

The **WORLD WAR I** in the **MIDDLE EAST** **SUMMER INSTITUTE**

Select Curricular Resources
Grades 7-12



NATIONAL
ENDOWMENT
FOR THE
HUMANITIES



THE NATIONAL
WWI MUSEUM
AND MEMORIAL

TABLE OF CONTENTS

SELECT CURRICULAR ACTIVITIES

	pages
Glossary of Select Key Terms – WWI and the Middle East	3 - 4
Critical Thinking Activity - WWI-era monuments in U.S. and Turkey	5 - 6
Why did the Ottoman Empire Join the Great War?	7 - 30
How does Total War effect society?	31 - 47
Lesson Plan: Civilians and Total War	33
Lesson Plan: Causes of Civilian Suffering	35
Micro Unit: Armenian Genocide	48 - 57
Borders and Boundaries: Establishment of the Modern Middle East	58 - 64
How did the Ottoman Empire “fall”?	65 - 84
Lesson Plan: What makes the Ottoman Empire valuable?	69
Lesson Plan: Treaty of Sevres	70
Lesson Plan: Treaty of Lausanne	72
Lesson Plan: The Legacy of the Treaty of Lausanne	73

Key Terms – WWI and the Middle East

A list of key terms and agreements related to the Middle East and WWI. These events and agreements continue to shape the political and social landscape of the Middle East today.

Ottoman Empire | A vast empire that lasted from the late 13th century until the end of WWI, encompassing territories in Asia, Europe, and Africa. The empire was ruled by the Sunni Muslim Ottomans and fought alongside the Central Powers during WWI.

Zionism | A political movement that emerged in the late 19th and early 20th centuries, in response to rising antisemitism, in support of the establishment of a Jewish state in Palestine. Zionism played a key role in the eventual creation of the nation of Israel.

Gallipoli Campaign | A failed military campaign by the Allies to capture the Gallipoli peninsula in the Ottoman Empire in 1915. The campaign was intended to open up a new front in the war and provide a supply route to Russia but resulted in heavy losses for both sides.

Hussein-McMahon Correspondence | A series of letters exchanged between 1915 - 1916 between the British High Commissioner in Egypt, Sir Henry McMahon, and the emir of Mecca, Sharif Hussein ibn Ali. The letters promised support for Arab independence in exchange for an Arab revolt against the Ottoman Empire. However, the British government failed to deliver on its promises, leading to widespread disillusionment and resentment.

Sykes-Picot Agreement | A secret agreement between France and Britain in May 1916 to partition the Ottoman Empire's territories into spheres of influence. The agreement drew arbitrary lines on a map, disregarding the region's ethnic and religious diversity, which left lasting legacies into the 21st century, including ongoing conflicts in Syria and Iraq.

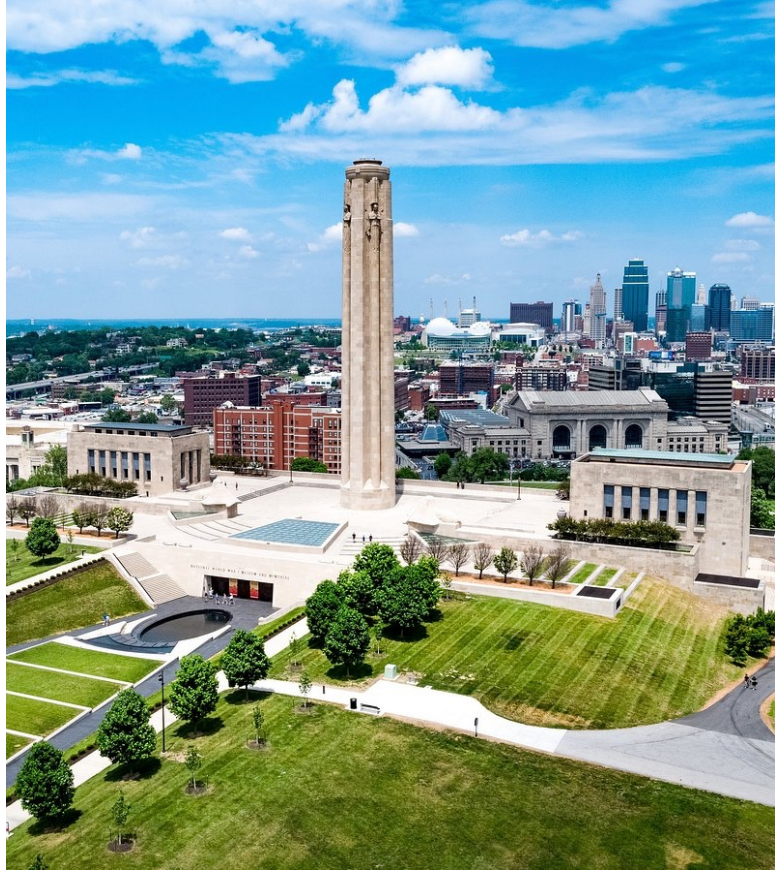
Arab Revolt | A WWI-era rebellion against the Ottoman Empire by Arab nationalists that began in June 1916, led by Sharif Hussein of Mecca. The revolt was supported by the Allies and played a key role in the eventual collapse of the Ottoman Empire.

Balfour Declaration | A statement made by British Foreign Secretary Arthur Balfour in 1917 expressing support for the establishment of a "national home for the Jewish people" in Palestine. The declaration paved the way for the eventual creation of the state of Israel in 1948 and remains a controversial issue in the Middle East to this day.

Treaty of Versailles | A complex peace treaty signed in 1919 that ended WWI. The treaty imposed heavy reparations on Germany, redrew the map of Europe, and established mandates in the Middle East for France and Great Britain. The Treaty of Versailles contributed to regional conflicts and instabilities in the Middle East that persist to this day, including the Arab-Israeli conflict and the Syrian civil war.

Treaty of Sèvres | A treaty signed in 1920 between the Allied Powers and the Ottoman Empire, which dissolved the Ottoman Empire and partitioned its territories into mandates and independent countries, including Iraq, Palestine, Jordan, and Syria.

Treaty of Lausanne | A treaty signed in 1923 between the Allies and the newly formed Republic of Turkey, recognizing Turkey as an independent nation and defining its borders while ceding some territories to Greece.



National WWI Museum and Memorial
Kansas City, Missouri, U.S.



Victory Monument
Ankara, Turkey

Monumental Commemoration:

Comparing and Contrasting WWI-era Memorials in Turkey and the U.S.

Take a virtual tour, or look at images of two World War era

Define:

What is a memorial or monument and what is it for?

Explore:

Take a virtual 360 tour (or review photographs) of two WWI-era monuments. Pay attention to the details.

- "Victory Monument" (Zafer Anıtı in Turkish), built 1927 in Ankara, Turkey, commemorates the "Turkish War of Independence" and the founding of the Republic of Turkey in 1923.

Virtual Tour: <https://www.360cities.net/image/ankara-victory-monument-turkey>

- "National WWI Museum and Memorial" (originally titled "Liberty Memorial"), built 1926 in Kansas City, Missouri, commemorates "the World War."

Virtual Tour: <https://www.theworldwar.org/visit/virtual-tour>

Consider:

What symbols and figures are featured?

What ideas are being represented?

Respond:

Create a Venn Diagram to compare and contrast the memorials. Look for the similarities and differences in design and purpose.

In writing or discussion, share your interpretation of what these monuments intended to convey to the viewer? What and who is being commemorated? Is there significance in its location?

Reflect:

Why are memorials important?

What similarities can be inferred about American and Turkish culture from these monuments?



The Order of Merit by Louis Raemaekers

Why did the Ottoman Empire join the Great War?

Recommended Grade Levels: 9-12

Course/Content Area: World History

Authored by: Angela Guldin, National WWI Museum and Memorial Teacher Fellow

ESSENTIAL QUESTIONS:

- How and why did the Ottoman Empire become entangled in the Great War?
- What political developments pushed the Ottomans to- reluctantly- join the war?

SUMMARY: From corner to center: Is it possible to address the important themes and events of the Great War from a Middle Eastern-oriented perspective, one that pulls the Middle East from the corner, out of vision, and into the center of an examination of the Great War? This lesson will emphasize the Ottoman view of the outbreak of the Great War and the impact that the forces of imperialism and nationalism had on the Ottoman decision to enter the Great War.

STANDARDS	AP World History: Modern Course and Exam Description
ALIGNMENT:	Topic 7.1 “The older, land-based Ottoman... empire collapsed due to a combination of internal and external factors .”
	Topic 7.2 “The causes of World War I included imperialist expansion and competition for resources. In addition, territorial and regional conflicts combined with a flawed alliance system and intense nationalism to escalate the tensions into global conflict.”
TIME NEEDED:	Two 55-minute class periods
OBJECTIVES:	<i>Students will:</i> <ul style="list-style-type: none"> • connect the various internal and external causes that led to the Ottoman Empire’s entry into the Great War
INTERDISCIPLINARY:	History, Geography, Politics and Government
THEMES & CONNECTIONS:	<ul style="list-style-type: none"> • Imperialism • Nationalism • Political cartoons
MATERIALS NEEDED:	<ul style="list-style-type: none"> • A copy of the slides with images and notes • Student handout for bell ringers, slides notes, discussion questions, and activities. The handouts could be printed as a packet that students could use for all three lessons. • Pencils or pens for note taking

UNIT TEACHING PLAN OVERVIEW

These lessons will help students grapple with the question of why the Ottoman Empire joined the Great War. Did the Ottoman Empire have to join the war? Could the Ottomans have remained neutral? What pushed the Ottomans to feel they had to join the war?

These lessons will help students explore these questions while also addressing two AP World History: Modern Topics, 7.1 and 7.2, and emphasizing key historical skills assessed on the DBQ portion of the AP exam. Students will analyze visual sources, primary sources, and secondary sources, assess speaker motivation, and construct historical claims.

The lessons in this unit attempt to present the Ottoman decision to enter the war in a digestible format that avoids overwhelming students with unfamiliar details. These developments are presented in a three-phase format that is intended to be manageable and digestible for students with limited time.

1. external pressure from Europe: **imperialism**
2. internal political changes within the Ottoman Empire that threatened other powers: **nationalism**
3. the collision of internal and external factors that pushed the empire’s move to enter the war in an effort at self-preservation: **no choice but to form an alliance with Germany and join the war.**

Why didn't the Ottoman Empire simply stay out of the war? An understanding of the intense pressures of imperialism and nationalism led the Ottomans to determine there was no other choice. These lessons will position students to better understand how the Ottoman Empire came to the decision to join the war, a choice that ultimately led to the empire's collapse.

LESSON PLAN DAY 1

How did the external forces of imperialism threaten the Ottoman Empire?

DAY 1 DIRECTIONS:

Bell Ringer (5 minutes)

"Why did the Ottoman Empire join the Great War?" Students will read a secondary passage from Dr. Mustafa Aksakal and then interpret the passage in their own words. Students will read a short passage and then write a one sentence summary of Dr. Aksakal's brief explanation of why the Ottomans entered the war. (Students will return to this bell ringer at the unit and have the opportunity to update their ideas.)

Direct Instruction (25 minutes)

Use slides of visual sources and other documents to instruct students on the external pressures of imperialism that threatened the Ottoman Empire. Present political cartoons and other images while using speaker notes to add details. Pose suggested questions to prompt discussion about what each image reveals regarding pressures on the Ottoman Empire. Students can add notes to the images in their handout.

Student Activity (15 minutes)

Students will work in small groups to respond to questions about the presentation, helping students clarify their understanding. Teachers can then review answers and invite groups to share their responses.

Exit Ticket (10 minutes)

On the worksheet, students will interpret the selected political cartoon and offer an explanation in their own words. Allow students 5-6 minutes to write an explanation and then ask for volunteers to share.

MODIFICATIONS/ACCOMMODATIONS

Instead of small group discussion, teachers could assign the discussion questions as an individual activity for students who are absent or students learning online from home.

LESSON PLAN DAY 2

What internal political shifts in 1908 impacted the Ottoman Empire?

DAY 1 DIRECTIONS:

Direct Instruction (15 minutes)

Use slides of visual sources and other documents to instruct students on the internal pressures of a constitutional Revolution that altered the Ottoman Empire. Present political cartoons and other images while using speaker notes to add details. Pose suggested questions to prompt discussion about what each image reveals regarding shifts within the Ottoman Empire. Students can add notes to the images in their handout.

Independent Student Activity (30 minutes)

Students will work in small groups to complete a modified AP DBQ activity. (These documents are included in an appendix here and posted on AP Classroom World History: Modern as a topic question for 7.9.) Put students into groups and set a timer for 10 minutes. Challenge students to see if they can read and understand

the basic ideas of this set of documents in about 10 minutes. Feel free to allow students more time to read if needed. Then, encourage students to begin considering these questions with their teams once they've read the documents. After a few minutes, ask the class to come back together and find out what students thought about these questions. Once the class has discussed the questions, students will work individually to attempt the sourcing of a document. Ask students to select ONE document (other than the very last document used in the example) and consider WHY the speaker expresses a given point of view. What was the speaker's motivation? What do we know about the speaker that might shape a particular viewpoint? Encourage students to try the formula "When/speaker/VERB/why..." This helps students consider context, identify the speaker as an individual or group (rather than..."Doc A says..."), challenges students to display an understanding of the meaning of the documents with a verb that synthesizes the overall intent of the speaker, and then invites students to analyze by considering WHY the speaker said what was said.

Exit Ticket (10 minutes)

The assignment will extend this lesson's emphasis on practicing the skill of analyzing sourcing. On the worksheet, students will design their own captions for a political cartoon emphasizing tension between the Sultan and the Committee for Union and Progress. Ask students to consider what the two turkeys represent and why the cartoon features violence or destruction.

MODIFICATIONS/ACCOMMODATIONS

For students not enrolled in an AP-level course, adjust the DBQ activity. Select 1-2 appropriate documents and 1-2 of the questions for these students. Give them 10+ minutes to read the 1-2 documents. As groups are working, the teacher can chat one-on-one with non-AP groups to ensure comprehension of the documents and the questions.

LESSON PLAN DAY 3

How did external and internal factors collide to push the Ottoman Empire to join the war in 1914?

DAY 1 DIRECTIONS:

Bell Ringer (5 minutes)

Students will examine a political cartoon of European alliances, alliances that are often cited as a cause of the Great War. Students will be asked to notice who is missing. The answer: The Ottoman Empire. No where in the very popular 1912 cartoon are the Ottomans visible. This begs the question: in 1914, what did the Great War have to do with the Ottoman Empire? The day's lesson will help students begin to consider answers to this difficult question.

Direct Instruction (10 minutes)

Use slides provide students with helpful context on the Balkan Wars of 1912 and 1913. This will help students better understand the documents they will examine later in the lesson. Students can add notes to the images in their handout.

Student Activity (30 minutes)

Students will read a set of documents arranged as a DBQ. As students read, they will consider questions about why the Ottoman Empire felt it had no choice but to join the Great War. Finally, after reading the documents and considering the questions, students will be asked to construct a historical claim/thesis in response to a prompt. This activity may be completed in pairs, small groups, or individually.

Exit Ticket (10 minutes)

Ask students to return to their Day 1 Bell Ringer and invite them to revise their ONE sentence summary of the passage from Dr. Aksakal on why the Ottomans joined the war. Do students still agree with what they wrote?

Do they want to make any changes? Do they want to add anything new that they have learned? Invite students to share any changes they make. Finally, ask students to turn to a partner and try to explain aloud their answer to the unit's guiding questions:

- How and why did the Ottoman Empire become entangled in the Great War?
- What political developments pushed the Ottomans to- reluctantly- join the war?

MODIFICATIONS/ACCOMMODATIONS

Using the set of documents in the Day 3 activity, assign students a DBQ essay. Ask students to spend about one hour writing an essay in response to the prompt, **“Analyze the internal and external factors that led the Ottoman Empire to join the Great War in October of 1914.”** Students should craft essays that address the entire AP DBQ rubric. This is a suitable activity for the second semester when students would, ideally, have had much practice completing each individual component skill of the DBQ. Depending on the teacher's plans and students' preparation, the rubric may be amended to emphasize particular skills. Students may use the claim/thesis developed during the in-class to facilitate a faster essay writing process.

Appendix A: Student note taking guide for three lessons

Day 1 Bell Ringer

Read the quotation below and then write a **ONE SENTENCE** summary in your own words in the box.

The Ottoman government decided “to intervene in an intra-European war in 1914... Yet the decision is a puzzling one, since the conflict between Europe’s two alliance systems was one in which the Ottomans had no immediate stake...

Ottoman leaders in 1914 made the only decision they believed could save the empire from partition and foreign rule... For the Ottomans, the path to international security ran through an alliance with one of the Great Powers... The choice of ally fell on Germany....”

Mustafa Aksakal. *The Ottoman Road to War in 1914: The Ottoman Empire and the First World War*. Cambridge: Cambridge University Press, 2008. Introduction (pp. 1-2).

My ONE Sentence Summary

The Ottoman Empire joined the Great War because...

End of the Lesson

Now that you’ve learned more about the Ottoman Empire’s entry into the Great war, do you want to revise your **ONE SENTENCE** summary from the box above? If so, make any changes. If not, explain why.

Day 1 Instruction

Consider this quotation.

“...the Ottoman road to war... was filled with the fears of the empire’s **partition** by Russia, Britain, and France after the war.”

Why was the Ottoman Empire worried?

External Forces: Pressures of Imperialism



PEACE RUMORS
Let Us Have (A) Peace (Piece)
(The Turk wishes he was a Christian)

“Peace Rumors” 1877

Caption: “Let Us Have (A) Peace (Piece) (The Turk wishes he was a Christian)”

Notes:

External Forces: Pressures of Imperialism



"Turkey Gobblers After Their Rations" 1900

Notes:



"Le Réveil de la Question D'Orient" 1908

Notes:

Day 1 Activity: Questions for Discussion

External Forces: Pressures of Imperialism.

Into the Early 20th Century

Based on the cartoons, what did European empires and other states want from the Ottomans? Consider Britain, Russia, and Austro-Hungary.

Why was the Ottoman Empire a threat to British interests?

Day 1 Exit Ticket

Cartoon analysis



“The Vacant Plate”

1903

Turkey- “Ha! Ha! How disappointed they look! Now I have lots to be thankful for.”

What do you think that the American artist J.S. Pughe wanted to convey about the Ottoman Empire in his 1903 illustration above from *Puck* magazine? In your own words, explain how this cartoon relates to Ottoman concerns about imperialism.

Day 2 Instruction

Internal Forces: Ottoman Political Shifts

1908 Constitutional Revolution

During the lesson, consider these questions:

What did the **Unionists** of the Committee of Union and Progress want to implement in 1908?

How did **national groups** in the Ottoman Empire initially respond to the Constitutional Revolution of 1908?

What were the goals of the **Unionists** of the Committee of Union and Progress?

- They wanted to _____ the union of the empire and they wanted _____ reforms.

Why was an Ottoman Constitution a threat to British **imperialism**?

“If Turkey really establishes a Constitution and keeps it on its feet, and becomes strong herself, the consequences will reach further than any of us can yet foresee. **The effect in Egypt will be tremendous, and will make itself felt in India.** Hitherto whenever we have had [Muslim] subjects, we have been able to tell them that the subjects in the countries ruled by the head of their religion were under a despotism which was not a benevolent one; while our [Muslim] subjects were under a despotism which was benevolent... but if Turkey now establishes a Parliament and improves her government, the demand for a constitution in Egypt will gain great force, and our power of resisting the demand will be very much diminished. If, when there is a Turkish Constitution in good working order and things are going well in Turkey, we are engaged in suppressing by force and shooting a rising in Egypt of people who demand a Constitution too, the position will be very awkward”

Sir Edward Grey, British Foreign Secretary, wrote on July 31, 1908.

Notes:



Color lithograph issued by leaders of the **Greek** community of Istanbul to mark the Revolution, July, 1908.

Notes:

Day 3 Bell Ringer



This 1912 cartoon illustrated complex alliances leading up the Great War.

As the bell rings, consider these questions:

- Who is missing from this cartoon?
- When war breaks out in Europe in 1914, what does it have to do with the Ottoman Empire?
- How does this cartoon relate to the Ottoman Empire's sense that it must join the war?

"A Threatening Situation" 1912

Day 3 Instruction

Internal & External Forces: The Choice to Enter the Great War

Consider these questions:

Context: 1912-1913 Balkan Wars

How did the Balkan Wars impact the Ottoman Empire?

How did the Balkan Wars relate to nationalism and imperialism?

Day 3 Activity DBQ Skills

Read the documents.

After you read, consider these questions:

After suffering terrible losses in 1912-1913, why did the Unionists lead the Ottoman Empire into the Great War in 1914?

Why did the Ottoman Empire need an ally?

Why did the Ottoman Empire seek an alliance with Germany instead of Britain or Russia?

Why did the Ottoman Empire feel unable to remain neutral in 1914 when war broke out?

In what ways did Germany pressure the Ottoman Empire to enter the war?

DBQ Thesis/Claim

After you've read the documents, construct a historical claim in response to the prompt:

Analyze the internal and external factors that led the Ottoman Empire to join the Great War in October of 1914.

Your thesis/claim must:

- Include a line of reasoning
- Be a historically defensible claim
- Respond to the prompt

Your thesis/claim:

DBQ Prompt:

Analyze the internal and external factors that led the Ottoman Empire to join the Great War in October of 1914.

Document A

“World War I in the Middle East” By Dr. Lisa Adeli, CMES Director of Educational Outreach

Why the Ottoman Empire entered the war – and why it entered on the side of Germany: At first glance, it seems odd that the Ottomans would join the war. After all, the country had already been at war for several years (putting down revolts in the Middle East and the Balkans), and the Balkan Wars in particular had proved disastrous. The last thing the Empire needed was another war. Also, if the Ottomans entered the war on the side of the Central Powers, which they would (more about that later), they would fight on three different fronts: in the Middle East/North Africa to the south, in the Caucasus to the north, and in Turkey itself to the west. What were Ottoman leaders thinking when they rushed to join the fighting in October 1914, only three months after the war began?

Actually, Ottoman government officials weren't suffering from war fever or collective insanity; they just didn't have much choice. Russia, the Ottoman Empire's northern neighbor, was a constant threat to the Empire's well-being. Russia made no secret of the fact that it wanted control of the Turkish Straits (which connected the Black Sea to the Mediterranean), a claim that was a direct threat to Ottoman sovereignty. In addition, Russia often intervened to “protect” fellow Christians living under Ottoman rule, even inciting them to rebel. Not only did such efforts alienate the Ottomans from their Russian neighbors, they also increased Ottoman mistrust of the Armenians living within their borders. These tensions made Russia the Ottomans' main enemy, and made it impossible for them to ally with Britain and France as well - for fear that those countries would give Ottoman territories to Russia, their more powerful ally.

In a world at war, the Ottomans needed at least one ally, and since Britain, Russia, and France were out of the question, that ally had to be Germany. There were other factors to recommend an alliance with Germany: it was powerful (leading many people to believe that Germany would win the war); it had no direct designs on Ottoman territories; and Germans had been involved in modernizing the Ottoman Army. Alliance with Germany was a perfect fit! Favoring the Germans, however, did not mean that the Ottomans were eager to enter the war on their side. The Ottoman leadership wasn't crazy: they knew that their country was not ready for another war. The Ottomans preferred to remain neutral. Germany saw things differently, needing the Ottoman Empire in the war so that the Central Powers could form a true wedge splitting the Allies down the middle (Britain and France on one side,

Russia on the other). By the end of October 1914, the Germans were pressuring the Ottomans to enter the war. If they didn't join the Central Powers, they risked being isolated and alone in a dangerous world. Even more frightening, they risked having Germany make a separate peace with Russia - with Ottoman territories given to Russia to sweeten the deal. Ultimately, the Ottoman leadership had no choice; they had to go to war on the German side.



THE TEUTONISING OF TURKEY

GERMAN KAISER. "Good Bird!"

October 5, 1910.

Document B

"THE TEUTONISING** OF TURKEY" Published in Punch, a British magazine. 1910 (issue no. 24)

** *Teutonise* or *Teutonize* means to make something more German; from the Teutons, an ancient group associated with modern Germany.

Document C

"HIS MASTER'S VOICE," A Cartoon by Leonard Raven-Hill, published in *Punch* magazine, 1914

The Kaiser (to Turkey, reassuringly).- "Leave everything to me. All you've got to do is to explode."

Turkey.- "Yes, I quite see that. But where shall I be when it's all over?"



Document D

EDİP ÖNCÜ, "DIPLOMATIC AND MILITARY RELATIONS BETWEEN GERMANY AND THE OTTOMAN EMPIRE BEFORE THE FIRST WORLD WAR" A Master's Thesis

“ The First Balkan War ended calamitously for the Ottomans and the Ottoman Empire entered into a state of havoc. Besides the material losses, the Empire collapsed psychologically. Undecided about what to do next and without hope for the future, the Ottomans began to seriously question the value of German friendship and military assistance.... The popular view in the Ottoman Empire was that the German military reformers had been unsuccessful in reorganizing the Ottoman Army. Mahmud Şevket Paşa was not, however, of the same opinion... The defeat in the Balkans had, indeed, proved how weak the Ottoman Empire was. The CUP and the Ottoman intellectuals now felt really drastic reforms were needed in order to save the Empire from collapse and destruction. They understood, however, that the Empire had to be careful about the nature of the new German military mission. The new situation in the Balkans had changed the views of all the European Powers about the Ottoman Empire. The ongoing negotiations between Germany and England about the railroad concessions took new shape. Germany, for one, began to define its future policies regarding Anatolia on the supposition that the Ottoman Empire would finally be partitioned

In the spring of 1913, Wilhelm II agreed to send a new military mission to Istanbul, but at the same time showed that his real intention was to use it to control Ottoman affairs, while at the same time preventing Russia from dominating Anatolia. To achieve this end, he tried hard to secure an agreement with Britain regarding the settlement that he made if the Ottoman Empire was partitioned... “

Document E

“The Order of Merit.” A cartoon by Dutch artist Louis Raemaekers, published in 1916.
Caption: **“And this is all the compensation I get?”**



An explanation of the cartoon written by American journalist Ralph D. Blumenfeld, included in a collection of Raemaekers' work published in 1916:

“Turkey had no illusions from the beginning on the subject of the war. If the choice had been left to the nation she would not have become Germany's catspaw. Unfortunately for Turkey, she has had no choice.... The revolution was looked upon hopefully as the dawn of a new era. Abdul Hamid was dethroned; his brother, a puppet, was exalted, anointed, and enthroned. Power passed from the Crown, not, as expected, to the people and its representatives, but into the hands of a youthful adventurer, in German pay, who has led his country from one folly to another.

Turkey did not want to fight, but she had no choice, and so she was dragged in by the heels. She has lost much besides her independence. The crafty German has drained her of supplies while giving naught in return... The weaker Turkey can be made, the better will it be for Germany, which hopes still, no matter what may happen elsewhere, so to manipulate things as to dominate the Ottoman Empire after the war.

...Turkey is beginning to ask herself, as does the figure of the fat Pasha in the cartoon: "And is this all the compensation I get?" An Iron Cross does not pay for the loss of half a million good soldiers. Yet that is the exact measure of Turkey's reward."

Document F

Dr. Mustafa Aksakal. The Ottoman Road to War in 1914: The Ottoman Empire and the First World War. Cambridge: Cambridge University Press, 2008. From the introduction to the book. (pp. 2, pp. 13-14)

"This book argues that Ottoman leaders in 1914 made the only decision they believed could save the empire from partition and foreign rule... For the Ottomans, the path to international security ran through an alliance with one of the Great Powers. By 1914 a general consensus had emerged around this vision... the choice of ally fell on Germany.... The Ottoman Empire did not leap into war at the first opportunity. In fact...[surprising was] the great lengths to which the Ottomans went to stay out of the war. Once it became clear, however, that their alliance with Germany would not survive further delay, they embarked upon war confident that only the battlefield could bring the empire the unifying and liberating experience it so desperately needed... (p. 2)."

"... many contemporaries believed that a general war, if it broke out at all, could last no more than 'a matter of months,' and that it would be concluded by a negotiated peace rather than decisive military victory of one side over the other. If the ottoman leaders could plausibly have expected a shorter confrontation, room must be allowed for the possibility that they were seeking... a long-term alliance with a Great Power, and, in particular, with Germany. From that alliance, Ottomans could hope for a period of stability, a period marked by international security and economic advances..."

In 1914 the July Crisis and the possibility of war between Austria-Hungary and Serbia seemed to offer an escape from what many Ottomans perceived to be a dead end. With the support and guidance of the German Empire, Ottoman leaders hoped to carry through the kind of radical transformation they deemed necessary for the creation of a modern, sustainable state. Wartime, some of these leaders believed, presented a suitable, even ideal, environment for the realization of such drastic changes... These individuals imagined that conditions of war could offer an appropriate pretext for the expulsion of foreign businesses and the nullification of fiscal and legal exemptions for foreign nationals, the so-called 'capitulations' (their actual cancellation on October 1, 1914, announced on September 9, produced massive public celebrations.)...

...the ignominious defeats in the Balkan Wars of 1912 and 1913, which forced hundreds of thousands of displaced Ottoman Muslims to seek refuge in Asia Minor, created a deep sense of violation and a call for revenge... During the late nineteenth and early twentieth centuries.. the belief in struggle and war as the only avenues to Ottoman liberation increasingly acquired currency. A number of historians have acknowledged this aspect of the Ottoman decision for war in 1914 by appropriately referring to the entire period from 1914 as a ‘war of independence.’... (pp. 13-14)

Day 3 Exit Ticket

Return to your bell ringer sentence from Day 1.

The Ottoman Empire joined the Great War because...

- Do you still agree with what you wrote?
- Do you want to make any changes?
- Do you want to add anything new that you’ve learned?
- Do you better understand why the Ottomans became entangled in the Great War?

Unit Extension Activity

DBQ Writing

Using the set of documents in the Day 3 activity, spend about one hours writing an essay in response to the prompt, “**Analyze the internal and external factors that led the Ottoman Empire to join the Great War in October of 1914.**” Craft an essay that address the entire AP DBQ rubric. You may use the claim/thesis developed during the in-class workshop in their DBQ essay. Please include FIVE documents, rather than six. For the “additional piece of evidence” point, you may use provided links to 1-2 resources.

AP World History: Modern Scoring Rubric

A. THESIS/CLAIM (0–1 pt)

1 pt. Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.

B. CONTEXTUALIZATION (0–1 pt)

1 pt. Describes a broader historical context relevant to the prompt.

C. EVIDENCE (0–3 pts)

1 pt. Uses the content of at least three documents to address the topic of the prompt.

2 pts. Supports an argument in response to the prompt using at least six documents.

1 pt. Uses at least one additional piece of the specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.**

D. ANALYSIS AND REASONING (0–2 pts)

1 pt. For at least three documents, explains how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument.

1 pt. Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.

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Source: Author Unknown, Postcard with inscription. n.d. Inscribed postcard. The National World War One Museum and Memorial, Kansas City. From: The National WWI Museum and Memorial, <https://collections.theworldwar.org/argus/final/Portal/Default.aspx?component=AAAS&record=e6fb4db4-d7b8-45b1-8c4d-bfbd08fc9c63> (accessed July 22, 202)

How Does Total War Affect Society?

Recommended Grade Levels: 7-9

Course/Content Area: World History (from 1300)

Authored by: Jessica Caso, National WWI Museum and Memorial Teacher Fellow

ESSENTIAL QUESTIONS:

- What is total war?
- How does total war affect civilians?
- How does total war affect economics?

SUMMARY: World War I was the first total in human history. This unit is designed to explore how the concept of total war-affected civilians on all fronts and how economic systems were affected.

STANDARDS ALIGNMENT: D2.His.1.6-8. Analyze connections among events and developments in broader historical contexts.

D2.His.14.6-8. Explain multiple causes and effects of events and developments in the past.
 D2.Eco.7.6-8. Analyze the role of innovation and entrepreneurship in a market economy
 D2.Eco.9.6-8. Describe the roles of institutions such as corporations, non-profits, and labor unions in a market economy.
 D2.Eco.15.6-8. Explain the benefits and the costs of trade policies to individuals, businesses, and society.
 D2.Geo.4.6-8. Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.
 D2.Geo.11.6-8. Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade

TIME NEEDED: 1 to 2 90 minute periods or 2 to 3 50 minute class periods

OBJECTIVES: *Students will:*

- Understand what total war was during WW1 was
- Identify the effect of total war on civilians and economics
- Create answers to the inquiry and supporting questions using a synthesis of information from this unit

THEMES & CONNECTIONS:

- civilian suffering
- war profiteering
- famine
- women in the war
- homefront

MATERIALS NEEDED:

- Teacher computer
- Projector and screen
- Space for a gallery walk and number cards for labeling each station
- Primary sources included in the appendix
- Google Slides/ PowerPoint

Total war is a key concept when teaching World War One. This inquiry unit is designed to explore the idea of total war from multiple perspectives. First, the civilian impact of the war on both the European and Middle Eastern home fronts.

The second lesson explores how people were profiting from the war in America and in the Ottoman Empire.

LESSON 1: Civilians and Total War

Bell Ringer: Analyze graph depicting the 2022 food inflation issue in America

DIRECTIONS: Project the chart (Appendix A or use slide 1 from Appendix L) on the board as the students enter the room. Also project the following questions with the chart:

1. Analyze the chart and read the bullet point
2. What is happening to food prices in America?
3. Have you felt these changes in your own home? Would you like to explain how?
4. Who do you think inflation affects the most?

Allow the students 5 to 8 minutes (depending on class length) to go over the chart by themselves or with a neighbor.

After 5 minutes, go over each question with the entire class.

Discuss how total war brought civilians into the fight in new ways. Before starting the gallery walk activity, review or introduce the definition of total war. (This is provided on slides 2 and 3 from Appendix L or you may use your own materials)

Student Activity: Gallery walk of civilian experiences in Europe versus the Ottoman Empire.

DIRECTIONS:

Prior to class, print out slides 6-18 from Appendix L (or print Appendix B- K) and post around your classroom. During class after the direct instruction portion, pass out the handout from Appendix M. Place the stations so one half of the room is all of the material about Europe and the other half is about the Ottoman Empire.

1. Divide the students into groups of 3 to 4 (no more than 4).
2. Have the groups each start at one of the stations for the gallery walk
3. Instruct students on how to interact with the station
 - a. They should analyze what is in front of them based on the questions on the their handout all together as a group
4. Set a timer for about 3 to 4 minutes. After the timer has ended, have the groups move clockwise around the room to the next station. Repeat until students have visited all of the stations.
5. Have all students return to their seats to begin a class discussion on what they thought of the stations.

Direct Instruction: Discussion About Gallery Walk Sources

DIRECTIONS:

1. Using slide 19 from Appendix L, students will discuss 4 of the 5 following questions with their group:
 - a. Who do you think the people in the sources were? Why?
 - b. What problems were mentioned or shown in the sources?
 - c. Do you think one was more common than others based on what you wrote down?
 - d. Why were there so many problems? What do you think the causes were?
 - e. Did Europe have different problems compared to the Middle East?
2. Students should reference their note sheet while discussing
3. Teacher should be sure to circle the room to encourage discussion
4. Set a timer for about 5 minutes to allow for students to discuss the questions amongst themselves

5. After 5 minutes, bring the class back together and ask every group to share what the discussed
 - a. You can call on each group or go over each discussion question separately
 - b. Teacher should be prepared to show sources on the slide show as needed (slides 7-18 in Appendix L)

Closing:

1. Students will complete a exit ticket before leaving class that answers the following question:
 - a. How were civilians in Europe and the Middle East affected by WW1?
2. Students should use specific information from the lesson and the sources in the gallery walk to answer their question
3. Student should hand in their exit ticket at the end of class using teachers preferred method

MODIFICATIONS/ACCOMMODATIONS

- Jigsaw activity instead of gallery walk, give groups either European or Middle Eastern sources and then make mixed groups for students to discuss similarities and differences between the 2 regions during WW1
- For students that need it, make the gallery walk a small groups activity with a teacher led group to help with discussion and analysis of the sources
- Differentiate groups, emerging readers and ELLs focus on photographs while other groups focus on the primary source readings for gallery walk

LESSON 2: Causes of Civilian Suffering

Bell Ringer/ Student Activity: War Profiteering Simulation

DIRECTIONS:

1. Before students arrive, collect all teacher-provided supplies that students would need for class that day such as pencils, paper, pens, snacks, chairs, etc.
1. Choose 1 student to be responsible for ‘selling’ the supplies to the students
2. Using slide 21 from Appendix L, tell the students that you (the teacher) are a representative of the government and their supplies have been requisitioned for the war. If they want a replacement they can buy their supplies back from the government at a higher price or visit the student you choose to sell back the items to see what they are charging for the supplies
 - a. You may need to meet with the student the day before to discuss how to run their store
3. Give students in groups (use their table groups or whoever is sitting next to them) some time to figure out how they can be successful in class if they can’t afford their supplies
 - a. As students are discussing or trying to get good from the student store, the teacher can requisition more supplies from students who brought their own items to class
 - i. Be sure to make a note of whose it whose to return it to them at the end of the simulation

Direction Instruction: Note Taking and Small Group Discussions

DIRECTIONS:

1. Print the note taking worksheet from Appendix O before class and pass it out after the simulation is completed
2. Start direct instruction with a follow-up question regarding the simulation the students just completed
 - a. Do you think civilians can benefit from war? Why or why not?
 - b. Call on students to share their responses
3. Students will take notes using the handout from Appendix O and engage with the Think-Pair-Share activities throughout slides

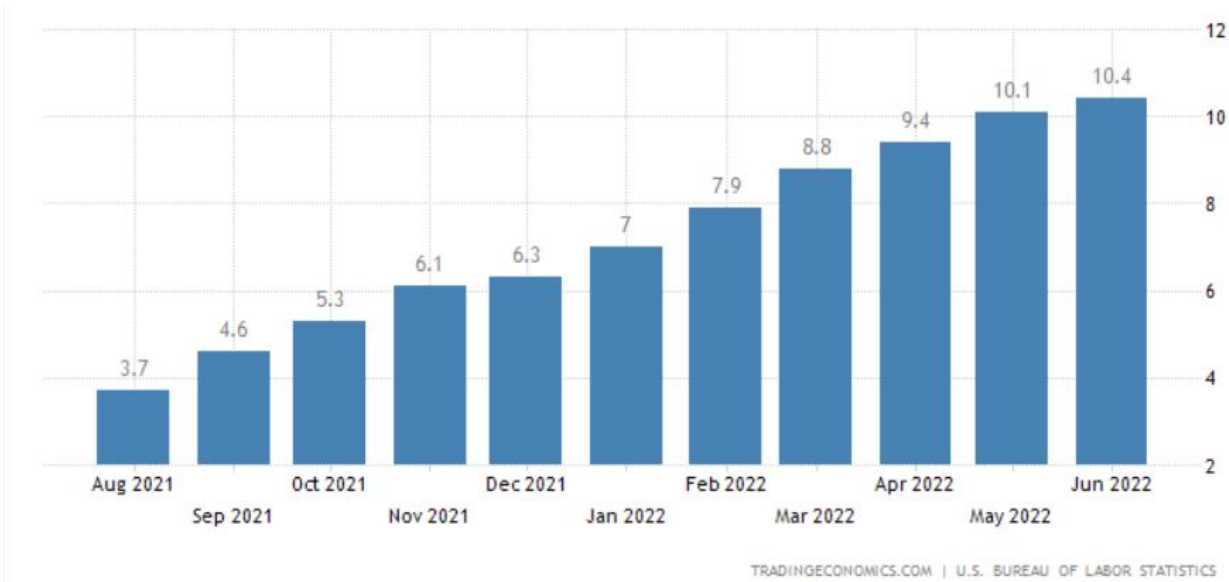
Closing:

1. Students will complete a exit ticket before leaving class that answers the following questions:
 - a. What are the similarities and differences between the civilian experience of total war in Europe and the Middle East during WW1?
 - b. Overall, how does total war affect civilians?
2. Students should use specific information from the lesson and the sources in the gallery walk to answer their question
3. Student should hand in their exit ticket at the end of class using teachers preferred method or using the exit ticket Google Form in Appendix N

MODIFICATIONS/ACCOMMODATIONS

- CLOZE notes for mini-lesson and sentence starters in gallery walk for emerging readers and ELL students
- Create choice board or hyperdoc of information so students can go through the information at their own pace

Appendix A:



“United States Food Inflation July 2022 Data - 1914-2021 Historical - August Forecast.” United States Food Inflation - July 2022 Data - 1914-2021 Historical - August Forecast. Accessed August 6, 2022. <https://tradingeconomics.com/united-states/food-inflation>.

Appendix B:



Author Unknown, n.d. Inscribed postcard. From: The National World War One Museum and Memorial,
<https://collections.theworldwar.org/argus/final/Portal/Default.aspx?component=AAAS&record=e6fb4db4-d7b8-45b1-8c4d-bfbd08fc9c63> (accessed July 22, 2022)

Appendix C:

Background Information: Three German prisoners working in the ruins of a building in Dormans, France. A female civilian is standing in the doorway watching. Date: 1918



Jean-Baptiste Tournassoud. 1918. Photographic Print. From: The National World War One Museum and Memorial, <https://collections.theworldwar.org/argus/final/Portal/Default.aspx?component=AAAS&record=741e7d1c-c162-4aed-8647-6fa2495766f2>(accessed August 9, 2022).

Appendix D :

Background Information: Black and white photograph postcard image of Nancy, France after the February 26, 1918 bombing.



Author Unknown. n.d. Postcard. From: The National World War One Museum and Memorial, <https://collections.theworldwar.org/argus/final/Portal/Default.aspx?component=AAAS&record=d8ab486f-5ea0-4d2b-bb02-609cf1dc0100>(accessed August 9, 2022).

Appendix E:

Background Information: Piete Kuhr, a 13-year-old German girl living in East Prussia (Eastern part of the German Empire), described a meal made by her grandmother in her diary on October 10, 1916:

“If only we had a bit more to eat! Bread and flour are so scarce, and it is no better with any other sort of food. There was a wonderful smell in the house recently when we came home from school. With a mysterious look on her face, Grandma placed a stewed bird with jacket potatoes on the table. It tasted wonderful. Grandma smiled when we’d eaten it all up: ‘Guess what you have been eating!’ ‘A partridge!’ cried Willi. ‘A young pigeon!’ I said. ‘A crow,’ said Grandma. ‘A farmer from Colmar sold it to me.’”

Sass, Erik. “Starvation Stalks Europe.” Mental Floss. Mental Floss, August 24, 2016. <https://www.mentalfloss.com/article/85224/wwi-centennial-starvation-stalks-europe>.

Appendix F:

Background Information: Edgar Waite lived in Sunderland, England and said this about his experience during the war:

“There was no **rationing** (restricting or saving goods) at the early part of the First World War. The result was it was very difficult getting hold of food, especially meat. And women had to line up very early in the morning. Somebody would say, ‘Now, there’s a butcher’s shop up the road there; they’ve got some meat.’ And they would line up hours before the butcher’s shop opened, on the off chance of perhaps only getting a bone with a bit of meat on. They had to just accept anything that’s for sale. It was the same with cigarettes. Somebody along the street would see a man, he’d say, ‘By the way, there’s some cigarettes to be had down such and such a place.’ And there’d be a mad rush there and you had to accept anything they offered them. There’d be a man standing up inside the shop saying, ‘I’ve got a packet of Woodbines (cigarettes) here; anybody want a packet of Woodbines...?’ Mad rush. Or he’d perhaps got a packet of some fancy cigarettes... Through no ration scheme in operation, it made things very difficult to purchase either cigarettes, beer or food. For a long stretch of the war it was very difficult, especially buying meat...”

Appendix G:



Background Information: A locust plague ruined the agriculture of Lebanon, Syria, Egypt, and other regions of the Middle East in 1915. Locusts, herbivores similar to large grasshoppers, can swarm in large numbers resulting in mass damage to plants because they can eat them very quickly. The tree in the pictures below was photographed before and after it was visited by locusts in 1915.



American Colony, Lewis Larsson, and American Colony Photo Department. Photograph album, Locust plague of Palestine Jerusalem, 1915. Photograph. <https://www.loc.gov/item/mamcol.058/>.



Appendix H:



“Six Unexpected WW1 Battlegrounds.” BBC News. BBC, November 26, 2014. <https://www.bbc.com/news/magazine-30098000>.

Appendix I:



Fig. 8 The First Women Workers' Battalion doing agricultural work.
Source: *Harp Mecmuası*, no. 25–26 (Şaban 1336 / Mayıs 1334
[May 1918]), p. 411.

Appendix J:

Background Information: Women protested mandatory mobilization tasks in folk songs as a form of everyday resistance. During WW1 a peasant woman composed a folk song to complain about the heavy taxes and the obligation of transporting crops long distances. To carry what she owed in taxes she had to leave her nursing baby. The song below is what she wrote, criticizing the situation:

My oxen are lying down exhausted
Which of us is taken care of by friend or **foe** (enemy)?

My baby! My milk has come oozing out!
Don't the tears of mothers stop?
Doesn't the **Sultan** (king) know our situation?

How many years did this greedy state
Not leave even one shirt for the people?
Love makes you cry, trouble makes you complain, of course
I go and go, but **Bartin** (the far away town where she had to pay her taxes) is out
of sight
My legs are swollen, these roads can't be walked.

Appendix K:

Background Information: In Ottoman Palestine, Ihsan Turjman wrote this in mid-1916:

“I can hardly concentrate these days. We face both a general war and an internal war. The government is trying (with futility) to bring food supplies, and disease is everywhere... Jerusalem has not seen worse days. Bread and flour supplies have almost totally dried up. Every day I pass the bakeries on my way to work, and I see a large number of women going home empty-handed. For several days the municipality distributed some kind of black bread to the poor, the likes of which I have never seen. People used to fight over the limited supplies, sometimes waiting in line until midnight. Now, even that bread is no longer available.”

Appendix L:

[Total War and Civilians Google Slide Presentation](#)

Appendix M:

[Total War and Civilians Gallery Walk Worksheet](#)

Appendix N:

[Total War and Civilians Exit Ticket Google Form](#)

Appendix O:

[Civilian Suffering Note Taking Worksheet](#)

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Micro-Unit Plan: The Armenian Genocide

Micro Unit Overview: In this four-day unit, students begin with the basics of the Armenian Genocide, focusing on the journalistic questions centered on the 5Ws. Then, as historians do, they will dig deeper and add another layer to their learning. By analyzing primary source accounts of atrocities, students will see the horror of the genocide in detail. Through this work, students will also improve their reading, mapping, note-taking, summarizing, and document analysis skills. The micro-unit ends with students exploring the new word “genocide” that emerges partly out of the Armenian Genocide. Students will be able to carry their learning about the term and the examples from Armenia with them as they move through their study of world history and the genocides of the 20th century.

Essential Questions:

- Why did the Armenian Genocide occur? What were the motivations of the Ottoman Turks to commit genocide?
- What instances/atrocities of genocide were committed against the Armenians?
- What does the word “genocide” really mean?

Michigan Content Standards Alignment:

7.1.3 Genocide in the 20th Century—differentiate genocide from other atrocities and forms of mass killing and explain its extent, causes, and consequences in the 20th century and to the present.

7.2.6 Case Studies of Genocide—analyze the development, enactment, and consequences of, as well as the international community’s response to, the Holocaust, Armenian Genocide, and at least on other genocide.

Objectives: Students will...

- Explain why the Ottoman Turks committed genocide against the Armenians.
- Analyze a map of the locations of Armenians within the Empire, before and after the genocide.
- Compare and contrast primary source accounts of atrocities.
- Define genocide and learn the origins of the word.

Materials Needed:

Teacher PC and Projection Unit/ Student PCs/Tablets/Chromebooks

Chart Paper and Marker

Student Handouts of “Armenian and Syrian Relief Fund” Article (Appendix A)

Propaganda Posters of the Armenian Genocide (Appendix B)

Student Handouts of Armenian Genocide Questions (Appendix C)

Student Handouts of Armenian Genocide Map (Appendix D)

Student Handouts of Map Analysis Questions (Appendix E)

Student Handouts of Armenian Genocide Primary Source Compare/Contrast Questions

(Appendix F)

Student Handouts of “26: Report on Armenian Genocide” Letter (Appendix G)

Student Handouts of “27: Viscount Bryce Report on Atrocities Against Armenians” Report

(Appendix H)

Student Handouts of “Chapter 5: ‘The Orphanage at Antoura’” Memoir (Appendix I)

The Armenian Tragedy Political Cartoon (Appendix J)

Student Handouts of “What is Genocide? A Quiz” (Appendix K)

Lesson Procedures:

Day 1 (50 minute class period): “Background—Answering the 5 W’s”

1. VIDEO: Introduce the Armenian Genocide by showing the short video “The Armenian Massacre Still Haunts Its Last Survivors 100 Years Later” from National Geographic (<https://youtu.be/yHMhzSdyvUs>). Instruct students to jot down a couple questions that pop into their head while viewing the video. Following the video, hold a whole class share out of student questions. If needed, guide students into questions that seek to answer the journalistic questions of the 5 W’s (who, what, when, where, why/how). Record a list of generated questions on chat paper for later reference as students learn about the Armenian Genocide over the next couple days.
2. ARTICLE READING: Some of the basic questions that students generated will likely include what the Armenian Genocide was, who was involved, why/how did it happen, and when. Most of these questions will be answered in the introductory reading “Armenian and Syrian Relief Fund” article (Appendix A). Print the article and pass out a copy to each student. While passing out the materials, explain to students that some of their questions about the introductory video will be answered in the reading. Instruct students to complete a close reading with annotations (talk-to-the-text) as they read the article silently to themselves.
3. PROPAGANDA POSTERS: As a point of reference while students read, project the document of three primary source propaganda posters produced by the United States about the Armenian Genocide (Appendix B). As students finish their talk-to-the-text, draw their attention to the posters. The article mentions US response and shows one example of a poster, these are just a couple more for reference.
4. EXIT TICKET: In conclusion of today’s learning, pass out the Armenian Genocide Questions Exit Ticket (Appendix C) to students. The exit ticket asks students to supply answers to the 5 W’s. Before tomorrow’s lesson, review the exit tickets to ensure that students understand the basics of the Armenian Genocide. If reteaching is necessary, begin tomorrow’s lesson plan by addressing any misconceptions or gaps in learning.

Day 2 and 3 (50 minute class period): “Examples of Atrocities”

5. REVISIT: Introduce today’s learning by going back to yesterday’s chart paper of student generated questions. Point out that some questions have been answered, some have been briefly referenced, and some we still do not have answers to. Revisiting the questions will put curiosity back into student’s minds before today’s learning.
6. MAP ANALYSIS: The question of where the Armenian Genocide took place is one that has been referenced in the article but will need to be explored in more detail to fully understand, which will be done with a map analysis activity. Pair students into groups of two and pass out a copy of the Armenian Genocide Map (Appendix D) and Map Analysis Questions (Appendix E) to each group. Instruct students to use the map to answer the questions.
7. ARTICLE REVISIT: The question of what instances/atrocities of genocide were committed by the Ottoman Turks is reference lightly in yesterday’s article (Appendix A). Go back and reread the references aloud to students.
 - “approximately 500,000 had been massacred”
 - “thousands starved to death, died of disease, or became refugees”
 - “Turkish soldiers rounding up Armenian men and boys to be deported and massacred”
 - “some of them were clubbed and beaten and lashed along as though they had been wild animals”
 - “their woman and girls were criminally outraged”

8. PRIMARY SOURCES: Explain to students that the article is a secondary source that summarizes information in a concise fashion but does not fully describe what is occurring. Historians need to dig deeper into primary sources to get a full sense of what is happening to the Armenian people. Pass out to students the Armenian Genocide Primary Source Compare/Contrast Handout (Appendix F). Fully explain the directions on the handout to students. Pass out copies of three primary source accounts of the Armenian Genocide. It will take them some time (the rest of today and into tomorrow) to complete notes on all three sources and then to complete the summary on the graphic organizer. The primary sources accounts are:

- “26: Report on Armenian Genocide” Letter (Appendix G)
- “27: Viscount Bryce Report on Atrocities Against Armenians” Report (Appendix H)
- “Chapter 5: ‘The Orphanage at Antoura’” Memoir (Appendix I)

9. REFLECTION: Following the analysis of these three very-powerful primary sources, give students time to reflect. Have students complete a journal entry as an exit ticket. Pose the following prompt for students to write on: What thoughts/feelings were you experiencing while studying the primary source accounts of atrocities? Some students might like to talk about their feelings, which can be valuable learning. If time permits, allow for small group or whole group conversations.

Day 4 (50 minute class period): “What is genocide?”

10. POLITICAL CARTOON: To begin today’s lesson project the document of The Armenian Tragedy Political Cartoon (Appendix J). Ask students to share out what they see; what the cartoon’s message is. This should spark a conversation about the atrocities of the Ottomans against the Armenians, but also about the term “genocide” and what the world labels massacres, like this one. This serves as a springboard into today’s lesson about what genocide means and where the term comes from.

11. INTRODUCTORY QUIZ: Today’s learning activity will “test” student knowledge of a word they often hear—genocide. Although the word is used widely in world history and students have encountered it before, likely they do not know the real definition. Pass out to students the What is Genocide? A Quiz Handout (Appendix K). Explain to them that this not a real quiz, but it a learning tool to test their prior knowledge. Give students the time needed to individually take the quiz.

12. ANSWER RESEARCH: Once students have recorded their responses, they will now get a chance to learn the correct answers. All quiz answers are found on the United Nations Office on Genocide Prevention and the Responsibility to Protect’s website (<https://www.un.org/en/genocideprevention/genocide.shtml>) . Group students in two, as having a partner will likely stimulate conversation about genocide. Each partnership will need a PC/tablet/Chromebook to access the internet. Instruct them to go to the website, read the article “Genocide” and to correct the answers on their quiz, if they had them wrong.

13. WRAP UP: Once students have completed the activity, ask the whole group what they learned. What questions did they have right? What questions were they wrong on? Allowing students to share this aloud will help them to understand their new learning on the true definition of genocide. This will be important learning for students to draw upon as they continue to study world history. Be sure to leave enough time for this important wrap-up student conversation.

Ideas for Extension: Likely there will still be unanswered questions on the chat paper of student generated questions, which is alright. We don’t always have all the answers and sometimes answers to complex questions can slowly develop with more learning. If you do want to extend this very important content to offer more student learning or attempt to answer more questions, here are a couple suggestions.

1. The atrocities of genocide are often very difficult to read, let alone to see. However, if you prefer a visual lesson of the Armenian Genocide, The Armenian Genocide Museum-Institute

Foundation, located in Armenia has a large photo archive. Photos included on their website include those of the Near East Relief Society, National Geographic magazine, The Library of Congress, and Leslie Davis (http://www.genocide-museum.am/eng/photos_of_armenian_genocide.php). Rather than, or in conjunction with, a primary source analysis of written text, photos could be used.

2. If real historical photographs are too difficult for your students to study, possibly consider showing in its entirety, or in movie clips, the 2016 film *The Promise*. It has many examples of the minor transgressions against Armenians, continuing to full-on genocide. It also shows the faith and perseverance of the Armenian people.

Student Handout of “Armenian and Syrian Relief Fund” Article (Appendix A)
“Armenian and Syrian Relief Fund.” National WWI Museum and Memorial. Accessed July 18, 2022.
<https://www.theworldwar.org/learn/about-wwi/spotlight-armenian-and-syrian-relief-fund>.

Armenian and Syrian Relief Fund



In early 1915, the Turkish government enacted repressive measures against minority groups within its territory whose loyalty was questioned. These measures were primarily against the Armenians, whose Christian religion set them apart from the Muslim Turks. The majority of Armenians were Orthodox, which was the majority religion of Russia (an enemy of Turkey) and made them a potential internal threat to Turkish security and its war effort.

The first in a series of Turkish government actions taken against the Armenians occurred in late April 1915 when 1,000 prominent Armenians in the capital city of Istanbul were arrested and deported to eastern Turkey to be murdered. By the end of 1915, approximately 500,000 had been massacred and the majority of the remaining Armenians were deported to desert areas in the eastern part of Turkey where thousands starved to death, died of disease or became refugees.

Armenians were considered by contemporary Christians as the “oldest” Christian community in the world, being a direct link to the earliest days of Christianity. Christian missionaries from the United States comprised the majority of Americans living/working in the Ottoman Empire and they shared the same view.

Reports by the missionaries to U.S. diplomatic personnel described Turkish soldiers rounding up Armenian men and boys to be deported or massacred. According to one U.S. diplomat's report, some of them were "clubbed and beaten and lashed along as though they had been wild animals and their women and girls were criminally outraged..." With support from the U.S. Ambassador to Turkey, Henry Morgenthau, Sr., the missionaries started relief committees in the U.S. that were combined in the fall of 1915 into the [American Committee for Armenian and Syrian Relief](#). Telegram from U.S. Secretary of State Robert Lansing to Henry Morgenthau, Sr., U.S. Ambassador in Turkey, Oct. 4, 1915:

"Letters from private sources relative to Armenian persecutions which have reached the United States and been published in the newspapers have aroused a general and intense feeling of indignation among the American people. You are instructed to continue to use your good offices for the amelioration of the condition of the Armenians and to prevent the continuation of the persecution of the Armenians, informing Turkish Government that this persecution is destroying the feeling of good will which the people of the United States have held towards Turkey."



Ironically, when the U.S. entered the war in April 1917, the leaders of the relief organizations opposed the U.S. declaring war on Turkey, one of Germany's allies, arguing that this would be detrimental to the interests of the Armenians. The director of the American Committee for Armenian and Syrian Relief lobbied relief workers, the press, Congress and the State Department against going to war because it would stop relief efforts and risk the property of American missionaries in Turkey.

Pamphlets in the Museum's archival collection depict advertising the efforts of various American relief organizations and soliciting funds to ease the suffering of several predominately Christian minority groups in the near east, including Armenians, Syrians, Assyrians, Persians and Greeks.

One pamphlet, Vartan's Appeal, uses the identity of an Armenian boy, Vartan, to symbolize the Armenians' struggle to survive against hostile neighbors who have repeatedly tried to destroy the Christian, democratic, Western, values of the Armenians and other persecuted minorities.

U.S. President Woodrow Wilson is quoted in the pamphlet: *"Reports indicate that of orphans alone there are more than 400,000. The situation is so distressing as to make a special appeal to the sympathies of all."*

Sand to Snow: Global War 1915 (May 1, 2015 - April 17, 2016), one of the Museum of special exhibitions commemorating the Great War Centennial, included a British poster calling for help with the Armenian Relief Fund.

The exhibition also featured correspondence from Turkish Minister of the Interior Talaat Pasha dated Sept. 6, 1915:

"To the Prefecture of Aleppo: You have already been advised that the Government by order of the Djemiet, has decided to destroy completely all the indicated persons [Armenians] living in Turkey. All who oppose this decision and command cannot remain on the official staff of the empire. Their existence must come to an end, however tragic the means may be; and no regard must be paid to either age or sex, or to conscientious scruples."

Student Handout of Armenian Genocide Questions (Appendix C)

Armenian Genocide Questions
Exit Ticket

Who was involved in the Armenian Genocide?

What happened?

Why did this happen?

When did this happen?

And, lastly, *where* did it happen?

Armenian Genocide Questions
Exit Ticket

Who was involved in the Armenian Genocide?

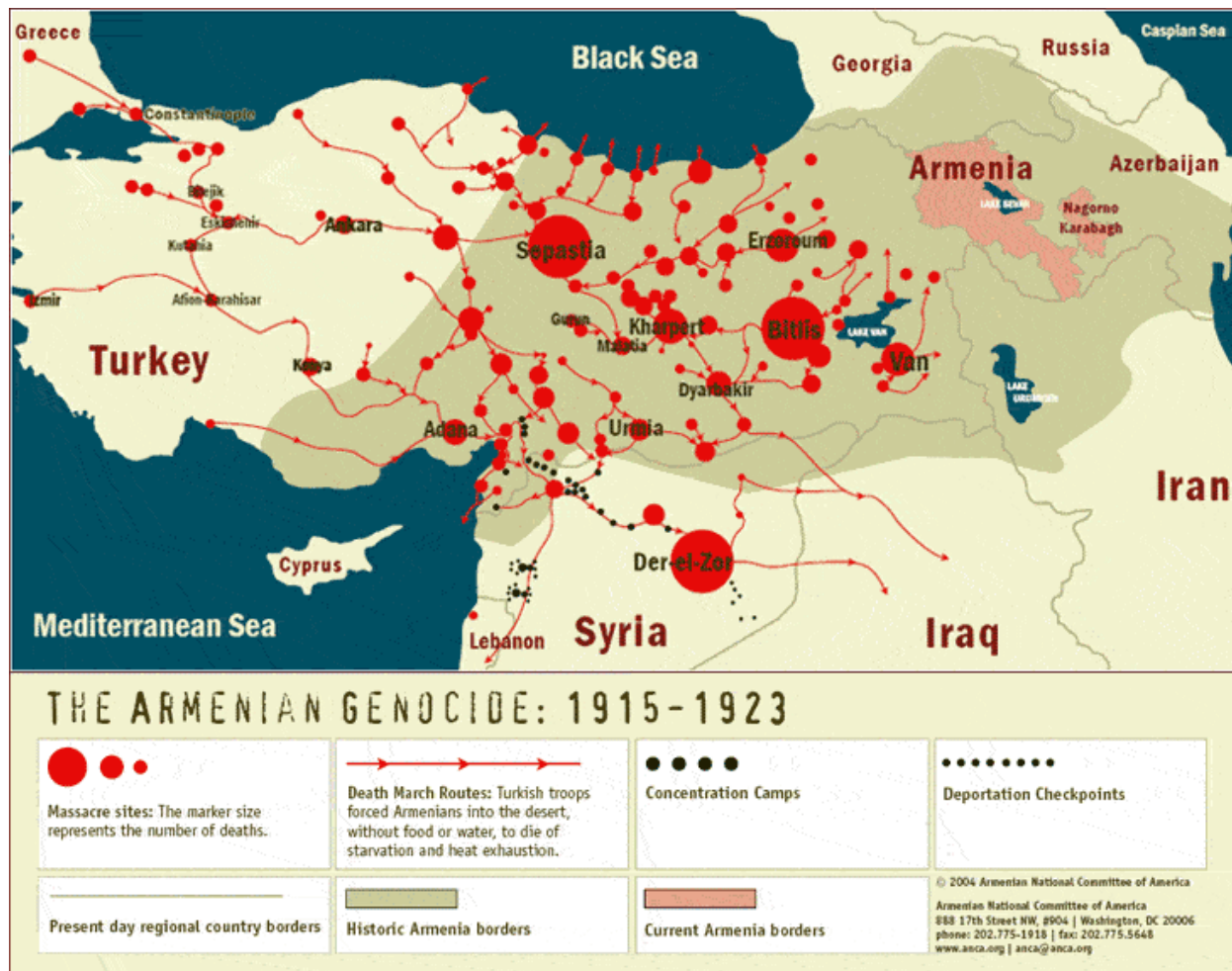
What happened?

Why did this happen?

When did this happen?

And, lastly, *where* did it happen?

Student Handout of Armenian Genocide Map (Appendix D)
 "The Armenian Genocide 1915-1923." Map. Washington, DC: Armenian National Committee of America, 2004.



Student Handout of Map Analysis Questions (Appendix E)
"The Armenian Genocide: 1915-1923" Map Analysis Handout

Using the Armenian Genocide map you were given, study it in detail, and answer the following questions.

1. How many Armenian massacre sites do you estimate are included on the map?

2. In what regions/cities did the largest massacres occur?

3. Why do you think some occurred outside of the borders of the historic Armenian borders?

4. Armenian massacres sites occurred within which present-day countries?

5. Why do you think there are no massacre sites located within the current Armenian borders?

6. How many Armenian concentration camps do you estimate are included on the map?

7. Why do you think some occurred outside of the borders of the historic Armenian borders?

8. In what general directions do the death march routes run?

9. Why do you think they run that way?

10. What likely happened to Armenians marched to the sea?

11. What do you predict the topography and climate might be like along the death march routes?

12. How much smaller would you estimate the current Armenian borders compared to the historic Armenian borders?



Borders & Boundaries

Establishment of the Modern Middle East

Recommended Grade Levels: 8-10

Course/Content Area: Geography

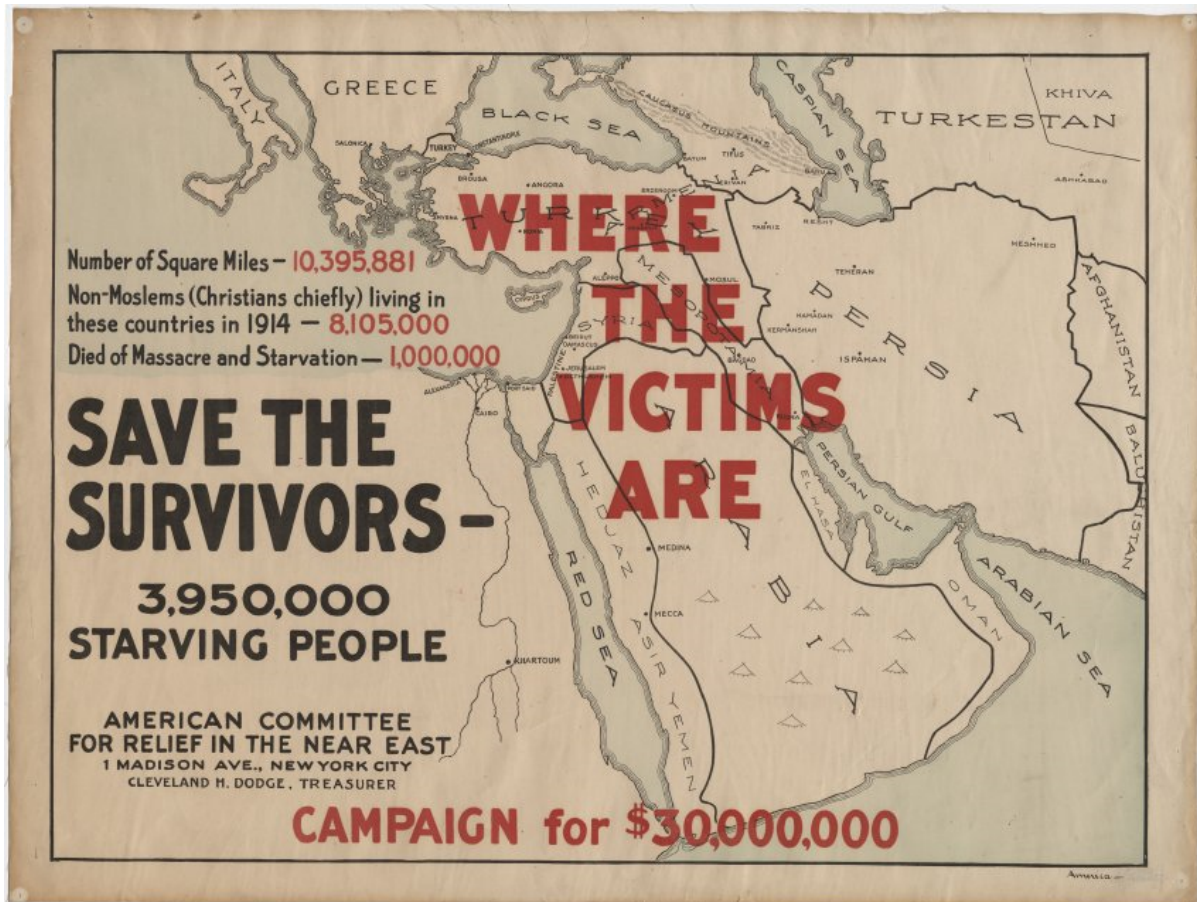
Authored by: Taryn Williams, National WWI Museum and Memorial Teacher Fellow

ESSENTIAL QUESTIONS:

- How can you describe what the Middle East looks like? Why does it look this way?
- What is the significance of the flags in the Middle East?

SUMMARY:	In this lesson, students will take what they've already learned about WWI and extend it to the establishment of the modern Middle East. They will work with maps of the region from before and after the War to analyze what changes happened and discuss why. Then, students will look at the modern flags of the Middle East, learn their history, and create their own flags for a hypothetical Middle Eastern country.
STANDARDS ALIGNMENT:	10.SS.GEO.02: Compares and contrasts the changes in political boundaries before and after WWI.
	D2.Geo.2.9-12. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.
	D2.Geo.5.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.
TIME NEEDED:	2 90-minute class periods
OBJECTIVES:	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Successfully map and name countries in the modern Middle East • Understand and explain the history of the colors and symbols in Middle Eastern flags • Create their own flag for a hypothetical Middle Eastern country
INTERDISCIPLINE:	This lesson will combine components of social studies and art, allowing students to explore the history of WWI in the Middle East through artistic means.
THEMES & CONNECTIONS :	<ul style="list-style-type: none"> • Boundaries of the Ottoman Empire and the modern Middle East • How the Pan-Arab flag and Ottoman Empire flag inspired the current flags of countries in the Middle East • Sykes-Picot Treaty and its effect on the Middle East
MATERIALS NEEDED:	<ul style="list-style-type: none"> • Map of the world • Map of the Middle East without country borders • Map of the Middle East with country borders • https://interactive.aljazeera.com/aje/2016/sykes-picot-100-years-middle-east-map/index.html • https://www.worldatlas.com/webimage/countrys/asia/middleeast/meflags.htm • Pan-Arab Flag • Ottoman Empire Flag • SmartBoard • Student notebooks • Pencils • Watercolor paper • Watercolor and acrylic paints • Paintbrushes • Water cups for painting • Palettes • Index cards

BACKGROUND INFORMATION



This lesson will follow a two week-long unit on WWI and the effect it had on the U.S. and the world. Before starting this lesson, students will have learned why WWI began, who was involved in the war, how it ended, what the Arab Revolt was, and which treaties were signed following the war.

As it's written, this lesson is intended for a multi-grade level class of five students in the Alaskan Bush and, as such, there are recommended modifications for teachers working with larger class sizes offered in the "Modifications" section.

LESSON

PRE-ASSESSMENT:

There will be an outline of the modern Middle East projected on the SmartBoard (a map with no marked boundaries). Students will be asked to write a few sentences hypothesizing what it is and will be offered the chance to share. They will then be handed the same blank map and asked to draw in what they think is there, using their own ideas and those that their classmates shared during our discussion to inform their decision.

DIRECTIONS:

- Following the pre-assessment, students will be handed a map of the world and asked to identify the part that we were looking at on the SmartBoard. Once all students have located it, we'll discuss which part of the world that is using other context clues and what we already mentioned during the pre-assessment. Once students understand that we're looking at the Middle East, the teacher will elicit from them what we already know about the Middle East and the Ottoman Empire and have students write this list in their notebooks.
- The teacher will then ask students to make a prediction about how and why the Middle East went from the Ottoman Empire to what it is today. These predictions will be made privately on index cards that the teacher collects and they will be asked to provide evidence.
- The students will then be introduced to the Sykes-Picot agreement. The teacher will begin by eliciting from students what "Sykes-Picot" means, before informing them that those are the names of the authors of this agreement. After this, the teacher will ask students where they think these people came from, based on their names. We will then read a bit about each person and discuss why they would be involved in making this major decision for the Middle East.
- We will then review the basics of the agreement and ask students how they think the people in the Middle East felt about this before using the provided Al Jazeera interactive website to learn more. This will be done through a short jigsaw activity, in which each student reviews a part of the website and shares what they learned with the class. As students are sharing out, another student will summarize what they're saying on a piece of chart paper, in order (creating a summarized copy of the Sykes-Picot agreement).
- Students will then use what they've learned about the Ottoman Empire and the Sykes-Picot agreement to draw lines onto the map of the modern Middle East, based on where they think countries would have been created. They will then share out where they drew the lines and why.
- After sharing their maps and discussing with each other, we will look at the actual map—projected on the SmartBoard—discuss where the countries are and why they think that is and students will then label the map of the Middle East on their own.
- The projected map will then be shown again, but with the flags of each country displayed next to the name of the associated country.
- The teacher will elicit from students what they notice and why they think the flags are so similar.
- Next, the teacher will elicit from students what they remember about the Arab Revolt.
- The Pan-Arab and Ottoman flags will then be displayed and reviewed and students will compare and contrast those flags to the flags of the modern countries.

- The teacher will then explain the different common reasons for each color and symbol, while students take notes.
- Students will be asked to create their own flag of a hypothetical Middle Eastern country and share out why they chose each color and symbol.
- The students' flags and actual Middle Eastern flags will be hung around the room and students will complete a gallery walk, taking notes on an index card listing three things they noticed; this will be collected as the exit ticket for the lesson.

•
POST-ASSESSMENT:

Students will be graded through both formative and summative assessments:

Formative:

- Participation in class discussions and activities
- Notes kept in their social studies notebooks
- Progress made on their maps throughout the week

Summative:

- Map of the Ottoman Empire
- Map of the modern Middle East
- Creation of their own flag
- Exit ticket

MODIFICATIONS/ACCOMMODATIONS

This was created for a multi-level classroom with five students. With a larger class, I would turn some of the activities into group assignments:

- While students are first looking at the map, I would have them think-share-pair about what they think it is based on the context.
- The jigsaw about the Sykes-Picot agreement could be done as a full jigsaw, where students start in one group, become an expert in their part, and then return to their original group to put together a summary of the agreement based on what each person learned.
- Students could compare the maps they drew of the Middle East in small groups and decide if they wanted to redraw any of their boundaries based on what their partners said.
- While looking at the flags of the modern Middle East, students could work in groups to analyze the similarities and differences that they noticed looking at the flags together.

Further Resources:

Fisher, Max, and Michael Izady. "40 maps that explain the Middle East." *Vox*, 26 March 2015, <https://www.vox.com/a/maps-explain-the-middle-east>. Accessed 2 August 2022.

"Global WWI Map" Museum Exhibit (Kansas City, MO: National WWI Museum and Memorial).

"LibGuides: The Transformation of the Middle East, 1566-1914 (HIST 335): Maps of the Ottoman Empire." University of Illinois LibGuides, 21 February 2022, <https://guides.library.illinois.edu/c.php?g=348323&p=2347110>. Accessed 2 August 2022.

Osman, Nadda. "Seven Middle Eastern flags and the symbolism they carry." *Middle East Eye*, 1 December 2021, <https://www.middleeasteye.net/discover/middle-east-flags-seven-symbolism-carry>. Accessed 2 August 2022.

QFINTL. "Flags of the Arab World." *Qatar Foundation International*, August 2018, https://www.qfi.org/wp-content/uploads/2018/08/Qfi_Flag_Infographic2-WEB-6.pdf. Accessed 2 August 2022.

Rauf, Abdul. "Middle Eastern Flags: Their Colors and Meanings." *Capetocasa*, 29 May 2022, <https://www.capetocasa.com/flags-meanings-arab-middle-east-countries/>. Accessed 2 August 2022.

Shaw, Stanford Jay. "Ottoman Empire | Facts, History, & Map | Britannica." *Encyclopedia Britannica*, 2022, <https://www.britannica.com/place/Ottoman-Empire>. Accessed 2 August 2022.

"The Changing Geography of the Ottoman Empire (1300–1920)." *Facing History*, 2022, <https://www.facinghistory.org/resource-library/gallery/changing-geography-ottoman-empire-1300-1920>. Accessed 2 August 2022.

Bibliography:

"Blank Map of Middle East." Free Printable Maps, 20 December 2011, <https://printable-maps.blogspot.com/2011/12/blank-map-of-middle-east.html>. Accessed 2 August 2022.

"Middle East Blank Map." Printable Maps, <https://www.printableworldmap.net/click2.php>. Accessed 2 August 2022.

"Middle East: Countries Printables - Map Quiz Game." GeoGuessr, 2022, <https://www.geoguessr.com/seterra/en/pdf/4049>. Accessed 2 August 2022.

"Photo of Women Receiving Food - Turkish Red Crescent, 1918.21.18.36" (Kansas City, MO: National WWI Museum and Memorial).

“Printable Outline Map of the World.” Waterproof Paper, 2022,
<https://www.waterproofpaper.com/printable-maps/world.shtml>. Accessed 2 August 2022.

Wikipedia Commons. “Flag of the Arab Revolt.” Wikipedia, 2022,
https://en.wikipedia.org/wiki/Flag_of_the_Arab_Revolt. Accessed 2 August 2022.

Wikipedia Commons. “Flags of the Ottoman Empire.” Wikipedia, 2022,
https://en.wikipedia.org/wiki/Flags_of_the_Ottoman_Empire. Accessed 2 August 2022.



The End of the Ottoman Empire

Understanding the Treaties of Sèvres and Lausanne

Recommended Grade Levels: 9-12

Course/Content Area: History

Authored by: Belinda Cambre, National WWI Museum and Memorial Teacher Fellow

ESSENTIAL QUESTIONS:

- What makes the Ottoman Empire valuable to the rest of the world?
- What happened to the Ottoman Empire after the armistice of Nov. 11, 1918?
- How do the Treaties of Sèvres and Lausanne impact the Ottoman Empire?
- What is the legacy of the Treaty of Lausanne?

SUMMARY: In this set of lessons, students will focus on the Middle East in the aftermath of the First World War. They will identify locations of the area that will be important to the resolution of conflict, as well as understand why certain aspects of the Middle East, such as the straits opening a path to the Black Sea, is an important interest to rest of the world. The students will then examine the two treaties that are attempted to dispose of the Ottoman Empire, as well as other agreements that complicate the region. Finally, students will research and debate the legacy of the Treaty of Lausanne, which remains in effect today.

STANDARDS ALIGNMENT: 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.11-12.7: 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.

TIME NEEDED: 4-5 55-minute class periods

OBJECTIVES: *Students will:*

- Identify locations in the Middle East on a map
- Understand the British and French interest in the Middle East territories
- Identify components of the Treaty of Sèvres to the Treaty of Lausanne
- Recognize the impact treaties have on territories.

INTERDISCIPLINARY: History, Geography

THEMES & CONNECTIONS:

- Global connections
- Power, authority, and governance
- People, places, and environments

MATERIALS NEEDED:

- copies of Appendix A for each student
- copies of Appendix C and D for each student or group
- copies of Appendix E for each group negotiation
- copies of Appendix G for each student
- copies of the article “The Making of the Treaty of Sèvres of 10 August 1920”—digital link or physical copy
- copies of the article “From Sèvres to Lausanne” —digital link or physical copy

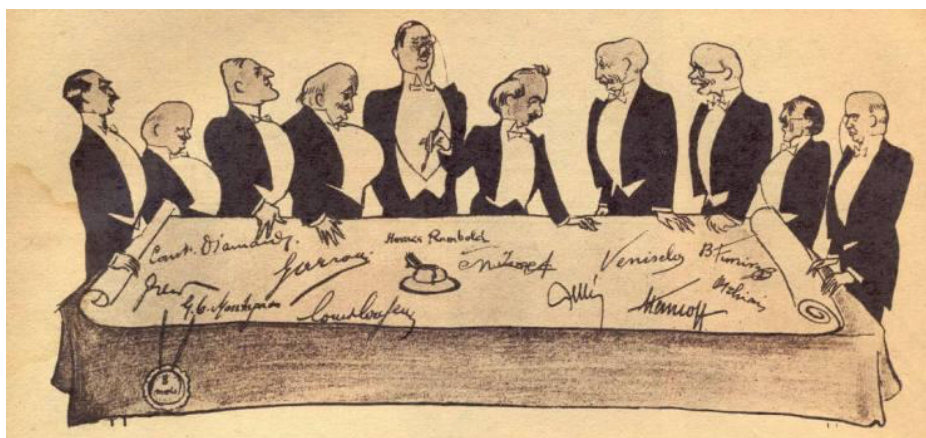
BACKGROUND INFORMATION

The Armistice of November 11, 1918, signaled the end of World War I for most of the world. The war in the Ottoman Empire continued for several years as peace treaties were negotiated. While the Turks wanted an armistice in October 1918, it was not until December 1919 when Britain and France begin discussions of a peace treaty.

In April 1919, the Italians claim territory promised to them by the 1915 Treaty of London, in the city of Adalia. By May 1919, the Greeks, under calls from the British, send an army to occupy the commercial city of Smyrna and nearby lands. Soon after, on June 28, 1919, the Treaty of Versailles is signed. Meanwhile, insurgent resistance forces under the leadership of Mustapha Kemal, assumed control of central Anatolia. This new leadership impacted the acceptance of treaties that would be created.

The Treaty of Sèvres was signed on August 10, 1920, between the Allied powers and Turkey, but it was never ratified. The two primary representatives for the Allied powers were the British and French governments. Italy was represented at the negotiations but was not a major player during the discussions. Each power was divided by conflicting interests, and vigorous debate and reluctant compromise likely doomed the ratification of the treaty. While the treaty's negotiations began and were presented to the Sultan, the rise of Mustapha Kemal impacted ratification and the treaty was ultimately scrapped.

Several years later, in the Swiss resort town of Lausanne, the countries of Turkey, Britain, France, Italy, Japan, Greece, Romania, and several impacted Kingdoms met to try the peace process again. This attempt was successful, and on July 24, 1923 the treaty was signed and ratified by the Grand National Assembly in Ankara on August 21, 1923. This is the only treaty still in effect from World War I.



Derso, Alois & Kelen, Emery. "Derso and Kelen's Caricature of the Signing."
<https://thelausanneproject.com/history-lausanne-treaty/>



An Egyptian illustration of Enver Pasha and Mustafa Kemal jointly opposing the 1920 Treaty of Sèvres

Source: ORHAN KOLOĞLU, *GAZİ'NİN ÇAĞINDA İSLAM DÜNYASI* (İSTANBUL: BOYUT YAYINCILIK, 1994), 111.

<https://thelausanneproject.com/2022/08/04/enver-enigma/>

LESSON 1: What makes the Ottoman Empire valuable to the world?

This lesson is a warm-up for the rest of the unit. It can be a quick activity or stretched to an entire lesson. The purpose is to familiarize students with the geography of the Middle East.

PRE-ASSESSMENT: As a pre-test, have students identify the requested locations on the map (Appendix A). The questions that follow could also be included.

MATERIALS NEEDED:

All students will need:

-- a copy of Appendix A “The Ottoman Empire”

DIRECTIONS:

1. Provide students with a copy of the map activity document. (Appendix A)
2. Direct students to identify the requested areas on the map. Students may need support to identify required locations.
3. After checking the accuracy of the map locations, have students complete the questions at the bottom of the document. These questions could be completed as a whole class discussion.

POST-ASSESSMENT:

The map could be used as a post-test if also given as a pre-test.

MODIFICATIONS/ACCOMMODATIONS:

Students may require the use of a computer or an atlas to help locate the requested areas on this map. The questions can be used as class discussion instead of an independent assignment.



LESSON 2: Negotiating the Treaty of Sèvres

In this lesson, students work as a team to negotiate their version of the Treaty of Sèvres. While they are negotiating, the teacher will announce several additional agreements, illustrating the complexity that existed with the Ottoman Empire.

MATERIALS NEEDED:

All students will need:

- a copy of Appendix C or D “The British Position” or “The French Position” depending upon which group they are assigned
- a copy of the article “The Making of the Treaty of Sèvres of 10 August 1920”
- a copy of Appendix E will be needed for each group as they record their negotiations

OPENING:

Show students the following video discussing the end of World War I and the resulting treaties.

“Treaties of Sèvres and Lausanne:” <https://www.youtube.com/watch?v=fY73jNmWfHc>

DIRECTIONS OVERVIEW:

1. Refer to Appendix B for a complete set of directions for the treaty negotiation process.
2. Provide students with a copy of A.E. Montgomery’s article, “The Making of the Treaty of Sèvres of 10 August 1920.” The article explains the process used between the British and French negotiators. After the powers met in Paris, they continued to negotiate through memoranda and agreed to meet again in London. This process was lengthy, and the article presents to students the idea that this was not a simple arrangement between the powers. If this article is not an appropriate level for students, this step can be skipped.
3. Assign students to groups representing the two powers. Provide students the background statements that summarize their side’s position.
4. Students will work in a group to decide how the Ottoman Empire will be divided. Each side will draw on their map the area they wish to maintain and the area they wish to allow the other side to have. Students should use different colors to represent how the map will be divided.
5. After sufficient time for groups to prepare, moderate a discussion between the two groups. Ask the students to identify the areas they may both agree and represent that on the TREATY map. For areas of disagreement, have them try to civilly work to an agreement.
6. In the next lesson, students will learn how the Treaty of Sèvres unfolds.

ASSESSMENT:

The students’ performance and/or completed work can be used as assessment.

MODIFICATIONS/ACCOMMODATIONS

This activity can be modified for small group work instead of whole class discussion, depending upon class size.

LESSON 3: Comparing the Treaties of Sèvres and Lausanne

In this lesson, students will compare the two treaties that impacted the Ottoman Empire after the war, the Treaty of Sèvres and the Treaty of Lausanne. If students have not participated in Lesson 2, provide the students with the necessary background of the treaties.

MATERIALS NEEDED:

All students will need:

- a copy of Appendix G “Comparing the Treaties”
- a copy of the article “From Sèvres to Lausanne”

DIRECTIONS:

1. Provide students with a copy of Appendix F, “Comparing the Treaties.”
2. As a class (or in small groups), have students complete the column for Treaty of Sèvres.
3. Have students access the article “From Sèvres to Lausanne” linked on the appendix.
4. Students should complete the remainder of the chart using the article. The article describes a component of the Treaty of Sèvres and then follows with how that provision was impacted by the Treaty of Lausanne.
5. After completing the chart, have students answer the questions. These questions can also be used for a whole class discussion.

ASSESSMENT:

The completed assignment can be used as an assessment.

MODIFICATIONS/ACCOMMODATIONS:

Students may require the use of a computer to access the required article. If digital access is not available, provide copies of the article.

LESSON 4:

What is the legacy of the Treaty of Lausanne?

In this lesson, students will look at the effects of the Treaty of Lausanne and its legacy today. The year 2023 marks the 100th anniversary of the longest-lasting peace treaty from WWI.

DIRECTIONS:

1. For this culminating activity, students will debate the legacy of the Treaty of Lausanne. To do so, assign students to groups which will answer the question, “Was the Treaty of Lausanne fair to Turkey?”
2. Provide students time to research their positions.
3. In groups, students will create a one-page position statement with evidence cited from their research in support of their question.
4. Poll students on their positions.
5. If students have affirmative and negative responses to the question, divide students into groups with representatives of each side. If not, lead students in a discussion of the question prompting them to consider aspects of the other side.
6. In the small groups, have students read their position statements to the rest of the group members.
7. Students should identify points both sides agree on and respond to those they do not agree. Remind students to begin those statements with, “I hear you say..., but we believe...”

MATERIALS NEEDED/ SOURCES:

Students should consult the internet for sources for their position statements. The following links can be provided to begin the search.

Sofuoglu, Murat. 2018. “Turks still debate whether Treaty of Lausanne was fair to Turkey.” *TRT World*, January 26, 2018.
<https://www.trtworld.com/magazine/turkey-still-debates-whether-treaty-of-lausanne-was-a-fair-peace-deal-14632>

The Lausanne Project:
<https://thelausanneproject.com/>

ASSESSMENT:

Student performance in the debate or written response could be used as an assessment for this task.

MODIFICATIONS/ACCOMMODATIONS:

If students are not able to conduct research on their own, provide resources directly to the student groups.

Appendix A: The Ottoman Empire

The Ottoman Empire, as it was in 1900, is illustrated in the white spaces in the center of the map shown below. Use the map to respond to the prompts below.



Source: https://commons.wikimedia.org/wiki/File:Ottoman_Empire_%281900%29.png

Part One: Identify the following on the map above:

1. Black Sea
2. Mediterranean Sea
3. Anatolia
4. Constantinople (Istanbul)
5. Greece
6. Thrace
7. Smyrna
8. Russia

Part Two: Answer the following questions:

1. Using the map, describe why the Ottoman Empire might be valuable to the West?

2. Why might Russia be interested in this area?

3. How might Greece play a role in this area?

Appendix B: Negotiating a Treaty - Teacher Directions

In this lesson, students will conduct a mock treaty session by assuming the roles of the British and French governments discussing how to handle the Ottoman Empire post-WWI.

To Begin:

1. Divide the students into groups representing the British and French governments. Depending on the size of the class, you may choose to have students work in smaller groups or dividing the whole class into two groups.
2. Provide each group with the appropriate position statement for the government they are representing.
3. Appoint group leaders, or have students choose: 1) a leader to lead these discussions, 2) a recorder to keep notes and draw the map, and 3) a diplomat (or two) to participate in the discussions. If necessary, you can create additional roles to provide all students with a role.
4. Within their country groups, have students read their position statement and identify the priorities they want to enforce.
5. On the map provided on their position chart, have the recorder draw and label the map. Have students discuss and draw on the map the areas they would allocate to other countries to possess. How does their country wish to see this part of the world redrawn after the war? If possible, have students identify the different areas in different colors.
6. If students need prompting, offer the following countries to consider and identify if they will allocate territory to other countries or people: Russia, Italy, The United States, Greece, Turkey, the Armenians.
7. After time to discuss and create their map to bring to the treaty negotiations, announce that negotiations will begin.
8. Remind the delegates that they must have a statement prepared to share at the negotiations. The statement must lay out what their country wants.

The Negotiations:

9. Make sure that the room is set up so that diplomats from each country have space to meet, and the rest of the group members can participate if necessary. If possible, configure the classroom to have the diplomats meet in the center of the class, with the others able to watch. If working in small groups, this can be completed with multiple negotiations occurring simultaneously.
10. Have the diplomats meet. Provide them with a starting announcement:
“We the delegates of the British and French Governments convene here in Sèvres to determine how to dispose of the Ottoman Empire. We will begin by letting the British government present their thoughts and then we will hear from the French government delegate. After that we will begin the negotiations to come to agreement.”
11. After a significant time negotiating, interrupt their work and announce the following:
“Wait. It looks as though there was already an agreement in place between these two governments.”
12. If necessary, allow students to read the Sykes-Picot Agreement (APPENDIX F)

13. Ask students if and how this impacts their work. After discussion, allow students to resume their work.
14. The groups should be provided a clean copy of the map (Appendix E) once they have come to agreement as what the map will look like. Recorders will collaborate to identify the group's compromises about the map.
15. After groups are finished, debrief with the students. Suggested questions to ask include:
 - a. Describe the process of negotiation in your groups.
 - b. Did the Sykes-Picot Agreement impact your discussion? How?
 - c. How did the map of the Sykes-Picot Agreement mirror your map, or the map of the actual Treaty of Sèvres? (A copy of the map can be found here: https://commons.wikimedia.org/wiki/File:Treaty_of_S%C3%A8vres_1920.svg)
 - d. Is your resulting decision (the treaty) fair to Turkey? To the Armenians? Explain.
 - e. Is it fair to allow the victors to redraw the map of this part of the world? Explain.

Appendix C: Negotiating a Treaty - The British Position

Below is the position of the British government. Your group will use this information as you negotiate this Treaty.

The British government saw the rise of Kemalism (the future Atatürk who would rebel and create modern-day Turkey) as not justification for any drastic modification of the Allied's plans. Turkey cost Great Britain in blood and treasure, and according to the British, they must pay the price for this loss and for their barbaric treatment of the Christian minority population. Their treatment of the Armenians shocked the world, and the empire must be punished. Further, the Allies should suppress Turkish power by depriving Turkey of its guardianship of the straits. This ensured British naval and military predominance at Constantinople. The British rejected French claims for Turkish integrity and argued that they should not own the straits nor have a capital. They were concerned that the French would become a strong influence in the Ottoman territory, and the British supported the occupation of the Greeks in Smyrna.

On the map below, identify which part of the Ottoman Empire should be divided and given to each interested party. Identify if you will allocate territory to Great Britain, France, Italy, Russia, or another country. Also, identify if (and where) you would allocate territory for the Armenians



Source: <https://www.britannica.com/place/Ottoman-Empire/The-empire-from-1807-to-1920>

SOURCE: Montgomery, A.E. "The Making of the Treaty of Sèvres of 10 August 1920." *The Historical Journal* 15 no.4 (Dec., 1972): 775-787

Appendix D: Negotiating a Treaty: The French Position

Below is the general position of your assigned major power. Read the following to inform your work.

The French suffered little from the Turks. Prior to the conflict, the French loaned millions to the Turkish government, so if the Ottoman Empire were to be divided, France stood to potentially lose its securities and interests in the region. The French urged the British to preserve Turkish integrity for this reason, but also argued for an independent Armenia and the Greek withdrawal from the area. France supported compensating Greece for withdrawal with parts of Thrace. The Turkish state would remain intact over Asia Minor and secure control over sources of revenue. The Turks would be able to pay back the loan!

After the initial meeting and position statements, the two governments sent various memoranda. The French Minister of Foreign Affairs countered that Turkey must be preserved but emasculated. The country could remain territorially whole, but demilitarized and subject to financial control. The push for an independent Armenia would no longer be supported.

On the map below, identify which part of the Ottoman Empire should be divided and given to each interested party. Identify if you will allocate territory to Great Britain, France, Italy, Russia, or another country. Also, identify if (and where) you would allocate territory for the Armenians.



Source: <https://www.britannica.com/place/Ottoman-Empire/The-empire-from-1807-to-1920>

SOURCE: Montgomery, A.E. "The Making of the Treaty of Sèvres of 10 August 1920." *The Historical Journal* 15 no.4 (Dec., 1972): 775-787.

Appendix E: The Map of the World

Provide each group with this map to identify their final treaty negotiations. If available, represent each country's allocated territories with a different color. Label or create a map key to identify.



Source: <https://www.britannica.com/place/Ottoman-Empire/The-empire-from-1807-to-1920>

Appendix F: The Sykes-Picot Agreement

The Sykes-Picot Agreement: 1916

It is accordingly understood between the French and British governments:

That France and Great Britain are prepared to recognize and protect an independent Arab states or a confederation of Arab states (a) and (b) marked on the annexed map, under the suzerainty of an Arab chief. That in area (a) France, and in area (b) Great Britain, shall have priority of right of enterprise and local loans. That in area (a) France, and in area (b) Great Britain, shall alone supply advisers or foreign functionaries at the request of the Arab state or confederation of Arab states.

That in the blue area France, and in the red area Great Britain, shall be allowed to establish such direct or indirect administration or control as they desire and as they may think fit to arrange with the Arab state or confederation of Arab states.

That in the brown area there shall be established an international administration, the form of which is to be decided upon after consultation with Russia, and subsequently in consultation with the other allies, and the representatives of the Shereef of Mecca.

That Great Britain be accorded (1) the ports of Haifa and Acre, (2) guarantee of a given supply of water from the Tigris and Euphrates in area (a) for area (b). His Majesty's government, on their part, undertake that they will at no time enter into negotiations for the cession of Cyprus to any third power without the previous consent of the French government.

That Alexandretta shall be a free port as regards the trade of the British empire, and that there shall be no discrimination in port charges or facilities as regards British shipping and British goods; that there shall be freedom of transit for British goods through Alexandretta and by railway through the blue area, or (b) area, or area (a); and there shall be no discrimination, direct or indirect, against British goods on any railway or against British goods or ships at any port serving the areas mentioned.

That Haifa shall be a free port as regards the trade of France, her dominions and protectorates, and there shall be no discrimination in port charges or facilities as regards French shipping and French goods. There shall be freedom of transit for French goods through Haifa and by the British railway through the brown area, whether those goods are intended for or originate in the blue area, area (a), or area (b), and there shall be no discrimination, direct or indirect, against French goods on any railway, or against French goods or ships at any port serving the areas mentioned.

That in area (a) the Baghdad railway shall not be extended southwards beyond Mosul, and in area (b) northwards beyond Samarra, until a railway connecting Baghdad and Aleppo via the Euphrates valley has been completed, and then only with the concurrence of the two governments.

That Great Britain has the right to build, administer, and be sole owner of a railway connecting Haifa with area (b), and shall have a perpetual right to transport troops along such a line at all times. It is to be understood by both governments that this railway is to facilitate the connection of Baghdad with Haifa by rail, and it is further understood that, if the engineering difficulties and expense entailed by keeping this connecting line in the brown area only make the project unfeasible, that the French government shall be prepared to consider that the line in question may also traverse the Polgon Baniyas Keis Marib Salkhad tell Otsda Mesmie before reaching area (b).

For a period of twenty years the existing Turkish customs tariff shall remain in force throughout the whole of the blue and red areas, as well as in areas (a) and (b), and no increase in the rates of duty or conversions from ad valorem to specific rates shall be made except by agreement between the two powers.

There shall be no interior customs barriers between any of the above mentioned areas. The customs duties leviable on goods destined for the interior shall be collected at the port of entry and handed over to the administration of the area of destination.

It shall be agreed that the French government will at no time enter into any negotiations for the cession of their rights and will not cede such rights in the blue area to any third power, except the Arab state or confederation of Arab states, without the previous agreement of his majesty's government, who, on their part, will give a similar undertaking to the French government regarding the red area.

The British and French government, as the protectors of the Arab state, shall agree that they will not themselves acquire and will not consent to a third power acquiring territorial possessions in the Arabian peninsula, nor consent to a third power installing a naval base either on the east coast, or on the islands, of the red sea. This, however, shall not prevent such adjustment of the Aden frontier as may be necessary in consequence of recent Turkish aggression.

The negotiations with the Arabs as to the boundaries of the Arab states shall be continued through the same channel as heretofore on behalf of the two powers.

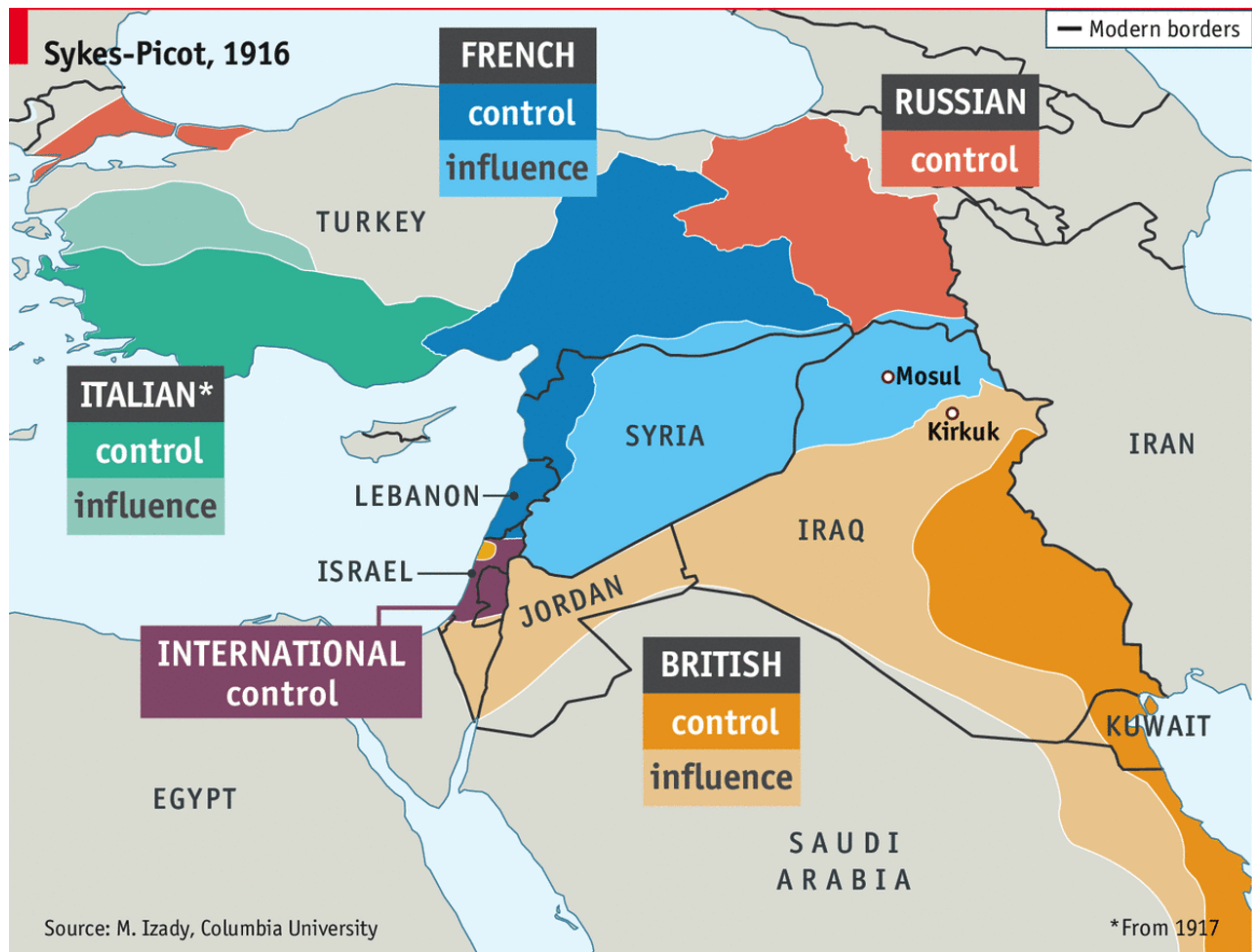
It is agreed that measures to control the importation of arms into the Arab territories will be considered by the two governments.

I have further the honor to state that, in order to make the agreement complete, his majesty's government are proposing to the Russian government to exchange notes analogous to those exchanged by the latter and your excellency's government on the 26th April last. Copies of these notes will be communicated to your excellency as soon as exchanged. I would also venture to remind your excellency that the conclusion of the present agreement raises, for practical consideration, the question of claims of Italy to a share in any partition or rearrangement of turkey in Asia, as formulated in article 9 of the agreement of the 26th April, 1915, between Italy and the allies.

His Majesty's government further consider that the Japanese government should be informed of the arrangements now concluded.

Source: Yale Law School. n.d. "The Sykes-Picot Agreement: 1916." Accessed July 21, 2022. https://avalon.law.yale.edu/20th_century/sykes.asp

Map of Proposed Areas following the Sykes-Picot Agreement



Economist.com

Source: "Sykes-Picot 100 years on." *The Economist* (May 16, 2016)

<https://www.economist.com/graphic-detail/2016/05/16/sykes-picot-100-years-on>

Appendix G:

Comparing the Treaty of Sèvres to the Treaty of Lausanne

The Treaty of Sèvres was not ratified. Three years later, Turkey, Britain, France, Italy, Japan, Greece, Romania, and the Kingdom of Serbs, Croats, and Slovenes negotiated and signed the Treaty of Lausanne in 1923. Read the article “From Sèvres to Lausanne” to find out how the provisions of each treaty differed. Then, complete the chart below and answer the questions that follow.

You can find the article here: https://www.jstor.org/stable/2189228#metadata_info_tab_contents

According to the treaties,

What will happen to...?	Treaty of Sèvres	Treaty of Lausanne
the land		
the Armenians		
the Straits		
reparations		
capitulations		

Using the information on your chart, answer the following questions:

1. How do the treaties differ?
2. In your opinion, under which treaty would the Ottoman Empire benefit most? Explain why.
3. In your opinion, under which treaty would the European nations benefit most? Explain why.

Further Resources:

Comments about the Sykes-Picot Agreement, available at <https://theconversation.com/the-sykes-picot-agreement-and-the-making-of-the-modern-middle-east-58780>

The Lausanne Project, available at <https://thelausanneproject.com/>

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