

Flannery Crain  
Inquiry Lesson  
Secded 430

Overview:

World War I was one of the most terrible and deadly wars in human history. The assassination of Archduke Franz Ferdinand in 1914 was the explosion of tensions that were building in Europe in the early years of the twentieth century. The collapse of old international treaties as well as the obligations of some of those treaties would bring many non-warring nations into the fight. Intended for an upperclassmen history course, this inquiry lesson engages students in hypothesizing, evaluating, and generating a tentative conclusion on what caused the world to go to war in 1914.

Rationale:

This inquiry lesson is designed for students in an Advanced Placement European History course. It is important for students to engage in discussion about what events and circumstances led to WWI for a number of reasons. First, it is a serious and monumental decision for nations to go to war, and so discussing why these nations did so may help create informed citizens who understand the often complicated circumstances that can lead to global conflict. Second, WWI was unique as it was a war brought together by the conflict of a few nations and exploded into a global war as a result of obligations from international treaties, among other issues.

Objectives:

By taking part in this lesson, students will

- Write hypotheses answering the question “What caused the world to go to war in 1914?”
- Interpret primary and secondary sources and explain why a certain source supports or detracts from their initial hypotheses.
- Take part in discussion with their peers over the validity and importance of a source as it is introduced to the lesson.
- Write a final essay that discusses two of their final hypotheses, and provides at least two pieces of evidence from the data sets to support these arguments.

WCCSS:

**B.12.1 Explain different points of view on the same historical event, using data gathered from various sources, such as letters, journals, diaries, newspapers, government documents, and speeches.**

-As part of the inquiry process, students explain their different hypotheses by using different sources in the form of the data sets.

**B.12.4 Assess the validity of different interpretations of significant historical events**

-Both in the discussion of the data sets as well as their final essays, students will assess the validity of their different interpretations as to why the world went to war in 1914.

**B.12.5 Gather various types of historical evidence, including visual and quantitative data, to analyze issues of freedom and equality, liberty and order, region and nation, individual and community, law and conscience, diversity and civic duty; form a reasoned conclusion in the light of other possible conclusions; and develop a coherent argument in the light of other possible arguments**

-In the class discussions, students argue whether or not the historical evidence they are given supports or undermines their original hypotheses.

**B.12.11 Compare examples and analyze why governments of various countries have sometimes sought peaceful resolution to conflicts and sometimes gone to war**

-Students make a list of their hypotheses of what caused the world to go to war, and then use the data sets to assess the validity of their hypotheses.

**B.12.15 Identify a historical or contemporary event in which a person was forced to take an ethical position, such as a decision to go to war, the impeachment of a president, or a presidential pardon, and explain the issues involved**

-The event (World War I) is the question of this inquiry lesson. The final essay involves students explaining the most important issues that surrounded Europe's decision to go to war in 1914.

Grade Level:

This inquiry is designed for an 11<sup>th</sup> grade AP European History course.

Time:

This inquiry lesson will be conducted in four fifty minute class periods. This should allow for the necessary buildup to discussion, the initial hypothesis process as well as subsequent hypothesis discussions, and the amount of discourse that will be generated as a result of the data sets.

Course:

This lesson is designed for an 11<sup>th</sup> grade AP European History course. It focuses on the important topics of nationalism, democracy, international alliances, and global conflict.

Materials:

- 5 copies of the series of data sets
- 25 copies of hypothesis/evidence worksheet
- 25 copies of final essay rubric
- Video of “*Days That Shook the World*” Season 1 Episode 5: The Assassination of Archduke Ferdinand/The Death of Hitler (second part will of course be omitted from the lesson).
- Whiteboard and markers

Procedure

Hook:

This inquiry lesson plan will begin with a 10 minute video clip from “*Days That Shook the World*” Season 1 Episode 5: The Assassination of Archduke Ferdinand/The Death of Hitler. The instructor will play the video from 16:00 to 26:50 for this part of the lesson. This clip focuses on

the assassins behind the attack on the Archduke of Austria-Hungary and his wife, a brief explanation as to the political background of the tragedy, and the event itself. The instructor will stop the video at 26:50 for further use as a data set. After the video, the teacher will explain the hypothesis process as well as how the class will work on these hypotheses after being given the different data sets. Finally, the instructor will review the final writing assignment which the students will complete at the end of the lesson.

#### Elicit Hypotheses:

The instructor will distribute the hypotheses worksheets to every student. Once everyone has their worksheet the teacher will write the focus question on the board: What caused the world to go to war in 1914? While the students will be in five groups of five already, they will be asked to write their own hypotheses that answer why WWI began on their worksheets. This process should take about five minutes. Once they have their lists, the instructor will give ten minutes for the groups to discuss what they wrote down (and possibly add a hypothesis if a student thinks of a new one). Following this, the instructor will appoint one student to be the official “scribe” of the class. The teacher will ask the groups to share their hypotheses one by one about what led the world to go to war in 1914. The student scribe will write down any new hypotheses below the focus question on the board so that the whole class can keep track of all of the ideas. Following this sharing of hypotheses, the teacher will present the class with the first data set.

#### Data Gathering/Processing and Revising Hypotheses:

After reviewing the first data set, the instructor will facilitate a discussion on the aspects of this data that are useful in explaining the events or circumstances that led to World War I. The students will be asked to consider which of the class’ hypotheses may have been supported or undermined as a result of this new information (note: some hypotheses may not be affected at all, which is fine). They should cite what parts of this data set they found to support or undermine their hypotheses. This will help students remember what information to use in their essays later. If there are any new hypotheses that can be made because of this data, the scribe will add them to the list on the board. Alternatively, if the class feels that some hypotheses should be thrown out, the scribe will cross them out on the list and the students will do the same on their individual worksheets. This process will be repeated until all the data sets have been read through and studied.

#### Conclusion:

After all the data sets have been through they hypotheses process, the instructor will hand out one last data set. This data set is meant to represent how the historical hypothesis process is never ending, and can change at any time with newly introduced information. The teacher will then explain the expectations for the final assignment for this inquiry lesson. The prompt will be as follows: *We have read and viewed numerous pieces of information that have taught us about what led the world to go to war in 1914. You have narrowed down your hypotheses to the top two on your worksheets. Now you will use the information you were given in the form of the data sets as evidence to explain why you think these two hypotheses are the most valid explanations as to what caused WWI.* This question will be accompanied by a rubric detailing how the essays should look.

### Lesson Plan Evaluation/Reflection:

This inquiry lesson is appropriate for 11<sup>th</sup> grade AP European History students because it requires studying and analyzing not just a textbook, but multiple sources in both the primary and secondary categories. They are also expected to participate in conversation and debates on information from the data sets, which will help them form a more solid answer to the final essay question. Connecting back to my rationale, discussing why these nations went to war may help create informed citizens who understand the often complicated circumstances that can lead to global conflict. Also, WWI was unique as it was a war brought together by the conflict of a few nations and exploded into a global war as a result of obligations from international treaties, among other issues. It is because of these reasons that no matter the community, this is still an important and relevant lesson for any high school History student.

### PASS Standards

#### Standard 1—Higher Order Thinking

I give my lesson a five in this standard. The entire lesson involves students manipulating information and ideas in ways that transform the data's meaning and implications. Using the data sets, the students hypothesize what may have led to WWI and continue to adapt their hypotheses as they encounter new data.

#### Standard 2—Deep Knowledge

I give my lesson a four in Deep Knowledge. This is because I as the teacher will be providing arguments and reasoning as part of the discussion of the different hypotheses. If it was my students doing this, I would give this lesson a five. The class will still work with the single focus question for the inquiry, so no other questions will be impeding the learning process.

#### Standard 3—Substantive Conversation

I give this inquiry a five in this lesson. With each data set, students are expected not only to adjust or eliminate their hypotheses, but to maintain a conversation with their peers about the new information. In this conversation, students must explain why they believe the evidence is important or not, as well as defend that position with specific examples.

#### Standard 4—Connections to the World Beyond the Classroom

I believe this lesson scores a two on this standard. Since this lesson focuses on the causes of World War I, the connection to the United States and to the student's experiences is not present, as the U.S. did not enter the war until years after it began. This plain fact is why I cannot give this lesson a three, because there is no connection to the students' experiences. However, this lesson does explain that "there is potential value in the knowledge being studied because it related to the world beyond the classroom." While studying the treaties and alliances between nations in this lesson, students are learning how just one document can have an effect on the world's history.

#### Standard 5—Ethical Valuing

I would give this inquiry lesson a three for Ethical Valuing. The ethical issue in this lesson is the decision to go to war, however the students are not taking a position on the issue but rather arguing what the causes of the issue were. They also talk about the "democratic value" of

nationalism. Apart from these criteria, I can't find enough in this lesson for me to give it a four, where many students take a position on an ethical issue.

#### Standard 6—Integration

I give this lesson a two in this standard. This inquiry lesson focuses primarily on the subject of history, but also includes some political science in the form of the treaties and the issues caused by them. This integration helps the students have a better social understanding of Europe at the time of WWI. Because the integration in this lesson only includes two Social Studies subjects, I can only give this a two, and not a three or higher.

#### Potential Changes:

As far as the data sets are concerned, I would try and find more primary source documents apart from newspaper articles (perhaps a few additional government documents). I would also like to have my data sets be a little less text heavy and maybe have more maps and photographs. While I have not taught the lesson yet and therefore cannot be sure, I think that I would adjust my role in this lesson according to how involved I think I should be in the discussion. If my students seem to be able to hold a meaningful conversation on their own, then I would stay in the background more often. However, if I feel that they need a bigger push now and then, or if they all seem to agree, I would speak up and provide a counter argument that they would then have to refute—thus continuing the meaningful discussion.

#### Further Reflection:

One of the things that I learned while developing this lesson is keeping in mind what I'm using for the data sets. I had to really read through a lot of material to find the specific examples that I felt would provide the most pertinent information in the necessary amount of space. I also had to find sources that weren't too repetitive of another (although some sources agree on more than one cause of WWI, so there is some repetition in the data sets. I have also learned an incredibly useful and valuable style of teaching from developing an inquiry lesson plan. While not every lesson needs to be this extensive, I think that starting with an important focus question (or central questions) is an integral part of being a critically thinking history student. In other words, you need to find out what you are trying to answer before you can even begin your search for the information that can help you get there. I also found that looking for sources outside of the usual textbook is something that I want to try to do in my normal instruction. This has many benefits: one, it helps keep the occasional boredom from reading a textbook at bay. Two, it shows students that just one source is not going to have all the answers. Finally, using outside material helps students compare information found in both the textbook and other sources, which can improve their ability to be critical of what the book or source tells them.

### The Bosnian Crisis of 1908—Data Set 1

The Bosnian crisis of 1908 was a “state of severe international tension caused by the annexation by Austria-Hungary of the Balkan provinces of Bosnia and Herzegovina. The Congress of Berlin (1878) had given Austria-Hungary the right to occupy and administer Bosnia and Herzegovina temporarily, but the provinces officially remained possessions of the Ottoman Empire. Still, the Austrian administration tried mightily and at great expense to improve the strategically valuable region economically and to link it closely with Austria-Hungary. When in July 1908 the Young Turks staged a revolution in Constantinople (now Istanbul), established a constitutional government, and inaugurated a reform program, the Austrian foreign minister Graf (count) Lexa von Aehrenthal resolved to annex Bosnia and Herzegovina before the new Turkish regime could regain control over them.

To that end Aehrenthal met the Russian foreign minister, Aleksandr P. Izvolsky, at Buchlau, in Moravia; and, on Sept. 16, 1908, Izvolsky agreed that Russia would not object to the annexation. Aehrenthal pledged that in return Austria would not object to opening the Bosphorus and Dardanelles straits to Russian warships, an advantage that had been denied to Russia since 1841. By a rescript of Oct. 7, 1908, Austria-Hungary annexed Bosnia and Herzegovina.

Izvolsky, unprepared for such immediate action, could not control the strong popular opposition to the annexation that developed in Russia. Furthermore, Serbia, which was closely related to Bosnia and Herzegovina geographically and ethnically, was outraged by the annexation. It demanded that Austria cede a portion of Bosnia and Herzegovina to Serbia, and Izvolsky, pressed by anti-Austrian opinion in Russia, was forced to support the Serbian claims. Austria, however, firmly supported by its ally Germany, threatened to invade Serbia if that country persisted in its demands. Russia, having failed to secure equally strong support from its ally France, could not risk a war against both Austria-Hungary and Germany for Serbia's sake, and in March 1909 Izvolsky notified Germany that Russia accepted Austria's annexation. Although the crisis was resolved without immediate warfare, the resulting embittered relations between Serbia and Austria-Hungary and Russia's resentment at having been deceived and humiliated contributed to the outbreak of World War I.”

*Encyclopædia Britannica Online*, s. v. "Bosnian crisis of 1908," accessed March 05, 2013, <http://www.britannica.com/EBchecked/topic/74741/Bosnian-crisis-of-1908>.

**20 May, 1882**

**The Triple Alliance (First 8 Articles)—Data Set 2**

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ARTICLE 1. The High Contracting Parties mutually promise peace and friendship, and will enter into no alliance or engagement directed against any one of their States.

They engage to proceed to an exchange of ideas on political and economic questions of a general nature which may arise, and they further promise one another mutual support within the limits of their own interests.

ARTICLE 2. In case Italy, without direct provocation on her part, should be attacked by France for any reason whatsoever, the two other Contracting Parties shall be bound to lend help and assistance with all their forces to the Party attacked.

This same obligation shall devolve upon Italy in case of any aggression without direct provocation by France against Germany.

ARTICLE 3. If one, or two, of the High Contracting Parties, without direct provocation on their part, should chance to be attacked and to be engaged in a war with two or more Great Powers non-signatory to the present Treaty, the *casus foederis* will arise simultaneously for all the High Contracting Parties.

ARTICLE 4. In case a Great Power non-signatory to the present Treaty should threaten the security of the states of one of the High Contracting Parties, and the threatened Party should find itself forced on that account to make war against it, the two others bind themselves to observe towards their Ally a benevolent neutrality. Each of them reserves to itself, in this case, the right to take part in the war, if it should see fit, to make common cause with its Ally.

ARTICLE 5. If the peace of any of the High Contracting Parties should chance to be threatened under the circumstances foreseen by the preceding Articles, the High Contracting Parties shall take counsel together in ample time as to the military measures to be taken with a view to eventual cooperation.

They engage henceforward, in all cases of common participation in a war, to conclude neither armistice, nor peace, nor treaty, except by common agreement among themselves.

ARTICLE 6. The High Contracting Parties mutually promise secrecy as to the contents and existence of the present Treaty.

ARTICLE 7. The present Treaty shall remain in force during the space of five years, dating from the day of the exchange of ratifications.

ARTICLE 8. The ratifications of the present Treaty shall be exchanged at Vienna within three weeks, or sooner if may be.

In witness whereof the respective Plenipotentiaries have signed the present Treaty and have annexed thereto the seal of their arms.

Done at Vienna, the twentieth day of the month of May of the year one thousand eight hundred and eighty-two.

(L.S.) KALNOKY  
(L.S.) H. VII v. REUSS  
(L.S.) C. ROBILANT

MINISTERIAL DECLARATION The Royal Italian Government declares that the provisions of the secret Treaty concluded May 20, 1882, between Italy, Austria-Hungary, and Germany, cannot, as has been previously agreed, in any case be regarded as being directed against England.

[http://wwi.lib.byu.edu/index.php/The\\_Triple\\_Alliance\\_%28The\\_English\\_Translation%29](http://wwi.lib.byu.edu/index.php/The_Triple_Alliance_%28The_English_Translation%29)



### **Conflict with Serbia—Data Set 3**

“Since the Bosnian crisis of 1908–09, Austrian diplomats had been convinced that war with Serbia was bound to come. Aehrenthal died in February 1912, at a moment when an Italian-Turkish conflict over [Tripoli](#) (now in Libya) had provoked anti-Turkish sentiment in the Balkan states (see [Italo-Turkish War](#)). [Leopold, Graf \(count\) von Berchtold](#), who directed Austro-Hungarian foreign policy from 1912 on, did not have the qualities required in such a critical period. Aehrenthal had been able to silence the warmongering activities of Conrad, the Habsburg chief of staff who continued to advocate preventive war against Italy and Serbia, but Berchtold yielded to the aggressive policies of the military and the younger members of his ministry. During the [Balkan Wars](#) (1912–13), fought by the Balkan states over the remnants of the Ottoman Empire, Austria-Hungary twice tried to force Serbia to withdraw from positions gained by threatening it with an ultimatum. In February and October 1913, military action against Serbia was contemplated, but in both instances neither Italy nor Germany was willing to guarantee support. Austria-Hungary ultimately had to acquiesce in Serbia’s territorial gains. But by supporting Bulgaria’s claims against Serbia, Austria-Hungary also had alienated [Romania](#), which had shown resentment against the Habsburg monarchy because of the treatment of non-Hungarian nationalities in Hungary. Romania thus joined Italy and Serbia in support of irredentist movements inside the Habsburg monarchy. By 1914, leading government circles in Vienna were convinced that offensive action against the foreign protagonists of irredentist claims was essential to the integrity of the empire.”

*Encyclopædia Britannica Online*, s. v. "Austria," accessed March 05, 2013,  
<http://www.britannica.com/EBchecked/topic/44183/Austria>.

### **Days That Shook the World, Season 1 Episode 5—Data Set 4**

*Teacher plays video from 26:50-29:00.*

V SPLIT

SUPPLIES

Grows Wider Mexico City

The war of Villa, with captured at y for Chihuahua...

June 29.—The Villa and Villa is more menacing...

railroad committee and Toros off Villa's portant source...

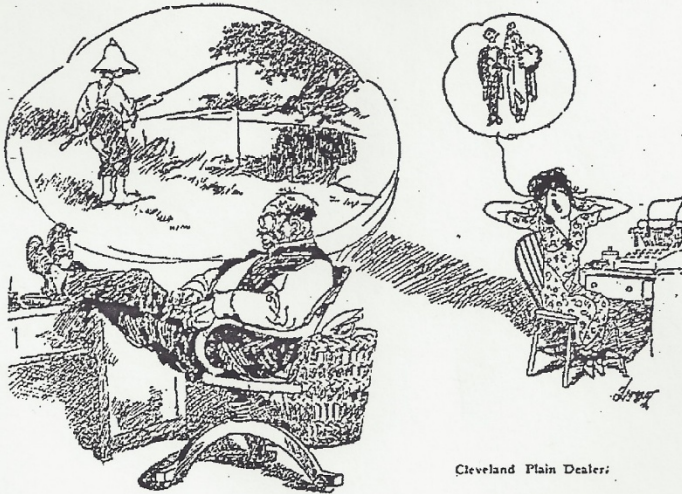
stationed along to report any ops in this distate of appreanza camp...

Mexico City now ven the divided nounced plan tecas to Aguas he line of the ad. The Car...

aid to have rent Villa from m the Pacific

landed on the eral hard blows and the fighting...

SUMMER DREAMS



Cleveland Plain Dealer

U. S. BOAT FIRES ON SAN DOMINGO

Shells Back Up Order to Stop Bombardment.

DONE TO SHIELD FOREIGNERS

Captain Russell, in Charge of Vessels at Port, Sends Report of Affair to Navy Department at Washington.

Washington, June 29.—The United States gunboat Machias, acting under orders of the navy department...

Part of the city of Puerta Plata is in the hands of General Arias, head of the revolutionists...

Sought to Protect Foreigners. A protest against the bombardment was made in order to protect the lives of Americans and other foreigners in the city.

League Baseball Games

STANDING OF THE CLUBS.

Table with columns for National League, American League, Federal League, and Three I League, listing club names and win-loss records.

Sunday's Results.

Table listing results for National League, American League, and Federal League on Sunday.

ASSASSIN KILLS ROYAL COUPLE

Archduke and Duchess of Austria Shot Down.

SIX ARE HURT BY BOMB

Pair Attacked While Attending a Fete in Bosnia and Members of Party Are Wounded by Infernal Machine.

Sarajevo, Bosnia, June 29.—The Archduke Franz Ferdinand, heir to the throne of Austro-Hungary...

The plot to assassinate the archduke was well laid. The assassins planned so as to make sure of his death.

They were on their way to a reception at the town hall when the bomb was thrown. It did not explode until after the archduke's car had passed...

Couple Are Shot Down.

They were awaited there by the councillors with the mayor at their head. The mayor was about to begin his address of welcome when the archduke interrupted him angrily...

The archduke paused for a moment and then said:

"Now you can go on."

After going around the town hall half an hour the archduke started for the garrison hospital to visit Colonel Morizzi, who had been taken there after the outrage.

The blow cut  
The referee  
crowd hooted  
was resumed,  
was weakening,  
and,  
landed on John-  
then rushed the  
another warn-  
sent three hard  
negro retalling  
Moran's jaw.  
landed several  
a straight left  
blow over the  
ing hard and it  
would last long,  
a hard swing to

led, but could  
while Johnson  
The Pittsburgher  
gro's jaw, which  
crowd, Johnson  
then sent a hard  
n tried hard but  
egro's jaw. Sev-  
brought smiles  
an ran into a  
n making a futile  
into the ropes.  
avoided the ne-  
ughing. Moran  
s face, while the  
ropes.  
soon forced the  
on the stomach  
to Moran's nose.  
ve more punches  
o the same place.  
ght lefts to the

son sent a hard  
man made a wild  
nt a left to the  
need to make it  
opponent. Moran  
son's face wide

negro sent a  
two to the face,  
to the body.  
oran went after  
holding on at the  
damage, however  
se comment. He  
tly separating the  
two shook hands.  
out. Johnson sent  
Moran's face. He  
to Moran's head,  
the negro's chest,  
and then Johnson  
at will. Moran  
a long ring and  
the winner.

## IN CYCLONE

everything in its  
n. Mich.—  
ay Die.

ch., June 29.—A  
outside of the  
ceeping away al-  
s path and injur-  
e of whom, it is  
ver. Among the  
red were: Mrs.  
r of County Clerk  
rs. George Spring-  
urles are believed  
ise and barn were  
way, as were also  
her son, Frank E.  
were also wrecked  
orm swept almost  
Eaton Rapids and  
m the Eaton town-  
ked almost every-

lina is in charge of the United States  
naval vessels in Santo Domingan wa-  
ters.

The text of Captain Russell's report  
to the navy department, dated June 26,  
is as follows:

"This afternoon about 5:30 when  
the Bordas artillery ashore fired shells  
into the city of Puerta Plata the Ma-  
chis anchored in the inner harbor and  
with some shots from her main bat-  
tery stopped the artillery fire into the  
city, after which there was no further  
firing.

### Have Control of Situation.

"We have the situation well in hand  
and no additional vessels, either United  
States or foreign, will be needed  
to prevent the bombardment of Pu-  
erta Plata. The prompt stopping of  
the artillery fire into the city this  
afternoon will have a very reassuring  
effect upon the Americans and  
other foreigners in the city, who have  
recently displayed great anxiety about  
their protection and safety."

## QUIZ HITS U. S. INSPECTORS

Assistant Commissioner Larned De-  
clared to Have Recommended  
Purchase of Poor Site.

Washington, June 29.—A shakeup in  
the immigration service is imminent  
because of charges made by Capt.  
Frank Ainsworth, an inspector, against  
a number of its prominent officials, in-  
cluding F. H. Larned, assistant com-  
missioner general. These charges in-  
clude unfair recommendations in prop-  
erty purchases for the service, lobby-  
ing, misstatements to congressional  
committee, incompetency, irregularities  
in expense accounts, destruction  
of records and neglect of duty. Besides  
Larned, the Ainsworth charges are  
levied at Roger O'Donnell, chief of a  
division in the immigration bureau; R.  
H. Taylor, an immigration inspector  
and formerly one of President Wilson's  
guards, and J. W. Heberle, another im-  
migrant inspector.

## 2 KILLED, 2 HURT, IN AUTO

Illinoisans Lose Their Lives When  
Their Machine Turns  
Turtle.

Bloomington, Ill., June 29.—Paul  
Griffith and Harry Peterson of this  
city were killed and two other men  
seriously injured when their automo-  
bile turned turtle near Hudson.

### Rail Wreck May Cost Two Lives.

Richwood, Ky., June 29.—Queen &  
Crescent south-bound fast passenger  
train No. 11, the "Royal Palm special,"  
running between Chicago and Jackson-  
ville, was wrecked about a mile from  
this place. The accident may prove  
fatal to Engineer Will Fleming and  
Fireman Tom Hutchison. It was  
caused by the rails giving way on a  
new "fill." The passengers escaped  
serious injury.

## WESTERN LEAGUE.

Denver, 4-3; Topeka, 7-5.  
St. Joseph, 2-3; Sioux City, 5-4.  
Omaha, 1-0; Des Moines, 2-8.  
Lincoln, 8; Wichita, 8.

## THREE 1 LEAGUE.

Bloomington, 3; Decatur, 11.  
Danville, 2; Peoria, 1.  
Dubuque, 2-2; Quincy, 1-4.  
Davenport, 3-2; Springfield, 2-3.

## CENTRAL ASSOCIATION.

Clinton, 6; Ottumwa, 0.  
Cedar Rapids, 2; Muscatine, 1.  
Marshalltown, 6-2; Burlington, 1-4.  
Waterloo, 9-3; Keokuk, 9-0.

## CENTRAL LEAGUE.

Fort Wayne, 1; Evansville, 2 (10 in-  
nings).  
Fort Wayne, 5; Evansville, 0 (seven in-  
nings).

Dayton, 2-4; Terre Haute, 1-3.

Grand Rapids, 0-4; Springfield, 3-3.

## WISCONSIN-ILLINOIS LEAGUE.

Rockford, 1; Oshkosh, 0 (11 innings).

Twin Cities, 4; Wausau, 3.

Green Bay, 0; Appleton, 0.

Madison, 4; Racine, 5.

## FIRE DESTOYS LAKE BOAT

Passenger Steamer Ministee Total  
Loss When Vessel Burns in Michi-  
gan—Loss Is \$300,000.

Grand Rapids, Mich., June 29.—The  
North Michigan Transportation com-  
pany's passenger steamer Manistee  
was completely destroyed by fire at  
Spring Lake, Mich., with a loss of  
\$300,000. Robert Larson, watchman,  
was badly burned in his efforts to ex-  
tinguish the fire. Twenty members of  
the crew, including Capt. George John-  
son, escaped. The hawsers securing  
the ship were burned and under pres-  
sure of a strong south wind the float-  
ing mass floated out upon the waters  
of Spring Lake. As it drifted hun-  
dreds of cottagers gathered on the  
shores and viewed the scene. For  
nearly two miles the flaring drifting  
continued before the ship finally broke  
into two pieces and sank out of sight  
in the middle of the lake.

## HAS TOO MANY WIVES

Michigan Bigamist Says He Wants  
Punishment—Had Wife for Week,  
Sought New One.

Chicago, June 29.—Suffering mental  
agonies from an overburden of wives,  
Earl Humber, citizen-at-large, asked  
the police to arrest him as a bigamist.  
"I've lived in a lot of places," he said,  
"and in most of them I have had wives.  
In Pontiac, Mich., I had a wife for a  
week, then left her and went to De-  
troit. I got another there, left her  
after two days and married another;  
then left her. There was a warrant  
out for me in Detroit charging bigamy,  
and my conscience wants me to take  
my punishment." Humber is being  
held pending an investigation of his  
story.

### Boy of Nine Kills Brother.

Janesville, Wis., June 29.—Edward  
Krueger, aged nine, shot and killed his  
eleven-year-old brother with a sup-  
posedly unloaded rifle at their home  
two miles from Milton Junction.

by a young man named Gavre Prinzip.  
The first shot struck the duchess low  
on the right side, while the second hit  
the archduke in the neck near the  
throat and pierced the jugular vein.

### Both Found to Be Dead.

The duchess became unconscious  
immediately and fell across the knee  
of her husband. The archduke also lost  
consciousness in a few seconds. The  
motor car in which they were seated  
drove straight to the palace, where  
army surgeons rendered first aid, but  
in vain. Neither the archduke nor the  
duchess gave any signs of life and the  
head of the hospital could only certify  
that both were dead.

The authors of both attacks, who  
were promptly arrested, are born Aus-  
trians. Cabrinovic worked for a  
few weeks in the government printing  
works at Belgrade. He returned to  
Sarajevo as a Servian chauvinist and  
made no concealment of his sympathy  
with the king of Servia. Both he and  
the actual murderer expressed them-  
selves to the police in the most cynical  
fashion about their crimes.

Neither of the assassins moved until  
the carriage horses were abreast of  
them. At that moment Cabrinovic  
leaped out into the road, hurling his  
bomb straight at the royal couple. His  
aim was faulty, but the deadly missile,  
striking in the roadway near the car-  
riage, exploded and sent a hail of frag-  
ments of steel and lead among the  
archduke's attendants. Count Wal-  
deck, Colonel Morizzi and four others  
fell, seriously wounded.

Then, while the crowd shrieked in  
horror and fell back in panic, the lift-  
ing smoke revealed the archduke and  
duchess sitting upright in their car-  
riage, apparently unharmed. Francis  
Ferdinand, noted for his courage,  
leaned forward as though to reassure  
the duchess, who also appeared to be  
perfectly calm.

As the archduke leaned forward the  
Servian youth sprang alongside the  
carriage, pistol in hand. The archduke,  
apparently catching the glint of the  
weapon, faced the youth, throwing his  
body in front of the duchess. Before  
he could do more, the student fired, the  
first bullet hitting the archduke in the  
face. Francis Ferdinand managed to  
remain upright for a moment and then,  
as the second shot struck him, fell  
back against the cushions of the car-  
riage. The youth, so close now that  
he could almost touch the duchess,  
continued firing, his bullets taking ef-  
fect in her abdomen. Each of his shots  
had struck a vital spot.

### Crown Will Go to Young Man.

Archduke Karl Franz Josef of Aus-  
tria, who becomes the heir apparent to  
the Austrian throne, was born August  
17, 1887, and is twenty-seven years  
old. He is the son of Archduke Otto  
Franz Joseph, a brother of the reign-  
ing emperor. Archduke Otto, his fa-  
ther, died eight years ago. Karl was  
married to Princess Zita October 11  
1911. They have one child, Charles  
Francis Joseph Otto, born November  
30, 1912.

**Excerpt from Chapter 21 of *A History of the United States*—Data Set 7**

“On July 28 Austria-Hungary declared war and bombarded Belgrade, the Serbian capital. The powderkeg had exploded. Instantly Europe erupted into war. The elaborate system of alliances came into play. Russia, leader of the Slavic world, felt it must aid Serbia, so it began to mobilize. This brought Germany, allied with Austria-Hungary, onto the scene. Russia was allied with France. Germany had long feared that it might be squeezed by an attack from both Russia and France at the same time. So Germany decided to strike them first. On August 1, Germany declared war on Russia and two days later on France. Then Germany moved swiftly to destroy that “guaranteed” Belgian neutrality, struck through Belgium into France. Now England, which had a defense agreement with France, plunged in against Germany. Then Bulgaria and Turkey joined the Central Powers—Germany and Austria-Hungary. Later, Japan and Italy came to the side of the Allies.”

Boorstin, Daniel J. and Brooks Mather Kelley. *A History of the United States* (Needham, Massachusetts: Prentice Hall, 2002), 547-548.

**Excerpt from Chapter 23 of Liberty, Equality, Power: A History of the American People—  
Post-Inquiry Data Set**

“Complicated alliances and defense treaties of the European nations undoubtedly hastened the rush toward war. But equally important was the fierce competition that existed among the larger powers to build the strongest economies, the largest armies and navies, and the grandest colonial empires. Britain and Germany, in particular, were engaged in a bitter struggle for European and world supremacy. Few Europeans had any idea that these military buildups might lead to a terrible war that would kill nearly an entire generation of young men and expose the barbarity lurking in their civilization. Historians now believe that several advisers close to the German emperor, Kaiser Wilhelm II, were actually eager to engage Russia and France in a fight for supremacy on the European continent. They expected that a European war would be swift and decisive—in Germany’s favor. But England and France also believed in their own superiority.”

Gerstle, Gary, James M. McPherson, John M. Murrin, Paul E. Johnson, Emily S. Rosenberg, and Norman L. Rosenberg. *Liberty, Equality, Power: A History of the American People* (New York: Harcourt Brace, 1999), 765.

### Inquiry Lesson Essay Rubric

Score	Thesis	Evidence	Procedure
3	Thesis is clearly stated and explains the student's top two hypotheses for what caused WWI	-Two pieces of evidence from the data sets are given to explain each hypothesis -Evidence supports thesis	Paragraphs have good flow, and essay is free from grammar or spelling errors
2	Thesis is stated, but the wording rambles and it is difficult to grasp what the student's hypotheses are	Only one piece of evidence from the data sets are given for each hypothesis	Paragraphs have good flow, but some grammar or spelling errors are present
1	Thesis is not present	Evidence is jumbled or does not clearly explain the hypothesis.	Paragraph is unreadable as a result of grammar and spelling errors, which disrupt the flow of the essay

## What Caused the World to Go to War in 1914?

Hypotheses	Supporting Evidence/Undermining Evidence

