

ACTIVITY (TEACHER INSTRUCTIONS)

The Bosnian Crisis of 1908

Overview

In this activity, students create plans for successfully resolving the crisis that occurred following Austria-Hungary's annexation of Bosnia and Herzegovina in 1908.

Handouts for each student:

- Reading: **A Fire Waiting to Be Lit: The Origins of World War I**
- **The Bosnian Crisis of 1908 (Student Instructions)**
- **Graphic Organizer for the Bosnian Crisis of 1908**

Procedure

1. Explain the importance of the crisis following the annexation of Bosnia and Herzegovina in 1908, that some historians believe the crisis was the last chance to prevent the First World War. Tell students that they are going to get a chance to create a plan to successfully resolve the crisis and perhaps avert the world war.
2. Divide the class into small groups. Distribute the handouts to students.
3. Review with students each of the instructions on a, b, c, and d on the handout, answering any questions they may have.
4. Give them time to complete the activity.
5. Call on groups to present their plans. Hold a brief discussion of each, pointing out the pros and cons of the plan. When all groups have presented, conclude by holding a class vote on which plan was the best.

Common Core College and Career Readiness Anchor Standards

Speaking and Listening

Comprehension and Collaboration:

CCSS.ELA-Literacy.CCRA.SL.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.CCRA.SL.2

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Presentation of Knowledge and Ideas:

CCSS.ELA-Literacy.CCRA.SL.4

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.CCRA.SL.6

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Reading

Key Ideas and Details:

CCSS.ELA-Literacy.CCRA.R.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-Literacy.CCRA.R.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Integration of Knowledge and Ideas

CCSS.ELA-Literacy.CCRA.R.8

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Common Core State Standards

CCSS.ELA-Literacy.SL.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades [9-10 or 11-12] topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.1.a

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-Literacy.SL.1.b

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-Literacy.SL.1.c

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-Literacy.SL.1.d

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CCSS.ELA-Literacy.SL.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-Literacy.RH.1

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-Literacy.RH.9

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

CCSS.ELA-Literacy.WHST.9

Draw evidence from informational texts to support analysis, reflection, and research.

ACTIVITY# 1 (STUDENT INSTRUCTIONS)

The Bosnian Crisis of 1908

Some historians believe the last step toward the First World War was the crisis surrounding the annexation of Bosnia and Herzegovina in 1908. If that crisis could have been resolved better, perhaps the war could have been avoided. Your group is going to create a realistic plan to successfully resolve the crisis, which will hopefully prevent the First World War from happening. Your goal is to resolve the crisis so that another crisis will not occur in the Balkans.

Your group should do the following:

- a. Reread the article (including the news article from the *New York Times* of October 7, 1908) and discuss the crisis.
- b. List the countries (and provinces) directly involved in the crisis. For each, discuss and answer the questions below. Use the **Graphic Organizer for the Bosnian Crisis of 1908** to help you organize these answers.
 - (1) What did it want and why?
 - (2) Which countries/provinces opposed it getting what it wanted and why? (Also include in this answer countries not directly involved in the crisis.)
 - (3) How might each of these differences be resolved?
- c. Create a plan to resolve the crisis. Remember: Not all countries are equals. More accommodations must be made to great powers, and the greater the power, the greater the accommodation. But try to give everyone something. Humiliation and frustration of even a lesser power can lead to disaster (see World War I for evidence of this point).
- d. Prepare to present your plan to the class and explain why it resolves the crisis.



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GRAPHIC ORGANIZER FOR THE BOSNIAN CRISIS OF 1908

Countries (or Provinces) Directly Involved	What Did It Want and Why?	Which Countries / Provinces Opposed It and Why?	Possible Resolution Between the Countries
Russia			
Austria-Hungary			
Ottoman Empire			
Germany			
Serbia			
Bulgaria			
Bosnia and Herzegovina			