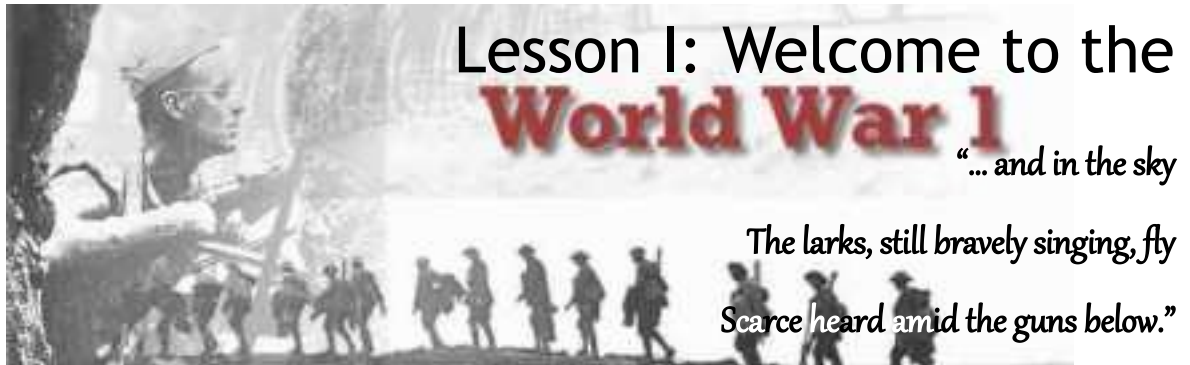


Appendices

In the Appendices, additional material is presented. In Appendix A, the reader can find all the worksheets the students were given. There were two versions of the worksheet in Lesson Three, both are listed. Finally, the reader can see the Character Sheets for the Drama activity in Lesson Four.

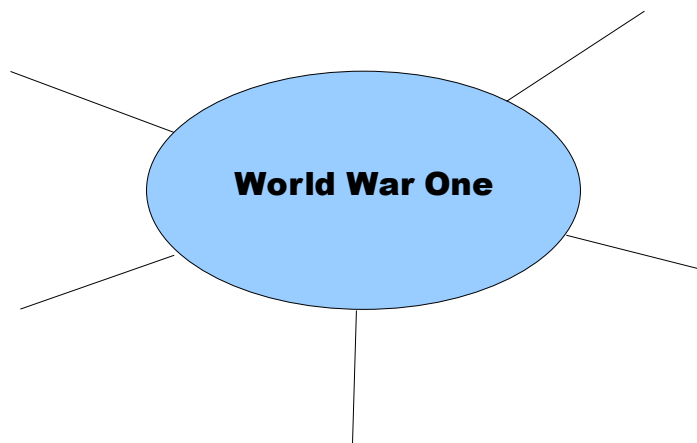
In Appendix B, the reader can find a selection of the propaganda posters the students have created in Lesson Two. The posters were chosen to represent both the best, average and the worst examples the students have produced. However, the quality is impaired due to the scanning process.

Appendix A



Task 1:

What do you think of first when somebody says World War One? Work with your class and complete the mind-map.



Task 2:

a) What do you think were the causes of the war? Write at least one:

b) Choose three aspects of the First World War from the mind-map above and imagine why they could happen. Write the reasons on this sheet of paper and use the word „could“ in each

a) In groups, search your textbook for one of the aspects that caused the First World War: Nationalism, Militarism, Rivalries, Alliances. In English, write down what you find out.

 **Task 3:**

a) In groups, search your textbook for one of the aspects that caused the First World War: Nationalism, Militarism, Rivalries, Alliances. In English, write down what you find out



b) When you are finished, compare your findings in your group. Collectively, try to determine how these causes were affected by geographical reasons. The map is provided.



c) Choose a spokesperson from your group. The spokesperson teaches your findings to the rest of the class. Note what the other groups teach you.

Task 4: Homework

Write a short essay (about 100 words) on the topic „How to avoid a world war?“ Consider the causes re-discovered in this class, choose the most important ones (in your opinion) and think how to avoid them.

Lesson 2: Black Propaganda



„In Flanders fields the poppies blow

Between the crosses, row on row

That mark our place...“

Task 1:

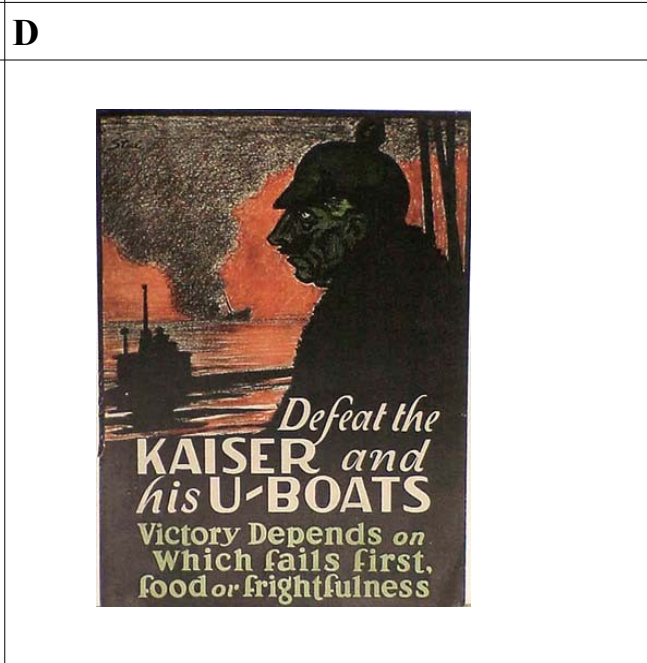
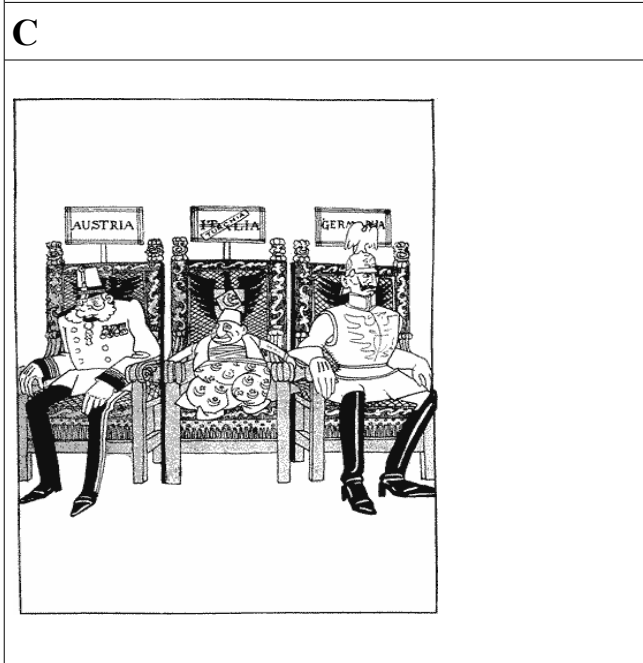
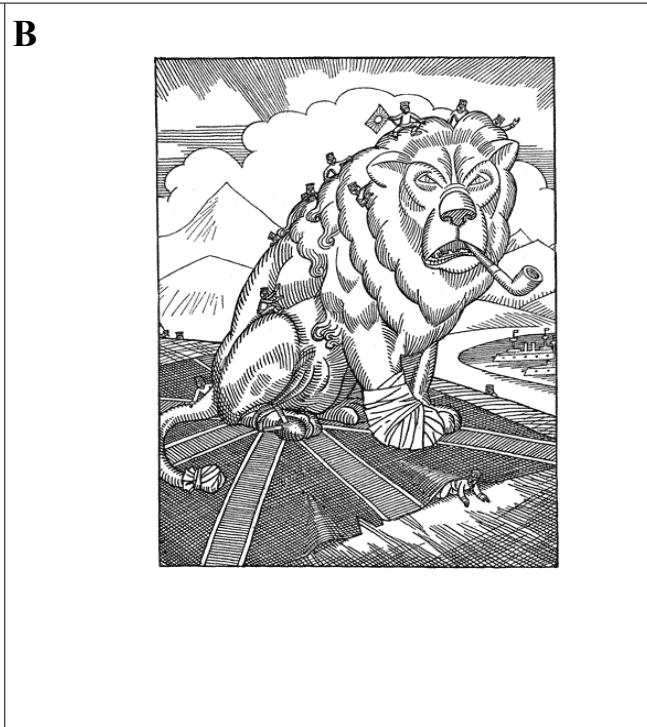
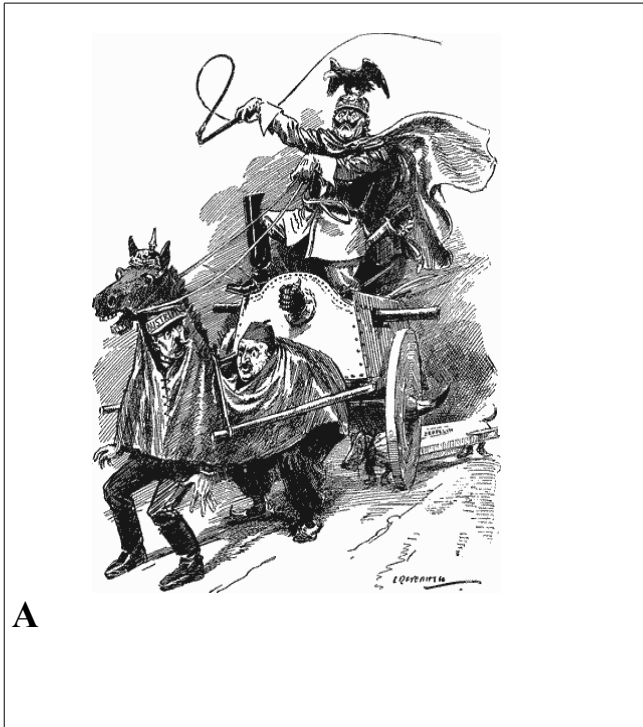
What do you think propaganda is? When do people use it? Why? Discuss with the class. Write down the final definition.

Task2:

Watch some World War I propaganda commercials and posters. Compare them with a trailer to a Mel Gibson movie. Do they have anything in common? Discuss with the class and write down your ideas.

 Task 3:

a) Look at the following propagandist posters. Identify which major event in World War One they represent and put them in the correct order. You can search your textbook for help. Work in pairs.



Picture	Event	Date
A		
B		
C		
D		

b) Complete the time-line of World War One. You can work with your textbook. Work in groups.

1914	1915	1916	1917	1918

 **Task 4:**

Homework. Draw a propagandist cartoon of your own. Choose an event in the World War One, take the role a propagandist of a country involved in the event and make fun of the opposing country.

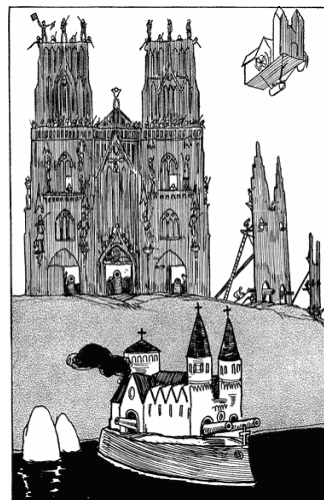
See some examples:

Italy mocking Germany



„A new form of paving for French and Belgian cities.“

Germany mocking Great Britain



„Because the German barbarians didn't fire on churches, England has worked out a jolly little plan for coast defense.“



Lesson 3a: In the Trenches

*“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”*

Task 1:

Imagine you are living during the World War one. What is your attitude towards it? Take the role either of a front line German soldier / a leader of a warring country / a Czechoslovak legionnaire / a Russian revolutionary. Write down what should be the best end of the war according to you.

***Example:** Russian revolutionary: The war was caused by Capitalism, so the war should bring a world-wide Communist revolution.*

Task 2:

Read the article about the life in a British trench:


When no battles were being fought, time was divided between **sentry duty**, **trench** maintenance, rifle cleaning and looking for food. Food was always the same – usually beef, biscuits and jam. Life at times could be very boring. There were not many washing facilities and not many working toilets. People lived in dirt and were often very ill.

The **stench**, particularly in summer when dead bodies were **rotting**, filled the air. In winter, after standing long hours in the cold and wet, the soldier's feet **swelled** inside their boots. As circulation was cut off, the feet began to rot and were called “trench foot” - often toes had to be cut off. All soldiers had **lice**. But the most hated was the rat. Soldiers shot, bayoneted, clubbed and poisoned rats because they ate dead human flesh. The bodies of **comrades**, that were lying everywhere, offered plenty.

All soldiers knew that at any time they could be required to go “over the top” of the trench into no man's land. Some people went mad because of it. It took great mental and physical courage to face

this cruel lottery – that of life or death.

(*Bea Stimpson: A World of Change, 1900 – 2000, p 36. Adjusted*)



 a) Try to guess the meaning of the words written in bold. Then compare with the meaning provided by a dictionary.

Word	My guess	Dictionary
Sentry duty		
Trench		
Stench		
Rot		
Swell		
Lice		
Comrade		
Go mad		

 b) Write what people should do better to make their lives in the trench easier:

Example: Soldiers should not stand in wet and cold, so that their feet do not swell.

1. _____, so that they do not be very ill.
2. _____, so that they do not go mad.
3. _____, so that there is no stench in the air.
4. _____, so that there is less rats.

  c) Find out information about new weapons in World War One. Ask your partner.

1. What new weapons were used?
2. What was the main danger of gas and flamethrower?
3. How did the flamethrower work?
4. Was there a defense against these two weapons?

Task 3:

Look at the blackboard and imagine it is a movie screen. The teacher says a sentence and sets up a scene of a movie. You and the other students finish the story: in turns, each of you says a sentence, describing what happens next in the scene. When you are finished, choose a title for your movie and actors that will play in it.

Task 4:

The Czechoslovak legionnaires were an important part of the First World War. Listen to your teacher telling you a story about the battle of Doss' Alto.

a) Finish the story. Make two groups.

– Group A: You are the Czechoslovak legionnaires and the Austrians press hard on you. Will you face them or shut yourselves in the tunnel?

You must defend yourselves from the Austrian soldiers. You have got gas masks, a heavy machine gun and some explosives. Each of you has a rifle. There are some crates with ammunition in the tunnel. There is only one entrance. Prepare your defenses. You must survive for how long the teacher tells you to win – help will come by that time.

b) Choose a captain in your group. The captain will write down your plan and the result.



Task 5:

Homework. Assume the role either of a common soldier from the trenches, or a nurse tending the remains of such soldiers, or the role of a general. Write a letter home from the front. The letter must be 100 words long.



Lesson 3b: In the Trenches

*“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”*

Task 1:

Imagine you are living during the World War one. What is your attitude towards it? Take the role either of a front line German soldier / a leader of a warring country / a Czechoslovak legionnaire / a Russian revolutionary. Write down what should be the best end of the war according to you.

Example: Russian revolutionary: The war was caused by Capitalism, so the war should bring a world-wide Communist revolution.

Task 2:


Read the article about the new weapons: gas and flame-thrower:

Both sides were inventing new weapons: tank and others. The use of gas was considered uncivilized, but the Germans released **lethal chlorine** gas in the second Battle of Ypres in April 1915. Carried by the wind, it caused total panic and terrible deaths from **respiratory** failure in seconds. The German **troops**, however, shocked by the destruction caused, did nothing. Despite protests from countries such as the USA, which was then neutral, the Germans continued with the use of gas.


The drawback of gas was the need for ideal weather conditions. If the wind changed direction, so did the gas. Gas in **shells** was more effective, and a variety of gases were used in this form. From September 1917, the Germans introduced the use of odourless mustard gas. It delayed and masked symptoms such as **vomiting** or internal and external **blistering**, often leading to death. Gas masks, at first primitive, soon became an effective protection.

There was no protection against another new weapon – the hand-held flamethrower, although it couldn't fire too far. The Germans used this as standard from July 1915. In this weapon, oil was forced through a **nozzle** and fired up by a spark to create a sheet of flame. One British eyewitness of an attack said that men caught in the direct **blast** of the fire “were never seen again”.



(Bea Stimpson: *A World of Change, 1900 – 2000, p 38. Adjusted*)

 a) Try to guess the meaning of the words written in bold. Then compare with the meaning provided by a dictionary.

Word	My guess	Dictionary
Lethal chlorine		
Troops		
Respiratory		
Shell		
Vomit		
Blister		
Nozzle		
Blast		

 b) Fill in the gaps. Use the word *should* in each sentence.

- Soldiers _____ use _____ because it caused respiratory failure.
- When the soldiers were attacked with gas, they _____ wear _____ because it could save them from _____.
- There was no protection against the flamethrower, so people _____ run because _____.
- In a flamethrower, oil _____ be _____ through a _____ and fired up by _____.

  c) Find out how was the life in the First World War. Ask your partner.

- Where were the soldiers living most of the time?
- What were there doing there?
- How healthy was it to live there?
- How could they bear it?

Task 3:

Look at the blackboard and imagine it is a movie screen. The teacher says a sentence and sets up a scene of a movie. You and the other students finish the story: in turns, each of you says a sentence, describing what happens next in the scene. When you are finished, choose a title for your movie and actors that will play in it.

Task 4:

The Czechoslovak legionnaires were an important part of the First World War. Listen to your teacher telling you a story about the battle of Doss' Alto.

a) Finish the story. Make two groups.

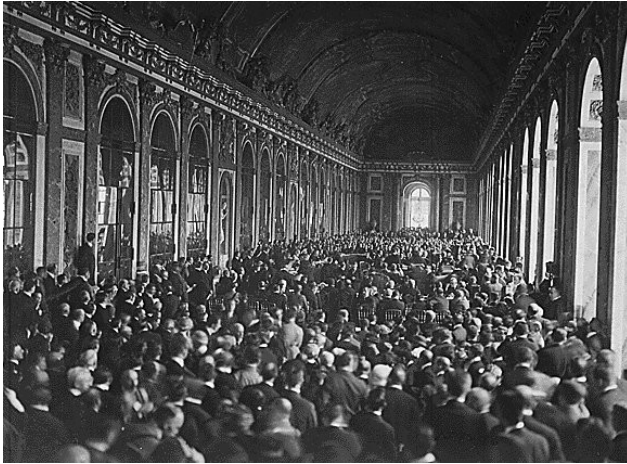
- Group B: You are the Austrian soldiers. You need to capture the hill – you can either kill the Czechoslovaks or they can give up. If they retreat into the tunnel, it will be difficult for you to get them out. You have explosives, gas masks, gas, and a flamethrower. Each of you has a rifle. If you wait a bit, you can call an airplane to bomb the hill. Prepare your attack. You must win in 5 minutes

b) Choose a captain in your group. The captain will write down your plan and the result.



Task 5:

Homework. Assume the role either of a common soldier from the trenches, or a nurse tending the remains of such soldiers, or the role of a general. Write a letter home from the front. The letter must be 100 words long.



Lesson 3: Versailles

„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.“

Task 1:

How did the fights in the World War One end? Why? Discuss with the class and write down the answer.

Task 2:

Imagine you are one of the powers in Versailles, discussing the fate of the world. In a group of 3, take the role either of President Wilson (USA), Prime Minister Lloyd George (Great Britain) or Prime Minister Georges Clemenceau (France) and try to make your own peace in Europe.

Rules:

1. You can negotiate about anything but you cannot give up the demand WRITTEN IN CAPITALS.
2. Respect the Opinions of your character.
3. Woodrow Wilson starts the discussion. Wilson presents his Opinions and Demands and then you start discussing Common Problems.
4. Try to persuade the others about your Demands, but the Common Problems must be solved!
5. When you agree with everything, write the answers to the Common Problems.

A map is provided to help you with your negotiations:



(<http://worldhistoryatyhs.wikispaces.com/World+War+I>, Adjusted)

Task 3:

Do you think your treaty and the real Versailles Treaty could prevent another world war? Answer these questions:

- a) Was there an important country that was dissatisfied with the Treaty very much?
- b) Which parts of the Treaty could cause another world war?
- c) With the rest of the class, try to suggest a treaty that would avoid a new world war.

Character sheets:

Prime Minister Lloyd George (Great Britain)

Opinions:

- a) What the USA say is nice, but sometimes unrealistic
- b) Britain wants to be independent on the continent as much as possible
- c) Countries like Czechoslovakia, Hungary, Austria, Yugoslavia and Poland are not very much important
- d) USA is powerful – we need to respect it, France wants too much, Germany is beaten too much

Demands:

- a) WE WANT THE GERMAN COLONIES IN AFRICA
- b) GERMAN WARSHIPS MUST BE DESTROYED

Common problems:

- a) Poland wants to have a sea. Germany blocks it. Poland wants Danzig / Gdańsk
- c) Poland wants German Silesia.
- c) Germany won three Baltic states (Latvia, Lithuania and Estonia). Will they be returned to Russia, or will they remain in Germany, or will they be independent?
- d) Germany is still too powerful. It has big army and big industry.
- e) Which country caused the war? The guilty country will pay large reparations.
- f) Austria wants to join Germany. Is it safe?

President Woodrow Wilson (USA)

Opinions:

- a) Each nation should have its own state.
- b) Everybody should reduce their armies.
- c) The defeated countries should pay low reparations.
- d) everybody should have access to the sea

Demands:

- a) AN INTERNATIONAL *LEAGUE OF NATIONS* WHERE ALL THE NATIONS OF THE WORLD COULD SOLVE THEIR PROBLEMS PEACEFULLY

Common problems:

- a) Poland wants to have a sea. Germany blocks it. Poland wants Danzig / Gdańsk
- c) Poland wants German Silesia.
- c) Germany won three Baltic states (Latvia, Lithuania and Estonia). Will they be returned to Russia, or will they remain in Germany, or will they be independent?
- d) Germany is still too powerful. It has big army and big industry.
- e) Which country caused the war? The guilty country will pay large reparations.
- f) Austria wants to join Germany. Is it safe?

Prime Minister Georges Clemenceau (France)

Opinions:

- a) Germany caused the war.
- b) Germany destroyed France a lot, so Germany should pay a lot, too.
- c) Germany was too powerful and too big. It needs to be reduced.
- d) France needs a strong Poland, because it damages Germany.

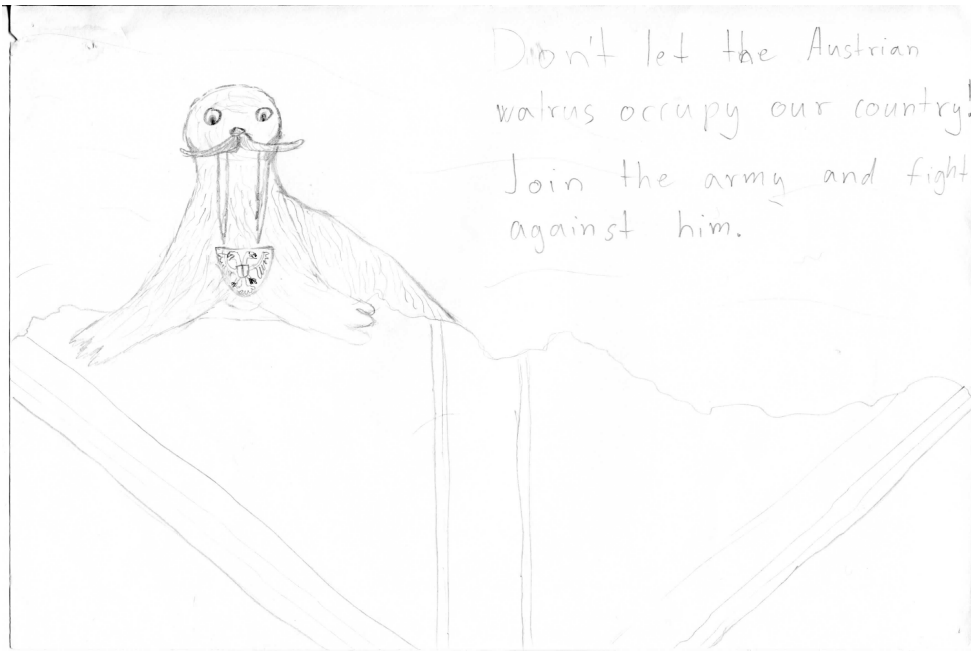
Demands:

- a) FRANCE WANTS ALSACE-LORRAINE
- b) FRANCE WANTS TO BE SAFE FROM GERMANY
- c) France wants Saar, because there is a lot of coal.
- d) Rheinland, in Germany, is too rich and too close to France. France wants Rheinland, or to have soldiers there.

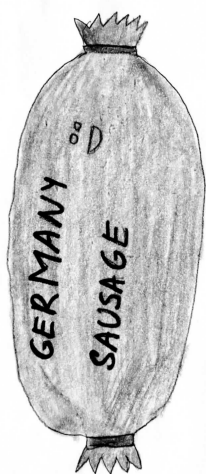
Common problems:

- a) Poland wants to have a sea. Germany blocks it. Poland wants Danzig / Gdańsk
- c) Poland wants German Silesia.
- c) Germany won three Baltic states (Latvia, Lithuania and Estonia). Will they be returned to Russia, or will they remain in Germany, or will they be independent?
- d) Germany is still too powerful. It has big army and big industry.
- e) Which country caused the war? The guilty country will pay large reparations.
- f) Austria wants to join Germany. Is it safe?

Appendix B



The UK mocking Germany.

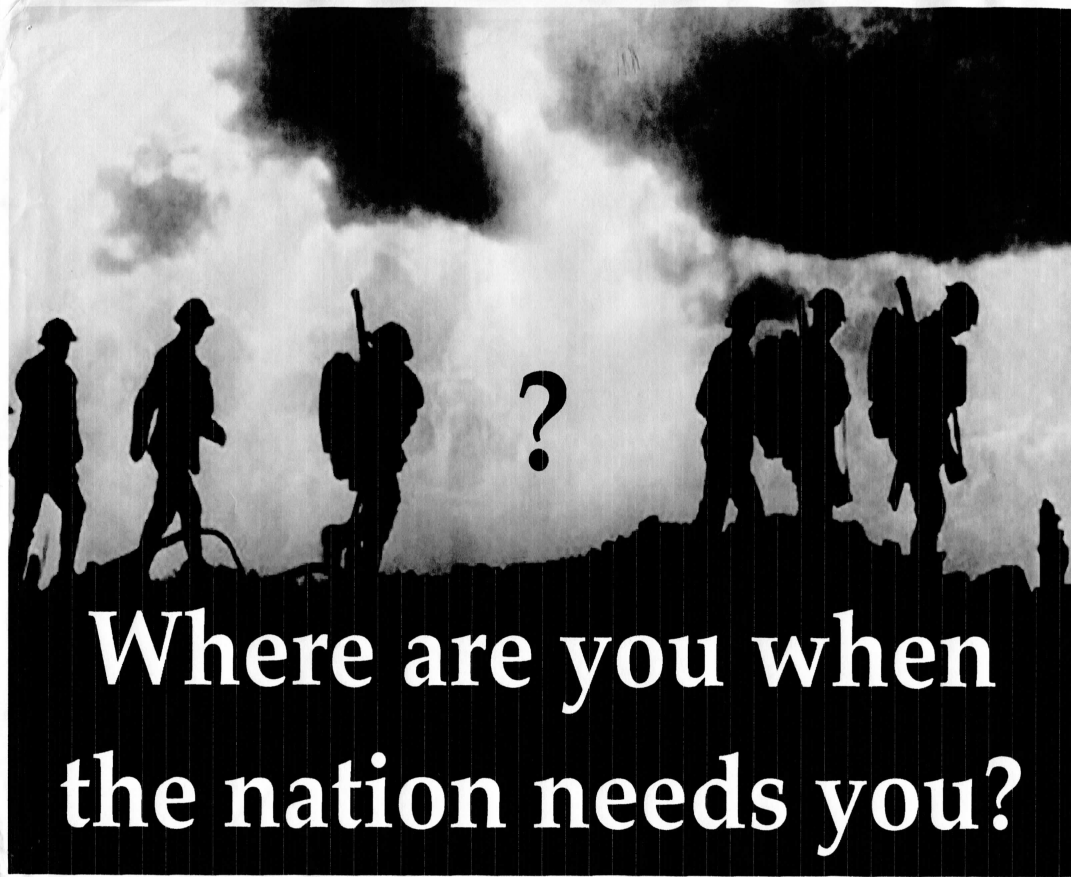


So similar!



Great Britain mocking Germany



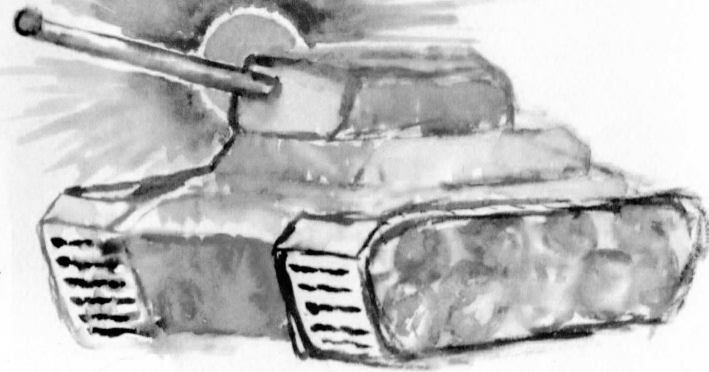


Millen

**Where are you when
the nation needs you?**

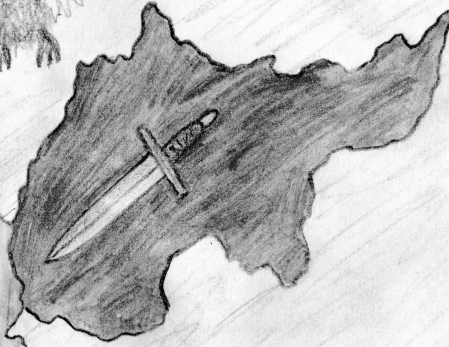
THE IMPRESSION OF PEACE

JOIN
THE
ARMY
FOR
A BRIGHTER
TOMORROW



Join all den glorreichen Sieg unserer Kaiser!!!

(Join all the glorious victory of our Emperor)



(Join the army of the German Empire)

**Trete den deutschen
Truppen Reich!**

