

World War I

Backwards Planning Curriculum Units

By Steve Schroeder
and Jon Burack

Bill Williams, Editor
Kerry Gordonson, Editor
Dr. Aaron Willis, Project Coordinator
Justin Coffey, Associate Editor
Shoshana Muhammad, Editorial Assistant
Melissa Kaplan, Editorial Assistant
Amanda Harter, Designer

Social Studies School Service
10200 Jefferson Blvd., P.O. Box 802
Culver City, CA 90232

www.socialstudies.com
access@socialstudies.com
(800) 421-4246

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10200 Jefferson Blvd., P.O. Box 802
Culver City, CA 90232
United States of America

(310) 839-2436
(800) 421-4246

Fax: (800) 944-5432
Fax: (310) 839-2249

www.socialstudies.com
access@socialstudies.com

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How to Use This Unit

Backwards planning offers an innovative yet simple approach to meeting curriculum goals; it also provides a way to keep students engaged and focused throughout the learning process. Many teachers approach history instruction in the following manner: they identify a topic required by state and/or national standards, they find materials on that topic, they use those materials with their students, and then they administer some sort of standard test at the end of the unit. Backwards planning, rather than just starting with a required instructional topic, goes a step further by identifying exactly what students need to know by the end of the unit—the so-called “enduring understandings.” The next step involves assessment: devising ways to determine whether students have learned what they need to know. The final step involves planning the teaching/learning process so that students can acquire the knowledge needed.

This product uses backwards planning to combine a PowerPoint presentation, activities that involve authentic assessment, and traditional tests (multiple-choice and essay) into a complete curriculum unit. Although the materials have enough built-in flexibility that you can use them in a number of ways, we suggest the following procedure:

1. Start with the “essential questions” listed on slide 2 of the PowerPoint presentation (these also appear in the teacher support materials). Briefly go over them with students before getting into the topic material. These questions will help students focus their learning and note taking during the course of the unit. You can also choose to use the essential questions as essay questions at the end of the unit; one way to do this is to let students know at the outset that one of the essential questions will be on the test—they just won’t know which one.

2. Next, discuss the activities students will complete during the unit. This will also help focus their learning and note taking, and it will lead them to view the PowerPoint presentation in a different light, considering it a source of ideas for authentic-assessment projects.

3. Present the PowerPoint to the class. Most slides have an image and bullet points summarizing the slide’s topic. The Notes page for each slide contains a paragraph or two of information that you can use as a presentation script, or just as background information for your own reference. Use the “show set up” function in PowerPoint to present with “two monitors.” Have yours set to include the ‘notes view’ and let the projector show only the slides to the students.

You don’t need to present the entire PowerPoint at once: it’s broken up into several sections, each of which concludes with some discussion questions that echo parts of the essential questions and also help students to get closer to the “enduring understandings.” Spend some time with the class going over and debating these questions—this will not only help students think critically about the material, but it will also allow you to incorporate different modes of instruction during a single class period, offering a better chance to engage students.

4. Have students complete one or more of the authentic-assessment activities. These activities are flexible: most can be completed either individually or in groups, and either as homework or as in-class assignments. Each activity includes a rubric; many also have graphic organizers. You can choose to have students complete the activities after you have shown them the entire PowerPoint

presentation, or you can show them one section of the PowerPoint, go over the discussion questions, and then have students complete an activity.

5. End the unit with traditional assessment. The support materials include a 20-question multiple-choice quiz; you can combine this with an essay question (you can use one of the essential questions or come up with one of your own) to create a full-period test.

6. If desired, debrief with students by going over the essential questions with them again and remind them what the enduring understandings are.

We are dedicated to continually improving our products and working with teachers to develop exciting and effective tools for the classroom. We can offer advice on how to maximize the use of the product and share others' experiences. We would also be happy to work with you on ideas for customizing the presentation.

We value your feedback, so please let us know more about the ways in which you use this product to supplement your lessons; we're also eager to hear any recommendations you might have for ways in which we can expand the functionality of this product in future editions. You can e-mail us at access@socialstudies.com. We look forward to hearing from you.

Dr. Aaron Willis
Chief Education Officer
Social Studies School Service

World War I:

Backwards Planning Activities

Enduring understandings:

- By 1914, Europeans had enjoyed a century of rapid industrial growth with no major war involving all of Europe.
- Europeans had extended their colonial empires to include much of the world, at least in the Eastern Hemisphere. This imperialism and the industrial might that made it possible gave Europeans a strong sense of confidence—even superiority.
- The Industrial Revolution had also fostered great social tensions and ethnic rivalries, and it had led to a much stronger sense of nationalism and national ambition and rivalry.
- Industrialism also led to the invention and manufacture of powerful new weapons of war, such as the machine gun, new kinds of artillery, submarines, tanks, airplanes, etc.
- The rivalries within Europe and for colonies abroad resulted by 1914 in a division of Europe into two powerful alliances of major powers: the Triple Alliance and Triple Entente.
- These rivalries and tensions enabled a minor conflict between Austria-Hungary and tiny Serbia to trigger a cascading series of decisions that led to all-out war among all the major European powers.
- Due to the industrial might of the participants and the new weaponry, the war lasted far longer and was vastly more destructive than most Europeans had expected.
- The horror of World War I produced bitterness, disillusionment, and extremism in its wake. As a result, the peace settlement was harsh and only laid the basis for new tensions and renewed warfare in the future.

Essential questions:

- How had industrial growth altered the nature of warfare as the nations of Europe approached the fateful year, 1914?
- Why did industrialism help generate new tensions and national rivalries that made all-out war more likely in the late 1800s and early 1900s?
- Why was the unification of Germany such an important factor in setting the stage for the tensions leading to a world war?
- Why were the ethnic rivalries in Austria-Hungary and the Balkans able to lead nearly the entire continent of Europe into a general war in the summer of 1914?
- Why were military commanders and political leaders so unprepared for the long war they had to fight and for the vast destructive nature of warfare among modern industrial nations?
- Why was the peace settlement in 1919 unable to stabilize Europe and prevent the outbreak of future tensions and war there?

Learning Experiences and Instruction

Students will need to know...	Students will need to be able to...
<ol style="list-style-type: none"> 1. that industrialism added to older tensions among European nations in the 1800s 2. that imperialist rivalries and nationalism led many Europeans to support aggressive actions against their nations' rivals 3. that modern weapons such as machine guns made warfare far more destructive than it had been 4. that battles in which tens of thousands died were common during WWI on both Western and Eastern fronts 5. that the warring nations mobilized their entire populations and used mass media and propaganda techniques to play on nationalist feelings and win support for the war effort 6. that the war generated political instability and led to the collapse of the Russian, Austro-Hungarian, and Ottoman empires. 	<ol style="list-style-type: none"> 1. read and interpret primary source documents from the era of WWI 2. understand some of the reasons for the outbreak of war and for its enormous destructiveness 3. identify some major figures from this era in the lead-up to the war and in its conduct 4. understand and debate certain key controversies having to do with WWI and its outcome 5. identify causal relationships between various events and developments during this period.

These lessons incorporate the following learning activities to help students reach the enduring understandings:

- Overview of essential questions and basic understandings
- Class discussion of subject matter questions in The Great War presentation
- Teacher introduction of common terms and ideas in the essential questions and related projects
- Provide students with primary source materials from which they will complete the related projects in the unit
- Students conduct research in groups to be used later in individual and group projects
- Informal observation and coaching of students as they work in groups
- Evaluation and delivered feedback on projects and research reports
- Students create and present their unit projects
- Posttest made of multiple-choice questions covering the presentation, with one or more essential questions as essay questions

Project #1: A World at War— A Photographic Exhibition

Overview:

In this lesson, a small group of students assembles a display of 20–30 visual images that illustrate the way World War I was seen by people caught up in it at the time. The images (photos, poster art, cartoons, paintings, etc.) should be chosen so as to illustrate dramatically the power of the visual image to both reveal and distort reality. Students group the images under four headings. They then also use a checklist to designate each image as mainly “realistic” or mainly “distorted” in its view of the nature of WWI. Students write text to accompany each image and assemble all the images in a well-organized museum-style bulletin-board display, or as a PowerPoint presentation. The group organizes a presentation of the images to the class and explains the selections its members made.

Objectives:

As a result of completing the lesson, students will be able to:

- identify several dramatic images that help to show how WWI was depicted visually by those involved in it
- understand how images can clarify aspects of reality but also, often, distort reality
- better understand how visual images have the power both to shape and to distort the way we think about the real world.

Time required:

Four class periods (with one period for a presentation to the class)

Materials:

Computer(s) with Internet access, word-processing and PowerPoint software, a printer, the “Visual Images of War Checklist” (provided)

Procedures:

Assign students to one small group. The group’s task is to assemble several kinds of visual images related to the war efforts of various nations during WWI. Have the group use the suggested Internet resources or other print resources to find approximately 20–30 photos, cartoons, government posters, advertisements, and other visuals about the war. Students should try to find images that can be grouped under these four headings:

- Life on the battlefield
- Life for civilians
- Patriotic appeals
- Depicting the enemy

Once all the images have been chosen, divide them up evenly among the students in the group. Have each student analyze his or her images using the “Visual Images of War Checklist.” The following is a more complete explanation of each of the elements making up the checklist:

- **Visual distortion:** Changes or exaggerations in size, shape, emotions or gestures often add extra meaning to the objects in a poster or cartoon. Odd camera angles and cropping can distort the way objects appear in a photo as well.
- **Selectivity:** What an image leaves out is often as important as what it includes. Pay close attention to what the image includes and how it is included. Notice what is stressed and what is underplayed. Think about what is not shown, and why it is not shown.
- **Visual symbols:** A visual symbol is any image that stands for some other thing, event, person, abstract idea, or trend in the news. For example, an octopus in a cartoon or poster may stand for a powerful person, nation, or business with “tentacles” controlling many other things.
- **Stereotypes:** A stereotype is a vastly oversimplified view of some group. Stereotypes are often insulting, yet they may provide a shorthand way of making a complex point quickly. They also reveal broad cultural attitudes. You should be critical of stereotyping, yet also notice how it may contribute to making a point dramatically and forcefully.

After analyzing each visual using the checklist, the group should then discuss the visuals and label each one as either “realistic” or “distorted.” It should assemble all the images in a well-organized bulletin-board display or as a PowerPoint presentation, and it should plan and carry out a presentation of the visuals and a discussion of them with the entire class. A broader focus of the discussion should be on how visual images can shape our understanding and distort it as well in very powerful ways.

Evaluation:

After the group’s presentation, you should evaluate students based on their presentation skills as well as on their research skills in completing the “Visual Images of War Checklist.” While you may wish to develop your own rubric for this project, a sample rubric is included as a guideline.

Suggested Web resources:

The following is a sampling of possible resources for the small group’s work. You should supplement this list by assisting students in finding related information via a reputable search engine.

The Library of Congress: Prints and Photographs Online Catalog has hundreds of relevant images. You can access the catalog here: <http://www.loc.gov/pictures/>. When using this catalog, enter search phrases such as “World War I posters” (<http://www.loc.gov/pictures/search/?q=World%20War%20I%20posters>) or “World War I cartoons” (<http://www.loc.gov/pictures/search/?q=World%20War%20I%20cartoons>).

Additional images of the U.S. in World War I can be found below (be careful, some of these images are for World War II):

- http://www.google.com/search?hl=en&biw=979&bih=526&tbm=isch&sa=1&q=images+of+world+war+i&oq=images+of+world+war+i&aq=f&aqi=g1&aql=&gs_sm=e&gs_upl=2861113040010131262111101010101012421129713.6.111010
- <http://www.google.com/search?q=images+of+world+war+i+propaganda&hl=en&biw=979&bih=526&prmd=ivns&tbm=isch&tbo=u&source=univ&sa=X&ei=gBY3Tt39H9SgsQLuqvUm&sqi=2&ved=0CBkQsAQ>
- http://www.google.com/search?hl=en&rlz=1R2SKPB_en&biw=1176&bih=532&tbm=isch&sa=1&q=Images+of+U.S.+in+World+War+One&oq=Images+of+U.S.+in+World+War+One&aq=f&aqi=&aql=&gs_sm=e&gs_upl=176881191721011950018181010101312661140610.6.218
- http://www.google.com/search?hl=en&rlz=1R2SKPB_en&biw=1176&bih=532&tbm=isch&sa=1&q=Images+of+U.S.+World+War+One+propaganda&oq=Images+of+U.S.+World+War+One+propaganda&aq=f&aqi=&aql=&gs_sm=e&gs_upl=713281837501018411013013014118101312041136110.7.118

Visual Images of War Checklist

Image to be analyzed	
Visual distortion (in size, shape, gestures, cropping, camera angle, etc.)	
Selectivity (what is included and what is left out)	
Visual symbols (shorthand images that sum up or stand for other ideas)	
Stereotypes (oversimplified, often insulting, views of a group)	

Visual Images of War Rubric

Criteria	Excellent (4)	Good (3)	Fair (2)	Poor (1)	Student score
Checklist: analysis of the visual according to the checklist items	Student clearly and accurately describes the visual using all or most of the checklist items	Student adequately describes the visual using most of the checklist items	Student only vaguely describes the visual using some of the checklist items	Student fails to adequately describe the visual using any of the checklist items	
Small-group discussions: contribution to group's efforts in classifying the visuals	Student makes clear and highly relevant comments in deciding which visuals are realistic and which are distorted	Student makes helpful comments in deciding which visuals are realistic and which are distorted	Student makes only a few vague comments in deciding which visuals are realistic and which are distorted	Student makes little or no contribution to the group's efforts to decide which visuals are realistic and which are distorted	
Presentation: contribution to the group presentation	Student makes a substantial contribution to the display or PowerPoint	Student makes an adequate contribution to the display or PowerPoint	Student makes a minimal contribution to the display or PowerPoint	Student has makes no contribution to the display or PowerPoint	
Cumulative score					

Project #2: The Most Important Battle of the War

Overview:

This lesson gives students a chance to learn more about the key battles of World War I in an effort to answer the following question: Was any single battle the most important of the war? In small groups of two or three students each, students study several key battles and present descriptions of these battles, their highlights, and their overall impact on the war. Based on the presentations, the class as a whole develops a short set of standards for judging the importance of these WWI battles. Based on these standards, the class then votes to choose one battle as the most important of the war.

Objectives:

As a result of completing the lesson, students will be able to:

- identify the key battles of WWI
- better understand the place of these battles in determining the outcome of the war
- make some informed judgments about the significance of these battles and the factors that made WWI so destructive.

Time required:

Three class periods (with one period for a presentation to the class)

Materials:

“World War I Battle Assessment Checklist” (provided)

Procedures:

Divide the class into 12 small groups of two or three students each. Each group will research one key WWI battle and explain its importance in the entire course of the war. Each group should be assigned one of the following battles:

1. Tannenberg: August 1914
2. Marne: September 1914
3. First Ypres: October–November 1914

4. Neuve Chapelle: March 1915
5. Gallipoli Campaign: March 1915–January 1916
6. Verdun: February–December 1916
7. The Somme: July–November 1916
8. Passchendaele: July–November 1917
9. Nivelle Offensive: April–May 1917
10. Cambrai: November 1917
11. St. Mihiel: September 1918
12. Meuse-Argonne Offensive: September–November 1918

Explain that all of these battles were important, and it is up to each group to prepare a brief talk explaining what took place in each battle and why that battle was important in the overall course of the war. Have the groups refer to the suggested Internet resources or to other print resources to find out more about the battle they have been assigned to research. Ask each student to use the “World War I Battle Assessment Checklist” to organize information about the battle he or she has been assigned.

Using these checklists, have each group prepare a brief talk to the class as a report from the front on its battle and its impact. Each group should prepare a map or sketch of the terrain of the battle and then try to organize its talk so as to deal with the following:

- Strategies of both sides
- Military leaders involved
- Terrain and conditions
- Brief course of the battle
- Noteworthy events, heroic actions, etc.
- Casualties
- Role of military technology
- Impact on the overall course of the war

After the group presentations, have the entire class discuss how to evaluate the importance of these battles and then vote on which battle was the most important.

Evaluation:

After this lesson is complete, evaluate student work using a suitable rubric. A sample rubric is included with this lesson, which you may either use or adapt to meet your individual circumstances.

Suggested Web resources:

Collections of brief summaries of all battles

- <http://www.spartacus.schoolnet.co.uk/FWWbattles.htm>
- <http://www.firstworldwar.com/battles/all.htm>

Individual battles

- <http://www.youtube.com/watch?v=JidDI60nBqw>
- http://www.historylearningsite.co.uk/first_battle_of_the_marne.htm
- http://www.historyofwar.org/articles/battles_ypres1.html
- http://www.historyofwar.org/scripts/fluffy/fcp.pl?words=Neuve+Chapelle+&d=/battles_neuve_chapelle.html
- http://www.youtube.com/watch?v=B3E_OcZXRVk
- http://www.historylearningsite.co.uk/battle_of_verdun.htm
- <http://www.youtube.com/watch?v=S1q-Qp2Klws>
- <http://www.cwgc.org/somme/content.asp?menuid=36&id=36&menuname=Introduction&menu=main>
- <http://www.gwpda.org/comment/ypres3.html>
- http://www.historylearningsite.co.uk/nivelle_offensive.htm
- http://www.historyofwar.org/articles/battles_cambrai.html
- <http://www.worldwar1.com/dbc/stmihiel.htm>
- <http://www.worldwar1.com/dbc/bigshow.htm>

World War I Battle Assessment Checklist

Battle:

**Leaders and
their strategies**

**Terrain and other
conditions**

**Summary of the
battle and major
events during it**

**Casualties on
both sides**

**Role of modern
weapons of war**

**Overall importance
of the battle**

World War I Battle Assessment Rubric

Criteria	Excellent (4)	Good (3)	Fair (2)	Poor (1)	Student score
Handout: summarizes key details and overall course of the battle	Handout completely filled out; student shows mastery of the details and course of the battle	Handout filled out; stu- dent generally portrays the details and course of the battle well	Handout partly filled out; student describes some details and shows a vague aware- ness of course of the battle	Handout not filled out, and student shows little or no awareness of course of the battle	
Handout: understands overall strate- gies and major impact of the battle on the war as a whole	Student offers a clear and specific explanation of the strate- gies of both sides in the battle and the battle's overall importance	Student offers an adequate explanation of the strate- gies of both sides in the battle and an acceptable statement of the bat- tle's overall importance	Student offers only a vague explanation of either the strategies of both sides in the battle or the bat- tle's overall importance	Student offers a completely wrong or unacceptable explanation of the strate- gies of both sides in the battle and the battle's overall importance	
Contribution to the group presentation	Student makes a sub- stantial con- tribution to the effective- ness of the small group presentation.	Student makes an adequate con- tribution to the effective- ness of the small group presentation.	Student makes a minimal con- tribution to the effective- ness of the small group presentation.	Student makes no contribu- tion to the effective- ness of the small group presentation.	
Cumulative score					

Project #3: The Eastern Front

Illustrated Timeline

Overview:

In World War I, the trench warfare on the Western Front is well known. Many books on the war focus on it. It is not difficult to visualize on maps showing the shifting lines in various places, mainly in northern France. But how clearly is the Eastern Front described? In this lesson, a small group of students helps the rest of the class to visualize the course of the war on the Eastern Front. They will do this by creating an illustrated timeline showing major events on the Eastern Front during each of four years, 1914 to 1917. They use the timeline in a presentation to the class in which they discuss the impact on the war of Russia's collapsing military effort and revolutionary upheaval.

Objectives:

As a result of completing the lesson, students will be able to:

- better identify the key battles and turning points in the war on the Eastern Front
- visually conceptualize the key events and unfolding developments on the Eastern Front
- better understand the extent of the devastation and the impact of the war on Eastern Europe and, because of the Russian Revolution, on the entire course of history since.

Time required:

Four class periods (with one period for a presentation to the class)

Materials:

Computer(s) with Internet access, word-processing software, a printer, and the “Illustrated Eastern Front Timeline Student Handout” (provided)

Procedures:

Explain to the students in this small group that this activity will help them better understand the more open and dynamic WWI warfare on the Eastern Front, even as armies bogged down in trenches on the Western Front. It should also help them better understand the long-term impact of events on the Eastern Front, their causes, and their consequences.

In this lesson, a small group of students will create an illustrated timeline of the important battles, political upheavals, and other turning points along the Eastern Front in WWI. The timeline should include four maps showing battles and battle lines for each of the years 1914, 1915, 1916, and 1917. The timelines should identify all key battles and give an overall sense of the impact of the fighting on the Russian, German, and Austro-Hungarian armies, as well as on their respective nations. Some details should be included to illustrate the enormous numbers of casualties suffered by all sides, as well as the huge logistical challenges facing the Russians in particular. Key military generals and political leaders should be identified. Major political as well as military turning points should be highlighted. Have students in the group refer to the suggested Internet and/or print resources to find appropriate events and illustrations to include in their timelines.

Give the group a large piece of butcher paper and ask them to sketch their timeline in pencil. The timeline should contain the following components:

- A straight horizontal line with small vertical lines spaced evenly to designate the years 1914 through 1918
- Above the horizontal timeline, place the maps and other illustrations of important generals or of battles and purely military matters.
- Below the timeline, place illustrations of political leaders, uprisings, mutinies, etc. All images above and below the timeline should also include explanatory text and should be connected to the timeline with lines showing the appropriate dates.

Ask students to double-check the dates on their timeline to make sure they are correct.

Once students have followed the steps above to create the timeline, ask them to look for patterns of interaction between elements above the timeline and those below it. In what way did the course of the military conflict affect the overall political futures of the Russian and Austro-Hungarian empires, as well as of Germany and the rest of Eastern Europe? Are there other significant relationships among the items students have placed on their timeline? For each relationship they recognize, ask them to draw arrows between the relevant items.

Display the timeline in the classroom and ask the group to give a presentation using the timeline as an aid in teaching the rest of the class about the key phases and turning points on the Eastern Front in WWI.

Evaluation:

At the end of the debate, evaluate student work using a suitable rubric. A sample rubric is included with this lesson, which you may either use or adapt to meet your individual circumstances.

Suggested Web resources:

Images of the war on the Eastern Front

- http://www.google.com/search?q=images+eastern+front+world+war+i&hl=en&rlz=1R2SKPB_en&biw=1176&bih=532&prmd=ivns&tbm=isch&tbo=u&source=univ&sa=X&ei=tZ4hTrehAsOqsALatdm1Aw&ved=0CCAQsAQ
- <http://www.flickr.com/photos/65817306@N00/sets/486575/>

Other resources dealing with the Eastern Front

- <http://www.richthofen.com/ww1sum2/>
- <http://www.firstworldwar.com/battles/ef.htm>
- [http://en.wikipedia.org/wiki/Eastern_Front_\(World_War_I\)](http://en.wikipedia.org/wiki/Eastern_Front_(World_War_I))
- <http://www.spartacus.schoolnet.co.uk/FWWeastern.htm>
- <http://www.spartacus.schoolnet.co.uk/RUSfww.htm>
- http://www.historylearningsite.co.uk/treaty_of_brest-litovsk.htm
- <http://www.guidetorussia.com/treaty-brest-litovsk.asp>

Illustrated Eastern Front Timeline Student Handout

<p>What do you think were the two most important battles of the Eastern Front in World War I?</p>	<p>Battle 1:</p> <p>Battle 2:</p>
<p>Reasons why Germany was so much more successful on the Eastern Front than it was on the Western Front in World War I.</p>	
<p>What effect did the Russian Revolution have on the outcome of World War I?</p>	

Illustrated Eastern Front Timeline Rubric

Criteria	Excellent (4)	Good (3)	Fair (2)	Poor (1)	Student score
Timeline: completeness	Extremely thorough, containing all the major events and trends	Somewhat complete, containing most of the major events and trends	Somewhat incomplete and missing several of the major events and trends	Almost wholly incomplete, lacking most of the major events and trends	
Timeline: use of illustrations	Illustrations all clearly explained and related to major events and trends	Some illustrations clearly explained and related to major events and trends	A few illustrations clearly explained, but some not related to major events and trends	Fails to use illustrations to explain major events and trends	
Timeline: significance of facts and relationships	All events explained clearly and many key relationships between military and political developments clearly explained	Most events explained clearly and some key relationships between military and political developments clarified	Only some events explained and very few relationships between military and political developments clarified	Few or no events and relationships clarified well or at all.	
Cumulative score					

Extension Ideas and Activities

- Create World War I postcards. Base each postcard on factual events from the World War I time frame, mentioning events at the front and back home. Include related images to enhance the project. Address various perspectives and include facts:
 1. Soldier in Central Army
 2. Soldier in Allied Army
 3. Woman on the homefront
 4. Pacifist
 5. Prisoner of war
 6. Political leader
- Choose a specific technology introduced during World War I and create a chart or timeline outlining the evolution of the item from inception through modern uses.
- Create a scrapbook with photographs, drawings and images, all with captions, to tell the biography of a key political figure in the war.
- Imagine that you are in a war zone. The military has adopted a scorched earth policy. Soldiers are at your door telling your family you have 15 minutes before they set your house and lands on fire. In addition to necessities, which you have already gathered, what items would you pack to take with you? Prioritize your list and defend/justify each item.
- Prioritize the importance of each of President Woodrow Wilson's Fourteen Points, and then incorporate the top five or six into a modified plan to achieve a more lasting peace. Present your plan to the class.

Discussion Questions

1. Based on what you know, defend or refute the belief that World War II was actually just an extension of World War I.
2. What provisions for peace would you have implemented to resolve the World War I conflict justly and achieve a more lasting peace?
3. Which nations were justified in their actions during World War I? Explain and defend.
4. What similarities and differences exist between the Balkan Crisis of 1910s and that of the 1990s?
5. What factors need to be considered to accurately calculate the true cost of the war? How would you account for non-monetary losses such as lives, national pride, and cultural destruction?
6. How would the outcome of the war have been different if the United States had entered sooner? What if it had not entered at all?

Websites

<http://www.english.emory.edu/LostPoets/ThePoets.html>

Gives a brief biography of several poets from World War I and some of their poems

<http://www.memorial-caen.fr/10EVENT/EXPO1418/gb/index2.html>

Art of the Great War

<http://www.indiana.edu/~league/>

League of Nations Website

<http://www.historyteacher.net/APEuroCourse/WebLinks/WebLinks-WorldWar1.htm>

List of World War I sites with primary sources

<http://www.ww1-propaganda-cards.com/>

Propaganda from World War I

<http://www.richthofen.com/>

Online copy of The Red Fighter Pilot by Baron von Richthofen (The Red Baron)

<http://www.soldierssongs.com/students.html>

MP3s of songs from several wars (scroll down to “Song Programs”)

<http://www.spartacus.schoolnet.co.uk/WWstatistics.htm>

Statistics from World War I

http://www.armenian-genocide.org/encyclopedia/young_turks.htm

Story and photos of the Young Turks attempt to remove the Ottoman’s Armenian population

<http://www.collectionscanada.gc.ca/firstworldwar/index-e.html>

National Archives of Canada

Numerous primary sources

- <http://www.firstworldwar.com/>
- <http://www.loc.gov/teachers/>
- http://eudocs.lib.byu.edu/index.php/Germany:_World_War_I_and_Weimar_Republic

World War I: Multiple-Choice Quiz

1. World War I was originally called
 - A. The War to End All Wars
 - B. The Great War
 - C. War of the Nations
 - D. The Serbian Response
2. The Allied Powers were comprised of
 - A. Germany, Austria-Hungary, and the Ottoman Empire
 - B. Italy, Greece, and Japan
 - C. France, Russia, Britain, and the U.S.
 - D. Belgium, Serbia, and Poland
3. The Central Powers were comprised of
 - A. Germany, Austria-Hungary, and the Ottoman Empire
 - B. Italy, Greece, and Japan
 - C. France, Russia, Britain, and the U.S.
 - D. Belgium, Serbia, and Poland
4. The war was sparked by
 - A. Russian mobilization of troops to the border of France
 - B. Germany's submarine attack on the *Lusitania*
 - C. France's refusal to negotiate
 - D. the assassination of Archduke Franz Ferdinand
5. The war spread throughout Europe due to the network of
 - A. alliances between the countries
 - B. spies and underground insurgents
 - C. propaganda and news reports
 - D. mobilization and retaliation
6. All of the following are causes of the war *except*
 - A. unification of Germany
 - B. nationalism
 - C. diplomatic negotiations
 - D. militarization

7. Much of the social unrest surrounding events just prior to World War I centered on
 - A. surplus crop production
 - B. the influx of migrant workers
 - C. an upsurge of diplomatic relations
 - D. the transition from monarchies to democracies
8. The Schleiffen Plan called for Germany to breach the neutrality of
 - A. Switzerland
 - B. France
 - C. Serbia
 - D. Belgium
9. The key battles of the Marne, Verdun, Somme, and St. Mihiel were all fought in
 - A. Germany
 - B. France
 - C. Britain
 - D. Serbia
10. The Zimmerman Telegram helped convince
 - A. Germany to declare war against Russia
 - B. the United States to enter the war
 - C. France to mobilize troops along their eastern border
 - D. Serbia to accept the ultimatum issued by Austria-Hungary
11. Some new weaponry innovations for World War I included
 - A. submarines, tanks, and airplanes
 - B. cannon, bayonets, and hand grenades
 - C. rifles, missiles, and iron-clad ships
 - D. catapults, maces, and trip wires
12. The land between the trenches was known as
 - A. "The Great Divide"
 - B. "The Void"
 - C. "No Man's Land"
 - D. "Point of No Return"

13. Russia withdrew from the war in 1917 because
 - A. France negotiated a peace treaty
 - B. Italy had pushed Russian forces back to Moscow
 - C. Germany's defeat was inevitable
 - D. the communist Bolsheviks took over Russia
14. The most profound impact of the war on women was
 - A. required military service
 - B. food and cotton rationing
 - C. gaining the right to vote
 - D. rejection in enlistment attempts
15. The fighting ended with the armistice declared on
 - A. December 12, 1916
 - B. November 11, 1918
 - C. February 22, 1917
 - D. May 15, 1915
16. The Treaty that officially ended the war with Germany was
 - A. the Versailles Treaty
 - B. the Peace of Westphalia
 - C. the Geneva Accords
 - D. Austria's Ultimatum to Serbia
17. Wilson had high hopes for the peace talks as outlined in
 - A. the Zimmerman Telegraph
 - B. the Versailles Treaty
 - C. Schleiffen Plan
 - D. the Fourteen Points
18. The world governing body that emerged from the Paris Peace Conference was
 - A. the Warsaw Pact
 - B. the League of Nations
 - C. the United Nations
 - D. the North Atlantic Treaty Organization

19. New countries emerging after the war included
- A. Serbia, Russia, and Norway
 - B. Belgium, Sweden, and Denmark
 - C. Ireland, Czechoslovakia, and Yugoslavia
 - D. Scotland, Luxembourg, and Finland
20. Dire conditions in post-war Europe led to the rise of extreme political movements including
- A. Nazism and Fascism
 - B. Constitutional monarchies
 - C. Democratic reformations
 - D. Communism and Socialism

World War I: Multiple-Choice Quiz

Answer Key

1. B
2. C
3. A
4. D
5. A
6. C
7. D
8. D
9. B
10. B
11. A
12. C
13. D
14. C
15. B
16. A
17. D
18. B
19. C
20. A



In the summer of 1914, a complex set of circumstances led European nations into the most destructive war the world had ever experienced. Issues of nationalism, imperialism, alliances, and growing militarism were powder kegs waiting to explode. The explosion was triggered by a high profile assassination. The four-year long conflict would dramatically alter the global status quo.

World War I, originally known as “The Great War,” closed the curtain on the old world of the European aristocracies and monarchies while catapulting the United States to the forefront of international politics. The war created new nations and set the stage for conflicts that would rage into the next century.

[image: British troops advance in Allied counterattack]

Essential Questions

- How had industrial growth altered the nature of warfare as the nations of Europe approached the fateful year 1914?
- Why did industrialism help generate new tensions and national rivalries that made all-out war more likely in the late 1800s and early 1900s?
- Why was the unification of Germany such an important factor in setting the stage for the tensions leading to a world war?

Essential Questions (continued)

- Why were the ethnic rivalries in Austria-Hungary and the Balkans able to lead nearly the entire continent of Europe into a general war in the summer of 1914?
- Why were military commanders and political leaders so unprepared for the long war they had to fight and for the vast destructive nature of warfare among modern industrial nations?
- Why was the peace settlement in 1919 unable to stabilize Europe and prevent the outbreak of future tensions and war there?

Map of Allied and Central Powers



Allied Powers

Major powers

- British Empire (1914–1918)
- France (1914–1918)
- Italy (1914–1918)
- Russia (1914–1917)
- United States (1917–1918)

Central Powers

Major powers

- Austria-Hungary (1914–1918)
- Germany (1914–1918)
- Ottoman Empire/Turkey (1914–1918)

The two sides in the Great War were the Allied Powers and the Central Powers. While many other countries were involved, these were the primary players.

Allied Powers

Major Powers

- British Empire (1914–1918)
- France (1914–1918)
- Italy (1914–1918)
- Russia (1914–1917)
- United States (1917–1918)

Central Powers

Major Powers

- Austria-Hungary (1914–1918)
- Germany (1914–1918)
- Ottoman Empire/Turkey (1914–1918)

United Kingdom

- Constitutional monarchy
- 1914: Entered the war to defend Belgium's neutrality
- Had the least to gain from a war in Europe



"The Rhodes Colossus"

The island empire of the United Kingdom operated as a constitutional monarchy under the reign of King George V, with David Lloyd George as prime minister, or leader of the elected government in Parliament. It entered the war in 1914 to defend Belgium's neutrality. Because of its position as a world power, its mighty navy and its many colonies had the least to gain from a war in Europe.

France



Napoleon III flanked by two of his ministers

- A republic
- Many longed for glory days of Napoleon Bonaparte's empire
- Colonial power
- Sought revenge against Germany

Although France was a republic, many citizens—and especially the army—longed for the glory days of Napoleon Bonaparte's empire. President Raymond Poincaré directed France's treaty of alliance with Russia, but by 1917, he had lost political power to the new Prime Minister, Georges Clemenceau. Like the U.K., France had colonies around the world, but it wanted revenge against Germany for its loss at the Battle of Sedan in 1870 in the Franco-Prussian War. In this battle, Germany had captured the rich land of Alsace-Lorraine, and France wanted the region back. Napoleon III was the nephew of Napoleon Bonaparte. He was president and then emperor of France from 1848 to 1870.

Russia

- Tsar Nicholas II
- Economy based on serfdom
- Struggle to industrialize



Russian nobles use serfs in a card game, 1854

Russia was ruled by Tsar Nicholas II. Tsars had ruled with an iron fist and maintained an economy based on serfdom. This position hindered the industrialization of Russia and kept 165 million people in virtual slavery. By 1914, Nicholas's industrialization efforts had brought Russia far from where it was at the turn of the century, but it still lagged far behind the rest of Europe.

Germany



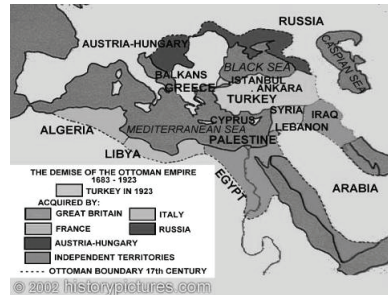
"Bismarck content as colonial powers scramble"

- Otto von Bismarck unified the German states (1871)
- Kaiser Wilhelm II
- No colonies
- Leading industrial power by 1900

Otto von Bismarck, the prime minister of Prussia, unified the German states in 1871 under Kaiser Wilhelm I. After Wilhelm's death, the crown passed to his son (who soon died) and then to his grandson, who in 1888 became Kaiser Wilhelm II. Because German unification had come so late, Germany had no colonies to supply it with raw materials or to buy German goods. Germany itself, however, was rich in raw materials, and by 1900 the country had become a leading industrial power.

Ottoman Empire

- 1908: Western-style constitution
- Surrendered sovereignty for German help
- 1914: German influence in Ottoman foreign policy



In 1908, the Young Turks (the name given to a group of army officers who favored reforming the administration of the Ottoman Empire) forced the theocratic government of Sultan Abdul Hamid to institute a western-style constitution. This Islamic state gave up much of its sovereignty in exchange for help from Germany to build its army. By 1914, Germany had a greater influence on Ottoman foreign policy than the Turks did.

Austria-Hungary



Archduke Franz Ferdinand and
Austrian Emperor Franz Joseph

- Hapsburg Dynasty—an old and dying kingdom
- Numerous ethnicities
- Provided the “explosion” that led to the Great War

Like the Ottoman Empire, Austria-Hungary was an old and dying kingdom. Ruled by the 600-year-old Hapsburg Dynasty, this empire had at one time or another controlled most parts of Europe. By 1914, it had lost most of its prestige and was left with a small collection of lands that harbored numerous ethnicities. Emperor Franz Joseph’s attempts to hold this empire together and reassert its position in Europe provided the “explosion” that led to the Great War.

Prewar Europe

- Outdated social practices and military tactics
- Alliances
- Industrialization
- Aristocracies
- Calls for social reform
- Government responses



Hadol's cartoon map of Europe

In 1914, the old empires were dying or clinging to outdated social practices and military tactics. To maintain their strength, countries entered into different alliances with one another in which one country would come to the aid of the other if attacked. Industrialization shifted wealth away from the land and into the factories in the cities. It brought tremendous wealth, surplus, and social unrest. As the aristocracies tried to hold on to their privilege and influence, liberals and radicals called for social reform and led mass protests. Some nations responded by crushing opposition, while others met the protesters' demands which led to greater conflict between the rich and poor, or by uniting the two sides under the banner of nationalism.

In Hadol's cartoon, the countries of Europe are personified. For example, England is drawn as an old maid with a dog (Ireland) on a leash. How are the other countries depicted?

(A Spanish lady sleeps on a subservient Portugal. France unsheathes its sword to protect itself against Prussia, a fat mustachioed Bismarck-like figure, squashing its southern neighbor Austria under its knee, with one hand encircling Austria's outstretched legs in the east, the other placed possessively on the Netherlands and Belgium. The figure of Garibaldi represents a unified Italy, his head and shoulders protected from Prussian encroachment by the shelter of a Swiss roof. The rising tide of nationalism in Greece and the Dardanelles appears as the sleepy-eyed figure of European Turkey, his female companion across the Bosphorus, lying in comfort, smoking her narghilé. Norway and Sweden appear like a panther, ready to spring into action. A giant Russian sits overlooking the whole scene, a host of wild bears jumping up behind his voluminous coat tails to the East.)

Balkan Powder Keg



A battle in the first Balkan War

- Nationalist feelings divide country
- Multiple languages, religions, and cultures
- Each wanted its own homeland

In Austria-Hungary, nationalist feelings served to divide the country. Austria did not share a common language or culture with Hungary. Austrians spoke German; Hungarians spoke Magyar. Other ethnicities had their own languages as well. These ethnic groups did not want to be a part of Austria-Hungary and they also didn't want other ethnicities living within their borders. Each wanted a separate homeland for themselves. In addition to ethnic divisions, these areas also had different religious heritages, including Protestant, Roman Catholic, Orthodox, and Muslim. Austria-Hungary was too poor, too weak, and too divided to survive much longer.

Discussion Questions

1. By the early 1900s, Great Britain (the United Kingdom) was in some ways the most powerful nation in Europe. Yet it was one of the least likely to start a war in Europe. Why do you think that was so?
2. In the 1800s, the Ottoman Empire came to be called the “Sick Man of Europe.” How does the map on slide 8 of this PowerPoint help to show why it was given this label?
3. What various problems made Austria-Hungary a likely place for a general war to start in the early 1900s?

1. It controlled a vast empire, was relatively wealthy, and was dominant on the seas. It had little reason to battle European powers over territory on the continental mainland.
2. The map shows precisely how other nations had been seizing and dividing up large parts of the Ottoman Empire.
3. It was made up of increasingly dissatisfied ethnic groups; it was a weak monarchy whose institutions were losing respect and authority; etc.

Long-Term Causes

- Unification of Germany
- Alliances
- Militarization
- Industrialization
- Social unrest
- Nationalism

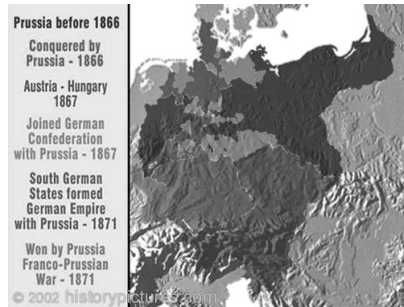


New Zealand troops in the Somme and Ancre area

What caused this great conflagration in Europe? Several factors stand out:

- Unification of Germany
- Imperialism
- Alliances
- Militarization
- Industrialization
- Social unrest
- Nationalism

Unification of Germany

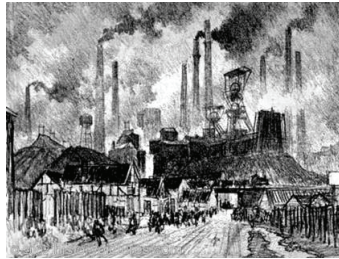


- 1870: Prussia defeats France at the Battle of Sedan
- 1871: Otto von Bismarck unites Prussia and the German states

Prussian Prime Minister Otto von Bismarck unified Prussia and the German states in 1871 under Kaiser Wilhelm I (grandfather of Kaiser Wilhelm II). The previous year, Prussia had defeated France at the Battle of Sedan. This battle decided the Franco-Prussian War and ended the reign of France's Napoleon III. It also forced France to cede Alsace-Lorraine to Germany.

Unification of Germany (continued)

- Threatened English industrial dominance
- Military buildup threatened all of Europe
- German army became the new standard for other European armies



Essen, Germany, 1911

A unified Germany threatened English industrial dominance; Germany also embarked on a military buildup that posed a threat to all of Europe. Germany's well-equipped, well-trained army became the standard by which other armies in Europe were measured. Germany also built railroads to transport troops and supplies, modernized its weaponry, and continually trained its troops.

Imperialism



European control of Africa, 1914

Imperialism was clearly a contributing cause of World War I. The competition for overseas possessions often brought European powers into conflict. In the late 19th and early 20th centuries, Germany became more and more aggressive in its quest for imperial possessions. In 1905, the leading imperial powers acceded to Germany's demand for a conference to dispute French control of Morocco. Though Germany gained nothing, other nations began to view Germany as a threat to stability in Europe. Britain and France had vied for control of areas in Africa, the Middle East, and the Indian subcontinent. It was not until the Anglo-French Entente of 1904 that the two nations finally settled their colonial disputes. Many the "entangling alliances" that historians often cite as a premier cause of World War I actually came about as a result of conflicts over imperialism.

Alliances



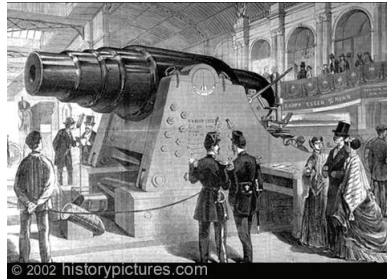
"The game of the day," 1879

- Designed to balance power in Europe
- Triple Entente: U.K., France, and Russia
- Triple Alliance: Germany, Austria-Hungary, and Italy
- Belgium pledged neutrality
- Ottoman Empire weak
- Alliances assured total peace or total war

European alliances were designed to keep a balance of power. The Triple Entente (U.K., France, and Russia) balanced the Triple Alliance (Germany, Austria-Hungary, and Italy). Belgium had pledged neutrality but made a treaty with the U.K. to protect it in case of attack. The Ottoman Empire was weak and had allowed Germany too much control over its foreign policy. As a whole, these alliances assured total peace or total war. There was nothing in between: one incident could set off a chain reaction that would draw all the countries of Europe into a conflict.

Industrialization

- Changed all aspects of life
- Armies swifter, stronger, more mobile, deadlier
- New military technologies



Krupp's Great Gun

The Industrial Revolution brought great changes to all aspects of life, including the military. Armies were now swifter, stronger, more mobile and more deadly. New technologies also created new weapons. The cavalry and bayonets of the past would now meet tanks, machine guns, howitzer cannons, and airplanes on the battlefields of Europe.

Social Unrest



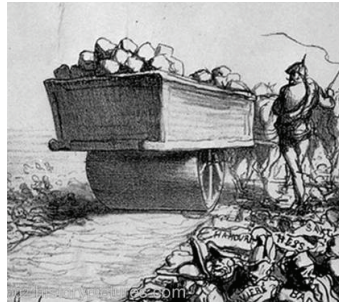
A socialist addresses a London crowd in 1911

- Enlightenment ideals infiltrated populace
- People lost faith in divine right
- People questioned government
- Communists and socialists called for reforms
- Monarchs looked for ways to unite their countries
- Nationalism

Since the Enlightenment, people had begun to lose faith in divine right and to question their governments. No longer did the poor and oppressed accept that they were destined by God to be poor and oppressed. Communist and socialist movements across Europe called for reforms that allowed labor unions, granted greater freedom to the masses, and established more democratic governments. As the movements grew, monarchs looked for ways to unite their countries. They found it in nationalism.

Nationalism

- A uniting force
- Patriotism combined with a sense of superiority
- Called for conquering the inferior



"Ruthlessness means German unity"

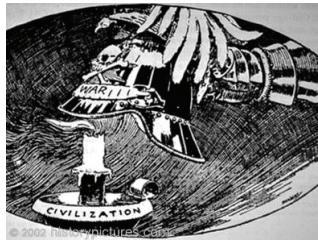
In countries like Germany, nationalist movements united the people with a sense of greatness of who they were. Nationalism takes patriotism and adds to it a sense of superiority that calls for the conquering of the inferior. In the 19th century, nationalism was expressed as dedication to and identification with the nation-state as evidenced by the unification of Germany and Italy.

Discussion Questions

1. The unification of Germany in the 1870s helped bring on WWI more than 40 years later. Why did German unification cause tensions among Europe's powers to rise in those years?
2. Many Europeans in 1914 believed that the two great alliances ensured that no war would disrupt all of Europe. Why do you think so many believed this, and why do you think they were so wrong?
3. Some historians say militarism and nationalism together made many Europeans far too sure that their own country could easily assert itself against other European powers. Explain what these historians mean.

1. The new unified Germany was a very powerful industrial nation; it threatened Britain's industrial lead; it began to build a large, well-equipped military; etc.
2. The alliances seemed to guarantee that each side would use its enormous military and economic power to discourage any hostile action by the other side. However, the alliances also guaranteed that if such hostile action occurred, all of Europe would be drawn into the fight.
3. Militarism led to the development of large armies with many new and powerful weapons. Combined with the sense of superiority that nationalism generated, this could produce an extreme sense of overconfidence.

Events Leading to War



"The lamps are going out all over Europe"

- June 28: Archduke Franz Ferdinand assassinated
- July 23: Austria-Hungary delivers ultimatum to Serbia
- July 28: Austria-Hungary declares war on Serbia
- July 29: Austria-Hungary bombards Belgrade; Kaiser Wilhelm II and Tsar Nicholas II exchange telegrams trying to avoid war
- July 30: Russia orders full mobilization; France sends troops within six miles of German border
- July 31: Germany officially asks Austria not to mobilize while unofficially suggesting they do, and moves troops toward France

The assassination of Franz Ferdinand triggered a series of events leading to war. A month after the assassination, Austria-Hungary sent an ultimatum to Serbia, which if agreed to, would have given Austria control of Serbia. When Serbia gave an evasive reply, Austria declared war. Austria acted with the knowledge it had the support of Germany, but that this action may bring Russia into war. Failed diplomacy between Kaiser Wilhelm and Tsar Nicholas led to the full mobilization of the Russian army, which in effect was a declaration of general war.

What is the meaning of the cartoon?

Events Leading to War (continued)

- August 1: France orders full mobilization; Germany orders full mobilization, moves toward Luxembourg; German ambassador sorrowfully delivers declaration of war to Russian foreign minister
- August 3: France and Germany declare war on each other; British mobilize army and navy
- August 4: Germany invades Belgium; Great Britain and Belgium declare war on Germany
- August 6: Austria-Hungary declares war on Russia



French and German troops mobilized, while some diplomatic efforts were attempted. France assured Russia it would come to its aid. Germany demanded that France stay out of the conflict, but when France refused, Germany declared war on France.

German military strategy planned for a two front war—defeat France with a lightening attack through Belgium and then turn on Russia. When Germany initiated its attack on France by going through neutral Belgium, Great Britain declared war on Germany.

Archduke Franz Ferdinand



Archduke Franz Ferdinand and his wife
on the parade route in Sarajevo



The apprehension of Gavrilo Princip

- Ferdinand's ideas created strife
- Ferdinand and wife assassinated, June 28, 1914
- Emperor used nephew's assassination as excuse to punish Serbia

Why did all of the leaders in Europe—who did not want to go to war—seemingly jump head-first into armed conflict when the opportunity came? When Emperor Franz Joseph's son committed suicide, the emperor was forced to appoint his nephew Archduke Franz Ferdinand as heir to the Austria-Hungarian throne. Ferdinand's ideas to end the dual monarchy, expand rights beyond the nobility, and his commoner wife had all created strife between the Emperor and his heir.

Ferdinand and his wife visited Sarajevo to build unity in the ethnically diverse empire. On June 28, 1914, during a parade, a member of the Black Hand, a Serbian revolutionary group, threw a bomb at the Archduke's car. The bomb missed, but the driver took a wrong turn and ended up stopping beside Gavrilo Princip, another Black Hand member. Princip pulled his pistol and killed Ferdinand and his wife. These shots proved to be the catalyst starting the Great War.

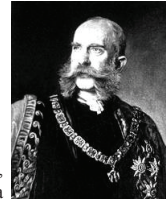
Princip was arrested. The revolutionary group he belonged to was secretly supported by members of the Serbian government. After some hesitation, the emperor decided to use his nephew's assassination as an excuse to punish Serbia.

Franz Joseph's Ultimatum to Serbia

- Designed to punish Serbia for encouraging Slavic nationalism
- Ultimatum had three main components
- Serbia refuses, looks to Russia for support



Serbian
Prime
Minister
Nikolia Pasic



Franz Joseph I,
Emperor of Austria

Emperor Franz Joseph blamed Serbia for his nephew's death. He, along with leading Austrian officials, wanted to punish Serbia for its role in encouraging Slavic nationalism in Austria-Hungary. At the same time Austria-Hungary knew it needed to avoid a general war in Europe. Once it had secured Germany's support, Austria-Hungary sent its ultimatum to Serbia, giving the nation only 48 hours to comply. The ultimatum had three main components:

1. Suppress all anti-Austrian propaganda.
2. Dissolve nationalist and terrorist groups.
3. Allow Austrian representatives to participate in Serbia's investigation of assassination plot and serve on all government agencies dealing with revolutionaries.

Austria needed to act quickly to prevent other nations from mobilizing in support of Serbia or offering diplomatic solutions which would force Austria to be the aggressor in the war and weaken its position at a peace settlement.

Blaming terrorists, Serbia denied it had any connection to the assassination. Even so, Serbian officials were willing to comply with the first two demands. The third demand, however, would have required Serbia to surrender its sovereignty. Knowing a refusal of Franz Joseph's ultimatum would mean war, Serbia asked Russia if it would come to the aid of their "Slavic brothers."

Kaiser Wilhelm II



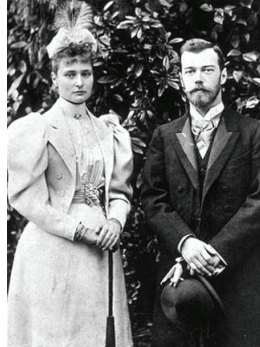
Wilhelm II, Emperor of Germany,
1888–1918

- Family ties would supersede other interests
- Assassination an attack on the institution of monarchy

Germany's Kaiser Wilhelm II believed there were two reasons a major war would not break out in Europe. The first was based on his own family ties: Wilhelm, Tsar Nicholas II of Russia, and Queen Victoria of England were all first cousins. This kinship created friendships, and the leaders often sent personal messages directly to one another. Wilhelm believed that these family ties would supersede other interests. Secondly, Wilhelm viewed the assassination of Archduke Ferdinand as an attack on the institution of monarchy. The Kaiser assumed that his cousins' desire to protect and preserve their monarchies would outweigh other loyalties and concerns. He was wrong on both accounts.

Tsar Nicholas II

- Chose Slavic cultural ties over both family ties and the monarchy
- Mobilized army to support Serbia
- Kaiser Wilhelm II mobilized army in response
- Both refused to back down



Tsar Nicholas II and Tsarina Alexandra

Russia's Tsar Nicholas's Slavic cultural ties to Serbia trumped both family ties and the monarchy. Germans shared a common language and culture with Austria. Russia saw Serbia as its Slavic brother. Tsar Nicholas II mobilized his army to support Serbia. Kaiser Wilhelm II mobilized his army in response. Both refused to back down. The die was cast for war.

Mobilization



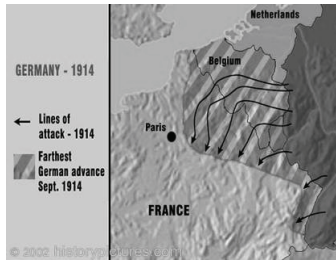
German troops in a truck on way to front

- Pre-war mobilization plans hinder diplomacy
- Austria declared war on Serbia
- Military leaders called up troops
- Germany declared war on Russia on August 1, 1914

Pre-war mobilization plans exacerbated hopes for a diplomatic resolution in Europe. As telegrams passed between Germany and Russia in the few days following Austria's declaration of war on Serbia on July 28, military leaders were already calling up troops. An anxious Europe waited to see if either Russia or Germany would back down. They did not have to wait long—Germany declared war on Russia on August 1, 1914, opening the way for the rest of Europe to become involved in the conflict.

Germany's Schlieffen Plan

- Outlined Germany's plan of attack
- Relied on rapid defeat of France
- Avoiding two-front war essential
- Violated Belgium's neutrality



Map of the Western Front, 1914

The Schlieffen Plan—named for Count Alfred von Schlieffen, its author—outlined Germany's plan of attack in the event of a conflict with Russia and France. Devised between 1892 and 1905, the plan centered on a rapid defeat of France so that Germany would not have to divide its forces on two fronts. Germany considered avoiding a two-front war as essential in order to defeat Russia. The plan, however, also called for breaching Belgium's neutrality, and Belgium had an alliance with England. Thus, any violation of Belgian neutrality would probably create an enemy of England as well. In essence, the Schlieffen Plan was a guarantee that any conflict leading to its implementation would also lead to an inevitable world crisis.

Discussion Questions

1. Austria-Hungary took the bold step of declaring war on Serbia on July 28, 1914. Why did its alliance with Germany make it easier for it to take this step?
2. The need for time to mobilize armies in 1914 was a key part of what drove Europe to war that summer. Why was the problem of mobilizing armies such an important factor in causing the war to start?
3. Germany thought its Schlieffen Plan would help it avoid a long, two-front war. But historians say it actually helped to bring about exactly what it was meant to avoid. Can you explain what these historians mean?

1. Austria-Hungary feared Russia might want to come to the aid of Serbia. But its alliance with a much more powerful Germany led it to believe that Russia would hold back in order not to provoke that more powerful nation.
2. Military commanders felt a strong need to mobilize when war threatened, but the very act of mobilizing instilled fear in adversaries, who saw mobilization as itself practically an act of war to which they had to respond rapidly.
3. The plan was meant to enable Germany to defeat France quickly so it could then turn to Russia next with its full force. However, the plan required the invasion of Belgium, an ally of Great Britain. Great Britain thus joined France in the fight against Germany, the German advance into France was halted, and when Germany was forced to keep fighting there even after Russia entered the war against it.

Key Battles



British battlefield in Belgium, September 1917

- Marne
- Verdun
- Somme
- St. Mihiel
- Hindenburg Line

Four key battles marked various stages during the war; all were fought on the German western front in France.

- Marne
- Verdun
- Somme
- St. Mihiel
- Hindenburg Line

Battle of the Marne

- September 5–9, 1914
- Marne River, East of Paris
- Stopped Germany's rapid advance
- Prevented the fall of Paris
- Set the stage for trench warfare



Second Battle of the Marne

The first Battle of the Marne took place on September 5–9, 1914. The most important consequence of the battle was that the French and British forces were able to prevent the German plan for a swift and decisive victory, and prevented the fall of Paris. At one point the French used 600 taxis to transport 6,000 reinforcements 40 miles from Paris to the front.

In the summer of 1918, a second battle was fought at the Marne. A combined French, British, and U.S. force held off a German offensive. This battle marked the last real attempt by the Central Powers to win the war.

Battle of Verdun



Transportation of troops during Battle of Verdun, France

- February 21–December 18, 1916
- Verdun, France, 120 miles east of Paris
- Demoralized both sides
- First extensive use of the flamethrower

February 21–December 18, 1916

Verdun, France, 120 miles east of Paris

1 million dead or wounded

Demoralized both sides

Change in command of both sides

First extensive use of the flamethrower

Half of the German army in France fought at Verdun

Three-fourths of the French army fought at Verdun

Battle of the Somme

- July 1–November 18, 1916
- Somme River, France
- Drew Germans away from Verdun
- Tactics became more sophisticated and supply lines became more efficient
- First use of tanks (British)



British troops on the front line,
Somme area, 1916

July 1–November 18, 1916

Somme River, France, 25-mile front on either side of the river

Drew Germans away from Verdun

Tactics became more sophisticated

Supply lines became more efficient

First use of tanks (British)

Battle of St. Mihiel



Wagons stuck in the mud at the
Battle of St. Mihiel

- September 12–13, 1918
- French/German border, southwest of Verdun
- First battle using exclusively American troops under American commanders

September 12–13, 1918

French/German border, southwest of Verdun

First battle exclusively using American troops under American commanders

Hindenburg Line

- Crucial stronghold
- Formidable barrier to Allied advances
- Operation Alberich
- British forces breeched the line in early October of 1918



General Hindenburg, Kaiser Wilhelm II, and General Ludendorff review battle plans



Generals
Hindenburg and
Ludendorff

The Hindenburg Line proved to be a formidable barrier to Allied advances on the Western Front. The Hindenburg Line was a vast system of defenses in Northern France constructed by the Germans during the winter of 1916–17. It ran from the area around Arras all the way to beyond St. Quentin, and consisted of deep and wide trenches, thick belts of barbed wire, concrete machine-gun positions, concrete bunkers, tunnels, and command posts. It was considered virtually impregnable by the Germans. The British offensives of 1917–1918 were to prove otherwise. The line provided a crucial stronghold when the German commanders Paul von Hindenburg and Erich Ludendorff could not successfully pursue an attack on the Western Front in 1917.

The initial retreat to the line, Operation Alberich, proved to be a shrewd maneuver by the Germans. Despite fears that the troops would be demoralized when forced to relinquish hard-won ground, the move actually strengthened the German position and consolidated forces, allowing Germany to rest in a defensive position while conducting submarine attacks against the British supply line. British forces breeched the line in early October of 1918, and a month later the Great War came to close.

Discussion Questions

1. The first Battle of the Marne altered the war Germany had hoped and planned for, and it set the stage for the long, drawn-out contest Germany would get instead. Can you explain how it did that?
2. The Hindenburg Line was set up to enable a German retreat. But it was meant to help Germany regain the advantage in the fighting in France. Can you explain why German commanders thought it would do that?

1. The battle helped to halt the rapid German advance into France. Instead, Germany was forced to fight a long war in Western Europe even as it also fought Russia in the east.
2. The line was very heavily fortified in many ways, and German commanders thought it would hold back any Allied advance and enable Germany to regain the initiative.

Changing Warfare

- Changes in technologies, tactics, and weaponry
- Communication achieved through telephone, Morse Code, radios, and carrier pigeons



Carrier pigeons placed in a gas protection box

World War I brought changes in many aspects of warfare, including technologies, tactics, and weaponry. New weaponry and tactics evolved as commanders desperately sought any means to get an advantage and end the fighting. Communication to and from the battle zones was achieved through telephone, Morse Code, radios, and carrier pigeons.

Trench Warfare



British trench soldiers in France wait to attack

- Forces dug in to begin trench warfare along 475-mile front
- Plagued with disease, lice, water, and mud
- German trenches were the most sophisticated

When Allied and Central forces came to a deadlock in late 1914, troops began to dig in along a 475-mile front. Initially, soldiers dug holes or took shelter in artillery craters; eventually, these crude excavations evolved into eight-foot deep networks of trenches protected by barbed wire. Trench life was plagued with disease, lice, water, and mud. While many officers had dugout areas in which to rest, most soldiers had to sleep standing up or leaning in corners. German trenches were the most sophisticated and offered sleeping rooms, some of which had wallpaper and painted-ceilings.

Life in the Trenches

- Monotony
- “No Man’s Land”
- Dawn and dusk attacks
- British front line troops typically served for four days before being relieved



Life in the trenches consisted of long periods of monotony interrupted only by dreary conditions, the terror of attack, and periodic raids. Opposing armies’ trenches, sometimes as close as 100 feet from one another, were separated by a stretch of barren terrain known as “No Man’s Land.” Twice a day, at dawn and dusk, soldiers mounted a raised ledge in the trench called the “fire-step.” They stood ready for an hour, preparing for an enemy attack. From time to time, reservists relieved front-line soldiers and brought needed supplies. British front line troops typically served for four days before being relieved.

Shell Shock



Nurse and wounded French soldier

- Symptoms
- Shell-shocked soldiers first viewed as cowards; many were executed
- Treatment improved once the condition was identified

The relentless conditions of trench warfare and fighting on the front lines resulted in a new challenge to soldiers—“shell shock” or battle fatigue. Long periods of shelling and the mental stress of living in constant danger in the trenches could sometimes produce psychiatric trauma. Those afflicted usually demonstrated symptoms such as trembling, tearfulness, and damaged memory. Initially, soldiers suffering from shell shock were thought to be exhibiting cowardice and many were executed. Treatment improved once the condition was identified, yet most veterans still ended up suffering long-term effects.

Christmas Truce

- Christmas, 1914
- Unofficial truces implemented between soldiers
- Truce was short-lived



German and British troops meet during the Christmas truce

On Christmas in 1914, a surprising thing occurred that broke the monotony of life in the trenches. Along the lines in various places, soldiers (typically British and German troops) called unofficial truces. Enemies joined together for caroling, soccer games, conversation, and exchanging tokens of war. The truce was short-lived, however, and fighting resumed after this brief period of humanitarianism.

Scorched Earth

- Tactic implemented by the Russians, borrowed by the Germans
- Retreating armies would burn buildings, ravage crops, cut down trees, and force inhabitants to flee
- Goal was to leave nothing of value behind that opposing forces could use



Ruins of a French town after German troops retreated through it, 1918

So-called “scorched earth” tactics employed by both sides during World War I devastated the countryside and left civilians (especially peasants) homeless and desperate. First used by the Russians on the eastern front and later adopted by German troops on the western front, “scorched earth” involved soldiers leaving a trail of destruction as they retreated. Armies would burn buildings, ravage crops, cut down trees, and force inhabitants to flee their homes. The goal of the tactic was to leave nothing of value behind that opposing forces might be able to use.

Espionage



German spy Mata Hari

- Spies tried to obtain information in various ways
- Risks
- Edith Cavell
- Mata Hari

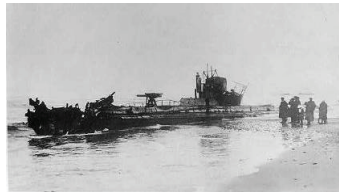


British nurse and heroine Edith Cavell

As in all wars, information regarding enemy plans and strategies is an invaluable asset, making espionage a part of wartime strategies. In World War I, spies would try to obtain the ciphers to the enemy's secret codes. Spies would also try to gain valuable information through phone tapping and interrogating prisoners at the front lines. Spying carried very real risks—most spies captured behind enemy lines were executed. Two famous spies executed during World War I happened to be women. British nurse Edith Cavell, who was the matron of Berkendael Hospital in Brussels, helped more than 200 Allied soldiers escape; the Germans executed her for this deed. The infamous “Mata Hari” (her real name was Margaretha Zelle) was a former exotic dancer who became the mistress of many key French officials during the war. She passed on many secrets she learned to Germany; however, the French discovered she was a spy and executed her.

Weapons

- Warships
- Submarines
- Artillery
- Chemical weapons



German submarine off the Danish coast



German troops use chlorine gas,
Flanders, 1917

The Great War saw the advent of many new weapons technologies. Warships were designed to move more quickly and were equipped with higher quality weaponry. Improved submarine technology made it possible for the vessels to conduct torpedo attacks without surfacing. Artillery became more accurate and had longer ranges. Finally, chemical weapons such as chlorine gas were widely used in war for the first time.

Airplanes



German bombing raid on
British camp, 1915

- First used for intelligence gathering;
later armed
- Bomber planes
- “Aces”

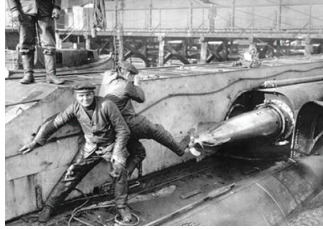


Baron Manfred Freiherr
von Richthofen
(the Red Baron)

The onset of the Great War saw aircraft used primarily in the area of intelligence. In an effort to combat enemy intelligence, developers began experimenting with arming airplanes. The greatest fighting spot on a plane was the nose. Dutch designer Anton Fokker’s interrupter allowed aircraft to have nose-mounted guns. The interrupter timed bullet flow with propeller motion, allowing bullets to pass between the blades. Bomber planes also advanced with war efforts and modern warfare would forever be changed as battles took to the skies.

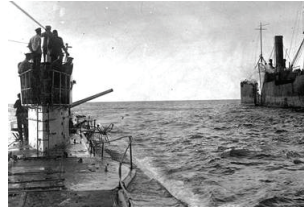
Successful fighter pilots became known as “flying aces.” The most noted for the Germans was the Red Baron who had 80 victories. For the British, Major Mick Mannock had 73.

Submarines



German sailors load a torpedo on a U-boat

- Britain initially had more submarines than Germany
- German submarine strategy
- Backlash

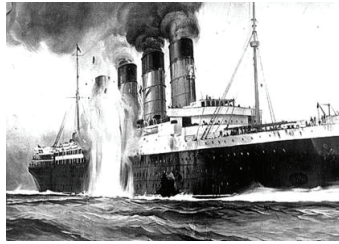


German U-boat and a sinking English steamer

In 1914, Britain had 75 submarines to Germany's 30, but Germany recognized the opportunity to cripple the island nation by sinking all approaching vessels, whether Allied or neutral. By February of 1917, Germany had amassed some 150 submarines for unrestricted warfare against Britain. In April of 1917, 373 Allied ships succumbed to German submarine torpedoes. Although the tactic of starving out the Brits seemed to be well on its way to success, Germany's indiscriminate torpedoing of ships angered many neutral nations.

Sinking of the *Lusitania*

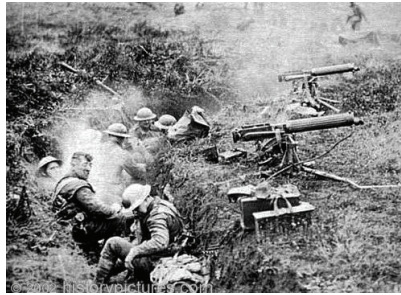
- May 7, 1915: Passenger ship sunk by German submarine
- More than 1000 civilian deaths, including 128 Americans
- Germany claimed the ship was carrying munitions
- Incident put the U.S. one step closer to entering the war



Torpedoing of the *Lusitania*

On May 7, 1915, a German U-boat torpedoed the British steamer *Lusitania* off the coast of southern Ireland. More than 1000 civilians perished—including 128 American citizens. Eyewitnesses reported a second explosion after the initial torpedo struck. Recent research corroborates neither German claims of a secret munitions cargo nor British claims of a second torpedo. Rather, it suggests that a coal ignition may have caused the second blast. Whatever the case may be, America's anti-German sentiment flared after the tragedy, and popular sentiment in favor of abandoning neutrality and entering the war started to increase.

Machine Guns



British troops with machine guns

- Maintained and perpetuated trench warfare
- Designers and manufactures continued to modify original machine gun—the Maxim

The two main pieces of artillery used during the war were the machine gun and the Howitzer. Machine guns maintained and perpetuated the deadlock of trench warfare because their rapid-fire capability made it quite deadly to attempt to breach “No Man’s Land” between the trenches. The British originally used a machine gun designed by Hiram Maxim, called the Maxim. It was modified over the course of the war and a version was eventually manufactured by Vickers. The German Maschinengewehr was modeled after the Maxim also.

Howitzers

- Heavy artillery
- Became more mobile
- Especially useful in bombarding enemy strongholds from long distances



Howitzer left by retreating German army in France

Artillery technology had also improved by World War I, resulting in the Howitzer, a long-range, large-shelled weapon. As the war went on, further improvements to the Howitzer made it more mobile. Howitzers were especially useful in bombarding enemy strongholds from long distances. Artillery launched by Howitzers would travel a high arc and drop into enemy territory.

Chemical Weapons



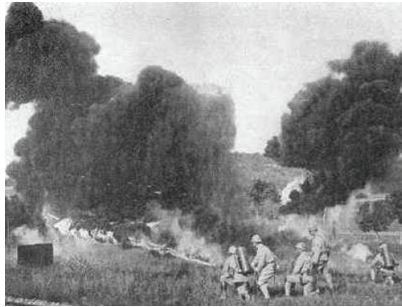
A German dispatch rider wearing a gas mask, 1917

- Archaic and modern weaponry and strategies meet
- Poison gas
- Attacked nervous system
 - painful death
 - long-lasting mental disturbances

The Great War saw wide-scale implementation of both archaic and modern weaponry and strategies. The most horrific of these strategies was the use of poison gas. The worst of the gases was chlorine. It poured from the German lines like a yellow-green cloud. Within seconds of inhaling its vapor it destroyed the victim's respiratory organs, bringing on choking attacks. In 1917, the Germans began using mustard gas (Yperite). Mustard gas, an almost odorless chemical, was distinguished by the serious blisters it caused both internally and externally, brought on several hours after exposure.

Flamethrowers

- Terrifying German weapon first used at Verdun, 1916
- Effects
- Counter tactics



French troops using flamethrowers

Another new innovation in weaponry was the flamethrower, a terrifying German weapon first used at the battle of Verdun in 1916. Flamethrowers initially surprised and frightened French troops in the trenches. Because of the weapon's limited range (about 40 yards), French soldiers soon developed counter tactics: By targeting the flamethrower's tank they could turn the German soldier carrying it into a ball of flames. Despite this vulnerability, the flamethrower eventually became an essential part of all armies' arsenals.

Tanks



French tanks, Americans support
French troops



British tank in action

- British innovation
- Unsuccessful at first
- Cambrae, 1917: First successful tank offensive
- Increasingly important weapon in modern warfare

Another innovation in weaponry was the tank. Developed by the British, the tank got its name because of a need for secrecy: to deceive the enemy as to the vehicle's true purpose, the British referred to the vehicle as a water carrier, or "tank." Initially, the tank was unsuccessful due to mechanical problems and slow speed, which made them easy targets. The first successful tank offensive occurred at Cambrae in 1917, when more than 400 tanks were able to breach German lines. Tanks would continue to play an increasingly important role in the war, and by World War II, they had become a major weapon in modern warfare.

Telephone and Radio



German soldiers set up a radio on the Western Front

- Difficulties in keeping lines of communication open
- Telephone's shortcomings
- Radio's shortcomings

The vast battlefields of the Great War created new challenges for military commanders as communication difficulties arose. Both telephones and radios proved faulty in addressing communication needs: telephone lines terminated at the front line, which proved problematic when armies advanced, while radios could only transmit in Morse Code, broke down easily, and were very cumbersome.

The Media

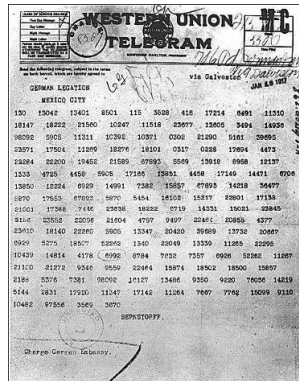
- 1916: First war films
- Newspapers provided the majority of the public with war news



Behind the scenes of a film in Austria, 1918

World War I also gave rise to the very first war films. In 1916, two cameramen filmed battle footage from the British front line along the Somme. The edited footage, *The Battle of the Somme*, included staged scenes, yet the large audiences that saw it viewed it as authentic. While newspapers continued to provide the majority of war news, many other war films would be released before the end of World War I.

Zimmerman Telegram



Coded copy of the Zimmerman Telegram

- Sent January 1917 by the German Foreign Secretary
- Proposed a German-Mexican alliance against the U.S.
- Telegram intercepted by the British and made public
- Added to the American public's desire to enter the war

In January of 1917, German Foreign Secretary Arthur Zimmerman sent a confidential, encoded telegram intended to be relayed by the German ambassador in the U.S. to the German ambassador in Mexico. The telegram outlined a plan for a proposed alliance between Mexico and Germany against the United States. In return for allying themselves with Germany, Zimmerman promised to help Mexico "...reconquer the lost territory in Texas, New Mexico, and Arizona." The British, however, intercepted the message before it reached Count von Bernstorff, the German ambassador in Washington, D.C. Hoping to convince the Americans to abandon neutrality and enter the war as an ally, the British presented the telegraph to President Woodrow Wilson on February 24; soon afterwards, the contents of the telegram became public. As a result, more and more Americans began to clamor for their country to enter the war.

Discussion Questions

1. Most European military leaders expected a quick war. Instead, fighting on the Western Front soon settled into the ongoing bloody stalemate of trench warfare. Why do you think this happened?
2. Explain why the machine gun made trench warfare so destructive during World War I. Why, toward the end of the war, did the tank help overcome the stalemate of trench warfare.

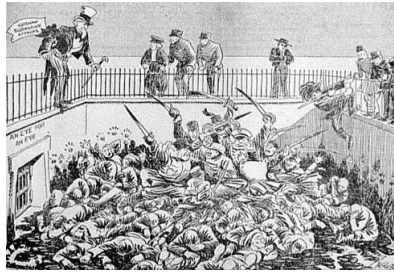
1. Answers will vary, but students should see that huge armies clashed in ways that made rapid advances difficult. Each side had enough firepower and manpower to halt charges of large numbers of men on foot.
2. In the charges from one trench to the next, thousands of men had to stand and run out in the open, directly into machine guns that could kill or wound many in seconds. The tank gave soldiers much greater force and much more protection needed to break out of trenches and charge enemy lines.

Discussion Questions (continued)

3. In World War I, the use of submarines appealed especially to Germany. Why do you think the Germans favored the use of this weapon so much more than the British or the French did?
4. Some historians would say that, while the new weapons of WWI were all very impressive, political and military officials had little idea of how to use them effectively to win the war. What do you think these historians mean?

3. The Germans could not invade England and so hoped the submarine would enable them to destroy supply ships and starve England into submission.
4. The new weapons required different strategies and tactics if they were to be effective, or if they were to be countered effectively. Hence, charging across open ground on foot from trench to trench was terribly wasteful of life in the face of the new machine guns or against howitzers and other artillery.

The U.S. Enters the War



- April 6, 1917: U.S. officially declares war against Germany
- Propaganda, submarine warfare, Zimmerman telegram erode neutrality
- “Peace without victory”

While the United States had long supported the Allied forces, it maintained its neutrality through the first few years of the war. Sentiment to stay out of the war was initially strong; President Woodrow Wilson even won reelection in 1916 using the campaign slogan, “He kept us out of war.” The news reports the U.S. received from Britain, however, were strongly biased in favor of the Allies; British propaganda also tried to stoke anti-German sentiment in the U.S. by focusing on supposed German “atrocities” during the war. Anti-German sentiment also rose because of Germany’s use of unrestricted submarine warfare (most notably with the sinking of the *Lusitania*) and the Zimmerman telegram. Finally, German subs sank two U.S. ships in mid-March of 1917. On April 2, President Wilson asked Congress to declare war; on April 6, the war resolution passed. Wilson proclaimed a desire for a “peace without victory,” and the United States began to assemble its forces.

The Draft

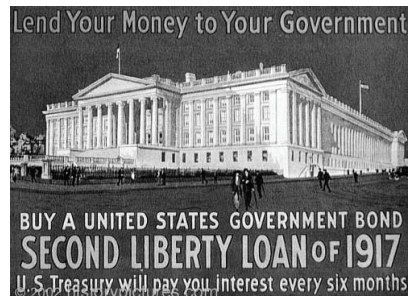
- U.S. needed massive military force
- June 5, 1917—
Draft implemented
- 24 million men registered; 6,400,000 actually called into service



New York City men wait to register for the draft

The massive military force the United States needed to have a major impact on the war could only be achieved by conscription. Consequently, on June 5, 1917, the government implemented a draft for men aged 21 to 31. The first men drafted into service were chosen by lottery at a ceremony in the Senate office building on July 20. While only 6,400,000 men ended up being called into service during the war, an overwhelming 24 million men registered.

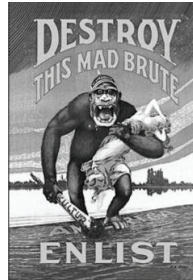
Liberty Bonds



- Intended to finance the war, increase public support for the war effort
- Patriotic appeal
- Over \$20 billion raised from bonds

In an effort to finance the war and to drum up public support for the war effort, President Wilson launched a Liberty Bond campaign. Top artists were recruited to create colorful posters urging people to buy the bonds. In addition to collecting funds, the bond drives stirred American patriotism as everyone from marching bands and movie stars to the Boy Scouts and Girl Scouts turned out to support bond events. Citizens from all walks of life responded and invested in the bonds. All told, four Liberty Bond drives and one Victory Bond drive raised over \$20 billion for the war effort.

Anti-German Sentiment



- Committee of Public Information
- Eliminating German names
- Attacks on people of German descent

Both the war and war propaganda created an increase in anti-German sentiment in the United States. In addition to rallying public support for the war and convincing people to buy bonds, the government's newly-formed Committee of Public Information took a cue from the British and put out propaganda posters that demonized the Germans. In addition, people began to change everyday terms derived from German. Many food items were renamed: "sauerkraut" became "liberty cabbage," "frankfurters" became "liberty sausages" and the hamburger became "Salisbury steak." The ugliest side of anti-German sentiment came when people began to ostracize Americans with German ancestry. Some went even further and attacked German Americans: in April of 1918, a mob lynched a German-born citizen named Robert Prager.

Changing Roles of Women

- Women filled factory jobs
- Views of women and their roles in society changed
- Many countries granted women's suffrage



French women assemble American airplanes

As male workers went off to war, women began to fill some of their jobs—especially at factories. As women demonstrated their competence and skill in the workforce, society began to reconsider its view of women and their roles in society. One of the biggest changes for women came when governments began granting suffrage: first in Denmark (1915); followed by The Netherlands and Russia (1917); Austria, Britain, Canada, Czechoslovakia, Poland and Sweden (1918); Germany and Luxembourg (1919); and the United States (1920).

Russian Revolution



Cossacks slaughter people of Odessa, 1905

- 1915: Tsar Nicholas takes command of the army
- Political vacuum in St. Petersburg
- Provincial government created
- Tsar abdicates to the Duma

In 1915, after Russian commanders ordered a general retreat, Tsar Nicholas took command of the army. His presence at the front inspired the troops but left a political vacuum in St. Petersburg. Years of Tsarist oppression, such as shown in the photo, compounded the unpopularity of the regime. On March 8, 1917, riots broke out in Petrograd. The Tsar ordered troops to restore order, but the soldiers joined the revolution. The Russian parliament, the Duma, created a provisional government on March 12. On the advice of both military and political leaders, Tsar Nicholas abdicated, thus ending tsarist rule in Russia.

The Soviet Union and the War

- Provisional government was short-lived
- Lenin and the Soviets assume power
- Treaty of Brest-Litovsk: Russia withdraws from WWI



Lenin at the Second Congress of the Soviets, 1917

The provisional government turned out to be short-lived: it was undermined by bread shortages, the devaluation of the ruble, and its inability to maintain the country's infrastructure. The biggest threat, however, came from the growing support for communism. Under the leadership of Vladimir Lenin, the communists gained control of the government in 1917, marking the beginning of the Soviet Union. Lenin and other key Soviet officials soon met with Germany about ending the war between the countries. With the Treaty of Brest-Litovsk, Russia withdrew from the war, leaving Germany free to focus all of its attention on the Western Front.

Arabs in the War



Turkish supply camels at the Egyptian front

- Arab tribes unite with one another and the British against Ottoman rule
- Arab raids disrupt Turkish supply lines and draw troops away from the British-Turkish front

The various Arab tribes in the Middle East had long been under the influence of the Turkish-dominated Ottomans. Although these tribes frequently fought amongst themselves, they came together and worked with the British to throw off Ottoman rule and establish an Arab nation. Led by Husayn ibn Ali, the Amir of Mecca, and British Captain T.E. Lawrence, Arab forces began disrupting Turkish supply lines and attacking small outposts. These tactics fit the style of the undersupplied and undertrained Arabs. The British benefited from these forays because the Ottomans had to pull troops away from the British-Turkish front in order to chase Arab raiders.

Discussion Questions

1. The U.S. entered the war in April 1917. The main factor leading to its entry was the Germans' use of unrestricted submarine warfare. Why was this factor so important in leading the U.S. to enter the war?
2. The Liberty Bond drives were ways to raise money for the U.S. war effort. How did they also help bolster popular support for the war effort?
3. During the war, Germany was led by a powerful monarch, Kaiser Wilhelm II. He was a traditional ruler who opposed radical socialist ideas. But he and Germany's military commanders were happy to see Lenin and his communists take control of Russia in 1917. Why?

1. The U.S. was sending huge amounts of supplies to England in particular. The German decision to engage in unrestricted submarine warfare directly endangered American ships and sailors.
2. The drives included propaganda campaigns, large parades and other public demonstrations, patriotic appeals by famous people, etc.
3. Lenin wanted to withdraw Russian troops from the war. He settled with the Germans, enabling them to turn all their attention and resources to winning on the Western Front.

War's End: The Armistice

- November 11, 1918
- Temporary agreement to stop fighting
- Peace negotiations and treaty followed



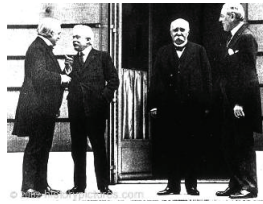
Crowds of people celebrating the armistice

The armistice that would eventually mark the end to fighting in the Great War went into effect on Monday, November 11, 1918 at 11:00 a.m. This armistice, set for the 11th hour of the 11th day of the 11th month, was only a temporary agreement to stop the fighting. While the armistice officially ended the Great War, the peace negotiations and resulting treaty yet to come would prove problematic.

Paris Peace Conference



Paris Peace Conference, 1919



The "Big Four" at the Paris Peace Conference

- "Big Three"
- 27 countries participated
- Defeated powers were not invited
- Six months to reach treaty agreement on Germany
- Other treaties

Peace negotiations took place in Paris in January of 1919. The talks were dominated by the "Big Three" Allied leaders: President Woodrow Wilson of the United States, Premier George Clemenceau of France, and Prime Minister David Lloyd George of England. Also shown in the picture is Prime Minister Vittorio Orlando of Italy. While representatives from 27 countries participated in negotiation talks, the defeated powers were not invited. Another notable absence was Russia. The Russians were engaged in a civil war and did not attend. It took six months before a final treaty addressing peace with Germany was agreed upon and signed. Four other treaties dealing with Austria, Hungary, Turkey, and Bulgaria soon followed.

Versailles Treaty



Yugoslav delegates at
Paris Peace Conference



Hall of Mirrors
during the peace signing

- June 28, 1919:
Weimar Republic
signed treaty in
utter defeat
- Treaty's
conditions
- Was the treaty
overly punitive?

On June 28, 1919, at the Palace of Versailles outside of Paris, representatives of Germany's new Weimar Republic (formed after the Kaiser had abdicated) had to sign a treaty without having had input into any of its terms. The treaty was signed on the anniversary of the assassination of Archduke Franz Ferdinand, which had ignited the war five years earlier. The Versailles Treaty's harsh conditions and unrealistic requirements for reparations angered the German people, helped contribute to an economic depression that would affect all of Europe, and failed to resolve the underlying reasons for many conflicts on the continent. The treaty's basic conditions included:

1. Germany had to cede the region of Alsace-Lorraine (which it had won in the Franco-Prussian War in the 1870s) back to France, the Sudetenland to Czechoslovakia, and the "Polish Corridor" to Poland.
2. Demilitarization of the Rhineland.
3. Germany's Saar coal region was placed under international control for 15 years.
4. Disarmament: Germany was limited to only 100,000 army troops; no reserves, tanks, aircraft, warships, or subs were permitted.
5. Germany had to pay \$5 billion in immediate reparations, with future reparations to be determined by May 1921.

Some saw the treaty as overly punitive: they felt that rather than setting terms to ensure a lasting peace in Europe, the treaty instead was designed to make Germany suffer. Being stripped of a real army and having to give up large chunks of its territory was humiliating, but the reparations required were crippling. All told, Germany would be expected to pay over \$33 billion in reparations, an impossible amount for the war-devastated country.

Wilson's "Fourteen Points"



Wilson and French President
Raymond Poincaré in Paris



A sign in Paris reading
"Long Live Wilson"

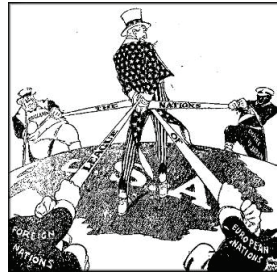
- Wilson's plan for a "peace without victory"
- European leaders only implement some of the Fourteen Points in the Versailles Treaty

President Woodrow Wilson outlined a plan for peace called the "Fourteen Points" in an address to Congress on January 8, 1918. His plan for peace was based on research from a group of experts. "The Inquiry," formed in the fall of 1917, faced the task of identifying feasible war aims for the U.S. and determining war goals for the other countries involved. Wilson ultimately found it impossible to convince the European allies that a "peace without victory" was in their best interest. European leaders either dismissed most of the ideals of the Fourteen Points or diluted them in the final peace agreement. The Fourteen Points were:

1. Open diplomacy; no secret treaties.
2. Freedom of the seas in war and in peace.
3. Removal of all economic barriers.
4. Reduction in national military forces.
5. Colonial disputes judged impartially. Subjected peoples have equal voice with colonial powers.
6. Withdrawal of all German and Austrian forces from Russian territory.
7. Restoration of Belgian sovereignty.
8. Occupied French territory restored, including Alsace-Lorraine.
9. Borders of Italian frontiers redrawn according to national identity.
10. Peoples of Austria-Hungary given opportunity for autonomy.
11. Autonomous Balkan states.
12. Non-Turks within Ottoman Empire given opportunity for autonomy.
13. Establish a Polish state with sea access.
14. Formation of the League of Nations.

League of Nations

- Part of the Versailles Treaty
- U.S. Senate rejects the treaty
- U.S. never joins the League
- League turns out to be ineffective, inconsistent, easily manipulated



American anti-League cartoon

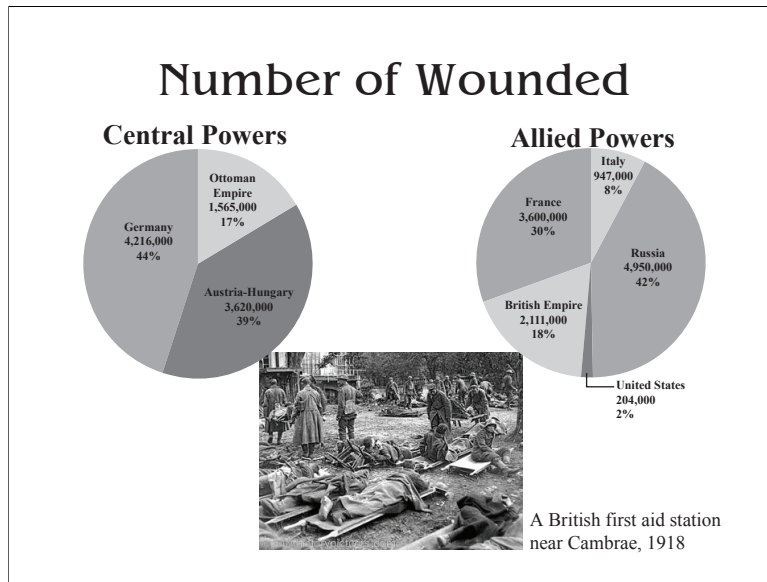


World Disarmament Conference
at the League of Nations

The League of Nations lived a short and inglorious life from 1919 until 1939. The League was an important component of the Versailles Treaty, and a plan for the organization was put into place on February 14, 1919, at the Paris Peace Conference. President Woodrow Wilson was given the task of writing the League's covenant and (with the exception of Germany and Russia) any country that signed the peace treaties could be part of the new world organization.

The League's development, however, suffered a key setback when the U.S. Senate refused to ratify the Versailles Treaty. Many senators objected to the treaty primarily because of the League of Nations. They felt that the League's charter committed the U.S. to comply with any of the League's decisions, and thus undermined U.S. sovereignty. Wilson embarked on a countrywide speaking tour in order to get the public to pressure the Senate to ratify the treaty (he ended up suffering a stroke from the strain of the tour), but the Senate ultimately rejected it. In 1921, the U.S. finally put a formal conclusion to the war by signing separate treaties with Germany, Austria, and Hungary. The U.S. never did join the League of Nations.

The League proved to be an impotent, powerless organization that many countries manipulated to advance their own goals rather than to administer justice. Inconsistencies in purpose and administration prevented the League from ever fulfilling the ideal of becoming a world-governing body that settled disputes, promoted disarmament, and supervised world health.

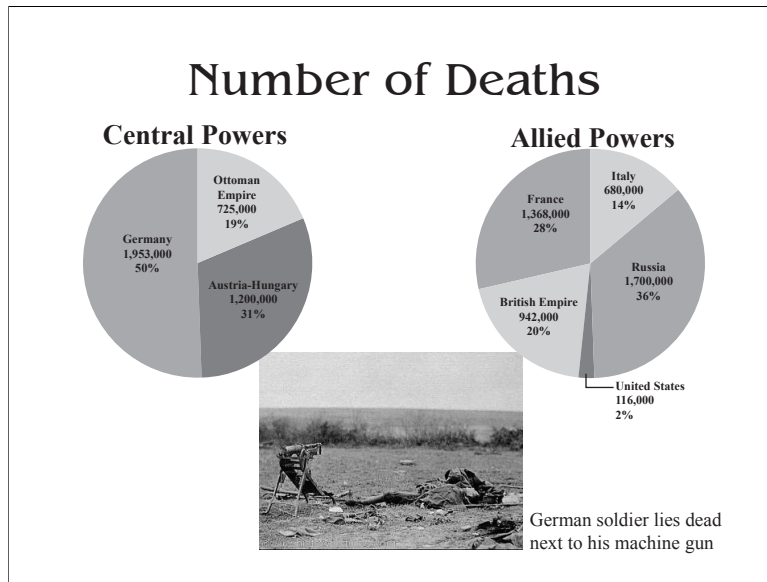


Number of wounded for the Central Powers

Germany	4,126,000
Austria-Hungary	3,620,000
Ottoman Empire	1,565,000

Number of wounded for the Allied Powers

Russia	4,950,000
France	3,600,000
British Empire	2,111,000
Italy	947,000
United States	204,000



Number of deaths for the Central Powers

Germany	1,935,000
Austria-Hungary	1,200,000
Ottoman Empire	725,000

Number of deaths for the Allied Powers

Russia	1,700,000
France	1,368,000
British Empire	942,000
Italy	680,000
United States	116,000

Physical and Financial Costs of the War

- Food shortages
- Economic depression



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Starving children in the Ukraine

The war exacted a huge physical and financial toll on the population of Europe. The war wiped out entire villages and even some cities were wiped out by the fighting. Much of the fighting in France had destroyed valuable farmland. Thus farmers had lost both their animals and their land—a development that contributed to food shortages after the war. As a result of the lingering bitterness between nations and ethnicities, food shortages, economic depression, and trade issues continued after the fighting. Countries such as France and Great Britain had borrowed heavily to finance the war and were now deeply in debt to lender countries like the United States.

Social/Political Costs of the War



French refugees from the spring 1918 German offensive

- Refugees
- Ethnic minorities

European society was put in a state of upheaval. The political map of Europe was redrawn, often along ethnic lines. Some of these boundary changes would lead to future unrest—several Balkan states united into one Yugoslavia, for example. This led many people to leave familiar lands to find “their own kind.” Once the refugees relocated they were often rejected by their ethnic kin because of competition for food and jobs. Also, loss of land by once-powerful European Empires like Austria-Hungary led to bitter feelings toward neighboring countries.

Arts and the Great War

- Poets
- Visual imagery
- Novels



Erich Maria Remarque



Isaac Rosenberg



Wilfred Owen

The war inspired an outburst of creativity as writers and artists found a number of different ways to express the emotions evoked by the conflict. The poets Wilfred Owen (*Dulce et Decorum Est* and *Anthem for Doomed Youth*) and Isaac Rosenberg (*Break of Day in the Trenches* and *Deadman's Dump*) tried to capture the tragedy of war in their writing. Visual imagery emerged in movies that became popular in the 1920s. Short comedies like the Keystone Cops and features starring Rudolf Valentino became a dominant force in entertainment. Soldier-painters such as Otto Dix and Stanley Spencer influenced the art world. Several years after the war had ended, novels like Erich Maria Remarque's *All Quiet on the Western Front* would emerge to bring further clarity and insight as to the impact of the Great War.

New Nations: Europe



Sinn Fein members in
British Parliament, 1918

- Ireland
 - Michael Collins
 - Northern Ireland
- Division of Austria-Hungary
 - Austria
 - Hungary
 - Czechoslovakia
 - Yugoslavia
 - Other portions went to Romania, Poland, and Italy

Ireland

Sinn Fein is the Irish Republican party. The party and its leader, Michael Collins gained freedom for Ireland by agreeing not to fight for the six counties of Northern Ireland. This concession led to the conflict between Northern Ireland and England that has continued today.

Austria-Hungary

In an attempt to resolve ethnic tensions, Austria-Hungary was carved into four new nations: Austria, Hungary, Czechoslovakia, and Yugoslavia. In addition, other parts of the former Austro-Hungarian Empire were parceled out to adjacent countries (Romania, Poland, Italy). While the effort did create homelands for some ethnicities, it created other problems as the new majority ethnicities oppressed the remaining minorities. Widespread ethnic cleansing accompanied the Yugoslav War from 1991 to 1999, of which the most significant examples occurred in eastern Croatia and Krajina, in most of Bosnia (1992–1995), and in the Albanian-dominated breakaway province of Serbia called Kosovo (1999). Large numbers of Serbs, Croats, Bosnians and Albanians were forced to flee their homes and were expelled from their countries. In 2004, following an upsurge in violence, Serbs were forced by Albanian rioters to flee their homes in the province.

New Nations: The Middle East

- Sykes-Picot Agreement
- Mandates
- Balfour Declaration
- Anti-western views



Arab leaders at the Paris Peace Conference (Captain T.E. Lawrence, third from right)

Despite earlier promises by the British to grant self-determination to the Arab nation, the Sykes-Picot Agreement between Britain and France left it up to the two nations to divide and control Arab lands as they saw fit. Following the war, “mandates,” or trusteeships, were established over former Turkish-controlled territories. The British and French controlled much of this area. In a 1917 document called the Balfour Declaration, British Foreign Secretary Arthur Balfour stated in a letter to Jewish leader Lord Rothschild that his government supported the idea of a Jewish homeland in Palestine. Most Arab states opposed the creation of a Jewish state, and when the United Nations voted to establish Israel, the Arab countries immediately attacked the new state and were defeated. Arab feelings of betrayal at this time set the stage for the anti-western views that still dominate many Arab nations.

Rise of Extremism: Japan and Russia



Joseph Stalin meets Chairman Mao

- Japan
 - Moved to expand its empire
 - Extend its influence to mainland China
 - Rise of militaristic extremists
- Russia
 - Joseph Stalin
 - Modernization
 - Repression

Japan

As the war raged in Europe, imperial nations ignored their East Asian colonies. Japan saw an opportunity to step into this vacuum and expand its influence over mainland China and benefit from the country's natural resources. As Japan expanded its empire, militaristic extremists gained in popularity and power on the island nation.

Russia

Following Lenin's death in 1924, Joseph Stalin assumed leadership of the Soviet Union. Stalin consolidated all state power in himself, then set the U.S.S.R. on a course of modernization that brought industry and order to the vast country. At the same time, his paranoia led to the imprisonment or murder of millions of people who disagreed with his policies or threatened his power.

Rise of Extremism: Germany

- Dissatisfaction with Weimar government
- Hyperinflation
- Resentment over terms of the Versailles Treaty
- National Socialists (Nazis)
- Adolf Hitler



Adolf Hitler (x over his head) as a World War I corporal

There was widespread dissatisfaction with Germany's new Weimar government. To address the \$33 billion in reparations, the government simply printed more paper money. This increase in deutschmarks created hyperinflation; at one point, one billion deutschmarks equaled about one American cent. Humiliated by the concessions the Versailles Treaty had forced them to make, some Germans sought to rebuild national pride by joining extreme right-wing and nationalistic political movements, including the National Socialist Party, which came to be known as the "Nazis." Adolf Hitler, an Austrian-born German who had served as a corporal in the Great War, rose to become leader of the party and eventually dictator of Germany in 1933.

Rise of Extremism: Italy



- Fascist Party
- Benito Mussolini

Benito Mussolini addresses followers in
the Colosseum

In Italy, the newly formed Fascist Party set out to distinguish itself from the socialists and communists by promoting an extreme nationalism and promising to restore to the nation the glory of ancient Rome. The fasces—a bundle of sticks wrapped around an axe—was one of the symbols of Rome. Benito Mussolini, the leader of the Fascists, became dictator of Italy in 1924. Though the Fascists employed brutal, repressive tactics, Mussolini's government also brought efficiency and productivity to the factories; as life improved, citizens became tolerant of the Fascist's heavy-handed regime.

Rise of Extremism: The United States

- Return to isolationism
- Anti-socialist, anti-communist
- The Palmer raids
- Great Depression



U.S. Attorney General A. Mitchell Palmer

After the brutality of the Great War, many Americans came to believe that U.S. interests should not be tied to those of Europe. Consequently, the U.S. became isolationist again, withdrawing from taking any major role in European affairs. When the Great Depression hit in the 1930s, the U.S. became even more isolationist as it struggled to solve economic problems at home.

While socialist and communist groups were gaining power in Europe, the U.S. became more and more suspicious of all “reds.” In 1919, bombs were set off in several American cities; one of them damaged the home of Attorney General A. Mitchell Palmer. Palmer believed the bombings signaled an attempt by “radicals” and “subversives” to overthrow the government. In 1919 and 1920, Palmer directed the Justice Department to conduct raids and arrest many communists, socialists, and anarchists. Most arrested were completely innocent: only a few were convicted, but more than 500 were deported.

Post-War Europe



Map of Europe after World War I, 1919–1926

- Instability
- Spread of fascism

Post-war Europe was beset by instability. The defeat of the Central Powers resulted in the creation of new nations, new governments, and a whole new set of challenges. Dictators emerged and fascism—fostered by poor economic conditions—began to spread.

Discussion Questions

1. Why do you think many of Wilson's Fourteen Points were unacceptable to the European powers, and in particular why did they reject the idea of a "peace without victory"?
2. The U.S. itself never joined the League of Nations because the Senate refused to accept Wilson's plan for the League. Do you think the League would have been more successful had the U.S. been a member? Why or why not?

1. Answers will vary and should be discussed.
2. Answers will vary and should be discussed.

Discussion Questions (continued)

3. In the peacemaking after the war, it was hoped that the new nations carved out of Austria-Hungary would satisfy the nationalist longings of the many ethnic groups making up that land. That goal remained far from fulfilled as events even in the 1990s proved. Can you explain?
4. In what ways did the outcome of World War I foster an extremism that helped lead to World War II?

3. Even in the 1990s, the ethnic rivalries in the Balkans reignited into bitter conflicts after the former Yugoslavia had fallen apart.
4. Answers will vary and should be discussed, but at least students should note the link between the bitterness of the post-war settlement and the rise of Hitler's national socialism in Germany, etc.



World War I

The Great War
Causes, Events, Aftermath

Essential Questions

- How had industrial growth altered the nature of warfare as the nations of Europe approached the fateful year 1914?
- Why did industrialism help generate new tensions and national rivalries that made all-out war more likely in the late 1800s and early 1900s?
- Why was the unification of Germany such an important factor in setting the stage for the tensions leading to a world war?

Essential Questions (continued)

- Why were the ethnic rivalries in Austria-Hungary and the Balkans able to lead nearly the entire continent of Europe into a general war in the summer of 1914?
- Why were military commanders and political leaders so unprepared for the long war they had to fight and for the vast destructive nature of warfare among modern industrial nations?
- Why was the peace settlement in 1919 unable to stabilize Europe and prevent the outbreak of future tensions and war there?

Map of Allied and Central Powers



Allied Powers

Major powers

- British Empire (1914–1918)
- France (1914–1918)
- Italy (1914–1918)
- Russia (1914–1917)
- United States (1917–1918)

Central Powers

Major powers

- Austria-Hungary (1914–1918)
- Germany (1914–1918)
- Ottoman Empire/Turkey (1914–1918)

United Kingdom

- Constitutional monarchy
- 1914: Entered the war to defend Belgium's neutrality
- Had the least to gain from a war in Europe



"The Rhodes Colossus"

France



Napoleon III flanked by two of his ministers

- A republic
- Many longed for glory days of Napoleon Bonaparte's empire
- Colonial power
- Sought revenge against Germany

Russia

- Tsar Nicholas II
- Economy based on serfdom
- Struggle to industrialize



Russian nobles use serfs in a card game, 1854

Germany

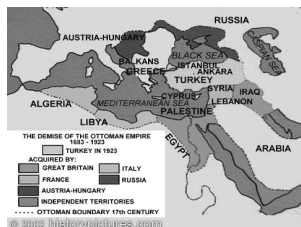


"Bismarck content as colonial powers scramble"

- Otto von Bismarck unified the German states (1871)
- Kaiser Wilhelm II
- No colonies
- Leading industrial power by 1900

Ottoman Empire

- 1908: Western-style constitution
- Surrendered sovereignty for German help
- 1914: German influence in Ottoman foreign policy



Austria-Hungary



Archduke Franz Ferdinand and Austrian Emperor Franz Joseph

- Hapsburg Dynasty—an old and dying kingdom
- Numerous ethnicities
- Provided the “explosion” that led to the Great War

Prewar Europe

- Outdated social practices and military tactics
- Alliances
- Industrialization
- Aristocracies
- Calls for social reform
- Government responses



Hadol's cartoon map of Europe

Balkan Powder Keg



A battle in the first Balkan War

- Nationalist feelings divide country
- Multiple languages, religions, and cultures
- Each wanted its own homeland

Discussion Questions

1. By the early 1900s, Great Britain (the United Kingdom) was in some ways the most powerful nation in Europe. Yet it was one of the least likely to start a war in Europe. Why do you think that was so?
2. In the 1800s, the Ottoman Empire came to be called the "Sick Man of Europe." How does the map on slide 8 of this PowerPoint help to show why it was given this label?
3. What various problems made Austria-Hungary a likely place for a general war to start in the early 1900s?

Long-Term Causes

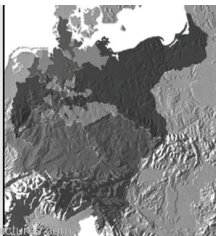
- Unification of Germany
- Alliances
- Militarization
- Industrialization
- Social unrest
- Nationalism



New Zealand troops in the Somme and Ancre area

Unification of Germany

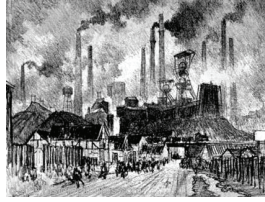
Prussia before 1866
 Conquered by Prussia - 1866
 Austria - Hungary
 1867
 Joined German Confederation with Prussia - 1867
 South German States formed German Empire with Prussia - 1871
 Won by Prussia Franco-Prussian War - 1871
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- 1870: Prussia defeats France at the Battle of Sedan
- 1871: Otto von Bismarck unites Prussia and the German states

Unification of Germany (continued)

- Threatened English industrial dominance
- Military buildup threatened all of Europe
- German army became the new standard for other European armies



Essen, Germany, 1911

Imperialism



European control of Africa, 1914

Alliances

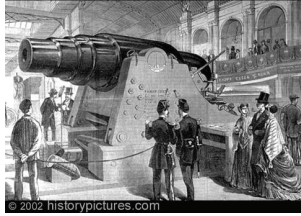


"The game of the day," 1879

- Designed to balance power in Europe
- Triple Entente: U.K., France, and Russia
- Triple Alliance: Germany, Austria-Hungary, and Italy
- Belgium pledged neutrality
- Ottoman Empire weak
- Alliances assured total peace or total war

Industrialization

- Changed all aspects of life
- Armies swifter, stronger, more mobile, deadlier
- New military technologies



Krupp's Great Gun

Social Unrest



A socialist addresses a London crowd in 1911

- Enlightenment ideals infiltrated populace
- People lost faith in divine right
- People questioned government
- Communists and socialists called for reforms
- Monarchs looked for ways to unite their countries
- Nationalism

Nationalism

- A uniting force
- Patriotism combined with a sense of superiority
- Called for conquering the inferior

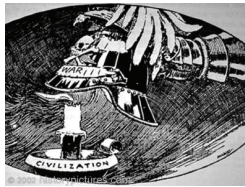


"Ruthlessness means German unity"

Discussion Questions

1. The unification of Germany in the 1870s helped bring on WWI more than 40 years later. Why did German unification cause tensions among Europe's powers to rise in those years?
2. Many Europeans in 1914 believed that the two great alliances ensured that no war would disrupt all of Europe. Why do you think so many believed this, and why do you think they were so wrong?
3. Some historians say militarism and nationalism together made many Europeans far too sure that their own country could easily assert itself against other European powers. Explain what these historians mean.

Events Leading to War



"The lamps are going out all over Europe"

- June 28: Archduke Franz Ferdinand assassinated
- July 23: Austria-Hungary delivers ultimatum to Serbia
- July 28: Austria-Hungary declares war on Serbia
- July 29: Austria-Hungary bombards Belgrade; Kaiser Wilhelm II and Tsar Nicholas II exchange telegrams trying to avoid war
- July 30: Russia orders full mobilization; France sends troops within six miles of German border
- July 31: Germany officially asks Austria not to mobilize while unofficially suggesting they do, and moves troops toward France

Events Leading to War (continued)

- August 1: France orders full mobilization; Germany orders full mobilization, moves toward Luxembourg; German ambassador sorrowfully delivers declaration of war to Russian foreign minister
- August 3: France and Germany declare war on each other; British mobilize army and navy
- August 4: Germany invades Belgium; Great Britain and Belgium declare war on Germany
- August 6: Austria-Hungary declares war on Russia



Archduke Franz Ferdinand



Archduke Franz Ferdinand and his wife
on the parade route in Sarajevo



The apprehension of Gavrilo Princip

- Ferdinand's ideas created strife
- Ferdinand and wife assassinated, June 28, 1914
- Emperor used nephew's assassination as excuse to punish Serbia

Franz Joseph's Ultimatum to Serbia

- Designed to punish Serbia for encouraging Slavic nationalism
- Ultimatum had three main components
- Serbia refuses, looks to Russia for support



Serbian
Prime
Minister
Nikolia Pasic



Franz Joseph I,
Emperor of Austria

Kaiser Wilhelm II

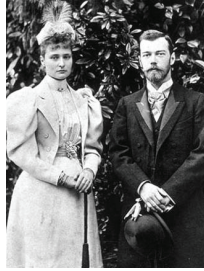


Wilhelm II, Emperor of Germany,
1888-1918

- Family ties would supersede other interests
- Assassination an attack on the institution of monarchy

Tsar Nicholas II

- Chose Slavic cultural ties over both family ties and the monarchy
- Mobilized army to support Serbia
- Kaiser Wilhelm II mobilized army in response
- Both refused to back down



Tsar Nicholas II and Tsarina Alexandra

Mobilization

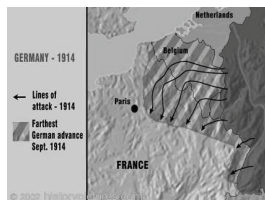


German troops in a truck on way to front

- Pre-war mobilization plans hinder diplomacy
- Austria declared war on Serbia
- Military leaders called up troops
- Germany declared war on Russia on August 1, 1914

Germany's Schlieffen Plan

- Outlined Germany's plan of attack
- Relied on rapid defeat of France
- Avoiding two-front war essential
- Violated Belgium's neutrality



Map of the Western Front, 1914

Discussion Questions

1. Austria-Hungary took the bold step of declaring war on Serbia on July 28, 1914. Why did its alliance with Germany make it easier for it to take this step?
2. The need for time to mobilize armies in 1914 was a key part of what drove Europe to war that summer. Why was the problem of mobilizing armies such an important factor in causing the war to start?
3. Germany thought its Schlieffen Plan would help it avoid a long, two-front war. But historians say it actually helped to bring about exactly what it was meant to avoid. Can you explain what these historians mean?

Key Battles



British battlefield in Belgium, September 1917

- Marne
- Verdun
- Somme
- St. Mihiel
- Hindenburg Line

Battle of the Marne

- September 5–9, 1914
- Marne River, East of Paris
- Stopped Germany's rapid advance
- Prevented the fall of Paris
- Set the stage for trench warfare



Second Battle of the Marne

Battle of Verdun



Transportation of troops during Battle of Verdun, France

- February 21–December 18, 1916
- Verdun, France, 120 miles east of Paris
- Demoralized both sides
- First extensive use of the flamethrower

Battle of the Somme

- July 1–November 18, 1916
- Somme River, France
- Drew Germans away from Verdun
- Tactics became more sophisticated and supply lines became more efficient
- First use of tanks (British)



British troops on the front line, Somme area, 1916

Battle of St. Mihiel



Wagons stuck in the mud at the Battle of St. Mihiel

- September 12–13, 1918
- French/German border, southwest of Verdun
- First battle using exclusively American troops under American commanders

Hindenburg Line

- Crucial stronghold
- Formidable barrier to Allied advances
- Operation Alberich
- British forces breached the line in early October of 1918



General Hindenburg, Kaiser Wilhelm II, and General Ludendorff review battle plans



Generals Hindenburg and Ludendorff

Discussion Questions

1. The first Battle of the Marne altered the war Germany had hoped and planned for, and it set the stage for the long, drawn-out contest Germany would get instead. Can you explain how it did that?
2. The Hindenburg Line was set up to enable a German retreat. But it was meant to help Germany regain the advantage in the fighting in France. Can you explain why German commanders thought it would do that?

Changing Warfare

- Changes in technologies, tactics, and weaponry
- Communication achieved through telephone, Morse Code, radios, and carrier pigeons



Carrier pigeons placed in a gas protection box

Trench Warfare



British trench soldiers in France wait to attack

- Forces dug in to begin trench warfare along 475-mile front
- Plagued with disease, lice, water, and mud
- German trenches were the most sophisticated

Life in the Trenches

- Monotony
- “No Man’s Land”
- Dawn and dusk attacks
- British front line troops typically served for four days before being relieved



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Shell Shock



Nurse and wounded French soldier

- Symptoms
- Shell-shocked soldiers first viewed as cowards; many were executed
- Treatment improved once the condition was identified

Christmas Truce

- Christmas, 1914
- Unofficial truces implemented between soldiers
- Truce was short-lived



German and British troops meet during the Christmas truce

Scorched Earth

- Tactic implemented by the Russians, borrowed by the Germans
- Retreating armies would burn buildings, ravage crops, cut down trees, and force inhabitants to flee
- Goal was to leave nothing of value behind that opposing forces could use



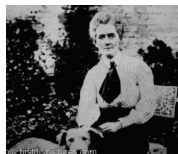
Ruins of a French town after German troops retreated through it, 1918

Espionage



German spy Mata Hari

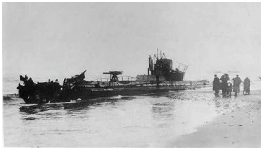
- Spies tried to obtain information in various ways
- Risks
- Edith Cavell
- Mata Hari



British nurse and heroine Edith Cavell

Weapons

- Warships
- Submarines
- Artillery
- Chemical weapons



German submarine off the Danish coast



German troops use chlorine gas, Flanders, 1917

Airplanes



German bombing raid on British camp, 1915



Baron Manfred Freiherr von Richthofen (the Red Baron)

- First used for intelligence gathering; later armed
- Bomber planes
- “Aces”

Submarines



German sailors load a torpedo on a U-boat

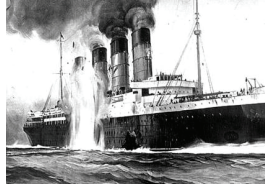
- Britain initially had more submarines than Germany
- German submarine strategy
- Backlash



German U-boat and a sinking English steamer

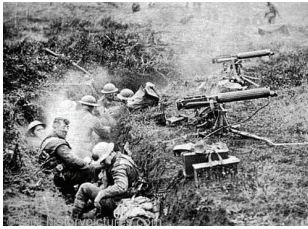
Sinking of the *Lusitania*

- May 7, 1915: Passenger ship sunk by German submarine
- More than 1000 civilian deaths, including 128 Americans
- Germany claimed the ship was carrying munitions
- Incident put the U.S. one step closer to entering the war



Torpedoing of the *Lusitania*

Machine Guns



British troops with machine guns

- Maintained and perpetuated trench warfare
- Designers and manufacturers continued to modify original machine gun—the Maxim

Howitzers

- Heavy artillery
- Became more mobile
- Especially useful in bombarding enemy strongholds from long distances



Howitzer left by retreating German army in France

Chemical Weapons

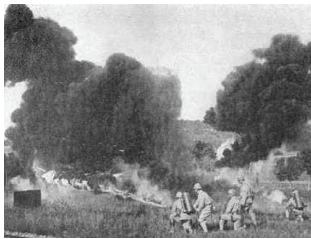


A German dispatch rider wearing a gas mask, 1917

- Archaic and modern weaponry and strategies meet
- Poison gas
- Attacked nervous system
 - painful death
 - long-lasting mental disturbances

Flamethrowers

- Terrifying German weapon first used at Verdun, 1916
- Effects
- Counter tactics



French troops using flamethrowers

Tanks



French tanks, Americans support French troops



British tank in action

- British innovation
- Unsuccessful at first
- Cambrae, 1917: First successful tank offensive
- Increasingly important weapon in modern warfare

Telephone and Radio



German soldiers set up a radio on the Western Front

- Difficulties in keeping lines of communication open
- Telephone's shortcomings
- Radio's shortcomings

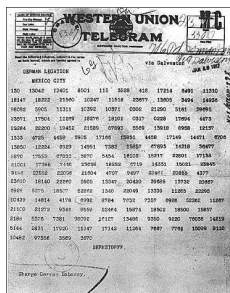
The Media

- 1916: First war films
- Newspapers provided the majority of the public with war news



Behind the scenes of a film in Austria, 1918

Zimmerman Telegram



Coded copy of the Zimmerman Telegram

- Sent January 1917 by the German Foreign Secretary
- Proposed a German-Mexican alliance against the U.S.
- Telegram intercepted by the British and made public
- Added to the American public's desire to enter the war

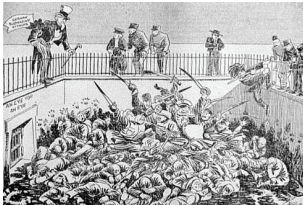
Discussion Questions

1. Most European military leaders expected a quick war. Instead, fighting on the Western Front soon settled into the ongoing bloody stalemate of trench warfare. Why do you think this happened?
2. Explain why the machine gun made trench warfare so destructive during World War I. Why, toward the end of the war, did the tank help overcome the stalemate of trench warfare.

Discussion Questions (continued)

3. In World War I, the use of submarines appealed especially to Germany. Why do you think the Germans favored the use of this weapon so much more than the British or the French did?
4. Some historians would say that, while the new weapons of WWI were all very impressive, political and military officials had little idea of how to use them effectively to win the war. What do you think these historians mean?

The U.S. Enters the War



- April 6, 1917: U.S. officially declares war against Germany
- Propaganda, submarine warfare, Zimmerman telegram erode neutrality
- “Peace without victory”

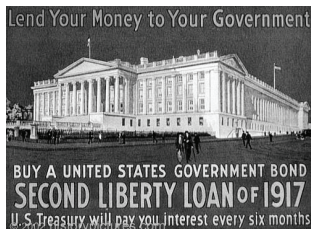
The Draft

- U.S. needed massive military force
- June 5, 1917—
Draft implemented
- 24 million men registered; 6,400,000 actually called into service



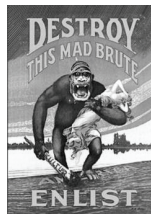
New York City men wait to register for the draft

Liberty Bonds



- Intended to finance the war, increase public support for the war effort
- Patriotic appeal
- Over \$20 billion raised from bonds

Anti-German Sentiment



- Committee of Public Information
- Eliminating German names
- Attacks on people of German descent

Changing Roles of Women

- Women filled factory jobs
- Views of women and their roles in society changed
- Many countries granted women's suffrage



French women assemble American airplanes

Russian Revolution



Cossacks slaughter people of Odessa, 1905

- 1915: Tsar Nicholas takes command of the army
- Political vacuum in St. Petersburg
- Provincial government created
- Tsar abdicates to the Duma

The Soviet Union and the War

- Provisional government was short-lived
- Lenin and the Soviets assume power
- Treaty of Brest-Litovsk: Russia withdraws from WWI



Lenin at the Second Congress of the Soviets, 1917

Arabs in the War



Turkish supply camels at the Egyptian front

- Arab tribes unite with one another and the British against Ottoman rule
- Arab raids disrupt Turkish supply lines and draw troops away from the British-Turkish front

Discussion Questions

1. The U.S. entered the war in April 1917. The main factor leading to its entry was the Germans' use of unrestricted submarine warfare. Why was this factor so important in leading the U.S. to enter the war?
2. The Liberty Bond drives were ways to raise money for the U.S. war effort. How did they also help bolster popular support for the war effort?
3. During the war, Germany was led by a powerful monarch, Kaiser Wilhelm II. He was a traditional ruler who opposed radical socialist ideas. But he and Germany's military commanders were happy to see Lenin and his communists take control of Russia in 1917. Why?

War's End: The Armistice

- November 11, 1918
- Temporary agreement to stop fighting
- Peace negotiations and treaty followed



Crowds of people celebrating the armistice

Paris Peace Conference



Paris Peace Conference, 1919



The "Big Four" at the Paris Peace Conference

- "Big Three"
- 27 countries participated
- Defeated powers were not invited
- Six months to reach treaty agreement on Germany
- Other treaties

Versailles Treaty



Yugoslav delegates at Paris Peace Conference



Hall of Mirrors during the peace signing

- June 28, 1919: Weimar Republic signed treaty in utter defeat
- Treaty's conditions
- Was the treaty overly punitive?

Wilson's "Fourteen Points"



Wilson and French President Raymond Poincaré in Paris



A sign in Paris reading "Long Live Wilson"

- Wilson's plan for a "peace without victory"
- European leaders only implement some of the Fourteen Points in the Versailles Treaty

League of Nations

- Part of the Versailles Treaty
- U.S. Senate rejects the treaty
- U.S. never joins the League
- League turns out to be ineffective, inconsistent, easily manipulated



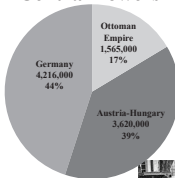
World Disarmament Conference
at the League of Nations



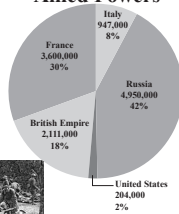
American anti-League cartoon

Number of Wounded

Central Powers



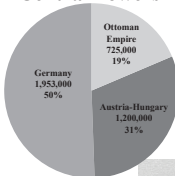
Allied Powers



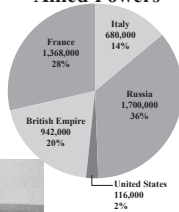
A British first aid station
near Cambrai, 1918

Number of Deaths

Central Powers



Allied Powers



German soldier lies dead
next to his machine gun

Physical and Financial Costs of the War

- Food shortages
- Economic depression



Starving children in the Ukraine

Social/Political Costs of the War



French refugees from the spring 1918 German offensive

- Refugees
- Ethnic minorities

Arts and the Great War

- Poets
- Visual imagery
- Novels



Isaac Rosenberg



Erich Maria Remarque



Wilfred Owen

New Nations: Europe



Sinn Féin members in
British Parliament, 1918

- Ireland
 - Michael Collins
 - Northern Ireland
- Division of Austria-Hungary
 - Austria
 - Hungary
 - Czechoslovakia
 - Yugoslavia
 - Other portions went to Romania, Poland, and Italy

New Nations: The Middle East

- Sykes-Picot Agreement
- Mandates
- Balfour Declaration
- Anti-western views



Arab leaders at the Paris Peace
Conference (Captain T.E. Lawrence,
third from right)

Rise of Extremism: Japan and Russia



Joseph Stalin meets Chairman Mao

- Japan
 - Moved to expand its empire
 - Extend its influence to mainland China
 - Rise of militaristic extremists
- Russia
 - Joseph Stalin
 - Modernization
 - Repression

Rise of Extremism: Germany

- Dissatisfaction with Weimar government
- Hyperinflation
- Resentment over terms of the Versailles Treaty
- National Socialists (Nazis)
- Adolf Hitler



Adolf Hitler (x over his head) as a World War I corporal

Rise of Extremism: Italy



Benito Mussolini addresses followers in the Colosseum

- Fascist Party
- Benito Mussolini

Rise of Extremism: The United States

- Return to isolationism
- Anti-socialist, anti-communist
- The Palmer raids
- Great Depression



U.S. Attorney General A. Mitchell Palmer

Post-War Europe



Map of Europe after World War I, 1919-1926

- Instability
- Spread of fascism

Discussion Questions

1. Why do you think many of Wilson's Fourteen Points were unacceptable to the European powers, and in particular why did they reject the idea of a "peace without victory"?
2. The U.S. itself never joined the League of Nations because the Senate refused to accept Wilson's plan for the League. Do you think the League would have been more successful had the U.S. been a member? Why or why not?

Discussion Questions (continued)

3. In the peacemaking after the war, it was hoped that the new nations carved out of Austria-Hungary would satisfy the nationalist longings of the many ethnic groups making up that land. That goal remained far from fulfilled as events even in the 1990s proved. Can you explain?
4. In what ways did the outcome of World War I foster an extremism that helped lead to World War II?
