

Title: Causes of World War I
Lesson Author: Matthew Walker
Key Words: "Just," Causes
Grade Level: 9th
Time Allotted: 1hr 30min

Rationale/ Purpose (so what?)
To introduce students to the first World War, its causes, influential people, and the countries involved.

Key Concept(s) include definition:

Nationalism - A devotion to the interests or culture of one's nation. The belief that nations will benefit from acting independently rather than collectively, emphasizing national rather than international goals.

Alliance – A close association of nations, or other groups, formed to advance common interests or causes

Militarism – A predominance of the armed forces in the administration or policy of the state

Imperialism – The policy of extending a nation's authority by territorial acquisition or by the establishment of economic and political hegemony over other nations

Diplomacy – The art or practice of conducting international relations, as in negotiating alliances, treaties, and agreements

Justice – The principle of moral rightness; doing what positive law demands

NCSS Standard(s)

SOL Information (As written in the Virginia SOL "Curriculum Framework" for the grade level)

NCSS Theme (s) with indicators: Theme 2; Time, Continuity, and Change

2.4 guide learners as they systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality.

2.5 provide learners with opportunities to investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment

SOL: WHII. 9 The student will demonstrate knowledge of the worldwide impact of World War I by
a. explaining economic and political causes, major events, and identifying major leaders of the war, with emphasis on Woodrow Wilson and Kaiser Wilhelm II

<p style="text-align: center;">Essential Knowledge (minimum for SOL Resource Guide)</p>	<p style="text-align: center;">Essential Skills (minimum for SOL Resource Guide)</p>
<p style="text-align: center;">Causes of World War I</p> <ul style="list-style-type: none"> • Alliances that divided Europe into competing camps • Nationalistic feelings • Diplomatic failures • Imperialism • Competition over colonies • Militarism <p style="text-align: center;">Major events</p> <ul style="list-style-type: none"> • Assassination of Austria’s Archduke Ferdinand 	<p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past. (WHII.1b)</p> <p>Identify and compare contemporary political boundaries with the location of civilizations, empires, and kingdoms. (WHII.1d)</p>

Guiding Question(s):

Was World War I a “Just” war?

Assessment Tool(s): The students will create an acronym of the causes of war, and then use the acronym in a paragraph to describe if the war could be considered “just.”

Background: How does this lesson fit into a unit of study? Looking backwards, looking forwards

The students will have a previous understanding of the idea and policies behind nationalism through talking about the unification of Italy and Germany in the 19th century. They will also have an understanding of the situation in Europe at the time of war and the development of the countries prior to the war. This lesson will prepare the students to discuss the effects of the war on the world then and now, and how the war influenced the rise of the Russian revolution and communist Russia.

Lesson Objective(s):

Students will be able to:

1. Identify and explain the six major causes of WWI
2. Understand the events leading up to WWI; a.k.a. assassination of Franz Ferdinand, and why they were the culmination of everything.
3. Discuss the characteristics of a "just war," if they believe there is such a thing, and relate them to WWI.

Historical Source(s): (include copies in materials section)

- Photo of Franz Ferdinand
- Map of Alliances 1914-1918

Additional Materials/Resources: (include copies in materials section)

- Agenda of the day
- PowerPoint
- Concept attainment for "just war"
- Slot notes
- Textbook - World History: The Human Experience

Procedure/Process:

JUST DO IT! The "Hook": (A high-interest activity that introduces new content with connections to students' prior knowledge. Between 1-5 minutes (Could also introduce the days guiding question)
 Students will list the reasons why they or others might get in a fight. What reasons would make it "right" to fight?

Obj # See above.	Processing Activity and Procedure -include directions, question frames, assignment detail to be given to students (these should all be made into explicit materials (e.g. see material A), and time estimates	Check for Evidence of Understanding -Either Formal or Informal- (Checks Essential Knowledge and Skills)
Just do it.	Students will list a number of reasons why they might get into a fight. They will also write a sentence or two that tell when fighting is the "right" thing to do. (5 minutes)	Students will volunteer to share their reasons to fight as well as their reasons why it would be "right" to fight, and we will discuss if the class agrees.
Transition:	The daily agenda will be reviewed, explaining what SOL's the class will go over, the focus of the day's lesson, and the main question that the class will try to answer. (5 minutes)	
Objective 1, 2	I will then begin the PowerPoint that goes over the six main causes of World War I and ask students if each cause could reasonably justify going to war. The students will be given the mnemonic device of "M.A.N.I.A.C." to remember the causes of the war. (30 minutes)	Understanding will be continually checked with questioning throughout the PowerPoint. The questioning will ask students to relate the causes already discussed to the current one and how they could lead to war, as well as if they justify war.
Transition:	The students will be handed slotted note sheets to fill out from the overhead. The slotted notes will be used as a review of the information covered in the PowerPoint. After the notes are completed the students will be given a concept attainment sheet to go over the term "just war." (15 minutes)	

Objective 3	The concept attainment activity will begin with students giving examples from their prior knowledge of what they consider to be "just wars." They will then give examples from their prior knowledge of "unjust wars." As a class we will go over the examples and identify characteristics / attributes of "just" and "unjust" wars. The characteristics / attributes will be continually related to the causes of World War I. Finally, each student will be asked to define the term "just war." (20 – 30 minutes)	Understanding will be checked by monitoring the quality of the discussion, the participation of the students, and if the concept attainment sheets are filled out completely.
Transition:	As a class we will go over the "checking for understanding" questions in order to review the material and check for overall student understanding. Before class is dismissed the homework assignment will be given. The homework assignment will require the students to make their own mnemonic device using the six causes of World War I that were discussed in the lesson. (5 – 15 minutes)	

Closure/Writing Prompt:

Using the concept attainment sheet completed in class, and their knowledge of the causes of World War I, in at least two paragraphs the students will explain if they believe WWI was a "just" war. They will have to use examples from WWI and from wars they might consider "just" or "unjust" to support their claim.

Materials (one resource per page- so it becomes a teacher or student handout, or overhead directions or ppt presentation):

Material A:

Franz Ferdinand



Material B:

Map of Europe 1914-1918



Daily Agenda

Let's Get Started

Make a list of all the reasons you would get into a fight and the reasons you've seen others get into fights.

Is there a situation where it is necessary and "right" to fight? Describe that situation.

Today's

•**SOL:** WHII.9a,b

•**Areas of Interaction:** Homo Faber
Community

•**Interdisciplinary Question:** What is the power of an idea?

•**International Focus:** Was World War I a "just," or "right" war?

PowerPoint on the Causes of World War I

Slot Notes: WHII.9a

Concept Attainment on "Just War"

Checking for Understanding

- What were the six/seven causes of World War I?
- Who were the members of the Triple Alliance?
- Who were the members of the Triple Entente?
- What is an alliance?
- What is an entente?
- What was Germany's problem over Morocco?
- Which provinces did France want back from Germany?
- Why did Germany form an alliance with Italy and Austria-Hungary?
- Why did France and Russia originally form an entente?
- What did the Serbian Slavs want with Bulgaria?
- What was the "powder keg" that set off "The Great War?"

Homework

Using the concept attainment sheet completed in class, and your knowledge of the causes and main events of World War I, in at least two paragraphs, explain if WWI was a "just" war. Use examples from WWI and from wars you might consider "just" or "unjust" to support your claim.

World War I Causes Slot Notes

Causes

Since the completion of the **Franco-Prussian** War in the early 1870's, **Germany and France** had been at odds with each other. Germany had formed the **Triple Alliance**, that consisted of **Italy, Austria-Hungary, and Germany**, in order to draw support away from France.

France responded by creating the **Triple Entente** with **Russia and Great Britain**.

These **dividing alliances** were one of the causes of WWI.

France's desire to regain the territories of **Alsace-Lorraine**, and the **Slavs** desire to create their own nation-state shows the environment of **nationalism** that existed at the time of war.

Imperialism became another factor that helped lead to war in Europe. There was a race to **colonize** African countries and parts of the old Ottoman Empire. Conflicts over what to do with the territories raised tensions in Europe.

Germany and France came to conflict twice over the colony of Morocco. Germany believed that **Morocco** should be allowed to pursue its own independence and trade freely with other nations. In 1911 Germany sent a warship to the coast and demanded French territory in the **Middle East** in order to comply with their exclusive trade rights with Morocco.

The war was not inevitable, but did have the possibility of being prevented. There were certain **diplomatic failures** that helped bring the war about.

The first of these was between **France and Germany** over the Alsace-Lorraine territories.

Then the failure of **Austria-Hungary and Serbia** to peacefully work out their concerns over **Franz Ferdinand's** assassination.

Finally, one more failure came when **Germany and Russia** both refused to **demobilize** their armies, and the result was war.

One of the final causes of World War I was the European countries push toward **militarism**.

Militarism is a predominance of the **armed forces** in the **administration** or policy of the state.

Germany was increasing its **navy**, which led to **Britain** increasing theirs to stay ahead. The result was a build up of arms and high-strung nations.

The “**Powder Keg**” to ignite the situation came when Austria’s **archduke Franz Ferdinand** was assassinated in Bosnia by a **Serbian nationalist**.

World War I Causes Slot Notes

Causes

Since the completion of the _____ War in the early 1870's, _____ had been at odds with each other. Germany had formed the _____, that consisted of _____, in order to draw support away from France.

France responded by creating the _____ with _____.

These _____ were one of the causes of WWI.

France's desire to regain the territories of _____, and the _____ desire to create their own nation-state shows the environment of _____ that existed at the time of war.

_____ became another factor that helped lead to war in Europe. There was a race to _____ African countries and parts of the old Ottoman Empire. Conflicts over what to do with the territories raised tensions in Europe.

_____ came to conflict twice over the colony of Morocco. Germany believed that _____ should be allowed to pursue its own independence and trade freely with other nations. In 1911 Germany sent a warship to the coast and demanded French territory in the _____ in order to comply with their exclusive trade rights with Morocco.

The war was not inevitable, but did have the possibility of being prevented. There were certain _____ that helped bring the war about.

The first of these was between _____ over the Alsace-Lorraine territories.

Then the failure of _____ to peacefully work out their concerns over _____ assassination.

Finally, on more failure came when _____ both refused to _____ their armies, and the result was war.

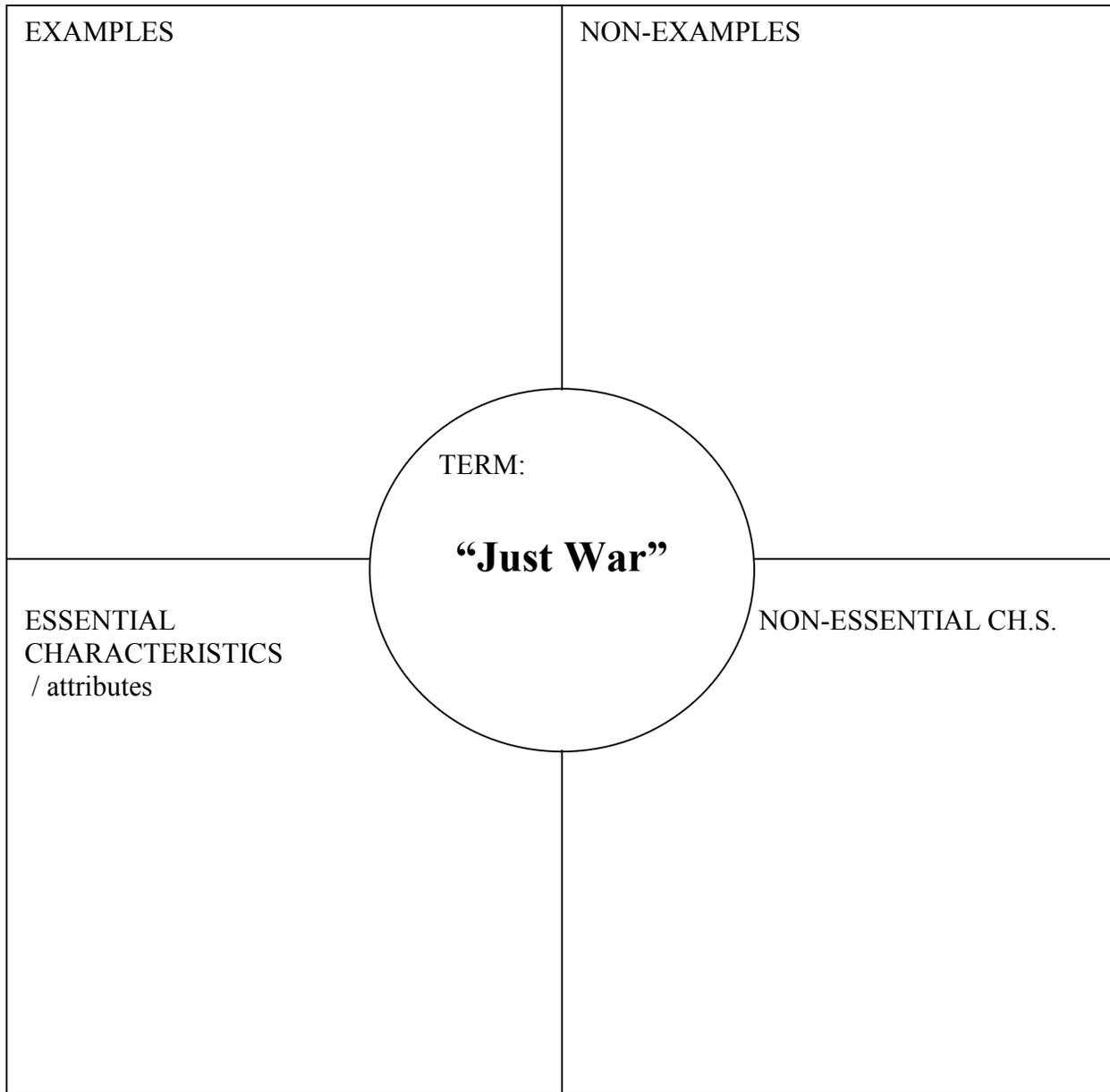
One of the final causes of World War I was the European countries push toward _____.

Militarism is a predominance of the _____ in the _____ or policy of the state.

Germany was increasing its _____, which led to _____ increasing theirs to stay ahead. The result was a build up of arms and high-strung nations.

The “ _____ ” to ignite the situation came when Austria’s _____ was assassinated in Bosnia by a _____.

CONCEPT ATTAINMENT- "Just War"



Definition: