

Class : Modern History 11-2	Teacher : Elizabeth Howlett
Grade : 10/11	Time Required : 1 class (60 mins)
<p>Learning outcomes: 3.1.1 Know, understand and be able to express examples of power relationships and rivalries between European nations, as causes of the First World War (1860s to 1914). 3.3.1 Examine the role nationalism plays in a modern society involved in conflict.</p>	
<p>Materials : Textbook <i>Le XX^e siècle: Perspectives Historiques</i> Political cartoon “A Chain of Friendship”</p>	
<p>Overview: This lesson will focus on the tensions between European Nations as a result of nationalism, economic rivalry, alliances and the arms race during the early 20th century to provide context for the outbreak of WWI.</p>	
<p>Assessment: Formative assessment of students’ understanding of the perspectives of different countries based on their presentations to the class. Students’ understanding of the tensions in Europe as a result of Nationalism, Economic Rivalry, Alliances and the Arms Race will be formatively assessed by having students write and hand in a brief paragraph comparing/contrasting these issues with a current event.</p>	
<p>As a result of the lesson, students will be able to...</p>	
<p>Understand: Understand that World War I was not the result of any one action, but was instead a result of tension that had been building over a prolonged period of time.</p>	
<p>Know: The varying perspectives of the main powers in Europe prior to World War One.</p>	<p>Do (Skills): Use their understanding of tensions in Europe during the early 20th century to explore current conflict between nations.</p>
<p>Introduction:</p> <ul style="list-style-type: none"> • Use the political cartoon “Chain of Friendship” as a class starter. <ul style="list-style-type: none"> ○ Have students examine the cartoon. What message do they think the author is trying to send? Who might the figures represent? 	
<p>Steps in the Lesson :</p> <ul style="list-style-type: none"> • Review the reading from the previous classes’ homework to answer any questions or clear up any confusion (10 minutes) • Using numbered heads, divide the class into six groups. • Assign each group one of the six countries discussed in the text (Germany, France, Russia, Great Britain, Austria-Hungary or Serbia) • Using the text, have each group make a “profile” for their country summarizing their interests, concern, alliances, etc. (20 minutes) • Have each group present their country’s profile to the class. If required, the teacher may add supplementary information for clarification. (20 minutes) 	
<p>Closing:</p> <ul style="list-style-type: none"> • Explain homework assignment to be completed over the long weekend <ul style="list-style-type: none"> ○ Can use the example of Israel and Palestine as source of conflict due to nationalism 	
<p>Homework: Over the long weekend, find an article about a current issue that deals with one (or more) of the four causes of tension leading up to WWI (Nationalism, Economic Rivalry, Alliances or Arms Race). Write a brief paragraph explaining how the event is both similar and different from the situation in Europe at the beginning of the 19th century. To be handed in at the beginning of class</p>	

Tuesday, April 2nd

Additional Resources :

Sheehan, James J. The Art and Science of Diplomacy: A World War I Activity in *Social Education*. 69(4). 2005. Pp 214-218

