



Big Era Eight
A Half-Century of Crisis: 1900-1950 CE



Landscape Teaching Unit 8.1
The Causes and Consequences of World War I: 1900-1920

Table of Contents

Why this unit?	2
Unit objectives	2
Time and materials	2
Author	2
The historical context	3
This unit in the Big Era time line	7
Lesson 1: Schools of Thought: Causes of World War I	8
Lesson 2: Benjamin Britten: War Requiem, Op. 66-Offertorium	14
Lesson 3: Disillusionment	18
Lesson 4: Armenian Holocaust: Legacy for the Twentieth Century	22
Lesson 5: Dear Abdullah	27
This unit and the Three Essential Questions	33
This unit and the Seven Key Themes	33
This unit and the Standards in Historical Thinking	33
Resources	34
Correlations to National and State Standards	35
Conceptual links to other lessons	35

Why this unit?

This unit examines the mistakes that brought the world to the battlefields of World War I. It explores how alliances were formed, and how millions of youths died defending those alliances and misspending dreams of glory. It investigates why four empires crumbled in the ashes of the war. It demonstrates how the first “industrial war” ushered in the twentieth century. Students will examine what values were worth taking into the new century, and which ones should have been left behind. It provides a foundation from which to examine many of the world’s contemporary dilemmas, especially as they followed from the war’s devastation and the Treaty of Versailles.

Unit objectives

Upon completing this unit, students will be able to:

1. Describe and analyze various factors contributing to the outbreak of World War I.
2. Describe characteristics, goals, and aspirations of the people of the Ottoman empire.
3. Imagine how the goals and aspirations of the combatants might have been met if the war had been avoided.
4. Analyze the Armenian holocaust and compare it to genocide of the twentieth and twenty-first centuries.
5. Describe the effects of nationalism in the twentieth century, and speculate about the place of nationalism in the twenty-first century.
6. Evaluate the characteristics of a good treaty as they apply or do not apply to the Treaty of Versailles.

Time and materials

This unit is divided into four lessons. Each lesson should take two or more class days, depending on classroom circumstances. If time is limited, parts of each lesson may be used at the discretion of the instructor.

Author

Mary Price has taught World History at Libertyville High School for 25 years. She was part of the Woodrow Wilson Foundation team that taught World History strategies to high school teachers throughout the nation in the 1990s. Mary has authored several articles and units in books, and she has presented numerous national workshops on World History strategies. She joined the World History for Us All development team in 2005.

The historical context

Do you have a relative who participated in World War I? Perhaps a great-grandfather? Very few World War I veterans are still living. According to Veterans Affairs Department information for 2005, there are about 24.3 million veterans of American wars living today, but fewer than 50 of these are World War I veterans.

World War I was one of the first events in modern history that was both concentrated in time and global in scope. And it was a hugely important turning point in world history. Consider the world scene in 1914, the year the war broke out.

Europe was divided into a number of sovereign nation-states, but it still constituted a single cultural community in some respects. Even though there were many different church denominations, Christianity gave Europeans some generally shared ideas about the supernatural, morality, and destiny. European states had different sorts of governments. France and Portugal were the only republics. Most countries were monarchies, many of them constitutional monarchies such as Great Britain, some autocracies such as Russia. People could travel quite easily from one European country to another, and no one had to show a passport. (Today, the European Community is moving to eliminate passports between countries once again.) People traveled widely within Europe, especially using the railway networks that linked most countries together. Europeans spoke a variety of languages, no common one. But French served as a language of diplomacy and scholarly exchange throughout Europe.

Everyday culture was quite similar all across Europe, especially in the cities. There, people tended to dress alike, eat many of the same foods, and enjoy the same art and music. The unity of civilization in Europe might be symbolized by the architecture of three sorts of public buildings. One was the railway station, which represented European communication and industry. The second was the town hall, which typified public participation in government. The third was the opera house, which symbolized common culture in the fine arts. These types of structures looked quite alike wherever one traveled in Europe.



**St. Pancras Railway
Station
London, England**



**Town Hall
Antwerp, Belgium**



**Opera House
Paris, France**

In 1914, the industrial nation-states of Europe dominated most of the world. Three powers—Britain, France, and Germany—controlled about 80 percent of the world's inhabited surface. Those three powers also possessed about half of the world's industrial might. Their merchants controlled half the world's international trade.

So why did European countries make devastating war on one another? Both the economic power of the countries of Europe and their rivalry for world influence produced serious divisions and mutual suspicions among them—even though their affluent populations attended the same operas. National groups that did not have their own states, or not one that included the territories they wanted, expressed their nationalism loudly. These groups were concentrated in eastern Europe: Poles, Ukrainians, Croatians, Serbs, Czechs, and others. Tensions were growing between the sovereign states. There was general agreement in the early twentieth century that boundaries in Europe were to be regarded as fixed. One state was not supposed to covet the territory of other states.

Within Europe an ominous arms race was picking up. Germany, which became a unified sovereign state in 1871, was a new power on the scene. Germany's rapid rise as an industrial and military power caused alarm, especially for France and Britain. All the European powers informally agreed that whenever a conflict threatened to break out between two of them, the powers would gang up on the side of the underdog and the crisis would be defused that way. But Europe had no regular machinery for settling international disputes. Neither the League of Nations nor the United Nations yet existed.

Shifts and adjustments in the balance of power ended, and Europe divided into two solid alliance blocks: Germany and Austria-Hungary on one side, Britain, France, and Russia on the other.

The incident that precipitated World War I was in itself a small one: the Archduke Francis Ferdinand, who was the heir to the throne of Austria-Hungary, was traveling in the town of Sarajevo on June 28, 1914. While his carriage was driving through the streets, a Serbian terrorist shot him. Serbian revolutionaries regarded Austria as the special enemy of the little country of Serbia. From this incident unrolled a series of events that nobody managed to control and that led directly to the outbreak of the war in August 1914. Austria made demands on Serbia. Russia was an ally of Serbia and therefore started mobilizing its army. Germany then mobilized as well because it felt it had to stand by Austria, its ally, against Russia. Finally, France and Britain, Russia's allies, mobilized too. Germany invaded France and tried to knock it out of the war fast, but the army got bogged down in Belgium and northeastern France. This is where the trench lines were dug. This was the Western Front.



**Archduke
Francis
Ferdinand of
Austria-
Hungary**

The rigid alliance system made it almost inevitable that a local quarrel could become a European war, and that is what happened. And because of the involvement of European countries with their own colonies and with other countries in Africa, Asia, and America, it became a *world* war. Japan, China, Italy, and the US all came into the war

eventually on the Allied side. Turkey joined the Central Powers. Before the war was over, more than thirty countries with a combined population of 1.4 billion people were involved.

World War I was a modern war: not a war between armies or between kings but between whole societies. Modernity had brought nationalism and popular participation in government. Modernity also meant that whole peoples could be mobilized to fight each other. No one expected the war to be four years of continuous slaughter. But when the fighting dragged on, the opposing states concluded that the only way to end it was to utterly ruin the enemy. Back in 1906, one German general observed: If war breaks out "it will be a national war which will not be settled by a decisive battle but by a long wearisome struggle with a country that will not be overcome until its whole national force is broken, and a war which will utterly exhaust our own people, even if we are victorious." He was right.

World War I was the first great industrial war. The Industrial Revolution had given the countries of western and central Europe tremendous power to produce goods. Now the factories of the belligerent countries churned out vast quantities of repeating rifles, machine guns, artillery, ammunition, uniforms, trucks, food for the troops, and on and on. The machine gun, a product of industry designed to kill large numbers of people very quickly, was the key weapon in the war. Machine guns defended territory so well against charging enemy troops that the war on the Western Front degenerated into a defensive stalemate. Meanwhile, scientists and engineers busied themselves deliberately inventing new kinds of weapons, like poison gas, tanks, submarines, and fighting aircraft. All this military production sustained and perpetuated the war. Perhaps the conflicting powers did not themselves realize how much power they had to keep the war going.

The war became global when the opposing states carried the fighting to their colonies. East Africa became a significant theater of war between Britain and Germany because both powers had colonies there. In the Middle East, the Ottoman Turkish empire came into the war on the side of Germany and Austria. The British, operating from Egypt, attacked the empire, which led to fighting in Arabia, Syria, Iraq, and Turkey. Moreover, European colonies provided strategic raw materials and thousands of soldiers from among colonial populations.



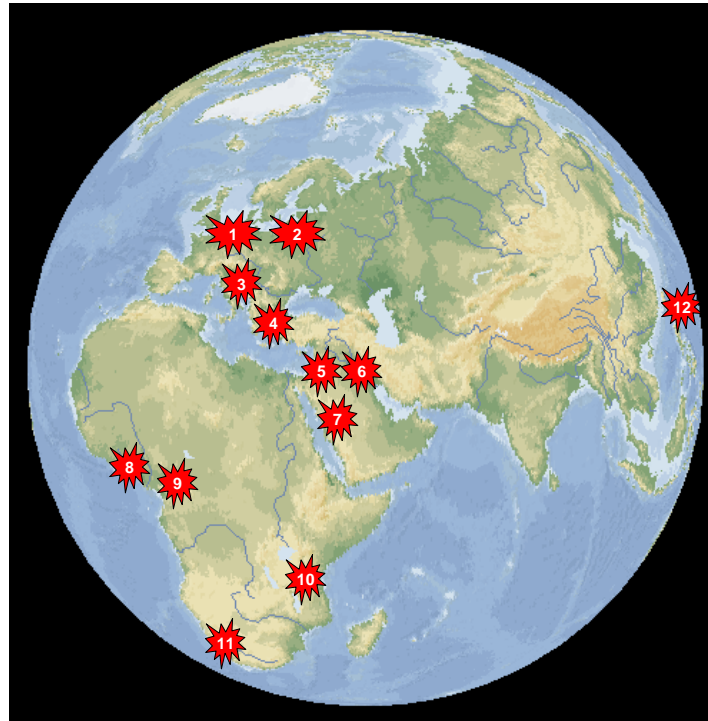
A French poster celebrating colonial troops

The death and destruction of World War I went far beyond any earlier war. Take the Battle of the Somme, an allied offensive against the Germans that lasted from July to November 1916. The British forces suffered 36,000 casualties in the first hour of the battle. When the offensive ended in November, Germany had lost 400,000 men. Britain and France together had lost 600,000 thousand. The reward for Britain and France was a maximum military advance of about seven miles. By 1917 the carnage had become so great and seemed so far from ending that two countries took special action. Russian troops on the Eastern Front said enough was enough,

revolted against their own officers, and refused to fight. This event led directly into the Communist Revolution in Russia. In the same year, the United States entered the war on the side of the Allies. This led directly to Germany's defeat on the Western Front in 1918.

Regions where fighting took place in World War I

- 1 Western European Front
- 2 Eastern European Front
- 3 Italian Front
- 4 Balkan Front
- 5 Palestine/Syria
- 6 Iraq
- 7 Arabia
- 8 German Togoland
- 9 German Cameroon
- 10 German East Africa
- 11 German Southwest Africa
- 12 German Pacific Islands



What were the most important consequences of the war they called at the time the Great War?

First, large areas of Europe lay in ruin, economies were in a state of collapse, and almost an entire generation of young men in France and Germany had been wiped out. More than 9 million soldiers and sailors died in action. More than 21 million combatants were wounded. As if this was not enough, an epidemic of influenza spread through the world in 1918 and 1919, killing many millions more. So the task Europe faced just to get back on its feet was monumental.

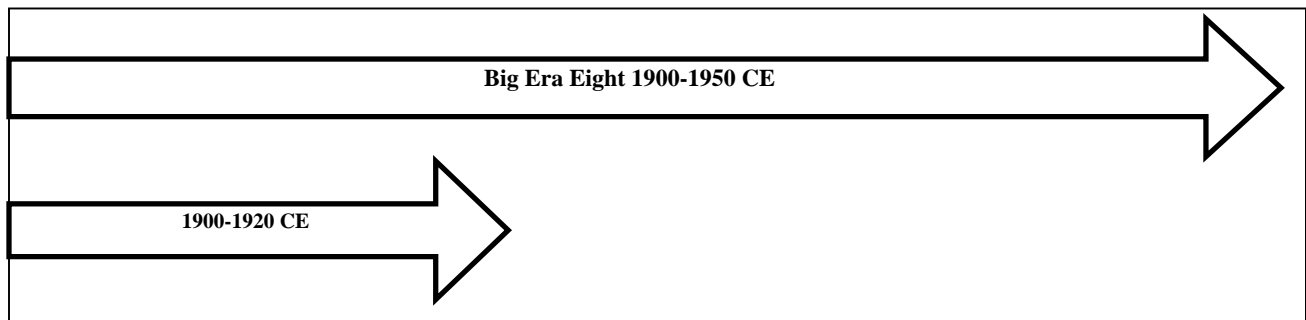
Second, the map of Europe was radically changed. The victorious powers agreed on many of these changes at the Paris Peace Conference in 1919. Four different empires came to an end: the German, Austro-Hungarian, Ottoman, and Russian empires. In their place rose three new republics and a new Communist state. Also, nine new countries were created out of territory that had belonged to one or another of these empires: Czechoslovakia, Yugoslavia, Poland, Finland, Latvia, Estonia, Lithuania, Hungary, and Austria. The creation of these new nation-states satisfied the nationalist hopes of some people. But, in fact, the multiplying of countries in Europe also produced more tensions, and many nationalist groups still did not feel they had received their due.

Third, the European powers had justified their colonial control over much of the world by pointing to their cultural and racial superiority over Africans and Asians. But when these same

powers set out to destroy one another in the most savage and barbaric war in history, the luster wore off the idea of European superiority. Colonial peoples in Africa and Asia, many of whom had participated valiantly in the war on one side or the other, gained confidence to protest and resist European colonial control. Thereafter, nationalism surged in the colonial empires.

Fourth, the huge cost of the war in lives and property did not mean that tensions in western and central Europe dissipated. The war did not answer the political problem of achieving stable political relations between Germany, the big new power in Europe, and its neighboring countries. The victorious allies forced Germany to accept blame for the war, forcing it to sign the Treaty of Versailles. Prewar German militarism was one of the factors leading to the conflagration, but Germany was hardly to blame for it lasting for four years. The treaty also had provisions that forced Germany to pay for starting the war. Among Germans, these stipulations caused deep resentment and bitterness, opening the way for Adolph Hitler and his Nazi party. World War II broke out just twenty years after the Great War. So the second war was in a very real sense a continuation of the first.

This unit in the Big Era Timeline



Lesson 1

Schools of Thought: Causes of World War I

Introduction

Scholars disagree on the causes of World War I. Among major factors to consider are:

- **Nationalism.** Political leaders believed in a world of independent nation-states but also in defending and pursuing the interests of their own national community against all rival nation-states.
- **The balance of power and imperialism.** In the imperialist conquests of the late nineteenth and early twentieth centuries, the conquerors believed they were playing a “zero-sum game.” The leaders of each state believed that conquerable territory and resources were limited and finite and that whatever gains a rival nation-state made would be to their loss.
- **Interests of individual nations.** Individual states believed that they had something to gain nationally and internationally in pursuing and winning a general war. But also, the two alliance blocs formed before the war did not limit it but caused it to mushroom in scope.
- **Arms buildup.** If the major powers had not built stockpiles of weapons—from machine guns to battleships—the war would not have started in the summer of 1914. Without huge weapons reserves, the powers would have taken a year to mobilize, long enough to negotiate a peaceful solution.

Activities

Have students read Student Handout 1.1 for a general overview of each school of thought. Have students select one or two which seem most credible to them. Explain that historians disagree on which school is most valid. After making their selection, have them read Student Handout 1.2 to give greater insight to their argument. Narrow the choice down to one school of thought and seek like-minded students to form a fish bowl discussion group.

Fish Bowl: Have students select the school of thought which they feel is most credible. They should pool findings with those with whom they agree. Together, form a fish bowl discussion group about the ideas that brought each person to this conclusion. Have all groups engage in fish bowl discussions. Other students in the class will observe the fish bowl discussion of each group and ask questions. Center discussion on the following questions:

- What are the real vs. the rhetorical issues about the causes of World War I?
- Why do you feel the school of thought you have selected is most credible?
- Why are the others less convincing?

Analysis: In discussion with the entire class, analyze the quality of arguments and presentation made by each fish bowl group. Use the following factors as criteria:

- Quality of historical evidence that the group brought to bear on the discussion.
- Number of group members who participated and how much.
- Quality of discussion in stimulating interest and thought.
- Ability of group members to think on their feet.
- Ability of group members to give insightful answers to audience questions.

Lesson 1***Student Handout 1.1—Schools of Thought: Causes of World War I***

The assassination of Archduke Francis Ferdinand of Austria triggered World War I. The assassination was the spark that ignited the conflict. Would the conflict have ended right where it began, in Bosnia, if deeper currents did not propel the European powers on to war? Analyze this question by considering the following schools of thought on causes of the war in Europe.

Nationalism

Those who believe that nationalism was the main cause of World War I think that it was propelled by such factors as the desire of Slavic peoples to free themselves from the rule of the Austro-Hungarian empire, and the desire of Austria-Hungary, in turn, to crush rising spirits of nationalism among ethnic groups within the empire. Serbian nationalists were especially militant, Serbs within the empire demanding unification with the small Kingdom of Serbia. In the Middle East, nationalists in Arabic-speaking lands sought independence from the Ottoman Turkish empire. Nationalist groups in Georgia, Latvia, Lithuania, Estonia, and Poland called for separation from the Russian empire. Russia also promoted Pan-Slavism in the Balkans, encouraging fellow Slavic-speaking peoples in their quest to throw off Austria-Hungary's rule. The peace treaties following the war led to the birth of a number of states (Poland, Czechoslovakia, Yugoslavia, Turkey, and others) ruled by a dominant nationalist ethnic group. This shows that nationalism was in fact the major causative issue of the war.

The Balance of Power and Imperialism

This causative factor is summarized in a world history textbook by Jerry Bentley and Herbert Zeigler:

“Aggressive nationalism was also manifest in economic competition and colonial conflicts, fueling dangerous rivalries among the major European powers. The industrialized nations of Europe competed for foreign markets and engaged in tariff wars, but the most unsettling economic rivalry involved Great Britain and Germany. By the twentieth century Germany's rapid industrialization threatened British economic predominance. . . . British reluctance to accept the relative decline of British industry vis-à-vis German industry strained relations between the two economic powers.

Economic rivalries fomented colonial competition. During the late nineteenth and early twentieth centuries, European nations searched aggressively for new colonies or dependencies to bolster economic performance. In their haste to conquer and colonize, the imperial powers stumbled over each other, repeatedly clashing in one corner of the globe or another. . . .

Virtually all the major powers engaged in the scramble for empire, but the competition between Britain and Germany and that between France and Germany were the most intense and dangerous. Germany, a unified nation only since 1871, embarked on the colonial race belatedly but aggressively, insisting that it too must have its "place in the sun." German imperial efforts were frustrated, however, by the simple fact that British and French imperialists had already *carved* up most of the world. German-French antagonisms and German-British rivalries went far toward shaping the international alliances that contributed to the spread of war after 1914.”

Source: Jerry H. Bentley and Herbert F. Zeigler, *Traditions and Encounters: A Global Perspective on the Past* (New York: McGraw-Hill, 2003), 973-74.

Interests of Individual Nations

Whatever else may have triggered World War I, it must be remembered that nations do not send their sons to die on the battlefield simply because they have signed onto alliances. Nations uphold or ignore alliances based on their own self-interests. To be sure, each of the combatants believed they had interests that had to be protected and pursued and therefore something to be gained by going to war:

Russia. It saw itself as the Protector of the Slavs and claimed that Austria-Hungary treated Serbs and other Slavic-speaking groups unfairly. Russia also sought ready access to the Mediterranean Sea, but this involved sailing through Ottoman territory.

The Ottoman empire. It had been losing territory since the eighteenth century and sought to preserve its integrity and great power status.

Germany. It shared history and culture with German-speaking Austria, which created a powerful bond between the two states. It also wanted to secure the Rhineland, with its important resources, and to ward off French desires to seek revenge for the loss of Alsace-Lorraine to Germany in 1870.

Italy. It wanted to strengthen its position as world power and gain more colonies. Italy switched its alliance from the Central Powers to the Allied Powers in 1915 on promises of getting colonies.

France. It looked upon Germany as an aggressor and wished to get back the territories it had lost to that power following the Franco-Prussian War of 1871.

Serbia. It wanted to bring all Serbs in the Ottoman and Austrian empires into the Kingdom of Serbia.

If these nation-states were not motivated by these interests, would the other factors have been sufficient to drag them into war?

Arms Buildup.

The Triple Alliance and Triple Entente were supposed to be peace-keeping alliances, designed as deterrents to prevent any power from ganging up on any of the others. A prospective aggressor would know that if it declared war against any member of the opposing alliance, all members of that alliance would come to the attacked member's defense. While the system of alliances aimed to keep the peace, however, the opposing members were plotting against each other. This was accompanied by a buildup of arms sometimes described as a powder keg. If the army and navy stockpiles had not existed, both alliances would have needed at least a year to mobilize and build defenses. A year might have been enough time to make them stop and select a more reasonable course. Even today, those who demand reduction of armaments in the world use the same argument.

Jerry Bentley and Herbert Zeigler emphasize the naval arms race:

“Germans and Britons convinced themselves that naval power was imperative to secure trade routes and protect merchant shipping. Moreover, military leaders and politicians saw powerful navies as a means of controlling the seas in times of war, a control they viewed as decisive in determining the outcome of any war. Thus when Germany's political and military leaders announced their program to build a fleet with many large battleships, they seemed to undermine British naval supremacy. The British government moved to meet the German threat through the construction of super battleships known as *dreadnoughts*. Rather than discouraging the Germans from their naval buildup, the British determination to retain naval superiority stimulated the Germans to build their own flotilla of dreadnoughts. This expensive naval race contributed further to international tensions and hostilities between nations.”

Source: Jerry H. Bentley and Herbert F. Zeigler, *Traditions and Encounters: A Global Perspective on the Past* (New York: McGraw-Hill, 2003), 974.

Lesson 2

Benjamin Britten: War Requiem, Op. 66: Offertorium

Activities

1. Secure a CD of Benjamin Britten's War Requiem, Op. 66. From the liner notes, print out the text in Latin and English for Movement III, Offertorium:

- Cut 1: Boys' Choir (Lord Jesus Christ, King of glory free the souls of all the faithful dead)
- Cut 2: Chorus (But may the standard-bearer, holy Michael bring them again into holy light)
- Cut 3: Baritone and Tenor Solos (So Abraham arose, and clave the wood, and went and took the fire with him, and a knife)
- Cut 4. Boys' Choir (Sacrifices and prayers to you, Lord, we offer with praise).

It is important for students to have the Latin and English lyrics to read because the Requiem is sung in Latin. The meaning of the words becomes clear through the translation. Cut 3 is the most important message for the World War I Requiem, especially the last line, which states: "Slew his son, and half the seed of Europe, one by one."

2. Distribute Student Handout 2.1, "Elements of Music." This handout is a diagnostic quiz. Ask students to take the quiz. The answer key is: 1-C, 2-I, 3-G, 4-B, 5-F, 6-A, 7-H, 8-D, 9-E.

3. Distribute Student Handout 2.2, "Observe as you Listen." Discuss with students the results of their quizzes and the meaning of the 9 terms with reference to the handout.

4. Distribute Student Handout 2.3, "What Do You Observe?" Place students in groups of three or four. Have them record their observations while the selections from the Requiem are being played.

Assessment

1. After students have listened to the music, ask one student to summarize the findings of the group. Ask the meaning of the lyrics and how the music facilitates the message.
2. Discuss the message of the work. Offer that this is one of the most powerful anti-war messages ever written. Ask students why there is a reference to the story of Abraham. Be sure everybody knows the story of Abraham. If not, explain.
3. Speculate whether this message has any significance in contemporary times. Does it have more or less significance now than it did when it was written?

Lesson 2***Student Handout 2.1—Elements of Music***

Element	Definition
1. _____ Silence	A. Quality or color of sound
2. _____ Rhythm	B. Simultaneous sounds, typically organized within a tonality framework
3. _____ Melody	C. Absence of sound
4. _____ Harmony	D. Overall organization of sound into a coherent whole, often based on repetition or contrast
5. _____ Texture	E. Poetry, prose, or syllables
6. _____ Timbre	F. Number of melodic lines and the quality of relationship among multiple melodic lines
7. _____ Expression	G. Succession of musical sounds
8. _____ Form	H. Mood and emotion of sound
9. _____ Text	I. Organization of sound in time, pulse, and beat

Source: Prof. Charles Neufeld, School of Music and Theater Arts, Washington State University, National Council for the Social Studies, 2000 annual convention presentation.

Lesson 2

Student Handout 2.2—Observe as You Listen: Benjamin Britten’s War Requiem, Op. 66: Offertorium

Here are some elements of music to think about as you listen:

Silence

How do the spaces of silence function in the music? Why do you suppose Britten used silence in this piece?

Rhythm

What rhythms stand out to you? Do these rhythms relate to the text or melody in any particular way?

Melody

What melodic lines seem most important? Are there specific melodic effects that capture your imagination?

Harmony

When melodic lines combine to form harmonies, what seems to be the effect? Do portions of the music sound more harmonically unified than others? Which ones? How does the harmony relate to other elements of this piece?

Texture

How do the major forces of Boys’ Choir, Soloists, Orchestra, and Chamber Ensemble (a smaller orchestra) work in this piece? How does this relate to the text? Why do you think Britten chose to use texture in this way?

Expression

How does the composer contrast loud/soft, fast/slow, high/low?

Form

What special meanings are created by the organization of the sections within the piece?

Text

Use the text handout. What words or phrases have specific meaning for you? What words or phrases did Britten emphasize musically? Why did Britten juxtapose “quam olim Abrahe. . .” with “And half the seed of Europe. . .”? What layers of understanding can you identify?

Lesson 2

Student Handout 2.3—What do you Observe?

What do you observe about the elements of music as you listen?

Silence

Rhythm

Melody

Harmony

Texture

Timbre

Expression

Form

Text

Lesson 3

Disillusionment

The experience of World War I was profoundly disillusioning to those who believed in nineteenth-century ideals of progress. After the war, Europe no longer had the sense of confidence and optimism that had typified it during the previous 100 years. This is evidenced in war poems that no longer glorified the conflict but rather conveyed a sense of the horror and futility of it. One of the best of these antiwar poets was Wilfred Owen. He was born in England in 1893 and killed in action in 1918, one week before the armistice, which ended the war. The following poem has the ironic ending: “It is sweet and proper to die for one’s country.”

Activities

Distribute Student Handout 3.1, the poem *Dulce et Decorum Est* by Wilfred Owen. Read this poem aloud and discuss the meanings of the various sections with the class.

- Establish that Wilfred Owen had first-hand knowledge of the horrors of the war, having fought in the trenches on the Western Front. He was killed in action shortly before the armistice was drawn. How old was Owen when he died? What does the speaker say about a soldier’s experience? Does the poem speak to the universality of the experience? How?
- Explain that this poem does not form a plot or tell a coherent story, but rather presents a scene, mood, and impression. Taken together it expresses the end of the world’s innocence. The poem makes clear the war atrocities made possible by new technology. It expresses the inhumanity of war. Point out the psychological damage and cynicism conveyed in Owen’s work.
- What do images suggest: “He plunges at me, guttering, choking, drowning,” and “Of vile, incurable sores on innocent tongues. . . .”
- What is conveyed by the adjectives “obscene” and “vile”? What mood is expressed by the words “the old lie”?

Distribute Student Handout 3.2, the poem *In Flanders Field* by John McCrae. Read this poem aloud. Help students to sort out the meaning of the words.

- Establish that a requiem is a mass or religious service for the dead. Ask whether this work is a secular or religious requiem. Explain your choice.
- In what way does McCrae pass his universal message on to us? What mandate does he hand to successive generations in the statement, “The torch: be yours to hold it high. If ye break faith with us who die. . . .”
- Point out the absence of cynicism. What emotion is evoked? By what means is this emotion conveyed?

Extension Activity

Historical fiction can convey more than nonfiction. Such is the case with Erich Maria Remarque's *All Quiet on the Western Front*. Remarque was a German novelist (1898-1970) who fought in World War I. His novel provides a vivid description of the fighting as seen through the eyes of a young German soldier named Paul Baumer. Find the passage in which Baumer is huddled in a large shell-hole, separated from his unit and afraid that an enemy soldier could discover him at any time. "This is the first man I have killed with my hands, whom I can see close at hand, whose death is my doing." This excerpt shows the personal emotions brought to bear by the insanity of war and the quest for survival.

Assessment

1. The assessment provides two separate possibilities depending on the strengths or inclinations of the students. Students may be asked either to write a poem about or an epitaph to "The Great War" or to draw a political cartoon.
2. Writing a poem or an epitaph could be about any phase of the war, for example, the causes of the war, the collapse of Russia, Russia's doomed cause, the Battle of Gallipoli, the horrors of the Eastern or Western Front, the promise or failure of Versailles, or the end of the world's innocence.
3. A political cartoon (perhaps incorporating clipart) might also express any phase of the war from the perspective of any combatants or noncombatants. It should express a message about some phase of the war.

Lesson 3***Student Handout 3.1—Dulce et Decorum Est: Wilfred Owen (1893-1918)***

Bent double, like old beggars under sacks,
Knock-kneed, coughing like hags, we cursed through sludge,
Till on the haunting flares we turned our backs
And towards our distant rest began to trudge.
Men marched asleep. Many had lost their boots
But limped on, blood-shod. All went lame; all blind;
Drunk with fatigue; deaf even to the hoots
Of tired, outstripped Five-Nines that dropped behind.

Gas! Gas! Quick boys! – An Ecstasy of fumbling,
Fitting the clumsy helmets just in time;
But someone still was yelling out and stumbling
And flound'ring like a man in fire or lime . . .
Dim, through the misty panes and thick green light,
As under a green sea, I saw him drowning.
In all my dreams, before my helpless sight,
He plunges at me, guttering, choking, drowning.

If in some smothering dreams you too could pace
Behind the wagon that we flung him in,
And watch the white eyes writhing in his face,
His hanging face, like a devil's sick of sin;
If you could hear, at every jolt, the blood
Come gargling from the froth-corrupted lungs,
Obscene as cancer, bitter as the cud
Of vile, incurable sores on innocent tongues –
My friend you would not tell with such high zest
The old Lie: *Dulce et decorum est*
Pro patria mori.

Source: Dennis Sherman, *Western Civilization: Sources, Images, and Interpretations* (Boston: McGraw-Hill, 2000).

Lesson 3***Student Handout 3.2—In Flanders Fields: John McCrae***

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.

Dennis Sherman, *Western Civilization: Sources, Images, and Interpretations* (Boston: McGraw Hill, 2000).

Lesson 4

Armenian Holocaust: Legacy for the Twentieth Century

Activities

1. Define the words holocaust and genocide. Establish that there have been several genocidal catastrophes in the twentieth and twenty-first centuries. Ask the students if subsequent history might have been different if the world had been aware of the plight of the Armenians. Ask students how the Nazi holocaust might have been affected by knowledge of the Armenian tragedy. What might have been different? What might have been the same?
2. Show students Student Handout 4.1, “Summary of Seven Twentieth- and Twenty-First Century Genocides.” Divide the class into seven seminar groups.
3. Review Student Handout 4.1. Presenting the handout as a point of departure, have each seminar group research one genocide and present a summary of it. Each group should plan and share research on its assigned event. *Caution students to take care in using the Internet, and even print sources, on genocides. Many Internet sites are one-sided and highly charged politically and emotionally.* Ask what message their summary of the event has for contemporary times. What message for future times? How could this genocide have been prevented from happening again? What can you and I do to prevent this sort of tragedy from happening in our times? Ask the rhetorical question: “At what point do you and I become members of the world community and stand up to speak?”
4. Have each of the seminar groups show, on a regional or world map, the location of the topic of their study. Ask each group: “What other facts can you add?” Ask: “What other events would you add to this tragic chronicle?” See the Map Guide for Teachers below.
5. Have each seminar group weigh its findings against the statement of Dr. Martin Luther King, Jr., in his *Letter from Birmingham Jail*, April 16, 1963, “Injustice anywhere is a threat to justice everywhere.”

Assessment

1. Summarize these acts of injustice. Analyze what safety valves the world has built as a vigil against atrocities in our time. Speculate on the potential of these safety valves.
2. Make a graphic organizer contrasting the historical features, numbers of casualties, and motives of the perpetrators for each of the seven genocides.
3. Tag Team Discussion: Place four chairs in the middle of the room. Create four evenly-matched teams. Have one person from each team sit in each of the four chairs. Start the discussion by saying: “The First World War ushered in the Armenian holocaust. Similar atrocities have been repeated throughout the twentieth and twenty-first centuries. These acts are well chronicled.” Then bow out and let the four students in the seats continue the conversation. When someone else on a team wants to speak, he/she simply taps the person

from his/her team on the shoulder, sits down, and carries on the conversation. Judge the best group with a reward based on the following criteria:

- Team participation. Everybody on the team must speak at least once. The greater the turnover, the better.
- The quality of the conversation from each team. The higher the quality, the better the evaluation.

Lesson 4

Student Handout 4.1—Summary of Seven Twentieth- and Twenty-First-Century Genocides

As we remember the holocaust against Jews, Gypsies, homosexuals, and Slavs during the Third Reich in World War II, we may also remember the legacy of these victims. Our mandate is one of vigilance to prevent such atrocities from happening in our time. Yet, similar atrocities have happened before and since World War II. Below is a chronicle of some acts of genocide in the twentieth and twenty-first centuries.

- In each case, what other facts can you add?
- What other genocidal acts might you add to this tragic chronicle of seven?

1. Armenia - 1915

During World War I, the Ottoman empire embarked on a policy of genocide against its Armenian population. Armenians have long commemorated April 24, 1915 as the date on which the Ottoman authorities first rounded up and liquidated Armenian intellectuals. In total, about 1.5 million men, women, and children were murdered. The atrocities were photographed by Armand Wegner, a German photojournalist. The Ottoman state was allied with Germany in World War I. It is noteworthy that later, when Wegner's pictures were shown to Hitler, he remarked, "Nobody remembers."

2. Nanjing, China - 1937

The Rape of Nanjing (Nanking) refers to the unjustified and inhumane atrocities that Japanese soldiers committed during Japan's invasion of China. These atrocities included looting, rape, and killing of Chinese civilians in Nanjing after the city had already surrendered to Japan on December 13, 1937. Remembered as the most brutal event of the Japanese invasion, some 300,000 civilians were reported murdered and 20,000 women raped and murdered in this urban area alone. Victims included children as young as seven and elderly women in their seventies. The crimes were sometimes committed in front of spouses or other family members. The controversy flared up anew in 1982 when the Japanese Ministry of Education censored any mention of the Nanjing Massacre in Japanese textbooks. Japan and China continue to dispute the way Japanese textbooks describe the invasion and massacre.

3. Cambodia - 1975

In 1975, during the Vietnam War, Cambodia was plunged into chaos when the Khmer Rouge, a Communist party led by Pol Pot, took over the country. The Khmer Rouge's ultimate goal was to create a primitive society of peasants with an economy based on agriculture and barter. In the four years of its rule, the regime killed almost two million people, including government officials and influential persons who opposed the new rulers. In 1979, the Vietnamese army drove the Khmer Rouge out of Cambodia. But the expelled regime retreated to the countryside and resurfaced to fight a civil war that lasted until 1998. Hun Sen, the prime minister of Cambodia, said that "we should dig a hole and bury the past." Today in Cambodia, the victims of the genocide still live side-by-side with the unpunished perpetrators. Pol Pot's legacy still lives on.

Some families visit his grave to pray for good fortune. Other families have struggled to recover from the sudden transition to farming that the Khmer Rouge forced upon them. The people of Cambodia and the world should not and cannot simply bury the past when it still affects the present. One genocide survivor protested the reluctance to acknowledge the brutality of the past and cries: "I beg you not to forget the atrocities and to remember vividly this history."

4. Iraqi Kurds - 1983

The Kurds, who speak the Kurdish language and practice Sunni Islam, are the world's largest group of people without a nation to call their own. They were promised Kurdistan by the Treaty of Sevres in 1920, but their dream never came to fruition. Allies who backed the treaty pulled out after fears arose of destabilizing Iraq and Syria. Throughout the years, the Kurdish population was divided, parts of it living in Turkey, Iraq, Iran, and Syria. Saddam Hussein came to power in 1968 (he became president in 1979), promising the Kurds a lasting solution to their predicament. His promise was quickly broken when the Ba'ath party evicted Kurdish farmers from their lands in order to tap oil wells. In the summer of 1983, Iraqi troops broke into a Kurdish village of the Barzani tribe and swiftly took 8,000 men from their homes and put them into concentration camps designed for testing chemical agents. All 8,000 men are now presumed dead. This was only a precursor, however, to the atrocities that occurred during the Anfal campaigns in 1988. Between February 23 and September 6 of that year, 200,000 Iraqi troops detained thousands of Kurdish males between the ages of 15 and 70 for interrogation and ultimate execution. Women and children were later trucked off to resettlement camps where they, too, were brutally murdered. The estimated death toll of the holocaust was between 60,000 and 110,000. As one Iraqi soldier told a survivor of the attack on Qaranaw village, "Your men have gone to hell."

5. Bosnia – 1992-95

In 1990, Bosnia was made up of three major ethnic groups: it was 44 percent Bosnian, 33 percent Serbian, and 17 percent Croat. Bosnians have been Muslim from the time when Bosnia was part of the Ottoman empire. Bosnian Muslims, however, speak Serbo-Croatian, the same language that Serbs and Croats speak. Serbians are traditionally Orthodox Catholics, and Croats are traditionally Roman Catholic. When Yugoslavia was divided by the European Community into Croatia, Serbia, and Bosnia, Bosnia was partitioned and became independent. The Serbs responded violently. They created in Bosnia "ethnically pure" territories free of Muslims and Croats. Twenty thousand Muslim once lived in Banja Luka, the second largest city. By the end of the "ethnic cleansing," only 4,000 were reported to have survived. Serb militiamen killed 7-8,000 Bosnian men in Srebrenica in July 1995. Finally, western nations charged the Serbs with genocide. Slobodan Milosevic, the president of Serbia, went on trial in The Hague, Netherlands, for crimes against humanity, but he died in 2006 before the trial ended. Bosnia is currently occupied by NATO forces of France, the United States, and Britain to prevent further atrocities.

6. Rwanda - 1994

The mass genocide that took place in Rwanda during the mid-1990s was partly a consequence of the ignorance and unjust segregating of a foreign power. Belgium, the colonial power in Rwanda from the late nineteenth century, encouraged ethnic division between the two groups known as the Hutu and the Tutsi. The Tutsi were a cattle-herding people who began arriving in central Africa from Ethiopia around 1600. They became the politically dominant class. The Hutu were

predominantly farmers who lived in large family units. The Belgians believed the Tutsi to be superior and thus ratified their position as a Tutsi upper class, while the Hutu remained peasants. The demotion of the Hutu to a lower position planted the seed for what later became a violent overthrow of the Tutsi. The hate war exploded when, on April 6, 1994, the president, Juvenal Habyarimana, a Hutu, was shot down in his airplane. Rumors spread that Tutsis ordered the assassination. These rumors expanded into Hutu violence against Tutsi. The violence spilled into the streets as Hutu went on a three-month blitzkrieg of massacre. The Tutsi were horrified at the speed at which the incident escalated. By the end of just three months, over 800,000 Tutsi were reported dead.

The Rwandan genocide was widely ignored by the international community. The United Nations deployed troops, but after ten casualties, they rapidly withdrew from the conflict, waiting until there was a clear victor in sight, which became the RPF (Rwandan Patriotic Front). The United States, Belgium, France, and the United Nations all had knowledge, prior to the genocide, of the events about to unfold; however, those nations took no action. Alison Des Forges, a scholar on Rwanda, has written: “The Americans were interested in saving money, the Belgians were interested in saving face, and the French were interested in saving their ally, the genocidal government.”

7. Darfur 2003

Though the conflict has no definitive beginning, the modern Darfur genocide erupted in early 2003. The conflict centers on the ethnic differences between Arabic-speaking Muslims and Muslim farmers and herders who speak other languages and live in Darfur, the region of southwestern Sudan. Recent estimates have reported that 338,000 civilians have died and 1.5 million people have been displaced into the neighboring countries such as Chad, Libya, Egypt, and Ethiopia. The local African tribes are suppressed by government-backed militia groups known generally as the Janjaweed, even though the government constituted these militias to protect the people of the region from the warring rebel groups. The two largest rebel groups against the government are the Sudan Liberation Army and the Justice and Equality Movement. The Janjaweed have turned against the people, perpetrating mass killings, rapes, and destruction of towns and villages. Though the UN and many nations have pressured the Sudanese government to stop the atrocities, war and mass flight continue as of late 2006.

“Injustice anywhere is a threat to justice everywhere.”

Dr. Martin Luther King Jr., *Letter from Birmingham Jail*, April 16, 1963

“The only thing necessary for the triumph of evil is for good men to do nothing.”

Edmund Burke, British statesman and orator (1729-1797)

“At what point do you and I become members of the world community and stand up and speak?”

Mr. Charles Beach, January 21, 2005

Lesson 5

Dear Abdullah

Activity

“Dear Abdullah” is a fictitious newspaper columnist who receives letters from subjects during the years before and during World War I. This lesson is on the order of “Dear Abby,” though for a more serious time and place. The setting is the Ottoman empire.

Divide students into four groups. Give each group one of the scenarios described in Student Handouts 5.1 – 5.4. Have the students read the scenario and letter to Abdullah, then discuss it. Encourage students to weigh Ottoman-era values suggested in the letters against students’ own values. Students should work toward fashioning responses that “Dear Abdullah” might write. Remember that “Dear Abby” always gives alternative solutions, so “Dear Abdullah” will too. Allow fifteen minutes for reading and planning. After students have discussed the scenario among themselves and developed a response, have them present their solution to the class (5 minutes each) according to the following format:

- State the background of the case, who is affected, how, and when.
- State the issues which become revealed in the case.
- Tell who wrote the letter and what he is asking.
- Offer “Abdullah’s” solutions to the problems.
- Tell how the group came up with these solutions.

Evaluation: Evaluate each group by the scholarly contributions of its members during preparation, and by how each member articulated the findings.

To provide students with some basic definitions of terms, either hand out or project the following list:

Definitions

Valid for the Period before and during World War I

Ottoman Empire	Multi-religious state; ruling class and politically dominant population are Turkish-speaking Sunni Muslims; allied with Germany in the war.
Turks	Turkish-speaking population of Ottoman empire; Sunni Muslims.
Greeks	Greek-speaking Orthodox Christian population of the Ottoman empire.
Armenians	Armenian-speaking Orthodox Christians; populations inhabit both Ottoman empire and Russian empire.
Kurds	Kurdish-speaking Sunni Muslims; a minority population of the Ottoman empire Ottoman.
Russian Empire	The Russian Orthodox Church is the dominant religion, but the empire has minority populations of other Christian faiths as well as Muslims.
Palestinians	Inhabitants of Palestine, historically a part of Greater Syria; populations of both Muslims and several Christian groups; predominantly Arabic-speaking
Jordan	Part of Ottoman empire; predominantly Muslim and Arabic-speaking population.
Bedouin	Muslim tribes whose way of life is based on herding sheep, horses, goats, or camels.
Syria	Part of Ottoman empire; predominantly Muslim and Arabic-speaking population.
Australians	A state allied with Britain in the war; population is Christian.

Lesson 5***Student Handout 5.1—Letter from an Ottoman Army Lieutenant and Graduate of the Imperial War College*****Scenario I**

This graduate of the War College became a lieutenant and staff member at the War College upon his graduation. He wants his state to be progressive and modern. While he believes in his faith and traditions, he is a pragmatist who wants to do what is good for the state. Here is his letter to “Dear Abdullah.”

September 1, 1914

Dear Abdullah,

At the War College in Harbiye, Istanbul, I was as perplexed by the rowdiness and moral leniency of the Christian sector of the city as I was by the rigid traditional mindset of many Muslim leaders. Life was hard at the War College; the food was terrible. No newspapers or books were allowed, Islamic piety was strictly enforced, and no alcohol was allowed. But the Christian part of the city was full of newspapers, bars, and brothels, frequented by the Armenians and Greeks. I continue to read the works of the great French thinkers and start to think that something must be done to save Ottoman Turkey from both the immoral foreigners and itself. I believe with the philosopher John Stuart Mill that all moral and political action should tend toward the greatest happiness of the greatest number. The Sultan (Ottoman emperor) has become strangely self-doubting, vacillating on decisions. After graduation, I began a small newspaper to expose corruption and abuse of power in the Ottoman regime. A friend who has become part of the Sultan’s vast network of spies betrayed me to the police. How, Abdullah, can I remain loyal to the Ottoman empire and to the unity of Islam, while at the same time serving enlightenment principles and desiring modernization of my Turkish homeland?

Sincerely,
A Troubled Lieutenant and Staff Member,
War College

Lesson 5***Student Handout 5.2—Letter from a Sixteen-Year-Old Ottoman Youth after his Father, the Family Breadwinner, is Drafted into the Army*****Scenario II**

This scenario takes place in a small Turkish village. In this village Greek Christians and Turkish Muslims have lived together for generations. The Greeks write their language in Roman letters; Turks write Turkish using a modified Arabic alphabet. Literacy is not common in this village. Remember, war makes states change significantly. The Ottoman empire joined the Central Powers on the side of Germany. They did this because, when the alliances were first formed, they expected Britain and France to ally with them. After all, Britain and France had done so in the Crimean War against Russia in 1853. Now, however, Russia was the ally of Britain and France. The Ottomans were not included, so they sided with Germany.

June 17, 1914

Dear Abdullah,

The news that my father has been drafted into the Ottoman army has been devastating to my family. Mother doesn't know how to support the family without his salary, but my father considers it his duty to fight what has been called a Holy War against the infidels. I am sixteen. I lied about my age and offered myself in my father's place for the sake of my mother and younger brothers and sisters, who will not live without my father. My friend, with whom I grew up and considered almost a brother, helped teach me to read and write Greek. He wanted to enlist in the army, too, so we could fight together. The sergeant, recognizing the Greek boy's name, asked if he was a Christian. The sergeant said: "Don't you know we are fighting the Christian British and French?" The Greek boy replied: "I am Ottoman". The sergeant said he couldn't trust Christians in the army in case they turn against us. He said if the Greek boy wanted to join up he could work in the labor battalions building roads and bridges, growing food, and breeding mules for the war. We have been friends since we were little boys. The war would separate us, and I couldn't write home because the only writing I know is Greek. The Greek script would cause my loyalty to be questioned. How can I both help my family and keep my lifelong friend?

A Sad Turkish Youth

Lesson 5***Student Handout 5.3—Letter from an Ottoman Brigadier General Lamenting the Inability to Receive Supplies and the Confounding Results of Deportation of Armenians and Kurds.*****Scenario III**

The Ottoman empire won the pivotal battle of Gallipoli early in the war. Casualties were great on both sides, but the Turkish army managed to cut off supplies to the Russian empire, crippling their efforts on the Eastern Front. The Russians continue to try to open the Bosphorus Strait for access in and out of the Black Sea. Supplies are also dwindling badly for the Ottomans. Some Armenians live in Turkey, but they have been deported because they helped the Russians. Kurds have been deported from Russia in a plan called “Russification,” where toleration of non-Slavic, non-Christians is running very low. Neither the deportation of the Armenians from Turkey nor the deportation of Kurds from Russia was handled in a humane way.

October 27, 1917

Dear Abdullah,

The Ottoman Turkish armies fighting against the Russians are in a desperate state, diseased and unsupplied, anarchic and miserable. Requests from Ottoman headquarters at Istanbul are ignored. The Russians attack before I can get properly organized, and I have been forced to fight alongside my men in a vicious battle using mostly bayonets. During the winter the situation of the troops has become hopeless. We have no food or supplies because we are operating in an area from which the Armenian population has been deported. This means there are no farmers, craftsmen, or tradesmen left, and the place is a desert. Otherwise we might be able to receive food from the Armenian farmers. To compound the situation, the Russian armies have driven before them several hundred thousand famished Muslim refugees, many of them Kurds. The Armenians and the Kurds have loathed each other for centuries. Because there are many Armenian units and commanders in the Russian army, the same atrocities have been committed against the Kurds that the Kurds have enjoyed committing against Armenians. Winter is approaching; the men are dressed in the rags of their summer uniforms, with feet bound up in shreds of rags. We have one-third of our normal rations; there is nothing for the animals. What options are left to me to help my troops?

Sincerely,
Worried Brigadier General,
Ottoman Army

Lesson 5***Student Handout 5.4—Letter from a Nationalistic Commander Lamenting Changing Loyalties of Bedouin Tribes and Others.*****Scenario IV**

Syria, Palestine, and Jordan are predominantly Arabic-speaking parts of the Ottoman empire. As the war progressed, many Arabs, including Bedouin tribes, renounced their loyalty to the Ottomans and favored victory for the Allied Powers. Britain, which has controlled Egypt since the 1880s, is invading Ottoman territory from the west.




October 28, 1917

Dear Abdullah,

The Ottoman Sultan, Mehmet, appointed me commander of the 7th Army in Palestine. The 7th Army is in pitiful condition. There are British spies everywhere, and the local population frankly can hardly wait for the British to arrive and drive out the Ottomans. The Ottoman army has by now become so demoralized that there have been 300,000 desertions. Temperatures in the adjoining Jordan valley soar to unbearable levels, and the men have no summer clothes. Worst of all, cherished Islamic unity has been broken. The Arabs know that the Allies are going to win and have completely switched their loyalty to the British. The Bedouins descend ferociously upon the Ottoman army. The Allies have taken Damascus in Syria, provoking riots in the region. I find myself being attacked by angry Arab mobs. The mobs are the Ottomans I am charged to defend. How can I defend the integrity of my commission as commander, serve justice, and maintain the sovereignty of my native Ottoman Turkey?

Sincerely,
A Nationalistic Commander,
7th Ottoman Army

This unit and the Three Essential Questions

 <p>HUMANS & the ENVIRONMENT</p>	<p>The movements of armies, artillery battles, and heavy bombing undoubtedly caused severe environmental damage in areas of intense fighting. What sort of damage was likely to occur? Was this damage likely short-term and easily repaired, or was it long-lasting? Do you think that wars in human history have typically caused heavy and enduring environmental degradation? Explain why or why not.</p>
 <p>HUMANS & other HUMANS</p>	<p>Did peoples of British and French overseas colonies in Africa and Asia make contributions to ultimate victory over the Central Powers in World War I? What sort of contributions? Economic? Military?</p>
 <p>HUMANS & IDEAS</p>	<p>Historians have called World War I the first “industrial war.” In what ways might the industry, technology, and science of the early twentieth century have influenced the conduct and outcome of the war? What sort of industrial processes, technologies, and scientific ideas unknown in, say, 1880, were available by 1914?</p>

This unit and the Seven Key Themes

This unit emphasizes:

Key Theme 1: Patterns of Population

Key Theme 3: Uses and Abuses of Power

Key Theme 5: Expressing Identity

This unit and the Standards in Historical Thinking

Historical Thinking Standard 1: Chronological Thinking

The student is able to (F) reconstruct patterns of historical succession and duration.

Historical Thinking Standard 2: Historical Comprehension

The student is able to (G) draw upon visual, literary, and musical sources.

Historical Thinking Standard 3: Historical Analysis and Interpretation

The student is able to (E) analyze cause-and-effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance.

Historical Thinking Standard 4: Historical Research Capabilities

The student is able to (C) interrogate historical data.

Historical Thinking Standard 5: Historical Issues-Analysis and Decision-Making

The student is able to (B) marshal evidence of antecedent circumstances and contemporary factors contributing to problems and alternative courses of action.

Resources

Resources for teachers

Beckett, I. F. W. *The Great War, 1914-1918*. New York: Longman, 2001.

Ferguson, Niall. *The Pity of War*. London: Penguin Press, 1998.

Goudsouzain, Tanya. "The Armenian Holocaust: A Question of Scruples."
<http://www.rense.com/general4/scrup.htm>.

Jones, Adam. *Genocide: A Comprehensive Introduction*. New York: Routledge, 2006.

MacMillan, Margaret. *Paris 1919*. New York: Random House, 2003. The book expresses the worldview of the leaders at Versailles, and how they formed their perspectives.

Palmer, Alan. *The Decline and Fall of the Ottoman Empire*. New York: Barnes and Noble, 1992.

Totten, Samuel, William S. Parsons, and Israel W. Charny, eds. *A Century of Genocide: Critical Essays and Eyewitness Accounts*. New York: Routledge, 2004.

Resources for students

de Bernieres, Louis. *Birds Without Wings*. New York: Vintage Books, 2004. A work of historical fiction that depicts life in the Ottoman Empire up to and during World War I. It explores divided loyalties and the impact on families and friends.

Remarque, Erich Maria. *All Quiet on the Western Front*. New York: Buccaneer Books, 1983.

Sherman, Dennis. *Western Civilization: Sources, Images, and Interpretations*. Boston: McGraw Hill, 2000.

Tuchman, Barbara. *The Guns of August*. With a new foreword by Robert K. Massie. New York: Ballantine, 1994.

Films

Gallipoli. Dir. Peter Weir. Perf. Mel Gibson. 1981.

Paths of Glory. Dir. Stanley Kubrick. Perf. Kirk Douglas, 1957.

Correlations to National and State Standards and to Textbooks

National Standards for World History

Era 8: A Half-Century of Crisis and Achievement, 1900-1945. 2A: The student understands the causes of World War I. 2B: The student understands the global scope, outcome, and human costs of the war.

California: History-Social Science Content Standard

Grade Ten, 10.5.4: Understand the nature of [World War I] and its human costs (military and civilian) on all sides of the conflict, including how colonial peoples contributed to the war effort; 10.5.5: Discuss human rights violations and genocide, including the Ottoman government's actions against Armenian citizens; 10.6.3: Understand the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians.

Minnesota Academic Standards in History and Social Studies

III. World History, H. Global Conflict, 1914 AD-1945 AD: The student will demonstrate knowledge of the worldwide impact of World War I.

New York: Social Studies Resource Guide with Core Curriculum

Unit Six: A Half Century of Crisis and Achievement (1900-1945), A. World War I.

Virginia History and Social Science Standards of Learning

WHII.9. The student will demonstrate knowledge of the worldwide impact of World War I by: a) explaining economic and political causes, major events... b) explaining the outcomes and global effect of the war...

Conceptual links to other teaching units

World War I did indeed change the world. Large areas of Europe, home of the most powerful states on the globe in 1914, were economically devastated. Deaths from combat, famines, and disease (including the influenza pandemic in 1918) ran into the tens of millions. World trade was in serious decline. The political map of Europe was radically reconfigured. New nation-states appeared across eastern and southern Europe. Germany lost all its colonies to the victorious powers. The United States emerged as a major world power. Colonial peoples, having

contributed heavily to the war effort, demanded greater political rights and participation. In the industrialized countries, women called for full equality, including voting rights. In the decade or so following the war, peoples the world over set to work to rebuild economies, created new governments, and strove to prevent clouds of war from gathering once again. Teaching Unit 8.2 explores these and other global developments in the 1920s, including changing social relations between women and men, rich and poor, and colonizer and colonized.