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# i Think: World History

## WORLD WAR I



by Kendra Corr

\*\* It is the goal of InspirEd Educators to create instructional materials that are interesting, engaging, and challenging. Our student-centered approach incorporates both content and skills, placing particular emphasis on reading, writing, vocabulary development, and critical and creative thinking in the content areas.

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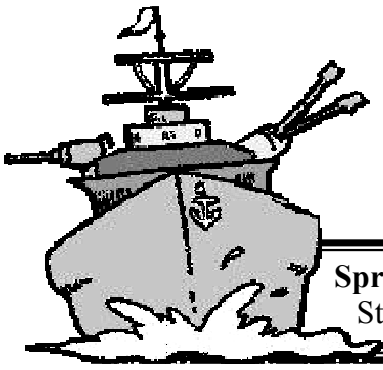
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## Military Might

### Springboard:

Students should read “The Fleet Acts” and answer the questions.

**Objective:** The student will define militarism and explain the role it plays in escalating the chances of war.

### Materials:

The Fleet Acts (Springboard handout)  
Building Forces Game Board (handout - 1 per pair)  
Breaking News Game Cards (handout - 1 per pair)  
Game tokens (set of eight per player)  
Making Sense of It All (handout)  
coins

### Terms to know:

**militarism** - celebration and glorification of the military

**negotiations** - talks between nations to address issues

**disarmament** - reducing arms and forces

### Procedure:

- After reviewing the Springboard, explain that *in this lesson the student(s) will play a game about militarism.*
- Have the student(s) get into pairs; or **for individualized instruction** play the game with the student.
- Distribute one game board, one set of cards, three different coins, and two sets of tokens to each pair. Instruct the student(s) to cut out their tokens and cards (and shuffle the cards). Also, explain that one coin is to be used as a die (heads = one space; tails = two spaces) and the other two coins as pawns.
- Review the game instructions on the game board and have the student(s) play the game. (**NOTE:** If time is an issue, you can put a time limit on the game and the student with the most tokens when time is called is the winner.)
- Distribute “Making Sense of It All” and have the student(s) complete the handout.
- Have the student(s) share their answers and discuss. During the discussion, have the student(s) explain how militarism was evident in Germany in the early 1900’s and how it may have increased the chances of war. (*The Germans passed four acts and one tax to greatly increase the size of their forces, largely in response to Great Britain’s large navy. This would alarm France and Great Britain and worsen relations between these countries.*)

# THE FLEET ACTS



Between 1890 and 1914, the German army and navy expanded at an alarming rate. This build-up of military force was **promoted** by the German leader, Kaiser Wilhelm II (pictured at left) for two reasons. First, he was very concerned about the good relations between Great Britain to Germany's west and Russia to its east. Germany was positioned between these two nations and the relationship between Germany and her two neighbors was not friendly. The German king was in fact quite nervous about being in the middle of two enemies who were friendly with each other.

The second reason for the build-up was that Germany was jealous of Great Britain, the greatest military power of the day. Due to the growth of industry in the late 18<sup>th</sup> and 19<sup>th</sup> centuries, Germany had become one of the most economically powerful nations in the world. Her leader, therefore, believed the country needed a strong military to enhance its image. So, Kaiser Wilhelm decided it was time to catch up and assure Germany "a place in the sun."

The Fleet Acts were four laws passed in 1898, 1900, 1908, and 1912, calling for timetables and money to build battleships, submarines, cruisers, and other types of vessels for the German navy. In addition to building up the navy, Wilhelm passed a new tax in 1913 to pay for the doubling of the German army. These efforts paid off, because by 1914 Germany's navy was second in size only to Great Britain and it had the largest army in Europe. To countries throughout Europe, Germany's actions were of great concern. Fear over this military build-up would eventually be an important factor in the outbreak of World War I.

Another word for "Kaiser" is

- A. German.                      B. king.                      C. soldier.                      D. nation.

Which definition of the word "promoted" **BEST FITS** its use in the first paragraph?

- A. contributed to the progress or growth  
B. attempted to sell or popularize  
C. helped establish or organize  
D. raised to a higher rank

Based on this passage about "militarism," explain what you think is meant by the term:

Which of the following from the passage is **NOT** an example of militarism?

- A. The Fleet Acts of the 1900's                      C. doubling the army size  
B. leaders wearing uniforms                      D. industrial strength

Explain how militarism could lead to war.

# THE FLEET ACTS

## ANSWERS AND EXPLANATIONS



Between 1890 and 1914, the German army and navy expanded at an alarming rate. This build-up of military force was **promoted** by the German leader, Kaiser Wilhelm II (pictured at left) for two reasons. First, he was very concerned about the good relations between Great Britain to Germany's west and Russia to its east. Germany was positioned between these two nations and the relationship between Germany and her two neighbors was not friendly. The German king was in fact quite nervous about being in the middle of two enemies who were friendly with each other.

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Another word for "Kaiser" is

- A. German.                      B. king. \*                      C. soldier.                      D. nation.

*(Kaiser Wilhelm is referred to as "king" and "leader" in the passage.)*

Which definition of the word "promoted" **BEST FITS** its use in the first paragraph?

- A. contributed to the progress or growth  
B. attempted to sell or popularize  
C. helped establish or organize \*  
D. raised to a higher rank
- (While Choice A is not bad, Kaiser Wilhelm established the policy of militarism and oversaw the build-up, so C is the better answer.)*

Based on this passage about "militarism," what do you think is meant by the term: *Answers may vary, but it is a glorification of military might.*

Which of the following from the passage is **NOT** an example of militarism?

- A. The Fleet Acts of the 1900's                      C. doubling the army size  
B. leaders wearing uniforms                      D. industrial strength \*

*(Choices A-C are militaristic actions or are for show, but industry need not be military.)*

Explain how militarism could lead to war. *When a country sees another (especially an unfriendly one) preparing for war, it raises tensions, is likely to spur a military build-up in response, and increases the danger of war.*



# BUILDING FORCES



**INSTRUCTIONS:** You and your opponent are leaders of two countries on very unfriendly terms. You both suspect the other is preparing for an attack, so you decide to build up your militaries to be ready! The first to assemble a force (gather ten tokens -- five ships and five soldiers) wins the game!

**START**  
ADD ONE  
TOKEN OF  
YOUR CHOICE  
EVERY TIME  
YOU PASS!

**DRAW A  
BREAKING  
NEWS  
CARD**

**ADD ONE  
SHIP TO  
YOUR NAVY**

**MOVE BACK  
2 SPACES**

**MOVE BACK  
ONE SPACE**



**PLACE  
"BREAKING  
NEWS"  
CARDS HERE**

**DRAW A  
BREAKING  
NEWS CARD**

**DRAW A  
BREAKING  
NEWS CARD**



**MOVE UP  
ONE SPACE**

**ADD ONE  
SHIP TO  
YOUR  
NAVY**

**MOVE UP  
ONE SPACE**

**DRAW A  
BREAKING  
NEWS  
CARD**

**ADD ONE  
SOLDIER  
TOKEN TO  
YOUR  
FORCE**



# BREAKING NEWS GAME CARDS

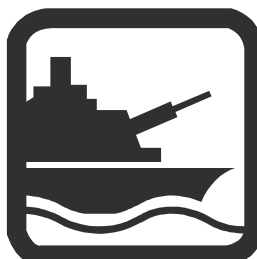
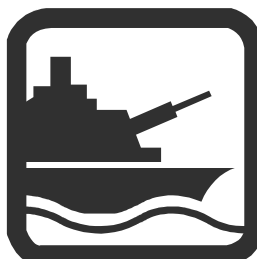
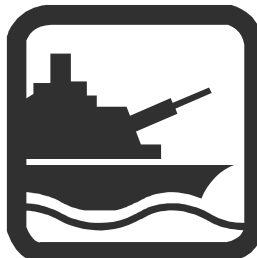
<p>The enemy country has ordered all citizens ages 18 and over join the military. Lose one token of your opponents' choice.</p>	<p>Thousands of college students quit school to join your army. Add one soldier token!</p>
<p>Hurricanes destroy two of your newest battleships! Lose one ship!</p>	<p>New taxes passed to build four new battleships! Add two ship tokens!</p>
<p>Negotiations about disarmament between you and the enemy fail. Add one ship and one soldier!</p>	<p>You agree to a disarmament treaty with the enemy. Lose one soldier token.</p>
<p>A huge military parade in the enemy country makes you fear you're falling behind! Add one soldier token!</p>	<p>Government spends thousands of dollars on a new hospital instead of new weapons! Lose one soldier token!</p>
<p>Testing of new armored tank fails. A complete waste of time and money! Lose one soldier token!</p>	<p>Your scientists figure out how to build a bigger battleship! Add one ship token!</p>
<p>You are re-elected in a landslide! The people think you are a military hero! Add one token of your choice!</p>	<p>Money is moved from the education account into military spending. Add one soldier token!</p>
<p>New law provides millions of dollars for building navy piers. Add one ship token!</p>	<p>President appears in public in full naval dress to cheering crowds. Add one ship token!</p>
<p>Outbreak of disease kills One-tenth of army. Lose one soldier token!</p>	<p>All slots in officer school are filled! Add one soldier token!</p>

# BUILDING FORCES TOKENS

PLAYER ONE



PLAYER TWO



**TOP  
SECRET!!**

# MAKING SENSE OF IT ALL

1. Complete the following chart using examples from the game:

What leads to a bigger military?	What makes a military smaller?

2. What is dangerous about the actions in this game?

3. In what ways was militarism involved in the game?

4. How does militarism affect the following in any given country?

A. the economy -

B. the government -

C. the people -

# MAKING SENSE OF IT ALL SUGGESTIONS FOR ANSWERS

1. Complete the following chart using examples from the game:

What leads to a bigger military?	What makes a military smaller?
<ul style="list-style-type: none"><li>▪ <i>Many people joining the armed services (lots of volunteers)</i></li><li>▪ <i>Taxes and other funding</i></li><li>▪ <i>Support of the public</i></li><li>▪ <i>Scientific advancement and new weapons</i></li><li>▪ <i>Leadership that supports bigger military (because of paranoia or other reasons)</i></li></ul>	<ul style="list-style-type: none"><li>▪ <i>Disarmament agreements with other countries</i></li><li>▪ <i>No technological advancement or testing</i></li><li>▪ <i>Peacetime or a general feeling of safety and security means no need for militarism</i></li></ul>

2. What is dangerous about the actions in this game?

*Because of the bad relations between the two countries, they are fearful and suspicious of each others' actions. As one country begins to build up its forces, the other does so, also. The greater number of weapons makes it more likely they'll be used. Conflicts increase and the likelihood of small conflicts escalating into major ones is greatly increased as well.*

3. In what ways was militarism involved in the game?

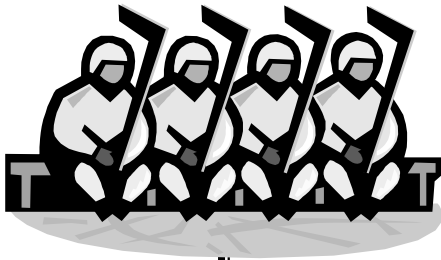
*Answers will vary, but we see glorification of the military by the leader appearing in public in military uniform and big parades. We see a build-up of forces throughout the game as each side gains more tokens.*

4. How does militarism affect the following in any given country?

A. the economy - *Money is spent on the military and little else. Jobs are created in the sectors of development and manufacturing of weapons, along with positions in the army, navy, etc.*

B. the government - *Leadership is concerned with the military and little else. Taxes and laws are passed in favor of a bigger military, but there is little regard for other programs or needs.*

C. the people - *Those in the military are respected and honored. This tends to diminish the value of those who do not contribute to the military structure.*



## Picking Teams

### Springboard:

Students should complete “Alliances.”  
(Answers may vary but should be well-reasoned.)

**Objective:** The student will be able to explain how and why military alliances formed before World War I and how they escalated the chances of war.

**Materials:** Alliances (Springboard handout)  
The Players (2 page handout)  
Friends or Enemies? (handout)

**Terms to know:**

- alliance** - group of nations joined together for a cause
- annex** - add new territory to a nation
- policy** - government plan of action
- empire** - nation that controls itself and other lands
- rebellion** - an organized and armed revolt against a government
- ancestry** - family or group members over many past generations
- global** - large, worldwide

### Procedure:

- After reviewing the Springboard, explain that *in this lesson the student(s) examine the two alliances that formed leading up to World War I.*
- Distribute “The Players” and “Friends or Enemies.” Explain that Germany, France, Great Britain, Italy, Austria-Hungary, and Russia were the six main players in Europe at the time World War I began. Have the student(s) read over the profiles independently or in pairs and complete the handout, trying to figure out who allied with whom.
- Have the student(s) share their answers and discuss. During the discussion, reveal that Germany, Austria-Hungary and Italy actually formed what they called the Triple Alliance and France, Great Britain and Russia formed the Triple Entente. (Serbia and the Balkans come into play later.) The student(s) should make any necessary corrections on their handouts and fill in the alliance names in the space provided.
- Have the student(s) discuss their answers to the question at the bottom of the handout (*Answers will vary but should reveal an understanding that alliances can expand conflicts that arise between two or more countries. Any conflicts that occur are likely to “pull in” the rest of the nations in alliances.*)