



**Social Studies
School Service**

www.socialstudies.com

Downloadable Reproducible eBooks *Sample Pages*

These sample pages from this eBook are provided for evaluation purposes. The entire eBook is available for purchase at

www.socialstudies.com or www.writingco.com.

To browse more eBook titles, visit

<http://www.socialstudies.com/ebooks.html>

To learn more about eBooks, visit our help page at

<http://www.socialstudies.com/ebookshelp.html>

For questions, please e-mail eBooks@socialstudies.com

To learn about new eBook and print titles, professional development resources, and catalogs in the mail, sign up for our monthly e-mail newsletter at

<http://socialstudies.com/newsletter/>

*Copyright notice: Copying of the book or its parts for resale is prohibited.
Additional restrictions may be set by the publisher.*

World War I

Analyzing Visual Primary Sources *World History Series*

Christine Sowder, Writer

Dr. Aaron Willis, Project Editor
Bill Williams, Editor
Christina Trejo, Editorial Assistant
Justin Coffey, Editorial Assistant

Social Studies School Service
10200 Jefferson Blvd., P.O. Box 802
Culver City, CA 90232

<http://socialstudies.com>
access@socialstudies.com

(800) 421-4246

© 2007 Social Studies School Service

10200 Jefferson Blvd., P.O. Box 802
Culver City, CA 90232
United States of America

(310) 839-2436
(800) 421-4246

Fax: (800) 944-5432
Fax: (310) 839-2249

<http://socialstudies.com>
access@socialstudies.com

Permission is granted to reproduce individual worksheets for classroom use only.
Printed in the United States of America

ISBN 1-56004-305-9

Product Code: ZP423

TABLE OF CONTENTS

Introduction	iv
Lecture Notes	S1
Student Handouts	H1
<u>Culminating Activities</u>	
Image Analysis Worksheet	1
Contextual Analysis Worksheet	3

Introduction

Primary sources are the building blocks of history. Using these sources to introduce students to historical periods offers students the opportunity to become historians themselves—to analyze the evidence, form hypotheses, and learn how to support arguments based on evidence. They learn what it means to interpret the past in ways that provide meaning for the present. Textual primary sources can often be difficult for students to engage with because they are often couched in unfamiliar language from a different historical era. Visual primary sources can prove more appealing and accessible to students, and they also involve different types of “reading” skills.

How to Use This Product

This PowerPoint® presentation is designed to walk students through the process of primary source interpretation. Slides help to focus students’ attention and train them how to “read” visual primary sources. Targeted questions and enlarged insets from images help to train students to see deeper into the historical record, to uncover evidence that, though plainly before their eyes, is not always obvious at first glance.

Let Us Know What You Think

At Social Studies School Service, we always strive to provide the best supplemental curriculum materials at a superior value. If you have feedback that could help us improve this product, requests for other titles in this series, or stories of how it has helped your students, please let us know. You can e-mail us at access@socialstudies.com.

We look forward to hearing from you.

Dr. Aaron Willis
Chief Education Officer
Social Studies School Service



JOHN BULL USES THE AMERICAN FLAG FOR PROTECTION. From the American (New York) March 1915

World War I

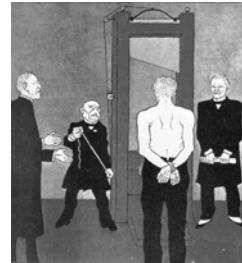


Table of Contents



- Triple Entente

- Propaganda



- New Methods of Warfare



- Trench Warfare



- The War at Sea



- The Treaty of Versailles

Triple Entente

- The web of alliances and the beginning of the war
- Britain, France, and Russia's reasons for fighting against Germany
- The promotion of the Entente at home and abroad

3

In the years preceding World War I, European countries had foreseen the possibility of a conflict and had formed a web of alliances: France and Russia pledged in 1892 to fight together in case of a German attack, Britain and France formalized an alliance in 1904, and in 1907, Britain and Russia signed an entente.

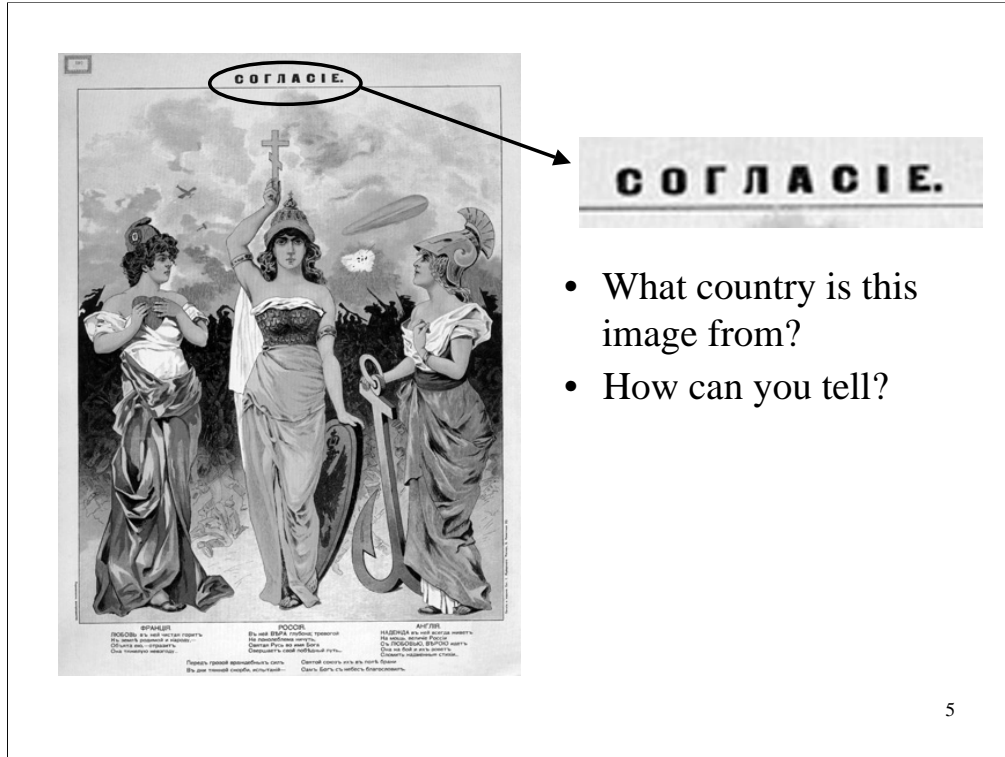
The three nations of the Triple Entente—Britain, France, and Russia—each had their own immediate reasons for entering World War I. Russia mobilized its troops to protect Serbia, which it had sworn to do, after the assassination of Archduke Ferdinand, and Germany declared war against Russia on August 1, 1914. The German strategy was to fight a war on two fronts by mobilizing quickly against France and defeating it within weeks in order to concentrate on Russia. Thus Germany declared war on France two days later. In order to defeat France, the Germans invaded Belgium. This violation of Belgium's neutrality was the immediate catalyst for the British declaration of war on Germany.

Germany, which had its own alliance with Austria-Hungary and Italy, was a formidable foe. The three nations of the Triple Entente knew that one nation could not win the war alone and that they would have to depend on each other. They wanted to promote their alliance and show it in the best possible light for two reasons: in order that their people would understand the reasons behind the war and support efforts to fight it, and in order to encourage other countries to give up their neutrality and fight on their side.



Triple Entente

Give students approximately one minute to view this image, then proceed to the following slides.



This image is from Russia. The text is Russian and is written in Cyrillic, a different alphabet than the Latin alphabet used throughout the English-speaking world and for most European languages. Cyrillic was the alphabet of the Russian Empire and is still used today. The word at the top of the image means “entente” or “agreement.”



- What kind of clothes are the women wearing?
- Do you think the women are actual historical figures, or something else?
- What makes you think so?

6

It depicts three women wearing the kinds of classical robes that are often associated with ancient Rome.

The three women are not actual historical figures. For one thing, their clothes are not of the modern era—it would be very strange to see a woman walking down the street in such an outfit, even in the early 20th century. The women look more like statues or artistic representations of ideal women or goddesses. Since ancient times, women have been used to represent countries in artistic images.

This was a long-standing tradition: in ancient Greece, for example, the city of Athens was named after the goddess Athena, and she was thought to be the city’s patron and protector. Her image came to symbolize the entire city. Subsequent female personifications of nations were often used in the context of war.