**Suggested Pacing Chart**

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**Use the following tools to easily assess student learning in a variety of ways:**

- Performance Assessment Activities and Rubrics
- Chapter Tests
- Section Quizzes
- Standardized Test Practice Workbook
- SAT I/II Test Practice
- www.wh.glencoe.com
- Interactive Tutor Self-Assessment CD-ROM
- MindJogger Videoquiz
- ExamView® Pro Testmaker CD-ROM

**Teaching Transparencies**

- **Unit Time Line Transparency 5** L2
- **Cause-and-Effect Transparency 5** L2

**Key to Ability Levels**

Teaching strategies have been coded.

- **L1** BASIC activities for all students
- **L2** AVERAGE activities for average to above-average students
- **L3** CHALLENGING activities for above-average students
- **ELL** ENGLISH LANGUAGE LEARNER activities

**Jamestown Education**

- **Timed Readings Plus in Social Studies** help students increase their reading rate and fluency while maintaining comprehension. The 400-word passages are similar to those found on state and national assessments.
- **Reading in the Content Area: Social Studies** concentrates on six essential reading skills that help students better comprehend what they read. The book includes 75 high-interest nonfiction passages written at increasing levels of difficulty.
- **Reading Fluency** helps students read smoothly, and accurately.
- **Jamestown’s Reading Improvement**, by renowned reading expert Edward Fry, focuses on helping build your students’ comprehension, vocabulary, and skimming and scanning skills.
- **Critical Reading Series** provides high-interest books, each written at three reading levels.

For more information, see the Jamestown Education materials in the front of this book. To order these products, call Glencoe at 1-800-334-7344.
Forms A and B or answers each question. Write the letter of the item in the blank to the left of the answer.

Write the correct letters in the blanks.

11. World War I was a total war, meaning that it involved a complete mobilization of resources and people.

8. The database provides Degrees of Reading Power™ (DRP) and Lexile™ levels.

5. The deliberate mass murder of a particular racial, political, religious, or national group is called genocide.

4. The New Economic System was planned by Lenin to avoid complete economic disaster starting World War I.

3. The concept of mercantilism is expressed by the idea of "The Struggle for National Identity" in which countries seek to have a strong national identity.

1. The modified version of the old capitalist system that Lenin attempted to create is called "planned socialism.""
The Period in Perspective

The period between 1914 and 1945 was one of the most destructive in the history of humankind. As many as 60 million people died as a result of World Wars I and II, the global conflicts that began and ended this era. As World War I was followed by revolutions, the Great Depression, totalitarian regimes, and the horrors of World War II, it appeared to many that European civilization had become a nightmare. By 1945, the era of European domination over world affairs had been severely shaken. With the decline of Western power, a new era of world history was about to begin.

Unit Objectives

After studying this unit, students should be able to:
1. describe the causes and impact of World War I;
2. trace the growth of Fascist and Communist dictatorships in Italy, Germany, and the Soviet Union;
3. explain the upsurge of nationalism in Asia, Africa, and Latin America;
4. trace the events that led to World War II;
5. describe major events and turning points of World War II;
6. describe events that took place during the Holocaust;
7. describe the impact of World War II on civilian populations.

Primary Sources Library

See pages 998–999 for primary source readings to accompany Unit 5.

TEAM TEACHING ACTIVITY

Art With the art teacher, coordinate a study of the major modern art movements of the 1920s and 1930s. Students should examine the philosophy and works of the Dada movement, surrealism, cubism, and the functionalist movement of the Bauhaus school. After students are familiar with each of these movements and its philosophy, discuss the possible influence that World War I had on the art of this period. You may want to have students write reports analyzing an artist’s work and the historical influences on that artist, or you may want students, with the help of the art teacher, to create their own artistic creations that reflect the philosophies of one of the movements. L2
“Never in the field of human conflict was so much owed by so many to so few.”

—Winston Churchill

**SERVICE-LEARNING PROJECT**

Some of the best primary sources for information about World War II live in our own communities. Have students work in pairs to interview a World War II survivor. Students may choose to contact the local Veterans Affairs office or local senior centers to identify a veteran. Have students interview the person and write a report about that person’s experiences. Also have students reflect on how learning about the war from someone directly involved in it has expanded their understanding of the war. **L2**

Refer to *Building Bridges: Connecting Classroom and Community through Service in Social Studies* from the National Council for the Social Studies for information about service-learning.

**CD-ROM**

*World History Primary Source Document Library CD-ROM*

Use the World History Primary Source Document Library CD-ROM to access primary source documents related to the twentieth-century crisis.

**More About the Photo**

The inscription above the gate at Dachau reads “Arbeit Macht Frei” (“Work will make you free.”) Dachau was Germany’s first concentration camp, opened in 1933. Almost 30,000 prisoners were living there upon liberation in 1945. In 1965 the camp was made into a memorial.

**History and the Humanities**

- World Art and Architecture Transparencies
  - 45 I Want You for the U.S. Army
  - 46 Three Musicians
  - 48 Empire State Building
  - 49 Zapatistas
  - 50 The Persistence of Memory
  - 51 Migrant Mother
  - 52 Bird in Space
  - 53 The Red Stairway
### International Peacekeeping

Until the 1900s, with the exception of the Seven Years’ War, never in history had there been a conflict that literally spanned the globe. The twentieth century witnessed two world wars and numerous regional conflicts. As the scope of war grew, so did international commitment to collective security, where a group of nations join together to promote peace and protect human life.

#### The League of Nations

At the end of World War I, the victorious nations set up a “general association of nations” called the League of Nations, which would settle international disputes and avoid war. By 1920, 42 nations had sent delegates to the League’s headquarters in Geneva, Switzerland, and they were eventually joined by another 21.

The United States never joined. Opponents in the U.S. Senate argued that membership in the League went against George Washington’s advice to avoid “entangling alliances.” When the League failed to halt warlike acts in the 1930s, the same opponents pointed to the failure of collective security.

The League of Nations was seen as a peacekeeper without a sword—it possessed neither a standing army nor members willing to stop nations that used war as diplomacy.

#### Model United Nations

Have students compile a list of international conflicts that are currently raging around the world. Then organize students into small groups. Assign each group a conflict from the list. Have them role-play an attempt by the United Nations to resolve the situation. In each group, have some students represent the two parties in the conflict and others represent UN mediators. Have students discuss the sources of the conflict and then negotiate a peace treaty. Each group can describe its dilemma to the class, and explain why they could or could not resolve the conflict. L2

For grading this activity, refer to the Performance Assessment Activities booklet.
The United Nations

After World War II, the United States hosted a meeting to create a new peacekeeping organization. Delegates from 50 nations hammered out the Charter of the United Nations. To eliminate the root causes of war, the UN created agencies that promoted global education and the well-being of children. In 1948, United States delegate Eleanor Roosevelt convinced the UN to adopt the Universal Declaration of Human Rights, which committed the UN to eliminate oppression. The headquarters for the UN are located in New York City.

Why It Matters

The UN hopes to use collective international actions to promote peace around the world. Often this involves preventing injustice and improving living conditions. What are some recent UN actions that support these principles?

South Africa

The Power of World Opinion

By 1995, the UN had taken part in 35 peacekeeping missions—some successful, some not. It also had provided protection for over 30 million refugees.

The UN used world opinion to promote justice. In 1977, it urged nations to enforce economic sanctions and an arms embargo against South Africa until apartheid was lifted. In 1994, South Africa held its first all-race elections. Many believed this was a major triumph for collective international action.

Why It Matters

The UN hopes to use collective international actions to promote peace around the world. Often this involves preventing injustice and improving living conditions. What are some recent UN actions that support these principles?

Cultural Diffusion

International Cooperation and Popular Music

Since the 1970s the spirit of international cooperation has influenced the world of rock music. In the early 1970s, a number of rock musicians, including George Harrison and Bob Dylan, held a concert to raise money for famine victims in the newly created nation of Bangladesh (formerly part of Pakistan). In the 1980s, Bob Geldof of the Boomtown Rats organized Band Aid, featuring many recording artists such as Sting and Phil Collins, to raise money for famine relief in Ethiopia.

Why It Matters

Student answers will vary depending on current events. Students may identify the efforts in Somalia, Sudan, and Sarajevo to provide food and supplies; the campaign to create international policy for the elimination of land mines; food drops into Afghanistan during the war on terrorism; relief to refugees and victims of civil and tribal warfare in Rwanda and other African nations.
1. Design your own wartime poster. Pick a clearly stated goal, such as asking volunteers to...

2. Discuss the passage with a small group of classmates. What is the writer's point of view?

3. Complete the activities described below. Write your editorial on a separate...

The following videotape programs are available from Glencoe as supplements to Chapter 23:

- Woodrow Wilson: Reluctant Warrior
  (ISBN 0–7670–0101–X)
- Nicholas and Alexandra
  (ISBN 1–56501–514–2)
- Rasputin: The Mad Monk
  (ISBN 0–7670–0189–3)

To order, call Glencoe at 1–800–334–7344. To find classroom resources to accompany many of these videos, check the following home pages:

- A&E Television: www.aande.com
- The History Channel: www.historychannel.com
Chapter 23 Test

Name

Multiple Choice
(4 points each)

1. Mitchell was an independent U.S. Air Force. When did the French learn the secret of his weapon?

A) 1914
B) 1917
C) 1918
D) 1920

2. When World War I began in 1914, the French had figured out how to fire a machine gun without damaging the plane’s...

A)...
### SECTION RESOURCES

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<td>2. Explain why Serbia’s determination to become a large, independent state</td>
<td>Guided Reading Activity 23–1*</td>
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<td>angered Austria-Hungary and initiated hostilities.</td>
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<td>Reproducible Lesson Plan 23–2</td>
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<td>widening of the war, and new weapons.</td>
<td>Daily Lecture and Discussion Notes 23–2</td>
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<td>women, and made use of propaganda.</td>
<td>Section Quiz 23–2*</td>
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<td>Daily Focus Skills Transparency 23–3</td>
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<td>2. Relate how the Bolsheviks came to power under Lenin.</td>
<td>Daily Lecture and Discussion Notes 23–3</td>
<td>Interactive Tutor Self-Assessment CD-ROM</td>
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<tr>
<td>3. Describe how Communist forces triumphed over anti-Communist forces.</td>
<td>Guided Reading Activity 23–3*</td>
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<td><strong>SECTION 4</strong> End of the War</td>
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<td>video and interactive content</td>
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<tr>
<td>1. Report how combined Allied forces stopped the German offensive.</td>
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<td>Daily Focus Skills Transparency 23–4</td>
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<td>2. Explain how peace settlements brought political and territorial changes to</td>
<td>Daily Lecture and Discussion Notes 23–4</td>
<td>Interactive Tutor Self-Assessment CD-ROM</td>
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<td>Europe and created bitterness and resentment in several nations.</td>
<td>Guided Reading Activity 23–4*</td>
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*Assign the Chapter 23 Reading Essentials and Study Guide.*

*Also Available in Spanish*
Chapter 23 Resources

**Teacher’s Corner**

**INDEX TO NATIONAL GEOGRAPHIC MAGAZINE**

The following articles relate to this chapter:


**NATIONAL GEOGRAPHIC SOCIETY PRODUCTS**

To order the following, call National Geographic at 1-800-368-2728:

- 1914–1918: World War I (Video)
- 1917: Revolution in Russia (Video)
- The Rise and Fall of the Soviet Union (Video)

**Access National Geographic’s new dynamic MapMachine Web site and other geography resources at:**

- [www.nationalgeographic.com](http://www.nationalgeographic.com)
- [www.nationalgeographic.com/maps](http://www.nationalgeographic.com/maps)

**MEETING SPECIAL NEEDS**

In addition to the Differentiated Instruction strategies found in each section, the following resources are also suitable for your special needs students:

- **ExamView® Pro Testmaker CD-ROM** allows teachers to tailor tests by reducing answer choices.
- **The Audio Program** includes the entire narrative of the student edition so that less-proficient readers can listen to the words as they read them.
- **The Reading Essentials and Study Guide** provides the same content as the student edition but is written two grade levels below the textbook.
- **Guided Reading Activities** give less-proficient readers point-by-point instructions to increase comprehension as they read each textbook section.

**KEY TO ABILITY LEVELS**

Teaching strategies have been coded.

- **L1** BASIC activities for all students
- **L2** AVERAGE activities for average to above-average students
- **L3** CHALLENGING activities for above-average students
- **ELL** ENGLISH LANGUAGE LEARNER activities

**WORLD HISTORY Online**

Use our Web site for additional resources. All essential content is covered in the Student Edition.

You and your students can visit [www.wh.glencoe.com](http://www.wh.glencoe.com), the Web site companion to *Glencoe World History*. This innovative integration of electronic and print media offers your students a wealth of opportunities. The student text directs students to the Web site for the following options:

- **Chapter Overviews**
- **Self-Check Quizzes**
- **Student Web Activities**
- **Textbook Updates**

Answers to the Student Web Activities are provided for you in the *Web Activity Lesson Plans*. Additional Web resources and Interactive Tutor Puzzles are also available.

**From the Classroom of…**

**Daniel W. Blackmon**

Coral Gables Senior High School

Miami, Florida

**Terrorism Then and Now**

Direct students to the “World War I Primary Document Archive” site maintained by Brigham Young University Library: [www.lib.byu.edu/~rdh/wwi/](http://www.lib.byu.edu/~rdh/wwi/).

Have them do a word search for the Serbian nationalist society, Narodna Odbrana. It was within this society that another secret band was formed called The Black Hand, whose members were responsible for the assassination of Archduke Francis Ferdinand, an act that ultimately resulted in the start of World War I.

Of the 30 or so documents found, ask students to read “World War I, the Narodna Odbrana,” “The Black Hand,” “World War I, the Assassination of Archduke Ferdinand” plus three documents of their choosing. At a later date, when the students have completed the assigned reading, lead a class discussion comparing and contrasting the Narodna Odbrana with known terrorist groups of today.

**Block Schedule**

Activities that are suited to use within the block scheduling framework are identified by: 🌟
The Impact Today

Explain to students that World War I was larger in scope and scale than any prior war and that it left lasting resentments, some of which still exist today. Ask students to find evidence of World War I’s repercussions in current world events or in their own family history.

Key Events

As you read this chapter, look for the key events of World War I, the Russian Revolution, and the Paris Peace Conference.

- Archduke Francis Ferdinand was assassinated by a Serbian nationalist.
- Militarism, nationalism, and alliances drew nations into war.
- The United States’s entry into the war helped the Allies.
- The impact of the war at home led to an increase in the federal government’s powers and changed the status of women.
- The Russian Revolution ended with the Communists in power.
- Peace settlements caused lingering resentment.
- The League of Nations was formed.

The Impact Today

The events that occurred during this period still impact our lives today.

- World War I led to the disintegration of empires and the creation of new states.
- Communism became a factor in global conflict as other nations turned to its ideology.
- The Balkans continue to be an area of political unrest.

World History Video

The Chapter 23 video, “Modern Warfare,” chronicles innovations in warfare during the twentieth century.

Capsule Vocabulary

This strategy helps students use vocabulary they encounter in their reading and deepens their understanding of complex words and ideas. Write the words trench warfare, poison gas, tank, machine guns, rockets, submarine, and Red Baron on the board or overhead. Have students pair up and start a conversation using as many of these words as possible. Then ask them to write down some of their exchanges. They can track the words as they read the chapter, correcting and expanding on their usage.

Refer to Inclusion for the High School Social Studies Classroom Strategies and Activities in the TCR.
Dinah Zike’s Foldables are three-dimensional, interactive graphic organizers that help students practice basic writing skills, review key vocabulary terms, and identify main ideas. Have students complete the foldable activity in the Dinah Zike’s Reading and Study Skills booklet.

**Battle of the Somme**

The Battle of the Somme began on July 1, 1916, along a 25-mile (40.2 km) front near the Somme River in France. It was a devastating campaign for both Allied and German forces. As students will read in *A Story That Matters* on the next page, on the first day of fighting the British lost about 21,000 men. Four months later, the Allied forces had advanced just five miles (8 km). Allied and German casualties totaled approximately one million. The battle was one of the costliest in history. In Britain, the enormous costs of this battle contributed to the first signs of war weariness. An interesting exercise for students would be to compare the depiction of the battle on this page with firsthand accounts.

**HISTORY Chapter Overview**

Introduce students to chapter content and key terms by having them access Chapter Overview 23 at wh.glencoe.com. Have students explain the significance of the dates 1914 through 1918. How many years after the start of World War I did the United States become involved in the war? (3 years) How long after the United States’s involvement did Germany agree to a truce? (1 year) L1 T1

**Introducing CHAPTER 23**

**Chapter Objectives**

After studying this chapter, students should be able to:
1. define the Triple Alliance and the Triple Entente;
2. summarize the causes of World War I;
3. describe the stalemate on the Western Front and events on the Eastern Front;
4. explain innovations in warfare;
5. explain what is meant by “total war” and its effects;
6. trace the fall of czarist Russia and the rise of the Communists;
7. explain the Allies’ victory;
8. list the major provisions of the Treaty of Versailles.

**Time Line Activity**

Have students explain the significance of the dates 1914 through 1918. How many years after the start of World War I did the United States become involved in the war? (3 years) How long after the United States’s involvement did Germany agree to a truce? (1 year) L1

**MORE ABOUT THE ART**

**Battle of the Somme**

The Battle of the Somme began on July 1, 1916, along a 25-mile (40.2 km) front near the Somme River in France. It was a devastating campaign for both Allied and German forces. As students will read in *A Story That Matters* on the next page, on the first day of fighting the British lost about 21,000 men. Four months later, the Allied forces had advanced just five miles (8 km). Allied and German casualties totaled approximately one million. The battle was one of the costliest in history. In Britain, the enormous costs of this battle contributed to the first signs of war weariness. An interesting exercise for students would be to compare the depiction of the battle on this page with firsthand accounts.
On July 1, 1916, British and French infantry forces attacked German defensive lines along a front about 25 miles (40 km) long near the Somme River in France. Each soldier carried almost 70 (32 kg) pounds of equipment, including a rifle, ammunition, grenades, a shovel, a mess kit, and a full water bottle. This burden made it “impossible to move much quicker than a slow walk.”

German machine guns soon opened fire. “We were able to see our comrades move forward in an attempt to cross No-Man’s-Land, only to be mown down like meadow grass,” recalled one British soldier. Another wrote later, “I felt sick at the sight of this carnage and remember weeping.”

Philip Gibbs, an English journalist with the troops, reported on what he found in the German trenches that the British forces overran: “Victory!... Groups of dead lay in ditches which had once been trenches, flung into chaos by that bombardment I had seen. Some of the German dead were young boys, too young to be killed for old men’s crimes, and others might have been old or young. One could not tell because they had no faces, and were just masses of raw flesh in rags of uniforms. Legs and arms lay separate without any bodies therabouts.”

In the first day of the Battle of the Somme, about 21,000 British soldiers died. After four months of fighting, the British had advanced five miles (eight km). About one million Allied and German soldiers lay dead or wounded.

**Why It Matters**

World War I (1914–1918) devastated the economic, social, and political order of Europe. People at the time, overwhelmed by the size of the war’s battles and the number of casualties, simply called it the Great War. The war was all the more disturbing to Europeans because it came after a period that many believed to have been an age of progress. World War I and the revolutions it spawned can properly be seen as the first stage in the crisis of the twentieth century.

**History and You**

Look online or in the library for a speech delivered by Woodrow Wilson or another leader, explaining the reasons for entering the war. Analyze the arguments. How might someone opposed to the war counter those arguments?
The Road to World War I

Main Ideas
• Militarism, nationalism, and a crisis in the Balkans led to World War I.
• Serbia’s determination to become a large, independent state angered Austria-Hungary and initiated hostilities.

People to Identify
Archduke Francis Ferdinand, Gavrilo Princip, Emperor William II, Czar Nicholas II, General Alfred von Schlieffen

Places to Locate
Serbia, Bosnia

Preview Questions
1. How did the assassination of Archduke Francis Ferdinand lead to World War I?
2. How did the system of alliances help cause the war?

Reading Strategy
Cause and Effect Use a diagram like the one below to identify the factors that led to World War I.

Voices from the Past
On June 28, 1914, the heir to the Austro-Hungarian throne, Archduke Francis Ferdinand, was assassinated in the Bosnian city of Sarajevo. One of the conspirators described the scene:

“As the car came abreast, [the assassin] stepped forward from the curb, drew his automatic pistol from his coat and fired two shots. The first struck the wife of the Archduke, the Archduchess Sophia, in the abdomen. She was an expectant mother. She died instantly. The second bullet struck the Archduke close to the heart. He uttered only one word: ‘Sophia’—a call to his stricken wife. Then his head fell back and he collapsed. He died almost instantly.” —Eyewitness to History, John Carey, ed., 1987

This event was the immediate cause of World War I, but underlying forces had been moving Europeans toward war for some time.

Nationalism and the System of Alliances
In the first half of the nineteenth century, liberals believed that if European states were organized along national lines, these states would work together and create a peaceful Europe. They were wrong.

The system of nation-states that emerged in Europe in the last half of the nineteenth century led not to cooperation but to competition. Rivalries over colonies...
and trade grew during an age of frenzied nationalism and imperialist expansion.

At the same time, Europe’s great powers had been divided into two loose alliances. Germany, Austria-Hungary, and Italy formed the Triple Alliance in 1882. France, Great Britain, and Russia created the Triple Entente in 1907.

In the early years of the twentieth century, a series of crises tested these alliances. Especially troublesome were the crises in the Balkans between 1908 and 1913. These events left European states angry at each other and eager for revenge. Each state was guided by its own self-interest and success. They were willing to use war as a way to preserve the power of their national states.

The growth of nationalism in the nineteenth century had yet another serious result. Not all ethnic groups had become nations. Slavic minorities in the Balkans and the Hapsburg Empire, for example, still dreamed of creating their own national states. The Irish in the British Empire and the Poles in the Russian Empire had similar dreams.

Internal Dissent

National desires were not the only source of internal strife at the beginning of the twentieth century. Socialist labor movements also had grown more powerful. The Socialists were increasingly inclined to use strikes, even violent ones, to achieve their goals.

Some conservative leaders, alarmed at the increase in labor strife and class division, feared that European nations were on the verge of revolution. In the view of some historians, the desire to suppress internal disorder may have encouraged various leaders to take the plunge into war in 1914.

Militarism

The growth of mass armies after 1900 heightened the existing tensions in Europe. The large size of these armies also made it obvious that if war did come, it would be highly destructive.

Conscription, a military draft, had been established as a regular practice in most Western countries before 1914. (The United States and Britain were
As we have seen, states in domination of these new states created serious ten-rivalry between Austria-Hungary and Russia for free themselves of Ottoman rule. Furthermore, the Serbian Problem

The Outbreak of War: Summer 1914

Militarism—aggressive preparation for war—was growing. As armies grew, so too did the influence of military leaders. They drew up vast and complex plans for quickly mobilizing millions of men and enormous quantities of supplies in the event of war.

Military leaders feared that any changes in these plans would cause chaos in the armed forces. Thus, they insisted that their plans could not be altered. In the 1914 crises, this left European political leaders with little leeway. They were forced to make decisions for military instead of political reasons.

Reading Check Examining What was the effect of conscription on events leading up to World War I?

The Serbian Problem As we have seen, states in southeastern Europe had struggled for many years to free themselves of Ottoman rule. Furthermore, the rivalry between Austria-Hungary and Russia for domination of these new states created serious tensions in the region.

By 1914, Serbia, supported by Russia, was determined to create a large, independent Slavic state in the Balkans. Austria-Hungary, which had its own Slavic minorities to contend with, was equally determined to prevent that from happening.

Many Europeans saw the potential danger in this explosive situation. The British ambassador to Vienna anticipated war in 1913:

“Serbia will some day set Europe by the ears, and bring about a universal war on the Continent. . . . I cannot tell you how exasperated people are getting here at the continual worry which that little country causes to Austria under encouragement from Russia . . . . It will be lucky if Europe succeeds in avoiding war as a result of the present crisis.”

It was against this backdrop of mutual distrust and hatred that the events of the summer of 1914 were played out.

Assassination in Sarajevo On June 28, 1914, Archduke Francis Ferdinand, the heir to the throne of Austria-Hungary, and his wife Sophia, visited the Bosnian city of Sarajevo (SAR•uh•YAY•voH). A group of conspirators waited there in the streets. The conspirators were members of the Black Hand, a Serbian terrorist organization that wanted Bosnia to be free of Austria-Hungary and to become part of a large Serbian kingdom.

The conspirators planned to kill the archduke, along with his wife. That morning, one of the conspirators threw a bomb at the archduke’s car, but it glanced off and exploded against the car behind him. Later in the day, however, Gavrilo Princip, a 19-year-old Bosnian Serb, succeeded in shooting both the archduke and his wife.

Austria-Hungary Responds The Austro-Hungarian government did not know whether or not the Serbian government had been directly involved in the archduke’s assassination, but it did not care. It saw an opportunity to “render Serbia innocuous [harmless] once and for all by a display of force,” as the Austrian foreign minister put it.

Austrian leaders wanted to attack Serbia but feared Russian intervention on Serbia’s behalf, so they sought the backing of their German allies. Emperor William II of Germany and his chancellor responded with a “blank check,” saying that Austria-

“Till the world comes to an end the ultimate decision will rest with the sword.”

—Emperor William II of Germany

3 ASSESS

Assign Section 1 Assessment as homework or as an in-class activity.

Have students use Interactive Tutor Self-Assessment CD-ROM.

COOPERATIVE LEARNING ACTIVITY

Preparing a News Report Organize students into small groups and have them stage a series of radio or television newscasts devoted to the outbreak of World War I. Each group should select a crucial date from June 28 to August 4, 1914. Students should incorporate researched information with the text material and design visual aids, such as maps and charts, when appropriate. Groups should assign members tasks, such as researching and compiling information, writing, designing, visual aids, and performing. Have groups include participants’ comments and citizens’ responses.

For grading this activity, refer to the Performance Assessment Activities booklet.
THE ROAD TO WORLD WAR I

Chapter 23, Section 1

Name Date Class

Reading Essentials and Study Guide

II

DRAWING FROM EXPERIENCE

the process of assembling troops and supplies and making them ready for war

mobilization

1. Use the time line below to help you take notes. Identify seven key events during the summer of 1914 were played out. In this section, you will learn about the events that led to the start of World War I. (page 720)

Section Quiz 23–1

Name

completes the statement or answers the question.

Multiple Choice

DIRECTIONS: (10 points each)

1. Germany’s invasion of Russia

A. was expected to be short

B. was expected to be long

C. called for a two-front war

D. was not part of the Schlieffen Plan

L1/ELL

L2

Reading Essentials and Study Guide 23–1

Chapter 23, Section 1, 717–720

Key terms are in blue.

THE ROAD TO WORLD WAR I

Section 1, 717–720

Reading Essentials and Study Guide

Section 1, 717–720

Sunshine State Standards

SS.A.3.4.9

L2

L1

SS.A.3.4.12

Section Quiz 23–1

Score

Class

1. Define conscription, mobilization.


3. Locate Serbia, Bosnia.

4. Explain why Great Britain became involved in the war.

5. List the ethnic groups that were left without nations after the nationalist movements of the nineteenth century.

6. Analyze How did the creation of military plans help draw the nations of Europe into World War I? In your opinion, what should today’s national and military leaders have learned from the military plans that helped initiate World War I? Explain your answer.

7. Sequencing Information Using a diagram like the one below, identify the series of decisions made by European leaders in 1914 that led directly to the outbreak of war.

8. Examine the painting of Emperor William II of Germany shown on page 719 of your text. How does this portrait of the emperor reflect the nature of leadership before World War I?

9. Expository Writing Some historians believe that the desire to suppress internal disorder may have encouraged leaders to take the plunge into war. As an adviser, write a memo to your country’s leader explaining how a war might be advantageous for domestic policy.

Reteaching Activity

Ask students to identify the specific events that led to World War I. L1

CLOSE

Ask students to give examples that explain the following sentence: “It was against this backdrop of mutual distrust and hatred that the events of the summer of 1914 were played out.” L1

720

CHAPTER 23 War and Revolution

1. Key terms are in blue.

2. Triple Alliance (p. 718), Triple Entente (p. 718), Archduke Francis Ferdinand (p. 719), Gavrilo Princip (p. 719), Emperor William II (p. 719), Czar Nicholas II (p. 720), General Alfred von Schlieffen (p. 720)

3. See chapter maps.

4. official cause: Germany violated Belgian neutrality; actual cause: Germany concerned about own power

5. Slavic minorities in Balkans and Hapsburg Empire; Irish in British Empire; Poles in Russian Empire

6. Countries could not partially mobilize or limit war fronts.

7. Austria-Hungary punish Serbia 

8. rise of militarism

9. Answers should be consistent with material presented in this section.

Like the Russians, the Germans had a military plan. It had been drawn up under the guidance of General Alfred von Schlieffen (SHLEE•fuhn), so was known as the Schlieffen Plan. The plan called for a two-front war with France and Russia, who had formed a military alliance in 1894.

According to the Schlieffen Plan, Germany would conduct a small holding action against Russia while most of the German army would carry out a rapid invasion of France. This meant invading France by moving quickly along the level coastal area through Belgium. After France was defeated, the German invaders would move to the east against Russia.

Under the Schlieffen Plan, Germany could not mobilize its troops solely against Russia. Therefore, it declared war on France on August 3. About the same time, it issued an ultimatum to Belgium demanding the right of German troops to pass through Belgian territory. Belgium, however, was a neutral nation.

On August 4, Great Britain declared war on Germany, officially for violating Belgian neutrality. In fact, Britain, which was allied with the countries of France and Russia, was concerned about maintaining its own world power. As one British diplomat put it, if Germany and Austria-Hungary won the war, “what would be the position of a friendless England?” By August 4, all the great powers of Europe were at war.

Hungary could rely on Germany’s “full support,” even if “matters went to the length of a war between Austria-Hungary and Russia.”

Strengthened by German support, Austrian leaders sent an ultimatum to Serbia on July 23. In it, they made such extreme demands that Serbia had little choice but to reject some of them in order to preserve its sovereignty. On July 28, Austria-Hungary declared war on Serbia.

Russia Mobilizes Russia was determined to support Serbia’s cause. On July 28, Czar Nicholas II ordered partial mobilization of the Russian army against Austria-Hungary. Mobilization is the process of assembling troops and supplies and making them ready for war. In 1914, mobilization was considered an act of war.

Leaders of the Russian army informed the czar that they could not partially mobilize. Their mobilization plans were based on a war against both Germany and Austria-Hungary. Mobilizing against only Austria-Hungary, they claimed, would create chaos in the army. Based on this claim, the czar ordered full mobilization of the Russian army on July 29, knowing that Germany would consider this order an act of war.

The Conflict Broadens Indeed, Germany reacted quickly. The German government warned Russia that it must halt its mobilization within 12 hours. When Russia ignored this warning, Germany declared war on Russia on August 1.
Main Ideas
• The stalemate at the Western Front led to new alliances, a widening of the war, and new weapons.
• Governments expanded their powers, increased opportunities for women, and made use of propaganda.

Key Terms
propaganda, trench warfare, war of attrition, total war, planned economies

Preview of Events
1914 to 1915: Illusions and Stalemate

Before 1914, many political leaders had thought that war involved so many political and economic risks that it would not be worth fighting. Others had believed that diplomats could easily control any situation and prevent war. At the beginning of August 1914, both ideas were shattered. However, the new illusions that replaced them soon proved to be equally foolish.

Government propaganda—ideas spread to influence public opinion for or against a cause—had worked in stirring up national hatreds before the war. Now, in August 1914, the urgent pleas of European governments for defense against


1914: What did the people know of war in 1914, after nearly half a century of peace? They did not know war; they had hardly given it a thought. They still saw it in the perspective of their school readers and of paintings in museums; brilliant cavalry attacks in glittering uniforms, the fatal shot always straight through the heart, the entire campaign a resounding march of victory—‘We’ll be home at Christmas,’ the recruits shouted laughingly to their mothers in August of 1914. . . . The young people were honestly afraid that they might miss this most wonderful and exciting experience of their lives; . . . that is why they shouted and sang in the trains that carried them to the slaughter.

—The World of Yesterday, Helmut Ripperger and B. W. Buesch, trans., 1943

Europeans went to war in 1914 with remarkable enthusiasm.
aggressors fell on receptive ears in every nation at war. Most people seemed genuinely convinced that their nation’s cause was just.

A new set of illusions also fed the enthusiasm for war. In August 1914, almost everyone believed that the war would be over in a few weeks. People were reminded that almost all European wars since 1815 had, in fact, ended in a matter of weeks. Both the soldiers who boarded the trains for the war front in August 1914, and the jubilant citizens who showered them with flowers as they left, believed that the warriors would be home by Christmas.

### The Western Front

German hopes for a quick end to the war rested on a military gamble. The Schlieffen Plan had called for the German army to make a vast encircling movement through Belgium into northern France. According to the plan, the German forces would sweep around Paris. This would enable them to surround most of the French army.

The German advance was halted a short distance from Paris at the First Battle of the Marne (September 6–10). To stop the Germans, French military leaders loaded two thousand Parisian taxicabs with fresh troops and sent them to the front line.

The war quickly turned into a stalemate, as neither the Germans nor the French could dislodge each other from the trenches they had dug for shelter. These trenches were ditches protected by barbed wire. Two lines of trenches soon reached from the English Channel to the frontiers of Switzerland. The Western Front had become bogged down in trench warfare that kept both sides in virtually the same positions for four years.

### The Eastern Front

In contrast to the Western Front, the war on the Eastern Front was marked by mobility. The cost in lives, however, was equally enormous.

At the beginning of the war, the Russian army moved into eastern Germany, but was decisively defeated at the Battle of Tannenberg on August 30 and the Battle of Masurian Lakes on September 15. As a result of these defeats, the Russians were no longer a threat to German territory.
Austria-Hungary, Germany’s ally, fared less well at first. The Austrians had been defeated by the Russians in Galicia and thrown out of Serbia as well. To make matters worse, the Italians betrayed their German and Austrian allies in the Triple Alliance by attacking Austria in May 1915. Italy thus joined France, Great Britain, and Russia, who had formed the Triple Entente, but now were called the Allied Powers, or Allies.

By this time, the Germans had come to the aid of the Austrians. A German-Austrian army defeated the Russian army in Galicia and pushed the Russians far back into their own territory. Russian casualties stood at 2.5 million killed, captured, or wounded. The Russians had almost been knocked out of the war.

Buoyed by their success, Germany and Austria-Hungary, joined by Bulgaria in September 1915, attacked and eliminated Serbia from the war. Their successes in the east would enable the Germans to move back to the offensive in the west.

**Reading Check**

Contrasting How did the war on the Eastern Front differ from the war on the Western Front?

The day’s routine consisted of breakfast followed by inspection, sentry duty, work on the trenches, care of personal items, and attempts to pass the time. Soldiers often recalled the boredom of life in the dreary, lice-ridden, and muddy or dusty trenches.

At many places along the opposing lines of trenches, a “live and let live” system evolved. It was based on the realization that neither side was going to drive out the other. The “live and let live” system resulted in such arrangements as not shelling the latrines and not attacking during breakfast.

On both sides, troops produced their own humor magazines to help pass the time and fulfill the need to laugh in their own humor magazines to help pass the time. The British trench magazine, the *B. E. F. Times*, devoted one of its issues to defining military terms, including “DUDS—These are of two kinds. A shell on impact failing to explode is called a dud. They are unhappily not as plentiful as the other kind, which often draws a big salary and explodes for no reason.”

**Tactics of Trench Warfare**

The unexpected development of trench warfare baffled military leaders. They had been trained to fight wars of movement and maneuver. The only plan generals could devise was to attempt a breakthrough by throwing masses of men against enemy lines that had first been battered by artillery. Once the decisive breakthrough had been achieved, they thought, they could return to the war of movement that they knew best.

At times, the high command on either side would order an offensive that would begin with an artillery advance. If an offensive failed, it was halted. Once the trench lines had been developed and stabilized, as had happened by 1916, the German and British armies were locked in a stalemate due to trench warfare; the Eastern Front was a more typical war of movement and maneuver.

**Answers:**

1. Each side realized that it was not going to drive out the other, so they could refrain from shelling latrines or attacking during breakfast.
2. Answers should be consistent with material presented in this section.

**Guided Reading Activity 23-2**

**NAME** ____________  **DATE** ____________  **CLASS** ____________

**DIRECTIONS:** Fill in the blanks below as you read Section 2.

Before 1914, many political leaders thought war in Europe could be (**1**)

**A. Revolutionary.** B. Irrational.  C. Managed.**

The German Schlieffen Plan called for the German army to sweep around (**2**)

**A. Belgium.** B. France. C. Italy.**

The war quickly turned into a (**3**)

**A. Peace.** B. Stalemate. C. War of movement.**

The Western Front reached (**4**)

**A. The Somme.** B. Ypres.  C. Verdun.**

In August 1914, most people seemedonia to stir up nationalist hatred before the war. In August 1914, most people seemed to believe that (**5**)

**A. War would be over quickly.** B. No one would die. C. Only a few would die.**

The German offensive in (**6**)

**A. Mid-1915.** B. Mid-1916. C. Early 1917.**

The German advance met (**7**)

**A. Germans were stopped by British forces.** B. Germans were stopped by French forces. C. Germans were stopped by Allied forces.**

The war on the Western Front continued to (**8**)

**A. Grow in size.** B. End in stalemate. C. End in victory.**

**The Way It Was**

**L1/ELL**

**Reading Check**

**Connecting to the Past**

1. Explain What was the rationale behind the “live and let live” system?
2. Writing about History Write several journal entries as if you were a soldier in the trenches.

**DIFFERENTIATED INSTRUCTION**

**At-Risk Students** Have students identify the Triple Alliance and Triple Entente countries on the map on page 718, and ask them to list each country in its correct category. Then have students find photographs depicting scenes from each of the countries in the early 1900s. Have the students share their lists and pictures with the class. To aid in memorization and learning, pass out 3 × 5 cards upon which students list all countries in the Triple Alliance and Triple Entente. Ask students to sort the cards into these two categories. **L1**

Refer to Inclusion for the High School Studies Classroom Strategies and Activities in the TCR.
characteristics of this era. Students describe the defining major era in world history. Have why World War I is considered a this section, have them explain

When students finish reading

remain neutral. Ask students to spec-

arguing for and against U. S.

important American figures

Critical Thinking

students to prepare a display show-

Science and Technology

explaining the development of aviation during World War I. L2

Critical Thinking

Ask students to identify the important American figures arguing for and against U. S. neutrality. Ask students to specu-

late on the outcome of the war had the United States chosen to remain neutral. L3

Critical Thinking

When students finish reading this section, have them explain why World War I is considered a major era in world history. Have students describe the defining characteristics of this era. L1

barrage to flatten the enemy’s barbed wire and leave the enemy in a state of shock. After “softening up” the enemy in this fashion, a mass of soldiers would climb out of their trenches with fixed bayonets and hope to work their way toward the enemy trenches.

The attacks rarely worked because men advancing unprotected across open fields could be fired at by the enemy’s machine guns. In 1916 and 1917, millions of young men died in the search for the elusive breakthrough. In 10 months at Verdun, France, in 1916, seven hundred thousand men lost their lives over a few miles of land. World War I had turned into a war of attrition, a war based on wearing the other side down by constant attacks and heavy losses. (See page 998 to read an excerpt from Arthur Guy Empey’s Over the Top in the Primary Sources Library.)

**War in the Air** By the end of 1915, airplanes had appeared on the battlefront for the first time in history. At first, planes were used to spot the enemy’s position. However, planes soon began to attack ground targets, especially enemy communications.

Fights for control of the air occurred and increased over time. At first, pilots fired at each other with handheld pistols. Later, machine guns were mounted on the noses of planes, which made the skies considerably more dangerous.

The Germans also used their giant airships—the zeppelins—to bomb London and eastern England. This caused little damage but frightened many people. Germany’s enemies, however, soon found that zeppelins, which were filled with hydrogen gas, quickly became raging infernos when hit by antiaircraft guns.

**Widening of the War** Because of the stalemate on the Western Front, both sides sought to gain new allies who might provide a winning advantage. The Ottoman Empire had already come into the war on Germany’s side in August 1914. Russia, Great Britain, and France—the Allies—declared war on the Ottoman Empire in November.

The Allies tried to open a Balkan front by landing forces at Gallipoli (guh•LIH•puh•lee), southwest of Constantinople, in April 1915. However, Bulgaria entered the war on the side of the Central Powers, as Germany, Austria-Hungary, and the Ottoman Empire were called. A disastrous campaign at Gal-

lipoli forced the Allies to withdraw.

In return for Italy entering the war on the Allied side, France and Great Britain promised to let Italy have some Austrian territory. Italy on the side of the Allies opened up a front against Austria-Hungary.

By 1917, the war that had started in Europe had truly become a world conflict. In the Middle East, a British officer known as Lawrence of Arabia, in 1917, urged Arab princes to revolt against their Ottoman overlords. In 1918, British forces from Egypt destroyed the Ottoman Empire in the Middle East. For their Middle East campaigns, the British mobilized forces from India, Australia, and New Zealand.

The Allies also took advantage of Germany’s preoccupations in Europe and lack of naval strength to seize German colonies in the rest of the world. Japan, a British ally beginning in 1902, seized a number of German-held islands in the Pacific. Australia seized German New Guinea.

**Reading Check**

**Explaining** Why were military leaders baffled by trench warfare?

**Reading Check**

**Describing** What caused the widen-

ing of the war?

**Decision Making** New machines and devices were first used on a large scale during World War I. These included submarines, airplanes, tanks, motor trucks, machine guns, rapid-fire artillery, barbed wire, and poison gas. Break students into groups and ask them to complete a project (visual display, oral report, multimedia presentation) that answers the following question: What mistake did military leaders continue to make even though new technology was available? Remind students to define tasks thoroughly and to assign roles and responsibilities. After the project is complete, the group should evaluate everyone’s contribution, highlighting aspects of the work that went well and suggesting ways the team might have functioned better. L2 L3
Entry of the United States

At first, the United States tried to remain neutral. As World War I dragged on, however, it became more difficult to do so. The immediate cause of United States involvement grew out of the naval war between Germany and Great Britain.

Britain had used its superior naval power to set up a naval blockade of Germany. The blockade kept war materials and other goods from reaching Germany by sea. Germany had retaliated by setting up its own blockade of Britain. Germany enforced its blockade with the use of unrestricted submarine warfare, which included the sinking of passenger liners.

On May 7, 1915, the British ship Lusitania was sunk by German forces. There were about 1,100 civilian casualties, including over 100 Americans. After strong United States protests, the German government suspended unrestricted submarine warfare in September 1915 to avoid antagonizing the United States further. Only once did the German and British naval forces actually engage in direct battle—at the Battle of Jutland on May 31, 1916, when neither side won a conclusive victory.

By January 1917, however, the Germans were eager to break the deadlock in the war. German naval officers convinced Emperor William II that resuming the use of unrestricted submarine warfare could starve the British into submission within six months.

When the emperor expressed concern about the United States, he was told not to worry. The British would starve before the Americans could act. Even if the Americans did intervene, Admiral Holtzendorff assured the emperor, “I give your Majesty my word as an officer that not one American will land on the continent.”

The German naval officers were quite wrong. The British were not forced to surrender, and the return to unrestricted submarine warfare brought the United States into the war in April 1917. United States troops would have been more willing to seek a settlement.

CHAPTER 23 War and Revolution

DIFFERENTIATED INSTRUCTION

Reading Support Encourage students needing extra reinforcement to summarize the material under each subhead in this section in a manner of their own choosing. Some students may elect to prepare oral summaries. Visual learners might draw a series of cartoons depicting such subjects as the battle, the weapons used, or trench warfare. Gifted students may use outside resources to enhance their summaries. You may wish to have students work in small groups to complete this activity.

Critical Thinking Ask students to discuss the following sentence: “The immediate cause of U.S. involvement grew out of the naval war between Germany and Great Britain.”

Critical Thinking Ask students why the psychological impact of the United States’s entry into World War I might have been greater than the actual military impact. (The entry would have given a desperately needed morale boost to the Allies and discouraged Germany and Austria-Hungary. The opposition would have been more willing to seek a settlement.)
**CHAPTER 23**
Section 2, 721–727

**Reading Check**

**Answer:** The Germans wanted to starve Britain into submission. They believed they could accomplish that before the United States would enter the war.

**ASSESS**

Assign Section 2 Assessment as homework or as an in-class activity.

Have students use Interactive Tutor Self-Assessment CD-ROM.

**Section Quiz 23–2**

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
</tr>
</thead>
</table>

**DIRECTIONS:** Matching. Match each item in Column A with the answer in Column B. Then write the correct letter in the blanks.

**Column A**

- 1. huge German airship
- 2. trench warfare
- 3. propaganda
- 4. planned economies
- 5. total war
- 6. honor to 171 African American Soldiers
- 7. the democratic states never resorted to exaggeration.
- 8. only the authoritarian regimes used propaganda.
- 9. only the authoritarian powers allowed peace rallies.
- 10. the Home Front:
The Impact of Total War

As World War I dragged on, it became a total war, involving a complete mobilization of resources and people. It affected the lives of all citizens in the warring countries, however remote they might be from the battlefields.

Masses of men had to be organized and supplies had to be manufactured and purchased for years of combat. (Germany alone had 5.5 million men in uniform in 1916.) This led to an increase in government powers and the manipulation of public opinion to keep the war effort going. The home front was rapidly becoming a cause for as much effort as the war front.

**Increased Government Powers**

Most people had expected the war to be short, so little thought had been given to long-term wartime needs. Governments had to respond quickly, however, when the war machines failed to achieve their goals. Many more men and supplies were needed to continue the war. To meet these needs, governments expanded their powers. Countries drafted tens of millions of young men for that elusive breakthrough to victory.

Throughout Europe, wartime governments also expanded their power over their economies. Freemarket capitalist systems were temporarily put aside. Governments set up price, wage, and rent controls; rationed food supplies and materials; regulated imports and exports; and took over transportation systems and industries. In effect, in order to mobilize all the resources of their nations for the war effort, European nations set up planned economies—systems directed by government agencies.

Under conditions of total war mobilization, the differences between soldiers at war and civilians at home were narrowed. In the view of political leaders, all citizens were part of a national army dedicated to victory. As United States president Woodrow Wilson said, the men and women “who remain to till the soil and man the factories are no less a part of the army than the men beneath the battle flags.”

**Manipulation of Public Opinion**

As the war continued and casualties grew worse, the patriotic enthusiasm that had marked the early stages of World War I waned. By 1916, there were signs that civilian morale was beginning to crack under the pressure of total war. War governments, however, fought back against the growing opposition to the war.

Authoritarian regimes, such as those of Germany, Russia, and Austria-Hungary, relied on force to subdue their populations. Under the pressures of the war, however, even democratic states expanded their police powers to stop internal dissent. The British Parliament, for example, passed the Defence of the Realm Act (DORA). It allowed the government to arrest protestors as traitors. Newspapers were censored, and sometimes their publication was even suspended.

Wartime governments made active use of propaganda to arouse enthusiasm for the war. At the beginning, public officials needed to do little to achieve this goal. The British and French, for example, exaggerated German atrocities in Belgium and found that their citizens were only too willing to believe these accounts.

As the war progressed and morale sagged, governments were forced to devise new techniques for motivating the people. In one British recruiting poster, for example, a small daughter asked her father, “Daddy, what did YOU do in the Great War?” while her younger brother played with toy soldiers.

**Total War and Women**

World War I created new roles for women. Because so many men left to fight at the front, women were asked to take over jobs that had not been available to them before. Women were employed in jobs that had once been considered...
5. List key terms are in blue.


2. Identify Lawrence of Arabia, Admiral Holtzendorff, Woodrow Wilson.

1. Define propaganda, trench warfare, war of attrition, total war, planned economies.

4. Explain why World War I required total warfare.

5. List some of the occupations opened to women by the war.

6. Identify propaganda, what methods did governments use to counter the loss of enthusiasm and opposition to the war at home?

7. Organizing Information Use a diagram like the one below to identify ways in which government powers increased during the war.

8. Examine the photograph of British soldiers shown on page 723. How does this photograph illustrate the type of warfare that emerged during World War I? What aspects of trench warfare are not shown in the photo?

9. Expository Writing What lasting results occurred in women’s rights due to World War I? What were the temporary results? Write an essay discussing the effect of the war on women’s rights.

SECTION 2 ASSESSMENT

Beyond their capacity. These included such occupations as chimney sweeps, truck drivers, farm laborers, and factory workers in heavy industry. For example, 38 percent of the workers in the Krupp Armaments works in Germany in 1918 were women.

The place of women in the workforce was far from secure, however. Both men and women seemed to expect that many of the new jobs for women were only temporary. This was evident in the British poem “War Girls,” written in 1916:

“There’s the girl who clips your ticket for the train, And the girl who speeds the lift [elevator] from floor to floor, There’s the girl who does a milk-round [milk delivery] in the rain, And the girl who calls for orders at your door. Strong, sensible, and fit, They’re out to show their grit, And tackle jobs with energy and knack. No longer caged and penned up, They’re going to keep their end up Till the khaki soldier boys come marching back.”

At the end of the war, governments would quickly remove women from the jobs they had encouraged them to take earlier. The work benefits for women from World War I were short-lived as men returned to the job market. By 1919, there would be 650,000 unemployed women in Great Britain. Wages for the women who were still employed would be lowered.

Nevertheless, in some countries the role played by women in wartime economies had a positive impact on the women’s movement for social and political emancipation. The most obvious gain was the right to vote, which was given to women in Germany, Austria, and the United States immediately after the war. Most British women gained the vote in 1918.

Many upper- and middle-class women had also gained new freedoms. In ever-larger numbers, young women from these groups took jobs; had their own apartments; and showed their new independence.

Edith Cavell (1865–1915)—British nurse

Edith Cavell was born in Norfolk, England. She trained as a nurse and moved to Brussels in 1907 to head the Berkendael Medical Institute. After the outbreak of war, the institute became a Red Cross hospital. Cavell worked to shelter French and British soldiers and help them reach safety in the Netherlands.

Outraged, German military authorities in Brussels put her on trial for aiding the enemy and ordered her to be shot. Before her execution, Cavell said, “I am glad to die for my country.” To arouse anti-German sentiment, both the French and British used her as an example of German barbarism. The Germans insisted they had the right to execute a traitor—whether man or woman.

Enrich

Have students discuss the impact of World War I on the status of women. How did their acceptance, even if temporary, into occupations previously considered beyond their ability empower women to demand equal rights with men? L2

L1/ELL

Reading Essentials and Study Guide 23–2

Answer: Citizens were subject to rationing, propaganda, the draft, and loss of free speech. Women took jobs formerly considered beyond their capacity.

Reteaching Activity

Discuss the war’s major events on both fronts and at sea; the effects of technological advances; the entrance of the United States into the war. L1

4 CLOSE

Have students summarize the situations of the Allies and the Central Powers in the spring of 1917. (The prospect of victory was slim for both sides at this point.)
CHAPTER 23 War and Revolution

Passengers boarding the British liner R.M.S. Lusitania in New York on May 1, 1915, for the voyage to Liverpool, England, knew of Germany’s threat to sink ships bound for the British Isles. Britain and Germany had been fighting for nine months. Still, few passengers imagined that a civilized nation would attack an unarmed passenger steamer without warning.

Listing to starboard, the liner began to sink rapidly at the bow, sending passengers tumbling down her slanted decks. Lifeboats on the port side were hanging too far inboard to be readily launched, those on the starboard side too far out to be easily boarded. Several overfilled lifeboats spilled occupants into the sea. The great liner disappeared under the waves in only 18 minutes, leaving behind a jumble of swimmers, corpses, deck chairs, and wreckage. Looking back upon the scene from his submarine, even the German commander Schwieger was shocked. He later called it the most horrible sight he had ever seen.

Built eight years earlier, the Lusitania was described as a “floating palace.” German authorities, however, saw her as a threat. They accused the British government of using the Lusitania to carry ammunition and other war supplies across the Atlantic.

With her four towering funnels, the liner looked invincible as she left New York on her last voyage. Six days later, at 2:10 P.M. on May 7, 1915, Walther Schwieger, the 30-year-old commander of the German submarine U 20, fired a single torpedo at the Lusitania from a range of about 750 yards (686 m). Captain William Turner of the Lusitania saw the torpedo’s wake from the navigation bridge just before impact. It sounded like a “million-ton hammer hitting a steam boiler a hundred feet high,” one passenger said. A second, more powerful explosion followed, sending a geyser of water, coal, and debris high above the deck.

Points to Discuss

After students have read the feature, ask the following: Why did the Germans see the Lusitania as a threat? (They believed the ship was carrying ammunition and other war materials to England.) Why did so many people lose their lives when the Lusitania sank? (The boat sank quickly, and the lifeboats were almost impossible to reach and board.) Why did the sinking of the Lusitania anger many Americans? (because sinking the unarmed passenger vessel

Teacher’s Notes

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News of the disaster raced across the Atlantic. Of 1,959 people aboard, only 764 were saved. The dead included 94 children and infants.

Questions were immediately raised. Did the British Admiralty give the Lusitania adequate warning? How could one torpedo have sunk her? Why did she go down so fast? Was there any truth to the German claim that the Lusitania had been armed?

From the moment the Lusitania sank, she was surrounded by controversy. Americans were outraged by the attack, which claimed the lives of 123 U.S. citizens. Newspapers called the attack “deliberate murder” and a “foul deed,” and former President Theodore Roosevelt demanded revenge against Germany. The attack on the Lusitania is often credited with drawing the United States into World War I. However, President Woodrow Wilson—though he had vowed to hold Germany responsible for its submarine attacks—knew that the American people were not ready to go to war. It was almost two years before the United States joined the conflict in Europe.

A British judge laid full blame on the German submarine commander, while the German government claimed that the British had purposely made the ship a target. Tragically, inquiries following the sinking of the Lusitania revealed that Captain Turner had received warnings by wireless from the British Admiralty, but acted on only limited precautions as he approached the area.

**Special Report**

**Fun Facts**

- Woodrow Wilson’s secretary of state, William Jennings Bryan, resigned rather than sign a strongly worded protest Wilson sent to Germany after the Lusitania’s sinking.
- The cargo of arms and ammunition that the Lusitania was carrying weighed about 173 tons.
- The British admiralty had recommended that the Lusitania follow a zigzag course, changing direction every few minutes, to avoid torpedo attacks.

**Enrich**

Ask students to evaluate the political choices and decisions made by Britain, Germany, and the United States in regard to the Lusitania. Be sure students take into account the historical context. Then ask students to apply this knowledge to the analysis of choices and decisions faced by societies today. Students should use current news media for the second part of this activity. L3

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1. The Lusitania arrives in New York on her maiden voyage in 1907 (opposite page).
2. Captain William Turner of the Lusitania, (opposite page, center); Walther Schweiger, commander of the German submarine U 20 (opposite page, right).
3. Headlines in Boston and New York (above) report the terrible news of the sinking of the Lusitania on May 7, 1915. In the two days prior to the attack on the Lusitania, the German submarine U 20 had sunk three ships off Ireland’s southern coast. Yet the captain of the Lusitania, who had received warnings by wireless from the British Admiralty, took only limited precautions as he approached the area.
but took only limited precautions as he approached the area where the U 20 was waiting.

Rumors of diamonds, gold, and valuables locked away in Lusitania’s safes have prompted salvage attempts over the years. To date, no treasure has ever been reported.

Perhaps the biggest puzzle has been the hardest to solve: Why did the liner sink so fast? Newspapers speculated that the torpedo had struck munitions in a cargo hold, causing the strong secondary explosion. Divers later reported a huge hole in the port side of the bow, opposite where munitions would have been stored.

Hoping to settle the issue, a team from the Woods Hole Oceanographic Institution, sponsored by the National Geographic Society, sent their robot vehicle Jason down to photograph the damage. Fitted with cameras and powerful lights, the robot sent video images of the wreck by fiber-optic cable to a control room on the surface ship, Northern Horizon. A pilot maneuvered Jason with a joystick, while an engineer relayed instructions to the robot’s computers. Other team members watched for recognizable objects on the monitors. In addition to using Jason to make a visual survey of the Lusitania, the team of researchers and scientists also used sonar to create a computerized, three-dimensional diagram of how the wreck looks today.

From this data, it was discovered that the Lusitania’s hull had been flattened—in part by the force of gravity—to half its original width. But when Jason’s cameras swept across the hold, looking for the hole reported by divers shortly after the sinking, there was none to be found. Indeed, no evidence was found that would indicate that the torpedo had detonated an explosion in a cargo hold, undermining one theory of why the liner sank.

Questions about her cargo have haunted the Lusitania since the day she went down. Was she carrying illegal munitions as the Germans have always claimed? In fact, she was. The manifest for her last voyage included wartime essentials such as motorcycle parts, metals, cotton goods, and food, as well as 4,200 cases of rifle ammunition, 1,250 cases of shrapnel (not explosive), and 18 boxes of percussion fuses. However, the investigation conducted by the Woods Hole team and Jason suggested that these munitions did not cause the secondary blast that sent the Lusitania to the bottom.

So what did? One likely possibility was a coal-dust explosion. The German torpedo struck the liner’s starboard side about 10 feet (3 m) below the waterline, rupturing one of the long coal

Connecting to the Past

In recent years a number of wrecked ships have been raised from the ocean bottom by scientists and entrepreneurs. The salvage operations have generated controversy about the ownership of the materials recovered, which can be worth millions of dollars.

Among the better-known cases are the Padre Island wrecks in Texas and the case of Nuestra Señora de la Atocha in Florida.

Science and Technology

The first submarine to be used in combat was built by an American, David Bushnell, in 1776 and was used during the Revolutionary War. It was made of wood and moved by means of a hand-turned propeller. (The craft was used in an unsuccessful attempt to blow up a British warship in New York harbor.) By the late 1800s, an American engineer named Simon Lake had made considerable advances in submarine technology, including the use of horizontal rudders for diving and water ballast for submergence. The U.S. Navy was slow to see the merits of Lake’s work. In the early 1900s, however, Lake was hired by the United States.
bunkers [storage bins] that stretched along both sides. If that bunker, mostly empty by the end of the voyage, contained explosive coal dust, the torpedo might have ignited it. Such an occurrence would explain all the coal that was found scattered on the seafloor near the wreck.

The Lusitania’s giant funnels have long since turned to rust, an eerie marine growth covers her hull, and her superstructure is ghostly wreckage. Yet the horror and fascination surrounding the sinking of the great liner live on. With today’s high-technology tools, researchers and scientists at Woods Hole and the National Geographic Society have provided another look—and some new answers—to explain the chain of events that ended with the Lusitania at the bottom of the sea.

1. How did the Lusitania contribute to drawing the United States into World War I?
2. Describe the Lusitania’s route. Where was it when it sank?
3. What mysteries were researchers able to solve by using underwater robot technology?

Answers:
1. Americans were outraged by this action by the Germans against a civilian target.
2. The Lusitania was traveling from New York City, across the Atlantic Ocean, and then along the southern coast of Ireland en route to Liverpool (on the western coast), England. The Lusitania was sunk off the southern coast of Ireland.
3. Researchers were able to determine that weapons carried by the Lusitania had not exploded, and they hypothesized that the second explosion was caused by the ignition of coal dust.
John Reed, an American journalist, described an important event that took place in St. Petersburg, Russia, on the night of November 6, 1917:

"After a few minutes huddling there, some hundreds of men began again to flow forward. By this time, in the light that streamed out of the Winter Palace windows, I could see that the first two or three hundred men were Red Guards [revolutionaries], with only a few scattered soldiers. Over the barricade of firewood we clambered, and leaping down inside gave a triumphant shout as we stumbled on a heap of rifles thrown down by the guards who had stood there. On both sides of the main gateway the doors stood wide open, and from the huge pile came not the slightest sound."

— Eyewitness to History, John Carey, ed., 1987

Reed was describing the Bolshevik seizure of the Winter Palace, seat of the Russian Government, by Bolshevik revolutionaries. This act led to a successful revolution in Russia.

Background to Revolution

As you will learn, out of Russia's collapse in 1917 came the Russian Revolution. Its impact would be felt all over the world.

Russia was unprepared both militarily and technologically for the total war of World War I. Russia had no competent military leaders. Even worse, Czar Nicholas II made the mistakes of his father, Czar Alexander III. The Tsar's wife, Czarina Alexandra, was a woman of weak judgment. Further, the Czar himself exhibited poor leadership skills.

Preteaching Vocabulary

Ask students to define soviet and discuss it with the class. L2

Section Overview

This section discusses the fall of Czar Nicholas II in Russia and the ensuing Russian Revolution, which put the communists in power.
Nicholas II insisted on taking personal charge of the armed forces despite his obvious lack of ability and training.

In addition, Russian industry was unable to produce the weapons needed for the army. Many soldiers trained using broomsticks. Others were sent to the front without rifles and told to pick one up from a dead comrade.

Given these conditions, it is not surprising that the Russian army suffered incredible losses. Between 1914 and 1916, two million soldiers were killed, and another four to six million wounded or captured. By 1917, the Russian will to fight had vanished.

**Beginnings of Upheaval** Czar Nicholas II was an autocratic ruler who relied on the army and bureaucracy to hold up his regime. Furthermore, he was an autocratic ruler who relied on the army and bureaucracy to hold up his regime. He strove to preserve the tsarist regime. Even conservative aristocrats who supported the monarchy felt the need to do something to save the situation. The killing of Rasputin occurred too late, however, to save the monarchy.

The March Revolution At the beginning of March 1917, a series of strikes led by working-class women broke out in the capital city of Petrograd (formerly St. Petersburg). A few weeks earlier, the government had started bread rationing in Petrograd after the price of bread had skyrocketed.

Many of the women who stood in the lines waiting for bread were also factory workers who worked 12-hour days. A police report warned the government:

> **Mothers of families, exhausted by endless standing in line at stores, distressed over their half-starving and sick children, are today perhaps closer to revolution than the liberal opposition leaders** and of course they are a great deal more dangerous because they are the combustible material for which only a single spark is needed to burst into flame.

CHAPTER 23 War and Revolution 733

**COOPERATIVE LEARNING ACTIVITY**

**Creating a Presentation** Divide students into four groups and assign each group a major figure in the Russian Revolution: Czar Nicholas II, Rasputin, Lenin, and Trotsky. Have each group research its assigned individual. Students should include his background, education, beliefs, and role in the revolution. Students should divide up the research appropriately and combine their findings to prepare a written or oral report to present to the class. If possible, the report should be accompanied by illustrations. Following the presentations, students should analyze the influence of each of these individuals on political events of the twentieth century. L2
The Russian Revolution

Russia was for the total war of World War I.

I. A socialist group, the Bolsheviks, represented the radical interests of lower classes.

B. The Bolsheviks came under the leadership of V.I. Lenin.

C. In March 1917, a series of strikes led by workers, started in Petrograd. Nicholas ordered troops to break up the crowds by force if necessary.

D. Large numbers of the soldiers joined the demonstrators. The Duma met and established a provisional government. Nicholas II stepped down on March 15.

Guided Reading Activity 23–3

Answer: The Russian army suffered incredible losses in the war. Nicholas II’s wife made decisions under the influence of Rasputin; then came a series of military and economic disasters. At the beginning of March 1917, strikes led by working-class women broke out in Petrograd, which developed into a general strike. Large numbers of the soldiers joined the demonstrators. The Duma met and established a provisional government. Nicholas II stepped down on March 15.

The Mystery of Anastasia

Czar Nicholas II, his wife Alexandra, and their five children were murdered on the night of July 16, 1918. Soon after, rumors began to circulate that some members of the family had survived.

In 1921, a young woman in Dalldorf, Germany, claimed to be the Grand Duchess Anastasia, youngest daughter of Nicholas II. Some surviving members of the Romanov family became convinced that she was Anastasia. Grand Duke Andrew, Nicholas II’s first cousin, said after meeting with her, “For me there is definitely no doubt; it is Anastasia.”

The woman claiming to be Anastasia convinced many people of the authenticity of her claim. What do you think might have motivated her to act out the part of Anastasia for so many years?

EXTENDING THE CONTENT

Health

As if the world war, revolution, and civil war were not devastating enough to the Russian people, an even greater danger appeared in the form of lice. Lice carry Rickettsia bacteria, which causes typhus. During the war years, between 1914 and 1916, the typhus outbreak on the Eastern Front was serious (there were no similar outbreaks on the Western Front due to the use of fumigants). After the revolution of 1917, Russia experienced the worst typhus epidemic in history. Between 1917 and 1921, over 25 million Russians came down with typhus and more than 2.5 million died. Ask students to compare this typhus epidemic with the fourteenth-century plague and identify any contemporary situations that parallel these historical situations.
The Rise of Lenin

The Bolsheviks began as a small faction of a Marxist party called the Russian Social Democrats. The Bolsheviks came under the leadership of Vladimir Ilyich Ulianov (ool-YAH-nuhf), known to the world as V. I. Lenin.

Under Lenin’s direction, the Bolsheviks became a party dedicated to violent revolution. Lenin believed that only violent revolution could destroy the capitalist system. A “vanguard” (forefront) of activists, he said, must form a small party of well-disciplined professional revolutionaries to accomplish the task.

Between 1900 and 1917, Lenin spent most of his time abroad. When the provisional government was formed in March 1917, he saw an opportunity for the Bolsheviks to seize power. In April 1917, German military leaders, hoping to create disorder in Russia, shipped Lenin to Russia. Lenin and his associates were in a sealed train to prevent their ideas from infecting Germany.

Lenin’s arrival in Russia opened a new stage of the Russian Revolution. Lenin maintained that only violent revolution could destroy the capitalistic system. A “vanguard” (forefront) of activists, he said, must form a small party of well-disciplined professional revolutionaries to accomplish the task. These groups and then use them to overthrow the provisional government.

At the same time, the Bolsheviks reflected the discontent of the people. They promised an end to the war, the redistribution of all land to the peasants, the transfer of factories and industries from capitalists to committees of workers, and the transfer of government power from the provisional government to the soviets. Three simple slogans summed up the Bolshevik program: “Peace, Land, Bread,” “Worker Control of Production,” and “All Power to the Soviets.”

Reading Check

Answer: to gain control of the soviets of soldiers, workers, and peasants and use them to overthrow the provisional government

Critical Thinking

Have students research and analyze the three Bolshevik slogans: “Peace, Land, Bread,” “Worker Control of Production,” and “All Power to the Soviets.” Which did Lenin attempt to address? Which were strictly propaganda? What is the appeal of these slogans? L2

INTERDISCIPLINARY CONNECTIONS ACTIVITY

Art Have students use the Internet or library to research Communist propaganda posters from this period. Ask them to write a brief report analyzing at least one of the posters. Students should consider the following questions: What can be learned by examining the poster? What message is the poster trying to convey? Does the poster elicit an emotional response? How do the images in the poster portray Communist ideology and values? Students reports should include a copy of the poster, and reports can be presented orally to the class. L2
The Bolsheviks Seize Power

By the end of October, Bolsheviks made up a slight majority in the Petrograd and Moscow soviets. The number of party members had grown from 50,000 to 240,000. With Leon Trotsky, a dedicated revolutionary, as head of the Petrograd soviet, the Bolsheviks were in a position to claim power in the name of the soviets. During the night of November 6, Bolshevik forces seized the Winter Palace, the seat of the provisional government. The government quickly collapsed with little bloodshed.

This overthrow of the provisional government coincided with a meeting in Petrograd of the all-Russian Congress of Soviets, which represented local soviets from all over the country. Outwardly, Lenin turned over the power of the provisional government to the Congress of Soviets. The real power, however, passed to a Council of People’s Commissars, headed by Lenin.

The Bolsheviks, who soon renamed themselves the Communists, still had a long way to go. Lenin had promised peace and, that, he realized, would not be an easy task. It would mean the humilitating loss of much Russian territory. There was no real choice, however.

On March 3, 1918, Lenin signed the Treaty of Brest-Litovsk with Germany and gave up eastern Poland, Ukraine, Finland, and the Baltic provinces. To his critics, Lenin argued that it made no difference. The spread of the socialist revolution throughout Europe would make the treaty largely irrelevant. In any case, he had promised peace to the Russian people. Real peace did not come, however, because the country soon sank into civil war.

Civil War in Russia

Many people were opposed to the new Bolshevik, or Communist, regime. These people included not only groups loyal to the czar but also liberals and anti-Leninist socialists. These groups were joined by the Allies, who were extremely concerned about the Communist takeover. The Allies sent hundreds of troops to various parts of Russia in the hope of bringing Russia back into the war. The Allied forces rarely fought on Russian soil, but they did give material aid to anti-Communist forces.

Between 1918 and 21, the Communist (Red) Army was forced to fight on many fronts against these opponents. The first serious threat to the Communists came from Siberia. Here an anti-Communist (White) force attacked westward and advanced almost to the Volga River before being stopped.

Attacks also came from the Ukrainians in the southwest and from the Baltic regions. In mid-1919, White forces swept through Ukraine and advanced almost to Moscow before being pushed back.

By 1920, however, the major White forces had been defeated and Ukraine retaken. The next year, the Communist regime regained control over the independent nationalist governments in Georgia, Russian Armenia, and Azerbaijan.

The royal family was another victim of the civil war. After the czar abdicated, he, his wife, and their five children had been taken into captivity. In April 1918, they were moved to Ekaterinburg, a mining town in the Urals. On the night of July 16, members of the local soviet murdered the czar and his family and burned their bodies in a nearby mine shaft.

Triumph of the Communists

How had Lenin and the Communists triumphed in the civil war over what seemed to be overwhelming forces? One reason was that the Red Army was a well-disciplined fighting force. This was largely due to the organizational genius of Leon Trotsky. As commissar of war, Trotsky reinstated the draft and insisted on rigid discipline. Soldiers who deserted or refused to obey orders were executed on the spot.

Furthermore, the disunity of the anti-Communist forces weakened their efforts. Political differences created distrust among the Whites and prevented them from cooperating effectively with one another. Some Whites insisted on restoring the czarist regime. Others believed that only a more liberal and democratic program had any chance of success.
The Whites, then, had no common goal. The Communists, in contrast, had a single-minded sense of purpose. Inspired by their vision of a new socialist order, the Communists had the determination that comes from revolutionary zeal and convictions.

The Communists were also able to translate their revolutionary faith into practical instruments of power. A policy of war communism, for example, was used to ensure regular supplies for the Red Army. War communism meant government control of banks and most industries, the seizing of grain from peasants, and the centralization of state administration under Communist control.

Another Communist instrument was revolutionary terror. A new Red secret police—known as the Cheka—began a Red Terror aimed at the destruction of all those who opposed the new regime (much like the Reign of Terror in the French Revolution). The Red Terror added an element of fear to the Communist regime.

Finally, the presence of foreign armies on Russian soil enabled the Communists to appeal to the powerful force of Russian patriotism. At one point, over a hundred thousand foreign troops—mostly Japanese, British, American, and French—were stationed in Russia in support of anti-Communist forces. Their presence made it easy for the Communist government to call on patriotic Russians to fight foreign attempts to control the country.

By 1921, the Communists were in total command of Russia. In the course of the civil war, the Communist regime had transformed Russia into a centralized state dominated by a single party. The state was also largely hostile to the Allied powers, because the Allies had tried to help the Communists’ enemies in the civil war.
**TEACH**

**Analyzing Primary Sources**

This selection captures the fervor and excitement of the early days of communism. What aspects of the Communist program would have seemed most attractive to people exhausted by war? What would have been the fascination for people like John Reed, who had become disenchanted with capitalism and angry about continuing social inequalities? Why did the Bolsheviks have such revolutionary fervor? How do Lenin’s use of language and his mannerisms affect the crowd? Compare Reed’s enthusiasm and the Bolsheviks’ fervor to the new revolutionary fervor that overthrew communism in the revolutions of 1989. L3

**Ten Days That Shook the World**


"It was just 8:40 when a thundering wave of cheers announced the entrance of the presidium [executive committee], with Lenin—great Lenin—among them. A short, stocky figure, with a big head set down in his shoulders, bald and bulging. Little eyes, a snubbish nose, wide, generous mouth, and heavy chin. Dressed in shabby clothes, his trousers much too long for him. Unimpressive, to be the idol of a mob, loved and revered as perhaps few leaders in history have been. . . .

Now Lenin, gripping the edge of the reading stand, letting his little winking eyes travel over the crowd as he stood there waiting, apparently oblivious to the long-rolling ovation, which lasted several minutes. When it finished, he said simply, ‘We shall now proceed to construct the socialist order!’ Again that overwhelming human roar.

‘The first thing is the adoption of practical measures to realize peace. . . . We shall offer peace to the peoples of all the warring countries upon the basis of the Soviet terms—no annexations, no indemnities, and the right of self-determination of peoples. . . . This proposal of peace will meet with resistance on the part of the imperialist governments—we don’t fool ourselves on that score. But we hope that revolution will soon break out in all the warring countries; that is why we address ourselves especially to the workers of France, England and Germany. . . .’

‘The revolution of November 6th and 7th,’ he ended, ‘has opened the era of the Social Revolution. . . . The labour movement, in the name of peace and socialism, shall win, and fulfill its destiny. . . .’

There was something quiet and powerful in all this, which stirred the souls of men. It was understandable why people believed when Lenin spoke.

—John Reed, *Ten Days That Shook the World*

**Analyzing Primary Sources**

1. Did John Reed agree or disagree with Lenin?
2. How do you know that Reed’s account of Lenin is biased?
Main Ideas
- Combined Allied forces stopped the German offensive.
- Peace settlements brought political and territorial changes to Europe and created bitterness and resentment in several nations.

Key Terms
armistice, reparation, mandate

End of the War

Guide to Reading

Main Ideas
- Combined Allied forces stopped the German offensive.
- Peace settlements brought political and territorial changes to Europe and created bitterness and resentment in several nations.

People to Identify
Erich von Ludendorff, Friedrich Ebert, David Lloyd George, Georges Clemenceau

Places to Locate
Kiel, Alsace, Lorraine, Poland

Preview Questions
1. What were the key events in bringing about an end to the war?
2. What was the intended purpose of the League of Nations?

Reading Strategy
Organizing Information
At the Paris Peace Conference, the leaders of France, Britain, and the United States were motivated by different concerns. Using a chart, identify the national interests of each country as it approached the peace deliberations.

Key Terms
armistice, reparation, mandate

People to Identify
Erich von Ludendorff, Friedrich Ebert, David Lloyd George, Georges Clemenceau

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Preview Questions
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2. What was the intended purpose of the League of Nations?

On September 15, 1916, on the Western Front, a new weapon appeared:

“We heard strange throbbing noises, and lumbering slowly towards us came three huge mechanical monsters such as we had never seen before. My first impression was that they looked ready to topple on their noses, but their tails and the two little wheels at the back held them down and kept them level. . . . Instead of going on to the German lines the three tanks assigned to us straddled our front line, stopped and then opened up a murderous machine-gun fire. . . . They finally realized they were on the wrong trench and moved on, frightening the Germans out of their wits and making them scuttle like frightened rabbits.”

—Eyewitness to History, John Carey, ed., 1987

The tank played a role in bringing an end to World War I and foreshadowed a new kind of warfare.

The Last Year of the War

The year 1917 had not been a good one for the Allies. Allied offensives on the Western Front had been badly defeated. The Russian Revolution, which began in November 1917, led to Russia’s withdrawal from the War a few months later. The cause of the Central Powers looked favorable, although war weariness was beginning to take its toll.

On the positive side, the entry of the United States into the war in 1917 gave the Allies a much-needed psychological boost, along with fresh men and material. In 1918, American troops would prove crucial.
I. The Last Year of the War

At the end of the war, ethnic groups in Austria-Hungary sought independence. The H. G. In December, 1918, a group of radical socialists formed the German Communist Party. E. The Allies were not willing to negotiate with the German government under Emperor D.

B. In March 1918, the Germans launched a large offensive on the Western Front and came A. During 1917, the Allies had been defeated in their offensives on the Western Front, and

C. In 1918, the addition of more than 2 million American troops helped the Allies begin to collapse. The Marne. Ludendorff informed German leaders that the war was lost. He demanded that the government ask for peace at once.

With more than a million American troops pouring into France, Allied forces began a steady advance toward Germany. On September 29, 1918, General Ludendorff informed German leaders that the war was lost. He demanded that the government ask for peace at once.

For Germany, the withdrawal of the Russians offered new hope for a successful end to the war. Germany was now free to concentrate entirely on the Western Front. Erich von Ludendorff, who guided German military operations, decided to make one final military gamble—a grand offensive in the west to break the military stalemate. The German attack was launched in March 1918. By April, German troops were within about 50 miles (80 km) of Paris. However, the German advance was stopped at the Second Battle of the Marne on July 18. French, Moroccan, and American troops (140,000 fresh American troops had just arrived), supported by hundreds of tanks, threw the Germans back over the Marne. Ludendorff’s gamble had failed.

Immediately after World War I, historians began to assess which nation was most responsible for beginning the war. As these four selections show, opinions have varied considerably.

A New German Offensive

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With more than a million American troops pouring into France, Allied forces began a steady advance toward Germany. On September 29, 1918, General Ludendorff informed German leaders that the war was lost. He demanded that the government ask for peace at once.

Collaps...
The empire had been replaced by the independent republics of Austria, Hungary, and Czechoslovakia, along with the large monarchical state called Yugoslavia. Rivalries among the nations that succeeded Austria-Hungary would weaken eastern Europe for the next 80 years.

**The Peace Settlements**

In January 1919, representatives of 27 victorious Allied nations met in Paris to make a final settlement of the Great War. Over a period of years, the reasons for fighting World War I had changed dramatically. When European nations had gone to war in 1914 they sought territorial gains. By the beginning of 1918, more idealistic reasons were also expressed.

**Wilson’s Proposals**

No one expressed these idealistic reasons better than the U.S. president, Woodrow Wilson. Even before the end of the war, Wilson outlined “Fourteen Points” to the United States Congress—his basis for a peace settlement that he believed justified the enormous military struggle being waged.

Wilson’s proposals for a truly just and lasting peace included reaching the peace agreements openly rather than through secret diplomacy; reducing armaments (military forces or weapons) to a “point consistent with domestic safety”; and ensuring self-determination (the right of each people to have its own nation).

Wilson portrayed World War I as a people’s war against “absolutism and militarism.” These two enemies of liberty, he argued, could be eliminated only by creating democratic governments and a “general association of nations.” This association would guarantee “political independence and territorial integrity to great and small states alike.”

Wilson became the spokesperson for a new world order based on democracy and international cooperation. When he arrived in Europe for the peace conference, he was enthusiastically cheered by many Europeans. Wilson soon found, however, that more practical motives guided other states.

**The Paris Peace Conference**

Delegates met in Paris in early 1919 to determine the peace settlement. At the Paris Peace Conference, complications became obvious. For one thing, secret treaties and agreements that had been made before the war had raised
the hopes of European nations for territorial gains. These hopes could not be totally ignored, even if they did conflict with the principle of self-determination put forth by Wilson.

National interests also complicated the deliberations of the Paris Peace Conference. David Lloyd George, prime minister of Great Britain, had won a decisive victory in elections in December of 1918. His platform was simple: make the Germans pay for this dreadful war.

France’s approach to peace was chiefly guided by its desire for national security. To Georges Clemenceau (kluh•muh•SOH), the premier of France, the French people had suffered the most from German aggression. The French desired revenge and security against future German aggression. Clemenceau wanted Germany stripped of all weapons, vast German payments—reparations—to cover the costs of the war, and a separate Rhineland as a buffer state between France and Germany.

The most important decisions at the Paris Peace Conference were made by Wilson, Clemenceau, and Lloyd George. Italy, as one of the Allies, was considered one of the so-called Big Four powers. However, it played a smaller role than the other key powers—the United States, France, and Great Britain, called the Big Three. Germany was not invited to attend, and Russia could not be present because of its civil war.

In view of the many conflicting demands at the peace conference, it was no surprise that the Big Three quarreled. Wilson wanted to create a world organization, the League of Nations, to prevent future wars. Clemenceau and Lloyd George wanted to punish Germany. In the end, only compromise made it possible to achieve a peace settlement.

Wilson’s wish that the creation of an international peacekeeping organization be the first order of business was granted. On January 25, 1919, the conference accepted the idea of a League of Nations. In return, Wilson agreed to make compromises on territorial arrangements. He did so because he believed that the League could later fix any unfair settlements.

Clemenceau also compromised to obtain some guarantees for French security. He gave up France’s wish for a separate Rhineland and instead accepted a defensive alliance with Great Britain and the United States. The U.S. Senate refused to ratify this agreement, which weakened the Versailles peace settlement.

**The Treaty of Versailles** The final peace settlement of Paris consisted of five separate treaties with the defeated nations—Germany, Austria, Hungary, Bulgaria, and Turkey. The Treaty of Versailles with Germany, signed at Versailles near Paris, on June 28, 1919, was by far the most important.

The Germans considered it a harsh peace. They were especially unhappy with Article 231, the so-called War Guilt Clause, which declared that Germany (and Austria) were responsible for starting the war. The treaty ordered Germany to pay reparations for all the damage to which the Allied governments and their people had been subjected as a result of the war “imposed upon them by the aggression of Germany and her allies.”

The military and territorial provisions of the Treaty of Versailles also angered the Germans. Germany had to reduce its army to a hundred thousand men, cut back its navy, and eliminate its air force. Alsace and Lorraine, taken by the Germans from France in 1871, were now returned. Sections of eastern Germany were awarded to a new Polish state.

German land along both sides of the Rhine was made a demilitarized zone and stripped of all weapons and fortifications. This, it was hoped, would serve as a barrier to any future German military moves westward against France. Outraged by the “dictated peace,” the new German government complained but, unwilling to risk a renewal of the war, they accepted the treaty.
A New Map of Europe As a result of the war, the Treaty of Versailles, and the separate peace treaties made with the other Central Powers—Austria, Hungary, Bulgaria, and Turkey—the map of Eastern Europe was largely redrawn. Both the German and Russian empires lost much territory in eastern Europe. The Austro-Hungarian Empire disappeared.

New nation-states emerged from the lands of these three empires: Finland, Latvia, Estonia, Lithuania, Poland, Czechoslovakia, Austria, and Hungary. New territorial arrangements were also made in the Balkans. Romania acquired additional lands from Russia, Hungary, and Bulgaria. Serbia formed the nucleus of a new state, called Yugoslavia, which combined Serbs, Croats, and Slovenes.

The Paris Peace Conference was supposedly guided by the principle of self-determination. However, the mixtures of peoples in eastern Europe made it impossible to draw boundaries along neat ethnic lines. Compromises had to be made, sometimes to satisfy the national interests of the victors. France, for example, had lost Russia as its major ally on Germany’s eastern border. Thus, France wanted to strengthen and expand Poland, Czechoslovakia, Yugoslavia, and Romania as much as possible. Those states could then serve as barriers against Germany and Communist Russia.

As a result of compromises, almost every eastern European state was left with ethnic minorities: Germans in Poland; Hungarians, Poles, and Germans in Czechoslovakia; Hungarians in Romania, and the
Section 4, 739–744

**Critical Thinking**
6. Make Generalizations Although Woodrow Wilson came to the Paris Peace Conference with high ideals, the other leaders had more practical concerns. Why do you think that was so?

7. Compare and Contrast Using a Venn diagram like the one below, compare and contrast Wilson’s Fourteen Points to the Treaty of Versailles.

8. Compare the photograph of troops going to war on page 721 with the painting on page 715. How do you think the soldiers’ expectations compared to their actual experiences?

9. Informative Writing You are a reporter for a large newspaper, sent to the Paris Peace Conference to interview one of the leaders of the Big Three. Prepare a written set of questions you would like to ask the leader you have selected.

**Checking for Understanding**
1. Define armistice, reparation, mandate.

2. Identify Erich von Ludendorff, Friedrich Ebert, David Lloyd George, Georges Clemenceau.

3. Locate Kiel, Alsace, Lorraine, Poland.

4. Explain why the mandate system was created. Which countries became mandates? Who governed them?

5. List some of President Wilson’s proposals for creating a truly just and lasting peace. Why did he feel the need to develop these proposals?

1. Key terms are in blue.

2. Erich von Ludendorff (p. 740); Friedrich Ebert (p. 740); David Lloyd George (p. 742); Georges Clemenceau (p. 742)

3. See chapter maps.

4. as an alternative to territorial annexation; France oversaw Lebanon, Syria; Britain oversaw Iraq, Palestine

5. open peace agreements reducing armaments; self-determination; creating a “general association of nations”

6. national interests

7. Fourteen Points: open diplomacy; self-determination of people; Treaty of Versailles: assignment of war guilt; reparations; demilitarized zone in Germany; map of Europe redrawn: Fourteen Points and Treaty of Versailles: reduction of arms; establishment of League of Nations

8. long war, not short adventure

9. Questions will vary.
**Why Learn This Skill?**

Although wars begin over many different issues, they end as fights to control territory. Because wars are basically fought over land, maps are particularly useful tools for seeing the “big picture” of a war.

**Learning the Skill**

The map key is essential in interpreting military maps. The key explains what the map’s colors and symbols represent. Use the following steps to study the key:

- Determine the meanings of the colors on the map. Usually, colors represent different sides in the conflict.
- Identify all symbols. These may include symbols for battle sites, victories, and types of military units and equipment.
- Study the arrows, which show the direction of military movements.

Because these movements occur over time, some maps give dates showing when and where troops advanced and retreated.

Once you have studied the key and the map, follow the progress of the campaign that is shown. Notice where each side began, in which direction it moved, where the two sides fought, and which side claimed victory.

**Practicing the Skill**

The map on this page shows the Middle East front during World War I. Study the map and then answer the following questions.

- On which side did Arabia and Egypt fight?
- Who won the battle at the Dardanelles?
- Describe the movement of the Central Powers offensives.
- When did the Allies win the most battles in the Middle East?

**Additional Practice**

1. Arabia and Egypt fought with the Allied forces.
2. The Central Powers won the battle at the Dardanelles.
3. The Central Powers moved north from the Ottoman Empire across the Black Sea into Russia.
4. The Allies won the most battles in the Middle East in 1917 and 1918.
CHAPTER 23
Assessment and Activities

GLENCOE TECHNOLOGY

MindJogger Videoquiz
Use the MindJogger Videoquiz to review Chapter 23 content.
Available in VHS.

Using Key Terms
1. conscription
2. mobilization
3. trench warfare
4. war of attrition
5. total war
6. planned economies
7. soviets
8. War communism
9. reparations

Reviewing Key Facts
10. by passing the Defence of the Realm Act, which allowed the government to arrest protesters as traitors and to censor or shut down newspapers
11. They promised an end to the war, redistribution of land to peasants, transfer of factories and industries from capitalists to committees of workers, and transfer of government power to soviets.
12. 1914: start of World War I; 1917: beginning of the Russian Revolution, and U.S. enters the war; 1918: end of World War I
13. During the war, women assumed many of the jobs men had vacated. After the war, women were encouraged to relinquish those jobs. They retained some social freedom and in some countries received the right to vote.
14. Czar Nicholas II was away leading the Russian army, leaving Alexandra to make decisions; she had come under Rasputin’s influence.
15. Because nations were allies, they were bound to respond.
16. Trench warfare caused a stalemate; a “breakthrough” would allow a return to the war of movement that the generals knew best.
17. He agreed to make compromises on territorial arrangements in the Treaty of Versailles, believing that the League of Nations could later fix any unfair settlements.
18. Russia withdrew due to the Russian Revolution—the Bolsheviks had promised peace in return for the support of the people. It meant that Germany only had to fight a war on the Western Front, giving them hope of winning.
19. Science and Technology
   What innovations in military warfare occurred during World War I?

Critical Thinking Answers
20. Lenin stressed revolution and dictatorial government. Wilson affirmed democratic values, self-determination, and free institutions. Answers to final part of question will vary but should be supported by logical arguments.

Chapter Summary
The outline below shows four themes of the chapter.

Using Key Terms
1. The practice of requiring young people to join the military, which was followed by many nations before World War I, was called _____.
2. Before World War I, many European nations completed the _____ of their military by assembling troops and supplies for war.
3. The development of _____ baffled military leaders who had been trained to fight wars of movement.
4. World War I became a _____, or war based on wearing the other side down by constant attacks and heavy losses.
5. World War I involved a complete mobilization of resources and people that affected the lives of all citizens in the warring countries—a situation called _____.
6. European nations set up _____, or systems directed by government agencies to mobilize the entire resources of their nations.
7. Councils of workers and soldiers called _____ challenged the provisional government established after Nicholas II stepped down.
8. _____ is the term used to describe the Communists’ centralization of control over its economy.
9. Germany was required by the Treaty of Versailles to make payments called _____ to the nations that won the war.

Reviewing Key Facts
10. Government How did the British government try to eliminate opposition from the people who were opposed to World War I?
11. Culture Explain the social changes promised by the Bolshevik slogans.
12. History State the significance of the following dates: 1914, 1917, and 1918.
13. Culture Describe the role and contribution of women during World War I. What was their status after the war?
14. History Why were Alexandra and Rasputin able to control the czar’s government during much of World War I?
15. Government How did international alliances help to draw nations into World War I?
16. History Why was a “breakthrough” such an important military goal during the war?
17. Government What did the creation of a League of Nations have to do with Woodrow Wilson’s willingness to sign the Treaty of Versailles?
18. History Why did Russia withdraw from the war? How did that affect Germany?
19. Science and Technology What innovations in military warfare occurred during World War I?
Critical Thinking

20. Decision Making  Compare Lenin’s beliefs and goals with those of Woodrow Wilson. Which leader has had the greater impact on world history? Why?

21. Analyzing  Why do some people feel that it is unlikely that a lasting peace could have been created at the end of World War I?

Writing about History

22. Persuasive Writing  Both Britain and the United States passed laws during the war to silence opposition and censor the press. Are democratic ideals consistent with such laws? Provide arguments for and against.

Analyzing Sources

Reread the quote below, which appears on page 719, then answer the questions below.

"I cannot tell you how exasperated people are getting here at the continual worry which that little country [Serbia] causes to Austria under encouragement from Russia. . . . It will be lucky if Europe succeeds in avoiding war as a result of the present crisis."

23. Where is Vienna located? Is the ambassador neutral in his comments or does he favor one country over another?

24. Compare the ways in which the actual events that started World War I mirror this ambassador’s concerns.

Applying Technology Skills

25. Interpreting the Past  Use the Internet to research the total costs of World War I. Determine how many people, both military and civilian, were killed or wounded on both sides. Also find the monetary costs of the war for both sides. Create a table that clearly shows your findings.

Making Decisions

26. Some historians argue that the heavy psychological and economic penalties placed on Germany by the Treaty of Versailles created the conditions for World War II. How might the treaty have been written to alleviate worldwide concern over German militarism without exacting such a heavy toll?

Writing about History

22. Answers should be supported by logical arguments.

Analyzing Sources

23. Vienna is in Austria; answers will vary.