



Source: Author Unknown, Postcard with inscription. n.d. Inscribed postcard. The National World War I 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, 2022)

# How Does Total War Affect Society?

Recommended Grade Levels: 7-9

Course/Content Area: World History (from 1300)

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## 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 war 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 goods 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 what is 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 N 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 N and engage with the Think-Pair-Share activities throughout slides

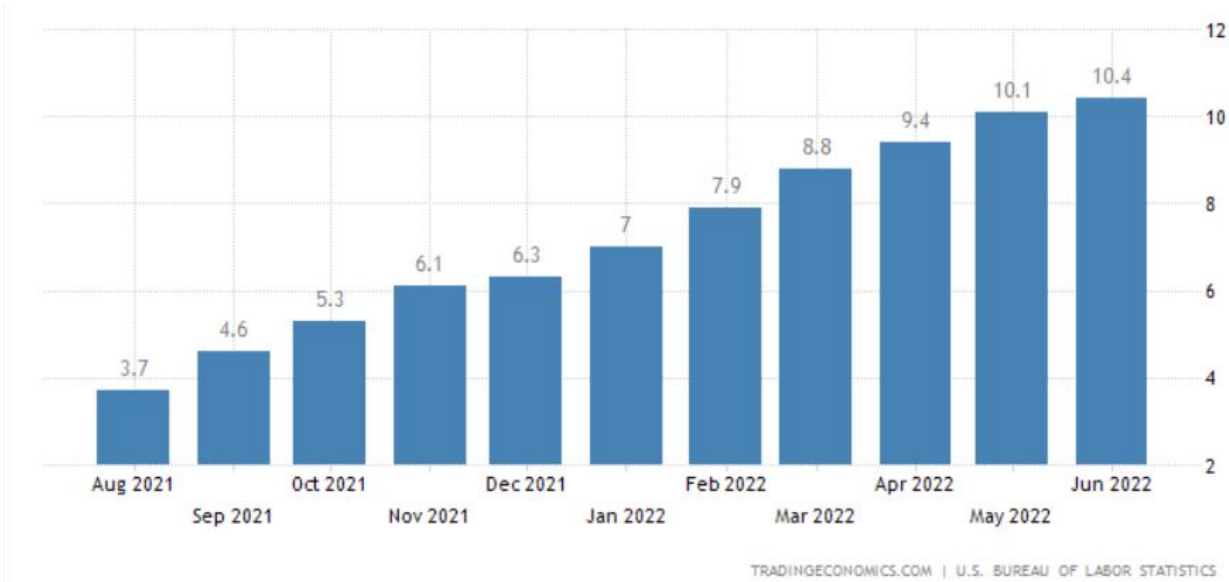
#### **Closing:**

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.

#### **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:

[Civilian Suffering Note Taking Worksheet](#)



## Bibliography:

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

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

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"What You Need to Know about the British Naval Blockade of the First World War." Imperial War Museums. Accessed August 8, 2022.

<https://www.iwm.org.uk/history/what-you-need-to-know-about-the-british-naval-blockade-of-the-first-world-war>.