



CSI HOLY LAND

World War I in the Middle East:

Analyzing Primary Source Documents

Recommended Grade Levels: 9-12

Course/Content Area: English, Geography, World History

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ESSENTIAL QUESTIONS:

- How was the Middle East connected to the origins of WWI?
- What did war in the Middle East look like?
- How was the peace process different for the Middle East than it was for European nations?
- What are the best ways to analyze personal letters, documents, photos and drawings?

SUMMARY: This lesson helps students develop their reading, writing and analytical skills, while also learning more about World War I and the modern Middle East. Students read primary accounts (diaries and newspaper accounts), analyze visual images (photographs and drawings), conduct research and create a documentary or news program.

STANDARDS ALIGNMENT: **Common Core English Language Arts Standards for History/Social Studies for students in grades 9-10**

CCSS.ELA-Literacy.RH.9-10.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-Literacy.RH.9-10.3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

CCSS.ELA-Literacy.RH.9-10.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-Literacy.RH.9-10.6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

CCSS.ELA-Literacy.RH.9-10.8: Assess the extent to which the reasoning and evidence in a text support the author's claims.

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

Common Core English Language Arts Standards for History/Social Studies for students in grades 11-12

CCSS.ELA-Literacy.RH.11-12.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-Literacy.RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-Literacy.RH.11-12.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

CCSS.ELA-Literacy.RH.11-12.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

CCSS.ELA-Literacy.RH.11-12.6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

CCSS.ELA-Literacy.RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-Literacy.RH.11-12.8: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-Literacy.RH.11-12.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

The National Standards for History are presented by The National Center for History in the Schools

World History:

NSS-WH.5-12.8 Era 8: A Half-Century of Crisis and Achievement, 1900-1945

The student in grades 5-12:

Understands the causes and global consequences of World War I.

National Standards for Social Studies Teachers prepared by National Council for the Social Studies

Thematic Standards:

I. Culture and Cultural Diversity

II. Time, Continuity, and Change

III. People, Places, and Environments

IV. Individual Development and Identity

VI. Power, Authority, and Governance

IX. Global Connections

X. Civic Ideals and Practices

TIME NEEDED: Two 50-minute class periods

OBJECTIVES: *Students will:*

- analyze various kinds of primary sources—a contemporary newspaper account, a diary entry or memoir, and a photo or drawing—in order to draw conclusions on the impact of World War I in the Middle East
- examine the ways in which the author's or artist's perspective and audience affect his/her work
- gain the background knowledge to understand and participate in dialogue about World War I
- experience ways in which Language Arts skills and History are interrelated

- develop skills in analysis and communication
- experience how writing (both expository writing and creative writing) is based on research
- develop critical thinking, literacy and research skills

INTERDISCIPLINARY: English/Geography/World History lesson

THEMES & CONNECTIONS: This lesson should be taught **AFTER** students have a general background of World War I, including diplomatic, military, social, and political developments during the war (learning that takes place as part of the regular World History curriculum.)

MATERIALS NEEDED: A copy for each student of the following:

- Background reading: “World War I in the Middle East” (pg. 5)
- Document Analysis Worksheet (pg. 47-48)

Two or more copies (depending on class size) of each of the following:

- Diaries & Memoirs (Appendix A, pg. 12)
- Photographs & Artwork (Appendix B, pg. 31)
- Newspaper accounts (The set of full text articles can be downloaded at:

https://theworldwar-prod.s3.amazonaws.com/prod/s3fs-public/CSI_Holy_Land_Articles.pdf)

Note: Instead of photocopying, if you have access to a computer, you can put them in a file for students to use. If you do choose to photocopy, you can create a class set that all your classes use.

BACKGROUND INFORMATION

World War I in the Middle East

The Middle East played a major role in World War I, and, conversely, the war was important in shaping the development of the modern Middle East. One might even say that World War I began and ended with Middle East-related conflicts. (The beginning, the event that formed the immediate cause of the war, was the assassination of the Austro-Hungarian Archduke Franz Ferdinand by a group of Bosnian high school students in June 1914, and that assassination was a direct result of the long process of separating Balkan countries from the fading Ottoman Empire. The end, the last treaty arising from the war nearly five years after it ended, was the 1923 Treaty of Lausanne, ending the conflict with Turkey that arose from the failed Treaty of Sevres in 1920 that was supposed to have ended World War I in the Middle East.) Since Middle Eastern issues are so important in World War I, and World War I is so important in understanding modern Middle Eastern history, isn't it surprising that U.S. teachers/students don't study very much about history of the war in that area of the world? (Could it be because most of the significant events in that area occurred without American involvement – mostly before and after the U.S. involvement in the war? Or could it be that we just have a European/American-centered view of the war?) Regardless, here is a brief overview of some of the events and issues of World War I in this key region of the world.

Middle Eastern issues and the origins of the war (why a group of Bosnian teenagers were gunning for an Austrian archduke and what that had to do with the Middle East – and a world war)

If you had been a European or American living in 1914 who was interested in foreign affairs, you would undoubtedly have been debating “the Eastern Question”: the future of the areas that still remained part of the Ottoman Empire. Every educated person living in 1914 knew that, after 600 years as a world power, the once great Ottoman Empire was struggling to adjust to changing times. Many people were calling it “the sick man of Europe” and questioning whether the sick man's death would lead to a major war among the European powers. Yet, people had been worrying about the Eastern Question for the past century and a half. Why was the issue an especially dangerous problem in 1914?

The answers for this are complicated, but three factors in particular are relevant to this discussion. Each of them involves the Great Powers of Europe: Great Britain, France, Germany, Austria-Hungary and Russia. (Remember that the U.S. was not yet considered a “great power.”)

First, these powerful European countries were engaged in a race for foreign colonies – in order to expand their economic and political influence. The declining Ottoman Empire contained many areas that they all wanted to control: the Turkish Straits, for example, because of their strategic significance, the Arab lands because of their resources and location along the Mediterranean and the Balkan Peninsula because of its location in Europe.

Second, two of the powers – Austria-Hungary and Russia – were multi-national empires in a time in which modern nationalism was making their political structure and organization seem very outdated. The Austrian Empire was particularly threatened by Serbian nationalism in the Balkans because Austria-Hungary contained millions of people who spoke some dialect of the Serbo-Croatian language, and some of them were talking of breaking away and uniting with Serbia. This possibility worried the Austrian leadership, who then wanted to take over formerly Ottoman territories in Europe, like Bosnia. (This was not because the Austrians really wanted more Serbian-speaking people in their empire, but because they *didn't* want Serbia to have those lands and become more powerful.) Russia, of course, priding itself on being the protector of Orthodox Christians, backed up Serbia and its interests. The result: any problem in the Balkans would easily lead to a bigger war between Russia and Austria.

This brings us to the third factor: the newly consolidated alliance system, pitting Austria, Germany and Italy, on one side, against Great Britain, France and Russia, on the other. This meant that if Austria were to go to war with Russia, Germany and Italy would back Austria, while Great Britain and France would rush to the defense of their ally, Russia. In other words, everyone knew in 1914 that a small spark could ignite a really big war.

Another thing that “everyone” knew in 1914 was that war was coming and that it would probably begin in the Balkans. Actually, there had been almost continuous conflict in the Balkans for just over a century. Yet far from lessening, the conflicts just seemed to be intensifying in the early years of the 20th century. In 1908, Austria had formally annexed Bosnia-Herzegovina, a previously Ottoman province that it had occupied since the 1870s. This act had enraged nationalists throughout the Balkans and intensified the hatred between Austria and Serbia. Then, there were the two Balkan Wars of 1912 and 1913, which involved several of the small Balkan countries and the Ottoman Empire. (Later, some people would dub World War I the “Third Balkan War.”)

By 1914 Bosnia was a center of unrest, especially among the small educated part of the population, most of whom were young people in their teens and twenties. (Many Bosnians were illiterate, so high school students – and the few young people studying at universities in other countries – were the intellectual elite of Bosnia.) These young people wanted political and social change – and they wanted change FAST! The Young Bosnia movement, a loose collection of secret societies, sprang up in local high schools – and its members sought

connections with like-minded South Slavic (“Yugoslav”) young people within Austria-Hungary and Serbia. (Note that all Bosnians speak a dialect of the same language as the Serbs, and Bosnians of the Orthodox Christian religion, then the largest group in Bosnia, even considered themselves to *be* Serbs.) With no army or government of their own, these youthful revolutionaries knew that change could only come about through an intervention of powerful countries like Russia or Britain. In their view, the only way to get this intervention would be in the event of a crisis. Many of them believed that the quickest way to provoke a crisis was through political assassination – assassinating an Austrian political leader would lead to Austrian intervention in Bosnia, which would lead to Russian intercession in Bosnia’s behalf. It seemed to make perfect sense, especially when news got out that the heir to the Austrian throne would parade through the streets of Sarajevo on a day that would particularly offend the Serbs: the anniversary of the day on which they had lost their independence to Ottoman conquerors. (You can imagine that much of the population of Bosnia would be outraged to see a parade by *another* conqueror on that day of mourning!)

The assassination of Franz Ferdinand was not the work of one – or even two – students: it was a conspiracy that directly involved dozens of people and indirectly involved many, many more. Six young people (five of whom were high school students between the ages of 16 and 19) went to the parade carrying weapons and intending to kill the royal visitor; others assisted or at least knew about the plot; a number of officials from Serbia (one of whom was a member of the government of Serbia – though he was acting without the authorization of his government) supplied the weapons and other assistance.

No one was surprised that the assassination happened and that it led to a war! However, it was a great shock to the students involved in the plot – and to most other people at the time – that the war turned out to be so long and so incredibly bloody. The killing of the archduke and his wife set off a chain of events: Austria attacked Serbia; Russia backed Serbia; the alliance system came into play pulling Britain and France in on Russia’s side and Germany in on Austria’s. Not to be outdone, the Ottoman Empire joined in too – on the side of the Central Powers (Germany, Austria). The Great War had begun.

The Middle East during the war (from military campaigns to hunting locusts, from an Arab revolt to the Armenian genocide)

The Middle East was directly involved in World War I, and so it was affected by the war in all aspects of life. The most immediate impact was on young men: Turks, Kurds, Armenians, Arabs and others fought as part of the Ottoman army. They fought against Russian troops along the northeastern border of the empire and against Anzac (Australian, New Zealand) troops in the Turkish straits (the great battle of Gallipoli). They fought British troops – from Great Britain itself and the British commonwealth – along with troops from various parts of

the empire (India, Africa), that massed in Egypt and campaigned throughout the Arab lands (Egypt, Palestine, Lebanon, Syria, Arabia, Iraq). Although the Ottomans won a number of important battles (such as Gallipoli), they also lost a lot of men. In addition to combat, all the forces fighting in the Middle East – on both sides – struggled with disease (spread by war) and scarcity of water and supplies. Ottoman commanders, fighting to protect their own territory, also had to contend with local administrative issues, such as an infestation of locusts in Palestine.

In addition to all this, the Ottoman Empire – along with other multi-national empires such as its ally Austria-Hungary and its enemy Russia – found itself facing internal unrest from its national minorities. In the case of the Ottoman Empire, Great Britain used Arab dissatisfaction with Ottoman rule to the advantage of the Allied cause – the “divide and conquer” approach. First, they made a deal with the Arabs. As early as 1915, Britain had opened negotiations with Sharif Hussein of Saudi Arabia, promising Hussein that after the war, he would rule a large Arab country that would presumably include most of the lands between Persia and Egypt (including today’s Iraq, Syria, Lebanon, Palestine/Israel, Jordan, Saudi Arabia, and other countries). Hussein led a revolt, assisted by a young, Arabic-speaking British officer named T.E. Lawrence (later called “Lawrence of Arabia”). Neither man realized that the Western powers had no intention of honoring their commitments to the Arabs. As early as May 1916, France and Britain signed the secret Sykes-Picot Agreement in which they made plans to divide the Arab lands into French and British spheres of influence. Further, in 1917 the British signed the Balfour Declaration, indicating an acceptance of the idea of establishing a Jewish state in Palestine. The inconsistency of these plans is obvious: within two years, the West had promised the territory of Palestine to three different parties: the Jews (then a small minority in Palestine), the Arabs (under Sharif Hussein), and the British!

Although the Ottoman Empire, throughout its long history, had had a generally good track record with regard to human rights (long-standing tolerance of its Jewish and Christian populations), the pressures of the world war and the rise of modern nationalism led to the worst kind of wartime abuse: genocide. Since the rise of nationalism, there had been tensions between the Ottoman government and the Armenian population, and sporadic persecutions of Armenians had occurred since the late 19th century. With the pressure of a world war, some members of the Ottoman government looked at the Armenians with increased distrust. After all, many Armenians lived near the Russian border (a combat zone), and because both Armenians and Russians were Christians, the Ottomans suspected that the Armenians might ally with the enemy of the Ottoman state. In 1915 Ottoman forces began rounding up Armenians, especially in the eastern part of the country. Between 1 and 1 ½ million Armenian men, women, and children died – either killed directly or marched across eastern Turkey and into the Syrian desert, where they died of disease and starvation. This is

considered the first modern genocide in world history; unfortunately, it would not be the last.

The Middle East and the peace settlements after the war (division, foreign occupation, renewed war, population exchanges)

It must have been obvious even before the armistice ending the war was signed in November 1918 that the Ottoman Empire had lost the war. Its European territories had already been lost; its Arab territories were falling away; its population was exhausted – and depleted – by three wars over the last six years. However, the settlement that followed the war – the Treaty of Sevres in 1920 – was so harsh that it must have come as a shock to people in the Middle East.

The Treaty of Sevres was created mainly by Britain and France. (The U.S. had withdrawn from the international peace negotiations, while Russia had fallen into revolution and civil war.) Middle Eastern leaders were mostly excluded for the decision-making process.

According to the Treaty of Sevres, the Arab lands were separated from the Ottoman Empire, but that did not mean that Arab nationalists got the large, independent Arab state that they expected. Except for the Kingdom of the Hijaz, which became independent (and several years later joined with other territories to become part of Saudi Arabia), the Arabs did not achieve real independence. Instead, France and Britain divided the region among themselves: the French declaring a “mandate” over Syria and Lebanon; Britain a mandate over Iraq and Palestine.

The Kurdish people were even more disappointed by the settlement. After some initial talk of creating a small Kurdish state (from territories that are now part of Turkey), plans for even a limited Kurdistan were soon scrapped. Kurdish lands were divided among Iran, Iraq, Turkey and Syria. Today, the Kurds are the largest group of people in the world without their own country.

It was in Turkey, however, that opposition to the Treaty of Sevres led to another war. The treaty was a totally unacceptable blow to Turkish nationalists. They might have accepted the fact that the treaty ended the Ottoman Empire and took away all its Arab territories (which must have seemed inevitable). However, they could never accept that the treaty divided Turkey itself. Greece, Italy, and France occupied sections of Turkey-proper, the Turkish Straits were put under international control, and France and Britain were considering giving large sections of territory to the Kurds in the southeast and the Armenians in the northeast. It was especially galling when Greek occupying forces marched in – after all, Greece had been under Ottoman rule, not the other way around!

The revolt against the Allies, which began even before the ink was dry on the Treaty of Sevres, became known in Turkey as the “War of Independence.” Led by Mustafa Kemal, later called “Atatürk,” the fighting caused the Allies to withdraw occupying forces from Anatolia. In 1923 the Treaty of Lausanne finally ended the last conflict that was part of the First World War. The borders of today’s Turkey came about as a result, to the bitter disappointment of Armenians and Kurds – and Greeks. The resulting population exchanges – forced expulsions of ½ million Turks (Muslims) from Greece and of 1 ½ million Greeks (Christians) from western Turkey – became part of the agreement, and this policy set an unfortunate precedent for future international settlements.

Aftermath

The First World War would have a lasting effect on the Middle East. Millions died. In fact, after 11 years of warfare from the Balkan Wars through the Turkish War of Independence, so many young Turkish men died that in parts of Anatolia women outnumbered men by five to one. Total Ottoman population losses may have reached 5 million people if one counts death in combat, death from disease (including the Spanish influenza), the Armenian genocide, and the expulsion of peoples during the Greek-Turkish population exchanges.

There were lasting political effects as well; one can even say that the roots of many contemporary conflicts in the Middle East go back to the Great War and the settlements that came out of it. The ongoing enmity between Armenia and its neighbors Turkey and Azerbaijan can be traced directly back to the Armenian genocide and Turkey’s refusal to acknowledge it. Over the past century, Kurdish unrest has been an ongoing issue in Turkey, Iran, Iraq, and Syria, sometimes flaring into outright warfare, revolution, and even genocide (for example, Iraqi measures against its rural Kurdish population in the 1980s). Bloody civil wars in Lebanon and, most recently, in Syria – as well as conflicts in Iraq - are rooted in political and social issues that developed or were intensified during the mandate period that resulted from the First World War treaties. Finally, the Israeli-Palestinian conflict, probably the greatest, most continuous source of unrest in the Middle East, has been greatly accelerated by wartime promises and post-war policies.

It is generally acknowledged that World War I was a transformative event in world history, possibly the single greatest catalyst for change on a global scale, marking the end of 19th century institutions and the beginning of a new era. This statement is especially true in the Middle East. Studying the Great War in that area of the world raises important military, social, political, and health issues that even one century later, continue to affect the world in which we live.

LESSON

DIRECTIONS:

1. Either as homework or in class, students should read the Background Information “World War I in the Middle East” included in this lesson.
2. Document Analysis Activity (probably two class periods):
 - A. Divide students into pairs. Assign each pair one diary entry or memoir AND one photo or piece of artwork to examine. Students should use the Document Analysis Worksheet to examine each of their two sources. According to your instructions, they should write thoughtful answers to the questions OR use the questions as a guide to write up a paragraph about each document or image OR (if working in a computer lab) use the questions as a guide to create a multiple-slide PowerPoint.
 - B. Put two pairs together and have them share their ideas and work with each other.
 - C. Keeping the groups of four together, give each larger group a copy of a newspaper article. Have them read, discuss, and evaluate using the Document Analysis Sheet like before.
 - D. Class discussion: What did you learn from looking at the various primary source documents? How was the perspective of the writer or artist reflected in his/her work? What insights into the war – and the experience of Middle Eastern people in the war – did you gain?

POST-ASSESSMENT:

Evaluate students on their document analysis writings/presentation.

MODIFICATIONS/ACCOMMODATIONS:

English Language Learners or students with learning disabilities may be assigned to work with a partner who has stronger verbal skills, OR the assignment may be modified so that these students get a shorter journal entry and two visual images (replacing the longer newspaper article with a second visual image).

EXTENSIONS

Have each group prepare a brief film, performance, or presentation to show what they have learned.

Appendix A: Diaries & Memoirs

Document I: Excerpt from the diary of Mehmed Fasih (lieutenant in the Ottoman army at Gallipoli), dated 27 Oct. 1915

....the Captain and I go to inspect damage to our trenches. Machine-gun emplacement (where *Mahmud Can* was hurt) is below ground at the end of a path. The gun is fired from a narrow slit facing the enemy. As if tossed in by hand, an enemy shell penetrated the position from this aperture. The carnage it caused is awful. Six dead lie there. Dismembered, parts of their bodies are intermingled. Blood has drained out of bodies, and chests and arms look like wax. Shins and legs, seared by the explosion, are purple. Some bones have been stripped of flesh. The men's features are unrecognizable. Pitch black...

(At this point *Mehmed Fasih* quotes a poem in now obsolete Ottoman Turkish. A free translation of the verses is offered below.)

Graves, graves...lie open throughout the World,
Lightning has blighted the rose gardens,
Soldiers, soldiers...have become corpses,
Heroes are now carrion for wild beasts.

....As I write this in my diary, relight and smoke tobacco remaining in my water-pipe, and drink up what was left of my coffee when the shelling started. But the horror of what I saw remains before my eyes.

Mehmed Fasih, *Lone Pine (Bloody Ridge) Diary of Lt. Mehmed Fasih, 5th Imperial Ottoman Army, Gallipoli, 1915: The Campaign as Viewed from Ottoman Trenches* (Istanbul: Denizler Kitabevi, 1997), 32.

Document 2: Excerpt from the diary of Mehmed Fasih (lieutenant in the Ottoman army at Gallipoli), dated 22 Nov. 1915

Daydream about a happy family and congenial kids. Will I live to see the day when I have some?....O, my God! Will you ever allow such things to be my lot in life?

And what about my soldiers? My beloved children! In what shape are they? Take the sentry at my door. Due to the cold, his shoulders are hunched and his head is buried between them. His legs are huddled, his lips are blue. His nose is running, yet his grip on his rifle is firm. We of the 16th Division, have now been here for 7 months. Due to the torpor of our infamous commander, we are still here. Who knows how much longer we shall have to be here? Meanwhile, those who arrived after us have been relieved long ago. In fact, it is almost as if we had also been rotated. Because none of our original complement remain. We have had 7 batches of replacements so far.

Where are our old soldiers? While we originally had 200 soldiers in each of our companies, we are now down to 50 or less apiece. The rest have been martyred, are missing or have been wounded. Others have had to be evacuated on medical grounds. Which means all the veterans are gone.

Mehmed Fasih, *Lone Pine (Bloody Ridge) Diary of Lt. Mehmed Fasih, 5th Imperial Ottoman Army, Gallipoli, 1915: The Campaign as Viewed from Ottoman Trenches* (Istanbul: Denizler Kitabevi, 1997), 110-112.

Document 3: Excerpt from the diary of Mehmed Fasih (lieutenant in the Ottoman army at Gallipoli), dated 13 Dec. 1915

We reach *Abdullah's* position. Sit and talk. He complains about his Regimental Commander. And reveals he has formally requested his transfer to another regiment. Everyone seems to have this kind of complaint. This means the ability to get along with each other, a prerequisite for success, does not exist in our Army. A situation which is brought about by the arrogance of those who have received a modern education and training, and the fact that the products of older generations do not give them credit, or consideration, for the new skills and knowledge they have acquired.

1800 hrs – By the time I leave my friends, it has become quite dark. I descent down to the gully from where, passing through the 3rd Battalion's Headquarters, I proceed to my place. Nobody had tried to reach me during my absence. Food is ready. And *Ziya* is there waiting for me.....We sit and eat together. After our meal we have coffee and smoke the water-pipe.

My men are singing their folk songs. All of these reflect deep sadness and a sense of mourning. They were singing those same sad songs when we left *Mersin*. But, the majority of those singing them now lie covered with earth.

Mehmed Fasih, *Lone Pine (Bloody Ridge) Diary of Lt. Mehmed Fasih, 5th Imperial Ottoman Army, Gallipoli, 1915: The Campaign as Viewed from Ottoman Trenches* (Istanbul: Denizler Kitabevi, 1997), 195.

Document 4: Excerpt from a memoir by Mehmet Arif Ölçen (Ottoman soldier on the Russian front)

February 13, 1916. The blizzard is continuing in all its fury. The sun has probably risen, but it is impossible to see ten paces ahead. Two days ago, with two companies, we captured Gavur Dagi north of Erzurum, a mountain whose summit rises to ten thousand feet. We will now abandon it. Last night, we took twenty-seven of our men to the hospital because their feet were frozen. The number of men in our unit is decreasing. The blizzard, the storm, two long days and two long nights. We are tired to the point of exhaustion....

As we withdrew, bullets of snow struck our faces like lashes from a whip. We tried to advance, but the wind fiercely resisted each step and we sank into the snow up to our chests. It has been two hours since we left that cold, barren hill, which we captured after fighting for two days and nights under terrible conditions. The snow, however, has not abated for an instant. We can hear the muffled sound of volleys of infantry fire in the distance....

Our three-hour climb had come to an end. We joined the regiment and settled into the trenches that were assigned to us. Bullets flew past our ears and whistled as they pierced the air, like harbingers of a storm that was about to break out over us....Our positions came under fire from the right. The bullets that struck the rocks sent stone splinters flying all about. They spread death as well as lead. I recalled the order that had been sent by the Army High Command: "Your positions represent the honor of the army. They are in the center of the division and are your graves."

Mehmet Arif Ölçen, *Vetluga Memoir: A Turkish Prisoner of War in Russia, 1916-1918* (Gainesville: University Press of Florida, 1995).

Document 5: Excerpt from a diary by Ihsan Turjman (an Arab soldier in the Ottoman Army in Palestine)

What Will Be the Fate of Palestine in This War?

Jerusalem, Sunday, March 28, 1915
Gregorian],
15th of Mart 1331 [Ottoman fiscal],
Jammadi Awwal 1333 [Hijri]

This evening I went to visit Khalil Effendi Sakakini, in the company of Hasan Khalidi and Omar Salih Barghouti....Our conversation revolved around this miserable war and how long it is likely to continue, as well as the fate of this [Ottoman] state. We more or less agreed that the days of the state are numbered and that its dismemberment is imminent.

But what will be the fate of Palestine? We all saw two possibilities: independence or annexation to Egypt. The last possibility is more likely since only the English are likely to possess this country, and England is unlikely to give full sovereignty to Palestine but is more liable to annex it to Egypt and create a single domino ruled by the khedive of Egypt. Egypt is our neighbor, and since both countries contain a majority of Muslims, it makes sense to annex it and crown the viceroy of Egypt as king of Palestine and Hijaz.

Rumors abound in the street today. We heard that the English fleet has bombarded Haifa and that several English frigates crossed the Dardanelles and reached the Sea of Marmara. Even if this item is not true, it will soon be realized, since the Dardanelles have been hammered [by Allied ships] and cannot resist the British fleet forever.

“The Diary of Ihsan Turjman,” in *Year of the Locust: A Soldier’s Diary and the Erasure of Palestine’s Ottoman Past*, Salim Tamari and Ihsan Salih Turjman (Berkeley: University of California Press, 2011), 90-91.

Document 6: Excerpt from a diary by Ihsan Turjman (an Arab soldier in the Ottoman Army in Palestine)

My Job with Commander Ruşen Bey
at the Commissariat
Monday, March 29, 1915

People keep inquiring as to what I do and where I work. I tell them that I work at the Manzil [Commissariat of the Fourth Imperial Army] with Commander Ali Ruşen Bey. As to the first part of the question, I hesitate to answer since I am not sure what my job is exactly. If I were to say I am a clerk, I would be lying, since when I sat for the exam the officer in charge decided that my handwriting was not good enough for official correspondence. I was then assigned to a desk, to stamp and file official documents. Occasionally I am sent on errands for the Commissariat, and sometimes I take dictation. Most of the time I just sit there playing with my moustache. There are countless clerks in this Ottoman state who, like me, occupy office space, know nothing, and receive a salary at the end of each month. Such a state is bound to disappear....

Soldiers were seen stealing wood from our land in Karm al A'raj. Not satisfied with dead wood, they started tearing branches from our olive trees. Who can we complain to? The officers claim they cannot control their subordinates. Of course not. Officers are busy in the taverns getting drunk; then they go to the public places [brothels] to satisfy their base needs.

“The Diary of Ihsan Turjman,” in *Year of the Locust: A Soldier's Diary and the Erasure of Palestine's Ottoman Past*, Salim Tamari and Ihsan Salih Turjman (Berkeley: University of California Press, 2011), 91.

Document 7: Excerpt from a diary by Ihsan Turjman (an Arab soldier in the Ottoman Army in Palestine)

**The Hanging of Soldiers at Jaffa Gate
Tuesday, March 30, 1915**

On my way to the Commissariat this morning I met Uncle Sa'd Eddin Effendi Khalili. He asked me if I had heard about the hanging of two soldiers at Jaffa Gate. They were sentenced to death by hanging, it is claimed, because they deserted their company. What is a soldier supposed to do? The army pays each soldier 85 piasters a month and expects him to survive on it. Even then, most soldiers have not been paid one matleek since the General Call [November 1914]....

**The Shameful Behavior of Our Officers
Sunday, April 25, 1915**

...Both Cemal Pasha [the Great] and Cemal the Little [Küçük] were invited for dinner at the Commissariat. The cost, I am told, was over 30 Ottoman pounds. Yesterday HQ sent several military vehicles to Latrun to bring alcoholic drinks. More than 100 officers were invited, and the military band played throughout the meal. It's hard to take seriously Cemal Pasha's (and his retinue's) claim of devotion to Islam and of wanting to liberate Muslims from the British yolk.

"The Diary of Ihsan Turjman," in *Year of the Locust: A Soldier's Diary and the Erasure of Palestine's Ottoman Past*, Salim Tamari and Ihsan Salih Turjman (Berkeley: University of California Press, 2011), 93, 108.

Document 8: Excerpt from a diary by Ihsan Turjman (an Arab soldier in the Ottoman Army in Palestine)

Misfortunes Visit Us All at Once:
Locusts, War, Inflation, and Diseases
Sunday, May 9, 1915

I write this with my mind totally preoccupied. I cannot think of anything except our present misfortune. When will we finish with this wretched war, and what will happen to us next?

Our lives are threatened from all sides: A European war and an Ottoman war, prices are skyrocketing, a financial crisis, and the locusts are attacking the country north and south. On top of all this, now infectious diseases are spreading throughout the Ottoman lands....

Typhus Is Spreading in Jerusalem
Monday, May 24, 1915

I was shocked to hear today about the death of Ahmad Effendi Nashashibi....He died from typhus in the prime of his youth. He was buried this afternoon. Diseases are spreading like wildfire among the population, especially among Muslims – for they do not take the proper precautions, may God forgive us. I was told from one of the health inspectors in town that four typhus cases were reported in one day alone in Bab Hutta. When I heard the news, I was struck with great dread, not only for the people but also for myself. First, because I live and breathe all day among soldiers, in a place that is full of bugs and lice; and second, because of the lack of good hygiene in the workplace....I love life and enjoy its offerings. Please God, I am still young, do not take me away.

“The Diary of Ihsan Turjman,” in *Year of the Locust: A Soldier’s Diary and the Erasure of Palestine’s Ottoman Past*, Salim Tamari and Ihsan Salih Turjman (Berkeley: University of California Press, 2011), 117-118, 127-128.

Document 9: Excerpt from a diary by Ihsan Turjman (an Arab soldier in the Ottoman Army in Palestine)

Executions and Life Sentences
For Syrian and Palestinian Patriots
Thursday, September 1, 1915

A few years ago enlightened elements in the Syrian nation petitioned the Ottoman government in Beirut to implement basic reforms. At the time intellectuals from Syria and Palestine, together with some notables from neighboring Arab countries, formed a movement based in Egypt and sent a delegation to Paris, where they met with leading French politicians to discuss their demands. When the coalition government was formed, their voices were repressed, but that did not stop them. When the general mobilization was announced last year [1914], they went on the offensive and resumed their activities both openly and through clandestine groups....A large number of activists were arrested and were sent to the military tribunal in Sofar. Many were sentenced to death, and others were given life sentences....

I do not know any of these patriots, but I was deeply shaken by this news. Farewell to you, brave compatriots. May our souls meet when your noble objectives are realized....

I Am Ottoman by Name Only,
The World Is My Country
Friday, September 10, 1915

[Cemal Pasha] issued an order, communicated by phone to the Commissariat Wednesday evening at 5:30 P.M. It became known that many of those employed in the department of censorship, as well as the local police force and gendarmes, had been recruited from the local population. He therefore ordered that no members in the armed forces be allowed to serve in their [home] regions....

...I was at a loss about what to do. I have too much dignity to plead exemption for myself, for I prefer to go to the front than to beg for mercy.

However, I cannot imagine myself fighting in the desert front. And why should I go? To fight for my country? *I am Ottoman by name only, for my country is the whole of humanity.* Even if I am told that by going to fight, we will conquer Egypt, I will refuse to go. What does this barbaric state want from

us? To liberate Egypt on our backs? Our leaders promised us and other fellow Arabs that we would be partners in this government and that they seek to advance the interests and conditions of the Arab nation. But what have we actually seen from these promises? Had they treated us as equals, I would not hesitate to give my blood and my life – but as things stand, I hold a drop of my blood to be more precious than the entire Turkish state.

“The Diary of Ihsan Turjman,” in *Year of the Locust: A Soldier’s Diary and the Erasure of Palestine’s Ottoman Past*, Salim Tamari and Ihsan Salih Turjman (Berkeley: University of California Press, 2011), 130-133.

Document 10: Excerpt from the writings of George Abel Schreiner (a war correspondent of the Associated Press of America, who observed and wrote about events in the Ottoman Empire)

Bosanti, Anatolia, April 25th [1915]

...Coming around the bend of the old pass road was a caravan, afoot and clothed in red – a dirty, wet red.

More Armenians!...Old men in rags; women in red calico pantaloons, red waists, red shawls, and some of them in red veils; children of all ages, dressed like their elders; the halt, the blind, the sick made up this miserable column....

The spectacle was pitiful. The rain was still coming down in a cold drizzle. It was cold up in that elevation – a sort of March weather. Few of the exiles had shoes; all of them were soaked to the skin, the clothing hanging to the weary bodies limp and wet. All faces showed suffering – hunger, exposure to the cold and wet, together with mental anguish about their kin and the future....

Five miles I had gone, and still there was no break in the column. Since the exiles walked in groups and preserved no uniform marching order, I could not estimate their number. All I can say is that the exiles numbered no less than 4,000.

Then I came to the stragglers. The picture grew yet more harassing. It was composed of men and women trying to help some sick relative or friend along. Some of them sat by the wayside, tired and disconsolate, while the object of their care lay in the wet grass, resting or asleep. Two men were digging a grave. I passed a woman who was groaning under the weight of a large boy she carried on her back. To judge by the size of the child's head, I should say that he was a cretin and not in control of his withered limbs. Another woman was leading a blind man. More carts with sick children aboard came, their screeching wheels filling the ravine with dismal sounds.

It was afternoon before I got beyond the red train of misery.... A new picture!

...Several hundred Armenian soldiers were sitting by the roadside, breaking rock. The Turkish officer in charge of the party explained that there was less intention in the music to entertain than design to get the work done. The “band” was employed to make the working-party keep time with the hammers, more rock being crushed in the manner. He had hit upon the plan himself, said the officer.

The Armenians, I learned, were part of a regiment which had just been disbanded and disarmed.

“We cannot trust them any longer,” explained the officer. “So we took their arms away from them and put them to work improving the roads.”

He had ten Turkish infantrymen to control the party of nearly 500 Armenians.

George Abel Schreiner, *From Berlin to Bagdad: Behind the Scenes in the Near East* (New York: Harper and Brothers, 1918), 200-204.

Document II: Excerpt from the writings of George Abel Schreiner (a war correspondent of the Associated Press of America, who observed and wrote about events in the Ottoman Empire)

The government being for the greater part in the hands of the Turks, discrimination against non-Turks ensued....

Again it was shown that while the Greeks and Armenians might pay taxes, and do such work in the armies as their doubtful value as Ottoman soldiers permitted, they really had no place in the heart of the Ottoman government. They were still stepchildren to whom one threw the crusts, to whom, in the case of the Armenians, came all the abuse.

I have known hundreds of Greeks and Armenians whom this conduct of the government estranged. Together with their Turkish compatriots these people had hoped that Turkey would continue and that better days would come. But again it was made clear to them that they were *in* the empire, not *of* the empire....

The needs of the government being many and broad in scope, it was soon discovered that even the Turkish population could not be spared. The tax-collector called on all, and was adamant with everybody....

It got to be the turn of the Turkish population.

There was by that time not a single Turkish household in the empire that did not have all of its able-bodied men of military age at the front or in the barracks. What fighting there was done in the Caucasus and in Mesopotamia was done by Turks. The Ottoman Greek is of no value as a soldier, and the Armenian was no longer trusted. The former was employed in the sanitary service and on the lines of communication; the latter built roads, dug trenches, and acted as beast of burden. That meant that the Turkish population lost all the blood on the battle-fields.

George Abel Schreiner, *From Berlin to Bagdad: Behind the Scenes in the Near East* (New York: Harper and Brothers, 1918), 357-360.

Document 12: Excerpt from the writings of Alexander Aaronsohn (son of Romanian Jewish immigrants to Palestine)

It was with high hopes and expectations that I approached the Lebanon. I was looking forward to the moment when I should find myself among people who were free from the Turkish yoke, in a country where I should be able to breathe freely for a few hours.

But how great was my consternation, when, on entering the Lebanon, I found on all the roads Turkish soldiers who stopped me every minute to ask for my papers!

...While I was watering my horse, I tried to ask questions from a few inhabitants. My fair hair and complexion and my khaki costume made them take me for a German, and they barely answered me, but when I addressed them in French their faces lit up. For the Lebanon, for all it is thousands of miles away from France, is nevertheless like a French province. For fifty years the French language and French culture have taken hold of the Lebanon. No Frenchman has more love for and faith in France than lie in the hearts of the Lebanese Christians....

I could not help wondering at the mistakes of the Allies. If they had understood the situation in Palestine and Syria, how differently this war might have eventuated! The Lebanon and Syria would have raised a hundred thousand picked men, if the Allies had landed in Palestine. The Lebanon would have fought for its independence as heroically as did the Belgians. Even the Arab population would have welcomed the Allies as liberators. But alas!

Alexander Aaronsohn, *With the Turks in Palestine* (Boston: Houghton Mifflin, 1916), 58-60.

Document 13: Excerpt from the writings of George Abel Schreiner (a war correspondent of the Associated Press of America, who observed and wrote about events in the Ottoman Empire).

Beersheba, a prosperous town of the ancient province of Idumea, was the southern base of operations for the advance on Suez....

The soldiers themselves suffered much hardship. The crowding in the tents was unspeakable; the water-supply almost as inadequate as the medical service, which consisted chiefly of volunteer Red Crescent societies – among them a unit of twenty German nurses sent by the American College of Beirut. Medical supplies, such as they were, had been taken from the different mission hospitals and pharmacies of Palestine – these “requisitions” being made by officers who knew nothing of medical requirements and simply scooped together everything in sight. As a result, one of the army physicians told me that in Beersheba he had opened some medical chests consigned to him and found, to his horror, that they were full of microscopes and gynecological instruments – for the care of wounded soldiers in the desert!

Visits of British aeroplanes to Beersheba were common occurrences. Long before the machine itself could be seen, its whanging, resonant hum would come floating out of the blazing sky, seemingly from everywhere at once. Soldiers rushed from their tents, squinting up into the heavens until the speck was discovered, swimming slowly through the air; then followed wholesale firing at an impossible range until the officers forbade it. True to the policy of avoiding all unnecessary harm to the natives, these British aviators never dropped bombs on the town, but – what was more dangerous from the Turkish point of view – they would unload packages of pamphlets, printed in Arabic, informing the natives that they were being deceived; that the Allies were their only true friends; that the Germans were merely making use of them to further their own schemes, etc. These cleverly worded little tracts came showering down out of the sky, and at first they were eagerly picked up. The Turkish commanders, however, soon announced that anyone found carrying them would pay the death penalty. After that, when the little bundles dropped near them, the natives would run as if from high explosive bombs.

Alexander Aaronsohn, *With the Turks in Palestine* (Boston: Houghton Mifflin, 1916), 40-42.

Document 14: Excerpt from a letter to the editor of *The Times* by T.E. Lawrence (“Lawrence of Arabia,” a British leader of the Arab Revolt against the Ottoman Empire) about the immediate postwar arrangements in Iraq.

July 22, 1920

Sir, In this week’s debate in the Commons on the Middle East a veteran of the House expressed surprise that the Arabs of Mesopotamia were in arms against us despite our well-meant mandate. His surprise has been echoed here and there in the Press, and it seems to me based on such misconception of the new Asia and the history of the last five years, that I would like to trespass at length on your space and give my interpretation of the situation.

The Arabs rebelled against the Turks during the war not because the Turk Government was notably bad, but because they wanted independence. They did not risk their lives in battle to change masters, to become British subjects or French citizens, but to win a show of their own.

Whether they are fit for independence or not remains to be tried. Merit is no qualification for freedom. Bulgars, Afghans, and Tahitans have it...Feisal’s Government in Syria has been completely independent for two years, and has maintained public security and public services in its area.

Mesopotamia has had less opportunity to prove its armament. It never fought the Turks, and only fought perfunctorily against us. Accordingly, we had to set up a war-time administration there. We had no choice; but that was two years ago, and we have not yet changed to peace conditions....

It is not astonishing that their patience has broken down after two years. The Government we have set up is English in fashion, and is conducted in the English language. So it has 450 British executive officers running it, and not a single responsible Mesopotamian. In Turkish days 70 per cent of the executive civil service was local. Our 80,000 troops there are occupied in police duties, not in guarding the frontiers. They are holding down the people. In Turkish days the two army corps in Mesopotamia were 60 per cent Arab in officers, 95 per cent in other ranks. This deprivation of the privilege of sharing the defence and administration of their country is galling to the educated Mesopotamians. It is true we have increased prosperity – but who cares for that when liberty is in the other scale?....

I would make Arabic the Government language. This would impose a reduction of the British staff, and a return to employment of the qualified Arabs. I would raise two divisions of local volunteer troops, all Arabs, from the senior divisional general to the junior private. (Trained officers and trained N.C.O.'s exist in thousands.) I would entrust these new units with the maintenance of order, and I would cause to leave the country every single British soldier, every single Indian soldier. These changes would take 12 months, and we should then hold of Mesopotamia exactly as much (or as little) as we hold of South Africa or Canada. I believe the Arabs in these conditions would be as loyal as anyone in the Empire, and they would not cost us a cent.

T E. Lawrence, "127: To the Editor of 'The Times,'" in *The Letters of T. E. Lawrence*, ed. David Garnett (London: Spring Books, (1938) 1964), 306-308.

Document 15: Excerpt from an interview with Mustafa Kemal in 1918 (then an Ottoman officer at Gallipoli, later the president of the Turkish Republic).

On the 29th [of May 1915] the enemy attacked trenches 31, 33, and 34, to be repulsed with heavy loss of life. These were the trenches we had dug after the attack of 14th April at a point near Bombasırtı on the Arıburnu front, some 7-8 m or 10-12 m from the enemy positions. This proximity to the enemy and the events that were to occur there give the spot a very special place in military history. A feature of the enemy trenches opposite these was their position on the edge of a precipice descending to Korkuderesi.

The enemy soldiers in these trenches were in a constant state of suspense. Not a single night passed without attacks on the trenches, which were converted into a veritable inferno by the constant explosions of shells and underground mines.

Of course, our own trenches facing the enemy were in much the same state and we had beams erected over them in an attempt to reduce the numbers killed by the enemy bombardment.

They were continually throwing “incendiary petrol bottles” on to the beams, thus causing fires in the trenches, which, as a result, were never free of flames and smoke. Naturally, we suffered severe losses. But in spite of everything, the heroic devotion of our men stood up unflinchingly in the face of all the flames and explosions. They held their positions with admirable determination and gave effective response to the enemy.”

Ruşen Eşref, *The Story of Gallipoli As Recounted by Mustafa Kemal* (Istanbul: Grafik Sanatlar, 1930), 25.

Document 16: Excerpt from the diary of Kenneth Best (British chaplain at Gallipoli):

6 June 1915:

Our poor boys behaved like heroes, but are sadly cut up. No clear orders. Told to make for unidentified objective. They went over trench after trench till they had a mere handful of men left and could get no further. Faced by a mass of Turks, they had to retire, losing nearly everybody. Heaps of mementoes, but one had not heart to take them away.

Blood, flies and smell – I shall never forget it. As one crawled along the trench, hands and legs of the dead hanging over the edge would strike one's face. Here and there a familiar face, cold in death. Heartbreaking work.

7 June 1915:

...Some of HQ Staff make a pitiful spectacle. Meet them in dug-out: you would fancy they were fire-eaters fearing naught. Walked with one – hardly any shrapnel, yet he would only walk near dugouts. At slightest noise he would bolt inside, whether our own guns or sound of a hammer. Ludicrous expression of agony and anxiety on his face. He sat down in hollow, presumably to light pipe, beads of perspiration on face. How hot he said – yet it was in cool of evening. Later I heard him court martial a poor boy of 15, whose nerve had gone after a week's murderous fighting. It makes one's blood boil.

Kenneth Best, *A Chaplain at Gallipoli: The Great War Diaries of Kenneth Best*, ed. Gavin Roynon (London: Simon and Schuster, 2011), 141, 143-144.

Appendix B: Photographs & Artwork

Image 1: Ottoman Empire declares war in 1914.



“Ottoman Empire Declaration of War During World War I,”
<http://www.manorhouse.clara.net/book2/chapter18.html>.

Image 2: Two British officers on camel back in Egypt, 1916. British guerrilla operations in Egypt included imperial troops from all around the British empire.



“Photograph of two British officers on camel back in Egypt, from the service of Frank Gardyne Milne, RAMC, 2008.65.3” (Kansas City, MO: National WWI Museum and Memorial).

Image 3: Photo of Turkish soldiers with camels carrying supplies, circa 1914 -1915.



“Photograph of Turkish soldiers with camels carrying supplies, 1983.41.113” (Kansas City, MO: National WWI Museum and Memorial).

Image 4: The Battle of Gallipoli took place from 1915-16 as Allied forces attempted to take control of the Dardanelles Straits, giving Allies easy passage to the Black Sea where they could meet with Russians to battle Turkey. This is a stereoscope card featuring “West Beach, Gallipoli, Scene of British landings and of Terrible Battles.”



“Stereoscope card, “West Beach, Gallipoli, Scene of British Landing and of Terrible Battles, n.d., 1983.140.48” (Kansas City, MO: National WWI Museum and Memorial).

Image 5: This Turkish bag served as an emergency pack with medical supplies. The bag is emblazoned with a Red Crescent symbol, the Muslim counterpart to the Red Cross symbol. Like the Red Cross, the Red Crescent signified units who provided treatment to wounded soldiers, as well as marking these units as noncombatants.



“Turkish medical bag” (Kansas City, MO: National WWI Museum and Memorial).

Image 6: Official British photograph. Back caption reads “With the Troops in Mesopotamia. Turkish prisoners at Daur, Iraq.”



“Turkish prisoners at Daur, Iraq photo, 1995.47.11” (Kansas City, MO: National WWI Museum and Memorial).

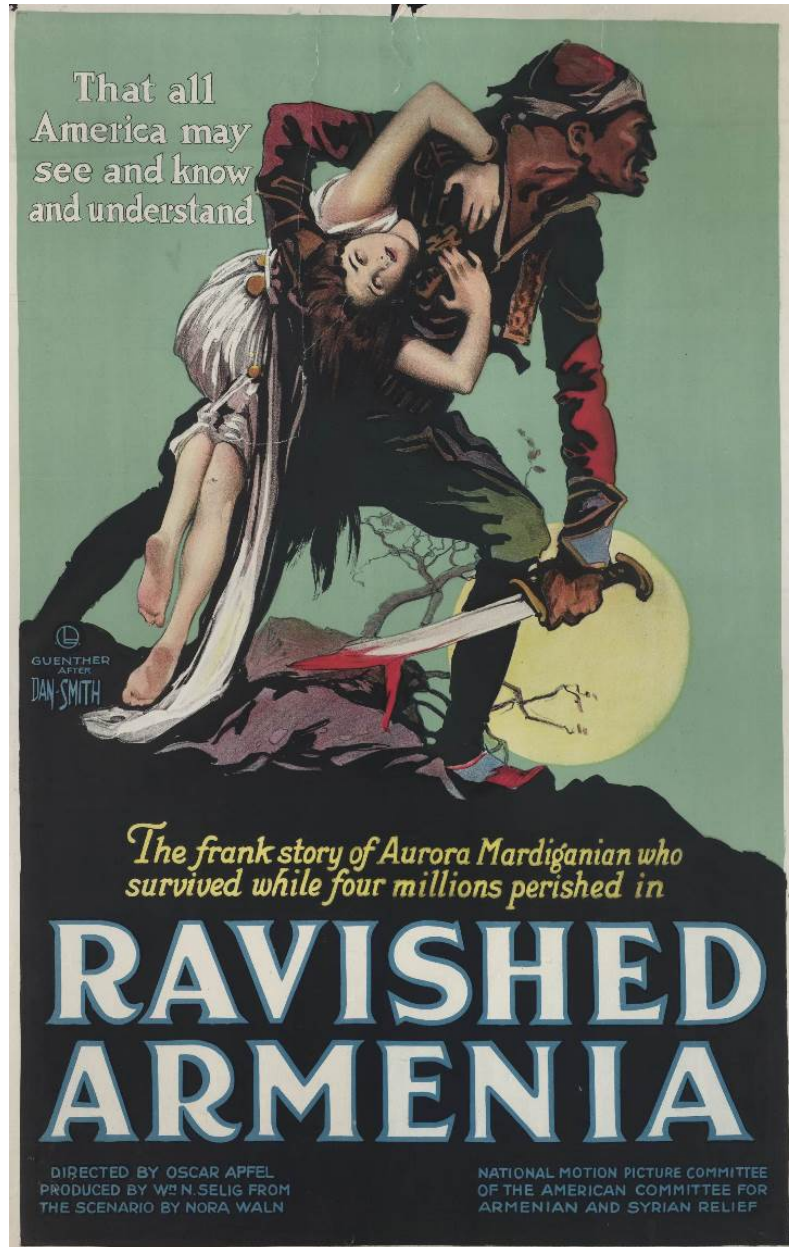
Image 7: Arabs watching British passing through Baghdad, Iraq with a heavy British gun.



“Photo of Arabs watching British troops in Baghdad, 1983.166.13” (Kansas City, MO: National WWI Museum and Memorial).

Image 8: Poster for the 1919 silent film *Ravished Armenia*.

The film told the story of Armenia before WWI and the deportation of Armenians into the desert during the war. The story is told from the point of view of a young female who survived the Armenian genocide and is based on an autobiography by Arshaluys Mardigianian. The movie was presented as a fundraiser for the American Committee for Armenian and Syrian Relief in 1919.



“*Ravished Armenia* movie poster, 1919.40.43” (Kansas City, MO: National WWI Museum and Memorial).

Image 9: Turkish soldiers sitting around a makeshift tent. Postcard reads “Turkische Feldwache am Sereth” which translates to “Turkish field guard in Sereth.”



“Turkish field guard in Sereth postcard, 1980.20.5” (Kansas City, MO: National WWI Museum and Memorial).

Image 10: Turkish cavalry, circa 1914-15.



“Turkish cavalry photo, 1984.95.15” (Kansas City, MO: National WWI Museum and Memorial).

Image 11: Children offering flowers to a Serbian soldier. Included in Included in a wartime scrapbook from the service of Walter Hamilton Lillie of the AFS.



“Children offering flowers to a Serbian soldier photo, 1985.53.1.327” (Kansas City, MO: National WWI Museum and Memorial).

Image 12: 1918 American Committee for Relief in the Near East poster for a \$30,000,000 fundraising campaign.



“Lest they Perish poster by the American Committee for Relief in the Near East, 1918.52.8” (Kansas City, MO: National WWI Museum and Memorial).

Image 13: November 1917 German postcard featuring the German flag with a dual shield featuring half of the German black eagle crest and half of the Austro-Hungarian crest. The image also includes greenery, a yellow and black ribbon, and shield crests for the Ottoman Empire and Bulgaria. The postcard text translates to “God with us and we with him!”



“Gott mit uns und wir mit ihm!” German postcard, 2005.98.446” (Kansas City, MO: National WWI Museum and Memorial).

Image 14: Stereoscope card with the title “Turks Eager for War – German’s Most Distant Ally Mobilizes her Army”, produced by the Keystone View company. Information on the back of the card reads in part: “The Turkish defense of the Gallipoli Peninsula and the Dardanelles in 1915 was a really magnificent military accomplishment, and they fought well against the British in Mesopotamia and Palestine. But when they began to go to pieces they went rapidly and before the whirlwind campaign of General Allenby in the Holy Land northward from Jerusalem to Damascus, and General Marshall’s advance along the Tigris from Bagdad to Mosul, both in the autumn of 1918, their armies were scattered to the winds. On October 31 the Turkish Government was glad to conclude an armistice which was virtually a surrender to the Allies.”



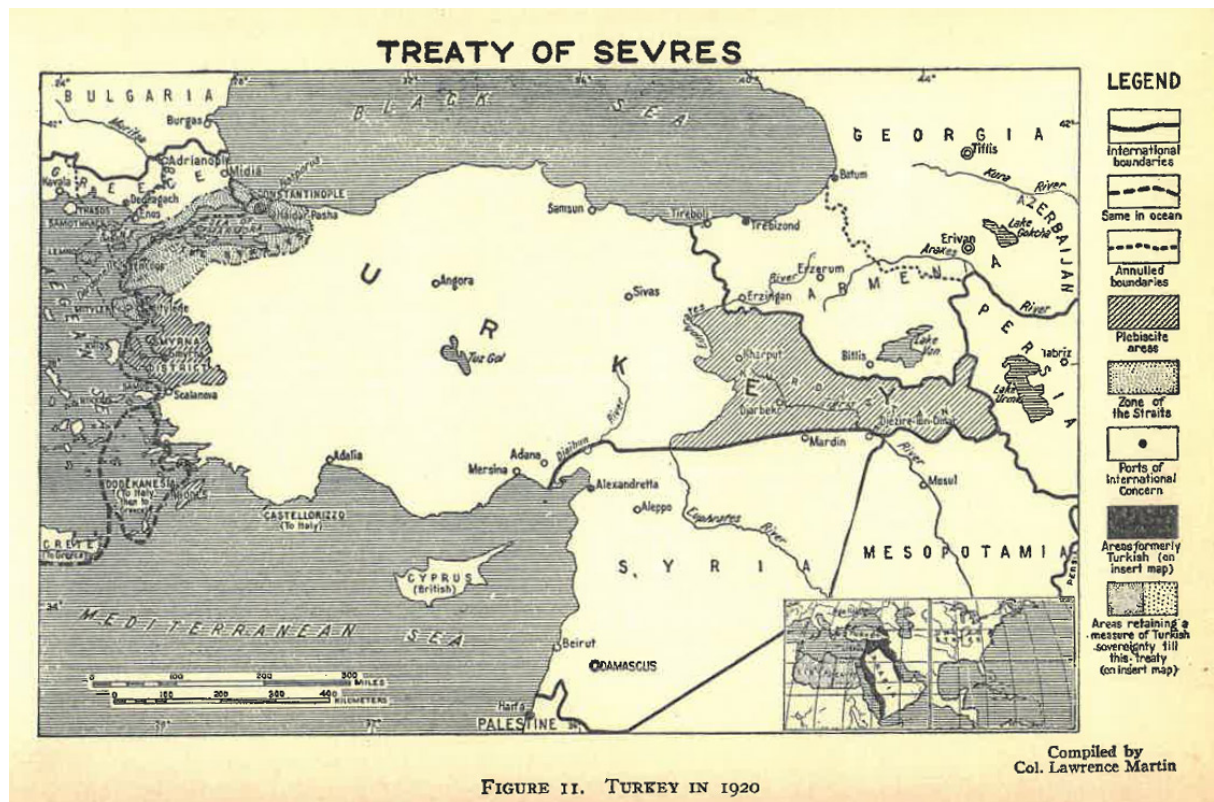
“Turks Eager for War – German’s Most Distant Ally Mobilizes her Army” stereoscope card, circa 1918, 1983.140.45” (Kansas City, MO: National WWI Museum and Memorial).

Image 15: The Kaiser meets with Turkish military leaders and personnel. The Middle Eastern campaigns were primarily fought by the Ottoman Army. The Germans provided some limited support.



Kaiser with Turkish military leaders postcard, n.d., 1996.31.171” (Kansas City, MO: National WWI Museum and Memorial).

Image 16. Treaty of Sevres. Ottoman Empire partitioned according to the Treaty of Sevres, signed August 10, 1920.



Martin, Lt.-Col Lawrence, "Map of Turkey in 1920," *The Treaties of Peace, 1919-1923 Vol II*. New York: Carnegie Endowment for International Peace, 1924. 788. Print (Kansas City, MO: National WWI Museum and Memorial).

Document Analysis Worksheet

Analyzing a Diary, Memoir, or Interview

1. Who wrote the account? (Be sure to include the author's nationality and position – not just the name.)
2. When did he/she write it, and what is happening in the area at the time of the writing?
3. To whom is the author writing or speaking? Who is his/her audience? How does the audience affect what the author is saying and how he/she is saying it?
4. What does the author say, and why do you think he/she found this information important enough to include in the story?
5. What can you learn about the war – or about people who fought in the war – from the reading?
6. What questions do you have about it?

Analyzing a Photo or Drawing

1. Who took the photo or did the artwork? (Probably you won't have the name of the artist/photographer, but what country – or at least what side in the war – is the person from?) How does the artist's perspective (nationality, gender, favored side in the war) affect his/her work?

2. Describe what you see in the art/photo. (You may use any caption underneath to help you.)

3. What does the artist/photographer want to show in the picture? Why do you think he/she did it? Why do you think it was chosen for inclusion in a particular book or webpage?

4. What can you learn about the war – or about people who fought in the war – from the photo or artwork?

5. What questions do you have about it?

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