

*Nicole MacPherson 335-003*

### **The Perfect Storm: The Causes of WW1**

**Question** What were the main events that eventually led to the outbreak of WW1?

#### **Lesson 1**

#### **Overview**

Students will be introduced to the concept of war. What was war like? How many soldiers were killed? How many is too many lives lost?

#### **Learning Goals**

- Students will be able to define war
- Students will be able to explain and identify reasons that countries go to war
- Students will be able to identify those that are affected by war

#### **Curriculum Expectations**

- B. Canada 1914-1929
- B 2.1 Communities, Conflict and Cooperation

#### **Introduction to Subject**

What is war? What are the reasons that countries go to war? Who is affected by war?

#### **Assessment of Prior Knowledge**

Mind maps- students will be asked in groups to create a mind map of terms that come to their mind when they think of war.

#### **Materials**

Chart paper

Markers

5 three whole punches

One ream of Red paper

Zip lock bags- one for each group

#### **Plan of instruction:**

#### **Step 1 Warm-up**

Get students to understand the number of soldiers killed in the war. Ask students in groups to take a three-hole punch and punch out as many holes as they can while keeping count in 15 minutes. Take a total and then tell them that each dot represents a soldier's life in WW1. Discuss the actual number of soldiers killed and tell them the percentage of what they cut out is in relation to the almost ten million dead. Explain that 65,000 were Canadian.

### **Step2 Discussion**

We will create three mind maps as a class to come up with a definition of war, who is affected by war and some of the reasons why countries go to war.

### **Step 3 Modeling**

Discuss with the class the different wars that Canada has participated.

### **Step 4 Guided Practice**

In small groups ask students to discuss what they think were the causes of WW1. Write on chart paper their thoughts.

### **Step 5 Independent Activity**

Ask students to write one paragraph about how they would feel if they had a family member go to war? How would it change their lives here in Canada? How would it change the soldiers while at war and once they returned?

### **Step 6 Sharing Discussing/ Teaching/**

Ask students to share their ideas about the causes of WW1 and ask someone to share their individual paragraph.

### **Assessment**

Ask Students to hand in their paragraph

Exit Card See Appendix 1.1

## **Lesson 2**

### **Over View**

Is World War 1 considered historically significant and why?

### **Learning Goals**

- Students will be able to decide the significant events in their own lives.
- Students will be able to rank their significant events in order.
- Students will be able to apply knowledge of the significant events in their own lives to consider whether WW1 is a significant event.

### **Curriculum Expectations**

- B. Canada 1914-1929
- B 2.1 Communities, Conflict and Cooperation

### **Materials**

2.1 Appendix Video

BLM 2.2 Appendix My Most Significant Event

### **Plan of Instruction**

Historical Significance

#### **Step 1 Warm-up**

Show the video 2.1

<sup>1</sup><http://www.youtube.com/watch?v=gaA6lfho5CI>

#### **Step2 Discussion**

Discuss the video and what it means and how it makes the students feel. Discuss the fact that the video shows only the significant events in the lives of the couple depicted in the movie.

#### **Step 3 Modeling**

Show the students how to rank the events in the video in terms of significance and how the events changed the lives of the individuals. As a class discuss the ranking order and put the events in sequence.

#### **Step 4 Guided Practice**

In groups ask the students to think about and discuss the significant events in their lives.

#### **Step 5 Independent Activity**

Students write down significant events of their lives and then rank them in order of significance

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<sup>1</sup> "Attractions Auditions- Shadow Dance Britain's Got Talent 2013". On line video clip. *Youtube*. Youtube, July, 2, 2013. Web. Nov. 10, 2013.

Handout BLM 2.2

### **Step 6 Sharing Discussing/ Teaching/**

Ask if anyone would like to share their significant events and why they placed them in the order they did.

### **Assessment**

Ask students to hand in the sheet they filled in as a formative assessment.

## **Lesson 3**

### **Overview**

The Occupation of Bosnia- Herzegovina

### **Learning Goals**

- Students will be able to understand where Bosnia- Herzegovina is in relation to its surrounding nations and Europe
- Students will understand why Bosnia-Herzegovina was annexed and occupied by Austria-Turkey.
- Students will understand the chronology of events
- Students will be able to identify the continuity and change that occurred in Bosnia- Herzegovina

### **Curriculum Expectations**

- B. Canada 1914-1929
- B 2.1 Communities, Conflict and Cooperation

### **Materials**

3.1 Appendix Map

<sup>2</sup><http://www.worldatlas.com/webimage/countrys/printpage/printpage.php?l=/webimage/countrys/europe/baeu.gif>

3.2 Appendix Article <sup>3</sup>September - October, 1908

The Annexation of Bosnia and Herzegovina by Austria-Hungary

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<sup>2</sup> World Atlas.com. map. Accessed Nov 15, 2013

<sup>3</sup> Johannes Lepsius, Albrecht Mendelssohn-Bartholdy and Friedrich Thimme, eds., *Die große Politik der europäischen Kabinette, 1871-1914; Sammlung der diplomatischen Akten des Auswärtigen Amtes* (40 vols. Berlin

## **Plan of Instruction**

Continuity and Change

### **Step 1 Warm-up**

Give students the map of Europe with the location of Bosnia-Herzegovina situated within Europe. Make it a competition to see how many other countries students can label within a five to ten minute period. Declare the winner then label the countries on overhead or smartboard.

### **Step 2 Discussion**

Discuss the location of Bosnia and how it might have affected the war. Teach the students about the Annexation of Bosnia-Herzegovina and why it occurred.

### **Step 3 Modelling**

Read the primary source letters 3.2 in appendix

Ask students to discuss who these letters are written to and who they are from. What are the authors of the letters discussing and how does this affect Bosnia-Herzegovina?

### **Step 4 Guided Practice**

In groups ask the students to look at the maps they made and discuss how Austria-Hungary would have benefited by taking over Bosnia-Herzegovina?

### **Step Five Independent Activity**

Write a summary of the article and how the annexation of Bosnia-Herzegovina changed the country and its people.

### **Step Six Sharing/ Discussing/Teaching**

Discuss with students how this could have been a turning point in the push towards war.

How did this change Bosnia? How does Bosnia look today?

### **Assessment**

Ask students to hand in labelled map and summary paragraph.

## **Lesson 4**

### **Overview**

Was the assassination of Franz Ferdinand the cause of WW1?

If Franz Ferdinand not been assassinated would WW1 occurred?

### **Learning Goals**

- Students will be able to understand why Franz Ferdinand was assassinated.
- Students will understand different perspectives of the same event.

### **Curriculum Expectations**

- B. Canada 1914-1929
- B 2.1 Communities, Conflict and Cooperation

### **Materials**

4.1 Article

4.2 Article

## **Plan of Instruction**

Perspectives

### **Step 1 Warm-up**

Ask a student from another class or a teacher (someone the students don't know well) to run into your class during the discussion and steal something of your desk and run out. This person must run quickly. Make sure you do not see the person and this happens behind your back. Ask the students to describe this person. Ask them to write down what they saw.

### **Step 2 Discussion**

Discuss how everyone in the class may have had a different perspective and story of the same event? Why is this?

### **Step 3 Modelling**

Discuss the assassination of Franz Ferdinand and its effects on the impending war.

### **Step 4 Guided Practice**

Ask students to read the articles and discuss the different perspectives on the assassination.

Ask them to discuss where the articles came from and the different perspectives they read about.

4.1 Article<sup>4</sup> [http://wwi.lib.byu.edu/index.php/The\\_Assassination\\_of\\_Archduke\\_Franz\\_Ferdinand](http://wwi.lib.byu.edu/index.php/The_Assassination_of_Archduke_Franz_Ferdinand)  
28 June 1914

As related by Borijove Jevtic,  
one of the leaders of the *Narodna Odbrana*

4.2 Article

28 June 1914

As related by his bodyguard

<sup>5</sup><http://www.firstworldwar.com/source/harrachmemoir.htm>

### **Step Five Independent Activity**

Ask students to summarize the articles and why the different perspectives could change a ones perspective if they had only read one article on the assassination.

### **Step Six Sharing/ Discussing/Teaching**

Ask students to share their summaries. Discuss the importance of learning as many perspectives as you can before retelling an event. Explain that this is our jobs as historians.

### **Assessment**

Ask students to hand in summary.

## **Lesson 5**

### **Overview**

Austria's ultimatum to Serbia

### **Learning Goals**

- Students will be able to understand how we can use evidence as a source of the past
- Students will be able to take a difficult primary source and annotate the important points
- Students will be able to identify why Austria gave an ultimatum to Serbia.
- Students will be able to identify Serbia's reaction to the ultimatum.
- Students will be able to understand how this was a cause of WW1

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<sup>4</sup> WW1 Document Archive. Richard Hacken. Brigham Young University Library. Web. Accessed Nov15,2013.

<sup>5</sup> First World War. Micheal Duffy. Web. Accessed Nov 15, 2013

## **Curriculum Expectations**

- B. Canada 1914-1929
- B 2.1 Communities, Conflict and Cooperation

## **Materials**

5.1 Article in Appendix

5.2 Article in Appendix

## **Plan of Instruction**

Evidence

### **Step 1 Warm-up**

Ask the students to write down everything they have done in the past twenty four hours. Then to think about and write down what they might have left behind as evidence of their day. For example tooth paste in the sink, crumbs on the counter, papers in the garbage, hair on their hair brush, etc. Ask the students to share with the class.

### **Step 2 Discussion**

Relate the evidence we leave behind on a daily basis to evidence that might have been left behind by those that came before us. Discuss some of the evidence that has been found in the past. How do we know for example that WW1 took place? What kind of evidence was left behind?

### **Step 3 Modelling**

Discuss with students the ultimatum that Austria gave to Serbia and how Serbia responded.

### **Step 4 Guided Practice**

Ask the students in groups to read and annotate the following primary sources and how they are used as evidence:

5.1<sup>6</sup> [http://wwi.lib.byu.edu/index.php/The\\_Austro-Hungarian\\_Ultimatum\\_to\\_Serbia\\_\(English\\_Translation\)](http://wwi.lib.byu.edu/index.php/The_Austro-Hungarian_Ultimatum_to_Serbia_(English_Translation))

5.2<sup>7</sup> [http://wwi.lib.byu.edu/index.php/The\\_Serbian\\_Response\\_to\\_the\\_Austro-Hungarian\\_Ultimatum\\_\(English\\_Translation\)](http://wwi.lib.byu.edu/index.php/The_Serbian_Response_to_the_Austro-Hungarian_Ultimatum_(English_Translation))

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<sup>6</sup> WW1 Document Archive. Richard Hacken. Brigham Young University Library. Web. Accessed Nov15,2013.



**Step Five Independent Activity**

Ask students to summarize the important points.

**Step Six Sharing/ Discussing/Teaching**

Discuss with students how this ultimatum was one cause of the war.

**Assessment**

Ask students to hand in summary to ensure they understood the meaning of the primary documents.

**Lesson 6****Overview**

What are the consequences of war?

**Learning Goals**

- Students will be able to explain cause and consequence in relation to the countries involved
- Identify short term and long term consequences
- Identify unintended consequences

**Curriculum Expectations**

- B. Canada 1914-1929
- B 2.1 Communities, Conflict and Cooperation

**Materials**

6.1 <sup>8</sup>[http://www.youtube.com/watch?v=uP\\_0DkpFOkS](http://www.youtube.com/watch?v=uP_0DkpFOkS)

**Plan of Instruction**

Cause and Consequence

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<sup>7</sup> WW1 Document Archive. Richard Hacken. Brigham Young University Library. Web. Accessed Nov15,2013.

<sup>8</sup> "WW1 Combat in Colour 1914-1918". On line video clip. *Youtube*. Youtube, March, 16, 2009. Web. Nov. 10, 2013.

**Step 1 Warm-up**

What are the consequences of war? Write down five consequences you see in this powerful video.

[http://www.youtube.com/watch?v=uP\\_0DkpFOkS](http://www.youtube.com/watch?v=uP_0DkpFOkS)

**Step 2 Discussion**

Discuss the consequences of war and for who; soldiers, families, environment, countries.

**Step 3 Modelling**

Make a t-chart together as a class and discuss the short term and long-term consequences of war.

**Step 4 Guided Practice**

As a group come up with 10 to 20 adjectives to describe a soldier's experience in war.

**Step Five Independent Activity**

Write a poem, journal entry, postcard or draw a picture of how a soldier might feel before, during or after war

**Step Six Sharing/ Discussing/Teaching**

Share student's independent activity if someone volunteers. Ask students to discuss psychological effects of war as well, for example shell shock or what is known as PTSD today.

**Assessment**

Ask students to hand in the work they created for the independent activity.

**Lesson 7****Overview**

Who were the countries involved and what were the reasons they aligned together?

The Schefflan Plan

**Learning Goals**

- Student will be able to explain The Schefflan Plan
- Students will be able to explain how Britain was brought into the war
- Students will be able to identify the countries involved in the war

## **Curriculum Expectations**

- B. Canada 1914-1929
- B 2.1 Communities, Conflict and Cooperation

## **Materials**

Animated Maps

7.1 <sup>9</sup><http://www.the-map-as-history.com/demos/tome06/index.php>

7.2 <sup>10</sup>[http://www.nationalarchives.gov.uk/pathways/firstworldwar/transcripts/first\\_world\\_war/schlieffen.htm](http://www.nationalarchives.gov.uk/pathways/firstworldwar/transcripts/first_world_war/schlieffen.htm)

## **Plan of Instruction**

Ethical

### **Step 1 Warm-up**

Look at the animated maps 7.1 and 7.2 on the smartboard as a class and discuss the countries that were aligned together.

### **Step 2 Discussion**

Discuss The Scheflan Plan and how it was considered one of the many causes of WW1

### **Step 3 Modelling**

Show the animated map on The Scheflan Plan and discuss how Belgium would feel about this plan. Also explain that this was what eventually drew Great Britain into the war as it was aligned with Belgium. Discuss the Geneva Convention and some of the rules of war.

### **Step 4 Guided Practice**

Ask students to read the primary document 7.2 Ask students to discuss whether this was an ethical plan? Or was it just a good ear tactic? Are there ethics during a war period?

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<sup>9</sup> the-map-as-history.com. Images et Savoirs. Web. Accessed Nov16, 2013.

<sup>10</sup> The National Archives.UK. Web. Accessed Nov 16, 2013.

### **Step Five Independent Activities**

Ask students to come up with five laws that they think should be honoured during a period of war. Summarize whether or not they think The Scheflan Plan was ethical.

### **Step Six Sharing/ Discussing/Teaching**

Discuss as a class the information the students laws they came up with and their thoughts on The Scheflan Plan.

### **Assessment**

Hand in summary.

## **Lesson 8**

### **Overview**

Review

### **Learning Goals**

- Students will be able to identify some of the causes of WW1
- Students will be able to understand that there is more than one cause to WW1

### **Curriculum Expectations**

- B. Canada 1914-1929
- B 2.1 Communities, Conflict and Cooperation

### **Materials**

- The dots the students created in lesson one
- Styrofoam Board
- Spray Adhesive

## **Plan of Instruction**

### **Step 1 Warm-up**

Cover the entire page of chart paper with glue and sprinkle dots on the paper. Cover every white space available and then start gluing the dots on top of each other. Display in the class.

### **Step 2 Discussion**

How many soldiers killed in the war is too many?

Discuss how many soldiers were killed in the Afghanistan war. 158 If that was your mom or dad how many is too many. One. One is too many. War is different for those people whom it affects on a personal level. It is easy to ignore until it is your Mom or Dad who is gone to serve and fight.

### **Step 3 Modelling**

Read to students a poem I wrote about my husband being away in Afghanistan. Explain how that felt to me and my family. The important aspect here is to share something personal with your students. Create and share something that is important to you and the students will recognize what you are giving them and will respond back in a positive way.

### **Step 4 Guided Practice**

Ask students to share with their peers about someone they know that has been to war. Go back and share the first task from lesson one. The summary about what war would be like for a soldier. Ask students if they would change anything about their summaries.

### **Step Five Independent Activity**

Research and cite a quote that you feel you could send to a friend who had a soldier away at war that would help to make them feel better and support them.

### **Step Six Sharing/ Discussing/Teaching**

Present your quote and discuss why you chose it and how you think it would make someone else feel?

### **Assessment**

Hand in quote and citation

## **Appendix**

### 1.1 Exit Card

What is war?

1. What is one of the definitions of war discussed in class today?
2. What are some examples of types of warfare?
3. Who is affected by war?
4. Do you know anyone who has been in a war or peace keeping mission?

2.1 <http://www.youtube.com/watch?v=gaA6lfho5CI>

### 2.2 Most Significant Events

## 2.2 Most Significant Events

List the 4 most significant events in your life: \_\_\_\_\_

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Rank your significant events in order of significance to you.

Then write or draw your significant event in the boxes provided

<b>Significant Event #1</b>	<b>Significant Event #2</b>
<b>Significant Event #3</b>	<b>Significant Event #4</b>

### 3.1 Map

<http://www.worldatlas.com/webimage/countrys/printpage/printpage.php?l=/webimage/countrys/europe/baeu.gif>

### 3.2 Article

## September - October, 1908 The Annexation of Bosnia and Herzegovina by Austria-Hungary

Article 25 of the Treaty of Berlin (July 13, 1878) gave Austria-Hungary the right to occupy and administer the two provinces of Bosnia and Herzegovina. Austria-Hungary in 1908 annexed Bosnia and Herzegovina, which was announced formally on October 6, 1908.

Documents I and II.:

Johannes Lepsius, Albrecht Mendelssohn-Bartholdy and Friedrich Thimme, eds., *Die große Politik der europäischen Kabinette, 1871-1914; Sammlung der diplomatischen Akten des Auswärtigen Amtes* (40 vols. Berlin 1922-26), XXVI, pt. 1, 97ff., No. 8978, p. 129ff., No. 9006.

Document III.

*London Weekly Times*, October 9, 1908.

I.

*Francis Joseph to Wilhelm II :*

Budapest

September 29, 1908

My dear Friend:

The recent events in Turkey leading to the establishment of a constitutional state have not been without effect upon the provinces, Bosnia and Herzegovina, administered by my Government.

While these provinces, which have progressed culturally and materially in so gratifying a manner, have expressed a desire for some time to establish a constitution, these aims now, because of the altered state of affairs in the Ottoman Empire, have asserted themselves so vigorously that my Government no longer feels that it can oppose them, especially if the peaceful development of affairs on the southern borders of the monarchy is to be free of disturbances.



Since a constitution can be granted only by a sovereign power, I shall find myself forced to announce the annexation of Bosnia and Herzegovina.

We shall inform the Ottoman Empire of this and at the same time shall notify it, as proof of our policy of peace and our rejection of any thought of acquiring territory in the Balkans, we shall withdraw our troops stationed in the Sanjak [*of Novi-Bazar*] and in the future shall renounce the privileges granted to us in the Sanjak by the Treaty of Berlin.

I am reporting this matter to you immediately since I owe that to the close relationship which unites us as friends. I am certain that you will judge this with friendly good-will and that you will not fail to understand that we are acting under the pressure of urgent necessity.

Your faithful friend,

FRANCIS JOSEPH

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II.

*Wilhelm II to Francis Joseph:*

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Berlin,  
October 14, 1908

My dear Friend:

Heartiest thanks for your friendly letter, in which you did me the courtesy of informing me of the annexation of Bosnia and Herzegovina. I appreciate indeed the reasons that have moved you to take this important step. In this matter you can count on my firm personal friendship and respect as well as the close friendship that unites our Empires as Allies. Certainly the annexation will prove to be a blessing to the two provinces, which have progressed so admirably under your administration.

I consider it wise that you have decided at the same time to withdraw your troops from the Sanjak of Novi-Bazar and in the future renounce the exercise of the privileges you acquired in the Sanjak by the Treaty of Berlin. I cannot fail to agree. This step will certainly have a good effect, since it bears out your peaceful intentions and makes it easy for Turkey, whose kindly treatment and strengthening are likewise in the interest of our Allied Empires, to agree to the new state of affairs.

Your faithful friend

WILLIAM

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## III.

*Francis Joseph's Proclamation of the Annexation of Bosnia and Herzegovina*

6 October, 1908

*We, Francis Joseph, Emperor of Austria, King of Bohemia, and Apostolic King of Hungary, to the inhabitants of Bosnia and Herzegovina:* When a generation ago our troops crossed the borders of your lands, you were assured that they came not as foes, but as friends, with the firm determination to remedy the evils from which your fatherland had suffered so grievously for many years. This promise given at a serious moment has been honestly kept. It has been the constant endeavour of our government to guide the country by patient and systematic activity to a happier future.

To our great joy we can say that the seed then scattered in the furrows of a troubled soil has richly thrived. You yourselves must feel it a boon that order and security have replaced violence and oppression, that trade and traffic are constantly extending, that the elevating influence of education has been brought to bear in your country, and that under the shield of an orderly administration every man may enjoy the fruits of his labours.

It is the duty of us all to advance steadily along this path. With this goal before our eyes, we deem the moment come to give the inhabitants of the two lands a new proof of our trust in their political maturity. In order to raise Bosnia and Herzegovina to a higher level of political life, we have resolved to grant both of those lands constitutional governments that are suited to the prevailing conditions and general interests, so as to create a legal basis for the representation of their wishes and needs. You shall henceforth have a voice when decisions are made concerning your domestic affairs, which, as hitherto, will have a separate administration. But the necessary premise for the introduction of this provincial constitution is the creation of a clear and unambiguous legal status for the two lands.

For this reason, and also remembering the ties that existed of yore between our glorious ancestors on the Hungarian throne and these lands, we extend our suzerainty over Bosnia and Herzegovina, and it is our will that the order of succession of our House be extended to these lands also. The inhabitants of the two lands thus share all the benefits which a lasting confirmation of the present relation can offer. The new order of things will be a guarantee that civilization and prosperity will find a sure footing in your home.

## 4.1 Article

[http://wwi.lib.byu.edu/index.php/The\\_Assassination\\_of\\_Archduke\\_Franz\\_Ferdinand](http://wwi.lib.byu.edu/index.php/The_Assassination_of_Archduke_Franz_Ferdinand)

28 June 1914

As related by Borijove Jevtic,  
one of the leaders of the *Narodna Odbrana*

#### 4.2 Article

28 June 1914

As related by his bodyguard

<sup>11</sup><http://www.firstworldwar.com/source/harrachmemoir.htm>

5.1 [http://wwi.lib.byu.edu/index.php/The\\_Austro-Hungarian\\_Ultimatum\\_to\\_Serbia\\_\(English\\_Translation\)](http://wwi.lib.byu.edu/index.php/The_Austro-Hungarian_Ultimatum_to_Serbia_(English_Translation))

5.2 [http://wwi.lib.byu.edu/index.php/The\\_Serbian\\_Response\\_to\\_the\\_Austro-Hungarian\\_Ultimatum\\_\(English\\_Translation\)](http://wwi.lib.byu.edu/index.php/The_Serbian_Response_to_the_Austro-Hungarian_Ultimatum_(English_Translation))

6.1 [http://www.youtube.com/watch?v=uP\\_0DkpFOKs](http://www.youtube.com/watch?v=uP_0DkpFOKs)

7.1 <http://www.the-map-as-history.com/demos/tome06/index.php>

7.2 [http://www.nationalarchives.gov.uk/pathways/firstworldwar/transcripts/first\\_world\\_war/schlieffen.htm](http://www.nationalarchives.gov.uk/pathways/firstworldwar/transcripts/first_world_war/schlieffen.htm)

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