

First World War timeline challenge

Teacher's notes

The big question

Why do conflicts arise, how do they develop and how are they resolved?

Level

Second and Third

Significant aspect of learning

Becoming aware of change, cause and effect, sequence and chronology. **SOC**

Writing. **LIT**

Experiences and outcomes

Learning in the social studies will enable me to learn how to locate, explore and link periods, people and events in time and place. **SOC OA**

I can use my knowledge of a historical period to interpret the evidence and present an informed view. **SOC 3-01a**

I can discuss the motives of those involved in a significant turning point in the past and assess the consequences it had then and since. **SOC 3-06a**

Through researching, I can identify possible causes of a past conflict and report on the impact it has had on the lives of people at that time. **SOC 3-06b**

I develop and extend my literacy skills when I have opportunities to communicate, collaborate and build relationships. **LIT OA**

When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion.

I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking. **LIT 3-02a**

Using what I know about the features of different types of texts I can select ideas and relevant information from a variety of sources, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. **LIT 2-06a, LIT 2-14a & LIT 2-26a**

I can convey information, describe events, explain processes or concepts, and combine ideas in different ways. **LIT 3-28a**

I can explore and use the features of a variety of familiar and unfamiliar software to determine the most appropriate to solve problems or issues. **TCH 3-03a**

I enhance my learning by applying my ICT skills in different learning contexts across the curriculum. **TCH 3-04a**

First World War timeline challenge

Introduction

There are a number of activities that can be attempted using the suggested support materials for either the First World War or the First Gulf War. The sheets are best copied onto card where they can then be used by students in various exercises before either writing them out or sticking them into jotters.

Simple chronological exercises

- Decision making exercise, e.g. what three events were the most important in the lead up to the war.
- Rank all the events in order of importance.
- Include thematic approach cards (main for the First World War) in any decision making exercise, either on its own or alongside the chronology cards.
- Think about main themes that caused the First Gulf War and make up cards for this.

Presentation of larger timeline

- IT skills could be used as it could be put onto a Microsoft PowerPoint.
- Use IT skills to source appropriate pictures or other information.
- English department could be used to think about writing appropriate information sheets to go with each event.
- Produce a 'newspaper timeline' with a newspaper front page for each of the events show.
- Produce a documentary or newsreel for the lead up to war.

Additional resources

Poppyscotland's documentary films and archive footage are available from the Poppyscotland Learning website <http://learning.poppyscotland.org.uk/resources-category/films/> or by ordering the from 'Sowing the Poppy' seed DVD via this link

<http://learning.poppyscotland.org.uk/resources/order-education-pack/>

Useful links

www.bbcmotiongallery.com

<http://www.iwm.org.uk/>

<http://www.iwm.org.uk/history/learning-resources>

<http://www.rememberingscotlandatwar.org.uk/>

First World War timeline challenge

Causes of the First World War – dates

Task 1

Cut out the dates sheet and then arrange the dates into chronological order. Write these dates out, in order, in your jotter or on a separate piece of paper.

Task 2

In groups of three or four, use the dates to make a timeline showing what caused the First World War. Your timeline should include pictures, graphics and key information. You can present your timeline in any size, shape or form.

Task 3

In your timeline underline or highlight what you think were the three most important causes of this conflict. Look at the boxes below to help you.

Task 4

Using the writing frame to help you, write an essay about the causes of the First World War.

Militarism

Before the First World War started all the major countries in Europe had been building up their military (army and navy, remember there was no air force at this time). Germany and Britain had been involved in a major race to build the biggest navy. With all these weapons available what were countries going to do with them? War was inevitable.

Alliances

The main countries in Europe had joined together in gangs. The Triple Entente gang included Britain, France and Russia. On the other side was the Triple Alliance gang with Germany, Austria-Hungary and Italy joined together. These gangs made it hard for each side to talk to, or respect, each other. It also meant that any country that fell out with another country had more people to back them up in a fight. So, any small fight immediately became a larger fight. This made it a bigger war.

Imperialism

At this time the major countries in Europe were all building up their empires – this is called imperialism. Each country was jealous of each other's empire and wanted more. This increased competition between countries and made them suspicious of each other. This built up tensions between countries.

Nationalism

This word really means a love for your country. In the lead up to the First World War, a Serb Nationalist called Gavrilo Princip, shot the next in line to the Austrian throne (Archduke Franz Ferdinand). He did this because he felt Austria was building up a large empire and taking over other countries. Once the war started many other young men had a similar feeling of nationalism and so joined the war without any hesitation. This made war spread very quickly.

First World War timeline challenge

Task 1: These dates are mixed up. Cut them out & arrange them into chronological order:

1st August 1914 – The leader of Germany, the Kaiser, orders his army to mobilise and declares war on Russia.

30th July 1914 – To defend their allies Serbia, Russia mobilises soldiers.

28th June 1914 – Archduke Franz Ferdinand (heir to the Austro-Hungarian throne) and his wife, Sophie, are assassinated by Serb nationalist Gavrilo Princip in the town of Sarajevo.

28th July 1914 – Austria declares war on Serbia because they do not agree to everything in the ultimatum.

6th August 1914 – Austria-Hungary declares war on Russia.

4th August 1914 – Great Britain declares war on Germany. Britain says this is because Germany has invaded Belgium and Britain must defend Belgium.

July 5th 1914 – The German leader, the Kaiser, promises to support Austria in any war with Serbia.

3rd August 1914 – Germany declares war on France. Germany then invades Belgium in order to attack France and try to attack Paris from the side and back.

23rd July 1914 – Austria-Hungary sends an ultimatum (list of demands) to Serbia and says they must reply in 48 hours.

Task 2: Supporting material for your timeline:



First World War timeline challenge



First World War timeline challenge

First World War writing frame

What was the most significant factor that led to the outbreak of the First World War?

Intro

Give some background information about the outbreak of war i.e. what countries and when...

Main point 1

Some would say that militarism is the main reason for the outbreak of the First World War because...

Main point 2

However, some would argue that the alliance system was the main reason for going to war because...

Main point 3

It could also be argued that imperialism was a significant factor

Main point 4

While others would argue nationalism was the most important factor because...

Conclusion

Overall, I believe that _____ was the most important factor because....

First World War timeline challenge

What progress have I made today?

Becoming aware of change, sequence, effect and chronology. **SAL SOC**

2nd level

I can give reasons why the events leading up to WW1 are of lasting importance.

Some of my reasons are...

3rd level

I can analyse the events leading up to WW1 and use these to explain how this has had an impact on our society and other countries around the world.

Some points are...

4th level

I can explain why values and moral attitudes changed during and after WW1.

Some points are...

First World War timeline challenge

Peer marking exercise / self-assessment

Tick all that apply

Experiences and outcomes

- I can use my knowledge of WW1 to understand info and present my own view. **SOC 3-01a**
- I can discuss the motives of those involved in a significant turning point in the past and assess the consequences it had then and since. **SOC 3-06a**
- I develop and extend my literacy skills when I have opportunities to communicate, collaborate and build relationships. **LIT OA**
- When I work with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion.
- I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking. **LIT 3-02a**
- I can select ideas and relevant information from a variety of sources, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. **LIT 2-06a, LIT 2-14a & LIT 2-26a**
- I can convey information, describe events, explain processes or concepts, and combine ideas in different ways. **LIT 3-28a**
- I can explore a variety of familiar and unfamiliar software to determine the most appropriate to solve problems or issues. **TCH 3-03a**
- I enhance my learning by applying my ICT skills in different learning contexts across the curriculum. **TCH 3-04a**