

World War I and Its Aftermath: Teacher's Guide

Grade Level: 9-12

Curriculum Focus: U.S. History

Lesson Duration: One to two class periods

Program Description

Rise of Nationalism – Explores the growth of nationalism in the early 1900s by focusing on oppression in Czarist Russia. *World War I* – Explores the causes of “The Great War” and what life was like for a soldier fighting in the trenches. *Death from Above: The Red Baron* – Using forensic evidence and detective work, scientists re-create the last flight of the Red Baron to determine who shot down the German flying ace. *Communism and the Soviet Union* – Explores the fall of czarist Russia and the birth of communism.

Onscreen Questions

Segments 1 & 2, Rise of Nationalism and World War I (12 min.)

- Why did World War I become the first global war in history?
- What impact did new technology and industrialization have on the war?

Segments 3 & 4, Death from Above: The Red Baron and Communism and the Soviet Union (35 min.)

- How do the feelings of the people back home affect a country's war effort?
 - How did the war contribute to instability in some countries?
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Lesson Plan

Student Objectives

- Develop a definition of the term “nationalism.”
- Apply that definition as it relates to the onset of World War I.
- Debate the pros and cons of nationalism.

Materials

- *World War I and Its Aftermath* video and VCR, or DVD and DVD player
- Paper and pencils
- Computer with Internet access

Procedures

1. Ask students how they would define the term "nationalism." Record their responses. Review and discuss to establish the following factors:
 - Nationalism is equivalent to patriotism.
 - Nationalism is identification with one's country.
 - Nationalism is extreme love of one's country.
2. Divide the class into two groups for a debate about how nationalism influenced World War I. Ask one group to represent the positive position, and the other the negative.
3. To prepare for the debate, show students the video's first segment, Rise of Nationalism. Then ask both groups to research the rise of nationalism during the pre-war period.
4. Allow time during class for students to complete their research. Suggest the following Web sites for additional information:
 - http://media.ucsc.edu/classes/thompson/history30c/02_originswwi.html
 - <http://www.allempires.com/empires/german1/german2.htm>
 - <http://www.quia.com/jg/271970list.html>
 - <http://sos-net.eu.org/red&s/dhdi/txtuniv/memoir15.htm>
5. For the debate, allow each group about 5 minutes to present its argument and about 10 minutes for a rebuttal.
6. Conclude the lesson with a class discussion. Based on the debate, ask students which side "won." Do they believe nationalism was a positive or negative influence in pre-World War I Europe? Did nationalism contribute to the onset of World War I? Encourage students to cite sources to support their position.

Assessment

Use the following three-point rubric to evaluate students' work during this lesson.

- **3 points:** Students participated actively in class discussions; completed their research carefully and thoroughly; presented clear, thoughtful arguments during the debate.
- **2 points:** Students participated in class discussions; completed their research satisfactorily; presented competent arguments during the debate.
- **1 point:** Students participated minimally or not at all in class discussions; had difficulty completing their research; did not present convincing arguments during the debate.



Vocabulary

alliances

Definition: Agreements between countries

Context: Countries formed alliances – most significantly the Central Powers and the Allied Powers – before World War I so they would be in a better position to help each other in case of war.

Allied Powers

Definition: The alliance between France, Great Britain, Russia, Italy, and the United States that fought together during World War I

Context: Although the Allied Powers won World War I, victory came at a tremendous cost to all countries involved.

Central Powers

Definition: An alliance consisting of Austria-Hungary, Bulgaria, Germany, and the Ottoman Empire

Context: The Central Powers were weakened considerably as a result of World War I.

nationalism

Definition: A sense of extreme pride or loyalty to a particular country

Context: Historians are still debating the role nationalism played in the outbreak of World War I.

World War I

Definition: A war that was fought from 1914 to 1918 between the Allied and Central Powers

Context: World War I devastated Europe, involving more countries and causing greater destruction than any previous war, and resulting in the deaths of almost 10 million soldiers.

Academic Standards

Mid-continent Research for Education and Learning (McREL)

McREL's Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education addresses 14 content areas. To view the standards and benchmarks, visit <http://www.mcrel.org/>.

This lesson plan addresses the following national standards:

- Geography – Human Systems: Understands the forces of cooperation and conflict that shape the divisions of Earth's surface
- Language Arts – Viewing: Uses viewing skills and strategies to understand and interpret visual media; Writing: Gathers and uses information for research purposes; Listening and Speaking: Uses listening and speaking strategies for different purposes texts

The National Council for the Social Studies (NCSS)

NCSS has developed national guidelines for teaching social studies. To become a member of NCSS, or to view the standards online, go to <http://www.socialstudies.org>



This lesson plan addresses the following thematic standards:

- Culture
 - People, Places, and Environments
 - Individuals, Groups, and Institutions
 - Power, Authority, and Governance
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Support Materials

Develop custom worksheets, educational puzzles, online quizzes, and more with the free teaching tools offered on the Discoveryschool.com Web site. Create and print support materials, or save them to a Custom Classroom account for future use. To learn more, visit

- <http://school.discovery.com/teachingtools/teachingtools.html>
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DVD Content

This program is available in an interactive DVD format. The following information and activities are specific to the DVD version.

How To Use the DVD

The DVD starting screen has the following options:

Play Video – This plays the video from start to finish. There are no programmed stops, except by using a remote control. With a computer, depending on the particular software player, a pause button is included with the other video controls.

Video Index – Here the video is divided into four parts (see below), indicated by video thumbnail icons. Watching all parts in sequence is similar to watching the video from start to finish. Brief descriptions and total running times are noted for each part. To play a particular segment, press Enter on the remote for TV playback; on a computer, click once to highlight a thumbnail and read the accompanying text description and click again to start the video.

Curriculum Units – These are specially edited video segments pulled from different sections of the video (see below). These nonlinear segments align with key ideas in the unit of instruction. They include onscreen pre- and post-viewing questions, reproduced below in this Teacher's Guide. Total running times for these segments are noted. To play a particular segment, press Enter on the TV remote or click once on the Curriculum Unit title on a computer.

Standards Link – Selecting this option displays a single screen that lists the national academic standards the video addresses.

Teacher Resources – This screen gives the technical support number and Web site address.



Video Index

I. Rise of Nationalism (7 min.)

Designed to create a uniform Russia, many of the policies of czarist Russia were oppressive and unjust. A look at how discontent in a country can give rise to nationalism.

II. World War I (5 min.)

Austrian Archduke Ferdinand is assassinated in Serbia, setting the wheels in motion for World War I. Learn about the war through a detailed discussion of its causes, technologies, and tragedies.

III. Death from Above: The Red Baron (30 min.)

Legendary German pilot Manfred von Richthofen was more feared and respected than any other World War I hero. Investigate the man known as the Red Baron and his final, fatal flight.

IV. Communism and the Soviet Union (5 min.)

As World War I drags on, the Russian people grow disillusioned with their government. Their uprising, the February Revolution, ends Czar Nicholas II's reign and brings the Bolsheviks to power.

Curriculum Units

1. Czarist Russia

Pre-viewing question

Q: Should a government try to please all of its citizens or just the majority?

A: Answers will vary.

Post-viewing question

Q: What was society like in czarist Russia?

A: Rich landowners lived lives of luxury while workers and peasants struggled to survive.

2. Unity and Persecution

Pre-viewing question

Q: Have you ever been punished for your beliefs or actions?

A: Answers will vary.

Post-viewing question

Q: What was Russification?

A: It was Czar Alexander III's program designed to create national unity, which included religious and ethnic persecution. The czar insisted that everyone have one language, Russian – and one religion, the Russian Orthodox Church.

3. Revolution

Pre-viewing question

Q: How do you think it felt to be freed after a life of serfdom?

A: Answers will vary.



Post-viewing question

Q: What was Bloody Sunday?

A: This event started the Russian Revolution of 1905. Nicholas II called in troops to protect him from angry citizens marching on the Winter Palace. The troops fired on the crowd, killing hundreds.

4. World War I Begins

Pre-viewing question

Q: Should pacts always be kept?

A: Answers will vary.

Post-viewing question

Q: What were some of the causes of World War I?

A: Economic rivalries, imperial competition, nationalism, and military glorification led to increased army sizes and rivalries between armed nations. European nations signed pacts with one another for protection, forming large alliances. After Austrian Archduke Ferdinand was assassinated in Serbia, Austria-Hungary declared war on Serbia. Because of existing alliances, the major European powers began declaring war on one another.

5. The Great War

Pre-viewing question

Q: Why was World War I called "the Great War"?

A: Because it was the largest conflict the world had ever seen.

Post-viewing question

Q: How do you think it feels to be a soldier in the trenches?

A: Answers will vary.

6. The Red Baron

Pre-viewing question

Q: Who are some modern war heroes?

A: Answers will vary.

Post-viewing question

Q: Why was the Red Baron so famous?

A: The German high command needed success to boost morale, which it was not getting on the ground. So it campaigned to make pilots heroes to the German people. The Red Baron shot down 80 planes in mid-air battles, more than any other pilot during the war, thus making him a legend among heroes.

7. Death of a Legend

Pre-viewing question

Q: Why is the mystery surrounding the Red Baron's death still so intriguing?

A: Answers will vary.



Post-viewing question

Q: What was the Red Baron's fatal mistake?

A: Chasing a British plane into Allied territory, where he was met with a storm of bullets.

8. The Baron's Last Battle

Pre-viewing question

Q: Was the Red Baron's death important to the war as a whole?

A: Answers will vary.

Post-viewing question

Q: Do you think Captain Roy Brown killed the Red Baron?

A: Answers will vary.

9. A Modern Reenactment

Pre-viewing question

Q: Can a computer simulation accurately reenact the past?

A: Answers will vary.

Post-viewing question

Q: Why is it unlikely that Roy Brown fired the fatal shot?

A: According to the computer simulation, Brown had to be extremely lucky to have hit the Red Baron. In addition, the autopsy report shows that someone with the Baron's injury could only have lived about a minute; however, the Baron continued to fly for nearly two minutes after Brown fired and he was still alive when he landed.

10. The Fatal Bullet

Pre-viewing question

Q: Do you think a bullet fired from the ground could have killed the Baron?

A: Answers will vary.

Post-viewing question

Q: Who do you think fired the fatal shot?

A: Sergeant Popkin and gunner Snowy Evans were both in position to shoot the Baron. In Popkin's letter, however, he describes firing frontally at the triplane, which essentially eliminates him, leaving Evans as the only real possibility.

11. Demoralization in Russia

Pre-viewing question

Q: Is there ever a time when breaking the rules is the right thing to do?

A: Answers will vary.

Post-viewing question

Q: How did Russian sentiment change over the course of World War I?

A: At the war's start, the Russian people were filled with national pride and united against Germany. As the war progressed, however, Russian casualties grew, factories could no longer produce enough ammunition and supplies, and the transportation industry began to fail. The



Russian people, believing that the war was bleeding the country dry, began questioning their leaders' competency.

12. Bolsheviks Take Power

Pre-viewing question

Q: What are the pros and cons of communism?

A: Answers will vary.

Post-viewing question

Q: What brought the czarist monarchy to collapse?

A: Continued losses at the front and shortages of food and fuel at home created anger and hostility toward the monarchy. Workers in St. Petersburg, which was renamed Petrograd during the war, went on strike and marchers took to the streets. Instead of firing on the protesters as they did during the first Russian revolution, soldiers joined the marchers. The helpless monarchy collapsed.

