of land. They were able to defeat the German morale; however, the two sides remained entrenched in the countryside.

The fighting in Russia came to a stop. The czar, or king himself, Nicholas II, had led Russia in the war but it was involved in its revolution and the new Bolshevik government wanted nothing to do with far off 'capitalist' war. The Germans and the Russians met at the town of Brest-Litovsk and agreed to the terms of peace. The terms of peace were greatly in the favor of the Germans, as the Russians lost lots of land, and were full of humiliation with their defeat by the Germans. This left the Germans to look on the West, as the two front war was no more.

### **Lesson Four**

War continued in Europe, and the United States stayed out for quite a while. The mood in the United States was one of relief. Many people were relieved that the war was on the other side of the Atlantic Ocean and that they did not have to think about it. The concern of the average American was for a country they or their grandparents had left long ago, but few wanted the U.S. to rush to war just for feelings of the past. A President that was happy to be out of the war, Woodrow Wilson, led the United States. He was first elected in 1912 as the Democratic candidate running against the incumbent Taft, and the third party, Bull Moose Party, candidate Theodore Roosevelt. Roosevelt and Taft split their votes allowing Wilson, a former professor and college President, won the election. Wilson was re-elected in 1916 on the slogan "He kept

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us out of war.” However, the tides seemed to be turning. The United States would not stay out of the war if it was attacked or provoked.

Throughout the war there was one action that seemed the most horrendous to the United States, and that was attacks on civilian ships by the U-Boats. German U-Boats were notorious for blowing ships headed to Britain out of the sea. One such boat was the *Lusitania*. This was a British passenger liner headed from New York to Britain. Before it left port in the United States, the German government placed a notice in the New York papers warning any citizen about to board a ship headed east that they were entering a war zone. The Germans warned America that any ship with supplies on it would be sunk. On May 7, 1915, the *Lusitania* was sunk by U-Boats killing around 1,200 people, of whom over one hundred were Americans. This drew outrage from the American government and people, but Germany defended its actions claiming the boat had supplies and ammunition aboard. Almost one year later, a French ship, the *Sussex*, was sunk taking more American lives. Germany stated that it would not target ocean liners or passenger ships headed towards Europe; however, this only lasted a year. Eventually, in 1917, they once again waged unrestricted warfare on the seas.

A second incident angered many Americans. Great Britain announced that it had intercepted a telegram from Germany to Mexico, in which Germany promised to give Mexico back the land it lost in the Mexican-American War. This land was now split into several different states including parts of New Mexico, Arizona, and Texas. Obviously that United States would not be at all happy about Germany wanting to force it into war. This was a direct challenge to the United States. Over time there has been some discussion over the validity of the Zimmerman Note, as it was called. Some historians believe that Germany never wrote that telegram, rather the Allies were trying to get the United States into the war to help them. Whatever the real truth behind the Zimmerman note is, the United States declared war on Germany on April 6, 1917. In his address to Congress, President Wilson, addressed the legislature and the nation and told them it was the duty of the United States to make the “world safe for democracy.” He felt that Germany was a threat to democracy around the world that had to be stopped and the United States had to be a part of that action. This changed the course of the war.

The United States named General John J. Pershing as the leader of the AEF, American Expeditionary Force. Pershing made a name for himself in the Spanish American War, and was ready to lead the American troops into Europe. However, he did not want to rush the American into battle and have them slaughtered. Pershing took his time training the AEF and made sure they would be ready to fight when they saw their first action. One thing that Pershing needed was an Army. The United States set up the Selective Service Act to make sure that it had a large force. The SSA was a conscription act. It forced people to join the military. The second thing the Army needed was money to pay for the war. The Government sold Liberty Bonds to help pay for the cost of war. With money and trained troops, it was off to Europe. The American troops were given the nickname Doughboys. There are many different stories of where the term doughboy came from. It is said it was a term for infantry men used by cavalry officers. The Union soldiers were said to look like doughboys with the large buttons down their uniforms. A doughboy was a flour dumpling cooked in soup. Many Americans became involved in the war effort. Herbert Hoover, future President of the United States, became a

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household name for his work as the head of the Food Administration. He saw to it that U.S. troops and hungry European were given food during the conflict.

Once in France, the AEF gave the BEF and the French Army the lift that they were looking for. The rested AEF was able to push the war tired Germans out of France and toward their home. Seeing the end in the sight, the Germans offered peace. The Kaiser, Wilhelm II abdicated, or stepped down from the throne on November 9, 1918, and on November 11, 1918 (11:00 11/11/1918) the fighting in Europe stopped. This day is celebrated around the world as Armistice Day. In the United States it became Veterans Day after WWII.

### Lesson Five

The Armistice brought relief to the world, but for the leaders the work had just begun. They converged on France and met in Paris to begin the discussion of the terms of peace. There were almost 30 different countries represented at this conference, but two major sides were taken. The first voice was of Georges Clemenceau, the President of France, and David Lloyd George, the Prime Minister of Great Britain. These two had revenge on their minds. They wanted Germany to pay for the war and all the damage that it created. Not only did they want land and reparations, money paid by the losing side, but they also wanted Germany to take the full blame for the start of this war. This was a huge slap in the face to the Germans. There were more demands as well. They wanted to disband the German military and to limit its size and the countries production. The two leaders wanted to keep Germany from being a threat in the future.

The second view was that of President Wilson. He stated that America was fighting to make the world safe for democracy, and that was his goal after the war as well. Wilson created a plan called the 14 Points that set out to create a stable world. He did not want to place blame, rather he wanted to move on and help all of Europe heal from the scars of war. Each of the 14 points dealt with a problem in the world that led to the war and sought a way to avoid problems in the future. I will go through the points now and explain their meaning. 1) Wilson hoped to avoid secret diplomacy because the impact the system of alliances and secret treaties had on the war. 2) Because of the impact and use of U-Boats, freedom on the seas for civilians. 3) There was a hope that removing trade barriers and encouraging trade between nations, there would be less likely the chance of conflict, and more cooperation. 4) The push for reduction in arms to counter act militarism. 5) An outside voice and objectivity to look at international claims on colonial lands. This would eliminate conflict between European nations. 6) Allow Russia to develop its own government and self-determination. 7) Belgium is free to rule itself. 8) The Alsace –Lorraine region that Germany took in the 1870's is returned to France. 9) Italy regains land in the north from Austria-Hungary to form the border it has today based upon the nationalities of the people of Italy. 10) Austria-Hungary has the right to self-determination that led to the formation of two different countries. 11) The Balkan nations should be reset prior to the occupation of Austria-Hungary. 12) Turkey shall be free. 13) Polish people are free to rule their land. 14) The creation of the League of Nations to serve as a forum for nations of the world to discuss their problems and issues.

Wilson's plan was received with mixed feelings in Paris. Wilson himself stayed there many months trying to get the other leaders to see his point of view. In the end, very few of Wilson's points were accepted and he left France feeling a little low. On June 28<sup>th</sup>, 1919, the Treaty of Versailles was signed outside of Paris. Germany was hit with huge reparations and

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restrictions on its military and was forced to take blame for the war. The leaders of Europe did accept Wilson's call for a League of Nations. They relished in the idea of collective security. They hoped this would keep them out of armed conflicts in the future. Wilson was forced to return home to try and convince his own nation that this was a good idea. After countless hours before Congress, and months on the road, Wilson was deflated when Congress did not ratify the League of Nations for the United States. The league was formed, even without US involvement.

The map of Europe did change after WWI. Germany was able to keep much of the land that it received from Russia when it left the war early, except for Poland. Germany did lose land to the west with the border of France. Austria-Hungary was split in to Austria and Hungary. The Saar region between France and Germany, just south of Luxembourg was given the right to self-governance. Romania grew with land from Hungary, and Czechoslovakia was formed. Slovenia, Bosnia, Serbia, Macedonia, and Montenegro were all joined to create Yugoslavia. Italy also received more land from Austria in the north.

This ended World War I. It was supposed to be the War to end all Wars, but what the end really did was help create the Second World War. Europe faced the task of rebuilding a continent, both physically and psychologically.

## **Appendix B**

### **Trading Card Assignment**

The objective of this assignment is to do a little research on people, places, things, and events related to WWI, and to create trading cards sharing the information that you have found.

#### Guidelines

1. Use the internet, books, magazines, textbooks, encyclopedia, etc to find information about World war I
2. Each card should be the size of a 3x5 note card
3. The front of the card should depict the topics that you have chosen for that card. This should be illustrated, no just printed of the Internet.
4. The back of the card should explain the topic of the card. This should include background information, statistics, and or and explanation.
5. You must include a typed sheet citing the sources you used to get your information for all of your cards.
6. You must create six trading cards.
7. Refer to the grading guidelines below when completing the cards.

Citation Sheet- 10 points for proper citation of sources used. You will lose points for improper citation or not enough sources. You should use at least three different sources for this assignment.

Trading Cards- 15 points each

Front- 5 points- the front must be well organized and the picture should be accurate and appropriate. The front should be colored.

Back- 5 points- the back must be well organized and well thought out. It should include color and appropriate designs for this topic.

Information- 5 points- the information must accurate and appropriate for the topic. Incorrect knowledge will lose points.

**Appendix C, page 1**  
**Term List**

U-Boat  
The Sussex  
The Lusitania  
Triple Alliance  
Triple Entente  
Woodrow Wilson  
John J. Pershing  
14 Points  
Treat of Versailles  
The Somme  
Verdun  
Central Powers  
Kaiser  
Nicholas II  
Trench Warfare  
Conscription  
Treaty of Brest-Litovsk  
Doughboys  
Herbert Hoover  
Selective Service Act  
Bull Moose Party  
Theodore Roosevelt  
Zimmerman Note  
Franz Ferdinand  
Balkans  
Alfred Schlieffen  
Schlieffen Plan  
David Lloyd George  
Georges Clemenceau  
Allies  
Nationalism  
Militarism  
Imperialism  
System of Alliances  
Gavrilo Princip  
Two Front War  
American Expeditionary Force  
Wilhelm II  
Otto von Bismarck

**Appendix C, page 2**  
**Term List**

U-Boat- German submarines that blockaded Britain.  
The Sussex- French ship sunk by U-Boats.  
The Lusitania- British Ocean liner sunk by U-Boats, killing over 100 Americans.  
Triple Alliance- pre war connection between Germany, Austria-Hungary, and Italy.  
Triple Entente- pre war connection between France, Britain, and Russia.  
Woodrow Wilson- President of the United States that kept the nation out of most of the war. He wanted to make the world safe for democracy, and wanted to form a League of Nations.  
John J. Pershing- commander of the American Expeditionary Forces (U.S. troops in WWI).  
14 Points- Wilson's plan for peace in Europe.  
Treat of Versailles- agreement that ended the war. It was full of very harsh terms that hurt Germany.  
The Somme- largest counter-strike by the allies in the war.  
Verdun- fortress like town that the Germans wanted to seize in order to demoralize the French. Largest offensive the world had seen.  
Central Powers- Germany, Austria-Hungary, and Turkey.  
Kaiser- term for German king.  
Nicholas II- the last czar of Russia. He brought Russia into this war.  
Trench Warfare- type of fighting that took place in WWI in order to survive the onslaught of the more powerful artillery and machine guns  
Conscription- the process of being forced to join the military by the state.  
Treaty of Brest-Litovsk- this ended the war for Russia and allowed Germany to focus to their west.  
Doughboys- nickname for U.S. troops in WWI  
Herbert Hoover- was the head of the Food Administration that fed the troops and citizens of Europe. He became nationally known for his work and later became President.  
Selective Service Act- this Congressional act instituted conscription  
Bull Moose Party- this party was formed by Theodore Roosevelt when wanted to run for President against Taft and Wilson. This split the Republican vote, and Wilson won.  
Theodore Roosevelt- Former President who wanted the U.S. to be involved in world affairs.  
Zimmerman Note- telegram from Germany to Mexico trying to get them to attack the U.S.  
Franz Ferdinand- Arch Duke of Austria-Hungary whose death pushed Europe into war  
Balkans- area of mountains near Serbia  
Alfred Schlieffen- German war strategist  
Schlieffen Plan-plan to defeat France and Russia at the same time in a two front European War  
David Lloyd George- Prime Minister of Great Britain  
Georges Clemenceau- Prime Minister of France  
Allies- Great Britain, Russia, France, and the U.S.  
Nationalism- extreme love and adoration of ones country that leads to contempt to other nations.  
Militarism- the buildup of a nation's military and control by the military class  
Imperialism- the act of a stronger nation taking over a weaker one for land, money, resources, and/or people  
System of Alliances- system of alliances-entangling treaties and friendships that bound nations together  
Gavrilo Princip- assassin of Ferdinand  
Two Front War- a war the pits one nation against others leaving it to fight in two different directions  
American Expeditionary Force- U.S. forces in WWI  
Wilhelm II- King of Germany that wanted to expand  
Otto von Bismarck- German Prime Minister who unified the nation,

**Appendix D, page 1**  
**Grading Criteria for Various Assignments**

**1. Maps**

The maps are graded on six categories, for a total of 10 pts.

Title (2 pts.)		2 pts.- if title is accurate in that it addresses the complete subject of the map. "The Dust Bowl of the United States"	1 pt.- if the title refers to part of the map's subject, but is not specific. "The United States", or "The Dust Bowl"	0 pts.- No title, or one that does not connect to the subject of the map at all
Key (1 pt.)			1 pt.- if included and accurate	0 pts. if not included or inaccurate
Compass (1 pt.)			1 pt.- if included and accurate	0 pts. if not included or inaccurate
Colored Map (1 pt.)			1 pt.- if colored and appropriate	0 pts. if not colored
Overall presentation (2 pts.)		2 pts.- map is easy to read and the labels are organized	1 pt.- map has all the labels in the correct spots but are a little hard to read	0 pts. map is choppy and difficult to read and understand
Content (3 pts.)	3 pts.-the map shows the assigned content correctly and completely	2 pts.- map has most of the content for the map or has one or two mistakes	1 pt.- map has some of the needed content and/or has at least 3 mistakes	0 pts. for incorrect content or many mistakes

**2. Journal Entries/ Writing Assignments**

The writing assignments are graded on four categories for a total of 10 pts.

Clear Presentation (2 pts.)		2 pts.- writing answers the question or addresses the topics fully	1 pt.- writing attempts to answer the question or address the topic	0 pts. - fails to address the topic or attempt to answer the question
Grammar and Punctuation (2 pts.)		2 pts. - no grammar or punctuation mistakes	1 pt. - very few grammar or punctuation mistakes	0 pts. - many grammar or punctuation mistakes
Spelling (2 pts )		2 pts.- no misspelled words	1 pt. - very few misspelled words	0 pts. - many misspelled words
Content (4 pts.)	4 pts.- the content is correct and meets the parameters of the given assignment.	3-2 pts.- the content is accurate but not necessarily complete. More information could be included	1 pt. - a little bit of the correct content is included, but not enough to answer the question or validate the writer's POV	0 pts. The content included is incorrect and does not pertain to the assignment

**Appendix D, page 2**  
**Grading Criteria for Assignments**

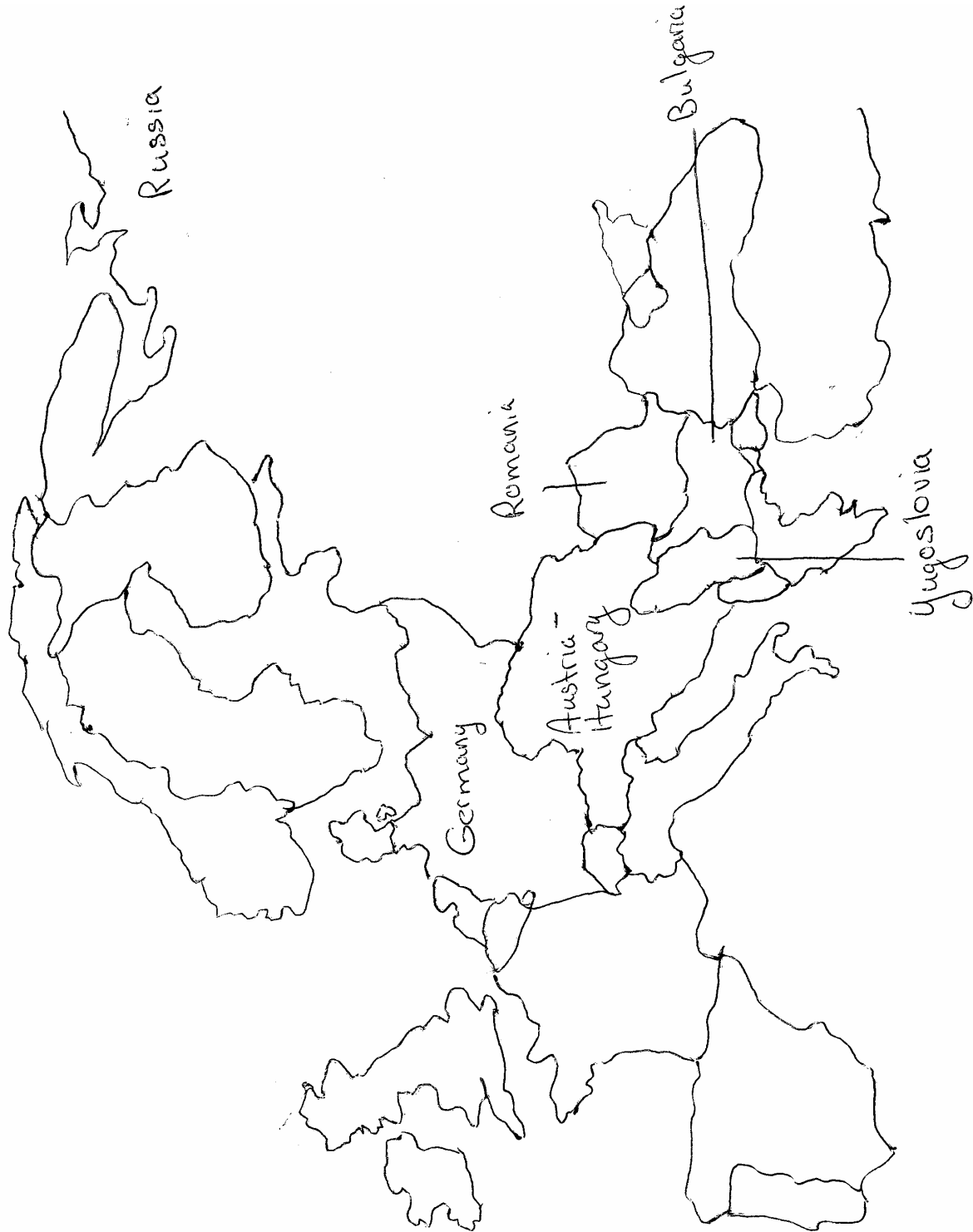
**3. Class discussions**

The classroom discussions are based upon a plus, check, or minus scale. The students receive these scores based upon their participation in the classroom discussion, note taking, or other activities. The participation scores are averaged in at the end of the quarter and represent 10% of the students' quarter grade.

**4. Timeline**

Presentation (5 pts.)	5 pts. - the timeline is legible, organized, spaced out, in the correct chronological order, and written with proper grammar and spelling.	4-3 pts. - is a little unorganized, a few misspellings, or grammatical mistakes.	2-1 pts. - there are many mistakes in grammar or spelling and the timeline is very unorganized.	0 pts. - does not have any organization and a lot of spelling and grammatical errors.
Content (5 pts.)	5 pts. - addresses all major themes, ideas, events, and people of the unit and has the correct dates that correspond.	4-3 pts. - missing a few key dates or events or has some incorrect information.	2-1 pts. - missing major eras or themes in the timeline along with important dates that should be included.	0 pts. - there are many dates missing and large amounts of time unaccounted for.

**Appendix E**  
**Map of Europe in 1914**



**Appendix F**  
**Blank Map of Europe**



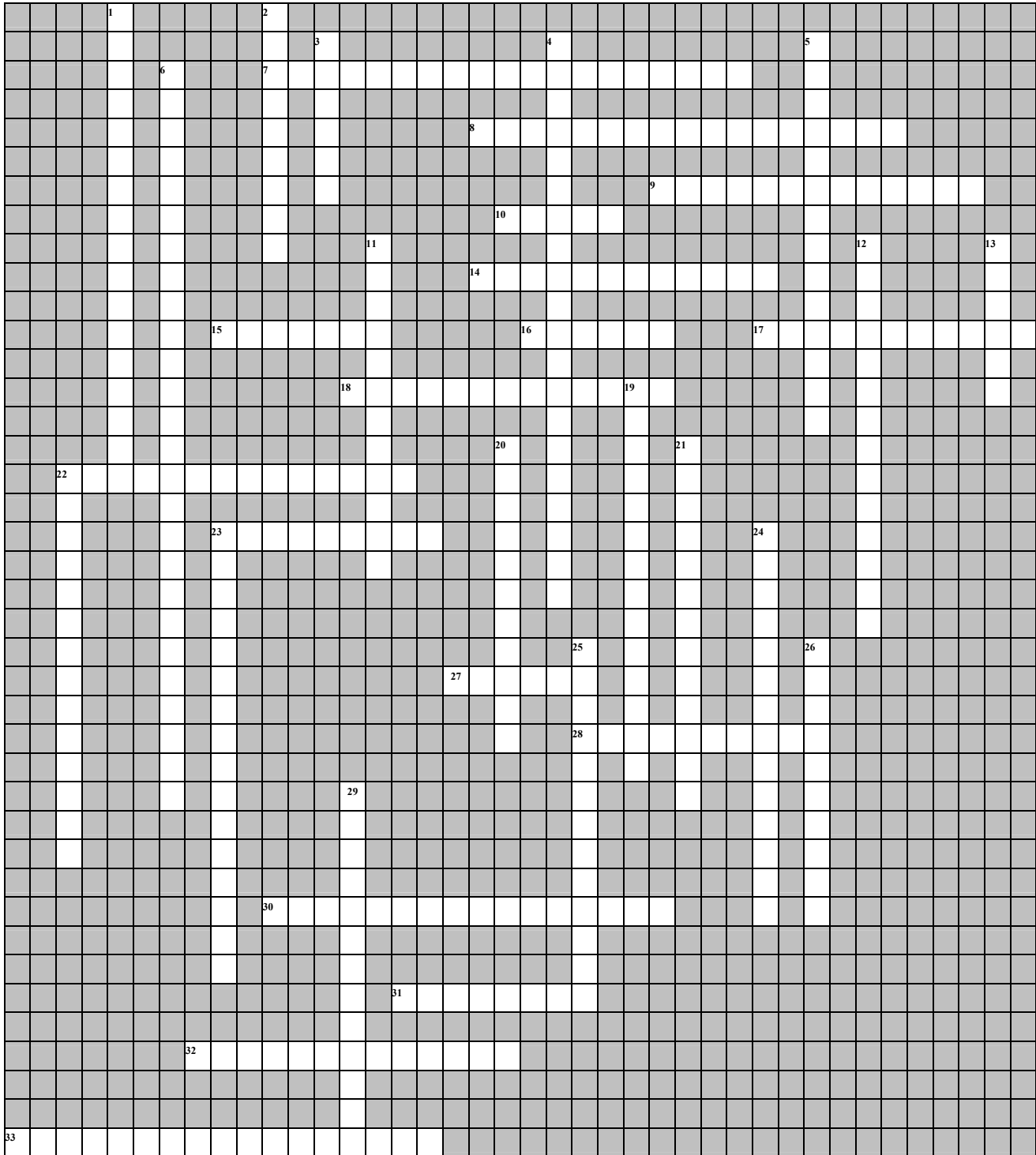
**Appendix G**  
**Woodrow Wilson's 14 Points**

1. Secret diplomacy is forbidden
2. The seas will be free for all civilians to travel during peace and war
3. Eliminating international trade barriers as a way to secure peace among all nations
4. The nations of the world will reduce the amount of arms and weapons that they possess
5. An impartial adjustment to all colonial claims with the wants of the populations controlled in mind
6. No nation will interfere with Russian affairs. It will be free to create its own government and control its own people
7. Belgium will be free to govern itself
8. The Alsace-Lorraine region shall be returned to France
9. The Italian boundary lines will be redrawn to return all Italian nationals
10. The people of Austria and Hungary are free to govern themselves
11. Romania, Serbia, and Montenegro are to be freed and Serbia is guaranteed access to the sea
12. The Turkish people are guaranteed self-determination
13. An independent Poland will be set up.
14. A League of Nations will be erected to secure peace around the world

**Appendix H**  
**Timeline of World War I**

Woodrow Wilson becomes President-	1913
Archduke Ferdinand	6.28.14
Austria-Hungary declares war	7.28.14
Germany declares war on Russia	8.1.14
on France	8.3.14
Great Britain declares war on Germany	8.4.14
Battle of the Marne begins	9.6.14
Turkey enters war against Allies	10.29.03
Landing at Gallipoli	4.25.15
The Lusitania sunk	5.7.15
Italy enters war against Central Powers	5.23.15
Battle of Verdun begins	2.21.16
Sussex sunk	3.24.16
Battle of the Somme begins	7.1.16
Zimmerman Note intercepted	1.19.17
Selective Service act pass by Congress	2.17
Wilson begins second term	3.17
U.S. declares war on Germany	4.6.17
Treaty of Brest-Litovsk	3.18
Wilhelm II abdicates the throne	11.9.18
Armistice	11.11.18
Treaty of Versailles signed	6.28.19

Appendix I, page 1  
World War I Crossword Puzzle



**Appendix I, page 2**  
**Crossword Puzzle Clues**

**ACROSS**

7. Congress created this in order to increase the size of the United States Army
8. Once signed, this brought an official end to the war
9. Leader of the American troops
10. German submarine
14. Future United States President who was in charge of food distribution
15. Powder Keg of Europe
16. This German attack was the largest attack ever launched
17. A larger nation taking over a smaller one
18. Germany, Austria-Hungary, Italy
22. Peace plan created by the United States president
23. Nickname for United States troops
27. German for king
28. Russian leader during the war
30. German war strategist
31. This battle was a very large counter attack of the Allies
32. German, Austria-Hungary, Turkey
33. Secret treaties and friendships

**DOWN**

1. President of France
2. British ocean liner sunk by German submarines killing over 100 Americans
3. Great Britain, France, Russia, and the United States
4. This brought Russia out of the war
5. German war plan in WWI
6. Official name of United States forces in WWI
11. This forces people to join the military
12. Assassin of the Archduke
13. French steamer sunk by the German Navy
19. France, Russia, Great Britain
20. Extreme love in one's own country
21. Telegram from Germany to Mexico
22. Austria-Hungary heir to the throne
23. Prime Minister of Great Britain at the end of the war
24. Theodore Roosevelt's political party in 1912
25. Troops dug in throughout western Europe found themselves in this type of battle
26. The build-up of one's military
29. President of the United States during World War I



**Appendix J, page 1**  
**World War I Test**

7<sup>th</sup> Grade Social Studies

You are the elite; the best of best, now stop your whining and give it your all. You know the material, just relax and give the best possible answer to each of the following questions. Attack it like a Powder Keg!

1. What did Germany utilize in its naval campaign against the Allies?
  - a. T-Boat
  - b. The Listen
  - c. The Sussex
  - d. U-Boat
  
2. What countries made up the Triple Alliance?
  - a. Germany, Russia, Japan
  - b. Germany, France, Austria-Hungary
  - c. Austria-Hungary, Germany, Italy
  - d. United States, United Kingdom, France
  
3. What was the name of the British Ocean liner that was sunk by Germany angering many Americans?
  - a. Titanic
  - b. Lusitania
  - c. Sussex
  - d. The Queen Mary
  
4. Who became President of the United States in 1912?
  - a. Theodore Roosevelt
  - b. Thomas Jefferson
  - c. John F. Kennedy
  - d. Woodrow Wilson
  
5. Who was the commander of the US forces in Europe during WWI?
  - a. John J. Pershing
  - b. Teddy Roosevelt
  - c. Dwight D. Eisenhower
  - d. Robert E. Lee
  
6. What countries made up the Triple Entente?
  - a. United States, United Kingdom, Russia
  - b. United Kingdom, France, Russia
  - c. Germany, Austria-Hungary, Italy
  - d. Russia, France, Turkey
  
7. What was the name of the peace plan issued by the United States President?
  - a. The 14 points
  - b. The Points of Light
  - c. The Treaty of Paris
  - d. The Treaty of Versailles

## Appendix J, page 2

8. What was the name of the Battle in 1916 where the allies launched a huge counterattack?
  - a. The Somme
  - b. Verdun
  - c. Belleau Wood
  - d. Bunker Hill
  
9. What were the three main countries or powers of the Central Powers?
  - a. United States, United Kingdom, Russia
  - b. United Kingdom, France, Russia
  - c. Germany, Turkey, Austria-Hungary
  - d. Turkey, Italy, Mexico
  
10. What is the word for King in Germany?
  - a. Czar
  - b. Monarch
  - c. Pilot
  - d. Kaiser
  
11. When did the fighting of First World War end?
  - a. July 4, 1776
  - b. November 11, 1918
  - c. December 7, 1941
  - d. November 23, 1963
  
12. Who was the 'king' of Russia during World War One?
  - a. Peter the Great
  - b. Ivan the Terrible
  - c. Nicholas II
  - d. Catherine III
  
13. Which battle technique was used in the Great War?
  - a. Gully Warfare
  - b. Trench Warfare
  - c. Convoy Warfare
  - d. Civilian Warfare
  
14. What does conscription require people to do?
  - a. Write letters
  - b. Hate Communism
  - c. Join a club
  - d. Serve in the Military
  
15. What was the name of the treaty that ended the war between Russia and Germany?
  - a. Treat of Versailles
  - b. Treaty of Riga
  - c. Treaty of Brest-Litovsk
  - d. Treaty of Paris

### Appendix J, page 3

16. What was the nickname of the U.S. soldiers in World War I?
  - a. Rough Riders
  - b. Doughboys
  - c. Blues
  - d. Grays
  
17. What future President became nationally known while he was leader of the Food Administration during WWI?
  - a. Wilson
  - b. Taft
  - c. Roosevelt
  - d. Hoover
  
18. What Congressional Act made conscription legal in the United States during WWI?
  - a. Food Act
  - b. Fuel Administration Act
  - c. Selective Service Act
  - d. Federal Workers Act
  
19. Teddy Roosevelt was a member of what political party during the election of 1912?
  - a. Republican
  - b. Bull Moose
  - c. Democrat
  - d. Whiner
  
20. What Triple Alliance country left its friends and did not fight with them?
  - a. Italy
  - b. Austria-Hungary
  - c. France
  - d. Russia
  
21. Winston Churchill sent close to 500,000 British Commonwealth troops to fight at which battle where the Turks soundly defeated them?
  - a. Battle of Jutland
  - b. Battle of Pearl Harbor
  - c. Battle of the Somme
  - d. Battle of Gallipoli
  
22. Who was the Prime Minister of Great Britain at the end World War I?
  - a. G. Clemenceau
  - b. D. Lloyd George
  - c. W. Churchill
  - d. W. Wilson
  
23. Who was Gavrillo Princep?
  - a. French General
  - b. The Germany Leader
  - c. German Biplane Pilot
  - d. Serbian Assassin

## Appendix J, page 4

24. What term means an extreme love of and devotion to one's own country?
  - a. Nationalism
  - b. Militarism
  - c. Imperialism
  - d. System of Alliances
  
25. Whose death brought Europe into WWI?
  - a. Frank Lloyd Wright
  - b. Alfred Schlieffen
  - c. David Lloyd George
  - d. Franz Ferdinand
  
26. Where did the Allies gather and discuss terms for peace at the end of WWI?
  - a. London
  - b. Versailles
  - c. Rome
  - d. Washington
  
27. What WWI battle was the largest military offensive the world had ever up to that point?
  - a. The Somme
  - b. Verdun
  - c. Belleau Wood
  - d. Normandy
  
28. What German war strategist came up with Germany's plan to invade France by sweeping through Belgium?
  - a. Adolph Hitler
  - b. Joseph Goebbles
  - c. Kaiser Wilhelm II
  - d. Alfred Schlieffen
  
29. Who was the Prime Minister of France at the end of World War I?
  - a. Georges Clemenceau
  - b. Alfred Schlieffen
  - c. David Lloyd George
  - d. Franz Ferdinand
  
30. What was the name of the telegram intercepted by the British Government that was supposed to go from Germany to Mexico?
  - a. The Hudsucker Proxy
  - b. The Schlieffen Plan
  - c. The Zimmerman Note
  - d. The Mexico Plan
  
31. Which of the following was not a cause the brought Europe into war?
  - a. Military build up
  - b. Taxes
  - c. Imperialism
  - d. Secret Treaties

## Appendix J, page 5

32. What is the name of the region that is made up of countries like Yugoslavia, Serbia, Croatia, and Bosnia?
  - a. Jutland
  - b. The Promise land
  - c. Balkans
  - d. Siberia
  
33. Which of the following countries was not a part of the Central Powers?
  - a. Switzerland
  - b. Turkey
  - c. Germany
  - d. Austria-Hungary
  
34. What feat did Germany try to become the first nation to ever do in Europe?
  - a. Take over Paris
  - b. Invade the British Islands
  - c. Fly across the Atlantic Ocean
  - d. Win a two front war
  
35. How did the US raise money for the war effort?
  - a. Took money from other country's bank accounts
  - b. Borrowed money from the Central Powers
  - c. Borrowed money from the Allies
  - d. Sold Liberty Bonds

## Short Essays

1. Explain why the Balkans were called the Powder Keg of Europe.
  
2. What caused the United States to enter WWI? and then what was the reason the US was fighting for according to the President?

**Appendix K, page 1**  
**World War I Test Answer Key**

1. D
2. C
3. B
4. D
5. A
6. B
7. A
8. A
9. C
10. D
11. B
12. C
13. B
14. D
15. C
16. B
17. D
18. C
19. B
20. A
21. D
22. B
23. D
24. A
25. D
26. B
27. B
28. A
29. A
30. C
31. B
32. C
33. A
34. D
35. D

## Appendix K, page 2

### Essay

Use the basic writing assignment rubric to grade the essay questions on the unit test. The essays are worth 15 pts.

Presentation- 2 pts.  
Grammar- 2 pts.  
Spelling- 2 pts.  
Content- 9 pts.

1. This unit looked at four main causes of WWI, and they all relate to the Balkans. The rise in nationalism, imperialism, militarism, and system of alliances were alive and strong in the Balkan area. It contained proud nations that did not want to be taken over by Austria-Hungary, and that had developed ways to protect its independence. All these causes bottled up were like a powder keg, which is powerful but needs a catalyst. In 1914, the powder was set and the death of Ferdinand was the spark.

2. There were a few events that drew the U.S. into war. This first was the unrestricted submarine warfare of the Germans on international ships, which led to the deaths of many civilians. One of the most famous examples of this was the Lusitania, and the Sussex was another.

Another event was the interception of the Zimmerman Note in which Germany tried to get Mexico to attack the U.S. This was supposed to keep the U.S. off of Germany, but only led to the armed conflict between the two nations.

These events led to Wilson to ask Congress to declare war on Germany. He felt that it was the duty of the United States to 'make the world safe for democracy,' and that Germany posed a threat to democracy around the world. This is why the U.S. entered WWI.

**Appendix L**  
**Post War Map of Europe**

