This Unit’s Essential Questions:
1) What were the political, economic and social causes of WWI?
2) What were the physical and psychological effects of trench warfare on the soldiers?
3) What events broke the stalemate and allowed the Allies to prove victorious?
4) What were the political and economic effects of the War and the Treaty of Versailles?

The Main Idea
Rivalries among European nations led to the outbreak of war in 1914.

This Section’s Focus Questions:
- What were the causes of World War I?
- How did the war break out?
- Why did the war quickly reach a stalemate?
Directions:
The metaphor of the “powder keg” refers to the causes of WWI. For each box, list a cause of WWI. For the match, list the one event that “sparked” the outbreak of the war!

Explosive material for World War I

Student’s Name: __________________
Period #: __________________

Explosive material for World War I

Answers!

The assassination of Sarajevo sparked off World War One.
Causes of World War I: Unification of Germany

1) Militarism
2) Unification of Germany
3) Alliances
4) Imperialism
5) New Technologies
6) Nationalism
Before 1914, European nations were engaged in a struggle to obtain overseas colonies. Many nations took part in what became known as the “Scramble for Africa.” Such imperial contests for power increased tensions between European nations.
### Colonial Disputes

- **Kaiser William II** — leader of Germany—was jealous of the colonial empires of France and Britain.
- In 1905 and 1911, German claims over Morocco raised international tension.
- The inability to resolve these claims made the possibility of war more likely.

### Causes of WWI: Nationalism Vs. Imperialism Vs. Militarism

<table>
<thead>
<tr>
<th>Nationalism</th>
<th>Imperialism</th>
<th>Militarism</th>
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<tbody>
<tr>
<td>- Extreme pride people feel for their country</td>
<td>- Other nations were also trying to expand, and this quest for colonial</td>
<td>- The policy of military preparedness</td>
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<tr>
<td>- Struggle for power was visible in the</td>
<td>empires is known as imperialism.</td>
<td>- Germany built a strong navy to rival Britain’s</td>
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<td>Balkans, a European region with many</td>
<td>- Late 1800s: Britain and France already had large empires.</td>
<td>- Germany enlarged, bought latest weapons.</td>
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<td>ethnic groups.</td>
<td>- German emperor, Kaiser Wilhelm II, wanted colonies for Germany.</td>
<td>- German army officials drew up war plans like the Schlieffen Plan, which</td>
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<tr>
<td>- The Ottoman Empire that ruled the Balkans was</td>
<td>- He created a stronger military to start colonizing.</td>
<td>called for attacks on several countries.</td>
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<tr>
<td>falling apart.</td>
<td></td>
<td>- Britain, France, and Russia began to prepare, too.</td>
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<tr>
<td>- Austria-Hungary saw this and began to annex</td>
<td></td>
<td></td>
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<tr>
<td>provinces.</td>
<td></td>
<td></td>
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<tr>
<td>- The Slavs wanted to revolt, and Russia</td>
<td></td>
<td></td>
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<tr>
<td>promised protection.</td>
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</table>
Causes of World War I: Militarism

• Germany was competing with the UK to build battleships.

• The British feared an attack on their Empire

Militarism

• Germany was competing with Russia and France to expand their armies

<table>
<thead>
<tr>
<th></th>
<th>1880</th>
<th>1914</th>
</tr>
</thead>
<tbody>
<tr>
<td>Germany</td>
<td>1.3m</td>
<td>5.0m</td>
</tr>
<tr>
<td>France</td>
<td>0.73m</td>
<td>4.0m</td>
</tr>
<tr>
<td>Russia</td>
<td>0.40m</td>
<td>1.2m</td>
</tr>
</tbody>
</table>
Causes of World War I: Nationalism

- Nations wanted to assert their power and independence.
- In Europe Slavs, aided by Serbia and Russia, wanted to be free of Austrian rule.

Serbia’s national flag

Causes of WWI: Alliances

The Allies — “Onward to Victory”
Alliances

- Nations formed **alliances**--or partnerships--for protection.
- Alliances were formed to maintain peace but would lead directly to war.
- **Triple Alliance**—Germany’s military alliance with Austria-Hungary and Italy.
- **Triple Entente**—Great Britain’s alliance with France and Russia.
- Some European leaders believed that these alliances created a **balance of power**—each nation had equal strength, therefore decreasing the chance of war.
By 1914 all the major powers were linked by a system of alliances. The alliances made it more likely that a war would start. Once started, the alliances made it more likely to spread.

European Alliances on the Eve of World War I. Alliance systems divided Europe into two great blocs with few countries remaining neutral.

Helpful Memory Aide for some of the Causes of WWI

The MAIN causes

- Alliances - agreements or promises to defend and help another country.
- Imperialism - trying to build up an Empire.
- Empire - where a powerful country controls several less powerful countries.
- Militarism - building up armed forces, getting ready for war.
- Nationalism - having pride in your country, willing to defend it.
Archduke Francis Ferdinand (assassinated)

Emperor Franz Joseph

Kaiser Wilhelm II

King George V

Czar Nicholas II

President Woodrow Wilson

Franz-Josef
Leader of Austria-Hungary

Kaiser Wilhelm II
Leader of Germany

Czar Nicholas II
Leader of Russia

WORLD LEADERS OF WWI

Write these down & memorize!

The Major Players in the Coming Crisis

Leader of Austria-Hungary

Leader of Germany

Leader of Russia
Kaiser Wilhelm II

- Built up German army and navy
- Aggressive foreign policy
- Determined to make Germany a top nation.
- Distrusted by other powers

“Germany must have its place in the sun”
“The world belongs to the strong.”

The Crisis in Bosnia

- On 28 June 1914, Heir to Austrian throne Franz Ferdinand visits Sarajevo, capital of Bosnia, which was recently grabbed by Austria.
- Hotbed of Slav nationalism

Seal of the Black Hand group
Inevitability of war?

• June 28, 1914 Archduke Francis Ferdinand of Austria and his wife Sophia are assassinated by terrorist Gavrilo Princip of the Black Hand.
• July 5, 1914 Germany issues A-H “blank check”
  • pledging military assistance if A-H goes to war against Russia.
• July 23, 1914 Austria issues Serbia an ultimatum.

Assassination of Franz Ferdinand
28th June 1914

Franz Ferdinand, aged 51, was heir to the Austro-Hungarian Empire. He was married to Sophie Chotek von Chotzke and had three children. Franz Ferdinand was, however, very unpopular because he had made it clear that once he became Emperor he would make changes.

This map of the Austro-Hungarian Empire in 1914, shows that Bosnia-Herzegovina was controlled by Austria, Austria had annexed (taken by force) Bosnia in 1908, a move that was not popular with the Bosnian people.

Franz Ferdinand decided to visit Sarajevo, the capital of Bosnia and Herzegovina, to make an inspection of the Austro-Hungarian troops there. The inspection was scheduled for 28th June 1914. It was planned that Franz Ferdinand and his wife Sophia would be met at the station and taken by car to the City Hall where they would have lunch before going to inspect the troops.

A Serbian terrorist group, called The Black Hand, had decided that the Archduke should be assassinated and the planned visit provided the ideal opportunity. Seven young men who had been trained in bomb throwing and marksmanship were stationed along the road that Franz Ferdinand’s car would follow from the City Hall to the inspection.

The first two terrorists were unable to throw their grenades because the streets were too crowded and the car was travelling quite fast. The third terrorist, a young man called Carabulava, threw a grenade which exploded under the car following that of the Archduke. Although the Archduke and his wife were unhurt, some of his attendants were injured and had to be taken to hospital.

After lunch at the City Hall, Franz Ferdinand insisted on visiting the injured attendants in hospital. However, on the way to the hospital the driver took a wrong turn. Realising his mistake he stopped the car and began to reverse. Another terrorist, named Gavrilo Princip, stepped forward and fired two shots. The first hit the pregnant Sophia in the stomach, she died almost instantly. The second shot hit the Archduke in the neck. He died a short while later.

The bodies of Franz Ferdinand and his wife Sophia.

Gavrilo Princip was not executed because he was under 20 years, but was sentenced to twenty years in prison. He died of TB in 1918.
Assassination of Franz Ferdinand Crossword

Across
3 Number of terrorists stationed along the route (5)
5 Terrorist who fired the fatal shots (7,2)
7 Franz Ferdinand was inspecting troops in this city (6)
8 Terrorist group responsible for the assassination (5,4)

Down
1 Christian name of Franz Ferdinand’s wife (5)
2 Franz Ferdinand was heir to this empire (5-9)
4 Country annexed by Austria-Hungary in 1908 (6)
6 Thrown by a terrorist at the car along the route (7)

Assassination in Sarajevo!

Task 1: To be completed in pairs. Use your chronological skills to help you cut out and glue the events below into your exercise books in the correct order. You have a time limit for this task which your teacher will set. Good luck!

A. The third terrorist, Nedelko Cadinovic, is on Cumurja Bridge along Appel Quay. He throws a bomb which lands under the third car, injuring the passengers and driver.

B. The driver takes a wrong turning up Franz Joseph Street and has to reverse back. At this moment the fourth terrorist, Gavrilo Princip, who is standing nearby, shoots and kills the Duke and his wife, Sofia.

C. Princip is arrested by police. He is later beaten up in jail.

D. Franz Ferdinand and his wife arrive at Sarajevo railway station at 9.30am.

E. The Duke and his wife get into a dark green, open-topped car. It is the second car in a line of six outside the station.

F. At the town hall it is decided that Sophia and the Duke will return to the station by a different route. The driver is not told.

G. The remaining five cars drive quickly to the town hall. They are too quick for the other three terrorists to do anything.

H. The first two terrorists are on Appel Quay near the station. When the cars drive past they take fright and do nothing.

Task 2: Underline or highlight any words you have not come across in a bright colour.

Task 3: Write a minimum of half a side explaining why you think this one event was so important. Draw on your knowledge of the long-term causes of World War One to help you.
Imagine you are the driver of the Archduke’s car. The police have called you in for questioning because they suspect you might be implicated in the assassination plot. Give as detailed an account of the events as possible. Any confessions or inaccuracies in your statement could result in your EXECUTION.

**Sarajevo Police Department**

<table>
<thead>
<tr>
<th>Investigating Officer</th>
<th>Crime:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>Witness:</td>
</tr>
</tbody>
</table>

I was driving a ............................................................

The Archduke Franz Ferdinand was wearing ............................................................

His wife was dressed in ............................................................

As I drove passed the Cunija Bridge ............................................................

The Archduke was body shaken so ............................................................

At 10:45 I drove passed Schiller’s Café, when I ............................................................

It was just as I was reversing that ............................................................

I tried to help, but ............................................................

The July Crisis: Can you stop the Great War?

On June 28, 1914, Archduke Franz Ferdinand, the heir to the Austro-Hungarian Empire, was assassinated while visiting Sarajevo in Bosnia-Herzegovina by Serbian nationalist Gavrilo Princip, a member of the Black Hand society. The Austrian government blamed Serbia for harboring terrorists and sent the Serbian government an ultimatum with which that country found it impossible to comply. This set into a motion series of alliances. During the month July, European diplomats debated whether to engage in a war to obtain certain long sought goals, colonies, and justify a large military buildup. By the end of July all of Europe was poised on the edge of war.

**TELEGRAM**

RECEIVED: 30 JULY, 1914

THE NATIONS OF EUROPE ARE ON THE VERGE OF WAR WHICH WILL INVOLVE US ALL STOP THIS WAR CAN BE PREVENTED STOP WE URGENT ALL DELEGATIONS TO ATTEND THE PEACE CONFERENCE CONVENE IN BRUSSELS STOP

ARRANGEMENTS HAVE BEEN MADE FOR YOUR DELEGATION TO MEET IN BRUSSELS ON JULY 31, 1914 STOP IN ORDER TO EXPEDITE THIS CONFERENCE, IT IS IMPERATIVE THAT YOU PREPARE THE FOLLOWING PRESENTATION FOR THE OTHER DELEGATES STOP

1. BACKGROUND INFORMATION ABOUT YOUR COUNTRY INCLUDING: A MAP, BRIEF HISTORY, AND ALLIANCES STOP

2. LONG TERM REASONS EXPLAINING WHY YOU MAY FEEL FORCED INTO WAR STOP

3. RECENT OR SHORT TERM EVENTS IN THE PAST MONTH THAT YOU FEEL ARE FORCING YOUR COUNTRY INTO WAR STOP

4. YOU SHOULD ALSO OUTLINE YOUR PEACE PROPOSAL WHICH YOU WILL AUGMENT AFTER THE OTHER DELEGATIONS MAKE THEIR PRESENTATIONS STOP

MINISTER OF FOREIGN RELATIONS

KINGDOM OF BELGIUM
The “July Crisis” Spirals Out of Control

- Austro-Hungarian officials learned that the Serbian government had supplied the assassins with bombs and weapons.
- Because Russia had vowed to protect Serbia, Russia’s army began to mobilize.
- Germany, allied with Austria-Hungary, declared war on Russia and France, Russia’s ally.
- Germany followed the Schlieffen Plan – Germany’s military plan to defeat France and Russia by crossing into neutral Belgium.
- This brought Belgium and its ally, Great Britain, into the conflict.

“Demands must be put to Serbia that would be wholly impossible for them to accept ...”

Count Berchtold
Austrian Prime Minister.
The Schlieffen Plan’s Destructive Nature

• “Knock out blow” aimed at France first.
• Avoid French defences by invasion of Belgium.
• Germans thought Britain would not intervene.

Why did Britain get involved?

• Britain had Ententes with France and Russia.
  • Only “friendly agreements” but French and Russians were given impression Britain would fight.
• The Schlieffen Plan

Sir Edward Grey
British Foreign Secretary
... “There’s some devilry going on in Berlin”
Britain’s Entry—More Reasons

- 1838- UK had signed a Treaty to protect Belgium.
- Britain also scared of Germany controlling Channel ports.
- Did not want Germany to defeat France and dominate Europe. Britain next?
- UK issued ultimatum to Germany to withdraw troops from Belgium.

The inevitability of war? The Alliance System at work.

- July 28, 1914 A-H declares war on Serbia
- July 29, 1914 Serbia’s ally Russia orders full mobilization of its troops
- August 1, 1914 Germany, Austria’s ally, declares war on Russia
- August 2, 1914 Germany demands Belgium declare access to German troops as part of the Schlieffen Plan to invade France
“Belgium is a country, not a road”

- King Albert I of Belgium denied permission to the Germans
- August 2, 1914 Germany declared war on France.
- August 4, 1914 Germans invade Belgium and march on Paris. Great Britain declares war on Germany to protect Belgian neutrality. 8 nations with 17 million soldiers are at war.

On June 28, 1914, Archduke Franz Ferdinand, the heir to the Austro-Hungarian Empire, was assassinated while visiting Sarajevo in Bosnia-Herzegovina by Serbian nationalist Gavrilo Princip, a member of the Black Hand society. The Austrian government blamed Serbia for harboring terrorists and sent the Serbian government an ultimatum with which that country found it impossible to comply. This set into motion a series of alliances. During the month July, European diplomats debated whether to engage in a war to obtain certain long-sought goals, colonies, and justify a huge military buildup. By the end of July, all of Europe was poised on the edge of war.

Assignment: Can you prevent the Outbreak of WWI?

The July Crisis: Can you stop the Great War?

"The lamps are going out all over Europe. We shall not see them lit again in our lifetime." Sir Edward Grey

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Today’s Plans!

**Today’s instructions:**

**Part I:** We will read through several documents about each of your assigned countries. This will help your prepare your assigned country’s position in relation to who caused WWI.

**Part II:** Then, I will give you some time to research and work on your 5-8 slide PowerPoint presentations.

**An excellent research site:**


**The due date** is Monday or Tuesday!
### Who was responsible for World War One?

- Each person in the class will be given a number (1-6). Your task is as follows:
  - To frame three prosecution questions against a particular country, in this order:
    - Examples (in this task, against France):
      - Is it not true that your alliance with Russia forced Germany to develop the Schlieffen Plan?
  - For each question, have evidence to back up your point.
  - In the lesson itself, each group will decide on its best three questions. They will then be written into the table. Then, each group will be told which country they will defend, and have to present responses to the questions formulated by someone else.

#### Table

<table>
<thead>
<tr>
<th></th>
<th>A: &quot;Guilty!&quot; Questions</th>
<th>B: &quot;Not Guilty!&quot; Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Russia</td>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td>2. France</td>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td>3. Britain</td>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td>3.</td>
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**Question**

1. From this evidence, who do you think was most responsible for the outbreak of World War One? Explain your answer.

**TIP:** Remember to try to demonstrate how they all contributed, but it depends when/how you look at it!
Focus:
1) Important battles, like Somme and the Battles of the Marne
2) Naval Battles
3) Air Battles
4) New technologies & Weapons

Tank Attack: Second Battle of the Marne

TWO SIDES OF WWI

ALLIES
- Great Britain
- France
- Russia
- Serbia
- Belgium
- U.S. (later)

CENTRAL POWERS
- Germany
- Austria-Hungary
- Bulgaria
- Turkey
The alliances of Europe in 1914

- **Allies**
- **Central Powers**
- **Neutral throughout war**

Title your map, "The World before World War I" Using the map provided, mark and color as outlined below:

- Locate and label the Allies and Associated in WWI. Color all the countries in this group yellow.
  - Britain: England, Scotland, and Wales; and the rest of the empire in 1914 and label London, Edinburgh, Dublin, Ireland, Glasgow, Scotland, and Edinburgh, Cardiff, Ulster, Northern Ireland
  - Serbia, Northern Ireland
  - France and its colonies in 1914, Paris, Lyon, Marseille, Caracas
  - Russian empire

- Locate and label the Central Powers in WWI. Color them light brown.
  - Austria-Hungary: Vienna, Budapest
  - Germany and its colonies; and label Berlin, Bonn, Hamburg, Munich, Ruhr Valley
  - Bulgaria

- Locate and label these countries that came to the Allies after the beginning of World War I.
  - Italy, including Sardinia and Sicily; and label Milan, Rome, Venice, Florence, Vatican City

- Locate and label the neutral countries in WWI. Color them green.
  - Switzerland
  - Sweden and label Stockholm
  - Spain and label Madrid
  - Denmark and label Copenhagen
  - Norway and label Oslo
  - Netherlands and label Amsterdam, Rotterdam, The Hague
  - Finland and label Helsinki
  - Belgium and label Brussels

- Locate and label these bodies of water. Color them blue.
  - Atlantic Ocean
  - Irish Sea
  - North Sea
  - English Channel
  - Bay of Biscay
  - Gulf of Genoa
  - Strait of Dover
  - Swiss Lake
  - Rhine River

- Locate and mark with a mountain symbol, and label:
  - Alps
  - Mount Blanc
  - Apennines
  - Himalayas
1914 – 1915 Illusions about War

- “Fatal attraction of war”
  - Exhilarating release from every day life
  - A glorious adventure
  - War would rid the nations of selfishness
  - Spark a national re-birth based on heroism
- Many Europeans were excited about war
  - “Defend yourself against the aggressors”
  - Domestic differences were put aside

Many believed War would last a few weeks.

- Ignored the length and brutality of the American Civil War (prototype to World War I)

Belief that Modern industrial war could not be conducted for more than a few months

“Home by Christmas”
Think! Why did soldiers join the War?

2. Look at Sources B and C. What do we learn about the reasons why men volunteered to fight in 1914 from these two sources?

**Source B**

We had been brought up to believe that Britain was the best country in the world and we wanted to defend her. ...we wanted to show the Germans what we could do.

From Private George Morgan, 1st Bradford Pals, interviewed after the war

**Source C**

I was quite empty-headed and bored to tears with shop life. The chaps round about started to go, so I said, 'I'm going'. Well it was gonna be a change. Most volunteers went to get away from their environment.

The view of a recruit on why he joined up to fight in 1914.

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**New Weapons of War**

**Poisonous Gas**
- German military scientists experimented with gas as a weapon.
- Gas in battle was risky: Soldiers didn’t know how much to use, and wind changes could backfire the gas.
- Then Germans threw canisters of gas into the Allies’ trenches.
- Many regretted using gas, but British and French forces began using it too, to keep things even.

**Tanks**
- When soldiers began to carry gas masks, they still faced a stalemate.
- British forces soon developed armored tanks to move into no-man’s-land.
- These tanks had limited success because many got stuck in the mud.
- Germans soon found ways to destroy the tanks with artillery fire.

**Airplanes**
- Both sides used planes to map and to attack trenches from above.
- Planes first dropped bricks and heavy objects on enemy troops.
- Soon they mounted guns and bombs on planes.
- Skilled pilots sought in air battles called dogfights.
- The German Red Baron downed 80 Allied planes, until he was shot down.
NEW WEAPONS OF WWI

- TANKS – BRITISH
- FLAME THROWER – GERMANS
- U-BOATS (UNTERSEEBOOTEN)
- AIRPLANES
- GAS
  - POISON
  - MUSTARD
- MACHINE GUNS
- TANK TRAPS
- NEW WAY TO FIGHT – TRENCH WARFARE
- MINES

First World War Weapons

During World War One, a wide variety of weapons were used:

The main weapon used by British soldiers in the trenches was the **bolt-action rifle**. 15 rounds could be fired in a minute and a person 1,400 metres away could be killed.

**Machine guns** needed 4-6 men to work them and had to be on a flat surface. They had the fire-power of 100 guns.

Large field guns (**artillery**) had a long range and could deliver devastating blows to the enemy but needed up to 12 men to work them. They fired **shells** which exploded on impact.

The German army were the first to use **chlorine gas** at the battle of Ypres in 1915. Chlorine gas causes a burning sensation in the throat and chest pains. Death is painful – you suffocate! The problem with chlorine gas is that the weather must be right.

**Mustard gas** was the most deadly weapon used. It was fired into the trenches in shells. It is colourless and takes 12 hours to take effect. Effects include – blistering skin, vomiting, sore eyes, internal and external bleeding. Death can take up to 5 weeks.
The Zeppelin, also known as blimp, was an airship that was used during the early part of the war in bombing raids by the Germans. They carried machine guns and bombs. However, they were abandoned because they were easy to shoot out of the sky.

Tanks were used for the first time in the First World War. They were developed to cope with the conditions on the Western Front. The first tank was called 'Little Willie' and needed a crew of 3. Its maximum speed was 3mph and it could not cross trenches. The more modern tank was not developed until just before the end of the war. It could carry 10 men, had a revolving turret and could reach 4mph.

Planes were also used for the first time. At first they were used to deliver bombs and for spying work but became fighter aircraft armed with machine guns, bombs and sometimes cannons. Fights between two planes in the sky became known as 'dogfights'.

Torpedoes were used by submarines. The Germans used torpedoes to blow up ships carrying supplies from America to Britain.

The Germans torpedoed the passenger liner Lusitania on May 1st 1915 which sank with a loss of 1,195 lives. Americans were outraged and joined the war in 1917 on the side of the allies.

Air War

Richtofen

Fokker Dr I

Rickenbacker

Spad 13

The Red Baron
Nieuport biplane on the ground. (Soissons. Aisne. France. 1917).

The New Deadly Weapons of War

Collection of German shells which did not burst. (Reims The Marne, France 1917).

Think! Which source best reveal the horrors of the new technology of poison gas?

5. Look at Sources E, F and G. If you wanted to find out what a German gas attack was like for British troops, which Source would be more useful?

Source E
Those nearer still to the trenches north of Ypres saw two curious writhing of greenish-yellow fog creep forward, spread until they became one and then, moving forward, change to a blue-white mist. ...Soon, officers behind the British front ... were startled to see a torrent of terrified humanity pouring backward.

Source F
Plainly something terrible was happening. What was it? Officers, and Staff officers too, stood gazing at the scene, awe-struck and dumbfounded; for in the northerly breeze there came a pungent nauseating smell that tickled the throat and made our eyes smart. One man came stumbling through our lines. An officer ... (said) 'What's the matter, you ... lot of cowards?'.

Source G
A knife pain in the lungs and the coughing up of a greenish froth of the stomach and the lungs, finally resulting in death.
From: Lance Sergeant Elmer Cotton, 1915
Read the article “First World War: Weapons” and then do the following:

**THINGS TO DO**
1) Make notes about the main types of weapons used in WWI.
2) What is artillery?
3) Why do you think that the bayonet became an old-fashioned weapon during this war?
4) Why do you think that machine-gunner crews were more likely to be killed by the enemy than footsoldiers, if they were captured?
5) What are chlorine and mustard gas?
6) Why would chlorine need certain weather conditions?
7) Draw an illustration to show:
   (a) the smell of the gas,
   (b) the effects on the soldiers,
   (c) how long it took to take effect,
   (d) how long it took to die,
   (e) when they were first used in battle and
   (f) the problems with using it.
8) What is a Zeppelin?
9) Why do you think they were easy targets?
10) Why were tanks unsuccessful war machines in WWI?
11) How did this war change the way men fought in battle?
12) Draw a table listing the weapons that were used in the 1914-1918 war. How have weapons/war machines changed?

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**World War One – Weapons - Crossword**

Across
3. This colourless gas is deadly (7)
5. Used by all soldiers in World War One (5)
8. Name of the first tank little (6)
10. A fight between two planes (8)
11. Also known as Blimp (8)

Down
1. This gas was first used at Ypres in 1915 (6)
2. Tanks were first used at this battle (5)
4. These weapons were used by submarines (8)
6. This American liner was blown up (9)
7. This gun needed 4 – 6 men to work it (7)
9. This type of gun fired shells (5)
• August 17, 1914—**Battle of Tannenberg**, Poland
  - The most complete German victory of the war, involving the encirclement and destruction of the 2nd Russian Army

• September 12—The Germans rout the Russian invasion of East Prussia. The Russians lose 225,000 men to the German losses of 50,000.

• September 5-9, 1914 **The First Battle of the Marne**
The Germans are stopped 40 miles outside of Paris and have to retreat back 50 miles. General Moltke is relieved, General Falkenhayn replaces him.
The First Battle of the Marne

• The German army quickly advanced through northern France and after only one month of fighting were barely 25 miles from Paris.
• The French, however, would not give up.

The Battle

• The French launched a counterattack along the Marne River east of Paris on September 7, 1914.
• This battle became known as the First Battle of the Marne.
• 2 million men fought on a battlefront that stretched 125 miles.
• After five days and 250,000 deaths, the French had rallied and pushed the Germans back some 40 miles.

The Aftermath

• The French paid a heavy price, as countless red-coated French troops had fallen in the battle.
• Despite the loss of life, it helped the Allies by giving Russia more time to mobilize for war.
• Once Russia mobilized, Germany had to pull some of its troops out of France and send them to fight Russia on the Eastern Front, which stretched from the Black Sea to the Baltic Sea.

The destruction of Ypres  The machine gun dominates the battlefield

October 1, 1914 Battle of Ypres, France

The Germans try to break through to the Channel ports. The Allies hold with 50,000 British, 50,000 French, and 150,000 German casualties.
November, 1914 Turkey joins the Central Powers

STALEMATE — battles in which no army advances or wins. Lasts from November 1914 to spring 1917!

Over 500,000 men are killed in the Western Front, while the lines changed little, less than 10 miles in either direction.
1915

- April-May **2nd Battle of Ypres**, France
  German offensive using gas, first use on the Western Front.
  The Germans push the Allies back 3 miles.
  Casualties: 60,000 British, 10,000 French, and 47,000 German

- April-August, 1915 **Battle of Gallipoli**, Turkey
  Big failure for the Allies, which lose 250,000 casualties, and the same for the Turks
May 7, 1915  **Lusitania** – passenger ship – sunk by German submarines. 1198 of the 1959 passengers and crew die. 128 were Americans.

May 23, 1915 **Italy** declares war and joins the Allies. U.S begins to reconsider neutrality and favor the Allies.

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1916

- **February 21-July 11  Battle of Verdun**
  Massive German offensive the French. A battle of attrition – warfare meant to wear the other side down.
  Casualties:
  315,000 to 377,000 French killed or wounded
  337,000 Germans killed or wounded
  150,000 of the dead never buried

"Neither side 'won' at Verdun. It was the indecisive battle in an indecisive war; the unnecessary battle in an unnecessary war; the battle that had no victors in a war that had no victors."

-- Alistair Horne, WWI historian
May 31, 1916  **Battle of Jutland**
The British & German fleets battle in the North Sea, an indecisive battle involving 250 ships. The British lose 3 battlecruisers and 3 cruisers. The Germans lose 1 battleship, 1 battlecruiser, and 4 lightcruisers. It fails to break the British blockade, severe rationing in Germany results.

**Early Air War Assignment**

**Activity:** Create two propaganda posters on early air war! First, read “The Red Baron” and “Death of a Zeppelin” from Eyewitnesssthistory.com.

- 1) Create one pro-German poster, featuring the heroic exploits of the Red Baron.
- 2) Create one anti-German poster, featuring the crash of the German Zeppelin.
- **Poster Requirements:** Your own illustrations and some type of political message. Your poster should be based on the ideas, peoples and events presented in the readings.
July 1-November 18, 1916

The Battle Somme

British & French offensive. One of the largest trench battles of the war! Casualties:
420,000 British
195,000 French
650,000 German

The British lost 57,000 men on the first day, July 1st.

“It's a sin
To say that Hell is hot ~
'cause it's not:
Mind you, I know very well
we're in hell.”

from The Mad Soldier by Edward Tennant
Battle of Somme Assignment

- **Introductions:** Somme was one of the most important WWI battles featuring trench warfare. **Read:** "A Death at the Battle of Somme."

- **Directions:** Complete the worksheet “Living through the War: The Battle of Somme” and “The Daily Tribune: The Battle of Somme,” which requires you to create the front page of a newspaper, featuring articles and one illustration of the war. Your articles should be summative and analytical and full of historical detail. Please draw your own representations of the Battle; your drawing can take the form of a political cartoon, if you wish.
Assignment: Compare/Contrast a fictional account of the Battle of Somme with historical reality

• **Writing Prompt:** Write a 150-word compare/contrast essay, comparing what you have learned about the Battle of Somme with the fictional account presented in the movie “The Adventures of Young Indiana Jones: Trenches of Hell.” You must address these questions:
  • 1) What types of new weapons were introduced during WWI? Does the movie effectively display these new killing devices? Explain.
  • 2) Does the movie accurately portray the horrors of trench warfare and the concept of stalemate?
  • 3) Does the movie accurately portray the changing attitudes and emotions of the soldiers who fought in the trenches?
  • 4) Which type of source would you find more useful to our study of history: A movie of historical fiction or actual accounts written by the soldiers themselves? Explain.
What was Trench Warfare!

1. Drawing Conclusions: What were the military tactics of the trench system? What bothered two men were not in the trenches?

2. Making Inferences: How did people believe the enemy would be after they got through the trench system at night?

By Mr. Davies

Trench Warfare in World War I

Reasons for Trenches

Both sides soon found that they could stop an enemy attack by digging trenches and setting up machine guns. Trenches soon became a permanent feature of warfare and the trench lines changed little in three and a half years. Sandbags protected the soldiers from bullets and shrapnel, barbed wire was set up to delay any enemy advance. The ground between the trench lines became pock-marked with shell craters. The British developed the tank to destroy machine gun positions, cross rough ground and go through belts of barbed wire.
Think! Is this source about the trenches useful?

3. **Look at Source D.** How useful is this Source for someone studying what life was like for soldiers in the Trenches? Explain your answer.

**Source D**

I sat on the latrine box and patiently counted 103 lice on my clothes and body. God how I hate the little lice.

From: A Abraham, a soldier on the Western Front.

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**Soldiers in World War I**

By Mr Davies

**DIFFERENT UNITS TO WHICH A SOLDIER BELONGED**

- A section under a lance-corporal - of about 15
- A platoon under a subaltern - of about 60
- A company under a captain - of about 250
- A battalion under a major - of about 1,000
- A regiment under a colonel - of about 2,000
- A brigade under a brigadier - of about 4,000
- A division under a major general - of about 12,000
- A Corps under a lieutenant-general - of about 50,000
- An army under a general - of about 200,000

**DIVISION**

This was the largest self-contained unit that moved about as a single unit. A moving division occupied about 18 miles of road.

**COMPANY**

Each week the captain signed the man's paybook. Company N.C.Os. detailed parades, ration parties and jobs (fatigues).
**WWI Soldier’s Equipment**

Use this information sheet to make notes on the type of equipment that a soldier used in the trenches on the Western Front and also carried into battle with him during WWI. These notes will be useful for your trench letter.

When a British soldier went ‘over the top’ to attack the enemy he had to carry all of this equipment through the mud, barbed wires and crater holes made by mines. They had to make sure that they did not get shot at the same time.

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**Source A: Punch, 1916**

**Source B: Stuart Dolden, 1920**

The outstanding feature of the trenches was the extraordinary number of rats. The area was infested with them. It was impossible to keep them out of the dugouts. They grew fat on the food that they pilfered from us, and anything they could pick up in or around the trenches; they were bloated and loathsome to look at. Some were nearly as big as cats. We were filled with an instinctive hatred of them, because however one tried to put the thought of one’s mind, one could not help feeling that they fed on the dead.

**Trench Rats!**

Rats bred by the tens of thousands and lived on the fat of the land. When we were sleeping in funk holes the things ran over us, played about, copulated and fouled our scraps of food, their young squeaking incessantly. There was no proper system of waste disposal in trench life. Empty tins of all kinds were flung away over the top on both sides of the trench. Millions of rats were thus available for all the rats in France and Belgium in hundreds of miles of trenches. During brief moments of quiet at night, one could hear a continuous rattle of rats moving against each other. The rats were getting close. 

What happened to the rats under heavy shellfire was a mystery, but their powers of survival kept place with each new weapon, including poison gas.

Source D: Richard Bentley, interviewed in 1993.

If you left your food the rats would soon grab it. Those rats were fearless.

Sometimes we would shoot the filthy vermin. But you would be put on a charge for wasting ammo, if the sergeant caught you.

Source E: Frank Laird writing after the war.

Sometimes the men amused themselves by baiting the ends of their rifles with pieces of bacon in order to have a shot at them at close quarters.

Activities:

1. Why were there so many Trench Rats during the First World War?
2. How big could the Trench Rats grow?
3. Which part of the body would the rats eat first?
4. Look at Source C. How could you tell if there were rats nearby at night?

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**Body Lice**

Men in the trenches suffered from lice. One soldier writing after the war described them as "pale fawn in colour, and they left blotchy red bite marks all over the body." They also created a sour, stale smell. Various methods were used to remove the lice. A lighted candle was fairly effective but the skill of burning the lice without burning your clothes was only learnt with practice. Where possible the army arranged for the men to have baths in huge vats of hot water while their clothes were being put through delousing machines. Unfortunately, this rarely worked. A fair proportion of the eggs remained in the clothes and within two or three hours of the clothes being put on again a man’s body heat had hatched them out.

As well as causing frenzied scratching, lice also carried disease. This was known as pyrexia of trench fever. The first symptoms were shooting pains in the shins and was followed by a very high fever. Although the disease did not kill, it did stop soldiers from fighting and accounted for about 15% of all cases of sickness in the British Army.

Source A: Punch, 1915
Body Lice

A full day’s rest allowed us to clean up a bit, and to launch a full scale attack on lice. I sat in a quiet corner of a barn for two hours delousing myself as best I could. We were all at it, for none of us escaped their vile attentions. The lice lay in the seams of trousers, in the deep furrows of long thick woolly pants, and seemed ungetable in their deep entrenchments. A lighted candle applied where they were abode made them pop like Chinese candles. After a session of this, my face would be covered with small blood spots from eyes big fellows which had popped too rigorously. Lice burning was called ‘charming’. In parcels from home it was usual to receive a tin of supposedly death-dealing powder or pomade, but the lice spread on the stuff.

Activities:

1. Why were body lice such a problem for the soldiers in the trenches?
2. What did the army do to try and stop the soldiers getting lice? Did it work?
3. Look at Sources B & C. What steps did the soldiers take to try and stop the lice causing them discomfort?
4. Look at Source A. Explain why the cartoon of the British Officer before he set off for the front was so different to cartoons of him after three weeks in the trenches.

Warm Up – 4 Minutes!

(1) After the war, Captain G. H. Impex, 7th Battalion, Royal Sussex Regiment, wrote about his experiences of trench life.

The trenches were wet and cold and at this time some of them did not have duckboards and dug-outs. The battalion lived in mud and water. Altogether about 200 men were evacuated for trench feet and rheumatism. Gum boots were provided for the troops in the most exposed positions. Trench feet was still a new ailment and the provision of dry socks was vitally important. Part of the trench was reserved for men to go two at a time, at least once a day, and rub each other’s feet with grease.

Activities:

1. What caused Trench Foot?
2. Describe how you would know if you had Trench Foot.
3. What steps did the army take to make sure soldiers didn’t catch Trench Foot?
Life in the Trenches

The trench, when we reached it, was half full of mud and water. We set to work to try and drain it. Our efforts were hampered by the fact that the French, who had last occupied it, had left behind only a bottom of wood planks. Every stroke of the pick encountered a body. The smell was awful. - Private Poland

The stench of the dead bodies now is awful as they have been exposed to the sun for several days. Many have swollen and burst. The trench is full of other occupants, things with lots of eyes, and swarms of rats. - Sergeant A. Vine

No washing or shaving here, and the demands of nature answered as quickly as possible in the handiest and deepest shell-hole. - Guy Chapman

The other one said to me: 'Chee, I am going home to my wife and kids. I'll be some use to them as a cripple, at least at home, we might as well starve together.' With that he limped a shot through his boot. When the medic got his boot off, two of his toes and a lot of his foot had gone. But the injury wasn't serious; it was quite common. - Charles Young

All we lived on was tea and dog biscuits. If we got meat once a week we were lucky, but imagine trying to eat standing in a trench full of water with the smell of dead bodies nearby. - Richard Baxley

If you have never had trench feet described to you, I will tell you. Your feet swell to two or three times their normal size and go completely dead. You could stick a bayonet into them and not feel a thing. If you are fortunate enough not to lose your feet, the swelling begins to go down. It is then that the intolerable indescribable agony begins. I have heard men cry and even scream with the pain and many had to have their feet and legs amputated. - Sergeant Harry Dobbs

Activity

Imagine that you are a soldier fighting in the trenches. Write a letter home describing the conditions in the trenches.

These feet have trench foot and frostbite caused by standing for hours in a freezing waterlogged trench. To avoid this condition soldiers were told to change their socks regularly, wear waterproof footwear or gumboots, and cover their feet with whale oil.

Activity: Write a letter Home from the trenches!
Project: Use Google Sketch Up to recreate the trenches of WWI!

OBJECTIVE: To understand the layout and characteristics of a WWI battlefield. To understand life on the battlefield. To explain why trench warfare often resulted in stalemates and heavy casualties.

- Directions:
  - 1) Start your research! Go to http://www.firstworldwar.com/features/trench_life.htm
  - 2) Working in small groups, you will select one of the following battles: Verdun, Ypres (1st, 2nd or 3rd), the Somme, Tannenberg, Gallipoli
  - 3) Using Google Sketch Up, you will build a 3-D computer model of the battlefield and label all major features. Please be as authentic and realistic as possible!
  - 4) Using your model, give a presentation to the class, explaining the sites and conditions on the battlefield, as well as the outcome.
"If I live, I mean to spend the rest of my life working for perpetual peace. I have seen war and faced modern artillery and know what an outrage it is against simple men."

Tom Kettle, Irish Poet, killed at the Somme 1916
Edward “Bim” Tennant
soldier and poet
(1897-1916)
*Killed at the Somme.*

What can poetry reveal about the horrors of trench warfare and the psychological effects on soldiers? Analyze the following poem….

*From THE MAD SOLDIER*

I dropp'd here three weeks ago, yes ~ I know,
And it's bitter cold at night, since the fight ~
I could tell you if I chose ~ no one knows
Excep' me and four or five, what ain't alive
I can see them all asleep, three men deep,
And they're nowhere near a fire ~ but our wire
Has 'em fast as fast can be. Can't you see
When the flare goes up? Ssh! Boys; what's that noise?
The Mad Soldier continued…

Do you know what these rats eat? Body-meat!
After you've been down a week, 'an your cheek
Gets as pale as life, and night seems as white
As the day, only the rats and their brats
Seem more hungry when the day's gone away ~
An' they look as big as bulls, an' they pulls
Till you almost sort o' shout ~ but the drought
What you hadn't felt before makes you sore.
And at times you even think of a drink...

There's a leg across my thighs ~ if my eyes
Weren't too sore, I'd like to see who it be,
Wonder if I'd know the bloke if I woke? ~
Woke? By damn, I'm not asleep ~ there's a heap
Of us wond'ring why the hell we're not well...
Leastways I am ~ since I came it's the same
With the others ~ they don't know what I do,
Or they wouldn't gape and grin.
It's a sin
To say that Hell is hot 'cause it's not:
Mind you, I know very well we're in hell.
~ In a twisted hump we lie ~ heaping high
Yes! an' higher every day. ~ Oh, I say,
This chap's heavy on my thighs ~ damn his eyes.

It's a sin
To say that Hell is hot 'cause it's not:
Mind you, I know very well we're in hell.
~ In a twisted hump we lie ~ heaping high
Yes! an' higher every day. ~ Oh, I say,
This chap's heavy on my thighs ~ damn his eyes.

A. Does it matter? by Geoffrey Raisman, an officer who became increasingly angry about the way that the war was conducted.

B. In Flanders Fields by John McCrae, a medical officer killed at the front in 1918.

C. The Soldier by Rupert Brooke, who died in Greece of blood poisoning on his way to the front in the first term in 1915.

D. A Working Patty (Wilfred Owen).

E. For the Fallen, by Laurence Binyon. He was in charge of Oriental Paintings at the British Museum during the Great War.
INDIVIDUAL ASSIGNMENT: ADDITIONAL QUESTIONS ON POEMS OF WORLD WAR I

1) Choose another poem from the sheet provided and read it carefully.
2) Write down the name of the poem and the poet.
3) How does the poem make you feel? Happy, sad, upset, proud...?
4) What is happening in the poem?
5) What does the poem tell you about the War?
6) Evaluate the poem – is it useful? Why?
   Is it biased? How?
**Trench Crossword**

**Across**
1. Get on this to shoot (4, 4)  
6. Area between opposing front lines (2, 4, 4)  
9. Trench between front and support trench (13)  
10. Underground storage area (6)  
11. Used for protection (4, 3)  
12. Cutters needed to get through this defence (6, 4)

**Down**
2. The front wall of a trench (7)  
3. Caused by standing in water (6, 4)  
4. The back wall of a trench (7)  
5. Trench hiding place (4, 3)  
7. Drainage channel (4)  
8. Wood at the bottom of the trench (4, 3)

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**Theatres of War Crossword**

**Across**
2. Italy and _______ fought on the Italian front (7)  
6. Twelve battles were fought for control of this Italian river (6)  
7. This battle halted the German advance on Paris (6)  
8. The Western Front stretched as far south as this country (11)  
10. Western Front battle July - November 1916 (8)  
11. Notable sea battle between Britain and Germany (7)

**Down**
1. Peninsula in the south of Turkey (9)  
3. Eastern Front battle of August 1914 (10)  
4. Germany posted these vessels in the Atlantic (1-6)  
6. Dug by both sides along the Western Front (8)  
9. This front saw fighting between Russian, German and Austro-Hungarian troops (7)
### Summary of Major World War I Battles

| Battle of Tannenburg: Aug. 1914, Russia’s worst defeat in World War I |
| Battle of Verdun: Feb.–Dec. 1916, longest battle of World War I with huge loss of life |
| First Battle of the Marne: Sept. 1914, Allies halted German advance, saving Paris from occupation |
| Battle of the Somme: July–Nov. 1916, first great offensive of the British, best remembered for its staggering loss of life |
| First Battle of Ypres: Oct.–Nov. 1914, last major German offensive until 1918 |
| Third Battle of Ypres (Passchendaele): July–Nov. 1917, so many losses that the name Passchendaele came to mean senseless slaughter |
| Battle of Gallipoli: Apr.–Dec. 1915, failed attempt of the Allies to knock Turkey out of the war |
| Battle of Caporetto: Oct.–Nov. 1917, tremendous victory for the Central Powers |