

Warm-up

First, before the class starts, have students work individually to complete a graphic organizer of *I know.../I think I know.../I want to know...* about the causes of World War I. Then, ask volunteers to share their organizers with the rest of the class.

Teaching Tip

For Exercise 4

First, extend the exercise by having students discuss ways World War I could have been avoided (using hypothetical past conditionals). Then, divide the class into small groups and invite them to post their ideas on a digital chat platform (alternatively, this can be on the board or in their notebooks). Next, have a small research session in which students learn about the Israeli-Palestinian conflict, Ukraine, and Russia. Finally, the exercise will be closed by rounding the room and having others comment on the suggestions.

Differentiation Strategy

For Exercise 3

Go to the Differentiation Strategies Bank and adapt this exercise using Strategy 7.

Flexi Exercises

(To adjust to students' needs, you can either use or not the activities below)

Exercise 1



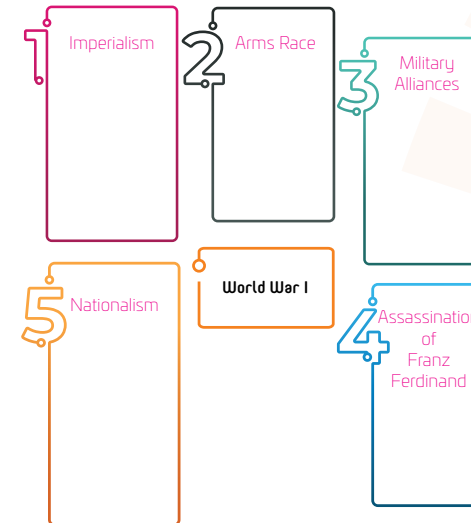
Social Studies

How do military conflicts start?

01 With a classmate, discuss the questions.

What kind of situation might cause a major conflict between two countries?

02 Read the "At Daggers Drawn" and list the factors that contributed to the start of World War I.



03 Read the text again and write a one-paragraph summary of the European situation when Franz Ferdinand was assassinated.

Answers will vary.

At Daggers Drawn

Tensions among European countries, many of them multi-continental **empires**, set the stage for World War I. Various factors caused these tensions. Factor one: This was aggressive **imperialism**, which triggered competition for colonies in Africa and Asia, with Britain, France, and Germany finding more success.

Factor two: The countries substantially increased their military strength, and an **arms race** ensued. The eighteenth century had seen many conflicts, especially involving Great Britain. Still, all the major players in World War I invested heavily in building their military power, fearing a regional conflict unless they were prepared.

Factor three: Establishing military **alliances** further complicated the already tense situation, guaranteeing that conflicts between two countries would rapidly escalate to a regional or larger war. As a landlocked nation, Germany relied heavily on **allies** to help protect its borders.

Factor four: This was the growing popularity of **nationalistic** movements in many countries, especially in Austria-Hungary, whose empire was entirely European and included Balkan states seeking independence.

Factor five: Archduke Franz Ferdinand, the heir to the Austria-Hungarian throne, was assassinated by Serbian nationalists while in Sarajevo.

Factor six: Immediately after the assassination, Austria-Hungary requested Germany's support in a war against Serbia. Germany agreed, and war was declared. Russia, an essential ally of the Serbs, declared war on Austria-Hungary to indicate its support for its ally.

Had factor six not happened, there may not have been a war because a few weeks later, the alliance systems were triggered into effect, and Germany, France, Russia, and Great Britain began a four-year war that left 40 million dead.



04 Compare the factors that led to World War I with current global situations. What similarities and differences do you see? Then, share your ideas with another group.

Language Structures and Functions Tip

For Exercise 5

First, briefly review conditional connectors on the board. Discuss their meanings and when they are used in complex sentences. Then, split students into groups of three. Give each group one envelope with an incomplete sentence (from the exercise). Next, say: *You are now WWI diplomats reviewing classified historical documents, trying to assess how war could've been prevented using more conditional diplomacy.* Tell students to read the sentence and choose the correct conditional connector, explain their choice and why the sentence makes sense historically, and rewrite it in modern diplomatic language (for example, *Germany might have reconsidered its stance, had Austria-Hungary been more restrained*). Afterward, each group presents their completed sentence with the chosen connector, their rephrased diplomatic version, and a brief explanation of the hypothetical historical impact (for example, *if Germany had waited, maybe France would've stayed out of the conflict*). Finally, if time allows and you deem necessary, review the grammar point in more detail.

Teaching Tip

For Exercise 6

First, have students work with a classmate or in a small group and have them return to their discussion from Exercise 4 and work together to create the most feasible approach with effectively used conditionals. Finally, ask volunteers to share their cause-and-effect chains with the rest of the class.

Differentiation Strategy

For Exercise 7

Go to the Differentiation Strategies Bank and adapt this exercise using Strategy 7.

Wrap-up

First, to close the session, have groups create digital or physical posters promoting peace in the contemporary world or the world immediately before WWI. Then, post the physical posters around the classroom. Finally, ask volunteers to share their posters with the rest of the class.

Flexi Exercises

(To adjust to students' needs, you can either use or not the activities below)

Exercise 8

05 Complete the sentences with the correct conditional connector.

- Germany would not have supported Austria-Hungary so strongly _____ *unless* _____ Austria had issued such a harsh ultimatum to Serbia.
- _____ *Had* _____ Britain remained neutral, Germany might have defeated France before turning to Russia.
- The alliance system could have been contained, _____ *providing / provided* _____ that the major powers had communicated more openly.
- France wouldn't have entered the war _____ *if / if only* _____ Germany hadn't invaded Belgium.
- Russia might not have mobilized so quickly _____ *provided that / on condition that* _____ Germany had not threatened its interests in the Balkans.

06 Create a chain of cause-and-effect conditions to describe how the war could have been avoided. Answers will vary.



07 Interview a classmate about what they would have done had they lived in Europe leading up to World War I. Write questions using different conditional linkers. Answers will vary.

08 Present your interviews to the class. Then, discuss how you imagine you would have felt living through this situation.