

Social Studies
European History
Unit 12: Causes of World War One

Essential Understandings	▪ Students will recall their studies concerning unification movements in Europe during the 1860s and 1870s as well as considering the U.S. Civil War as part of this process. Students will investigate the Bismarckian System as it existed until 1890. Students will understand how the nations of Europe conducted diplomacy and how they formulated foreign policy based upon a variety of factors. Students will understand the major role that Ottoman Empire played in exacerbating tensions through its declining influence in the Balkans. The 19th century balance of power will be recalled so as to instill the methods by which this was broken down thus facilitating the road to war by 1914. Of particular interest should be the student's understanding of the role of technological factors which influenced the formulation of plans for war during the beginning of the 20th century.
Essential Questions	<u>Primary Questions</u> ▪ What were the long-term origins of the “irreconcilable” differences between the various European Great Powers in the years after 1870? Where were the political “hotspots?” ▪ Why was Bismarck called “the honest broker” of the Berlin Congress? What did he actually “broker” there? ▪ Of what significance for international relations was the rivalry for the spoils of the Ottoman Empire? ▪ Why did Austria enter into a mutual defense pact with Germany? Why did Bismarck persuade Russia to join it in 1881? ▪ What was Bismarck's political goal in all of his diplomatic maneuverings in the 1880s? ▪ What were the terms of the Triple Alliance? ▪ Why wasn't Bismarck able to maintain an alliance between Austria-Hungary, Germany, and Russia? Why did he negotiate the Triple Alliance? ▪ How did Kaiser Wilhelm II's actions and behavior in the 1890s antagonize the British government? ▪ Regarding the major international crisis of the 1905-1911 period: ○ Identify these major international crises. ○ What were their causes? ○ How were they resolved? ▪ How do you think Bismarck might have handled each of these crises? ▪ Why did the British become more closely allied with France by 1908? What developments led the British to abandon their “splendid isolation?”

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**Essential
Questions**

- Why did Archduke Franz Ferdinand and his wife go to the Bosnian capital of Sarajevo in 1914?
- What was Germany's biggest military problem at the outbreak of World War I? How did she intend to overcome it? Why did her plan fail?
- Why were the military engagements on both the Western and Eastern Fronts so deadly?
- Why was World War I called a war of attrition?
- What did the Allies promise Italy for her commitment to fight on their side?
- How was life on the home front affected by the war?
- How was civilian morale maintained in the face of "total war?"
- Why were the Austro-Hungarian and Russian Empires less able to adapt to the new challenges presented by a modern global war?
- How did the role of women in the workplace change during World War I?
- Why could World War I be described as "the first major war of the Industrial Revolution?"
- Why did the U.S. enter the War in 1917? What impact did this have on the outcome of the war?
- Why did the Central Powers lose World War I?
- How was the Arab Revolt and the political deals made between Britain, France, and the Jewish and Arab communities within Europe and the Ottoman Empire a portend of future problems in the Middle East?
- How did the war itself have some of the effects of a revolution?
- What was the political state of Germany immediately after her surrender to the Allies?
- Which social classes in European society fared better from the war? Which were less fortunate? Why the differences?
- How does war affect the social mores of a nation?
- What was the psychological impact of World War I on Europeans?
- How did World War I affect the economies of most European countries? What role did war technology play in this transformation?
- What were the demographic changes brought about by World War I?
- What were the specific issues and over-riding principles expressed in President Wilson's Fourteen Points?
- Why did the Marxists feel that post-World War I Germany was ripe for a communist revolution?
- Who were the "Big Four?"
- Why was Article 231 written into the Versailles Treaty? What objections might legitimately be raised to it?

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Essential Questions	▪ Why was Italy a “problem” for the other Allies at the Paris Peace Conference? ▪ How were the conflicting interests in the Middle East “resolved” after World War I? ▪ What were the differences between Class A, B, and C League of Nations mandates? Why were they created by the League in the first place? ▪ To what extent was the peace settlement a victory for the principle of “self-determination?” ▪ How did World War I and the peace treaties change the political structure of Europe? ▪ How did the U.S. and Japan benefit most from their participation in World War I? ▪ What were some of the major mistakes made by the participants at the Paris Peace Conference? ▪ Why was there so much disillusionment after the Versailles Treaty was signed?
Essential Knowledge	▪ Diplomatic relations between European nations included mutual defense agreements. ▪ Alliances were formed in an effort to create a “balance of power.” ▪ Competition and the desire for wealth increased among European countries ▪ Developments in military technology led to the Naval Arms Race which was a main cause of the Great War. ▪ Techno-military developments such as machine guns and gas changed the landscape of the war. ▪ After World War I the United States once again returned to “American Isolationism.”

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Vocabulary	▪ <u>Terms:</u> ○ Congress of Berlin 1878, “Honest Broker”, Three Emperor’s League, Triple Alliance, Reinsurance Treaty, Entente Cordiale, Algeciras Conference, Turkish Revolution of 1908-1909, Young Turks, Bosnian Crisis (1908-1909), First Balkan War (1912), Second Balkan War (1913), Serbia, Pan-Slavism, Dreadnought, Hague Conferences of 1899 & 1907, Triple Entente, Archduke Franz Ferdinand, Sarajevo, Gavrilo Princip, German “blank check”, ultimatum, Central Powers, Allied Powers, General Helmuth von Moltke, Schlieffen Plan, General Joseph Joffre, General Paul von Hindenburg, General Erich Ludendorff, Krupp, Big Bertha, Treaty of London (1915), “No Man’s Land”, Battle of Verdun, Battle of the Somme, Battle of Gallipoli, U-boats, <i>Lusitania</i>, Battle of Jutland, Zimmermann Telegram, ersatz, Erich Maria, Remarque, <i>All Quiet on the Western Front</i>, Irish Easter Rebellion, “Khaki Girls”, Armenian Genocide, General Henri-Philippe Petain, General Ferdinand Foch, Battle of the Argonne, T.E. Lawrence, Arab Revolt, Hussein-McMahon Correspondence, Sykes-Picot Agreement, Balfour Declaration, Prince Max of Baden, November 11, 1918, 11 am, <i>Freikorps</i>, “The Fall of the Eagles”, Paris Peace Conference, Fourteen Points, Article 231, self determination, Third International, “Big Four”, Georges Clemenceau, Vittorio Orlando, Rhineland, Polish Corridor, Danzig, Sudetenland, League of Nations, Mustafa Kemal Ataturk, mandates
Essential Skills	▪ Develop greater Reading Comprehension. ▪ Develop competent Note Taking skills. ▪ Develop Source Analysis for both Primary and Secondary. ▪ Create and Deliver Oral Presentations. ▪ Develop Narrative/Argumentative Essay Writing. ▪ Demonstrate geographical awareness.

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Related Maine Learning Results	<u>Social Studies</u> A. Applications of Social Studies Processes, Knowledge, and Skills A1. Researching and Developing Positions on Current Social Studies Issues Students research, develop, present, and defend positions on current social studies issues by developing and modifying research questions, and locating, selecting, evaluating, and synthesizing information from multiple and varied sources. a. Develop research questions related to a current social studies issue. c. Make judgments about conflicting findings from different sources, incorporating those from sources that are valid and refuting others. d. Synthesize information from varied sources, fieldwork, experiments, and/or interviews that reflect multiple perspectives. f. Create and present a coherent set of findings that integrate paraphrasing, quotations, and citations. A2. Making Decisions Using Social Studies Knowledge and Skills Students make individual and collaborative decisions on matters related to social studies using relevant information and research, discussion, and ethical reasoning skills. a. Develop individual and collaborative decisions/plans by considering multiple points of view, weighing pros and cons, building on the ideas of others, and sharing information in an attempt to sway the opinions of others. b. Make a real or simulated decision related to the classroom, school, community, civic organization, Maine, United States, or international entity by applying appropriate and relevant social studies knowledge and skills, including research skills, ethical reasoning skills, and other relevant information. A3. Taking Action Using Social Studies Knowledge and Skills Students select, plan, and implement a civic action or service-learning project based on a community, school, State, national, or international asset or need, and evaluate the project's effectiveness and civic contribution.
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Related Maine Learning Results	B. Civics and Government B1. Knowledge, Concepts, Themes, and Patterns of Civics/Government Students understand the ideals, purposes, principles, structures, and processes of constitutional government in the United States and in the American political system, as well as examples of other forms of government and political systems in the world. a. Explain that the study of government includes structures, functions, institutions, and forms of government to citizens in the United States and in other regions of the world. c. Explain how and why democratic institutions and interpretations of democratic ideals and constitutional principles change over time. d. Describe the purpose, structures, and processes of the American political system. e. Compare the American political system with examples of political systems from other parts of the world. B2. Rights, Duties, Responsibilities, and Citizen Participation in Government Students understand the constitutional and legal rights, the civic duties and responsibilities, and roles of citizens in a constitutional democracy and the role of citizens living under other forms of government in the world. a. Explain the relationship between constitutional and legal rights, and civic duties and responsibilities in a constitutional democracy. b. Evaluate the relationship between the government and the individual as evident in the United States Constitution, the Bill of Rights, and landmark court cases. c. Analyze the constitutional principles and the roles of the citizen and the government in major laws or cases. d. Compare the rights, duties, and responsibilities of United States citizens with those of citizens from other nations. e. Evaluate how people influence government and work for the common good including voting, writing to legislators, performing community service, and engaging in civil disobedience.
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Related Maine Learning Results	B3.Individual, Cultural, International, and Global Connections in Civics and Government Students understand political and civic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native Americans. a. Analyze the constitutional, political, and civic aspects of historical and/or current issues that involve unity and diversity in Maine, the United States, and other nations. b. Analyze the political structures, political power, and political perspectives of diverse cultures, including those of Maine and other Native Americans, various historical and recent immigrant groups in Maine and the United States, and those of various world cultures. C. Economics C1.Economic Knowledge, Concept, Themes, and Patterns Students understand the principles and processes of personal economics, the role of markets, the economic system of the United States, and other economic systems in the world, and how economics serves to inform decisions in the present and future. b. Explain and analyze the role of financial institutions, the stock market, and government, including fiscal, monetary, and trade policies, in personal, business, and national economics. d. Identify and explain various economic indicators and how they represent and influence economic activity. e. Analyze economic activities and policies in relationship to freedom, efficiency, equity, security, growth and sustainability. f. Explain and apply the concepts of specialization, economic interdependence, and comparative advantage. C2.Individual, Cultural, International, and Global Connections in Economics Students understand economic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native American communities. a. Analyze the role of regional, international, and global organizations that are engaged in economic development. b. Compare a variety of economic systems and the economic development of Maine, the United States, and various regions of the world that are economically divers. c. Analyze wealth, poverty, resource distribution, and other economic factors of diverse cultures, including Maine and other Native Americans, various historical and recent
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	immigrant groups in Maine and the United States, and various world cultures.
Related Maine Learning Results	D. Geography D1. Geographic Knowledge, Concepts, Themes, and Patterns Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future. a. Explain that geography includes the study of physical, environmental, and cultural features at the local, state, national, and global levels and helps people to better predict and evaluate consequences of geographic influences. b. Describe the major regions of the Earth and their major physical, environmental, and cultural features using a variety of geographic tools. c. Analyze local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions. d. Evaluate the impact of change, including technological change, on the physical and cultural environment. D2. Individual, Cultural, International, and Global Connections in Geography Students understand geographic aspects of unity and diversity in Maine, the United States, and the world, including Maine native American communities. a. Analyze geographic features that have impacted unity and diversity in the United States and other nations and describe their effects. b. Analyze the dynamic relationship between geographic features and various cultures, including the cultures of Maine and other Native Americans, various historical and recent immigrant groups in the United States, and other cultures in the world.
Sample Lessons And Activities	▪ Students will read selected excerpts from <i>Revolt in the Desert</i> and <i>Seven Pillars of Wisdom</i>. Students will derive points concerning irregular warfare and discuss why Lawrence of Arabia was so successful in an otherwise unsuccessful war.
Sample Classroom Assessment Methods	▪ Students will reconstruct from beginning to end the elements of trench warfare. In particular they will be expected to provide a reconstruction of the Battle of The Somme or the Battle of Verdun. Students will be assessed according to their ability to properly reconstruct the elements of a WWI trench battle.

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Sample Resources	▪ <u>Publications:</u> ○ “The Roots of Western Civilization” – Prof. Paul Halsall, Fordham University ○ “The Late Middle Ages” – Prof. David McGee, Central Virginia Community College, lecture outline ▪ <u>Other Resources:</u> ○ “A Comparison of the Middle Ages and the Renaissance in Italy” chart ○ “Comparing the Middle Ages, the Renaissance, and the Modern World” chart
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