### THE START OF WORLD WAR I- ALLIANCES LESSON PLAN

Stefanie Graefe 9th Grade World History 53 Minute Period

WW1 Unit

# OVERVIEW/ RATIONALE

This is second day of a unit on WWI. This lesson is part of sub-unit that examines the war from a macro-perspective, specifically, focusing on the causes and battles from a national perspective. Today’s lesson focuses on the system of alliances that brought all of Europe into war after the assignation of Franz Ferdinand.

Instead of going through the treaties in a lecture format, I have chosen to create a semi-simulation, specifically for the kinesthetic/tactile and spatial learners in my classroom. The room is set up into 7 groups, each representing a country (for classroom set-up see power point slide 4). Different colors of yarn will represent different treaties. We will go through the treaties as a class and students will be responsible for physically creating those treaties with their yarn. Ultimately, the students will see the complex set of alliances that bought Europe into a massive war.

**ENDURING UNDERSTANDINGS**

1. History can be studied on a sliding scale; we can either look at larger movements and events (macro) or focus in on the individual lives of people experiencing those movements and events (micro).
2. Both macro and micro scale history are valuable in understanding the greater themes and ideas that shape our world.
3. The Alliance system in Europe created the tense conditions that facilitated the start of the war after the assassination of Franz Ferdinand

**ESSENTIAL QUESTIONS**

1. Why do countries go to war?
2. What are the advantages and disadvantages of creating alliances?
3. How can we study history on a sliding scale and what are the benefits of viewing history in this perspective?

# GOALS/OBJECTIVES

1. Students will be able to analyze a visual primary source to develop a greater understanding for a historical era’s values and aspirations
2. Students will be able physically demonstrate the alliance system in pre-war Europe

**MATERIALS**

1. Power Point
2. Map/Timeline/Guided Note Handout
3. Colored Pencils/Markers/Crayons
4. Yarn (3 different colors)
5. Duct Tape

**PROCEDURES**

**OPENER**

**1) Visual Primary Source analysis**

On the power point, I will post an image from pre-war Germany. In the picture Germans are admiring a recently built war-ship. Students will be asked to connect the content they learned yesterday to the picture, by answering the questions below (in their notebook)

-This is a picture of turn of the century Germany

-What specific individual was most likely responsible for creating a fleet of new

battle-ships for his country? Why (what did he value)?

-How does it demonstrate the underlying problems with this golden age in Europe’s history?

**BODY OF THE LESSON**

**2) Map of Pre-War Europe Activity**

Students are aware of the map of Europe today (earlier map quiz). Students will be asked to color in and label the map of pre-war Europe so they can identify the similarities and differences between Europe today and Europe before WWI.

**3) Alliance Simulation**

Students will be separated into seven different country groups (see power point slide 4). They will designate one person to be their diplomat. The diplomat is responsible for either running their string to another country or taking string from another country. Before I explain each treaty, I will question groups to make them consider whom they would ally with given the circumstances. These will be very guided questions, so I can lead the groups to the next treaty. As we go through the each treaty, students create the system of alliances with their yarn and write down notes on their timeline in the handout.

Power Point Slides (steps in simulation)

-Congress of Europe 1815

-Belgian Neutrality Treaty 1837

-The League of Three Emperors 1873

-Dual Alliance 1879

-Triple Alliance 1887

-Dual Entente 1894

-Japan and UK

-UK sides with France

-Romania and Serbia

**4) Alliance Simulation Part 2**

In a mini-lecture I will explain the Bosnian Crisis and the assassination of Franz Ferdinand.

Power Point Slides

-Alliances Environment

-Bosnian Crisis

-The Spark (assassination)

-A Domino Effect

-Alliances Domino Effect

For the last slide, students will be asked to physically demonstrate this domino effect. I have the List of how each country comes into the war. If the step in the list pertains to their country, they will have to demonstrate their participation in the war by standing up and pointing to the group that they declare war on.

**CLOSURE**

**6) WWI Map**

For the last ten minutes of class the students will color in a new map of Europe in WWI in their handout. They will have to use three different colors to represent entente, alliance and neutral countries. By the end of this activity, the students will have a handout that 1) shows Europe before the war, 2) gives the timeline of the events leading up to the war, 3) shows the power blocks in Europe at the beginning of the war.

# ASSESSMENT/EVALUATION (MAY HAPPEN IN BODY/ PROCEDURES)

-Completion of Handout

-Participation in the simulation, including discussions about possible motivations

-Unit Test Essay Question and ID