

# Doughboy vs. the Kaiser: The War to End All Wars

**Grade:** 7<sup>th</sup> Grade

**Presented by:** Ryan Cornelius, Jerry Butley, Kent Wiley, and Lee McConnell, Renaissance Charter School, Irving TX

## I. ABSTRACT

This unit will focus on Unit II, Part A, 7<sup>th</sup> Grade History and Geography of the Core Knowledge Sequence, page 162. It will cover all of World War I as well as the causes leading into war. The unit will allow students to learn effectively as well as synthesize some of the ideas involved in part A through games, construction, planning, and discussion. Students will participate in numerous activities and exercises that will examine and strengthen their conceptual knowledge of the ultimate devastation and impact of World War I.

## II. OVERVIEW

- A. Students will discover what events lead to and instigated a war as tragic as World War I.
- B. Subjects from the Core Knowledge Sequence to be covered are from page 162. 7<sup>th</sup> Grade History and Geography Unit II, Section A: National Pride and greed, The British Empire and Queen Victoria, Italy and Garibaldi, Germany and Bismarck and the Kaisers, Entangling defense treaties, the Western Front, the War of attrition and the new weapons, US Neutrality and the end of that neutrality, Treaty of Versailles, Woodrow Wilson's 14 Points.
- C. Students will learn about World War I and its impact on western society.  
Students will learn debating and discussion skills.  
Students will improve their writing skills and organization skills.  
Students will simulate bookkeeping and record keeping, along with resource management through activities and games.  
Students will learn basic construction skills.

## III. BACKGROUND KNOWLEDGE

- A. American Heritage History of the First World War, by The American Heritage editors and S. L. A. Marshall  
All Quiet on the Western Front, by Erich Marie Remarque  
The Guns of August, by Barbara Tuchman  
The Experience of World War I, by J. M. Winter  
Trenches on the Web. [www.worldwar1.com](http://www.worldwar1.com)  
The Black Hand, by Michael Shackelford  
[http://raven.cc.ukans.edu/~kansite/ww\\_one/comment/blk-hand.html](http://raven.cc.ukans.edu/~kansite/ww_one/comment/blk-hand.html)  
Legends of the Fall, directed by Edward Zwick  
The Lighthorsemen, directed by Simon Wincer  
Gallipoli, directed by Peter Weir
- B. Students should receive prior knowledge in geography of Europe in the 5<sup>th</sup> grade.

#### IV. RESOURCES

Source books and textbooks are critical to allow students to do research. The books mentioned in background knowledge for teachers should be very helpful to students if a textbook cannot be secured. A teacher should have a VCR and television, as well as access to the Internet. To complete Lesson 6, basic construction materials should be acquired, as well as an area to dig. As to the other lessons, basic arts & crafts materials should be made available to the students, such as: markers, pencils, butcher paper, scissors, etc.

#### V. LESSONS

##### Lesson One:

##### A. Objectives

1. **Lesson Content:** German Nationalism and Militarism; National Pride; Bismarck; Franco-Prussian War; European geography
2. **Concept Objective:** Students will learn about the concepts of militarism and nationalism.
3. **Skill Objective:** Students will learn about the concepts of militarism as it pertains to Germany, nationalism as it pertains to Italy, as well as the effects these two ideas had on European politics of their times.

**B. Materials:** A map of Germany during the Franco-Prussian War, blank sheets of paper, biography on Otto von Bismarck, biography on Kaiser Wilhelm I, biography on Napoleon III

**C. Background Notes:** Teacher should familiarize himself/herself with the political situation of Europe between the years of 1830 to 1899.

**D. Vocabulary:** Bona Fides, Persona Non Grata, militarism, nationalism, Prussia, Alsace-Lorraine

##### E. Procedures/Activities:

1. Teacher will have the vocabulary words written on the board at the beginning of class. Students will enter and immediately define the words.
2. Teacher and students will discuss the vocabulary words and to what they might pertain.
3. Teacher will then open discussion about how the students might feel if they didn't belong to a country, or if they weren't proud about their country.
4. After discussion, teacher will pass out information about the situation in France and Germany just prior to the Franco-Prussian War.
5. Students will read completely the papers that are passed out to them.
6. The teacher will then divide the students into different groups of 3 to 4 students each. Each student will be given a blank sheet of paper. Each group of students will be given a map of Europe just prior to the Franco-Prussian War.
7. Students will draw the map given to them and color the map to show the areas of Prussia, France, Austria, Hungary, all of the duchies and counties in modern day Germany. Prussian and German states will be

colored blue. French states will be colored Green. Students will color the area of Alsace-Lorraine red.

8. Upon completion of the map, the teacher will ask each student how that student identifies himself or herself. (i.e. Texan, Hispanic, Black, American, Korean-American, etc.) The teacher will go around the room asking each student how they identify themselves.
9. After the students have finished, the teacher will ask the students if they consider themselves Americans, and how they feel about that.
10. Teacher will then begin discussion on how the students might feel if for some reason they were suddenly forced to live in another country. How will this make them feel? The teacher should ask them how they think America might feel towards the country that took away so many important citizens and workers. Would America hold a grudge?
11. After discussion, the teacher will ask the students to write a journal entry in the mode of a person transplanted suddenly to another country. How would that person feel, the students should emulate that in their writing. The writing assignment will be taken up the next day.

**F. Evaluation/Assessment:**

Students will turn in a journal entry of at least 10 to 12 sentences.

**G. Standardized Test/State Test Connections:**

**Lesson Two:**

**A. Objectives**

1. **Lesson Content:** Nation building in Italy and Germany from 1860 to 1914.
2. **Concept Objective:** Students will understand the forces that draw peoples together into groups.
3. **Skill Objective:** Students will trace the history of Italian and German nation building from insular minor states to one strong nation state. Students will map the location of each state in Italy and Germany that added itself to each nation. Students will understand the work involved in uniting peoples into a cohesive nation. Students will know the life of Garibaldi and Bismarck and the qualities that led to great feats of leadership.

**B. List Materials:** Map of Central Europe 1860-1900, map pencils or markers, dry erase marker, blank paper, slips of paper, source material.

**C. Prepare Background Notes:** Teacher will prepare notes over the unification of the Germanic and Italian kingdoms and city-states. Teacher will prepare a biography on Garibaldi and Bismarck. Teacher will provide definitions of nation building, nationalism, and militarism. Teacher will prepare maps of the area to be studied. Teacher will prepare a “bank” for both Garibaldi and Bismarck to be explained in the following activity.

**D. Key Vocabulary:** Garibaldi, Italy, Germany, Kaiser, City-state, Kingdom, Empire, Nation-building, Alliance, Treaty, Agreement, Pro bono publico, In

Extremis, Sub Rosa, De Facto, Modus Vivendi, Quid Pro Quo, Subversion, Unification.

**E. Procedures/Activities:**

1. Teacher will pass out information to the students on Garibaldi and Bismarck and Germany and Italian nation building the night before this assignment for the students to read.
2. The day of the assignment the teacher will give a short reading quiz of the subject matter to ascertain the students' base knowledge.
3. While the teacher grades the quizzes, the students will complete maps by coloring each individual Italian city-state and its outlying areas a different color. Only one color may be used for each Italian city-state.
4. After the teacher assesses the quizzes. Students who passed the quiz will participate in the activity to follow. The students who failed the quiz will be set into a separate area to read the material over again and prepare a report over the texts.
5. Students who passed their quizzes will be divided into two groups. These groups will represent Germany and Italy respectively.
6. The Italian group will select a student to play Garibaldi based on intelligence and charisma, and the German group will select a student to play Bismarck based on the same lines.
7. The teacher will then pass out "agendas" on small slips of paper to each and every player with the exception of Garibaldi and Bismarck. These last two have agendas to unite their respective countries.
8. After receiving their agenda, students will be encouraged to mix about and start bargaining for the better deal to achieve their individual agenda. Garibaldi and Bismarck will mingle with the students and try and sway people to their cause. The students should be encouraged to focus on their agenda first and anything else second. Garibaldi and Bismarck will be encouraged to do whatever it takes, within reason and resources, to unite their countries.
9. Bismarck and Garibaldi must see the "bank" (Teacher) and request items in their inventories to use as incentives for their "nation building"
10. Teacher will provide both Garibaldi and Bismarck with paper "deeds" that represent foreign intrusion, food programs, farm programs, industrial plans, national treasures, money, etc.
11. After the first and second day of the activity, the teacher calls the groups together and sees how far Garibaldi and Bismarck got in their agenda. These two students' grades depend on how well they did and how many students joined their banner. The other students receive grades upon how well they achieved their own agendas while conceding to the nationalism or the nation building.
12. If one of Garibaldi or Bismarck manages to unite their own nations, that nation receives a free 100 points for extra credit. (The students should not know about this award.)

**F. Evaluation/Assessment:**

Students who did not read the assignment the first night will have to turn in a written report over the subject matter before they will be allowed to participate in the activity.

At the end of the second day, students who participate in the activity will answer a list of questions that will help to focus their attention back to the concept objective and the skill objective.

Garibaldi and Bismarck will receive an amount of points for each student they turned to their side.

Every other student will receive a score dependent on how much of their own agenda they can complete.

**G. Standardized Test/State Test Connections:**

**Lesson Three:**

**A. Objectives**

1. **Lesson Content:** Queen Victoria and the British Empire
2. **Concept Objective:** Students will understand the expansion of a state into another state as well as recognize the exploitation of minor nations by major powers.
3. **Skill Objective:** Students will know the expanse of the British Empire under Queen Victoria and come to realize how this expansion was possible. Students will know how the British maintained such a large empire with such a small population. Students will synthesize some of the politics involved in expanding an empire.

**B. List Materials:** activity description (appendix 1), picture of British Crown Jewels, deck of cards w/o jokers, multiple tables, dry erase marker.

**C. Prepare Background Notes:** Teacher will prepare information packets on the British Empire of the 19<sup>th</sup> century. Teacher will prepare information on Queen Victoria. Teacher will prepare pictures of the British Crown Jewels.

**D. Key Vocabulary:** Empire, Raj, Mutiny, Imperialism, Monarch, Commonwealth, Exploitation, Third World, Stanley and Livingston, Suez Canal

**E. Procedures/Activities:**

1. Teacher will present a picture of the British crown jewels to the class.
2. The teacher will ask the students what they think about the crown and what they think it took to create it.
3. The teacher will then pass out information over the British Empire for the students to read.
4. After the students have read the information, the teacher will begin a discussion over the topics contained in the papers.
5. When the discussion has concluded, the teacher will break the students into four different groups and prepare the room for the activity that is attached.
6. Students will all be given a copy of the activity, and once they understand how the activity is to take place, may begin.
7. When the activity is complete, students will return to their seats and write a one page essay on what they discovered in their activity.

**F. Evaluation/Assessment:**

Students will prepare a one-page essay upon completion of the activity.

**G. Standardized Test/State Test Connections:**

**Lesson Four:**

**A. Objectives**

1. **Lesson Content:** Major Trench Battles of Early World War I
2. **Concept Objectives:** Students will become familiar with global tragedy and strife.
3. **Skill Objective:** Students will learn the chain of events that occurred on the fronts of World War I from 1914 to 1917.

**B. List Materials:** Trench schematic (Appendix 4), printouts on new weapons (Appendix 5), internet printouts, dry-erase marker or wet-erase marker, video footage from *Legends of the Fall* and *Gallipoli* and *The Lighthorsemen*

**C. Prepare Background Notes:** Teacher must become familiar with all three movies listed above. Teacher must prompt the tapes to the points that need to be shown in class. Teacher must prepare printouts over World War I trench warfare, “Big Pushes”, sieges, and charges

**D. Key Vocabulary:** “Big Push,” trench, siege, charge, Gallipoli, parapet, No Man’s Land, machine gun, field of fire, Battle of the Somme, Battle of the Marne, Battle of Verdun, Battle of Gaza

**E. Procedures/Activities:**

1. Teacher sets up the television/VCR before the students enter class.
2. As the students enter class, teacher hands them all a copy of Internet printouts over World War I trench warfare.
3. The students read over the material contained in the packets and the teacher and students discuss the material.
4. The teacher gives a brief lecture on what it was like during the war in the trenches—touching on all the major battles: Battle of Verdun, Battle of the Marne, Battle of the Somme, Battle of Gallipoli, Battle of Gaza, Battle of Tannenburg.
5. The teacher will then discuss with the students the construction of a trench, and what it was like to live in the trenches.
6. The teacher will then show footage from the three movies listed above. The footage should contain battle scenes to better help the students understand the scope of the conflict.
7. The teacher should narrate through these scenes to help the students visualize the text.
8. When the teacher has completed the scenes from the movies, the students and teacher should discuss what they just witnessed, and any new impressions the students might have.
9. The students should prepare their own trench designs from Appendix 4.

**F. Evaluation/Assessment:**

For homework, the students should prepare a short essay of 3 paragraphs each 10 to 12 sentences long retelling the chronology of the major battles of World War I from 1914 to 1917.

**G. Standardized Test/ State Test Connections:**

**Lesson Five:**

**A. Objectives**

- 1. Lesson Content:** Construction of a trench
- 2. Concept Objective:** Students will learn basic design techniques and elementary construction techniques.
- 3. Skill Objective:** Students will construct an authentic World War I trench.

**B. List Materials:** cardboard boxes roughly 3' long x 2' wide x 1' deep, trash bags, spoons, toothpicks, tongue depressors or craft sticks, spray bottles filled with water, potting soil or earth, Appendix 2

**C. Prepare Background Notes:** Teacher should confer with a science teacher or a math teacher for help in this process.

**D. Key Vocabulary:** Front line trench, parapet, berm, trench board, parapet, sandbag wall, rear revetment, sump, revetment, bolt hole

**E. Procedures/Activities:**

- The teacher must prepare the boxes ahead of time by lining the boxes with trash bags and filling the boxes with moist, packed sod or soil.
- On the day of the assignment, the teacher divides the students into different groups. Students should be in groups of no more than 4 to each group. Each group should be given a box of soil, a spray bottle, spoons, toothpicks, and tongue depressors, and a copy of Appendix 2.
- Students should delegate their own efforts, each task being carried out by a group of students.
- Students should dig the trench using the spoons as shovels and the tongue depressors as planks. Toothpicks can be used as buttresses or supports to hold in the tongue depressors. Students should follow the diagram in Appendix 2. They should keep the soil moist and pliable, not flaky and not soggy.
- Students should complete the work in two class sessions, but teachers should feel free giving whatever time they feel comfortable with.
- Students should study their finished models and contemplate what it must have been like to live in such a cramped environment for months on end.
- The teacher should impress upon them in discussion that most soldiers spent day after day in the trench over the course of the war. How would they like to live 3 years in that tiny trench?

**F. Evaluation/Assessment:**

Students should write 5 diary entries in the voice of a soldier that had to live those days in the trenches. How would the soldier eat? What would his major concerns be? How would he keep clean, or would he? What would be his most important things? Etc.

**G. Standardized Test/ State Test Connections:**

## Lesson Six:

### A. Objectives

1. **Lesson Content:** US intervention into World War I
2. **Concept Objective:** Students will learn causes that might motivate a nation to declare war.
3. **Skill Objective:** Students will become familiar with the chain of events that led to the United States entering into World War I. Students will learn the extent and chronology of the United States involvement in World War I, as well as the impact this caused to the war.

### B. List Materials: Zimmerman Note and US Chronology (Appendix 6)

### C. Prepare Background Notes: Teacher should prepare material over World War I from 1917 to 1918, particularly over America's involvement.

### D. Key Vocabulary: Zimmerman Note, submarine warfare, *Lusitania*

### E. Procedures/Activities:

1. Teacher will begin discussion by telling the students that something tragic just happened, that a submarine in the service of a terrorist nation had just recently torpedoed a United States passenger liner in the Caribbean Sea. Over 500 US citizens were hurt or killed, and the submarine gave no assistance.
2. The teacher will ask students how they feel about this act.
3. The teacher will then tell students that the nation responsible for the sinking of the cruise liner is also responsible for entering into negotiations with Mexico in effort to gain Mexico's alliance and enter into a war with the United States. The country promised Mexico land in New Mexico, Arizona, California, Colorado, Utah, Nevada, and Texas if Mexico would assist this nation in a war with the United States.
4. The teacher will then ask the students if they feel war with this belligerent nation is worth the 500 US lives lost on the passenger liner. The teacher should then ask if war is worth 1000 US lives. The teacher should then increase the number of deaths higher and higher until it reaches 200,000. The teacher should then stop and inform the students that this was all a ruse, and that nothing of the sort mentioned before had happened that day. There was no sinking, and no declaration of war.
5. The teacher should then address the students and let them know that even though that day's activities were made up, the US was facing a similar decision in 1917 when the same events occurred on April 2, 1917 when President Wilson asked for a declaration of war on Germany.
6. The teacher will then pass out information in Appendix 6.
7. The students and the teacher will read over the Zimmerman note, and the teacher will discuss it with the students, reminding them of their feelings from the earlier discussion.
8. The teacher will then explain the sinking of the *Lusitania*, and the students and teachers should discuss both sides of that tragedy. The teacher should again point out the feelings the students had from the earlier discussion.

9. The teacher should then have the students focus on the handout of the American involvement in World War I. Teacher and students should discuss this involvement. The teacher should remind the students that Europe had already been at war for 4 years before the US really entered into the war. How might Europe feel about that?
10. After this discussion, the teacher should break the students into different groups. Each group will represent a foreign nation. One group is England, one is Germany, one is France, and one is the United States.
11. Each group will select one day from the chronology of the US involvement in WWI and research the entries in that day. Days for selection are: April 2, 1917; November 3, 1917; March 21, 1918; May 28, 1918.
12. After researching their respective dates, the students will prepare a newspaper from their “nation” that might have been printed on their chosen day. The students should include articles of importance to the lesson. The students should be as creative as possible, but should remain realistic. Students will type the articles, but must include pictures. Pictures may be hand drawn, or may be copied from books or the Internet. Students must come up with an original title of their paper, as well as an interesting headline.
13. Students will turn in the newspapers upon completion.

**F. Evaluation/ Assessment:**

Students will receive two grades for the newspaper. One individual grade, and one group grade. Teacher must monitor each student for involvement in the activity and grade accordingly.

**G. Standardized Test/State Test Connections:**

**Lesson Seven:**

**A. Objectives**

1. **Lesson Content:** 14 Points of Light and Treaty of Versailles
2. **Concept Objective:** Students will become familiar with political concepts of reciprocity and disarmament.
3. **Skill Objective:** Students will discover what befell Germany and Austria-Hungary after their surrender in World War I.

**B. List Materials:** A copy of the 14 Points of Light. A copy of the Treaty of Versailles.

**C. Prepare Background Notes:**

**D. Key Vocabulary:** Treaty of Versailles, 14 Points of Light

**E. Procedures/Activities:**

1. Teacher will pass out to the students a copy of the 14 Points of Light and the Treaty of Versailles. Students will read and then discuss these two documents.

2. Teacher will lecture shortly over the two topics and explain the world views at the time period.
3. Teacher will then divide the students into the following factions: The United States, Germany, France, England, Italy, Belgium and Luxembourg.
4. The teacher will then instruct the students to research the Treaty of Versailles in their respective groups. The students should learn what their group gained or lost in the treaty. The students will prepare an oral report over their findings.
5. The teacher will then allow the students to negotiate a “New” treaty of Versailles while reminding that the main goals of the real countries were to disarm Germany so that a terrible war would never happen again—while Germany was trying to maintain its dignity and its military prestige. The students will read their oral reports before the class and before the teacher in part of this negotiation.
6. The students must come to terms by the end of class, but the side that receives the best terms will be allowed a special treat.
7. The teacher should compare the new terms to the old terms in deciding which side got the better deal.
8. Part of the terms that the students must agree on are the 14 Points of Light and whether or not their nation wishes to join the League of Nations that the 14 Points of Light brought about.

**F. Evaluation/ Assessment:**

Students will receive a grade over an oral report they complete in the course of the activity.

**G. Standardized Test/ State Test Connections:**

**VI. CULMINATING ACTIVITY**

All Quiet on the Western Front should be shown to the students.

If the school can arrange it, teachers and chaperones should take the students out camping in a rural area for a weekend. Students should get a feel for living outdoors for a prolonged period of time so that they might better understand what soldiers went through. If the teachers and chaperones wished to add a bit of drama to the adventure, perhaps a paintball gun war, or a flour puff war, or a water balloon war might enliven the students to the adventure. Things of this nature would really help students to appreciate the subject matter a bit more.

**VII. HANDOUTS/WORKSHEETS**

Appendix 1: Rules for Imperialism activity

Appendix 2: Trench Cross-section

Appendix 3: Information on new weapons of World War I.

Appendix 4: Zimmerman Note and US involvement chronology

**VIII. BIBLIOGRAPHY**

All Quiet on the Western Front. Dir. by Delbert Mann. Belle & Blade Video, 1979.

Gallipoli. Dir. Peter Weir. With Mel Gibson and Mark Lee. R & R Films, 1981.

Legends of the Fall. Dir. Edward Zwick. With Anthony Hopkins, Brad Pitt, Aidan Quinn, Henry Thomas, Julia Ormond. Tri Star Pictures, 1994.

Livesey, Anthony, *Great Battles of World War I*, New York, Macmillan, 1989

Marshall, Brigadier General S.L.A., *The American Heritage History of World War I*, New York, American Heritage Publishing, 1964.

Remarque, Erich Maria. *All Quiet on the Western Front*. New York: Fawcett Press, 1987.

The Light Horsemen. Dir. Simon Wincer. RKO, 1987.

Tuchman, Barbara W., *The Guns of August*, New York, Macmillan, 1962.

## Appendix 1

### Imperialism Activity

There will be 4 teams for this activity:

Red Team  
Blue Team  
Green Team  
Orange Team

Each team will represent a different nation in Europe.  
The teams will strive to gain as much territory and resources as possible.  
The team with the most points at the end of the game wins.

The teacher will designate areas in the room as "Territories".  
Each territory represents a third world nation.  
Each territory will have a playing card placed face down in that "Territory"  
The Playing card's numeric value represents the amount of "resources" in that area.

"Resource Cards"  
Clubs- Labor Spades- Iron Hearts- Food Diamonds- Gold

Teams who take territories do so by either "investing" or "conquest."

To invest in a territory, a team must play a card they either have started the game with, or have collected through other territories.  
The team does not turn over the "resource" card until they have played their "investment" card. This is to represent the fact that investing in other nations is a risky business.

To "conquer" a territory, the team simply discards the "Territory" card, and takes over the land area. The discarding of the card represents the damage to the native economy that conquest will cause.

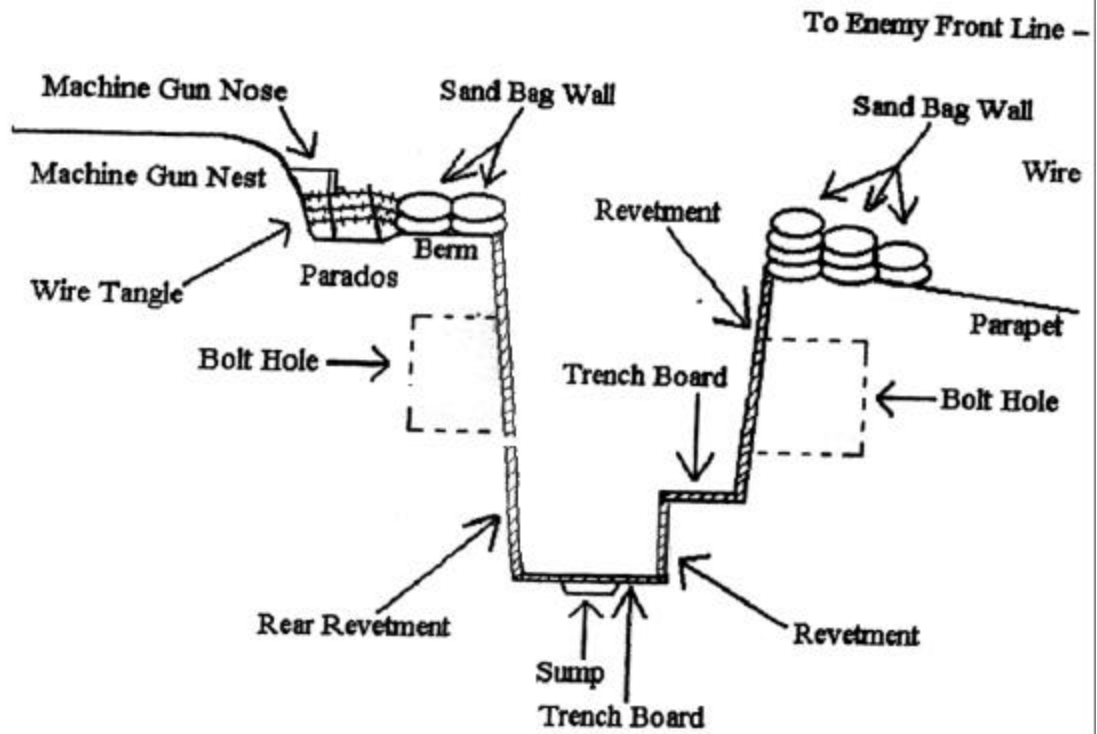
Teams will write down secretly on a slip of paper the Territory that they will be playing in that turn. If two or more teams enter the same territory, they must negotiate or fight a battle.  
To fight a battle, teams must play their "resource" cards, as many cards may be played as the team wishes, and the total of the cards must defeat the opponents total to take victory. The winning side collects the "resource" card for the territory fought over.

Scoring:

Territories- 1 pt.  
Resource cards (with exception of Gold) 2 pts.  
Gold resource cards- 4 pts.

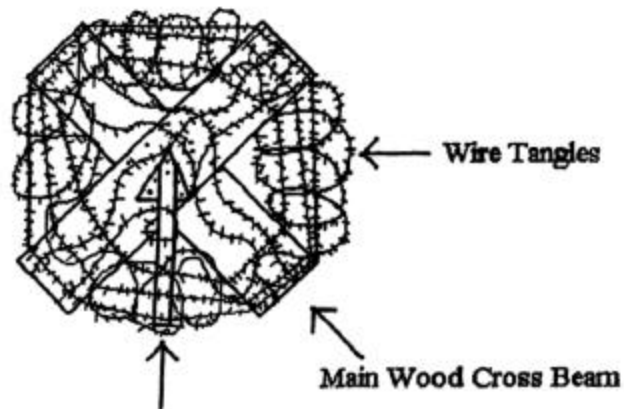
The team with the most points at the end of the game wins.

## Trench Diagram B.



## Trench Diagram C.

Typical Trenchblock



## Appendix 3

### Poison Gas Used in World War I

Gas was invented (and very successfully used) as a terror weapon meant to instill confusion and panic among the enemy prior to an offensive. It was a sort of physiological weapon with the non-lethal tearing agents inflicting as much panic as the dreaded mustard gas.

Gas was available in three basic varieties:

#### **Lachrymator (tearing agent)**

Much like today's tear gas and mace, this gas caused temporary blindness and greatly inflamed the nose and throat of the victim. A gas mask offered very good protection from this type of gas. *Xylyl bromide* was a popular tearing agent since it was easily brewed.

#### **Asphyxiant**

These are the poisonous gases. This class includes *chlorine*, *phosgene* and *diphosgene*. *Chlorine* inflicts damage by forming hydrochloric acid when coming in contact with moisture such as found in the lungs and eyes. It is lethal at a mix of 1:5000 (gas/air) whereas *phosgene* is deadly at 1:10,000 (gas/air) - twice as toxic! *Diphosgene*, first used by the Germans at Verdun on 22-Jun-1916, was deadlier still and could not be effectively filtered by standard issue gas masks.

#### **Blistering Agent**

*Dichlorethylsulphide*: the most dreaded of all chemical weapons in World War I - mustard gas. Unlike the other gases which attack the respiratory system, this gas acts on any exposed, moist skin. This includes, but is not limited to, the eyes, lungs, armpits and groin. A gas mask could offer very little protection. The oily agent would produce large burn-like blisters wherever it came in contact with skin. It also had a nasty way of hanging about in low areas for hours, even days, after being dispersed. A soldier jumping into a shell crater to seek cover could find himself blinded, with skin blistering and lungs bleeding.

#### **List of gases used in World War I**

*benzyl bromide*

German, tearing, first used 1915

*bromacetone*

Both sides, tearing/fatal in concentration, first used 1916

*carbonyl chloride (phosgene)*

both sides, asphyxiant, fatal with delayed action, first used 1915

*chlorine*

both sides, asphyxiant, fatal in concentration, first used in 1915, cylinder release only

*chloromethyl chloroformate*

both sides, tearing, first used in 1915, artillery shell

*chloropircin*

both sides, tearing, first used in 1916, artillery shell (green cross I)  
*cyanogen (cyanide) compounds*  
 allies/Austria, asphyxiant, fatal in concentration, first used in 1916, artillery shell  
*dichlormethylether*  
 German, tearing, first used 1918, artillery shell  
*dibrommethylethylketone*  
 German, tearing, fatal in concentration, first used in 1916  
*dichloroethylsulphide (mustard gas)*  
 both sides, blistering, artillery shell (yellow cross)  
*diphenylchloroarsine*  
 German, asphyxiant, fatal in concentration, (dust - could not be filtered), first used in 1917, artillery shell (blue cross)  
*diphenylcyonoarsine*  
 German, more powerful replacement for blue cross, first used in 1918  
*ethyl dichloroarsine*  
 German, less powerful replacement for blue cross, first used in 1918, artillery shell (yellow cross I, green cross III)  
*ethyl iodoacetate*  
 British, tearing, first used in 1916  
*monobrommethylethylketone*  
 German, more powerful replacement for bromacetone, first used 1916  
*trichloromethylchloroformate (diphosgene)*  
 both sides, asphyxiant, fatal with delayed action, first used 1916  
*xylyl bromide*  
 German, tearing, first used 1915

## Heavy Machine Guns

Type	Caliber	Feed	Weight (lbs)	Cooling	Rounds/minute
German Maxim MG 08	7.9mm	belt	41/sledmount 83	water	600
German Maxim MG 08/15	7.92mm	belt	33/bipod 3	water	600
British Vickers Mk I	.303in	belt	35/tripod 52	water	500
French 1914 Hotchkiss	8mm	strip	52/tripod 65	air	600
Austrian Schwarzlose	8mm	belt	44/tripod 44	water	400
Russian 1910 Maxim Sokolov	7.62mm	belt	41/mount w/armour 121	water	500-600
American Colt	.30in	belt	36/tripod 56	air	400-500
American 1917 Browning	.30in	belt	33/tripod 53	water	450-600

First weight is gun weight followed by accessory type and weight.

Thanks to Robert Segel for these numbers.

## Light Machine Guns

Type	Caliber	Weight (lbs)	Feed	Rounds/min
Madsen	8mm	20	magazine	450
German 1915 <i>Muskete</i>	7.92mm	21.75	magazine	450
German Bergmann	7.92mm	30	belt	600
German MG 08/18	7.92mm	32	belt	600
Lewis	.303in	25	drum	500-600
French Chauchat (CSRG)	8mm	20	magazine	250
American Chauchat	.30in	20	magazine	250
American BAR M1918	.30in	19.5	magazine	500

Vickers Machine Gun



Maxim Machine Gun



19 January, 1917:  
The Zimmerman Note  
to the German Minister to Mexico

---

Berlin, January 19, 1917

On the first of February we intend to begin submarine warfare unrestricted. In spite of this, it is our intention to endeavor to keep neutral the United States of America.

If this attempt is not successful, we propose an alliance on the following basis with Mexico: That we shall make war together and together make peace. We shall give general financial support, and it is understood that Mexico is to reconquer the lost territory in New Mexico, Texas, and Arizona. The details are left to you for settlement....

You are instructed to inform the President of Mexico of the above in the greatest confidence as soon as it is certain that there will be an outbreak of war with the United States and suggest that the President of Mexico, on his own initiative, should communicate with Japan suggesting adherence at once to this plan; at the same time, offer to mediate between Germany and Japan.

Please call to the attention of the President of Mexico that the employment of ruthless submarine warfare now promises to compel England to make peace in a few months.

Zimmerman  
(Secretary of State)

## American Involvement in World War I

April 2, 1917

President Woodrow Wilson appeals to Congress for a declaration of War on Germany; his reasons are:

German U-boat activity  
The *Lusitania* disaster  
The Zimmerman Note  
To help the British  
To make the world "safe for Democracy"

April 4, 1917

The Senate votes in favor of war

April 6, 1917

The House votes in favor of war

May 1, 1917

Army Expansion Act: the 200,000-man army is expanded to 4,791,172.

32 cantonments and camps built to house and train the soldiers.

Each camp cost \$40,000 for a total of \$262 million.

2,800,000 men drafted into the army (Selective Service Act

May 19<sup>th</sup>)

42 Divisions sent to France, 2,084,000 men.

September 17, 1917

Work begins on 14 Points of Light

October 23, 1917

Americans moved to front

November 3, 1917

First Americans killed by Germans. Belong to the 1<sup>st</sup> American Division

November 21, 1917

Inter-Allied Conference held in Paris, finds:

Americans to be a separate army and separate command

General Pershing will lead the American Expeditionary Force

US will contribute 1 million soldiers and 1 division of battleships

Created standing committees for productions, transport, finance

January 8, 1918

President Woodrow Wilson announces 14 points of Light in a speech

January 15, 1918

Battle of Ansauville, 1<sup>st</sup> US Division

February 26, 1918

8 US soldiers die from a German gas attack

March 3, 1918

Brest-Litovsk Treaty signed, Russia withdraws from the war

Wilson assumes Lenin is a German agent

March 21, 1918

Ludendorff Offensive- Germans shift 40 divisions from the East to the West front

British line breaks at St. Quentin, lose 40 miles of ground.

May 28, 1918

Battle of Cantigny, American Expeditionary Force holds, turning point

June 4, 1918

Chateau Thierry retaken, 1<sup>st</sup> battle that the AEF plays a pivotal role

July 15, 1918

2<sup>nd</sup> Battle of the Marne begins, Allies counterattack

AEF takes 15,000 prisoners at St. Mihiel

October, 1918

Battle of the Argonne

Sergeant Alvin C. York kills 25, takes 132 prisoners, wins Medal of Honor

November 11, 1918

Cease-Fire signed, war ended