# Mock U.N.
## Grades 9-12

| **Overview** | Historically, it has been noted that WWI erupted after the assassination of Archduke Franz Ferdinand (heir apparent to the Austro-Hungarian throne) in Sarajevo on June 28, 1914. However, historians continue to debate other underlying causes, including changing political and economic situations in major European nations, the Industrial Revolution, and social turmoil. Whatever the cause, The World War of 1914-18 - The Great War, as contemporaries called it, was the first man-made catastrophe of the 20th century. In this lesson, students will examine the events and people that led the world toward global war. |
| **Objectives** | As a result of completing these activities, students will:  
- Investigate and document the main causes of WWI.  
- Describe the factors contributing to the war's stalemate.  
- Assess and reshape events and decisions key to the start and continuation of WWI. |
| **Standards** | - USH.3.4) Summarize the Versailles Treaty, the formation and purpose of League of Nations and the interrelationship between the two. (Government)  
- WH.8.1) Trace and explain the causes, major events and global consequences of World War I |
| **Materials** | - Computers with Internet access  
- WWI timelines Print and online sources about WWI's beginnings  
- Handout: Causes of World War I worksheet (pdf)  
- Chart paper  
- Large magic markers  
- Chalkboard and chalk |
| **Procedure** | 1. Have students share what they understand about how WWI started—basic causes, key figures, nations involved. Create a schematic map to record and synthesize student responses. Note that perhaps the assassination of Archduke Franz Ferdinand was the breaking point, but prior to that, several monumental changes were occurring in major European nations that fueled the start of the war early on. (Causes include: industrialization and resultant wealth in some nations, nationalism, imperialism, Bismarck and alliances, arms races, crisis in Africa, Archduke Francis Ferdinand's assassination, and British suffragettes seeking the vote for British women.)  
2. Divide the students into groups each representing a particular nation. Have a group for each nation that was involved in WWI and allow time for them to research events that lead up to the outbreak of the war.  
3. Have each group research and understand what happened during this war, and then explain to your students that you will be holding a mock U.N. meeting on the
<table>
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<th>final outcome for each nation.</th>
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<td><strong>4.</strong> Each member of each group must post on Yammer at least five supporting arguments for their country and why they shouldn't be held accountable for the war.</td>
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<td><strong>5.</strong> The following day each student must respond and defend their nation with counter arguments. The last day the group of nations will assemble in class and discuss who should be responsible for the war by a vote on all of the supporting arguments on the discussion board on Yammer</td>
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### How to incorporate Yammer

The way that Yammer is incorporated is that you are allowing everyone to have a voice in this discussion, and secondly you are having the students share useful information to one another. Students can look back on this discussion board and see useful information that might appear on a test or quiz. Including Yammer in this activity frees up time and resources, allowing you to go more in-depth than if you were to try this activity in class.

### Adapted from:

http://www.pbs.org/greatwar/resources/lesson1.html
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