# 26.1

**Objectives to be addressed**

Explain why many people in the early 1900s believed that was unlikely, identify the forces pushing Europe toward war, describe the causes and effects of European alliances.

**State Standard (s) Observed**

I.1.3, 7.2.1.a

**Focus/Hook and Intro:**

This lesson focuses on the many factors leading Europe toward war in the early 1900s.

**Methods of Teaching Used (2-3)**

1. Interpersonal- Main Ideas: Cause and Effect
2. Visual- F55 Factors leading towards war
3. Auditory-
4. Intrapersonal- Start chapter 27 vocabulary, WHNS, GH- Conflict in the Balkans

**Instructional Information**

Focus: This lesson focuses on the many factors leading Europe toward war in the early 1900s.

Main Ideas: Cause and Effect

Students are to complete the following sentences, which are the causes, with the effects by locating the information in the text. All information is to be placed in the students notes. Once the groups are complete we will present and discuss our findings then start the homework.

1. The German occupation of Alsace and Lorraine led to…
2. Russia felt obligated to defend all Slavs because…
3. By 1914, the Balkans were called the “powder keg” of Europe because…
4. As a result of Germany’s growing economy, Britain…
5. As a result of competition for colonies, Britain and France…
6. The arms race was the result of…
7. As a result of increasing tension between countries, military leaders…
8. Fear and distrust between nations led to…
9. Bismarck signed with Austria-Hungary, Russia, and Italy because…

Key Terms: Alfred Nobel, Pan-Slavism, Central Powers, Allies, Militarism

**Homework/Assessment**

Start chapter 27 vocabulary, WHNS, GH- Conflict in the Balkans

# 26.2

**Objectives to be addressed**

Describe how ethnic tensions in the Balkans sparked a political assassination, specify how other nations were drawn into the conflict between Austria-Hungary and Serbia, and explain whom historians blame for the outbreak of WWI.

**State Standard (s) Observed**

I.1.3, 7.2.1.a

**Focus/Hook and Intro:**

This lesson focuses on how the assassination of Archduke Francis Ferdinand and his wife led to the outbreak of WWI.

**Methods of Teaching Used (2-3)**

1. Interpersonal- Main Ideas: Key Questions
2. Visual- 156/E43 Poly Cartoons about the causes of the war, 157 Schlieffen Plan
3. Auditory-
4. Intrapersonal- Continue chapter 27 vocabulary, WHNS,

**Instructional Information**

Focus: This lesson focuses on how the assassination of Archduke Francis Ferdinand and his wife led to the outbreak of WWI.

Main Ideas: Key Questions

Students will work with their groups to answer the following key questions. After a given amount of time we will present and discuss our findings.

1. Why were Serbian revolutionaries angered by the date of Francis Ferdinand’s visit to Sarajevo?
2. What happened to Archduke Francis Ferdinand and his wife Sophie in Sarajevo?
3. Why did Austria declare war on Serbia?
4. Why did the Russians begin to mobilize for war?
5. Why did the British declare war on Germany?

\*\*Show 157 here\*\* Discuss

Key Terms: Francis Ferdinand, Gavrilo Princip, Black Hand, Schlieffen Plan, Ultimatum, Mobilize, Neutrality

**Homework/Assessment**

Continue chapter 27 vocabulary, WHNS

# 26.3

**Objectives to be addressed**

Explain why a stalemate developed on the western front, identify the forces that made World War I different from earlier wars, and describe how the war became a global conflict.

**State Standard (s) Observed**

I.1.3, 7.1.4, 7.1.5, 7.2.1.b

**Focus/Hook and Intro:**

This lesson focuses on the early stages of the war.

**Methods of Teaching Used (2-3)**

1. Interpersonal- Main Ideas: Incomplete Statements
2. Visual- D81 Troops Resting, Video Clip- WWI A New Kind of War, 158 Sopwitch Camel
3. Auditory-
4. Intrapersonal- Continue chapter 27 vocabulary, WHNS, HTL- All Quiet on the Western Front, BA- Baron von Richthofen

**Instructional Information**

Focus: This lesson focuses on the early stages of the war.

\*\*D81 will be displayed all hour\*\*

Students will work with their groups to complete all of the following statements. All of the information is to be placed in their notes and after a given amount of time we will present and discuss our findings.

1. The early enthusiasm for WWI soon faded because…
2. German generals soon opened a front in the east because…
3. To try to break the stalemate caused by trench warfare, German forces…
4. The destructiveness of the war was due to…
5. Russia was poorly equipped to fight the war because…
6. The Allies turned to their colonies for…
7. Some colonists volunteered, expecting…
8. The Ottoman Empire aided the Central Powers by…

\*\*Video Clip here\*\*

Key Terms: Western Front, No Man’s Land, Trench Warfare, Unrestricted Submarine Warfare

**Homework/Assessment**

Continue chapter 27 vocabulary, WHNS, HTL- All Quiet on the Western Front, BA- Baron von Richthofen

# 26.4

**Objectives to be addressed**

Explain how WWI became a total war, specify the role women played in the war effort, and explain how events in Russia and the United States changed the course of the war.

**State Standard (s) Observed**

I.1.3, 7.1.5, 7.2.1.b

**Focus/Hook and Intro:**

This lesson focuses on the expansion of WWI into total war, the contributions of women to the war effort, the withdrawal of Russia from the war, and the entry of the United States into the war.

**Methods of Teaching Used (2-3)**

1. Interpersonal- Main Ideas: T/F Corrections
2. Visual- 160- The Fourteen Points
3. Auditory-
4. Intrapersonal- Continue chapter 27 vocabulary, WHNS, PSA- War Diary, SA- Propaganda

**Instructional Information**

Focus: This lesson focuses on the expansion of WWI into total war, the contributions of women to the war effort, the withdrawal of Russia from the war, and the entry of the United States into the war.

Main Ideas: T/F Corrections

I have provided the students with a list of statements, in their groups they are to determine which statements are true and which are false. If the statements are false then they must correct them. Once this is complete we will present and discuss our findings then they will start their homework.

1. While governments did raise taxes to finance the war, other aspects of their economies were left untouched.
2. During the war, only democratic governments refrained from censorship.
3. As men left to fight the war, women took over their jobs and kept national economies going.
4. After the war, most women continued to work at the jobs they had taken during the war.
5. The 1917 revolution in Russia led to even greater Russian involvement in the war.
6. The United States was persuaded to join the war by unrestricted submarine warfare, cultural ties to the Allies, and the Zimmerman note.
7. After the German offensive in 1918, the Allies could not gather their forces for another attack.

\*\*160 the 14 Points\*\*

Key Terms: Women’s Land Army, Edith Cavell, Treaty of Brest-Litovsk, Woodrow Wilson, Fourteen Points, Total War, Propaganda, Atrocity, Armistice

**Homework/Assessment**

Continue chapter 27 vocabulary, WHNS, PSA- War Diary, SA- Propaganda

# 26.5

**Objectives to be addressed**

Describe the problems Europeans faced in 1918, explain how the Big Three disagreed over the peace, and summarize the results of the Paris Peace Conference.

**State Standard (s) Observed**

I.1.3, 7.1.2, 7.2.1.b, 7.2.1.c, 7.2.3.a, 7.3.5.c

**Focus/Hook and Intro:**

This lesson focuses on problems Europe faced when the war was over and the controversies and disagreements that surfaced among the Allies at the Paris Peace Conference.

**Methods of Teaching Used (2-3)**

1. Interpersonal- Main Ideas: Eliminate and Connect
2. Visual-
3. Auditory-
4. Intrapersonal- Complete chapter 27 vocabulary, WHNS

**Instructional Information**

Focus: This lesson focuses on problems Europe faced when the war was over and the controversies and disagreements that surfaced among the Allies at the Paris Peace Conference.

Main Ideas: Eliminate and Connect

The students are provided sets of four words, in each set one of the words doesn’t belong and the students will have to eliminate that word and connect the remaining three. We will present and discuss after roughly 30 minutes.

1. National War Debts, Collapsed Governments, Armistice, Colonial Unrest
2. Georges Clemenceau, Woodrow Wilson, David Lloyd George, Edith Cavell
3. Propaganda, Reparations, Versailles, Alsace and Lorraine
4. Self-Determination, Trench Warfare, Poland, Mandates

Key Terms: David Lloyd George, Georges Clemenceau, Treaty of Versailles, League of Nations, Reparations, Mandate

**Homework/Assessment**

Complete chapter 27 vocabulary, WHNS