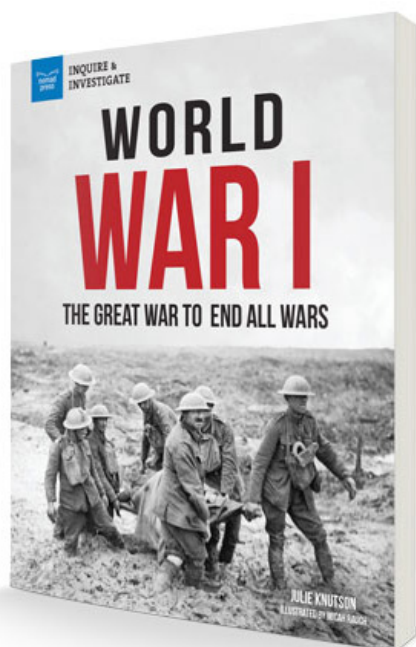


Nomad Press

CLASSROOM GUIDE



World War I sustained these staggering casualties: 9 million dead soldiers, 12 million or more civilian lives lost, millions more wounded. But those numbers only hint at the devastation, both political and personal, that lies at the heart of the Great War.

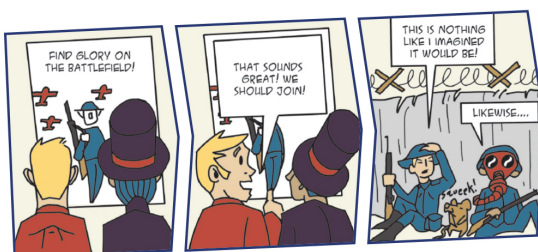
World War I: The Great War to End All Wars brings to light the key details of this critical juncture in history, which marks the transition to a modern era in which mass destruction became not only a possibility but a reality through military technologies a century in the making. By focusing not only on military life on the battlefields and in the trenches but also on anti-war protest movements, art and popular culture, homefront efforts across the globe, and experiences in British and French colonies, this book offers a sense of how this war penetrated all corners of the world and impacted all of its peoples.

Essential questions guide readers' investigations while hands-on activities promote critical and creative problem solving, and text-to-world connections highlight the way the past provides context for the present-day world.

Learn more at nomadpress.net/nomadpress-books/world-war-i

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Interest Level: Grades 7–10
Focus: World History
GRL: Z+



More than 100 years after the war ended, it can be difficult to imagine the horrors of World War I. One way we can gain experiential knowledge of the events is through primary sources. These accounts from the actual time period help us better grasp what soldiers and civilians felt as the battles, surges, and retreats played out on the global stage.

A line of men snakes toward an invisible destination. Those in the foreground nearest to the viewer allow us a glimpse of their individual features and quirks. There's a sickle-carrying farmer sporting a red neck scarf and patterned cap. There's a judge clutching a scroll, white wig atop his head and black robe cloaking his body. Farther along, a golfer in a crimson jacket rests a club against his right shoulder. There are gentlemen wearing tophats and bowlers, carrying briefcases and picnic baskets.

With each step away from our vantage point, their individuality blurs. They become one, khaki-clad mass, steps and shadows in sync.

The poster begs all sorts of questions: Why are these men marching? What people and places are they leaving behind? What are they marching toward, what lies in that mysterious distance? And, who isn't in line? What are the consequences of not stepping into place?

Four, simple words in bold blue letters call out from this British propaganda poster, designed to recruit soldiers for the Great War effort: "STEP INTO YOUR PLACE."



An English propaganda poster from World War I

THE DETAILS OF THE CONFLICT

World War I occurred between 1914 and 1918. What began as a nationalist conflict between Austria-Hungary and the tiny country of Serbia ballooned into a war involving 32 countries separated into two camps: the Allied and Central Powers. The core Allied Powers were Britain, France, and Russia, which backed the small independent nation of Serbia. On the Central Powers side, Austria-Hungary brought its reliable friends—Germany and the Ottoman Empire—to the battlefields. Scores of other countries chose one side over the other, based on factors ranging from pre-war alliances to who seemed more likely to win.

THE PROPAGANDA MACHINE

Between 1914 and 1918, posters were used worldwide as propaganda tools. With striking visuals and graphics, they promoted patriotism and stoked fears of the enemy. The "Step in your Place" poster was used to recruit soldiers in England. Propaganda organizations reached potential soldiers in a variety of other ways and in a range of other locations, from soccer stadiums to movie theaters. Why do you think they advertised to people in places of fun and entertainment?

BATTLE LINES

When war broke out in 1914, Britain's soldiers needed to meet strict age and physical requirements. As the conflict wore on and death tolls rose, more troops were badly needed for combat. As a result, some requirements—such as those surrounding a soldier's height—were lowered.

SAMPLE GLOSSARY

abdicate: to give up or renounce one's position of power.

abstain: to keep from doing.

activist: a person who works for social or political change.

adaptation: the act of adjusting.

advocate: to publicly support something.

agricultural: describes growing crops and raising animals for food.

alienate: to cause someone to feel isolated.

alliance: a partnership between peoples or countries.

Allied Powers: the countries that fought together against Germany and the Central Powers during World War I, including Great Britain, France, Russia, and the United States.

alms: something given freely to help the poor.

amplify: to make a sound louder or an issue more well known.

anarchist: a person who does not believe that government and laws are necessary and wants to abolish them.

anarchy: a society without a strong government.

Anatolia: a peninsula in southwestern Asia that forms the Asian part of Turkey.

annexation: the addition of a new territory or area to an original area.

anti-Semitism: prejudice or hostility toward Jewish people.

Arabian Peninsula: a peninsula between the Red Sea and the Persian Gulf that is strategically important for its oil resources.

arbitration: the process where someone settles a dispute between other people.

armistice: an agreement or truce between opposing sides in a war to stop fighting.

artillery: a division of the army that handles large weapons. Also large guns used to shoot over a great distance.

assassinate: to murder an important person for political or religious reasons.

atrocious: a cruel act of violence.

attrition: to try to win by wearing down an enemy, with knowledge that continued combat will result in major losses for both sides.

autocrat: someone who has complete power in a country or organization.

avant-garde: an experimental style of art.

Baltic States: European countries bordering the Baltic Sea.

bankruptcy: a legal proceeding involving a person or business that is unable to repay outstanding debts.

Bedouin: a member of a nomadic tribe of Arabs.

besiege: to attack vigorously.

blockade: the sealing off of a place to prevent people and goods from entering or leaving.

Bolshevik: a member of the left-wing majority group of the Russian Social Democratic Workers' Party, later known as a Communist. The Russian socialist party favored a revolution to seize power in Russia for the purpose of setting up a workers' state.

bombardment: a constant attack.

byproduct: an extra and sometimes unexpected or unintended result of an action or process.

caravan: a large group of people traveling together.

casualty: a person who is injured or killed during war.

Caucasus: the mountain range in Caucasia between the Black Sea and the Caspian Sea that forms part of the traditional border between Europe and Asia.

cede: to surrender something to another.

censor: when the government examines material for the public, such as books, newspapers, or the news, and removes information it does not approve of.

Central Powers: the group of countries that fought against the Allies in WWI, including Germany, Austria-Hungary, Bulgaria, and the Ottoman Empire.

citizen: a person who has all the rights and responsibilities that come with being a full member of a country.

civilian: a member of society who is not in the military.

ESSENTIAL QUESTIONS

BEFORE READING:

Establish Background Knowledge

- What do you already know about the history of World War One?
- Why is it important to study historical conflicts?
- Do you know of any family members or friends who were alive in the early twentieth century?

Skill Introduction

- What do you do when you come to a word or phrase you do not know?
- How do photographs, videos, and maps help someone learn about a topic?

CCSS.ELA-Literacy.L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCSS.ELA-Literacy.L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

DURING READING:

Check for Understanding

- What part did fear play in the spread of war across the continent of Europe?
- What major scientific and engineering advances were made during the war? Why did these innovations happen during those years?
- Do any of today's news stories have connections to the events of World War One?

CCSS.ELA-Literacy.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-Literacy.WHST.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

AFTER READING:

Summary and Expansion

- Why did the United States delay its entry into the war? How might the war have been different if the United States had gotten involved sooner?
- What are some similarities between WWI and WWII? Vietnam? The 2022 Russian invasion of Ukraine? How are these conflicts different?
- What does trench warfare entail and what affect might this method have on the soldiers?
- How did global news reach people around the world during WWI and how is that different from now? How might that difference affect the way we think about wars happening far away?
- What is propaganda, and what is one example of how governments used propaganda to shape public opinion during World War I?
- What roles did women in different countries play during WWI? How did the status of women change during the early twentieth century?
- What happened to people of German heritage living in the United States during WWI?
- How might the war have contributed to the spread of influenza as the war was ending in 1918?
- What can we learn from the music and books that were popular during WWI?
- How did WWI affect the status of Black people in the United States?
- How did the end of WWI set the stage for a future global conflict, WWII?

CCSS.ELA-Literacy.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

CCSS.ELA-Literacy.SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CCSS.ELA-Literacy.RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.

ACTIVITY!

COLONIAL CARTOGRAPHY

In the space of 20 years in the late 1800s, 90 percent of Africa fell under European colonial rule. This was a landmass four times larger than Europe. How did it happen?

- **Look at the map from 1880.** Note that "Br." stands for Great Britain, "Fr." stands for France, "Ot." stands for the Ottoman Empire, "Por." for Portugal, and "Sp." for Spain.



scramble for
Africa map

- **Compare the map from 1880 to that from 1913.** What changes do you note between the borders and boundaries of the map from 1880 and 1913? Consider the following:
 - European countries with African colonies in 1880.
 - Independent African states in 1880.
 - European countries with African colonies in 1913.
 - Independent African states in 1913.
- **How does the map change during these years?** What European countries seem to have the largest colonial holdings in Africa in 1880?
- **The remapping of the African continent resulted largely from the Berlin Conference of 1884.** Use the internet and books from your local library to research this conference.
 - Why was the Berlin Conference held?
 - What countries were involved?
 - What decisions were reached at the conference? How and why were these decisions reached?
 - Why did African people have no say in the future of their lands? Does this happen today?



Inquire & Investigate

To investigate more, consider that different European powers took different approaches to colonial governance. The regime of Belgium's King Leopold II in the Congo was marked by mass atrocities that were committed in pursuit of ivory and rubber. Research the history of Leopold's Free Congo State. Investigate when, how, and by whom its human rights violations were exposed.

ACTIVITY!

GAMES AND PROPAGANDA

During the second half of the nineteenth century, the sweeping social and economic changes of urbanization and industrialization led Europe's growing middle classes to enjoy more leisure time. This trend allowed many to pursue new hobbies and activities. Sports such as soccer, rugby, bicycling, and cricket gained in popularity. Professional teams formed, cheered on by ferociously loyal fans. Europeans also enjoyed the thrills of newly built amusement parks in resort towns, read novels, newspapers, and magazines, and played games at home. Games were produced on a mass scale and were often designed to teach lessons and promote certain virtues.

- **Read the following essay that documents children's games in Austria-Hungary.** As you read, ask yourself the following questions.



Habsburger
child's play

- Why were these games developed?
- What was their intended effect?
- How did they represent the enemy? What impact might that representation have had on children as they grew into adults?
- **Today, games such as Risk, Battleship, and Axis & Allies offer players a simulated experience of developing wartime strategy.** Research these games.
 - When, where, and why did they emerge?
 - Do they teach specific lessons?
 - How are they similar to and different from the games that some Austro-Hungarian children played during World War I?



Inquire & Investigate

To investigate more, read how children's experiences of war were shaped by propaganda in the form of games, books, and toys and through organizations such as the Scouts. How did all of these types of leisure help support the war effort in England?



BL WWI children
propaganda

AUTHOR INTERVIEW



WHY DO YOU THINK IT'S IMPORTANT FOR KIDS TODAY TO LEARN ABOUT WORLD WAR I?

The First World War is key to understanding how the twentieth century unfolded. WWII and the Holocaust; continued conflict in the Balkans and Middle East; the establishment of organizations

like the UN to arbitrate peace and conflict . . . all have their roots in the years 1914-18. Learning about WWI helps us understand not only the immediate years that followed, but also the world that we live in now.

WHO IS THE MOST COMPELLING FIGURE THAT YOU LEARNED ABOUT IN YOUR WORLD WAR I RESEARCH AND WHY?

Topping the list is Maria Bochkareva, who spearheaded the formation of the Russian Women's Battalion of Death in 1917. Thinking about the extent to which Bochkareva defied social norms and drew others to join in support of the Battalion—including the leader of Russia's provisional government, Alexander Kerensky—is truly incredible!

WHAT WAS THE MOST CHALLENGING ASPECT OF WRITING A BOOK ON WORLD WAR I?

There are so many facets of the war that it that I wanted to explore in greater depth, but space didn't allow for it! I hope that readers will delve into the recommended resources to learn more about the incredible people and events of this era.

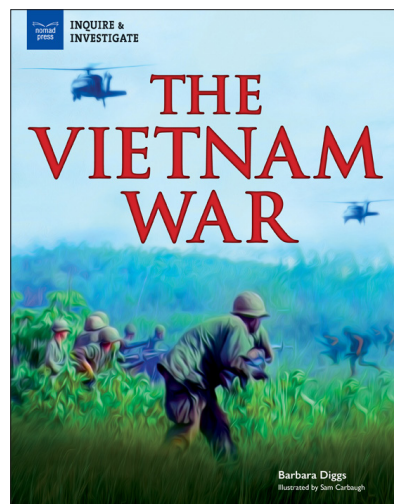
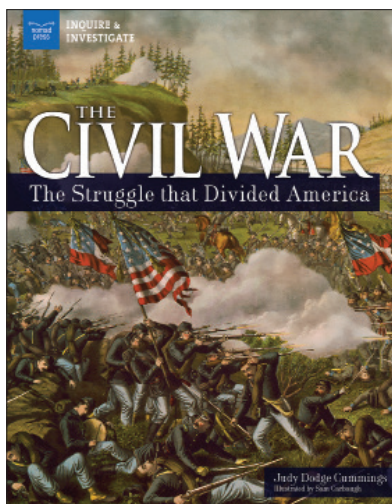
THERE ARE A LOT OF BOOKS ON WORLD WAR I. WHAT MAKES THIS ONE DIFFERENT?

This is a global book about a global war. It shows how the conflict impacted not just one or two groups of people; it examines its toll on all people, worldwide. There's so much in histories of this war that often go uncovered—pacifist movements, the participation of colonial troops, the contributions of women on all fronts—that this book introduces. At the same time, it still provides a comprehensive and holistic overview of the conflict.

DO YOU DO AUTHOR VISITS?

YES! As a former teacher, there is nothing I love more than talking about the writing process with young readers and authors. What's my absolute favorite topic to discuss? "Where do ideas come from?" I'm always floored by the sources of inspiration that drive young writers to create their own works of fiction and nonfiction.

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