World War One

Table of Contents

Activity One: Can You Stop the War? (Decision Making Activity)
Pages: 2 - 8

Activity Two: “Over the Top!” (Trench Warfare Simulation)
Pages: 9 - 14

Activity Three: World War One Poetry Analysis Activity
Pages: 15 - 26

Activity Four: Selections from “A White Man’s War? World War One and the West Indies” (Document Analysis Activity)
Pages: 27 - 34
Can You Stop the War?
*World War One – Decision Making Activity*

**Purpose:** Students will use collaborative skills to stop World War I.

**TEKs Correlation**
(1) History. The student understands traditional historical points of reference in world history. The student is expected to:
   (F) identify major causes and describe the major effects of the following important turning points in world history from 1914 to the present: the world wars and their impact on political, economic, and social systems

(10) History. The student understands the causes and impact of World War I. The student is expected to:
   (A) identify the importance of imperialism, nationalism, militarism, and the alliance system in causing World War I;

(31) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:
   (A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and
   (B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

**Materials Included:**
1A - Allied Powers scenario
1B - Central Powers scenario
1C - Individual decision sheet
1D - Group decision sheet

**Instructions**
1. Put students into pairs.
2. Give each pair a scenario - either the Central Powers *(document 1B)* or the Allied Powers *(document 1A)* - and an individual decision sheet *(document 1C)*.
   a. Students need to read the scenario. They will then come up with three possible solutions to the problem.
   b. They must come up with possible positive & negative consequences for each possible solution.
   c. Once students have done this, they need to pick their strongest solution & justify their answer.
3. Once the majority of class has completed their decision charts, please organize each side into large circles.
   a. First, each pair needs to present their strongest solution & the reason they picked it.
   b. After all pairs have presented, the group must come to a consensus on a group solution. As they are debating the group should be filling out the group decision sheet *(document 1D)*.
4. After each group has come to a consensus, have the group elect a representative. This representative will present the possible solution to the other group using document 1D.
a. The other group does NOT get to talk to the representative. The representative states their position and then leaves.

b. After the representative has left, THEN the group has 5 minutes to debate if they will take the opposite groups offer or reject it.

5. Have the students pick another representative. They will present the group’s final choice to the class.

6. Teacher will then debrief on why they made their choices, and then how close they were to the actual solution.
**Scenario:** Your country is in an alliance with Britain, France and Russia. Russia is an ally of Serbia. Your alliance is at odds with the Central Powers (Germany, Austria-Hungary, and the Ottoman Empire).

You are concerned about the Central Powers for several reasons. Germany has built a huge army and navy and is becoming very aggressive. Competition in Africa and Asia for resources has raised tensions and sporadic fighting is breaking out. The rise of aggressive nationalism is fueling border conflicts between France (your ally) and Germany (also between Austria-Hungary and Serbia). Tensions in Europe are rising, and countries are stockpiling weapons and preparing for war.

*News flash!* The Archduke of Austria-Hungary has been assassinated by a Serbian nationalist! Austria-Hungary is threatening to declare war on Serbia! If you cannot defuse the situation, this conflict will kick start the alliance system, and you will be pulled into a devastating war!

What do you do?????
**Scenario:** Your country is in an alliance with Austria-Hungary, Germany, and the Ottoman Empire. Your alliance is at odds with the Allied Powers (Britain, France, and Russia). Serbia is an ally of Russia.

You are concerned about the Allied Powers for several reasons. Britain is still the world’s leading power and thus a competitor with Germany for political influence and economic opportunity. Competition in Africa and Asia for resources has raised tensions and sporadic fighting is breaking out. The rise of violent nationalism is fueling border conflicts between Germany (your ally) and France (also between Austria-Hungary and Serbia). Tensions in Europe are rising, and countries are stockpiling weapons and preparing for war.

*News flash!* The Archduke of Austria-Hungary has been assassinated by a Serbian nationalist! Austria-Hungary is threatening to declare war on Serbia! If you cannot defuse the situation, this conflict will kick start the alliance system, and you will be pulled into a devastating war!

What do you do????
# World War I Decision Making Activity

<table>
<thead>
<tr>
<th>Options</th>
<th>Possible Positive Consequences</th>
<th>Possible Negative Consequences</th>
<th>What is your final decision? Why did you pick this?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
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<td>B.</td>
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<td>A.</td>
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<tr>
<td>B.</td>
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</tbody>
</table>
Decision Tree - Group Decision

Group: ______________________

Group members:

1. What will we do to solve this problem? What can we offer the other group?

2. What positive consequences will happen if the other group accepts our offer?
   A.
   B.

3. What negative consequences will happen if the other group does not accept our offer?
   A.
   B.

Remember, this is a negotiation – you want to get what you want with the LEAST possible cost to you!
4. What to say to the other group:

A. We are offering to ______________________________________.

B. You should ..... (2 ideas of what the other group should do and why!)

5. What the other group is offering us:

6. Do we accept the other group’s offer? YES or NO

Give two reasons supporting your decision below
“Over the Top!”
World War One - Trench Warfare Simulation

Purpose: have the students discover the conditions in the trenches

TEKs Correlation
(1) History. The student understands traditional historical points of reference in world history. The student is expected to:

(F) identify major causes and describe the major effects of the following important turning points in world history from 1914 to the present: the world wars and their impact on political, economic, and social systems; communist revolutions and their impact on the Cold War;

(10) History. The student understands the causes and impact of World War I. The student is expected to:
(B) identify major characteristics of World War I, including total war, trench warfare, modern military technology, and high casualty rates;

Materials Needed:
- Black butcher paper
- Tape
- Wire garland (with stars)
- Glowstick bracelets
- Christmas lights
- Notebook paper & pencils
- “Ammunition” papers (document 3B)
- Signs – Central Powers & Allied Powers (document 3A)

Room Setup* see diagram on the next page!

1. Divide room into two sides, labeling each “Central Powers” or “Allied Powers.”
2. Move the desks to make a “trench” in the middle of the room. Use the black butcher paper to cover the “trench” desks, the windows, and any other light sources in the room. The room should be as dark as possible when the simulation starts.
3. String the Christmas lights on the far sides of the trench for ambient light.
4. Use the wire garland at the top of the trench to simulate barbed wire.
5. If you want sound during your simulation, there are places to find war sounds
   a. If you have an android device, you can use this app to play war sounds:
   b. If you have an Ipad / Iphone, you can use this app to play war sounds:
   c. If you have a PC, you can use this site to play war sounds: http://soundbible.com/tags-war.html
Room Setup

Christmas Lights

Desk
Desk
Desk
Desk
Desk
Desk
Desk

Trench

Black Butcher Paper

Wire garland

Desk
Desk
Desk
Desk
Desk
Desk

Christmas Lights
Simulation Instructions:

1. When the students arrive, assign them to a side of the conflict. Have all students put their bags out of the way (possibly against a wall or on a table).
2. Instruct students to take out a pencil / pen and a piece of paper – that is all they will need.
3. Pass out two “ammunition” cards to each student (document 3B).
   a. Have the students tear the ammunition card in half (document 3B) into two parts. Each student needs 2 safe cards & two blank cards.
   b. Students need to crumple the “safe” cards into small balls.
   c. On the blank papers, students need to write two scenarios that might happen to them in the battle. Some examples include:
      i. Bitten by rats
      ii. Arm blown off
      iii. Trench-foot
      iv. Deaf from explosions
   d. Students will then crumple up their “scenario cards” to use as ammunition. They should have 4 “missiles” total.
4. Pass out glow bracelets to all students. Tell them that these are their chemical lights and cannot be broken yet. They will be used during the simulation.
5. Once students are in position and suitably “armed” with their ammunition, paper & pencil, start the simulation.
   a. Turn the lights off. Have the students break their chem lights.
   b. Instruct the students that they have been assigned to the Western Front. They are going to write a letter home to their parents / loved ones about conditions on the Western Front. (Here I usually adlib about the conditions at the front -- rats, diseases, mud, etc).
   c. Remind the students that at no time should they lift their head above the trench because it could be shot off.
   d. If you want, play a clip to inspire / interest them. There are many on YouTube – these are just suggestions (they are both violent, so I would recommend previewing them first).
      i. http://www.youtube.com/watch?v=oeJkpsOqQgc
      ii. http://www.youtube.com/watch?v=SXtsiqrhqsU
   e. Remind the students at any time a battle could break out, and they would be expected to join in. If they did not, their governments would shoot them for treason.
   f. Have students begin their letter.
   g. Begin to play sounds from the trenches (particularly the rain & gunshots).
   h. Two minutes after the lights go out scream “Over the edge!” Students need to through their paper missiles across the trench. Remind them to keep their heads down otherwise they will be declared dead. Students must keep throwing the entire time you yell “Fire FireFire!”
   i. Once the firing has stopped, students need to pick up the nearest ball. The students need to unfold the ball and incorporate whatever scenario they found into their story.
   j. Repeat as many times as you want.

Personal Note

I love this simulation & so do my students. I find it works perfectly on a 45 minute day if you just want to run the simulation – getting the kids in the room, explaining, “battling”, and then cleaning up is about 45 minutes. I have also used it in a block schedule as the whole day. My students come in & we start talking about World War One in the divided classroom – they do everything (notes on the causes, the simulation, the effect) in that divided classroom to symbolize the shifts that had broken Europe & the divisions that were left after the war too.
Allied Powers
Central Powers
World War One Poetry Analysis Activity

**Purpose:** Students will analyze primary sources for their inspiration & then create poetry based on primary sources.

**TEKs Correlation**

(1) History. The student understands traditional historical points of reference in world history. The student is expected to:
   (F) identify major causes and describe the major effects of the following important turning points in world history from 1914 to the present: the world wars and their impact on political, economic, and social systems;

(10) History. The student understands the causes and impact of World War I. The student is expected to:
   (B) identify major characteristics of World War I, including total war, trench warfare, modern military technology, and high casualty rates;

(26) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:
   (B) analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced; and

(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
   (C) explain the differences between primary and secondary sources and examine those sources to analyze frame of reference, historical context, and point of view;
   (E) identify bias in written, oral, and visual material;

(30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
   (B) use standard grammar, spelling, sentence structure, and punctuation;
   (C) interpret and create written, oral, and visual presentations of social studies information; and
   (D) transfer information from one medium to another.

**Materials Included:**

3A - Poem – Suicide in the Trenches by Siegfried Sassoon
3A - Poem -- The Song of the Mud by Mary Borden-Turner
3B - A.P.P.L.E. Document Analysis Tool
3C - Renga Poetry Student Instructions
3C - Renga Poetry Writing Sheet
3D – Photographs (set of 5)

**Instructions**

1. Pair students together.
2. Hand out copies of “Suicide in the Trenches” and “The Song of the Mud” (documents 3A) to each pair.
3. Have the students complete the A.P.P.L.E. analysis for each poem.
   a. Once the students have done this, have them brainstorm what types of images come to mind from these poems.
   b. Have the students “illustrate” the poems in the boxes at the bottom of the A.P.P.L.E. sheet.
4. Put students into groups of four. Arrange the desks so that all students are facing each other.
5. Hand out the instruction sheet & go over it with the students. Stress to the students that renga poetry is about collaboration and reactions – not about historical accuracy.
6. Give students the packet of photographs.
7. Have the students take out the photographs, choose the one they prefer, and place it in the center of the desks so that all students can see it.
8. Give the students two minutes to look at the photograph without speaking.
9. Once the minute is up, give the students 1 minute to write one line of poetry on their paper inspired by the photograph.
10. When the minute is up, have the students rotate papers clockwise and add a second line of poetry onto the paper – it can be a response to the first line or a continuation.
11. Students will rotate papers until they have four 8 line poems.
12. Students will then stop and vote on which poem they will present to class. Students will elect one reader to share with the class.
13. Repeat the process.
SUICIDE IN THE TRENCHES

By Siegfried Sassoon, 1917

I knew a simple soldier boy
Who grinned at life in empty joy,
Slept soundly through the lonesome dark,
And whistled early with the lark.

In winter trenches, cowed and glum,
With crumps and lice and lack of rum,
He put a bullet through his brain.
No one spoke of him again.

You smug-faced crowds with kindling eye
Who cheer when soldier lads march by,
Sneak home and pray you'll never know
The hell where youth and laughter go.

This is the song of the mud, the obscene, the filthy, the putrid,
The vast liquid graves of our Armies –
It has drowned our men –
Its monstrous distended belly reeks with the undigested dead –
Our men have gone down into it, sinking slowly, and struggling and slowly disappearing.
Our fine men, our brave, strong young men,
Our glowing, red, shouting, brawny men,
Slowly, inch by inch, they have gone down into it.
Into its darkness, its thickness, its silence,
Relentlessly it drew them down, sucking them down,
They have been drowned there in thick, bitter, heaving mud --
APPLE Primary Source Analysis

Author:
Who created the source? What do you know about the author? What is the author’s point of view?

Place and Time:
Where and when was the source produced? How might this affect the meaning of the source?

Prior Knowledge:
What do you already know that helps you understand the source? For example, do you recognize any symbols, people, terms, or other ideas?

Listeners (or “Lookers”):
Who is the audience? Who was the primary source created for? How might this affect the reliability of the source?

Effect:
Why is this source important? How does this primary source change history? Ask yourself, “So what?”

<table>
<thead>
<tr>
<th>Suicide in the Trenches</th>
<th>The Song of the Mud</th>
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</thead>
<tbody>
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<td></td>
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</table>
Renga Poetry Student Instructions

There are five images in each packet. Place all the images on the desk in front of your group. Each person should look at the photos. Pick one for the group.

1. As you gaze at your selected image, compose a line of poetry about your picture.
2. Once everyone has written their first lines on their own pieces of paper group members exchange papers clockwise.
3. Add a line of poetry to the poem you have just received. It should complement the line already written. (Do not repeat the line you wrote on your piece of paper!)
4. Follow the tone set by your group mate.
5. Be creative, use figurative language and rich imagery.
6. Exchange papers until you have added two lines to everyone's poem.
7. Share the poems.
8. Revise and edit. You may work with one poem or all of them. You may add lines from other poems to make a longer poem. You can work to improve the language of a poem.
9. Be sure to site on your paper which image you used as inspiration.
Renga Poetry –
*Trench Warfare*

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http://www.flickr.com/photos/drakegoodman/6463180139/
http://www.flickr.com/photos/drakegoodman/8192809242/
drakegoodman. An Extraordinary Photograph Depicting an Eastern Front Battlefield, Littered with the Bodies of Soldiers (possibly Russian or Serbian), Killed in Their Shallow Shell-scrapes. 1916. Web. 29 Aug. 2013. 
http://www.flickr.com/photos/drakegoodman/8599653636/in/pool-greatwararchive
Selections from “A White Man's War? World War One and the West Indies”

World War One - Document Analysis Activity

Purpose: Students will practice oral summarization and analysis of texts to discover the colonial role in World War I.

TEKs Correlation
(1) History. The student understands traditional historical points of reference in world history. The student is expected to:
   (F) identify major causes and describe the major effects of the following important turning points in world history from 1914 to the present: the world wars and their impact on political, economic, and social systems; independence movements;
(10) History. The student understands the causes and impact of World War I. The student is expected to:
   (A) identify the importance of imperialism, nationalism, militarism, and the alliance system in causing World War I;
   (B) identify major characteristics of World War I, including total war, trench warfare, modern military technology, and high casualty rates;
(13) History. The student understands the impact of major events associated with the Cold War and independence movements. The student is expected to:
   (E) summarize the rise of independence movements in Africa, the Middle East, and South Asia and reasons for ongoing conflicts; and
(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
   (F) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time;
(30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
   (B) use standard grammar, spelling, sentence structure, and punctuation;
   (C) interpret and create written, oral, and visual presentations of social studies information; and

Materials Included:
2A – “A” selections from “A White Man’s War?”
2B – “B” selections from “A White Man’s War?”
2C–B activity sheet
2D – A activity sheet

Instructions
1. Hand out the A selection (document 2A.1) to half the students and the B selection (document 2B.1) to the other half of the students. Try to have an even number of “A” & “B” articles.
2. Give students 10 – 15 minutes to read their selection & summarize it.
3. After students have finished summarizing their article, put the students in pairs (one A & one B article per pair).
   a. The student who has the “A” article will receive the A activity sheet (document 2D). This sheet contains questions for the “B” article.
   b. The student who has the “B” article will receive the B activity sheet (document 2C). This sheet
contains questions for the “A” article.

4. Next, the students will create an oral summary of their part of the article.
   a. The student who has the “A” article presents first. They have 3 minutes to summarize their article orally to the “B” person. Student B will write the summary down on their sheet. If, in those three minutes, student A does not answer the questions on the bottom of the sheet, student B must orally prompt student A to answer them.
   b. When the three minutes is up, the roles switch: Student B will now orally summarize the article, and student A will write that summary down. If, in those three minutes, student A does not answer the questions on the bottom of the sheet, student B must orally prompt student A to answer them.

5. After the time is up, give the students 5 minutes to fill in the chart at the bottom together.
6. Have students then come to the board & write their answers to the chart.
The colonies join the war effort

By the outbreak of war in 1914, centuries of alienation and the suppression of the remnants of African cultural practices, and the proliferation of British institutions, culture and language, had created staunchly loyal Black Britishers in Barbados and other colonies. The expression of support for Britain from the West Indian population was therefore, not surprisingly, quite overwhelming.

Gifts to the value of several thousand pounds were contributed by the colonies to the war effort; these included sugar, rum, oil, lime, cotton, rice, clothing, logwood, and nine aeroplanes. A total of 11 ambulances and adequate funds for their maintenance were donated, and approximately two million pounds sterling was given to the British government and charities. These donations were made in spite of severe hardships caused by major increases in the cost of living throughout the region which occurred with the proclamation of war. …

… In several colonies including Trinidad, Grenada, Jamaica and British Honduras, a number of blacks adopted the position that it was a white man's war and therefore black people should not get involved.

Black and coloured reformers who were attacking Crown Colony government in the West Indies regarded the war as an important blessing for the movement for representative government, which was gaining great momentum in the region by 1914. Like their compatriots in South Africa, West Indian middle-class blacks were aware of the relevance of the war in their struggle for political and constitutional change. Couched beneath their protestations of patriotism was a clear linkage between their support for the war effort and the grant of the reforms they desired. …

This section is about _________________________________________________________________________
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__________________________________________________________________________________________
__________________________________________________________________________________________
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Recruitment and return

In the West Indies - as throughout most of the empire, with the exception of some areas of West Africa where coercion was used - the local officials and other recruiting bodies tended to employ moral persuasion in order to attract volunteers as well as the typical 'carrot and stick' measures - medals, glory, discipline, exercise and free land at the cessation of hostilities. The economic advantages of enlisting also constituted a central theme used by recruiters in virtually every territory. In the prevailing conditions of high unemployment, spiraling cost of living, and depressed wages, the groups most susceptible to the economic incentives included plantation workers, artisans and the many unemployed of the working class in the towns.

By the middle of 1916, men rejected in England as unfit or as invalid had begun to return to the West Indies. The exaggerated promises which recruiters pedaled would have become apparent to these men and the public because, without exception, the local governments had made little preparation for the invalids. Moreover, those men discharged as unfit or undesirable were not entitled to any benefits or pensions, while those who were entitled to benefits experienced excessively long delays before they received assistance. In Jamaica the
men were usually given a few shillings, a cheap suit of clothes and free railway transport to their home, but because of transportation problems some had to remain in Kingston for several days. This exhausted their money even before they actually left for home. The situation created major dissatisfaction because many had no other form of support. Having relinquished their jobs to fight for King and Country these men were left to experience destitution and poverty.

This section is about _______________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
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__________________________________________________________________________________________

The Halifax Incident

The spectacle of returning invalids had a sobering effect on potential recruits. …. In Jamaica, however, it was the catastrophic journey of their third contingent that dramatically brought home the possible dangers which awaited potential recruits. On 6 March 1916 the third Jamaica contingent, comprising 25 officers and 1,115 other ranks, departed for England on board the ship *Verdala*. Due to enemy submarine activity in the region, the Admiralty ordered the ship to make a diversion to Halifax - but before it could reach its destination it encountered a blizzard. Since the *Verdala* was not adequately heated and the black soldiers had not been properly equipped with warm clothing, substantial casualties resulted: approximately 600 men suffered from exposure and frostbite and there were five immediate deaths…..

This section is about: _______________________________________________________________________
__________________________________________________________________________________________
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Discrimination at war

Even though there was a high degree of standardisation and regularisation in the disciplinary code structure of the army, inequalities in attitudes towards and treatment of the different races, classes and ethnic groups did exist. Major problems of discrimination were to be found in the practical application of army regulations in an environment in which stereotypes of race and class were prevalent. Even though the army structure and system of accountability did in many instances eventually vindicate the rights of all soldiers, adjustment into army life was usually more difficult and precarious for the black soldier than for his white counterpart because of racism. One veteran, Sir Etienne Dupuch, wrote of the 'consciousness of discrimination' against 'native troops' which blacks felt in the army.

One response adopted by the black soldiers was to write to local newspapers urging for 'something hot' to be written against race prejudice. Their intention was to mobilise West Indian public opinion in the hope of getting proper representation and possibly relief from the daily harassment. In fact, soldiers sometimes accused the papers and the local public of getting them into these difficulties by having urged them to enlist.…. 

Relations in Egypt within the BWIR battalions which were most representative of the West Indian colonies were normally friendly, but this was not automatic or immediate. Amicable relations developed over time through interaction and communication, induced by their common experiences.

Mutiny at Taranto

After Armistice Day, on 11 November 1918, the eight BWIR battalions in France and Italy were concentrated at Taranto in Italy to prepare for demobilisation. They were subsequently joined by the three battalions from Egypt and the men from Mesopotamia. As a result of severe labour shortages at Taranto, the West Indians had to assist with loading and unloading ships and do labour fatigues. This led to much resentment, and on 6 December 1918 the men of the 9th Battalion revolted and attacked their officers. On the same day, 180 sergeants forwarded a petition to the Secretary of State complaining about the pay issue, the failure to increase their separation allowance, and the fact that they had been discriminated against in the area of promotions….. Approximately 60 soldiers were later tried for mutiny and those convicted received sentences ranging from three to five years, but one man got 20 years, while another was executed by firing squad.

Although the mutiny was crushed, the bitterness persisted, and on 17 December about 60 NCOs held a meeting to discuss the question of black rights, self-determination and closer union in the West Indies. An organisation called the Caribbean League was formed at the gathering to further these objectives. At another meeting on 20 December….a sergeant of the 3rd BWIR argued that the black man should have freedom and govern himself in the West Indies and that if necessary, force and bloodshed should be used to attain these aims.
His sentiments were loudly applauded by the majority of those present….. The soldiers decided to hold a general strike for higher wages on their return to the West Indies…..

Home Front

Even more alarming to the authorities, especially those in the West Indies, was the fact that between 1916 and 1919 a number of colonies including St Lucia, Grenada, Barbados, Antigua, Trinidad, Jamaica and British Guiana experienced a series of strikes in which people were shot and killed….When the disgruntled BWIR soldiers began arriving back in the West Indies they quickly joined a wave of worker protests resulting from a severe economic crisis produced by the war, and the influence of black nationalist ideology espoused by black nationalist leader Marcus Garvey and others. Disenchanted soldiers and angry workers unleashed a series of protest actions and riots in a number of territories including Jamaica, Grenada and especially in British Honduras.

West Indian participation in the war was a significant event in the still ongoing process of identity formation in the post-emancipation era of West Indian history. The war stimulated profound socio-economic, political and psychological change and greatly facilitated protest against the oppressive conditions in the colonies, and against colonial rule by giving a fillip to the adoption of the nationalist ideologies of Marcus Garvey and others, throughout the region. The war also laid the foundation for the nationalist upheavals of the 1930s in which World War One veterans were to play a significant role.
Summary:

Student MUST answer these questions in the summary. If they do not, ask them the following:

1. What did the colonies contribute to the war effort?
2. How were the men treated if they were discharged as unfit or undesirable?
3. Why were people so upset about the Halifax Incident?

<table>
<thead>
<tr>
<th>What did the colonies contribute to World War I?</th>
<th>What did the colonies expect to get from World War I?</th>
<th>What did the colonies actually get from World War I?</th>
</tr>
</thead>
</table>
Student MUST answer these questions in the summary. If they do not, ask them the following:

1. What were the black soldiers’ responses to being discriminated during the war?
2. Why did the soldiers commit mutiny at Taranto?
3. When the soldiers went home and protested their treatment, what were the results?

<table>
<thead>
<tr>
<th>What did the colonies contribute to World War I?</th>
<th>What did the colonies expect to get from World War I?</th>
<th>What did the colonies actually get from World War I?</th>
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