

American troops staging a gas attack to show ill effects of forgetting a gas mask, 1918

E. F. Skinner, *For King and Country*
(women in munitions factory)

Marching Toward War

MAIN IDEA

POWER AND AUTHORITY In Europe, military buildup, nationalistic feelings, and rival alliances set the stage for a continental war.

WHY IT MATTERS NOW

Ethnic conflict in the Balkan region, which helped start the war, continued to erupt in that area in the 1990s.

TERMS & NAMES

- militarism
- Triple Alliance
- Kaiser Wilhelm II
- Triple Entente

SETTING THE STAGE At the turn of the 20th century, the nations of Europe had been largely at peace with one another for nearly 30 years. This was no accident. Efforts to outlaw war and achieve a permanent peace had been gaining momentum in Europe since the middle of the 19th century. By 1900, hundreds of peace organizations were active. In addition, peace congresses convened regularly between 1843 and 1907. Some Europeans believed that progress had made war a thing of the past. Yet in a little more than a decade, a massive war would engulf Europe and spread across the globe.

Rising Tensions in Europe

While peace and harmony characterized much of Europe at the beginning of the 1900s, there were less visible—and darker—forces at work as well. Below the surface of peace and goodwill, Europe witnessed several gradual developments that would ultimately help propel the continent into war.

The Rise of Nationalism One such development was the growth of nationalism, or a deep devotion to one's nation. Nationalism can serve as a unifying force within a country. However, it also can cause intense competition among nations, with each seeking to overpower the other. By the turn of the 20th century, a fierce rivalry indeed had developed among Europe's Great Powers. Those nations were Germany, Austria-Hungary, Great Britain, Russia, Italy, and France.

This increasing rivalry among European nations stemmed from several sources. Competition for materials and markets was one. Territorial disputes were another. France, for example, had never gotten over the loss of Alsace-Lorraine to Germany in the Franco-Prussian War (1870). Austria-Hungary and Russia both tried to dominate in the Balkans, a region in southeast Europe. Within the Balkans, the intense nationalism of Serbs, Bulgarians, Romanians, and other ethnic groups led to demands for independence.

Imperialism and Militarism Another force that helped set the stage for war in Europe was imperialism. As Chapter 11 explained, the nations of Europe competed fiercely for colonies in Africa and Asia. The quest for colonies sometimes pushed European nations to the brink of war. As European countries continued to compete for overseas empires, their sense of rivalry and mistrust of one another deepened.

CALIFORNIA STANDARDS

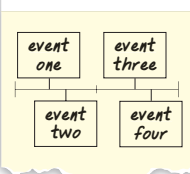
10.5.1 Analyze the arguments for entering into war presented by leaders from all sides of the Great War and the role of political and economic rivalries, ethnic and ideological conflicts, domestic discontent and disorder, and propaganda and nationalism in mobilizing the civilian population in support of "total war."

10.5.5 Discuss human rights violations and genocide, including the Ottoman government's actions against Armenian citizens.

HI 1 Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.

TAKING NOTES

Summarizing Create a time line of major events that led to the start of World War I.



The Great War 407

OBJECTIVES

- Identify the political and military forces at work in Europe in the late 1800s.
- List the countries that made up the Triple Alliance and the Triple Entente.
- Summarize the events that set World War I in motion.

1 FOCUS & MOTIVATE

Ask students to discuss situations in which they formed alliances with others. How did they go about enlisting people in their cause? (*Possible Answers: convincing them of its rightness or of the consequences of remaining unallied*)

2 INSTRUCT

Rising Tensions in Europe

10.5.1

Critical Thinking

- How do imperialism and militarism work together to promote war? (*Militarism gives a nation the means to carry out its imperialistic aims of taking over other nations.*)

CALIFORNIA RESOURCES

California Reading Toolkit, p. L58
California Modified Lesson Plans for English Learners, p. 111
California Daily Standards Practice Transparencies, TT50
California Standards Enrichment Workbook, pp. 55–56, 63–64
California Standards Planner and Lesson Plans, p. L107
California Online Test Practice
California Test Generator CD-ROM
California Easy Planner CD-ROM
California eEdition CD-ROM

SECTION 1 PROGRAM RESOURCES

ALL STUDENTS

In-Depth Resources: Unit 4

- Guided Reading, p. 1
- Skillbuilder Practice: Summarizing, p. 6
- History Makers: Wilhelm II, p. 16

Formal Assessment

- Section Quiz, p. 226

ENGLISH LEARNERS

In-Depth Resources in Spanish

- Guided Reading, p. 103
- Skillbuilder Practice, p. 107

Reading Study Guide (Spanish), p. 137

Reading Study Guide Audio CD (Spanish)

STRUGGLING READERS

In-Depth Resources: Unit 4

- Guided Reading, p. 1
- Building Vocabulary, p. 5
- Skillbuilder Practice: Summarizing, p. 6
- Reteaching Activity, p. 20

Reading Study Guide, p. 137

Reading Study Guide Audio CD

GIFTED AND TALENTED STUDENTS

In-Depth Resources: Unit 4

- Primary Source: The Murder of Archduke Franz Ferdinand, p. 9

Electronic Library of Primary Sources

- "Death Comes to Sarajevo"

INTEGRATED TECHNOLOGY

eEdition CD-ROM

Voices from the Past Audio CD

Power Presentations CD-ROM

Electronic Library of Primary Sources

- "Death Comes to Sarajevo"

classzone.com

More About . . .

Militarism

By 1914, the standing armies of European nations included the following numbers of soldiers: Germany—4.5 million; Russia—5.9 million; France—4.2 million; Austria-Hungary—3 million. Britain had a navy nearly as large as the other navies combined.

Tangled Alliances

10.5.1

Critical Thinking

- What did Bismarck mean by calling Germany “a satisfied power”? (*that it had no further imperialistic aims*)
- How could a dispute between the Triple Alliance and the Triple Entente draw all of Europe into the conflict? (*by forcing the other countries to take sides in self-defense*)

History Makers

Kaiser Wilhelm II

What does Wilhelm II’s deceitfulness say about his values? (*Possible Answer: Any means to power was justified.*)

Wilhelm’s extreme arrogance may have partly stemmed from his disability, a shriveled left arm.

In-Depth Resources: Unit 4

- History Makers: Wilhelm II, p. 16

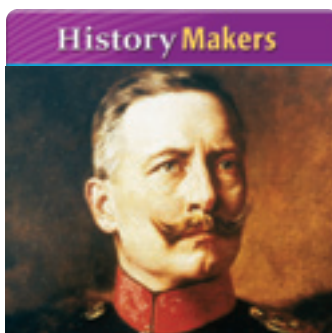
Yet another troubling development throughout the early years of the 20th century was the rise of a dangerous European arms race. The nations of Europe believed that to be truly great, they needed to have a powerful military. By 1914, all the Great Powers except Britain had large standing armies. In addition, military experts stressed the importance of being able to quickly mobilize, or organize and move troops in case of a war. Generals in each country developed highly detailed plans for such a mobilization.

The policy of glorifying military power and keeping an army prepared for war was known as **militarism**. Having a large and strong standing army made citizens feel patriotic. However, it also frightened some people. As early as 1895, Frédéric Passy, a prominent peace activist, expressed a concern that many shared:

PRIMARY SOURCE

The entire able-bodied population are preparing to massacre one another; though no one, it is true, wants to attack, and everybody protests his love of peace and determination to maintain it, yet the whole world feels that it only requires some unforeseen incident, some unpreventable accident, for the spark to fall in a flash . . . and blow all Europe sky-high.

FRÉDÉRIC PASSY, quoted in *Nobel: The Man and His Prizes*



History Makers

Kaiser Wilhelm II
1859–1941

Wilhelm II was related to the leaders of two nations he eventually would engage in war. Wilhelm, George V of Great Britain, and Nicholas II of Russia were all cousins.

The kaiser thought a great deal of himself and his place in history. Once, when a doctor told him he had a small cold, Wilhelm reportedly responded, “No, it is a big cold. Everything about me must be big.”

He also could be sly and deceitful. After forcing the popular Bismarck to resign, Wilhelm pretended to be upset. Most people, however, including Bismarck, were not fooled.

INTEGRATED TECHNOLOGY

RESEARCH LINKS For more on Wilhelm II, go to classzone.com

Tangled Alliances

Growing rivalries and mutual mistrust had led to the creation of several military alliances among the Great Powers as early as the 1870s. This alliance system had been designed to keep peace in Europe. But it would instead help push the continent into war.

Bismarck Forges Early Pacts Between 1864 and 1871, Prussia’s blood-and-iron chancellor, Otto von Bismarck, freely used war to unify Germany. After 1871, however, Bismarck declared Germany to be a “satisfied power.” He then turned his energies to maintaining peace in Europe.

Bismarck saw France as the greatest threat to peace. He believed that France still wanted revenge for its defeat in the Franco-Prussian War. Bismarck’s first goal, therefore, was to isolate France. “As long as it is without allies,” Bismarck stressed, “France poses no danger to us.” In 1879, Bismarck formed the Dual Alliance between Germany and Austria-Hungary. Three years later, Italy joined the two countries, forming the **Triple Alliance**. In 1881, Bismarck took yet another possible ally away from France by making a treaty with Russia.

Shifting Alliances Threaten Peace In 1890, Germany’s foreign policy changed dramatically. That year, **Kaiser Wilhelm II**—who two years earlier had become ruler of Germany—forced Bismarck to resign. A proud and stubborn man, Wilhelm II did not wish to share power with anyone. Besides wanting to assert his own power, the new kaiser was eager to show the world just how mighty Germany had become. The army was his greatest pride. “I and the army were born for one another,” Wilhelm declared shortly after taking power.

DIFFERENTIATING INSTRUCTION: STRUGGLING READERS

Understanding Primary Sources

Class Time 20 minutes

Task Restating primary source material in everyday language

Purpose To grasp Frédéric Passy’s ideas

Instructions Divide students into groups. Have a volunteer from each group read the Passy quotation aloud. Then have the group members discuss the main idea he is trying to get across. Instruct them to then return to the Primary Source quotation and restate the main idea of each phrase in their own words. After the groups are finished, have them share their restatements with the class and create a combined chart listing both Passy’s original statements and their coordinated restatements. Completed charts may look like this:

Original Phrase	Restatement
1. The entire able-bodied population are preparing to massacre one another; though no one, it is true, wants to attack	1. People want to kill each other, but don’t want to act first.
2. and everybody protests his love of peace and determination to maintain it	2. They say they want to keep peace.
3. yet the whole world feels that it only requires some unforeseen incident, some unpreventable accident, for the spark to fall in a flash and blow all Europe sky-high	3. They think that any small event could set off a war in Europe.

Wilhelm let his nation's treaty with Russia lapse in 1890. Russia responded by forming a defensive military alliance with France in 1892 and 1894. Such an alliance had been Bismarck's fear. War with either Russia or France would make Germany the enemy of both. Germany would then be forced to fight a two-front war, or a war on both its eastern and western borders.

Next, Wilhelm began a tremendous shipbuilding program in an effort to make the German navy equal to that of the mighty British fleet. Alarmed, Great Britain formed an entente, or alliance, with France. In 1907, Britain made another entente, this time with both France and Russia. The **Triple Entente**, as it was called, did not bind Britain to fight with France and Russia. However, it did almost certainly ensure that Britain would not fight against them.

By 1907, two rival camps existed in Europe. On one side was the Triple Alliance—Germany, Austria-Hungary, and Italy. On the other side was the Triple Entente—Great Britain, France, and Russia. A dispute between two rival powers could draw all the nations of Europe into war.

Crisis in the Balkans

Nowhere was that dispute more likely to occur than on the Balkan Peninsula. This mountainous peninsula in the southeastern corner of Europe was home to an assortment of ethnic groups. With a long history of nationalist uprisings and ethnic clashes, the Balkans was known as the “powder keg” of Europe.

A Restless Region By the early 1900s, the Ottoman Empire, which included the Balkan region, was in rapid decline. While some Balkan groups struggled to free themselves from the Ottoman Turks, others already had succeeded in breaking away from their Turkish rulers. These peoples had formed new nations, including Bulgaria, Greece, Montenegro, Romania, and Serbia.

Nationalism was a powerful force in these countries. Each group longed to extend its borders. Serbia, for example, had a large Slavic population. It hoped to absorb all the Slavs on the Balkan Peninsula. Russia, itself a mostly Slavic nation, supported Serbian nationalism. However, Serbia's powerful northern neighbor, Austria-Hungary, opposed such an effort. Austria feared that efforts to create a Slavic state would stir rebellion among its Slavic population.

In 1908, Austria annexed, or took over, Bosnia and Herzegovina. These were two Balkan areas with large Slavic populations. Serbian leaders, who had sought to rule these provinces, were outraged. In the years that followed, tensions between Serbia and Austria steadily rose. The Serbs continually vowed to take Bosnia and Herzegovina away from Austria. In response, Austria-Hungary vowed to crush any Serbian effort to undermine its authority in the Balkans.

A. Answer Austria-Hungary feared that Serbia's growth would incite Slavic peoples within its own territory; Serbia resented Austria-Hungary's annexation of Bosnia and Herzegovina.

MAIN IDEA

Analyzing Issues

What were the reasons for the hostility between Austria-Hungary and Serbia?



GEOGRAPHY SKILLBUILDER: Interpreting Maps

- Place** What region of the Austro-Hungarian Empire was located along the Adriatic Sea?
- Location** Based on the map, why might Serbia have staked a claim to Bosnia and Herzegovina?

Crisis in the Balkans

10.5.1

Critical Thinking

- How did nationalism contribute to the unrest in the Balkans? (*by motivating ethnic groups to fight for their territory*)
- What act by Austria-Hungary set the world on the path to war? (*annexation of Bosnia and Herzegovina*)

In-Depth Resources: Unit 4

- Primary Source: The Murder of Archduke Franz Ferdinand, p. 9

Electronic Library of Primary Sources

- “Death Comes to Sarajevo”

History from Visuals

Interpreting the Map

Have students study the map and examine the areas where Slavic groups lived.

Extension Ask students to discuss why Austria-Hungary wanted to annex Bosnia and Herzegovina. (*wanted to add areas of Slavic population to their territory*)

SKILLBUILDER Answers

- Place** Bosnia and Herzegovina
- Location** a common Slavic population

SKILLBUILDER PRACTICE: SUMMARIZING

Summarizing Main Ideas

Class Time 25 minutes

Task Identifying and restating the main ideas of a passage

Purpose To foster understanding and memory of ideas

Instructions Explain to students that summarizing is restating and condensing a passage by identifying the main ideas and putting them in different words. Stress that it is important for summaries to include words other than those of the original passage. A summary that used the same words as the original source without giving credit to that source would be seen as plagiarism. Inform students that summarizing material can help them clarify and remember it.

Then hand out copies of page 6 from In-Depth Resources: Unit 4. Ask students to work in pairs to summarize the passages provided. A sample summary follows:

Summary

Some Americans reacted against the war because of personal ties to European countries, because they saw it as a fight for economic power between Britain and Germany, because they hated war in general, or because they were reluctant to have their families involved. Supporters wanted to honor their cultural ties with Britain and maintain their trade relationship with Britain and France.



SKILLBUILDER PRACTICE Summarizing

Write your summary on a separate sheet of paper. Use the main ideas and the key facts you have learned. Restate the main ideas in your own words. Use the original ideas, but write a summary of the passage in the space provided. (See Skillbuilder Handbook.)

Opposition to the War

Millions of Americans opposed the war. Some felt that the war was unnecessary. For example, some Americans opposed the war because they were opposed to the war in general. Some Americans opposed the war because they were opposed to the war in general. Some Americans opposed the war because they were opposed to the war in general.

Sympathy for the Allies

Some Americans supported the war because they had family members who were fighting in the war. Some Americans supported the war because they had family members who were fighting in the war. Some Americans supported the war because they had family members who were fighting in the war.

Write your summary of the passage here:

In-Depth Resources: Unit 4

History *in* Depth

The Armenian Massacre

Between 1915 and 1916, at least 600,000 Armenians died at the hands of the Turks. They were shot, tortured to death, or starved in concentration camps. Sometimes they were loaded onto barges and then thrown overboard. The Ottomans tried to justify this genocide by saying that the Armenians sided with Russia. Today, the government of Turkey claims that 300,000 died in deportation.

INTEGRATED TECHNOLOGY

Rubric Charts or graphics should

- identify the aspect of Armenian culture being described.
- include clear labels for each element.



One group in southeastern Europe that suffered greatly for its independence efforts was the Armenians. By the 1880s, the roughly 2.5 million Armenians in the Ottoman Empire had begun to demand their freedom. As a result, relations between the group and its Turkish rulers grew strained. Throughout the 1890s, Turkish troops killed tens of thousands of Armenians. When World War I erupted in 1914, the Armenians pledged their support to the Turks' enemies. In response, the Turkish government deported nearly 2 million Armenians. Along the way, more than 600,000 died of starvation or were killed by Turkish soldiers.

INTEGRATED TECHNOLOGY

INTERNET ACTIVITY Create a chart or graphic about any aspect of modern Armenian culture. Go to classzone.com for your research.

A Shot Rings Throughout Europe Into this poisoned atmosphere of mutual dislike and mistrust stepped the heir to the Austro-Hungarian throne, Archduke Franz Ferdinand, and his wife, Sophie. On June 28, 1914, the couple paid a state visit to Sarajevo, the capital of Bosnia. It would be their last. The royal pair was shot at point-blank range as they rode through the streets of Sarajevo in an open car. The killer was Gavrilo Princip, a 19-year-old Serbian and member of the Black Hand. The Black Hand was a secret society committed to ridding Bosnia of Austrian rule.

Because the assassin was a Serbian, Austria decided to use the murders as an excuse to punish Serbia. On July 23, Austria presented Serbia with an ultimatum containing numerous demands. Serbia knew that refusing the ultimatum would lead to war against the more powerful Austria. Therefore, Serbian leaders agreed to most of Austria's demands. They offered to have several others settled by an international conference.

Austria, however, was in no mood to negotiate. The nation's leaders, it seemed, had already settled on war. On July 28, Austria rejected Serbia's offer and declared war. That same day, Russia, an ally of Serbia with its largely Slavic population, took action. Russian leaders ordered the mobilization of troops toward the Austrian border.

Leaders all over Europe suddenly took notice. The fragile European stability seemed ready to collapse into armed conflict. The British foreign minister, the Italian government, and even Kaiser Wilhelm himself urged Austria and Russia to negotiate. But it was too late. The machinery of war had been set in motion.

Vocabulary

An *ultimatum* is a list of demands that, if not met, will lead to serious consequences.

3 ASSESS

SECTION 1 ASSESSMENT

Have students complete the assessment individually and exchange papers with a partner to check their answers.

Formal Assessment

- Section Quiz, p. 226

4 RETEACH

Have students share with the class the lead paragraphs they wrote in answer to item 2 in the Section Assessment.

In-Depth Resources: Unit 4

- Reteaching Activity, p. 20

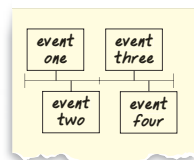
SECTION 1 ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- militarism
- Triple Alliance
- Kaiser Wilhelm II
- Triple Entente

USING YOUR NOTES

2. Which event do you consider most significant? Why? (10.5.1)



MAIN IDEAS

3. What were the three forces at work in Europe that helped set the stage for war? (10.5.1)
4. Who were the members of the Triple Alliance? the Triple Entente? (10.5.1)
5. What single event set in motion the start of World War I? (10.5.1)

CRITICAL THINKING & WRITING

6. **ANALYZING CAUSES** Which of the forces at work in Europe played the greatest role in helping to prompt the outbreak of war? (10.5.1)
7. **ANALYZING ISSUES** Was the description of the Balkans as the "powder keg" of Europe justified? Explain. (10.5.1)
8. **FORMING AND SUPPORTING OPINIONS** Do you think World War I was avoidable? Support your answer. (10.5.1)
9. **WRITING ACTIVITY [POWER AND AUTHORITY]** Write a brief letter to the editor of a European newspaper about what your views might have been on the coming war. (Writing 2.5.b)

CONNECT TO TODAY CREATING A TIME LINE

Working with a partner, use the library and other resources to create a **time line** of key events in the Balkans from 1914 until today. Limit your time line to the six to eight events you consider most significant. (Writing 2.2.d)

ANSWERS

1. militarism, p. 408 • Triple Alliance, p. 408 • Kaiser Wilhelm II, p. 408 • Triple Entente, p. 409

2. **Sample Answer:** Events—rise of European nationalism, imperialism, arms race, Bismarck's unification of Germany, formation of Triple Alliance, Wilhelm II's shipbuilding program, formation of Triple Entente, Austria-Hungary's annexation of Bosnia and Herzegovina, assassination of Archduke Franz Ferdinand. Archduke's assassination, because it ignited the smoldering embers of war
3. nationalism, imperialism, militarism

4. Triple Alliance—Germany, Austria-Hungary, Italy; Triple Entente—Great Britain, France, Russia
5. the assassination of Archduke Franz Ferdinand
6. Nationalism or imperialism—intensified the competition among nations; Militarism—led to arms buildup that made large-scale war possible
7. **Possible Answer:** justified because of the hostility and conflict among its many ethnic groups

8. No—too many powerful forces at work to stop the war; Yes—Nations could have heeded the call for negotiation and compromise.
9. **Rubric** Letters to the editor should
 - clearly express the student's opinion.
 - be supported by facts and details.
 - be well written and organized.

CONNECT TO TODAY

Rubric Time lines should

- include key events in Balkan history.
- be well structured and easy to follow.

American troops staging a gas attack to show ill effects of forgetting a gas mask, 1918

E. F. Skinner, *For King and Country*
(women in munitions factory)

Europe Plunges into War

MAIN IDEA

SCIENCE AND TECHNOLOGY
One European nation after another was drawn into a large and industrialized war that resulted in many casualties.

WHY IT MATTERS NOW

Much of the technology of modern warfare, such as fighter planes and tanks, was introduced in World War I.

TERMS & NAMES

- Central Powers
- Allies
- Western Front
- Schlieffen Plan
- trench warfare
- Eastern Front

CALIFORNIA STANDARDS

10.5.2 Examine the principal theaters of battle, major turning points, and the importance of geographic factors in military decisions and outcomes (e.g., topography, waterways, distance, climate).

CST 2 Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.

CST 3 Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.

HI 4 Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.

SETTING THE STAGE By 1914, Europe was divided into two rival camps. One alliance, the Triple Entente, included Great Britain, France, and Russia. The other, known as the Triple Alliance, included Germany, Austria-Hungary, and Italy. Austria-Hungary's declaration of war against Serbia set off a chain reaction within the alliance system. The countries of Europe followed through on their pledges to support one another. As a result, nearly all of Europe soon joined what would be the largest, most destructive war the world had yet seen.

The Great War Begins

In response to Austria's declaration of war, Russia, Serbia's ally, began moving its army toward the Russian-Austrian border. Expecting Germany to join Austria, Russia also mobilized along the German border. To Germany, Russia's mobilization amounted to a declaration of war. On August 1, the German government declared war on Russia.

Russia looked to its ally France for help. Germany, however, did not even wait for France to react. Two days after declaring war on Russia, Germany also declared war on France. Soon afterward, Great Britain declared war on Germany. Much of Europe was now locked in battle.

Nations Take Sides By mid-August 1914, the battle lines were clearly drawn. On one side were Germany and Austria-Hungary. They were known as the **Central Powers** because of their location in the heart of Europe. Bulgaria and the Ottoman Empire would later join the Central Powers in the hopes of regaining lost territories.

On the other side were Great Britain, France, and Russia. Together, they were known as the Allied Powers or the **Allies**. Japan joined the Allies within weeks. Italy had been a member of the Triple Alliance with Germany and Austria-Hungary. However, the Italians joined the other side after accusing their former partners of unjustly starting the war.

In the late summer of 1914, millions of soldiers marched happily off to battle, convinced that the war would be short. Only a few people foresaw the horror ahead. One of them was Britain's foreign minister, Sir Edward Grey. Staring out over London at nightfall, Grey said sadly to a friend, "The lamps are going out all over Europe. We shall not see them lit again in our lifetime."

TAKING NOTES

Outlining Use an outline to organize main ideas and details.

- I. *The Great War Begins*
 - A.
 - B.
- II. *A Bloody Stalemate*

The Great War 411

OBJECTIVES

- Describe the reaction to Austria's declaration of war.
- Summarize military events on the Western Front.
- Explain the development of the war on the Eastern Front.

1 FOCUS & MOTIVATE

Have students share any information they have from literature or movies about World War I. (*They may describe scenes from Erich Maria Remarque's All Quiet on the Western Front.*)

2 INSTRUCT

The Great War Begins

10.5.2

Critical Thinking

- Why did Germany declare war on France? (*It assumed France would align with Russia against the Central Powers.*)

Electronic Library of Primary Sources

- "The German Army Marches Through Brussels"

CALIFORNIA RESOURCES

California Reading Toolkit, p. L59
California Modified Lesson Plans for English Learners, p. 113
California Daily Standards Practice Transparencies, TT51
California Standards Enrichment Workbook, pp. 57–58
California Standards Planner and Lesson Plans, p. L109
California Online Test Practice
California Test Generator CD-ROM
California Easy Planner CD-ROM
California eEdition CD-ROM

SECTION 2 PROGRAM RESOURCES

ALL STUDENTS

In-Depth Resources: Unit 4

- Guided Reading, p. 2
- Geography Application: The Battle of the Somme, p. 7

Formal Assessment

- Section Quiz, p. 227

ENGLISH LEARNERS

In-Depth Resources in Spanish

- Guided Reading, p. 104
- Geography Application, p. 108

Reading Study Guide (Spanish), p. 139

Reading Study Guide Audio CD (Spanish)

STRUGGLING READERS

In-Depth Resources: Unit 4

- Guided Reading, p. 2
- Building Vocabulary, p. 5
- Reteaching Activity, p. 21

Reading Study Guide, p. 139

Reading Study Guide Audio CD

GIFTED AND TALENTED STUDENTS

In-Depth Resources: Unit 4

- Primary Source: Poison Gas, p. 10
- Literature: from *All Quiet on Western Front*, p. 13; "The Soldier" and "Dulce et Decorum Est," p. 15

- Science & Technology, p. 19

Electronic Library of Primary Sources

- "The German Army Marches Through Brussels"

INTEGRATED TECHNOLOGY

eEdition CD-ROM

Power Presentations CD-ROM

World Art and Cultures Transparencies

- AT63 *The Fate of the Animals*
- AT64 *L'Assault*

Electronic Library of Primary Sources

classzone.com

INTERACTIVE

History from Visuals

Interpreting the Map

Have students examine the map and note the countries of northern Europe that remained neutral. (*Norway, Sweden, Denmark*)

Extension Ask students why they think Germany violated Belgium’s neutrality but not that of the Netherlands or Switzerland. (*Possible Answer: The Netherlands does not border France, and the Germans planned to move west through France away from Switzerland.*)

SKILLBUILDER Answers

1. **Location** France
2. **Location** They were located between the Allies and had to split their forces between western and eastern fronts.

INTEGRATED TECHNOLOGY

Interactive Students can view this map in detail on the eEdition.

A Bloody Stalemate
10.5.2

Critical Thinking

- Why did Germany attack France first?
(*It was better prepared for war than Russia was.*)
- Why were land gains so small?
(*The sides were closely matched.*)

In-Depth Resources: Unit 4

- Geography Application: The Battle of the Somme, p. 7
- Primary Source: Poison Gas, p. 10

World Art and Cultures Transparencies

- AT63 *The Fate of the Animals*



GEOGRAPHY SKILLBUILDER: Interpreting Maps

1. **Location** In which country was almost all of the war in the West fought?
2. **Location** What geographic disadvantage did Germany and Austria-Hungary face in fighting the war? How might this have affected their war strategy?

A Bloody Stalemate

It did not take long for Sir Edward Grey’s prediction to ring true. As the summer of 1914 turned to fall, the war turned into a long and bloody stalemate, or deadlock, along the battlefields of France. This deadlocked region in northern France became known as the **Western Front**.

The Conflict Grinds Along Facing a war on two fronts, Germany had developed a battle strategy known as the **Schlieffen Plan**, named after its designer, General Alfred Graf von Schlieffen (SHLEE•fuhn). The plan called for attacking and defeating France in the west and then rushing east to fight Russia. The Germans felt they could carry out such a plan because Russia lagged behind the rest of Europe in its railroad system and thus would take longer to supply its front lines. Nonetheless, speed was vital to the Schlieffen Plan. German leaders knew they needed to win a quick victory over France.

Early on, it appeared that Germany would do just that. By early September, German forces had swept into France and reached the outskirts of Paris. A major German victory appeared just days away. On September 5, however, the Allies regrouped and attacked the Germans northeast of Paris, in the valley of the Marne River. Every available soldier was hurled into the struggle. When reinforcements were needed, more than 600 taxicabs rushed soldiers from Paris to the front. After four days of fighting, the German generals gave the order to retreat.

Although it was only the first major clash on the Western Front, the First Battle of the Marne was perhaps the single most important event of the war. The defeat

DIFFERENTIATING INSTRUCTION: ENGLISH LEARNERS

Analyzing Compound Words

Class Time 25 minutes

Task Creating a chart showing the meanings of compound vocabulary terms

Purpose To better understand the text

Instructions Explain to students that compound words are words made up of two other words. These word parts can be two nouns, as in *bookshelf*, or an adjective and a noun, as in *highway*. Have students work in small groups to create a chart on which they list compound words they find on this page along with the meaning of each word. Ask them to also brainstorm other compound words that use one of the component word parts (such as *bookend* for *bookshelf*) and add these to their charts.

A sample chart is shown below.

Compound Word	Meaning	Related Word
stalemate	state of inaction	checkmate
deadlock	standstill	deadbolt
battlefields	areas of conflict	cornfields
outskirts	perimeter	outlaw
northeast	north and east	southeast
taxicabs	hired cars	taxiway

MAIN IDEA

Recognizing Effects

Why was the Battle of the Marne so significant?

A Possible Answer It meant the ruin of the Schlieffen Plan and the end to a quick victory for Germany.

of the Germans left the Schlieffen Plan in ruins. A quick victory in the west no longer seemed possible. In the east, Russian forces had already invaded Germany. Germany was going to have to fight a long war on two fronts. Realizing this, the German high command sent thousands of troops from France to aid its forces in the east. Meanwhile, the war on the Western Front settled into a stalemate.

War in the Trenches By early 1915, opposing armies on the Western Front had dug miles of parallel trenches to protect themselves from enemy fire. This set the stage for what became known as **trench warfare**. In this type of warfare, soldiers fought each other from trenches. And armies traded huge losses of human life for pitifully small land gains.

Life in the trenches was pure misery. “The men slept in mud, washed in mud, ate mud, and dreamed mud,” wrote one soldier. The trenches swarmed with rats. Fresh food was nonexistent. Sleep was nearly impossible.

The space between the opposing trenches won the grim name “no man’s land.” When the officers ordered an attack, their men went over the top of their trenches into this bombed-out landscape. There, they usually met murderous rounds of machine-gun fire. Staying put, however, did not ensure one’s safety. Artillery fire brought death right into the trenches. “Shells of all calibers kept raining on our sector,” wrote one French soldier. “The trenches disappeared, filled with earth . . . the air was unbreathable. Our blinded, wounded, crawling, and shouting soldiers kept falling on top of us and died splashing us with blood. It was living hell.”

The Western Front had become a “terrain of death.” It stretched nearly 500 miles from the North Sea to the Swiss border. A British officer described it in a letter:

PRIMARY SOURCE

Imagine a broad belt, ten miles or so in width, stretching from the Channel to the German frontier near Basle, which is positively littered with the bodies of men and scarified with their rude graves; in which farms, villages and cottages are shapeless heaps of blackened masonry; in which fields, roads and trees are pitted and torn and twisted by shells and disfigured by dead horses, cattle, sheep and goats, scattered in every attitude of repulsive distortion and dismemberment.

VALENTINE FLEMING, quoted in *The First World War*

▼ Allied troops crawl through a trench along the Western Front.



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More About . . .

Trench Warfare

At the Battle of the Somme in July, 1916, a soldier was expected to carry the following equipment: a rifle, a bayonet, grenades, 170 rounds of ammunition, a gas mask, a shovel and wire cutters, a full water bottle and food rations, extra clothing and medical supplies, and a portable cooking stove with fuel. Carrying about 66 pounds on his back, the soldier had to fight the enemy—assuming he lived while crossing “no man’s land.”

More About . . .

Valentine Fleming

Valentine Fleming was a member of Parliament and a major in the British army. His sons—Peter, a travel writer, and Ian, the author of the James Bond spy novels—were children during World War I. Fleming ended the letter this way: “It’s going to be a long war in spite of the fact that on both sides every single man wants it stopped *at once*.” He was killed in 1917, fighting on the Western Front.

DIFFERENTIATING INSTRUCTION: GIFTED AND TALENTED STUDENTS

The Literature of War

Class Time 40 minutes

Task Discussing literature of World War I

Purpose To better understand the personal experience and effects of the war

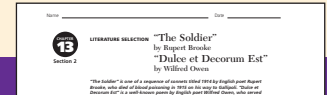
Instructions Have students read the literary selections on pages 13–15 of In-Depth Resources: Unit 4.

Explain that the authors of all three works experienced the horrors of World War I firsthand. Ask students to work with a partner to complete the activities listed. Have them share their

sensory-detail charts, letters, and biographical sketches with the class.

A chart of sensory details follows.

Sight	Sound	Feel
gleaming helmets	thunder of guns	torn
white mist	machine-gun rattle	hand
tapering rulers of searchlights	howls, pipings, hisses	cold
pale cradle of twilight	booming coalboxes	



LITERATURE SELECTION From *All Quiet on the Western Front* by Erich Maria Remarque

LITERATURE SELECTION “The Soldier” by Wilfred Owen

Research Option Research the World War I experience. Research the World War I experience. Research the World War I experience.

In-Depth Resources: Unit 4

History *in Depth*

The New Weapons of War

The first tanks were made in Great Britain and grew out of a design to put machine guns on motorcycles. When Britain shipped the first of the new vehicles to France, it labeled them “water tanks” to keep the weapon secret. The name stuck. The first tank drivers were from the upper class, because they were the only ones wealthy enough to have cars and know how to drive.

Vocabulary Note: Often-Confused Words

Make sure that students do not confuse the word *casualty* with the similar-looking word *causality*, which means “the relation between a cause and its effect.”

The Battle on the Eastern Front

10.5.2
Critical Thinking

- Why might the war on the Eastern Front have been more mobile than that on the Western Front? (*Possible Answer: due to the extremely long border between Russia and Germany*)
- How did Russia’s lack of industrialization affect its war efforts? (*It left Russian soldiers short of supplies and food, putting them at a disadvantage compared with the better-equipped Central Powers.*)

World Art and Cultures Transparencies

- AT64 L’Assault

History *in Depth*

The New Weapons of War



Poison Gas

Soldiers wore masks like those shown at left to protect themselves from poison gas. Gas was introduced by the Germans but used by both sides. Some gases caused blindness or severe blisters, others death by choking.

Machine Gun

The machine gun, which fires ammunition automatically, was much improved by the time of World War I. The gun, shown to the left, could wipe out waves of attackers and thus made it difficult for forces to advance.

Tank

The tank, shown to the left, was an armored combat vehicle that moved on chain tracks—and thus could cross many types of terrain. It was introduced by the British in 1916 at the Battle of the Somme.

Submarine

In 1914, the Germans introduced the submarine as an effective warship. The submarine’s primary weapon against ships was the torpedo, an underwater missile.

Military strategists were at a loss. New tools of war—machine guns, poison gas, armored tanks, larger artillery—had not delivered the fast-moving war they had expected. All this new technology did was kill greater numbers of people more effectively.

The slaughter reached a peak in 1916. In February, the Germans launched a massive attack against the French near Verdun. Each side lost more than 300,000 men. In July, the British army tried to relieve the pressure on the French. British forces attacked the Germans northwest of Verdun, in the valley of the Somme River. In the first day of battle alone, more than 20,000 British soldiers were killed. By the time the Battle of the Somme ended in November, each side had suffered more than half a million casualties.

What did the warring sides gain? Near Verdun, the Germans advanced about four miles. In the Somme valley, the British gained about five miles.

The Battle on the Eastern Front

Even as the war on the Western Front claimed thousands of lives, both sides were sending millions more men to fight on the **Eastern Front**. This area was a stretch of battlefield along the German and Russian border. Here, Russians and Serbs battled Germans and Austro-Hungarians. The war in the east was a more mobile war than that in the west. Here too, however, slaughter and stalemate were common.

Early Fighting At the beginning of the war, Russian forces had launched an attack into both Austria and Germany. At the end of August, Germany counterattacked near the town of Tannenberg. During the four-day battle, the Germans crushed the

Vocabulary

In war, a *casualty* is anyone killed, injured, captured, or considered missing in action.

DIFFERENTIATING INSTRUCTION: STRUGGLING READERS

Analyzing the War on the Eastern Front

Class Time 25 minutes

Task Identifying Russia’s weaknesses and strengths

Purpose To understand events on the Eastern Front

Instructions Divide students into small groups. Have them reread the material on pages 414–415 of the text and discuss it. Suggest that they write down any questions they have and note points that are unclear. Then hand out a copy of page 140 of the Reading Study Guide to each group. Have them read the summary of the war on the Eastern Front presented in the handout and discuss how it supports or differs from their understanding of the

material in the text. Have them reconcile any disagreements in interpretation. Finally, have each group collaborate in answering question 3 on page 140. Ask a volunteer from each group to share his or her group’s answer with the class. A sample answer follows.

Russia’s weaknesses and strengths

Russia’s main weakness was its lack of industries that could provide the supplies its troops needed.

Its major strength was its huge population that could fight the long war.

1. Who won the Allies and Central Powers?

2. What happened on the Eastern Front?

A Bloody Stalemate _____

What kind of warfare was used?

3. What weaknesses and strengths did Russia have?

invading Russian army and drove it into full retreat. More than 30,000 Russian soldiers were killed.

Russia fared somewhat better against the Austrians. Russian forces defeated the Austrians twice in September 1914, driving deep into their country. Not until December of that year did the Austrian army manage to turn the tide. Austria defeated the Russians and eventually pushed them out of Austria-Hungary.

Russia Struggles By 1916, Russia's war effort was near collapse. Unlike the nations of western Europe, Russia had yet to become industrialized. As a result, the Russian army was continually short on food, guns, ammunition, clothes, boots, and blankets. Moreover, the Allied supply shipments to Russia were sharply limited by German control of the Baltic Sea, combined with Germany's relentless submarine campaign in the North Sea and beyond. In the south, the Ottomans still controlled the straits leading from the Mediterranean to the Black Sea.

The Russian army had only one asset—its numbers. Throughout the war the Russian army suffered a staggering number of battlefield losses. Yet the army continually rebuilt its ranks from the country's enormous population. For more than three years, the battered Russian army managed to tie up hundreds of thousands of German troops in the east. As a result, Germany could not hurl its full fighting force at the west. ■

Germany and her allies, however, were concerned with more than just the Eastern or Western Front. As the war raged on, fighting spread beyond Europe to Africa, as well as to Southwest and Southeast Asia. In the years after it began, the massive European conflict indeed became a world war.

B. Possible Answer Russia's huge army tied up German troops in the east and kept them from fighting in the west.

MAIN IDEA

Synthesizing

Why was Russia's involvement in the war so important to the other Allies?

Social History



The Frozen Front

For soldiers on the Eastern Front, like those shown above, the overall misery of warfare was compounded by deadly winters. "Every day hundreds froze to death," noted one Austro-Hungarian officer during a particularly brutal spell.

Russian troops suffered too, mainly due to their lack of food and clothing. "I am at my post all the time—frozen [and] soaked . . ." lamented one soldier. "We walk barefoot or in rope-soled shoes. It's incredible that soldiers of the Russian army are in rope-soled shoes!"

Social History

The Frozen Front

Germany drastically underestimated the Russians' determination and endurance when facing horrifying conditions. The Schlieffen Plan was based on the assumption that it would take Russia several months to mobilize. Instead, the Russian army was ready within ten days. It quickly defeated the Germans in one early battle and so threatened their army that German general Moltke took two corps from the Western Front and sent them east. The absence of these troops made it possible for the Allies to win the Battle of the Marne. Those relocated troops helped defeat the Russians at Tannenberg, however.

SECTION 2 ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- Central Powers
- Allies
- Western Front
- Schlieffen Plan
- trench warfare
- Eastern Front

USING YOUR NOTES

2. What were some of the conditions that soldiers on the front lines had to face? (10.5.2)

I. The Great War Begins
A.
B.
II. A Bloody Stalemate

MAIN IDEAS

3. Which countries comprised the Central Powers? Which countries comprised the Allies? (10.5.2)
4. What were the characteristics of trench warfare? (10.5.2)
5. What factors contributed to Russia's war difficulties? (10.5.2)

CRITICAL THINKING & WRITING

6. **COMPARING AND CONTRASTING** How was war on the Western and Eastern Fronts different? How was it the same? (10.5.2)
7. **ANALYZING CAUSES** Why did the Schlieffen Plan ultimately collapse? Cite specific details from the text. (10.5.2)
8. **MAKING INFERENCES** Why might it be fair to say that no one won the battles of the Somme or Verdun? (10.5.2)
9. **WRITING ACTIVITY** **SCIENCE AND TECHNOLOGY** In an explanatory essay, describe the effects of the new technology on warfare. Use examples from your reading. (Writing 2.3.f)

CONNECT TO TODAY PRESENTING AN ORAL REPORT

Find an image of a World War I monument from any one of the combatant countries. In an oral report, present the image to the class and provide details about its origin and purpose. (Writing 2.6.c)

The Great War 415

3 ASSESS

SECTION 2 ASSESSMENT

Have students share their outlines for question 2 with a partner and then keep them to refer to in studying for the chapter assessment.

Formal Assessment

- Section Quiz, p. 227

4 RETEACH

Have students use the Guided Reading activity for Section 2 to review the section.

In-Depth Resources: Unit 4

- Guided Reading, p. 2
- Reteaching Activity, p. 21

ANSWERS

1. Central Powers, p. 411 • Allies, p. 411 • Western Front, p. 412 • Schlieffen Plan, p. 412 • trench warfare, p. 413 • Eastern Front, p. 414

2. **Sample Answer:** I. Alliance System—Germany declares war on Russia and France, Great Britain declares war on Germany, Central Powers and Allies form; II. Bloody Stalemate—Germany pursues Schlieffen Plan, Allies win at Marne; III. Eastern Front—Germany and Austria push Russia back, Russia holds off Germany, fatigue, disease, hunger, rats, fear
3. Central Powers—Germany, Austria-Hungary, Bulgaria, Ottoman Empire; Allies—Great Britain, France, Russia, Japan, Italy

4. fighting from trenches and no man's land, huge losses for little territorial gain
5. lack of industrialization, shortages of food and supplies, German blockade of ports
6. Different—Western Front: Germany vs. Britain and France, Eastern Front: Russia and Serbia vs. Germany and Austria-Hungary, more mobile than Western Front; Same—huge numbers of soldiers killed, horrifying conditions, stalemate
7. It relied on Germany's winning a quick victory in France, which didn't happen.

8. Both sides lost many soldiers and gained little land.

9. **Rubric** Essays should
- be well structured with a thesis statement and supporting details.
 - demonstrate knowledge of the subject.

CONNECT TO TODAY

- Rubric** Oral reports should
- address key details about the origins and purpose of the monument.
 - be clearly presented.

Science & Technology

OBJECTIVE

- Analyze the contribution of aviation to the course of World War I.

INSTRUCT

Inform students that airplanes played a major role in the battles of World War I. Although the German air force ruled the skies at first, its dominance didn't last long. Both sides soon were engaged in a technological war to build more effective fighter planes.

In-Depth Resources: Unit 4

- Science and Technology: Industrial Technology Creates Poison Gas, p. 19

More About . . .

Aircraft Equipment

The parachute had been invented by the time World War I ended. German pilots carried parachutes, but American pilots did not. The U.S. War Department had a reason for banning them. The assumption was that pilots would be more likely to fly an injured plane to safety if they could not bail out when they were hit.

Military Aviation

World War I introduced airplane warfare—and by doing so, ushered in an era of tremendous progress in the field of military aviation. Although the plane itself was relatively new and untested by 1914, the warring nations quickly recognized its potential as a powerful weapon. Throughout the conflict, countries on both sides built faster and stronger aircraft, and designed them to drop bombs and shoot at one another in the sky. Between the beginning and end of the war, the total number of planes in use by the major combatants soared from around 850 to nearly 10,000. After the war, countries continued to maintain a strong and advanced airforce, as they realized that supremacy of the air was a key to military victory.

INTEGRATED TECHNOLOGY

RESEARCH LINKS For more on military aviation go to classzone.com

CALIFORNIA STANDARDS

10.5.2, REP 4



▲ A World War I pilot shows off an early air-to-ground communication device.



- Designers kept nearly all weight in the center, giving the planes tremendous maneuverability.
- A timing device enabled machine guns to fire through the propeller.
- Engines were continuously strengthened for greater speed and carrying capability.

Two Top Fighter Planes: A Comparison

	Fokker D VII (German)	Sopwith F1 Camel (British)
Length	23 feet	18 feet 8 inches
Wingspan	29 feet 3 inches	28 feet
Maximum Speed	116 mph	122 mph
Maximum Height	22,900 feet	24,000 feet
Maximum Flight Time	1.5 hours	2.5 hours

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Connect to Today

- Drawing Conclusions** Why would communication with someone outside the plane be important for pilots of World War I and today?
See Skillbuilder Handbook, Page R11.
- Comparing** Using the Internet and other resources, find out more about a recent innovation with regard to fighter planes and explain its significance.

CONNECT TO TODAY: ANSWERS

1. Drawing Conclusions

Pilots need to be able to notify someone of their location in case they have to bail out; modern pilots rely on outside communication to locate enemy aircraft.

2. Comparing

Rubric Explanations should

- identify the recent fighter-plane innovation.
- clearly describe its significance.

American troops staging a gas attack to show ill effects of forgetting a gas mask, 1918

E. F. Skinner, *For King and Country* (women in munitions factory)

A Global Conflict

MAIN IDEA

ECONOMICS World War I spread to several continents and required the full resources of many governments.

WHY IT MATTERS NOW

The war propelled the United States to a new position of international power, which it holds today.

TERMS & NAMES

- unrestricted submarine warfare
- total war
- rationing
- propaganda
- armistice

SETTING THE STAGE World War I was much more than a European conflict. Australia and Japan, for example, entered the war on the Allies' side, while India supplied troops to fight alongside their British rulers. Meanwhile, the Ottoman Turks and later Bulgaria allied themselves with Germany and the Central Powers. As the war promised to be a grim, drawn-out affair, all the Great Powers looked for other allies around the globe to tip the balance. They also sought new war fronts on which to achieve victory.

War Affects the World

As the war dragged on, the main combatants looked beyond Europe for a way to end the stalemate. However, none of the alliances they formed or new battlefronts they opened did much to end the slow and grinding conflict.

The Gallipoli Campaign A promising strategy for the Allies seemed to be to attack a region in the Ottoman Empire known as the Dardanelles. This narrow sea strait was the gateway to the Ottoman capital, Constantinople. By securing the Dardanelles, the Allies believed that they could take Constantinople, defeat the Turks, and establish a supply line to Russia.

The effort to take the Dardanelles strait began in February 1915. It was known as the Gallipoli campaign. British, Australian, New Zealand, and French troops made repeated assaults on the Gallipoli Peninsula on the western side of the strait. Turkish troops, some commanded by German officers, vigorously defended the region. By May, Gallipoli had turned into another bloody stalemate. Both sides dug trenches, from which they battled for the rest of the year. In December, the Allies gave up the campaign and began to evacuate. They had suffered about 250,000 casualties.

Battles in Africa and Asia In various parts of Asia and Africa, Germany's colonial possessions came under assault. The Japanese quickly overran German outposts in

CALIFORNIA STANDARDS

10.5.1 Analyze the arguments for entering into war presented by leaders from all sides of the Great War and the role of political and economic rivalries, ethnic and ideological conflicts, domestic discontent and disorder, and propaganda and nationalism in mobilizing the civilian population in support of "total war."

10.5.3 Explain how the Russian Revolution and the entry of the United States affected the course and outcome of the war.

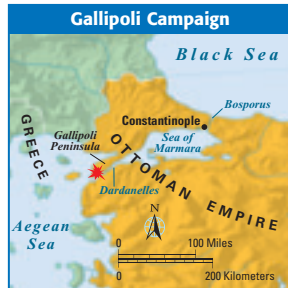
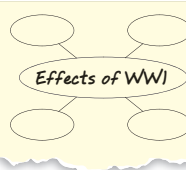
10.5.4 Understand the nature of the war and its human costs (military and civilian) on all sides of the conflict, including how colonial peoples contributed to the war effort.

10.6.2 Describe the effects of the war and resulting peace treaties on population movement, the international economy, and shifts in the geographic and political borders of Europe and the Middle East.

10.6.3 Understand the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians.

TAKING NOTES

Recognizing Effects Use a web diagram to show the effects of World War I.



The Great War 417

OBJECTIVES

- Describe the spread of the conflict.
- Identify how governments established wartime economies.
- Summarize the Allies' push to victory.
- Explain the effects of the war.

1 FOCUS & MOTIVATE

Have students discuss conflicts they have been in that drew in more and more people. Explain that World War I spread globally in that way.

2 INSTRUCT

War Affects the World

10.5.4; 10.5.1

Critical Thinking

- Why did the Allies want to establish a supply line to Russia? (*to support their eastern ally*)
- How did the Zimmermann note draw America into the war? (*by threatening U.S. territory taken from Mexico*)

Electronic Library of Primary Sources

- "A Suffolk Farmhand at Gallipoli"

CALIFORNIA RESOURCES

- California Reading Toolkit, p. L60
- California Modified Lesson Plans for English Learners, p. 115
- California Daily Standards Practice Transparencies, TT52
- California Standards Enrichment Workbook, pp. 55–56, 59–60, 61–62, 67–68, 69–70
- California Standards Planner and Lesson Plans, p. L111
- California Online Test Practice
- California Test Generator CD-ROM
- California Easy Planner CD-ROM
- California eEdition CD-ROM

SECTION 3 PROGRAM RESOURCES

ALL STUDENTS

In-Depth Resources: Unit 4

- Guided Reading, p. 3

Formal Assessment

- Section Quiz, p. 228

ENGLISH LEARNERS

In-Depth Resources in Spanish

- Guided Reading, p. 105

Reading Study Guide (Spanish), p. 141

Reading Study Guide Audio CD (Spanish)

STRUGGLING READERS

In-Depth Resources: Unit 4

- Guided Reading, p. 3
- Building Vocabulary, p. 5
- Reteaching Activity, p. 22

Reading Study Guide, p. 141

Reading Study Guide Audio CD

GIFTED AND TALENTED STUDENTS

In-Depth Resources: Unit 4

- Primary Source: The Zimmermann Note, p. 11

Electronic Library of Primary Sources

- "A Suffolk Farmhand at Gallipoli"

INTEGRATED TECHNOLOGY

eEdition CD-ROM

Power Presentations CD-ROM

Critical Thinking Transparencies

- CT29 The Human and Financial Costs of World War I

Electronic Library of Primary Sources

- "A Suffolk Farmhand at Gallipoli"

classzone.com

INTERACTIVE

History from Visuals

Interpreting the Map

Have students examine the map and note that World War I involved people on all six inhabited continents. Ask them what difference there was between the involvement of the colonies of Africa and India. (*African colonials actually fought each other on African soil, whereas Indian soldiers fought alongside the British in Europe.*)

Extension Ask students to use the map to determine which participating countries did not experience fighting on their own soil. (*United States, Canada, Brazil, India, Australia, New Zealand, Japan*)

SKILLBUILDER Answers

- 1. Region** Brazil, United States, Canada, India, Japan, Australia, New Zealand
- 2. Location** Africa, Southwest Asia, Asia

INTEGRATED TECHNOLOGY

Interactive This map is available on the eEdition, where students can view its elements individually.

More About . . .

U-Boats

During 1917, German U-boats sank almost 3,000 ships carrying food, weapons, or troops to the war zones.



GEOGRAPHY SKILLBUILDER: Interpreting Maps

- 1. Region** Which countries were aligned with the European Allies?
- 2. Location** Outside of Europe, where was World War I fought?

China. They also captured Germany's Pacific island colonies. English and French troops attacked Germany's four African possessions. They seized control of three.

Elsewhere in Asia and Africa, the British and French recruited subjects in their colonies for the struggle. Fighting troops as well as laborers came from India, South Africa, Senegal, Egypt, Algeria, and Indochina. Many fought and died on the battlefield. Others worked to keep the front lines supplied. To be sure, some colonial subjects wanted nothing to do with their European rulers' conflicts. Others volunteered in the hope that service would lead to their independence. This was the view of Indian political leader Mohandas Gandhi, who supported Indian participation in the war. "If we would improve our status through the help and cooperation of the British," he wrote, "it was our duty to win their help by standing by them in their hour of need."

America Joins the Fight In 1917, the focus of the war shifted to the high seas. That year, the Germans intensified the submarine warfare that had raged in the Atlantic Ocean since shortly after the war began. In January 1917, the Germans announced that their submarines would sink without warning any ship in the waters around Britain. This policy was called **unrestricted submarine warfare**.

The Germans had tried this policy before. On May 7, 1915, a German submarine, or U-boat, had sunk the British passenger ship *Lusitania*. The attack left 1,198 people dead, including 128 U.S. citizens. Germany claimed that the ship had been carrying ammunition, which turned out to be true. Nevertheless, the American public was outraged. President Woodrow Wilson sent a strong protest to Germany. After two further attacks, the Germans finally agreed to stop attacking neutral and passenger ships.

DIFFERENTIATING INSTRUCTION: STRUGGLING READERS

Explaining America's Entry into World War I

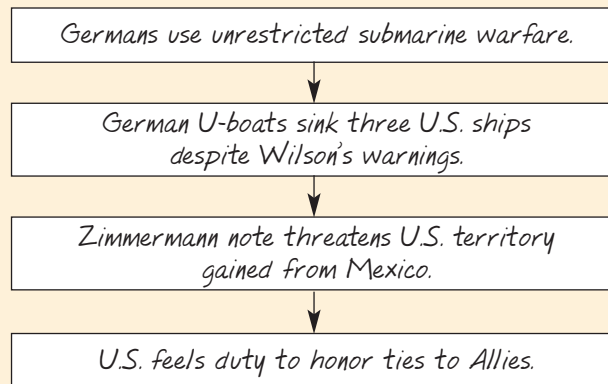
Class Time 20 minutes

Task Making a flowchart showing the events that led to America's entry into the war

Purpose To understand why the United States entered the war

Instructions Have students reread the material on pages 418–419 of the text. You might also suggest that they read page 141 of the Reading Study Guide and work with

a partner to list the events that preceded the United States entering the war on the side of the Allies. Then have each pair of students create a flowchart like the one shown at right, indicating the events that pushed America into the conflict. You might want to hand out copies of the blank graphic provided in Critical Thinking Transparencies CT73 for students to fill in.



Desperate for an advantage over the Allies, however, the Germans returned to unrestricted submarine warfare in 1917. They knew it might lead to war with the United States. They gambled that their naval blockade would starve Britain into defeat before the United States could mobilize. Ignoring warnings by President Wilson, German U-boats sank three American ships.

In February 1917, another German action pushed the United States closer to war. Officials intercepted a telegram written by Germany's foreign secretary, Arthur Zimmermann, stating that Germany would help Mexico "reconquer" the land it had lost to the United States if Mexico would ally itself with Germany.

The Zimmermann note simply proved to be the last straw. A large part of the American population already favored the Allies. In particular, America felt a bond with England. The two nations shared a common ancestry and language, as well as similar democratic institutions and legal systems. More important, America's economic ties with the Allies were far stronger than those with the Central Powers. On April 2, 1917, President Wilson asked Congress to declare war on Germany. The United States entered the war on the side of the Allies.

War Affects the Home Front

By the time the United States joined the Allies, the war had been raging for nearly three years. In those three years, Europe had lost more men in battle than in all the wars of the previous three centuries. The war had claimed the lives of millions and had changed countless lives forever. The Great War, as the conflict came to be known, affected everyone. It touched not only the soldiers in the trenches, but civilians as well.

Governments Wage Total War World War I soon became a **total war**. This meant that countries devoted all their resources to the war effort. In Britain, Germany, Austria, Russia, and France, the entire force of government was dedicated to winning the conflict. In each country, the wartime government took control of the economy. Governments told factories what to produce and how much.

War Affects the Home Front 10.5.4

Critical Thinking

- Why did wartime governments take control of their countries' economies? (to ensure that all resources would be dedicated to winning the war)
- How did total war lead to rationing? (It meant devoting essential goods to the war effort, leaving less for those at home.)

Global Impact

The Influenza Epidemic

In the spring of 1918, a powerful new enemy emerged, threatening nations on each side of World War I. This "enemy" was a deadly strain of influenza. The Spanish flu, as it was popularly known, hit England and India in May. By the fall, it had spread through Europe, Russia, Asia, and to the United States.

The influenza epidemic killed soldiers and civilians alike. In India, at least 12 million people died of influenza. In Berlin, on a single day in October, 1,500 people died. In the end, this global epidemic was more destructive than the war itself, killing 20 million people worldwide.

► City officials and street cleaners in Chicago guard against the Spanish flu.



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Global Impact

The Influenza Epidemic

Many epidemiologists now believe that the influenza epidemic started in army camps in the United States. Influenza was not a new disease in 1918, but it was targeting the young and healthy, including hundreds of thousands of soldiers in the trenches. To minimize the spread of infection, drinking fountains were blowtorched every hour, telephones were sterilized with alcohol, and people wore gauze masks. But the disease moved through the countryside and towns despite such precautions. Treatments that were suggested at the time included chewing snuff or tobacco, having tonsils or teeth removed, and sprinkling sulfur in shoes.

DIFFERENTIATING INSTRUCTION: ENGLISH LEARNERS

Learning the Vocabulary of War

Class Time 30 minutes

Task Identifying and finding the meanings of war-related words

Purpose To increase understanding of the text

Instructions Have students work with a partner to reread this page, looking for difficult vocabulary items relating to the war and its effects on the home front. Then ask them to do the following activities:

- Make a list of the vocabulary items.
- Look up each word in a dictionary.
- Write a definition using their own words.

Have students compile their information into a chart and share their charts

with the class. Then have students collaborate to use each of the words in a sentence.

A sample chart follows.

Word	Meaning
munitions	guns and ammunition
rationing	limiting the supply of goods
censored	held back information
propaganda	one-sided information
morale	positive state of mind

More About . . .

Women During the War

War propaganda sought to glorify women's part in the war effort. In reality, however, women's work was dangerous and low paying. In Great Britain, for example, conditions in factories were so bad that the membership of women trade unionists increased 160 percent during the war. Women sometimes went on strike during the war in protest.



▲ A woman relief worker writes a letter home for a wounded soldier.

men in factories, offices, and shops. Women built tanks and munitions, plowed fields, paved streets, and ran hospitals. They also kept troops supplied with food, clothing, and weapons. Although most women left the work force when the war ended, they changed many people's views of what women were capable of doing.

Women also saw the horrors of war firsthand, working on or near the front lines as nurses. Here, American nurse Shirley Millard describes her experience with a soldier who had lost both eyes and feet:

A PRIMARY SOURCE

He moaned through the bandages that his head was splitting with pain. I gave him morphine. Suddenly aware of the fact that he had [numerous] wounds, he asked: "Sa-ay! What's the matter with my legs?" Reaching down to feel his legs before I could stop him, he uttered a heartbreaking scream. I held his hands firmly until the drug I had given him took effect.

SHIRLEY MILLARD, *I Saw Them Die*

The Allies Win the War

With the United States finally in the war, the balance, it seemed, was about to tip in the Allies' favor. Before that happened, however, events in Russia gave Germany a victory on the Eastern Front, and new hope for winning the conflict.

Russia Withdraws In March 1917, civil unrest in Russia—due in large part to war-related shortages of food and fuel—forced Czar Nicholas to step down. In his place a provisional government was established. The new government pledged to continue fighting the war. However, by 1917, nearly 5.5 million Russian soldiers had been wounded, killed, or taken prisoner. As a result, the war-weary Russian army refused to fight any longer.

Eight months after the new government took over, a revolution shook Russia (see Chapter 14). In November 1917, Communist leader Vladimir Ilyich Lenin seized power. Lenin insisted on ending his country's involvement in the war. One of his first acts was to offer Germany a truce. In March 1918, Germany and Russia signed the Treaty of Brest-Litovsk, which ended the war between them.

Numerous facilities were converted to munitions factories. Nearly every able-bodied civilian was put to work. Unemployment in many European countries all but disappeared.

So many goods were in short supply that governments turned to **rationing**. Under this system, people could buy only small amounts of those items that were also needed for the war effort. Eventually, rationing covered a wide range of goods, from butter to shoe leather.

Governments also suppressed antiwar activity, sometimes forcibly. In addition, they censored news about the war. Many leaders feared that honest reporting of the war would turn people against it. Governments also used **propaganda**, one-sided information designed to persuade, to keep up morale and support for the war. 📰

Women and the War Total war meant that governments turned to help from women as never before. Thousands of women replaced

MAIN IDEA

Summarizing

📰 How did the governments of the warring nations fight a total war?

A. Possible Answer They took control of the economy, directed a rationing program, suppressed antiwar activity, censored news reports, and used propaganda.

The Allies Win the War

10.5.3

Critical Thinking

- What effect did the Russian Revolution have on Russia's role in World War I? (*It brought Lenin to power, who withdrew Russia from the war and offered Germany a truce.*)
- How did the surrender of the Ottoman Empire and Bulgaria and the revolution in Austria-Hungary lead to the end of World War I? (*The collapse of Germany's allies left it with no support when the German government itself collapsed, resulting in the new German republic's signing an armistice with France.*)

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DIFFERENTIATING INSTRUCTION: GIFTED AND TALENTED STUDENTS

Making a Propaganda Display

Class Time 35 minutes

Task Researching World War I propaganda and creating a display

Purpose To highlight the role of propaganda in maintaining morale and support for the war at home

Instructions Explain to students that during World War I, both the Central Powers and the Allies generated propaganda designed to create a negative view of the enemy and support for their own cause. Have students do research to find posters, flyers, and other graphics representing the enemy

and enlisting support for the war effort at home. Ask them to collect the following information about each graphic:

- origin
- purpose
- intended audience
- method of distribution

Have students make copies of the graphics and mount them on a display board for presentation to the class. Each graphic should be accompanied by a caption explaining the information students have gathered about it.

➤ Analyzing Primary Sources

Allied View of Armistice

News of the armistice affected the Allied and Central powers differently. Here, a U.S. soldier named Harry Truman, who would go on to become president, recalls the day the fighting stopped.

PRIMARY SOURCE

Every single one of them [the French soldiers] had to march by my bed and salute and yell, "Vive President Wilson, Vive le capitaine d'artillerie américaine!" No sleep all night. The infantry fired Very pistols, sent up all the flares they could lay their hands on, fired rifles, pistols, whatever else would make noise, all night long.

HARRY TRUMAN, quoted in *The First World War*

German Reaction to Armistice

On the other side of the fighting line, German officer Herbert Sulzbach struggled to inform his troops of the war's end.

PRIMARY SOURCE

"Hostilities will cease as from 12 noon today." This was the order which I had to read out to my men. The war is over. . . . How we looked forward to *this* moment; how we used to picture it as the most splendid event of our lives; and here we are now, humbled, our souls torn and bleeding, and know that we've surrendered. Germany has surrendered to the Entente!

HERBERT SULZBACH, *With the German Guns*

DOCUMENT-BASED QUESTIONS

- Summarizing** What is the main difference between these two excerpts?
- Drawing Conclusions** How did Herbert Sulzbach's vision of the armistice differ from what actually occurred?

The Central Powers Collapse Russia's withdrawal from the war at last allowed Germany to send nearly all its forces to the Western Front. In March 1918, the Germans mounted one final, massive attack on the Allies in France. As in the opening weeks of the war, the German forces crushed everything in their path. By late May 1918, the Germans had again reached the Marne River. Paris was less than 40 miles away. Victory seemed within reach.

By this time, however, the German military had weakened. The effort to reach the Marne had exhausted men and supplies alike. Sensing this weakness, the Allies—with the aid of nearly 140,000 fresh U.S. troops—launched a counterattack. In July 1918, the Allies and Germans clashed at the Second Battle of the Marne. Leading the Allied attack were some 350 tanks that rumbled slowly forward, smashing through the German lines. With the arrival of 2 million more American troops, the Allied forces began to advance steadily toward Germany.

Soon, the Central Powers began to crumble. First the Bulgarians and then the Ottoman Turks surrendered. In October, revolution swept through Austria-Hungary. In Germany, soldiers mutinied, and the public turned on the kaiser.

On November 9, 1918, Kaiser Wilhelm II stepped down. Germany declared itself a republic. A representative of the new German government met with French Commander Marshal Foch in a railway car near Paris. The two signed an **armistice**, or an agreement to stop fighting. On November 11, World War I came to an end.

The Legacy of the War

World War I was, in many ways, a new kind of war. It involved the use of new technologies. It ushered in the notion of war on a grand and global scale. It also left behind a landscape of death and destruction such as was never before seen.

Both sides in World War I paid a tremendous price in terms of human life. About 8.5 million soldiers died as a result of the war. Another 21 million were wounded. In addition, the war led to the death of countless civilians by way of

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Analyzing Primary Sources

Before students read the Allied and German views of the armistice that ended World War I, have them predict what each will be. After reading the passages, ask students to discuss the accuracy of their predictions.

Answers to Document-Based Questions

- Summarizing** The Allied reaction is joyous; the German reaction is somber and shocked.
- Drawing Conclusions** Sulzbach believed that the armistice would follow a German victory, when, in fact, it came after Germany's surrender.

The Legacy of the War

10.6.2; 10.6.3

Critical Thinking

- What strategies new to World War I probably contributed to the destruction of homes, villages, and farms? (*trench and air warfare*)
- Why might Westerners have experienced disillusionment in the wake of World War I? (*Possible Answer: despair at the tremendous loss of life and economic devastation and at the uselessness of all the suffering*)

Critical Thinking Transparencies

- CT29 The Human and Financial Costs of World War I

MAIN IDEA

Comparing

How was the Second Battle of the Marne similar to the first?

B. Possible Answer Both times, the Allies defeated the Germans just as Germany seemed poised for victory.

CONNECTIONS ACROSS TIME AND CULTURES

Honoring War Heroes

Class Time 35 minutes

Task Investigating the various ways nations honor their war casualties

Purpose To appreciate how people keep alive the legacy of war

Instructions Tell students that throughout history, people around the world have shared in a somber, healing ritual: honoring soldiers killed in battle. In many nations, people come together to honor those citizens who fought and died for their country. After World War I, France built a ceremonial grave to honor all of its soldiers killed in the great conflict. Other nations have paid respects to their dead soldiers with medals, monuments, and parades.

Many nations, including France, the United States, Great Britain, Belgium, and Italy, have created memorials to unidentified war dead, often called the Tomb of the Unknown Soldier. Other memorials include statues, towers, such as Trajan's Column honoring the Roman emperor Trajan's victory over Dacia in A.D. 113, and other structures, such as the wall in Washington, D.C., honoring those who died or were missing in action during the Vietnam War. Have student volunteers describe war memorials they have seen.

History from Visuals

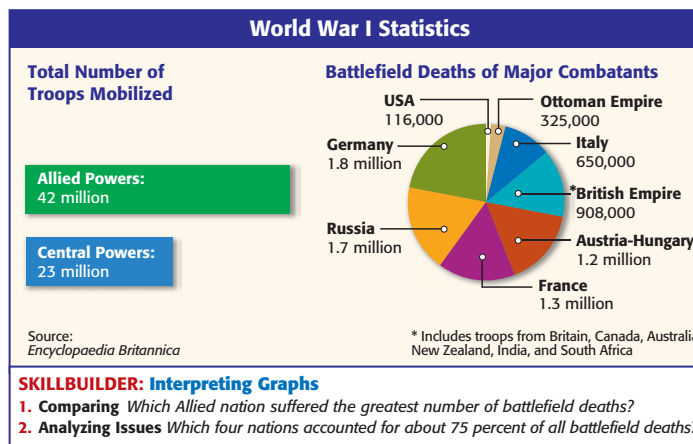
Interpreting the Graph

Have students examine the pie and line graphs. What information suggests a possible reason for the Allied victory? (*the much larger number of troops mobilized by the Allies*)

Extension Ask students to determine the number of battlefield deaths for the Allies and Central Powers based on the chart. Which side suffered greater losses? (*the Allies*)

SKILLBUILDER Answers

- 1. Comparing** Russia
- 2. Analyzing Issues** Germany, Russia, France, Austria-Hungary



SKILLBUILDER: Interpreting Graphs

- 1. Comparing** Which Allied nation suffered the greatest number of battlefield deaths?
- 2. Analyzing Issues** Which four nations accounted for about 75 percent of all battlefield deaths?

starvation, disease, and slaughter. Taken together, these figures spelled tragedy—an entire generation of Europeans wiped out.

The war also had a devastating economic impact on Europe. The great conflict drained the treasuries of European countries. One account put the total cost of the war at \$338 billion, a staggering amount for that time. The war also destroyed acres of farmland, as well as homes, villages, and towns.

The enormous suffering that resulted from the Great War left a deep mark on Western society as well. A sense of disillusionment settled over the survivors. The insecurity and despair that many people experienced are reflected in the art and literature of the time.

Another significant legacy of the war lay in its peace agreement. As you will read in the next section, the treaties to end World War I were forged after great debate and compromise. And while they sought to bring a new sense of security and peace to the world, they prompted mainly anger and resentment.

3 ASSESS

SECTION 3 ASSESSMENT

Have students work in small groups to answer the questions and check their answers.

Formal Assessment

- Section Quiz, p. 228

4 RETEACH

Divide the class into two groups, one presenting the factors that brought the United States into the war, and the other describing the effects of the war on the home front.

In-Depth Resources: Unit 4

- Reteaching Activity, p. 22

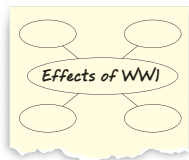
SECTION 3 ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- unrestricted submarine warfare
- total war
- rationing
- propaganda
- armistice

USING YOUR NOTES

2. Which effect do you think was most significant? Why? (10.6.2)



MAIN IDEAS

3. What factors helped prompt the United States to join the war for the Allies? (10.5.1)
4. What role did women play in the war? (10.5.1)
5. What was the significance of the Second Battle of the Marne? (10.5.4)

CRITICAL THINKING & WRITING

6. **ANALYZING ISSUES** In what ways was World War I truly a global conflict? (10.5.4)
7. **FORMING OPINIONS** Do you think governments are justified in censoring war news? Why or why not? (10.5.1)
8. **DRAWING CONCLUSIONS** Which of the non-European countries had the greatest impact on the war effort? Explain. (10.5.3)
9. **WRITING ACTIVITY** **ECONOMICS** Write a paragraph explaining how the concept of total war affected the warring nations' economies. (Writing 2.3.b)

CONNECT TO TODAY CREATING A GRAPHIC

Using the library and other resources, compare the role of women in combat today in any two countries. Display your comparison in a **chart** or other type of **graphic**. (Writing 2.3.d)

ANSWERS

1. unrestricted submarine warfare, p. 418 • total war, p. 419 • rationing, p. 420 • propaganda, p. 420 • armistice, p. 421

- 2. Sample Answer:** Effects—millions dead, land destroyed, economies shattered, mass disillusionment. Most significant: the tremendous loss of life, because the dead were irreplaceable
- 3.** Germany's unrestricted submarine warfare, Zimmermann note, U.S. ties with Britain and the Allies
- 4.** They helped run factories, farms, and towns, and kept troops supplied with food, clothing, and weapons.

- 5.** The Allies forced the Germans to retreat from France.
- 6. Possible Answer:** The war was fought in many parts of the world by people from many nations.
- 7. Possible Answers:** Justified—necessary to keep morale and loyalty high during war; Not justified—public has right to know the truth about the war
- 8.** the United States, because it supplied the most troops and helped turn the tide in the Allies' favor

- 9. Rubric** Paragraphs should
 - focus on the economic impact of total war.
 - be well organized with a strong thesis statement and good supporting details.

CONNECT TO TODAY

- Rubric** Graphics should
- be well researched and constructed.
 - clearly depict the comparison of women's combat roles in the two countries.

INTERACTIVE

Views of War

When World War I broke out, Europe had not experienced a war involving all the major powers for nearly a century, since Napoleon's defeat in 1815. As a result, people had an unrealistic view of warfare. Many expected the war to be short and romantic. Many men enlisted in the army because of patriotism or out of a desire to defend certain institutions. What the soldiers experienced changed their view of war forever.

CALIFORNIA STANDARDS

10.5.4 Understand the nature of the war and its human costs (military and civilian) on all sides of the conflict, including how colonial peoples contributed to the war effort.

Different Perspectives

OBJECTIVE

- Compare various views of World War I.

INSTRUCT

Tell students that these excerpts provide four different perspectives on war and its human toll. As they read each passage, have them imagine what it would have been like to be in the author's place.

A PRIMARY SOURCE

Woodrow Wilson

On April 2, 1917, President Wilson asked Congress to declare war so that the United States could enter World War I. This excerpt from his speech gives some of his reasons.

The world must be made safe for democracy. Its peace must be planted upon the tested foundations of political liberty. We have no selfish ends to serve. We desire no conquest, no dominion. We seek no indemnities for ourselves, no material compensation for the sacrifice we shall freely make. We are but one of the champions of the rights of mankind. We shall be satisfied when those rights have been made as secure as the faith and the freedom of nations can make them.

B FICTION

Erich Maria Remarque

In the German novel *All Quiet on the Western Front*, Erich Maria Remarque draws upon his own wartime experience of trench warfare.

No one would believe that in this howling waste there could still be men; but steel helmets now appear on all sides of the trench, and fifty yards from us a machine-gun is already in position and barking.

The wire entanglements are torn to pieces. Yet they offer some obstacle. We see the storm-troops coming. Our artillery opens fire. . . .

I see [a French soldier], his face upturned, fall into a wire cradle. His body collapses, his hands remain suspended as though he were praying. Then his body drops clean away and only his hands with the stumps of his arms, shot off, now hang in the wire.

C POETRY

Wilfred Owen

The English poet Wilfred Owen was killed in the trenches just one week before World War I ended. This excerpt from his poem "Dulce et Decorum Est" describes a gas attack.

Gas! GAS! Quick, boys!—An ecstasy of fumbling,
Fitting the clumsy helmets just in time;
But someone still was yelling out and stumbling,
And flound'ring like a man in fire or lime . . .
Dim, through the misty panes and thick green light,
As under a green sea, I saw him drowning.
In all my dreams, before my helpless sight,
He plunges at me, guttering, choking, drowning.

D PRIMARY SOURCE

Maurice Neumont

France, 1918

This French poster is titled, "They Shall Not Pass, 1914–1918."

Translated into English, the text at the bottom reads, "Twice I have stood fast and conquered on the Marne, my brother civilian. A deceptive 'peace offensive' will attack you in your turn; like me you must stand firm and conquer. Be strong and shrewd—beware of Boche [German] hypocrisy."



Document-Based QUESTIONS

1. What reasons does Woodrow Wilson (Source A) give for entering the war?
2. What emotions does the French poster (Source D) try to arouse?
3. Judging from Sources B and C, what was it like for the average soldier in the trenches? Explain how you think such experiences affected the average soldier's view of war.

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More About . . .

Erich Maria Remarque

Born in Germany in 1898, Erich Maria Remarque joined the army when he was 18 and was wounded several times during the war. After it was over, he drove race cars and worked as a sportswriter while immortalizing his experiences in the novel *All Quiet on the Western Front*. The book was a global success and remains a classic description of the day-to-day experience of war in plain, unemotional terms.

INTEGRATED TECHNOLOGY

Interactive These excerpts and the poster are available in an interactive format on the eEdition. Students can get help with vocabulary, hear the excerpts read aloud, and obtain background information.

DOCUMENT-BASED QUESTIONS: ANSWERS

1. He says the United States entered the war to make the world safe for democracy and to protect the rights of humanity.
2. It arouses the emotions of patriotism, nationalistic fervor, and suspicion of, and anger toward, Germany.
3. The experience was gruesome, horrifying, and terrible. It may have made the soldiers hate warfare or made them feel they had passed a test of courage or endurance and been lucky to survive.

LESSON PLAN

OBJECTIVES

- Explain events that led to the Treaty of Versailles.
- Identify the effects of the treaty on European powers.

1 FOCUS & MOTIVATE

Ask students how they end arguments or conflicts they're involved in. (*Possible Answers: defeat of one side, with both sides letting the issue drop or agreeing to a compromise; a stalemate, with both sides agreeing to a compromise*)

2 INSTRUCT

The Allies Meet and Debate 10.6.1

Critical Thinking

- Why didn't Russia take part in the Big Four negotiations? (*It was involved in a civil war.*)

Geography Transparencies

- GT29 Danzig and the Polish Corridor

Electronic Library of Primary Sources

- The Fourteen Points

CALIFORNIA RESOURCES

California Reading Toolkit, p. L61
 California Modified Lesson Plans for English Learners, p. 117
 California Daily Standards Practice Transparencies, TT53
 California Standards Enrichment Workbook, pp. 65–66, 67–68, 81–82
 California Standards Planner and Lesson Plans, p. L113
 California Online Test Practice
 California Test Generator CD-ROM
 California Easy Planner CD-ROM
 California eEdition CD-ROM



American troops staging a gas attack to show ill effects of forgetting a gas mask, 1918

E. F. Skinner, *For King and Country* (women in munitions factory)

A Flawed Peace

MAIN IDEA

POWER AND AUTHORITY After winning the war, the Allies dictated a harsh peace settlement that left many nations feeling betrayed.

WHY IT MATTERS NOW

Hard feelings left by the peace settlement helped cause World War II.

TERMS & NAMES

- Woodrow Wilson
- Georges Clemenceau
- Fourteen Points
- self-determination
- Treaty of Versailles
- League of Nations

CALIFORNIA STANDARDS

10.6.1 Analyze the aims and negotiating roles of world leaders, the terms and influence of the Treaty of Versailles and Woodrow Wilson's Fourteen Points, and the causes and effects of the United States's rejection of the League of Nations on world politics.

10.6.2 Describe the effects of the war and resulting peace treaties on population movement, the international economy, and shifts in the geographic and political borders of Europe and the Middle East.

10.8.2 Understand the role of appeasement, nonintervention (isolationism), and the domestic distractions in Europe and the United States prior to the outbreak of World War II.

SETTING THE STAGE World War I was over. The killing had stopped. The terms of peace, however, still had to be worked out. On January 18, 1919, a conference to establish those terms began at the Palace of Versailles, outside Paris. Attending the talks, known as the Paris Peace Conference, were delegates representing 32 countries. For one year, this conference would be the scene of vigorous, often bitter debate. The Allied powers struggled to solve their conflicting aims in various peace treaties.

The Allies Meet and Debate

Despite representatives from numerous countries, the meeting's major decisions were hammered out by a group known as the Big Four: **Woodrow Wilson** of the United States, **Georges Clemenceau** of France, David Lloyd George of Great Britain, and Vittorio Orlando of Italy. Russia, in the grip of civil war, was not represented. Neither were Germany and its allies.

Wilson's Plan for Peace In January 1918, while the war was still raging, President Wilson had drawn up a series of peace proposals. Known as the **Fourteen Points**, they outlined a plan for achieving a just and lasting peace.

The first four points included an end to secret treaties, freedom of the seas, free trade, and reduced national armies and navies. The fifth goal was the adjustment of colonial claims with fairness toward colonial peoples. The sixth through thirteenth points were specific suggestions for changing borders and creating new nations. The guiding idea behind these points was **self-determination**. This meant allowing people to decide for themselves under what government they wished to live.

Finally, the fourteenth point proposed a "general association of nations" that would protect "great and small states alike." This reflected Wilson's hope for an organization that could peacefully negotiate solutions to world conflicts.

The Versailles Treaty As the Paris Peace Conference opened, Britain and France showed little sign of agreeing to Wilson's vision of peace. Both nations were concerned with national security. They also wanted to strip Germany of its war-making power.

The differences in French, British, and U.S. aims led to heated arguments among the nations' leaders. Finally a compromise was reached. The **Treaty of Versailles**

TAKING NOTES

Clarifying Use a chart to record the reaction by various groups to the Treaty of Versailles.

Reaction to Treaty	
Germany	
Africans & Asians	
Italy & Japan	

SECTION 4 PROGRAM RESOURCES

ALL STUDENTS

In-Depth Resources: Unit 4

- Guided Reading, p. 4
- History Makers: Georges Clemenceau, p. 17

Formal Assessment

- Section Quiz, p. 229

ENGLISH LEARNERS

In-Depth Resources in Spanish

- Guided Reading, p. 106

Reading Study Guide (Spanish), p. 143

Reading Study Guide Audio CD (Spanish)

STRUGGLING READERS

In-Depth Resources: Unit 4

- Guided Reading, p. 4
- Building Vocabulary, p. 5
- Reteaching Activity, p. 23

Reading Study Guide, p. 143

Reading Study Guide Audio CD

GIFTED AND TALENTED STUDENTS

In-Depth Resources: Unit 4

- Primary Source: Signing the Treaty of Versailles, p. 12
- Connections Across Time and Cultures: Planning for Peace: Vienna and Versailles, p. 18

Electronic Library of Primary Sources

- The Fourteen Points

INTEGRATED TECHNOLOGY

eEdition CD-ROM

Power Presentations CD-ROM

Geography Transparencies

- GT29 Danzig and the Polish Corridor

Critical Thinking Transparencies

- CT65 Chapter 13 Visual Summary

Electronic Library of Primary Sources

- The Fourteen Points

History Makers

Woodrow Wilson and Georges Clemenceau

What problems might Woodrow Wilson and Georges Clemenceau have had in working together at Versailles? (*Possible Answer: Their completely different personalities might have made negotiation difficult.*) Georges Clemenceau's desire that Germany never again be able to threaten France was a primary motivation at Versailles. He even made this point symbolically at the signing of the document. He insisted that it take place in the Hall of Mirrors, where Wilhelm I had been made emperor of Germany in 1871.

In-Depth Resources: Unit 4

- History Makers: Georges Clemenceau, p. 17

A Troubled Treaty
10.6.2; 10.8.2

Critical Thinking

- How did the situation in African and Asian colonies compare before and after the mandate? (*It changed little, with no independence in sight.*)
- In what way was the Treaty of Versailles “a peace built on quicksand”? (*Its legacy of bitterness did not provide a solid basis for lasting peace.*)

between Germany and the Allied powers was signed on June 28, 1919, five years to the day after Franz Ferdinand's assassination in Sarajevo. Adopting Wilson's fourteenth point, the treaty created a **League of Nations**. The league was to be an international association whose goal would be to keep peace among nations.

The treaty also punished Germany. The defeated nation lost substantial territory and had severe restrictions placed on its military operations. As tough as these provisions were, the harshest was Article 231. It was also known as the “war guilt” clause. It placed sole responsibility for the war on Germany's shoulders. As a result, Germany had to pay reparations to the Allies.

All of Germany's territories in Africa and the Pacific were declared mandates, or territories to be administered by the League of Nations. Under the peace agreement, the Allies would govern the mandates until they were judged ready for independence.

A Troubled Treaty

The Versailles treaty was just one of five treaties negotiated by the Allies. In the end, these agreements created feelings of bitterness and betrayal—among the victors and the defeated.

The Creation of New Nations The Western powers signed separate peace treaties in 1919 and 1920 with each of the other defeated nations: Austria-Hungary, Bulgaria, and the Ottoman Empire. These treaties, too, led to huge land losses for the Central Powers. Several new countries were created out of the Austro-Hungarian Empire. Austria, Hungary, Czechoslovakia, and Yugoslavia were all recognized as independent nations.

The Ottoman Turks were forced to give up almost all of their former empire. They retained only the territory that is today the country of Turkey. The Allies carved up the lands that the Ottomans lost in Southwest Asia into mandates rather than independent nations. Palestine, Iraq, and Transjordan came under British control; Syria and Lebanon went to France.

Russia, which had left the war early, suffered land losses as well. Romania and Poland both gained Russian territory. Finland, Estonia, Latvia, and Lithuania, formerly part of Russia, became independent nations.

“A Peace Built on Quicksand” In the end, the Treaty of Versailles did little to build a lasting peace. For one thing, the United States—considered after the war to be the dominant nation in the world—ultimately rejected the treaty. Many Americans objected to the settlement and especially to President Wilson's League of Nations. Americans believed that the United States' best hope for peace was to stay out of European affairs. The United States worked out a separate treaty with Germany and its allies several years later.

History Makers



Woodrow Wilson
1856–1924

Wilson was tall and thin and often in poor health. He suffered from terrible indigestion and sometimes had to use a stomach pump on himself. A scholarly man, Wilson once served as president of Princeton University in New Jersey.

Passionate about international peace, he took on the U.S. Senate after it vowed to reject the Treaty of Versailles. During the political battle, he suffered a stroke that disabled him for the rest of his term.



Georges Clemenceau
1841–1929

The near opposite of Wilson, Clemenceau had a compact physique and a combative style that earned him the nickname “Tiger.” He had worked as a physician and journalist before entering the political arena.

Determined to punish Germany, Clemenceau rarely agreed with Wilson and his larger quest for world peace. He once remarked of Wilson, “He thinks he is another Jesus Christ come upon earth to reform men.”

INTEGRATED TECHNOLOGY

RESEARCH LINKS For more on Woodrow Wilson and Georges Clemenceau, go to classzone.com

Vocabulary

Reparations is money paid by a defeated nation to compensate for damage or injury during a war.

The Great War 425

DIFFERENTIATING INSTRUCTION: GIFTED AND TALENTED STUDENTS

Debating the Provisions of the Versailles Treaty

Class Time 40 minutes

Task Reading about the Versailles conference and enacting a debate

Purpose To appreciate the difficulty of negotiating a lasting peace

Instructions Have students research a variety of sources about the deliberations at Versailles. Suggest that they begin by reading the Primary Source document Signing the Treaty of Versailles by Harold Nicolson, found on page 12 of In-Depth Resources: Unit 4. Instruct them to use a dictionary of quotations, encyclopedia, biography,

or account of the war to find at least one direct quote from each of the following major participants:

- Woodrow Wilson
- Georges Clemenceau
- David Lloyd George

Then have students break into pairs, with each pair representing one of the three major positions. The pairs may debate more than one opponent as well as different sides of the issue. At the end of each debate, have the class vote to determine the strongest argument.

13 PRIMARY SOURCE Signing the Treaty of Versailles
by Harold Nicolson

The Treaty of Versailles, a peace treaty ending Germany and the Allied powers, was signed on June 28, 1919, in the Grand Ballroom of the Hotel de Ville in Paris. The signing was a historic moment, marking the end of the First World War.

When the Treaty of Versailles was signed, the Allies were in a position to demand a great deal from the defeated Germany. The Allies had fought a long and costly war, and they were exhausted. They had lost millions of men and women, and they had spent billions of dollars. They had also lost a great deal of territory and influence. They had to find a way to end the war and to prevent another war from breaking out.

The Allies had to find a way to deal with the defeated Germany. They had to find a way to punish Germany for its role in the war, but they also had to find a way to prevent another war from breaking out. They had to find a way to create a new world order, one that would be based on peace and cooperation.

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Discussion Questions

1. How did the Allies feel about signing the Treaty of Versailles?
2. How did the Germans feel about signing the Treaty of Versailles?
3. How did the British feel about signing the Treaty of Versailles?
4. How did the French feel about signing the Treaty of Versailles?
5. How did the Americans feel about signing the Treaty of Versailles?

In-Depth Resources: Unit 4



History from Visuals

Interpreting the Maps

Have students examine the maps to determine the major changes that occurred between the beginning of the war and its end. Make sure they understand that color has no political meaning here, but merely distinguishes one country from another. Ask them what new nations were created from the former Austria-Hungary and northwestern portions of Russia. (*Austria, Czechoslovakia, Hungary, Yugoslavia, Poland, Lithuania, Latvia, Estonia, Finland*)

Extension What change had occurred in Great Britain after the war? (*Ireland had become a dominion of the British Commonwealth.*) Have students research when and how Ireland achieved its independence. (*home rule granted to southern Ireland in 1921; Independent Republic of Ireland declared in 1949*)

SKILLBUILDER Answers

1. Region Austria-Hungary
2. Location Russia

Europe Post-World War I



GEOGRAPHY SKILLBUILDER: Interpreting Maps

1. Region Which Central Powers nation appears to have lost the most territory?
2. Location On which nation's former lands were most of the new countries created?

DIFFERENTIATING INSTRUCTION: STRUGGLING READERS

Understanding the Flawed Peace

Class Time 25 minutes

Task Identifying main ideas about the Treaty of Versailles

Purpose To clarify the legacy of the war

Instructions Divide students into small groups and ask them to reread pages 424–427 of the text, looking for answers to the following questions about the Treaty of Versailles.

1. Which nations made most of the decisions about the terms of peace? (*United States, France, Great Britain, Italy*)

2. How did Great Britain and France feel about Germany? (*They wanted to punish Germany.*)
3. What was article 231? (*It made Germany pay back the losses it had caused.*)
4. What were mandated territories? (*former colonies that were placed under the control of one of the winners of the war*)
5. Why might the mandated territories feel resentful? (*Instead of being given their independence, they were placed under a different foreign control.*)

Students who need additional help can use the Guided Reading activity for Section 4.

15 GUIDED READING: A Flawed Peace
Section 4

A. Analyzing Issues As you read this section, take notes to answer the questions about the peace conference that 28 nations nations helped negotiate.

1. What were the leading objectives of Britain's President Poincaré?	
2. What were the concerns and aims of France and Wilson?	

After heated debate and compromise, the Treaty of Versailles is signed.

3. In what ways did the treaty punish Germany?	
4. How did the treaty change the world map?	
5. How was Wilson's Fourteen Points incorporated into the treaty?	

The legacy of Versailles was one of bitterness and loss.

6. Why did the United States reject the treaty?	
7. How did this rejection affect the League of Nations?	
8. Why did many countries feel they had cheated as a result of the treaty?	

B. Summarizing On the back of this page, draw or identify each of the following:

Woodrow Wilson	Georges Clemenceau
self-determination	League of Nations

4 Over 4, Chapter 13

In-Depth Resources: Unit 4

History from Visuals

Interpreting the Chart

Have students examine the chart to identify how the provisions are grouped. Which column shows limitations on Germany's colonial power? (*Territorial Losses*) limitations on its military power? (*Military Restrictions*)

Extension Ask students to discuss how ordinary German citizens might have felt about the treaty. (*Possible Answers: cheated out of their territory, outraged at limitations on their military power, worried about the effects reparations would have on their economy*)

In-Depth Resources: Unit 4

- Connections Across Time and Cultures: Planning for Peace, p. 18

The Treaty of Versailles: Major Provisions			
League of Nations	Territorial Losses	Military Restrictions	War Guilt
<ul style="list-style-type: none"> • International peace organization; enemy and neutral nations initially excluded • Germany and Russia excluded 	<ul style="list-style-type: none"> • Germany returns Alsace-Lorraine to France; French border extended to west bank of Rhine River • Germany surrenders all of its overseas colonies in Africa and the Pacific 	<ul style="list-style-type: none"> • Limits set on the size of the German army • Germany prohibited from importing or manufacturing weapons or war material • Germany forbidden to build or buy submarines or have an air force 	<ul style="list-style-type: none"> • Sole responsibility for the war placed on Germany's shoulders • Germany forced to pay the Allies \$33 billion in reparations over 30 years

SKILLBUILDER: Interpreting Charts

- Analyzing Issues** In what ways did the treaty punish Germany?
- Clarifying** What two provinces were returned to France as a result of the treaty?

A. Possible Answer They saw the mandate system as a continuation of European colonialism.

MAIN IDEA

Analyzing Issues

What complaints did various mandated countries voice about the Treaty of Versailles?

In addition, the treaty with Germany, in particular the war-guilt clause, left a legacy of bitterness and hatred in the hearts of the German people. Other countries felt cheated and betrayed by the peace settlements as well. Throughout Africa and Asia, people in the mandated territories were angry at the way the Allies disregarded their desire for independence. The European powers, it seemed to them, merely talked about the principle of national self-determination. European colonialism, disguised as the mandate system, continued in Asia and Africa.

Some Allied powers, too, were embittered by the outcome. Both Japan and Italy, which had entered the war to gain territory, had gained less than they wanted. Lacking the support of the United States, and later other world powers, the League of Nations was in no position to take action on these and other complaints. The settlements at Versailles represented, as one observer noted, “a peace built on quicksand.” Indeed, that quicksand eventually would give way. In a little more than two decades, the treaties’ legacy of bitterness would help plunge the world into another catastrophic war.

SECTION 4 ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.
 • Woodrow Wilson • Georges Clemenceau • Fourteen Points • self-determination • Treaty of Versailles • League of Nations

USING YOUR NOTES
 2. Which group was most justified in its reaction to the treaty? Why? (10.6.2)

Reaction to Treaty	
Germany	
Africans & Asians	
Italy & Japan	

MAIN IDEAS

3. What was the goal of Woodrow Wilson's Fourteen Points? (10.6.1)
4. What was the “war guilt” clause in the Treaty of Versailles? (10.6.1)
5. Why did the United States reject the Treaty of Versailles? (10.6.1)

CRITICAL THINKING & WRITING

6. **FORMING OPINIONS** Were the Versailles treaties fair? Consider all the nations affected. (10.6.1)
7. **ANALYZING MOTIVES** Why might the European Allies have been more interested in punishing Germany than in creating a lasting peace? (10.8.2)
8. **EVALUATING DECISIONS** Was the United States right to reject the Treaty of Versailles? Why or why not? (10.6.1)
9. **WRITING ACTIVITY [POWER AND AUTHORITY]** Create a list of five **interview questions** a reporter might ask Wilson or Clemenceau about the Paris Peace Conference. Then write the possible **answers** to those questions. (Writing 2.2.b)

INTEGRATED TECHNOLOGY INTERNET ACTIVITY
 Use the Internet to explore a recent achievement or activity by the United Nations, the modern-day equivalent of the League of Nations. Present your findings in a brief **oral report** to the class. (Writing 2.3.b)

INTERNET KEYWORD
United Nations

The Great War 427

3 ASSESS

SECTION 4 ASSESSMENT

Have one student ask question 1 and the student who answers correctly ask question 2, and so on.

Formal Assessment
 • Section Quiz, p. 229

4 RETEACH

Ask students to fill in a concept web detailing the provisions of the Treaty of Versailles.

In-Depth Resources: Unit 4
 • Reteaching Activity, p. 23

Critical Thinking Transparencies
 • CT65 Chapter 29 Visual Summary

ANSWERS

1. Woodrow Wilson, p. 424 • Georges Clemenceau, p. 424 • Fourteen Points, p. 424 • self-determination, p. 424 • Treaty of Versailles, p. 424 • League of Nations, p. 425
2. **Sample Answer:** Germany—bitterness and hatred at costs exacted; Africans and Asians—anger at lack of independence; Italy and Japan—disappointment at lack of territory gained. Germany, because it was punished most
3. to create a just and lasting peace throughout the world
4. provision that blamed Germany for the war and required reparations
5. desire to stay out of European affairs
6. **Possible Answers:** Fair—Germany was punished and new nations were established; Not fair—Germany was too harshly punished and colonies weren't granted independence.
7. They wanted to ensure Germany could not invade them again.
8. **Possible Answers:** Right—staying out of Europe the best way to avoid conflict; Wrong—ongoing cooperation with Europe the best way to ensure peace
9. **Rubric** Questions and answers should
 - follow a logical sequence.
 - show comprehension of the material.

INTEGRATED TECHNOLOGY

Rubric Oral reports should

- be informative and show evidence of solid research.
- demonstrate understanding of the UN.