 Institut Rafael Campalans	Subject: Social Science (History)	Level: 4th ESO
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Unit

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THE GREAT WAR (1914-1918) Teaching notes




Ricard Expósito i Amagat
2016

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UNIT	THE GREAT WAR (1914-1918)	
SESSION	1. "Introduction"	Timing: 60 min

1. INTRODUCTION	
<p>Warm up: Ask students what they know about the Great War (1914-1918). If necessary, let them use L1 (Catalan) as they do not know the basic vocabulary yet. Tell students that it is the centennial of World War I (WWI for short). There are many films about this conflict (e.g. <i>Shoulder Arms</i> directed by Chaplin, <i>Paths of Glory</i> by Kubrick, <i>Gallipoli</i> by Weir, <i>Merry Christmas</i> by Carion, <i>War Horse</i> by Spielberg, etc.), songs (<i>Paschendale</i> by Iron Maiden, <i>1916</i> by Motörhead, <i>The Price of a Mile</i> by Sabaton, etc.), TV series (<i>Blackadder Goes Forth</i>, <i>The Crimson Field</i>, etc.) and video games (<i>Red Baron</i>, <i>The Entente</i>, <i>Valiant Hearts</i>, <i>Verdun</i>, <i>Battlefield 1</i>, etc.). Introduce some basic concepts (e.g. 'alliances', 'trench', etc.), in both English and Catalan.</p>	
Activity: PowerPoint interaction	Resource: http://www.lhs.rcs.k12.tn.us/teachers/pughc/WWI%20Presentation.html (Accessed April 11, 2016)
<p>Show the slides and comment them. You could use an alternative presentation, or even other programs such as Prezi, e.g. https://prezi.com/bbufegrrffog/world-war-1/ (Accessed April 12, 2016).</p>	
Activity: Documentary	Resource: The Outbreak of WWI - How Europe Spiraled Into the Great War - Week 1 https://www.youtube.com/watch?v=6FgaL0xIazk&list=PLB2vhKMBjSxMK8YelHj6VS6w3KxuKsMvT (Accessed April 11, 2016)

 Institut Rafael Campalans	Subject: Social Science (History)	Level: 4th ESO
	The Great War (1914-1918) Author: Ricard Expósito i Amagat AICLE / CLIL	Timing: 9 sessions

If you prefer, show the short documentary (7:23 min) "The Outbreak of WWI - How Europe Spiraled Into the Great War - Week 1". It is the first episode (2014) of *The Great War*, a YouTube web series hosted by Indy Neidell. The (optional) English subtitles are excellent. Ask some questions: e.g. "Was the First World War inevitable?", "Who started the Great War?", "In what ways did the alliance system cause WWI?", etc. See also *Apocalypse: World War I*, National Geographic, 5 episodes (43 min each episode) (2014).

UNIT	THE GREAT WAR (1914-1918)	
SESSION	2. "Why war? (Causes)"	Timing: 60 min


2. WHY WAR? (Causes)

Start the lesson asking students if they remember any keywords / concepts from the previous session. Write them on the blackboard / whiteboard.

Tell the students that in this session they will learn about the spark that triggered the war (the assassination of Archduke Franz Ferdinand of Austria in Sarajevo, 1914) and the long-term underlying causes of war: nationalism, imperialism, militarism, the 'Eastern Question' and alliances. Use the acronym 'MANIAC': M stands for militarism; A is for alliances; N is for nationalism; I is for imperialism; A (2nd A) is for Assassination (Franz Ferdinand); and C is for competition (especially economic, 'Arms Race', etc.).

Activity 1: Complete a timeline	Resource: Worksheet
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Hand out the worksheet to each student. Complete a timeline containing major events of the Great War (1914-1918). Missing words and dates: 'Marne', 'truce', 'Armistice', etc. Tell students that this timeline is very important to understand the following lessons.


 Institut Rafael Campalans	Subject: Social Science (History)	Level: 4th ESO
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UNIT	THE GREAT WAR (1914-1918)	
SESSION	3. "Countries involved in World War I"	Timing: 60 min

3. COUNTRIES INVOLVED IN WWI	
<p>Ask students if they remember the concept of 'alliances' from the previous session because they will learn more about the old and the new alliances: its origins, the Central Powers, the Allies and, of course, the concept of neutrality. Insist on 'Who fought who?' and the list of neutral countries. Write them on the blackboard / whiteboard.</p>	
Activity: Reading	Resource: Article by David Stevenson
<p>Comment on an article about intervention and neutrality: two key concepts. This interesting article was written by professor David Stevenson (London School of Economics & Political Science):</p> <p>D. Stevenson, "Neutrality and intervention", http://www.bl.uk/world-war-one/articles/neutrality-and-intervention. Accessed April 24, 2016.</p>	

UNIT	THE GREAT WAR (1914-1918)	
SESSION	4. "A new type of war. Fronts"	Timing: 60 min

4. FRONTS	
<p>This session is about 'where' and 'how' the war was fought. It was, of course, a 'global war': it was fought on Europe, Africa and Asia; on land, at sea and in the air. Nevertheless, the main focus is in two places: 1) the Western Front and 2) the Eastern Front (a quite forgotten theatre). This lesson gives a richer, more complex view of history and it is essential to understand the origins of the Russian Revolution (1917).</p>	
Activity: Comment on maps	Resource: Two maps

 Institut Rafael Campalans	Subject: Social Science (History)	Level: 4th ESO
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The Western Front (1914-1918), a modern map, and the *Eastern Battle Front (1915)*, an original map from the period. Explain the difference between modern sources and primary ones (primary sources are those which were created at the time under study).

UNIT	THE GREAT WAR (1914-1918)	
SESSION	5. "A new type of war. Industrial warfare and 'total war'"	Timing: 60 min

5. INDUSTRIAL WARFARE AND 'TOTAL WAR'

Announce that in this session students will learn about the characteristics of the industrial warfare and the 'total war'. Emphasize the differences between the previous wars and WWI: e.g. the use of new weapons such as machine guns, lethal poison gas, tanks, etc.

Activity: 2. Fill in all the gaps

Resource: Worksheet


Fill in all the gaps, then check your answers with your partner.

UNIT	THE GREAT WAR (1914-1918)	
SESSION	6. "Life at the front vs. life at home"	Timing: 60 min

6. LIFE AT THE FRONT VS. LIFE AT HOME

1. Ask students to close their eyes and imagine they are young soldiers living in a trench on the Western Front. They could be French, English, German, etc.

Teacher says: "Imagine that you are young soldiers, aged 17 or 18, living on a trench". Life in the trench was very difficult because of the terrible hygienic conditions: they were dirty, smelly and flooded in bad weather. Many of the

 Institut Rafael Campalans	Subject: Social Science (History)	Level: 4th ESO
	The Great War (1914-1918) Author: Ricard Expósito i Amagat AICLE / CLIL	Timing: 9 sessions

trenches also had rats and lice. "What are you doing? Are you on guard duty? Are you hiding from shelling? If your officer says you are 'going over the top' what are your feelings? Are you afraid? Nervous?" It is very important to create the right atmosphere.

2. Ask students to close their eyes and imagine they are young workers (steelworkers, 'munitionettes', etc.) producing weapons, ammunition and equipment for the war effort. You work long hours and safety is not a priority. Teacher says: "What are you doing? If you are not studying, how old are you? If you are working..., are you working at an ammunition factory? In a naval yard? You are not at the front, but in a city, London for example, but you could be killed by an accidental explosion or by a zeppelin raid. What do you think?"

Activity: 3. Discuss a documentary in pairs

Resource: *The Great War*, a YouTube web series hosted by Indy Neidell: "Propaganda during World War 1 - Opening Pandora's Box"


Discuss a documentary in pairs: *The Great War*, a YouTube web series hosted by Indy Neidell: "Propaganda During World War 1 - Opening Pandora's Box", *The Great War Special* (8 min.). Tell the students that the Great War saw mobilization of propaganda on an unprecedented scale, which continues to form an important part of today's: then it was required to convince the population of the 'justness' of the war and the war effort; it was also necessary to recruit soldiers; to sell war bonds; etc.

Activity: 4. Online activities

Resources: "What was it like in a World War One trench?" (BBC) and Word search puzzle (battles of WWI)

1. "What was it like in a World War One trench?" (BBC). Explore a British trench on the Western Front and answer the questions.

2. Word search puzzle about "Battles of World War I". Instructions: Complete the word search below, using the word bank at the bottom of the page (red). All of the words are sites of famous battles in WWI.


 Institut Rafael Campalans	Subject: Social Science (History)	Level: 4th ESO
	The Great War (1914-1918) Author: Ricard Expósito i Amagat AICLE / CLIL	Timing: 9 sessions

UNIT	THE GREAT WAR (1914-1918)	
SESSION	7. "Consequences of WWI"	Timing: 60 min

7. CONSEQUENCES OF WWI	
<p>Write on the blackboard / whiteboard "Consequences of the Great War". Write the students' answers as a mind map. Then proceed with the session and finally compare their predictions with what has been said and read.</p>	
Activity: 5. Map analysis	Resource: Map
<p>Map analysis: <i>Europe before and after WWI</i>. Review the map of Europe in 1914 (before the war) and 1923 (five years after the war), then complete the tasks.</p> <p>Extra: WWI casualties and death tables.</p>	

UNIT	THE GREAT WAR (1914-1918)	
SESSION	8. "The legacy of the Great War"	Timing: 60 min

8. THE LEGACY OF THE GREAT WAR	
<p>Tell students the Great War was very destructive and it shaped the 20th century. And it still casts a very long shadow over many countries. Students will learn about four lasting legacies of this conflict: modern medicine; war technology; pacifism and women emancipation; art and literature.</p>	
Activity: 6. Comment on a text	Resource: <i>Forgotten voices of the Great War</i> by Max Arthur
<p>Comment on a text: <i>Forgotten Voices of the Great War</i> by Max Arthur in association with Imperial War Museums, Croydon, Ebury Press, 2014 [2002], pages 311-313. Oral testimony: Corporal Clifford Lane, 1st Battalion, Hertfordshire</p>	

 Institut Rafael Campalans	Subject: Social Science (History)	Level: 4th ESO
	The Great War (1914-1918) Author: Ricard Expósito i Amagat AICLE / CLIL	Timing: 9 sessions

Regiment (1918). Read the text and answer the questions.

Extra: The Great War, then and now: "Archive photographs of significant events of the First World War in Belgium, France and England (...) are matched with the locations today" (*The Guardian*).

UNIT	THE GREAT WAR (1914-1918)	
SESSION	9. Test	Timing: 60 min

9. Test

See test.

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	The Great War (1914-1918) Author: Ricard Expósito i Amagat AICLE / CLIL	Timing: 9 sessions

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 Institut Rafael Campalans	Subject: Social Science (History)	Level: 4th ESO
	The Great War (1914-1918) Author: Ricard Expósito i Amagat AICLE / CLIL	Timing: 9 sessions

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When the war broke out in 1914, it was a certainty that, because of longstanding economic, family and defense ties, Australia, along with New Zealand, would stand alongside Britain. The then Prime Minister Andrew Fisher was quick to pledge the country's support to "the last man, the last shilling". This was no idle promise and Australia paid a high price for their loyalty to their colonizers. It is possible that the first shot of the war was fired in Australia, when a shot was fired across the bow of the German merchant ship Pfalz as it tried to escape from Port Arthur only a few hours after the declaration of war. In late 1914 the light cruiser HMAS Sydney sank the German warship Emden off the west coast of the country.

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