

1. Cooperative Work (I): groups of 3/4 students

- Summarize how 1st World War broke out.
- Use the text: *The First World War and the Peace Settlement*.
- Follow these points:
 1. The ambitions of the new emperor, William II
 2. Hostile alliances
 3. Rivalry between France and Germany
 4. Rivalry between Germany and Great Britain
 5. Tension between Russia and Austria-Hungary
 6. Moroccan crisis
 7. Balkan crisis

2. Cooperative Work (II) (groups of 6/7 students)

- Each group will choose a leader and a secretary
- Half of the groups will represent the Allies and half the Central Powers.
- Each group will have a meeting to make clear how the war develops
- The groups will recreate the movements in the courtyard
- Half of the groups will recreate the movements of the Allies and the Central Powers in the Eastern front. The leaders will give instructions to the group as to how, when and where to they have to go, the secretary will record everything, and, after editing it in group, send a copy to the teacher
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Vocabulary. Explain/define the following concepts/persons/ institutions

- William II
- Triple Entente
- Gavrilo Princip
- Battle of the Marne
- Battle of the Somme
- "Total War"
- The Fourteen Points
- League of Nations
- Triple Alliance
- Conference of Algeciras
- The Schlieffen Plan
- Battle of Verdun
- Brest-Litovsk
- Woodrow Wilson
- Treaty of Versailles

SIMULATION GAME & DEBATING (class divided into groups of 3/4 students)

You will assume that you are part of the negotiations that took place in Paris after the armistice of November 1918.

A group of 4-5 students will defend a common political position of a particular role based on information taken from the Internet, such as:

- Woodrow Wilson
- David Lloyd George
- Georges Clemenceau
- Vittorio Orlando
- Makino Nobuaki

Every group will prepare its own position with respect to a future set of treaties to be signed with the defeated countries:

- War reparations
- A clause of war responsibility
- Territorial boundaries
- Prevention of future wars

All groups will discuss their positions under the control of an elected speaker in joint session.

RESEARCH/READING & COMMENT

Fall of Giants (2010) is a novel written by Ken Follett that describes the life of different persons in Great Britain, Russia, Germany and the United States before the Great War, and how the war affected them. Should you choose to read it, agree on a group conclusion/s and present it to the rest of the class.

RESEARCH/WATCHING & LISTENING & COMMENT

The red baron (2008), directed by Nikolai Müllerschön, tells the life of Manfred von Richthofen ("the Red Baron"), a legendary German pilot during WWI. It shows the beginning of the air forces and what constituted a particular sense of war honour in the framework of contemporary war. Should you choose to watch it, agree in a group conclusion/s and present it to the rest of the class

Maps

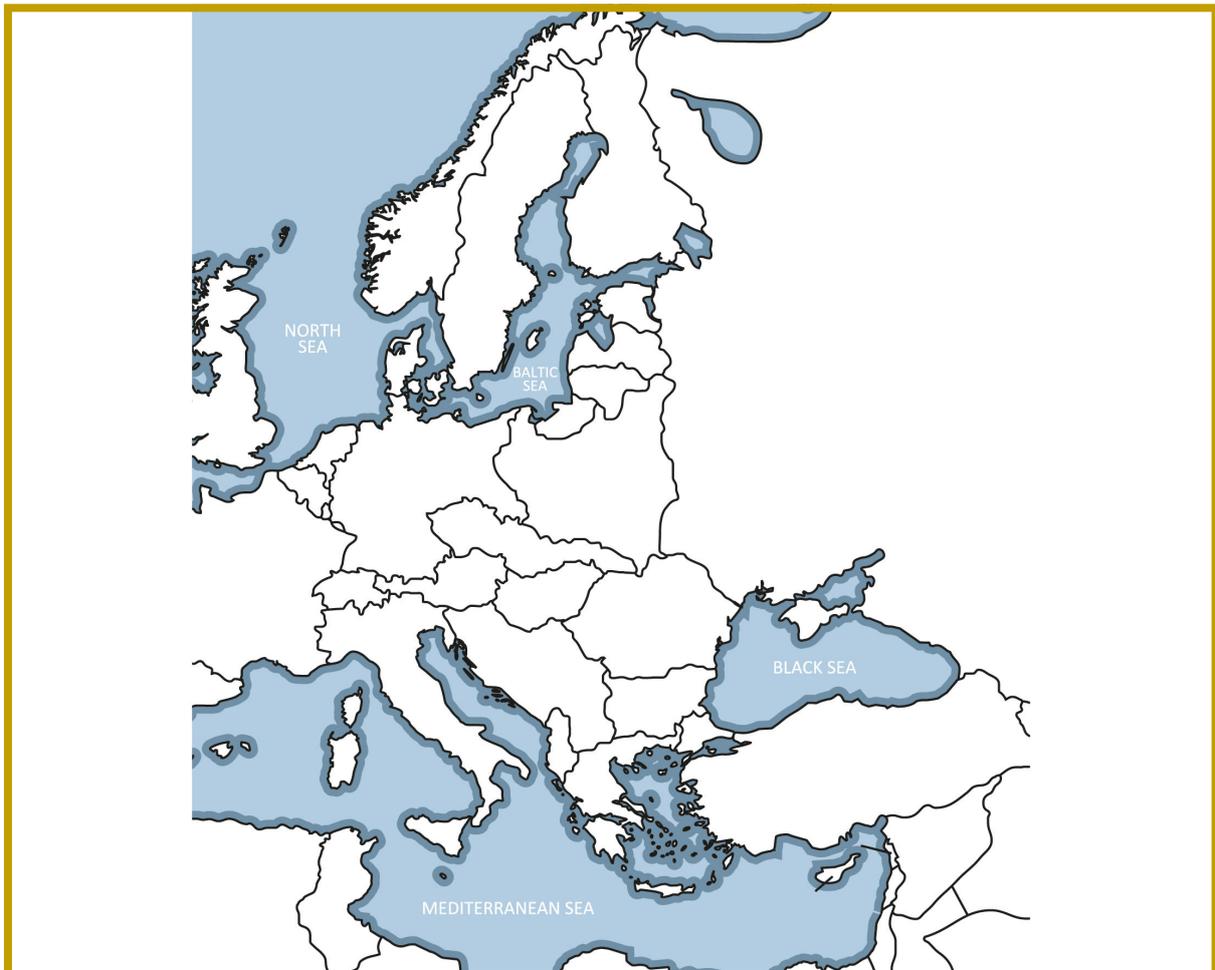
1. The Balkan Wars (1812-1813)

Write the names of the different Balkan countries and their territorial gains or losses during the two wars.



2. Territorial changes after World War I

Identify the new States recognized after WWI and the territorial losses and gains of the different countries.



Think critically

The work of William Faulkner *A Fable* (1954) is based on real events that happened in 1917, when the war stopped in a particular area of the trenches line. Troops of both sides disobeyed the orders given and refused to fight. Consider in group the specific context of WWI and try to understand the position of the soldiers and the military objectives, present you conclusions to the rest of the class.