

# World War I (a.k.a. "The Great War") Note Packet

Excellent Web Resources for this unit. PLEASE check them out!

[www.pbs.org/greatwar/](http://www.pbs.org/greatwar/)

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

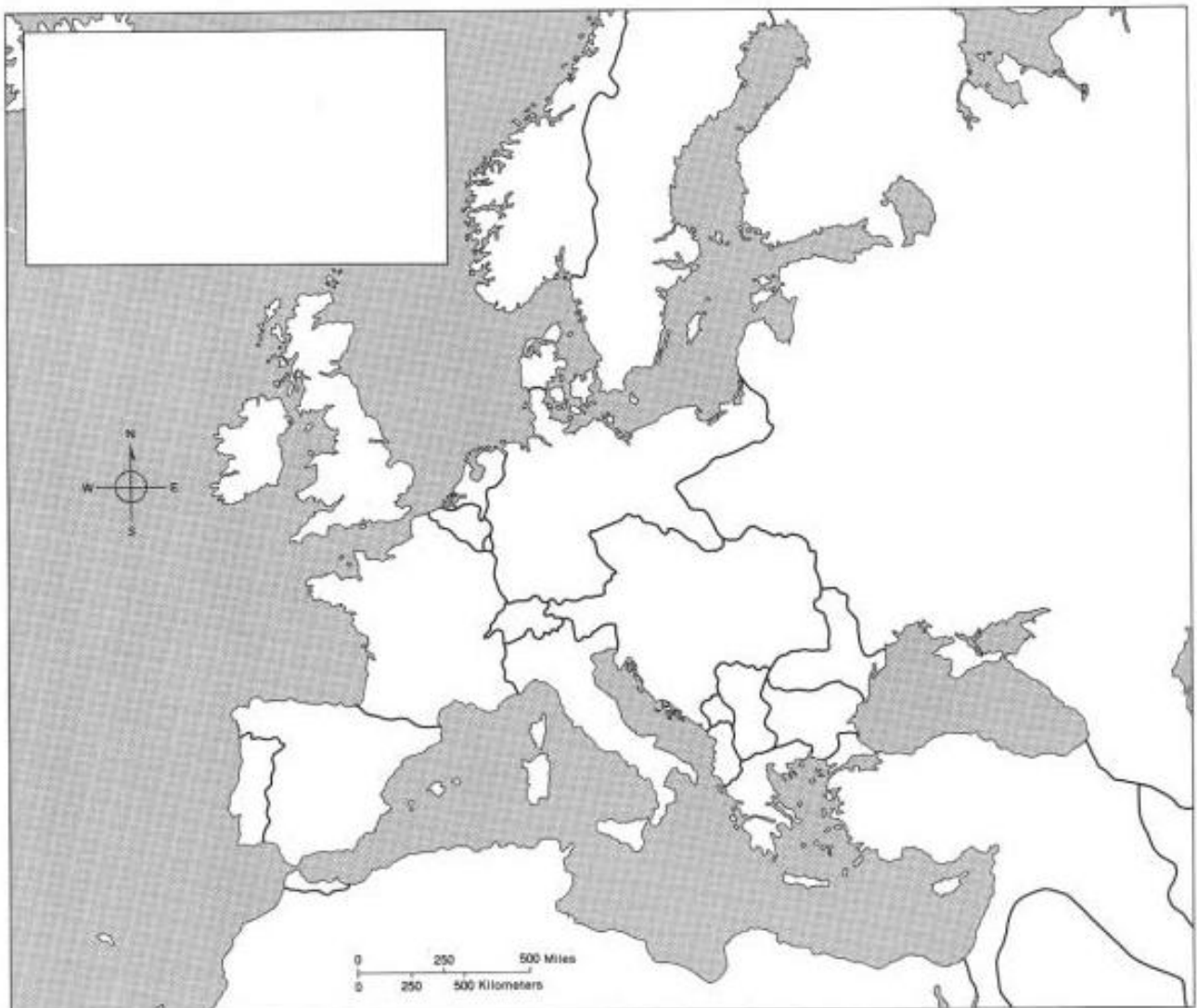
[www.firstworldwar.com/](http://www.firstworldwar.com/)

[www.bbc.co.uk/history/worldwars/wwone/](http://www.bbc.co.uk/history/worldwars/wwone/)

## I. MAP OF EUROPE ON THE OUTBREAK OF WORLD WAR I (1914)

Complete the map exercises using your textbook (pp. 375) and the historical atlas (pp. U-40).

- 1) Identify the countries that belonged to the **Central Powers** and color all of them one color (your choice).
- 2) Identify the countries that belonged to the **Allied Powers** and color all of them the same color (your choice). This color must be different from the one chosen for the Central Powers.
- 3) Identify the countries that declared themselves to be **neutral** and color all of them one color (your choice).  
**Spain      Norway      Sweden      Switzerland      Netherlands      Denmark      Luxembourg      Albania**
- 4) Label the following important cities:  
**London      Berlin      Paris      Rome      Moscow      Sarajevo      Vienna**
- 5) Identify the area(s) of major **German U-boat** activity. Use a symbol or a color to identify the spot(s).
- 6) Identify the area of the **British naval blockade of Germany**. Use a symbol or color to identify the spot.
- 7) Identify these **bodies of water**. It isn't necessary to color them. Just include the symbol for water in your map key.  
**Atlantic Ocean      North Sea      Baltic Sea      Mediterranean Sea      Black Sea      Caspian Sea**
- 8) Draw the location of the **Eastern Front** and the **Western Front** (the areas where the armies fought).



## II. THE “MAIN” BACKGROUND CAUSES OF WORLD WAR I (pp. 373-374)

The following four concepts were background (long-term) causes of World War I. They are very important to know because they have been the background causes of many other conflicts, both old and current.

### **Militarism**

- the belief in having a strong military that could be used to influence other countries, to protect your country, or to gain territory;
- European nations competed during the late 1800's to early 1900's to create the largest and most powerful militaries;
- having a large military can sometimes make countries more aggressive, which can lead to wars;
- once war began, there were now many weapons available to kill many people

### **Alliance System (including secret alliances)**

- European nations created two major alliances (Triple Entente and Triple Alliance) in the attempt to prevent war by creating a balance of power between the two sides;
- the idea was that a country would not attack another country because they knew that it would drag in their enemy's allies;
- this worked for a while, but a “spark” (an assassination) eventually caused Europe to explode into war;
- the alliance system is connected to the concept of “chain reaction effect” because once two nations went to war it dragged one nation after another into the war (much like a “domino effect”)

### **Imperialism**

- the desire of nations to create empires caused tensions between nations as they competed for territories in the same region (think back to our last chapter);
- France and Germany, in particular, were getting into disputes over borders and land;
- some Serbians believed that Austria-Hungary should belong to Serbia and they were willing to fight for it

### **Nationalism**

- this is pride in one's nation; it is often extreme pride, which can cause some nations to act aggressively towards other nations in the attempt to prove that their nation is better and stronger, at least militarily
- Serbian nationalists assassinated Archduke Franz Ferdinand of Austria-Hungary (that country's future leader)

## III. CREATING A “BALANCE OF POWER”: THE FORMATION OF PRE-WWI ALLIANCES

(a) Describe the concept of “balance of power” (hint: think of a “tug-of-war” contest). Describe the formation of the Triple Alliance and Triple Entente and explain how these things relate to the concept of “balance of power.” **See pp. 199-200 of the old blue and white book.**

- A “balance of power” is when two things (in this case nations) have an equal amount of power that results in neither side having an advantage over the other.
- The two pre-war alliances (the Triple Entente and the Triple Alliance) were supposed to balance one another so that no country would dare attack another country in the other alliance.
- Unfortunately, the alliances failed to prevent war. In fact, the alliances may have caused the conflict to become larger because it helped to drag more and more countries into the conflict.

(b) Identify the countries that belonged to each alliance. **Create a mnemonic device** to remember them.

#### **Triple Alliance**

1. Germany
2. Austria-Hungary
3. Italy

#### **Triple Entente**

1. Great Britain
2. France
3. Russia

(c) Explain why the formation of alliances, especially secret ones, can easily lead to large-scale war.

- nations may be more likely to attack each other if they do not think that those nations have allies to help them fight back;
- this can lead to a huge conflict (think back to the “chain-reaction effect”)

#### IV. THE WAR STARTS

(a) Identify the event that was the immediate cause of WWI. (pp. 374)

- the assassination of Archduke Franz Ferdinand, the future leader of Austria-Hungary
- killed by a Serbian nationalist on June 28, 1914

(b) Explain how this event, when combined with the concept of alliances, helped to cause the war. Focus on the concept of a “chain reaction” effect.

- brought Serbia and Austria-Hungary into direct conflict
- Austria-Hungary blamed Serbia for the assassination
- caused alliance system to be put into effect, which then pulled into the conflict the members of those alliances
  - Serbia was an ally of Russia, which was an ally of the other Triple Entente countries
  - Austria-Hungary was an ally of the Triple Alliance countries
- “**chain-reaction effect**” – once one nation declared war on another, it caused another country to declare war, which then caused another to declare war, and so on and so on
  - what should have been a small conflict between two countries turned into a conflict between a few dozen

#### Visuals

(c) During class we will look at the diagram entitled “Chain Reaction of Events that Led to the Great War” to help us make sense of this process.

(d) Analyze this political cartoon from July 1914. It demonstrates the “chain-reaction” effect in action.



(e) Identify the countries that belonged to each of the alliances once World War I began. Notice how at least one country shifted sides. Again, **create a mnemonic device** to remember them.

#### “Central Powers”

1. Germany
2. Austria-Hungary
3. Ottoman Empire
4. Bulgaria

#### “Allies”

1. Great Britain
2. France
3. Russia
4. Italy (switched sides)
5. (eventually in 1917) United States

## V. AMERICA'S ROLE EARLY IN THE WAR

(a) What role did President Wilson see the U.S. playing at the start of the war?

- August 4, 1914, President Wilson issued stated the **U.S. was neutral**

(b) Find the "Economic Background: Trade Alliances" box on page 377 of your textbook. Use the information there to understand the answer to the following question:

What did the U.S. continue to try to do that would make it almost impossible for it to remain neutral as the war continued? Explain how this eventually helped to drag the U.S. into the war.

- we tried to continue to trade with nations that were on both sides of the war (international law said that neutral nations should be able to trade and sail the seas w/out interference)
- the nations from both sides did not want the U.S. to trade with their enemies; this caused problems

## VI. THE BLOCKADE OF TRADE

(a) Explain how the blockading of trade helped to cause the U.S. to enter the war. Who was doing it? How?

- **British** blockaded (blocked with ships) German ports
  - turned our ships away; sometimes took cargo; sometimes paid for cargo;
  - all of this against international law
- **Germans** sank our ships **with u-boats (submarines)**, often without warning;
  - again, against international law
- trade with the warring nations became lopsided, with an increasing amount of it going to the Allies, and less and less going to the Central Powers
- neither the Central Powers or Allies were willing to allow U.S. to trade freely with the other side;
  - the U.S. would need to totally stop trading if it wanted to stay out of war
  - the U.S. eventually needed Allies to win just so it could get back the money they owed it

## VII. "UNRESTRICTED" SUBMARINE WARFARE

(a) What is "unrestricted" submarine warfare?

- essentially, Germany was not going to follow international law when it used its u-boats (submarines); there would be no "restrictions" on how they used this weapon
  - fired on ships without warning
  - did not pick-up survivors
  - both things against international law

(b) Who used it? Explain

- Germany

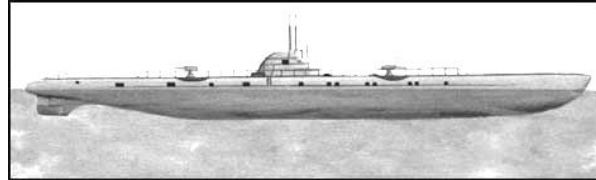
(c) Explain why this fighting technique was considered to be against international law.

- would not follow intern. law of the seas (e.g. warn ships, allow people to get off ship, save survivors, etc.); doing this was considered to be "barbaric"

(d) What role did the use of "unrestricted" submarine warfare play in bringing the U.S. into the war?

- the practice became unacceptable to the U.S.:
  - went against the rights of neutral countries
  - increasing property damage/loss
  - increasing number of lives lost
  - promises broken (eventually)
- this, and other factors, eventually led the U.S. to declare war against Germany and the Central Powers

**Visual:** The image below is of a WWI era German u-boat. Source: <http://www.spartacus.schoolnet.co.uk/FWWuboot.htm>



## VIII. THE *LUSITANIA*

(a) What was the *Lusitania*, and how did it play a role in bringing the U.S. into the war?  
When did this event occur?

- a British ocean liner (passenger ship) that was sailing from New York to London (was smuggling weapons to Allies)
- sunk on May 7, 1915 by a German u-boat
  - 1198 people died, (128 Americans)
  - outraged U.S. public and rest of the world

(b) Thought-Provoking Question: Were the Germans justified (right) in their actions?

## IX. GETTING READY FOR WAR

(a) What exactly did Wilson and Congress do to get the United States prepared (ready) for war?

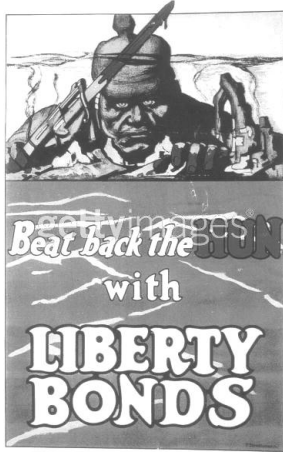
- November 1915: Wilson announced plan to build-up the U.S. army and navy (doubled the size of U.S. Army)

## X. PROPAGANDA

(a) What is propaganda. Explain its intended purpose and effects.

- something that is used to sway, or reinforce, the opinions of large groups of people; it is still used today; it often causes people to think and act in a certain way
  - often takes the form of posters, songs, photographs, political cartoons, speeches, editorials, radio broadcasts, etc.
- before the U.S. entered the war, the British and Germans both used propaganda in the attempt to get Americans to support their side
- the U.S. used it (through the Committee on Public Information) against its own people after we entered the war in order to get them to support the war effort;

(b) examples of propaganda:



## XI. THE LAST STEPS TO WAR FOR THE U.S.

(a) Read the text of the Zimmermann Telegraph and answer these questions.

To the German Minister to Mexico

Berlin, January 19, 1917

On the first of February we intend to begin submarine warfare unrestricted. In spite of this, it is our intention to endeavour to keep neutral the United States of America.

If this attempt is not successful, we propose an alliance on the following basis with Mexico: That we shall make war together and together make peace. We shall give general financial support, and it is understood that Mexico is to reconquer the lost territory in New Mexico, Texas, and Arizona. The details are left to you for settlement...

You are instructed to inform the President of Mexico of the above in the greatest confidence as soon as it is certain that there will be an outbreak of war with the United States and suggest that the President of Mexico, on his own initiative, should communicate with Japan suggesting adherence at once to this plan; at the same time, offer to mediate between Germany and Japan.

Please call to the attention of the President of Mexico that the employment of ruthless submarine warfare now promises to compel England to make peace in a few months.

Zimmermann  
(Secretary of State)

Source: Source Records of the Great War, Vol. V, ed. Charles F. Horne, National Alumni 1923

1. What countries did it involve? What was its message? What role did it play in bringing the U.S. into the war?

- Mexico and Germany
- Germany offered Mexico an alliance in case it went to war against U.S.
  - offered money and help in getting back land lost in Mexican-American War
- the message outraged the U.S. public and government
- it led to demands for war by U.S. public

(b) What event **finally** caused the United States to declare war against Germany?

- a revolution in Russia made it a democracy (instead of a dictatorship run by a king), which made Russia an acceptable ally for the U.S. to have (at least in Wilson's mind)

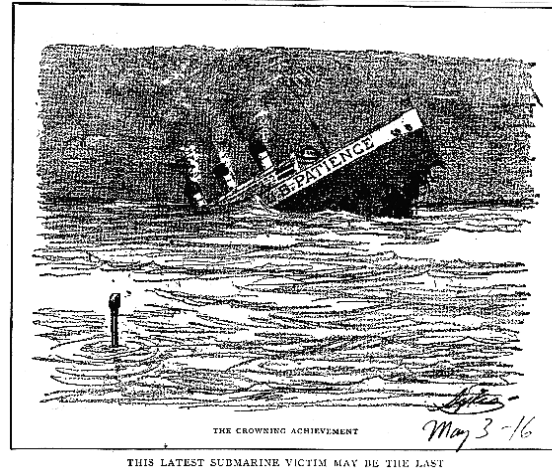
(c) According to Woodrow Wilson, what was the **main reason** why the U.S. entered the war?

"To make the world safe for **democracy**."

**IMPORTANT:**

In reality, the **main cause** of us going to war was Germany's continued use of **unrestricted submarine warfare**.

**Visual:** This political cartoon shows how the U.S. (both the public and the government) were losing patience with Germany's use of unrestricted submarine warfare.



(c) When did Congress declare war?

- April 6, 1917

## XII. AMERICA RAISES AN ARMY

(a) Describe the state/condition of the U.S. military forces at the time that we declared war.

- the U.S. military was not ready for war in 1917; it only had 200,000 soldiers and very few officers who had actual combat experience

(b) What is the "draft?"

- when the government forces its citizens to join the military; done when the number of volunteers is not enough
- over 3 million men were drafted for WWI

(c) What was/is the Selective Service Act?

- passed on May 18, 1917; forced all men between the ages of 21 and 30 to register for the draft (later 18 to 45)

(d) What effects did these things have on the U.S.? On women? The outcome of the war?

- dramatically increased size of our armed forces
- women worked in factories because many men away in military
  - eventually helped lead to women gaining right to vote after war

(e) How do these things relate to your life today?

- all male citizens must register for draft on, or shortly after, their 18<sup>th</sup> birthday; valid from ages 18-26

### XIII. THE U.S. NAVAL: THE CONVOY SYSTEM AND THE BLOCKADE OF GERMANY

(a) Describe the effect the U.S. Navy's blockade of Germany had on Germany's ability to win the war.

- dramatically reduced the supplies that Germany needed to fight the war; dramatically reduced its ability to win the war

(b) What "system" (as identified in the visual on page 383 of your textbook) was used by the U.S./Allied navies to successfully protect ships that were moving between the U.S. and Europe.

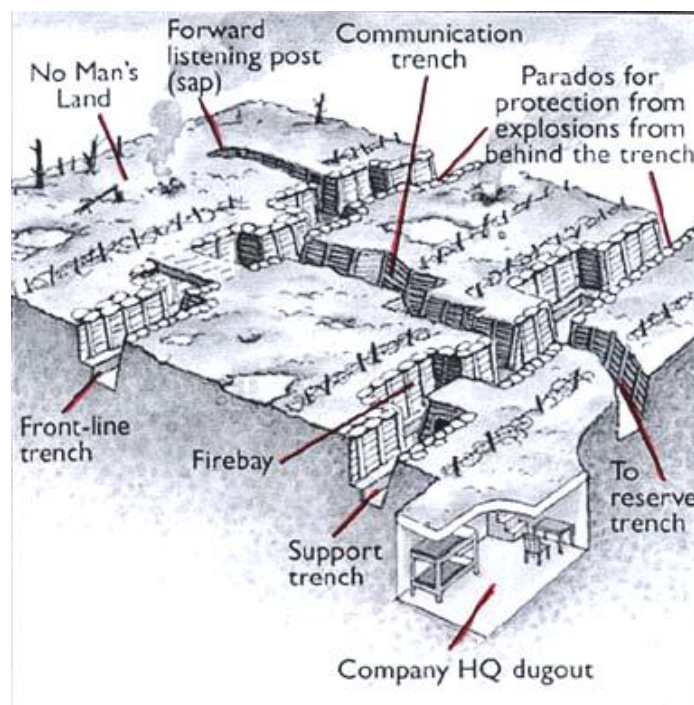
- the convoy system
- cut the losses of the Allied boats and materials by 90%

### XIV. TRENCH WARFARE (pp. 376)

(a) Explain why trench warfare was/is so deadly. (**Hint:** Focus on old tactics v. new weaponry.)

- soldiers were totally exposed to machine guns (and other weapons) as they moved from their trench toward the enemy's trench
- old tactics (styles of fighting), such as charging directly at the enemy, did not work well against new weaponry, such as machine guns
  - machine guns could fire between 400-800 shots per minute compared to the 2-3 shots per minute of a Civil War era musket

**Visual:** The following is a diagram of a trench system that is typical of what was used during WWI.



(b) Identify words and phrases that would describe what the troops experienced when they were involved in trench warfare (sights, sounds, smells, thoughts, actions, daily life, etc.).

- death, corpses, dirty, wet, disease, trench foot, long periods of boredom pierced by short periods of chaos, deafening noise, and confusion



(c) Here are some examples of casualty numbers (both sides combined) for trench-warfare battles.

- |  |  |
|--|--|
| - Second Battle of Ypres (95,000 for 3 miles gained) | - Battle of the Somme (1,265,000 for 5 miles gained) |
| - Second Battle of Artois (175,000 for no gain)      | - Battle of Cambrais (84,000 for no gain)            |
| - Battle of Verdun (1,000,000 for 5 miles gained)    | - Second Battle of the Aisne (259,000 for 2 miles)   |

1. What is your reaction to these statistics?

## XV. WORLD WAR I WEAPONRY

The content for this section was taken from the web site: <http://www.firstworldwar.com/weaponry/index.htm>.

(a) The following is a list of the major weapons (some being used for the first time) of WWI.

- bayonets, flamethrowers, grenades, machine guns (very important), pistols, poison gas, rifles, tanks, trench mortars, airplanes, and u-boats (a.k.a. submarines)

(b) machine guns:

- heavy
- often overheated
- theoretically could fire 400-600 rounds at the start of war; would double that rate by end of war
- one machine gun was estimated to have the firepower and accuracy of about 80 rifles
- largely responsible for the high casualty and death rates seen in trench warfare
  - **\* approximately 90% of all battle deaths were caused by machine guns**

(c) poisonous gas:

- chlorine, phosgene and mustard gases were used by both sides during the war

chlorine - The effects of chlorine gas were severe. Within seconds of inhaling its vapor it destroyed the victim's respiratory organs, bringing on choking attacks.

phosgene - Phosgene caused much less coughing with the result that more of it was inhaled; apparently healthy soldiers were taken down with phosgene gas poisoning up to 48 hours after inhalation

mustard gas - Mustard gas, an almost odorless chemical, was distinguished by the serious blisters it caused both internally and externally, brought on several hours after exposure. Protection against mustard gas proved more difficult than against either chlorine or phosgene gas.

(d) tanks:

- helped to make trench warfare redundant, restored movement to the battlefield; its widespread use continues to the present day

(e) submarine (u-boat):

- used to disrupt trade and military operations; used today to do the same; played a major role in bringing the U.S. into the war

## XVI. THE HOMEFRONT: AMERICAN SOCIETY SUPPORTS THE WAR

(a) During WWI, the U.S. government took many actions at home to ensure that the war could be fought successfully. Below are some of the laws, committees, and actions taken by the government.

	What was this created to do?	What was the effect?
<b>Committee on Public Information</b>	Popularize the war through propaganda.	Promoted patriotism, Encouraged hatred and bigotry toward German-Americans: lost jobs, exclusion of German culture.
<b>Food Administration</b>	Conserve and help produce food.	American food shipments tripled. ("Clean Plate" practice and "victory gardens.") Farmers produced much more, increased income by 40%
<b>War Industries Board</b>	Increase industrial production by eliminating waste, allocating raw materials, and controlling prices.	Corporations made huge profits on chemicals, oil, steel, and meat.  Industrial production went up 20%.
<b>Fuel Administration</b>	Conserve fuel at home so that it can be used for the war.	Citizens had "Gasless Sundays" and "lightless nights." Also, daylight-savings time.
<b>National War Labor Board</b>	Deal with the labor disputes between unions and industry.	Workers could lose their exemptions. But, pushed for the 8 hour day, more safety, and better conditions.
<b>Espionage and Sedition Acts</b>	Repress antiwar behavior.	First Amendment rights were violated. Over 1,000 people were convicted for antiwar activities.

(b) How did the government raise money for the war? How much was eventually needed?

- 1/3 from increased taxes
- 2/3 from sale of Liberty Loan bonds (bought by 21 million people)
- total cost of war for the U.S. = between \$24.5 billion and \$36 billion (depending upon the source)
  - at least 3 x as much money as all previous wars combined

**Visuals:** The following items are some examples of propaganda relating to the sale of Liberty Loan bonds.



(c) What was the nature of the relationship between the U.S. Government and industry during the war?

- There was more cooperation between the government and business during the war.
- Basically, the government told companies what it needed for the war (type of product and quantity) and made sure that those businesses got the materials and money that was needed to make it happen.

(d) What effect did the war have on the size and power of the federal government? Why? Has this situation changed since WWI? Explain.

- the government grew larger than ever before; many agencies and administrations needed to be created to coordinate everything that needed to be done to win the war
- it became even larger as a result of WWII and Vietnam
- the federal government is still the largest employer in the country

(e) What role did women play in the war effort? Identify and explain the connection of this situation to the passage of the 19<sup>th</sup> Amendment?

- women worked in factories/on farms making things that were needed by soldiers to win the war;
- proved how important they were to society (again) to the point where it was almost impossible for men to justify not giving them the right to vote
- led to increased support for women's suffrage and, eventually, the passage of the 19<sup>th</sup> Amendment in 1920

(f) What were the Espionage Act and the Sedition Act? What were they intended to do?

**Espionage Act:**

- you could be fined and/or jailed for helping the enemy (spying)

**Sedition Act:**

- you could be fined and/or jailed for speaking out against the war
- several thousand people were arrested and/or fined because of these laws
- both laws clearly violated the spirit of the 1<sup>st</sup> Amendment
- both laws targeted socialists and labor leaders
- see *Schenck v. United States (1919)* on page 396 about an important Supreme Court case involving the concept of sedition

**Question:** What do you think? Should people be allowed to freely speak their mind about a war – or any controversial issue – even if what they are saying is unpopular?

- only you can answer this

1. Does this topic have any relevance to today? Has the government passed any laws during the war on terror that have affected people here at home?

## **XVII. THE WAR ENDS**

Eventually Allies were able to “wear down” Germans and Central Powers. After failure of massive German attack on France, the U.S. and other Allied troops launched a counter-attack against Germany. A total of **1.2 million American soldiers** attacked the Germans, who finally decided to surrender in November. They were crushed and the war was essentially over.

## **XVIII. THE ARMISTICE**

(a) What is an armistice?

- a cease fire (end to the actual fighting)

(b) When was the Armistice for WWI signed (hour, day, month, year)?

- November 11, 1918  
(the 11<sup>th</sup> hour of 11<sup>th</sup> day of 11<sup>th</sup> month)

(c) What holiday would “Armistice Day” eventually become?

- Veterans Day

## XIX. THE TREATY OF VERSAILLES, WILSON'S "FOURTEEN POINTS" & THE LEAGUE OF NATIONS

(a) Identify the basic terms of the Treaty of Versailles.

- Germany was forced to take full blame for the war ("**war-guilt clause**")
  - Germany had to pay for all damages (\$56.5 billion in reparations)
  - this crippled Germany's economy in the 1920's and 1930's (did not have enough money)
  - Central Powers countries stripped of colonies
  - Germany forced to reduce army to 100,000 men tiny, turn over all military airplanes, give up all large warships, and turn over all heavy guns
  - Germany was humiliated and would later want revenge
  - called for the creation of the League of Nations

(b) What was the basic idea behind Wilson's Fourteen Points?

- intended to prevent war in the future, or to reduce the risk of it (a 14-step recipe)

(c) Why was the "14<sup>th</sup> Point" controversial, especially according to Congress and the public?

- 14<sup>th</sup> point called for the creation of a League of Nations, an organization to be made up of many nations that would listen to, and help settle, disagreements
- the **League of Nations was controversial** because it could force countries belonging to it to send troops to other areas of the world to maintain peace
  - this would essentially take some power away from the Congress (especially the Senate) and the President regarding whether or not we should get our military involved in a conflict; **people were concerned that it could drag us into another European war**

**Visuals:** Explain how the following political cartoons help to explain the reaction.

INTERRUPTING THE CEREMONY



McCutcheon, CHICAGO TRIBUNE-NEW YORK NEWS SYNDICATE, INC.



## XX. THE EFFECTS OF THE WAR (and of the time period, as a whole)

- (a) Identify the **immediate effects** (right away) of WWI (Number of dead and wounded? Global/political effects? Economic effects? Societal effects?). Identify the **long-term effects**.

### immediate effects:

- billions of dollars spent (over \$32 billion for the U.S. as of 1999 dollars)
- at least 10 million dead and 20 million wounded
- tremendous property damage (economies ruined)
- revolutions in Russia (2<sup>nd</sup> one led to a communist government that lasted until 1991)
- social change in U.S. (African-Americans and women)
- Allied victory over Central Powers
- Treaty of Versailles (a cause of WWII)
- formation of temporary colonies from broken-up empires
- League of Nations created

Countries	Total Mobilized	Killed & Died	Wounded	Prisoners & Missing	Total Casualties	Casualties % of Mobilized
Allied Powers						
Russia	12.000.000	1.700.000	4.950.000	2.500.000	9.150.000	76.3
France	8.410.000	1.357.800	4.266.000	537.000	6.160.800	76.3
British Empire	8.904.467	908.371	2.090.212	191.652	3.190.235	35.8
Italy	5.615.000	650.000	947.000	600.000	2.197.000	39.1
United States	4.355.000	126.000	234.300	4.500	364.800	8.2
Japan	800.000	300	907	3	1.210	0.2
Romania	750.000	335.706	120.000	80.000	535.706	71.4
Serbia	707.343	45.000	133.148	152.958	331.106	46.8
Belgium	267.000	13.716	44.686	34.659	93.061	34.9
Greece	230.000	5000	21.000	1000	17.000	11.7
Portugal	100.000	7.222	13.751	12.318	33.291	33.3
Montenegro	50.000	3000	10.000	7.000	20.000	40.0
Total	42.188.810	5.152.115	12.831.004	4.121.090	22.104.209	52.3
Central Powers						
Germany	11.000.000	1.773.700	4.216.058	1.152.800	7.142.558	64.9
Austria-Hungary	7.800.000	1.200.000	3.620.000	2.200.000	7.020.000	90.0
Turkey	2.850.000	325.000	400.000	250.000	975.000	34.2
Bulgaria	1.200.000	87.500	152.390	27.029	266.919	22.2
Total	22.850.000	3.386.200	8.388.448	3.629.829	15.404.477	67.4
Grand Total	65.038.810	8.538.315	21.219.452	7.750.919	37.508.686	57.6

### long-term effects:

- break-up of colonies and creation of new countries
- U.S. policy of isolationism
- U.S. emerges as global economic power
- rise of militant extremist parties in Europe (Hitler/Nazis & Mussolini/Fascists)
- eruption of WWII

- (b) Explain how this war caused the U.S. to practice **isolationism** for the next 15 to 20 years.

- U.S. government and public wanted very little involvement in foreign conflicts during the next 15-20 years;
- we did not totally isolate ourselves – especially economically – but we were very careful about getting involved in, as well as causing, disputes
- some historians suggest the U.S. could have helped to prevent WWII if it had helped to contain Germany's and Japan's rise to power

(c) Explain why the terms of the Treaty of Versailles would eventually lead to war less than 20 years later. The following excerpt (Article 231) from the Treaty of Versailles will help to explain why this was so.

- many Germans would later want revenge for it being forced to sign the “war-guilt clause” in the Treaty of Versailles, which had blamed it for the entire war and forced it to pay for all reparations; these things forced millions of Germans to suffer;
- many Germans would end up listening to just about anyone who might be able to help Germany regain its position of world power and respect, help the average German find work and have economic stability, and, at the same time, promise some level of revenge against the nations that had punished it
  - the “anyone” in this case was Adolf Hitler and the Nazis
  - he built-up the Germany military, stopped paying the reparations, and eventually started WWII by attacking Poland

## **XXI. BIG IDEAS AND LONG-TERM UNDERSTANDINGS**

A. Identify the five (5) most important “big ideas” and long-term understandings that you will take away from this unit. Remember, you are identifying the topics, themes, and lessons learned from this unit that you believe you should remember for the rest of your life because they are useful and important.

1. Be sure to explain **why** you chose these items to be your Enduring Understandings.

**Enduring Understanding #1:**

**Enduring Understanding #2:**

**Enduring Understanding #3:**

**Enduring Understanding #4:**

**Enduring Understanding #5:**

## XXII. MAP OF EUROPE AFTER THE END OF WORLD WAR I

1. **Directions:** Label the map of Europe as it was after the end of WWI. Identify and summarize the main changes to the map that took place as a result of the war.

