The Ultimate World War One Packet of Important Stuff

Name_________________________________________
The Powder Keg

Get four colors

First, outline the Austro-Hungarian Empire and color it **Yellow**

Then, outline the USSR and color it **red**

Next, outline the Ottoman Empire and color it **green**

Then, outline the allied countries and color them **blue**
Label the countries represented in the picture above.
Your group will be assigned one of the four M.A.I.N. causes of World War One: Militarism, Alliance System, Imperialism, Nationalism.

As a group, you will prepare for a four-way debate to determine:

**What was the most important, main cause of World War I?**

The debate format will look like this:

- Opening speech from each group (4 minutes each)
- Open floor debate
- Closing speech with voters (2 minutes each)

Every member of the group MUST speak at least once, and teams will be docked points for earphones, cellphones (unless asked to look something up), and superfluous side-chatter.

At the end of the debate, the class will vote on the most persuasive argument for the main cause of The Great War. Gomes will serve as a tie-breaker if everyone sticks along party lines.

Here is how you will be scored:

**50 points total and possible deductions:**

- There are LESS THAN TWO warnings for phones, talking, etc., directed to your team.
  - 1 point deducted for each warning after that
- EVERY member speaks at least once
  - 5 for each member that doesn’t speak
- 3.5 to 4 minutes of opening speech are used
- 5 points for each minute that the speech is short
- Full two minutes of closing speech is used
  - 5 for every :30 that the speech is short
- Every member votes at the end
  - 5 for every non-voting member
Area 1: Choosing Sides and War Plans:

1. Complete the Europe, 1914 by labeling the countries

2. Write down the 6 major Allied Powers, the 4 major Central Powers, and the 6 major Neutral Powers. Then, color them on the map.

<table>
<thead>
<tr>
<th>Allied Powers (6) (BLUE)</th>
<th>Central Powers (4) (Yellow)</th>
<th>Neutral Powers (6) (RED)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. What were the central powers and the allies called **BEFORE** the war?

4. What was the big deal about Germany’s “blank check”? What was it?

4. Which side did the United States eventually join? Why?

5. Which country switched sides just before the war started? Why?

6. List **AND** describe the four long-term **causes** of World War I.
   1. 
   2. 
   3. 
   4. 

7. What was the **spark** that led to the World War I?

8. Who was General **Schlieffen** and what was his plan for World War I? Describe his plan
1. For each event listed below, write down the dates, the country the battle was in, the casualties, and who won. Then, summarize the battle in THREE SENTENCES.

**Battle of Jutland**

**Battle of Tannenberg**

**Battle of Verdun**

**First Battle of the Marne begins**

**First Battle of the Somme**
Battle of Gallipoli

The Second Battle of Ypres

2. Place the events on the timeline. Include the dates in parenthesis.

3. Which battle is considered the most decisive battle of the war?

4. What happened in the Armenian Genocide? What is its relation to the war?
1. Where were the trenches? Draw them in in red. (Approximate!)

2. What were TEN common diseases that were treated by medics in the trenches?

3. Why so much disease?

4. What is trench foot? What caused it? What effects did it have on the body? What was the remedy for it?
5. What was “No Man’s Land? Please be sure to describe at least three distinct features.

6. What was going “over the top”? Give three details, then explain why this was a big fear of soldiers?

7. What does the term “shell shocked” have to do with the war? Why were shellings such a huge fear for the soldiers? Describe a shelling with at least three details.

8. Define stalemate. How does the definition of this word describe trench life?

9. Read the attached quotes from soldiers in the trenches and answer the following questions:
   - Which quote resonated with you the most? Write it here. Then explain why
   - What were some motifs and common aspects of trench life?
Part 1: Video questions

1. What does he mean “war is a catalyst for technology”?

2. How did machine guns give advantages to soldiers in trenches, according to the video?

3. According to the video, what is the benefit of gas? When was it first used and what three types of gas were used?

4. What were at least TWO advantages of tanks?

5. What role did submarines play in WW1?

6. What were planes used for at the start of the way? By the end of the war?

7. Who is the famous air-to-air combat pilot? What is he more famously known as?

8. What country did this dogfighting ace fight for? What was his K/D ratio?

Bonus opportunity: for 15 points, watch the NOVA forensic special called “Who Killed the Red Baron” https://youtube.com/watch?v=_on7jC-zM14 and write a two- to three-paragraph paper that summarizes the video and discusses the facts presented and disproved. At the end, include a few sentences about what you found most interesting. If I feel that you did not watch the documentary or are trying to cheat, I will ask you a very specific question (so notes might be a good idea!)
Part II: Tech infographic

YOUR MISSION is to research your assigned technological advancement. You will create a ONE-PAGE infographic (on printer paper) and will be graded based on the rubric below. It must cover the following info:

- The name of the technology
- It’s invention (or perfection!) date
- What person, company, or country invented (or perfected!) the technology
- What impact did it have on the war?

This information must be presented in a **60:40 ratio of pictures to words.** You must **cite your source** on the back of the document, and heavy emphasis will be placed on neatness.

We will be doing a museum walk on Tuesday, so infographic must be done by then.

The infographic is worth TWENTY-FIVE POINTS!

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>The topic of the infographic is specific in nature and is intended to inform or convince the viewer of WWI tech.</th>
<th>The topic of the infographic may be a bit too broad to allow the viewer to understand the main points.</th>
<th>The topic of the infographic is hard to ascertain and needs to be made more specific.</th>
</tr>
</thead>
<tbody>
<tr>
<td>TYPE</td>
<td>The type of infographic chosen (i.e. timeline, informational, etc.) highly supports the content being presented.</td>
<td>The type of infographic chosen represents the content being chosen but another type may lead to more clarity for the viewer.</td>
<td>The type of infographic chosen does not convey the information well or support the content being presented.</td>
</tr>
<tr>
<td>OBJECTS</td>
<td>The objects/images included in the infographic are fully-colored and support the info and to make it easier for the viewer to understand the infographic. It is 70:30 picture to word ratio.</td>
<td>Some objects/images included in the infographic do not seem to include enough repeated elements to make it understandable. There is some color. There is less than an 60:40 ratio of pictures to words.</td>
<td>Too many different types of objects/images are used in the infographic and that makes it hard for the viewer to understand the content. No color. There is less than a 50:50 ratio of pictures to words.</td>
</tr>
<tr>
<td>CITES</td>
<td>The source is fully-cited on the back of the infographic and is accurate.</td>
<td>The source is partially-cited/Link is not fully accurate.</td>
<td>No cite.</td>
</tr>
<tr>
<td>FONTS</td>
<td>The infographic includes an appropriate font to both complement the content and make the text readable.</td>
<td>The infographic includes multiple fonts and/or the fonts do not seem related to the infographic’s topic.</td>
<td>The font(s) used in the infographic make the text almost unreadable.</td>
</tr>
</tbody>
</table>
1. The United States opted to stay neutral at the beginning of World War I, but Americans profited from the war by selling goods to European countries. What is your opinion on this? Create three arguments for and against profiting from WWI.

2. What was the *Lusitania*? What is the significance of the *Lusitania* in the war? How many people died and were there any Americans on board?

3. How many Allied and Neutral ships were lost to submarines in 1917? How many Allied and Neutral ships were sunk by submarines between 1914-1918?

3. What is the *Zimmerman Telegram* and who wrote it? Why did Americans feel threatened by this telegram?

4. What did the Zimmerman Telegram have to do with the Monroe Doctrine?

5. In the Telegram, what did the German government decide to begin on Feb. 1, 1917? What was promised to Mexico in the Telegram?
6. Read the Zimmerman Telegram at the link provided. Create four headlines exposing the Zimmerman telegram to the public in each of the following countries: US, Mexico, Germany, Britain.

7. When does the United States declare war on Germany? Who was John J. Pershing?


9. What was the Brest-Litovsk Treaty? How did it affect the fighting on the Western Front?
Treaty of Versailles:
Sykes-Picot Agreement:
Shell-shocked:
Isolationism:

**In Europe**

**In the US**

**In Asia**
In Flanders Fields

In Flanders fields the poppies blow
Between the crosses, row on row,
That mark our place; and in the sky
The larks, still bravely singing, fly
Scarce heard amid the guns below.

We are the Dead. Short days ago
We lived, felt dawn, saw sunset glow,
Loved and were loved, and now we lie,
In Flanders fields.

Take up our quarrel with the foe:
To you from failing hands we throw
The torch; be yours to hold it high.
If ye break faith with us who die
We shall not sleep, though poppies grow
In Flanders fields.