

WWI AND ITS AFTERMATH

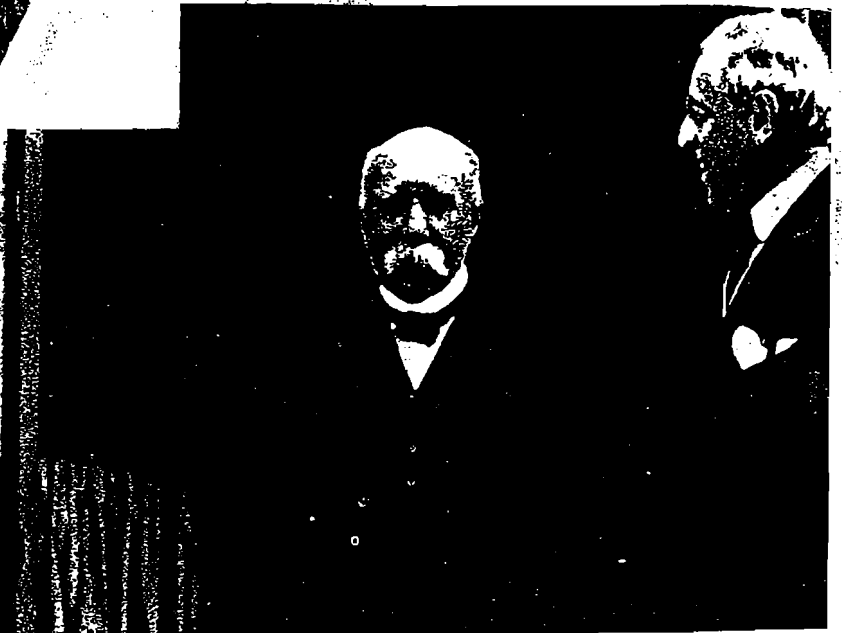
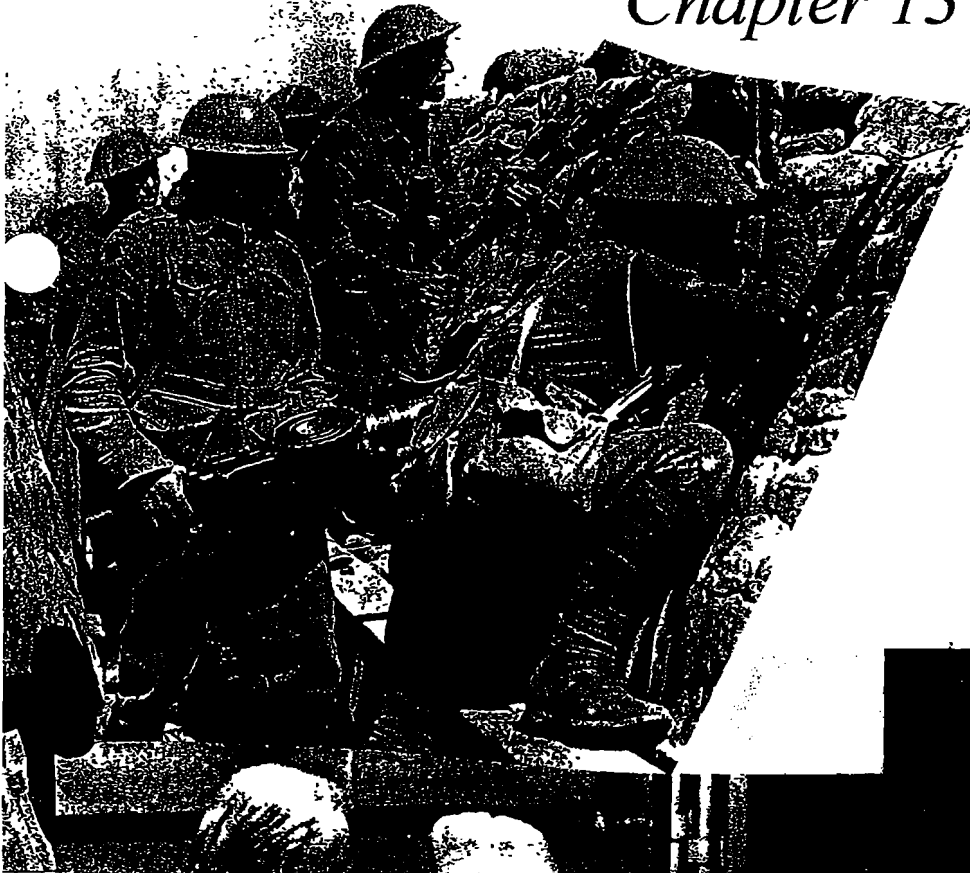
"THE PACKET"

Mr. Mancini

Mr. Blake

Modern World History

Chapter 13



1

Chapter

Graphic Organizer

**1907: Europe divided into two rival alliances
(Germany, Italy, Austria-Hungary make up Central Powers;
Britain, France, Russia make up Allies).**



1914: Assassination of Austrian Archduke Franz Ferdinand sparks war.



**1914: French victory at Battle of the Marne prevents quick German
victory; war becomes bloody stalemate.**



**1917: United States joins war on Allied side after
German submarine attacks.**



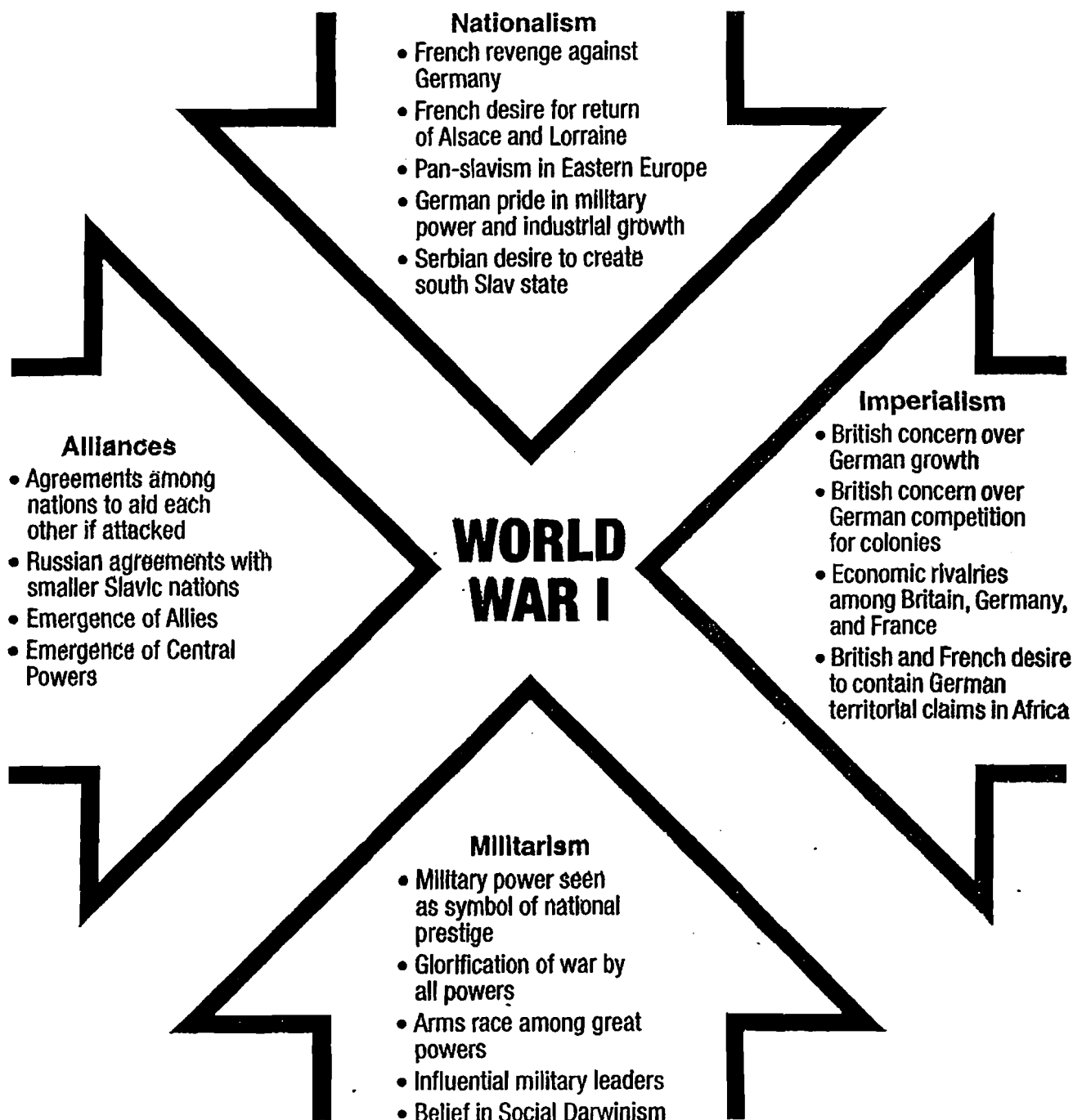
**1918: New Bolshevik government in Russia signs peace
treaty with Germany.**



1918: Central Powers admit defeat; sign armistice.



**1919: Treaty of Versailles ends war, orders German reparations,
establishes League of Nations; United States rejects treaty
and refuses to join League.**



EUROPE IN 1914

- USE THE MAP IN SECTION 2 TO LOCATE THE FOLLOWING:

Ireland	France	Montenegro	Serbia
Great Britain	Italy	Albania	Romania
Belgium	Greece	Russia	Germany
Sweden	Switzerland	Ottoman Empire	Spain
Norway	Portugal	Austria-Hungary	Bulgaria
Denmark			

- CREATE A KEY FOR AND SHADE THE COUNTRIES CONTROLLED BY THE ALLIES AND CENTRAL POWERS.

- ANSWER THE FOLLOWING:

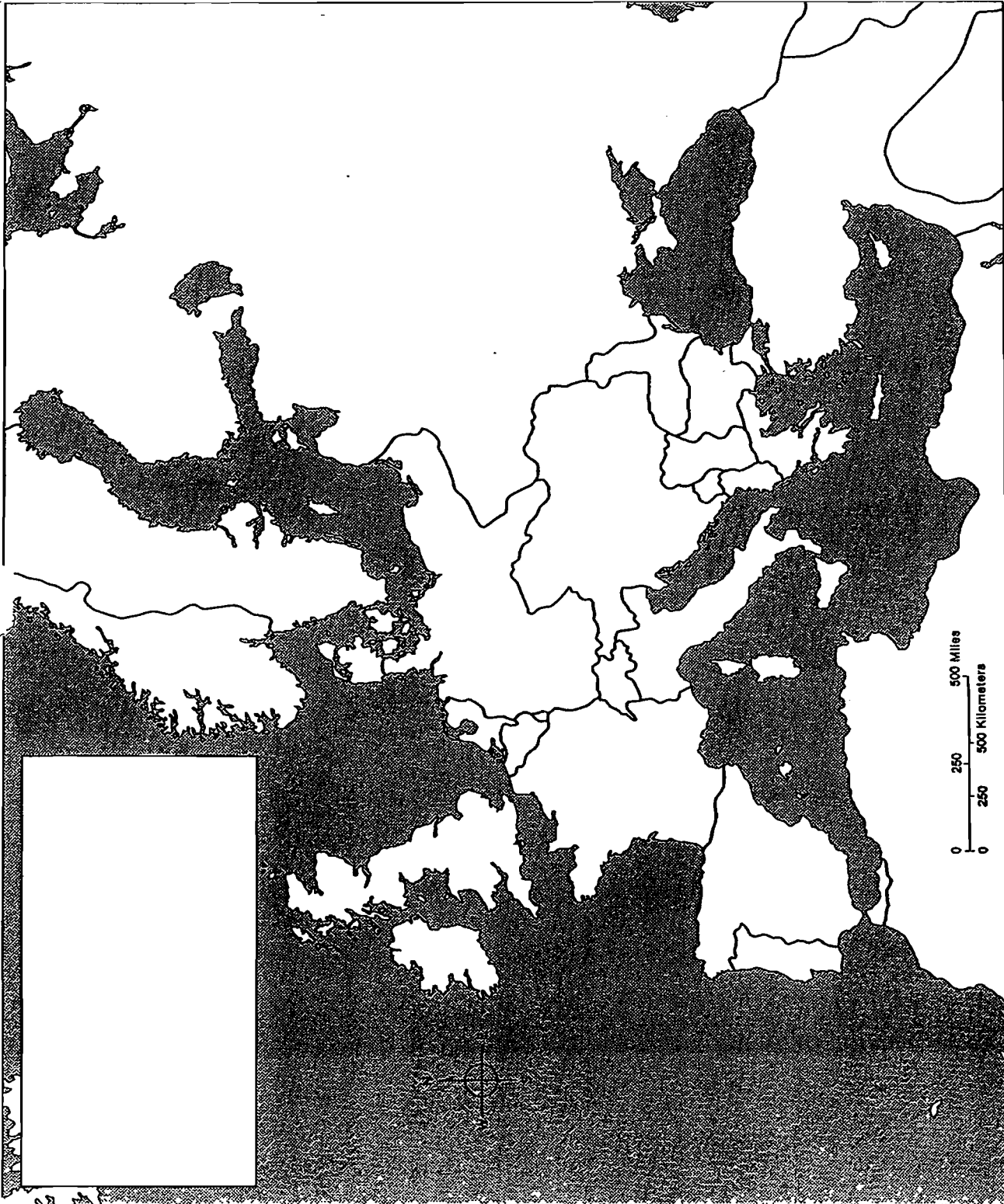
1. What nations remained neutral during WWI?
2. Which alliance had more members?
3. How was the concentration of Central Powers in the center of Europe both an advantage and a disadvantage during the war?

Name _____

Date _____

4

46 Europe in 1914



CHAPTER
13

GUIDED READING *The Stage is Set for War*

Section 1

A. Perceiving Cause and Effect As you read this section, answer the questions below about the situations and events that led to war in Europe.

a. What is it?

b. How did it increase tensions among European nations?

1. Nationalism	a. b.
2. Imperialism	a. b.
3. Militarism	a. b.
4. Triple Alliance (1882)	a. b.
5. Triple Entente (1907)	a. b.
6. Assassination in Sarajevo	a. b.

B. Recognizing Facts and Details On the back of this paper, identify **Kaiser Wilhelm II**.

Name _____
Class _____
Date _____

Basic Skills Worksheet

Topic: The Balance of Power in 1914

Skill: Reading a Table

Study the following table and then answer the questions below. Refer to text pages 625–626 as needed.

THE BALANCE OF POWER IN 1914

	Great Britain	France	Russia	Germany	Austria-Hungary	Turkey
Population	46,407,037	39,601,509	167,000,000	65,000,000	49,882,231	21,373,900
Size of Army	711,000	3,500,000	4,423,000	8,500,000	3,000,000	360,000
Battleships	64	28	16	40	16	0
Cruisers	121	34	14	57	12	0
Submarines	64	73	29	23	6	0
Annual Steel Production (tons)	6,903,000	4,333,000	4,416,000	17,024,000	2,642,000	Not Available

Source: Purnell, *History of the Twentieth Century*, Vol. 2, page 453

1. Which of the countries shown on the chart were members of the Central Powers?

Which countries were Allies? _____

2. Which country had the largest army? _____ Which alliance had the largest army?

3. Which country had the largest navy? _____ Which alliance had the largest navy? _____

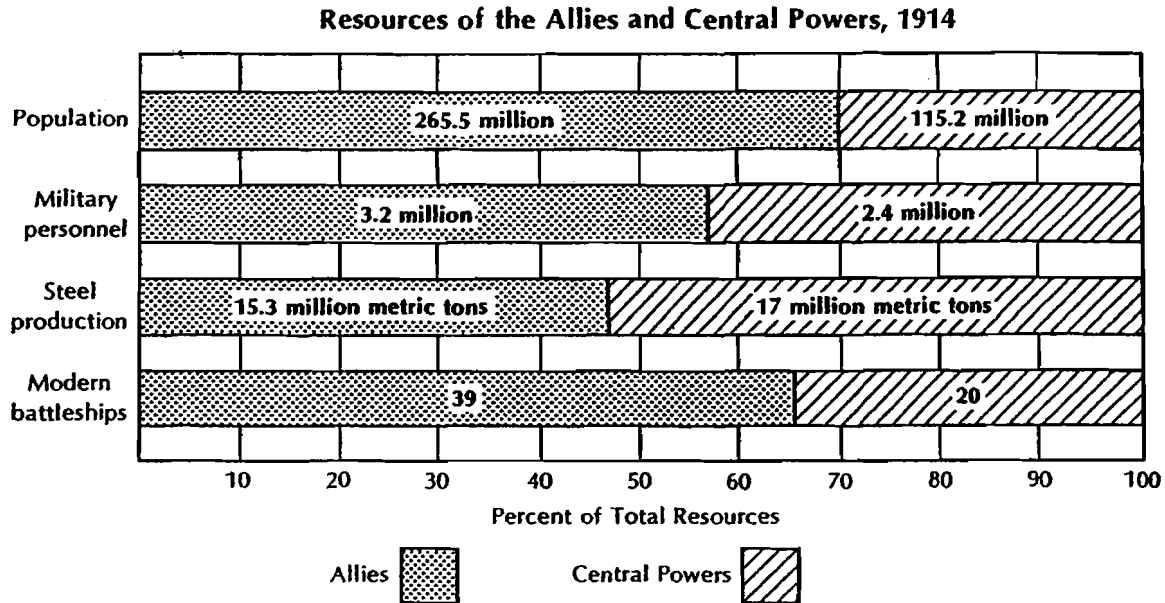
4. Which country produced the most steel? _____ Which alliance produced the most steel? _____ Why was steel important?

5. Based upon this chart, which country do you feel was the strongest in 1914? _____

Explain. _____

Resources of the Allies and Central Powers: Reading Graphs

The following graph shows how several important resources were divided between the Allies and the Central Powers in 1914. Study the graph carefully and answer the questions that follow.



Source: *Encyclopaedia Britannica*.

1. (a) What was the population of the Allies in 1914? _____
 (b) How much smaller was the population of the Central Powers? _____
2. (a) Which side had the most military personnel? _____
 (b) How might the number of military personnel affect the war effort? _____

3. (a) What percentage of steel did the Central Powers produce? _____
 (b) Based on what you have read, which of the Central Powers do you think was the largest producer of steel? _____
4. (a) What percentage of the total number of modern battleships did the Allies have? _____
 (b) Based on what you have read, which of the Allies do you think had the most battleships in 1914? _____

5. Which side had the advantage in resources in 1914? Explain. _____

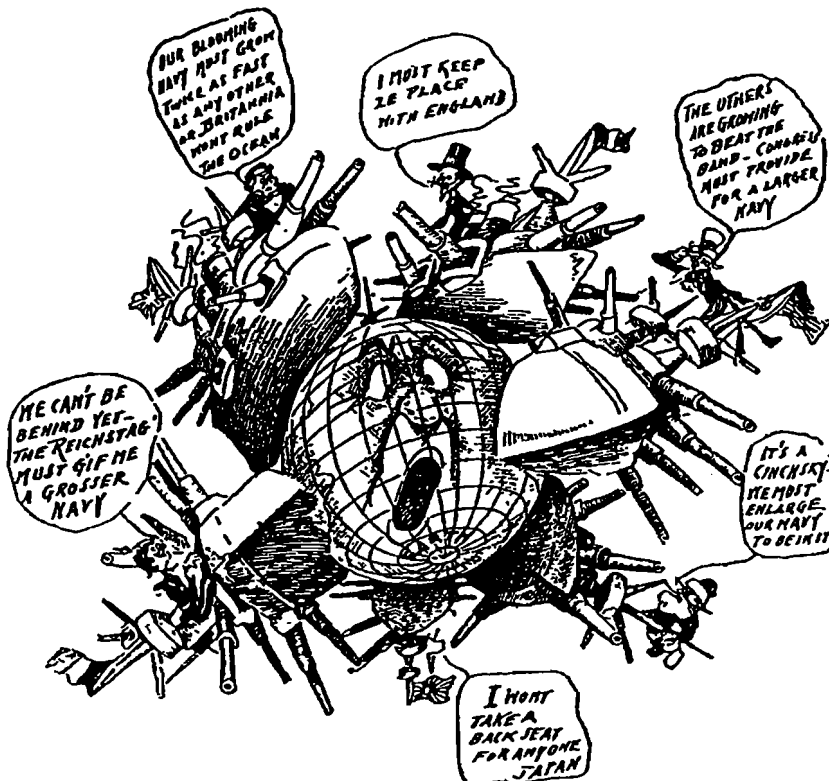
Chapter

World War I

MILITARISM

◆ Section

In the early years of the twentieth century, industrialized nations engaged in a frantic arms race. The cartoon below appeared in the *Detroit News* in 1904.



1. The cartoon shows six nations: France, the United States, Russia, Japan, Germany, and Great Britain. On a separate sheet of paper, describe the clues that identify each nation.

2. Is the cartoon concerned with the army or navy? _____
3. Which nation fears losing its position as the leader? _____
4. (a) Why did the cartoonist draw the ships so large in proportion to Earth?

(b) How does Earth appear in the cartoon?

DIPLOMATIC MANEUVERS

The assassination of Archduke Francis Ferdinand led to a month of anxious consultations among European heads of state. Chancellor Theobald von Bethmann-Hollweg of Germany sent the following telegram to his country's ambassador at Vienna on July 27, 1914—the day before Austria declared war on Serbia.

Prince Lichnowsky [the German ambassador to Great Britain] has just telegraphed:

Sir E. Grey [the British foreign minister] had me call on him just now and requested me to inform Your Excellency as follows:

The Serbian Chargé d'Affaires had just transmitted to him [Sir Grey] the text of the Serbian reply to the Austrian note. It appeared from the reply that Serbia had agreed to the Austrian demands to an extent such as he would never have believed possible, except in one point, the participation of Austrian officials in the investigation.

Should Austria fail to be satisfied with this reply, in other words, should this reply not be accepted at Vienna as a foundation for peaceful negotiations, or should Austria even proceed to the occupation of Belgrade [in Serbia], . . . it would then be absolutely evident that Austria was only seeking an excuse for crushing Serbia. And thus, that Russia and Russian influence in the Balkans were to be struck at through Serbia. It was plain that Russia could not regard such action with equanimity, and would have to accept

it as a direct challenge. The result would be the most frightful war that Europe had ever seen, . . .

Now he was turning to us with the request that we should make use of our influence at Vienna either to get them to accept the reply from Belgrade as satisfactory or as the basis for conferences. He was convinced that it lay in our hands to bring the matter to a settlement. . . .

I found the Minister irritated for the first time. He spoke with great seriousness and seemed absolutely to expect that we should successfully make use of our influence to settle the matter. . . . In any event, I am convinced that in case it should come to war after all, we should no longer be able to count on British sympathy or British support, as every evidence of ill-will would be seen in Austria's procedure.

Since we have already refused one English proposal for a conference, it is impossible for us to waive . . . this English suggestion also. By refusing every proposition for mediation, we should be held responsible for the conflagration by the whole world, and be set forth as the instigators. . . .

1. (a) Who is Sir Edward Grey? _____
(b) What news has he just received from Serbia?

2. How would Britain interpret an act of aggression by Austria against Serbia?

3. What request is Grey making of Germany?

4. According to Prince Lichnowsky, what consequences would result from Germany refusing Britain's request?

5. (a) What event took place the day after Bethmann-Hollweg sent this telegram?

- (b) What does this tell you about Germany's response to the telegram?

CHAPTER
13

HISTORYMAKERS

Wilhelm II

Erratic Kaiser

Section 1

"The sovereign who ruled over [the German people] was busy and dynamic like them, but more restless than thorough. He was into everything and alert to everything, sometimes with useful results."—Historian Barbara Tuchman

Energetic, ambitious, and sometimes childish, Wilhelm II had no overall plan for governing his country. In fact, he helped lead Germany into a disastrous world war. His country's defeat saw him lose both his power and his throne.

In 1859, Wilhelm II was born to Frederick III, heir to the throne of the German Empire, and Victoria, daughter of Great Britain's queen. At military school, Wilhelm learned to prize the soldier's life. He remained attracted to the army throughout his life and frequently dressed in military uniform. In 1888, when Wilhelm became emperor, his first speech was to his troops. He and the army, he told them, were "born for each other."

Wilhelm also became accustomed to getting his own way. In school, fellow students fed him with constant praise and obedience. When he ruled, he believed himself to be supreme. "There is only one master in the [the German Empire] and that is I; I shall tolerate no other," he said. He once told some young soldiers: "If your emperor commands you to do so, you must fire on your father and mother."

Wilhelm's mother taught him to believe in the liberal politics of her British upbringing. He flirted with such policies soon after taking the throne and briefly offered a plan aimed at improving the lives of workers. However, when wealthy conservatives voiced their opposition, he quickly dropped the idea.

Kaiser Wilhelm was mainly concerned with Germany's military might. For example, he once heard that a circus had an efficient method for unloading equipment and animals from trains. He sent aides to study the process. Soon, the circus's methods were adopted by the army. Similarly, when the kaiser wanted to increase Germany's influence, he chose military means. For instance, he launched an ambitious program of shipbuilding aimed at challenging the British navy.

The kaiser saw Germany—and himself—as the major power in Europe. "There is no power in Europe but me—me and my twenty-five army corps," he once said. However, his efforts to assert German authority in world affairs failed. In 1905,

he caused trouble for France in its colony of Morocco, but the international conference that resolved the dispute opposed him. In 1911, trouble again arose over Morocco, and the kaiser had to meekly avoid war with France. His changeable nature showed in foreign policy too. At various times he tried to win both Britain and Russia as allies. At other times, though, he drove them away. The result was that both those nations allied themselves with France and against Germany.

Between 1905 and 1911, Wilhelm's power at home faded. He made a gross error of diplomacy in 1908, when he told a British newspaper that many Germans were anti-English. Wilhelm's chancellor—the head of the government—was forced to apologize for the kaiser. There was even talk that he should resign the throne.

In 1914, Wilhelm forced Austria-Hungary to take a hard line against Serbia after the Austrian archduke had been assassinated there. As war neared, the kaiser became frightened and tried to urge peace. However, it was too late, and Europe plunged into World War I. France and England portrayed Wilhelm as the guiding force in German aggression. In truth, the generals took control of the war, and the kaiser had less influence as the war continued. In 1918, he saw disaster coming. He tried to rally Germany with promises of democratic reforms, but the offer came too late. On November 9, 1918, he was forced off the throne and left for exile in Holland. He lived there another 23 years.

Questions

- Evaluating Judgments** Do you agree with Tuchman that Wilhelm was "more restless than thorough"? Explain.
- Making Generalizations** Do you think Wilhelm was a good ruler? Why or why not?
- Making Inferences** How did Wilhelm's character and his statements before the war contribute to France and England seeing him as the supreme leader of Germany during the war?

11

1. _____

2. _____

3. _____

4

CHAPTER
13

GUIDED READING

War Consumes Europe

Section 2

A. Perceiving Cause and Effect As you read this section, note the effects of each of the actions or situations (causes) listed below.

Cause	Effect
1. Russia mobilizes along the German border.	
2. Germany invades Belgium to get to France.	
3. The Allies defeat the Germans in the Battle of the Marne.	
4. Machine guns, tanks, poison gas, and airplanes are used in battles along the Western Front.	
5. Russian forces attack both Austria and Germany.	
6. The Allies are unable to ship war supplies to Russia's ports.	

B. Recognizing Facts and Details On the back of this paper, identify each of the following:

Schlieffen Plan
Western Front

Central Powers
trench warfare

Allies
Eastern Front

CHAPTER

Analyzing a Primary Source: The Germans Destroy Louvain

CRITICAL THINKING WORKSHEET 54

In 1839, Germany, along with other European nations, agreed that Belgium should be regarded as neutral in any European war. But in August 1914, the German armies swept into this tiny country on their way to France. The Belgians resisted bravely. It took the Germans 18 days, rather than the 6 they had counted on, to cross Belgium. In anger at the delay, the Germans began a campaign of destruction. Read the following passage, an eyewitness description of the German destruction of a Belgian town during World War I. Then answer the questions that follow.

THE GERMANS DESTROY LOUVAIN

"The Germans sentenced Louvain on Wednesday to become a wilderness, and with the German system and love of thoroughness they left Louvain an empty, blackened shell. The reason for this appeal to the torch and the execution of noncombatants, as given me on Thursday morning by General Von Lutwitz, military governor of Brussels, was this: On Wednesday, while the German military commander of the troops in Louvain was at the Hotel de Ville [city hall] talking to the burgomaster, a son of the burgomaster with an automatic pistol shot the chief of staff and German staff surgeons.

Lutwitz claims this was the signal for the civil guard, in civilian clothes on roofs, to fire upon the German soldiers on the open square below. He said also the Belgians had quick-firing guns, brought from Antwerp. As for a week the Germans had occupied Louvain and closely guarded all approaches, the story that there was any gun-running is absurd. . . .

In each building, as German soldiers told me, they began at the first floor, and when that was burning steadily passed to the one next. There were no exceptions—whether it was a store, chapel, or private residence, it was destroyed. The occupants had been warned to go, and in each deserted house or shop the furniture was piled, the torch was stuck under it, and into the air went the savings of years, souvenirs of children, of parents; heirlooms that had been passed from generation to generation.

The people had time only to fill a pillowcase and fly. Some were not so fortunate, and by thousands, like flocks of sheep, they were rounded up and marched through the night to concentration camps. We were not allowed to speak to any citizen of Louvain, but the Germans crowded the windows, boastful, gloating, eager to interpret."

(From the *New York Tribune*, August 31, 1914. Copyright by I. H. T. Corporation. Reprinted by permission.)

1. What reason did Lutwitz give for the devastation of Louvain? _____

2. Does the eyewitness believe Lutwitz's account? Explain. _____

3. How did the Germans punish Louvain? _____

The Germans Enter Brussels

Richard Harding Davis, an American journalist, was in Brussels when the Germans invaded Belgium at the beginning of World War I. Davis's account of what he saw is one of the most famous pieces of journalism to come out of the war. To avoid bloodshed, the Belgian king had ordered the citizens of the capital not to offer resistance. Read the extract below and answer the questions that follow.

The boulevards fell suddenly empty. There was not a house that was not closely shuttered. Along the route by which we now knew the Germans were advancing, it was as though the plague stalked. . . . At eleven o'clock . . . came the advance-guard of the German army. It consisted of three men, a captain and two privates on bicycles. Their rifles were slung across their shoulders, they rode . . . with as little concern as the members of a touring-club out for a holiday. Behind them, so close upon each other that to cross from one sidewalk to the other was not possible, came the Uhlans, infantry, and the guns.

For two hours I watched them, and then, bored with the monotony of it, returned to the hotel. After an hour, from beneath my window, I could still hear them; another hour and another went by. They still were passing.

Boredom gave way to wonder. The thing fascinated you, against your will, dragged you back to the sidewalk and held you there open-eyed. No longer was it regiments of men marching, but something uncanny, inhuman, a force of nature like a landslide, a tidal wave, or lava sweeping down a mountain. It was not of this earth, but mysterious, ghostlike. It carried all the mystery and menace of a fog rolling toward you across the sea.

The [German] uniform aided this impression. In it each man moved under a cloak of invisibility. Only after the most numerous and severe tests at all distances, with all materials and combinations

of colors that gave forth no color, could this gray have been discovered. . . . It is not the blue-gray of our Confederates, but a green-gray. It is the gray of the hour just before daybreak, the gray of unpolished steel, of mist among green trees. . . .

For three days and nights [the German army] passed. . . . There were no halts, no open places, no stragglers. For the gray automobiles and the gray motorcycles bearing messengers, one side of the street always was kept clear. . . .

This was a machine, endless, tireless, with the delicate organization of a watch and the brute power of a steam roller. And for three days and three nights through Brussels, it roared and rumbled, a cataract of molten lead. The infantry marched singing, with their iron-shod boots beating out the time. They sang "Fatherland, My Fatherland." Between each line of song they took three steps. At times, two thousand men were singing together in absolute rhythm and beat. It was like the blows from giant pile-drivers.

When the melody gave way the silence was broken only by the stamp of iron-shod boots, and then again the song rose. When the singing ceased, the bands played marches. They were followed by the rumble of the howitzers, the creaking of wheels and of chains clanking against the cobblestones, and the sharp, bell-like voices of the bugles.

From *With the Allies* by Richard Harding Davis (New York: Charles Scribner's Sons, 1919).

Comprehension

1. To what does Davis compare the German army? _____

2. What was Davis's first reaction to the endless march of German soldiers? How did this reaction change? _____

3. For how many days did the German army march through Brussels? _____
4. What was the color of the German uniforms? _____
5. Why was one side of the street always kept clear? _____

Critical Thinking

1. What does Davis mean by saying the German troops "moved under a cloak of invisibility"? _____

2. How does Davis's speculation about the development of the German uniform reflect his overall attitude toward the German army? _____

3. What can you infer about the German troops from the details Davis gives about their singing of "Fatherland, My Fatherland"? _____

4. Is Davis's account strictly objective? Explain. _____

5. Were Davis's impressions of the German army borne out by events in the first year of the war? Explain. _____

CHAPTER 13

GEOGRAPHY APPLICATION: HUMAN-ENVIRONMENT INTERACTION

The Battle of the Somme

Section 2

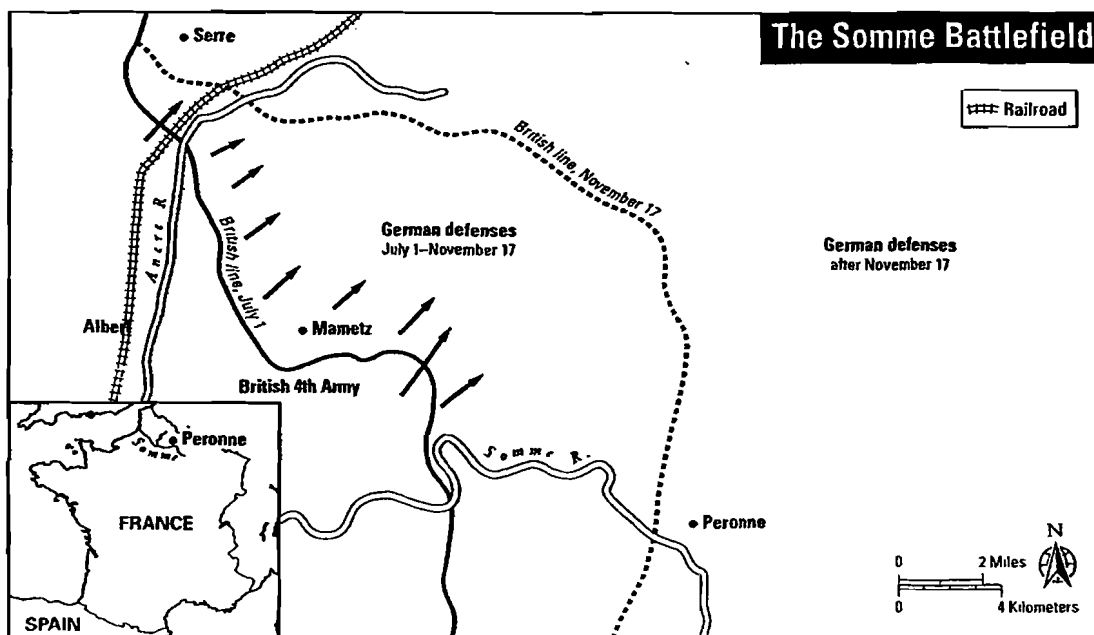
Directions: Read the paragraphs below and study the map carefully. Then answer the questions that follow.

French vacationers have long enjoyed the Somme River as it flows gently through a countryside filled with rolling hills, thick forests, and rich farmland. However, during World War I, on July 1, 1916, the British Fourth Army fought a battle against the German army that transformed this valley into a barren and charred wasteland.

The Battle of the Somme was a typical World War I engagement filled with uncreative military strategy and trench warfare at its worst. The British decided to first destroy German defenses to the east with a massive artillery bombardment. After the shelling, approximately 100,000 soldiers would advance toward German positions now substantially destroyed. Then, after the British had overcome the initial German defenses, two cavalry divisions would be sent in to finish off the Germans. One British commander even assured his men that after the artillery assault, "they could advance with sloped arms, smoking their pipes, and come to no harm."

The British plan hinged on their ability to destroy German defenses with the artillery bombardment. However, the Germans had dug themselves deep into the ground. The Germans knew that the British had to stop their own artillery before the attack. When the English artillery did stop, the Germans emerged from the trenches with their weapons and shattered the approaching British army with a stream of grenades and machine guns. As historians Tonie and Valmai Holt have written, the German machine guns "cut down the ripe corn of British youth."

The British suffered about 60,000 casualties on July 1, including more than 20,000 deaths. In all on that first day, the British captured only about a half-mile of land from German forces. When the battle ended months later on November 17, the British had gained only six and a half miles of land at the cost of about one million total casualties on both sides.



Interpreting Text and Visuals

1. What benefits might the railroad tracks give to the British Fourth Army? _____

2. Explain how the British planned to attack the Germans at the Somme. _____

3. Where in France was the Somme battlefield located? _____

4. Which French city shown on the map changed back from Germany to Britain? _____

5. Compare the July 1 and November 17 British lines. Where were the most gains against German forces made? _____

6. Describe the valley of the Somme River as it looked before the battle. _____

7. What was the outcome of the battle for the British? _____

What do you think primarily caused the massive British casualties on July 1? _____

Airplanes were a new weapon in World War I, making heroes of fighter pilots on both sides who engaged in aerial dogfights. The leading American ace was Eddy Rickenbacker, while Germany had Manfred von Richthofen, known worldwide as the "Red Baron." ♦

As you read, think about what actions make a hero. Then, on a separate sheet of paper, answer the questions that follow.

Manfred, Baron von Richthofen (1892–1918)

His bright red Fokker triplane made him famous as "the Red Baron"—Germany's top flying ace in World War I. The model of a young German officer, Manfred von Richthofen was a hero to millions in Germany and a daring figure even to his enemies. In his short career, he was credited with shooting down 80 Allied planes: 79 British and one Belgian.

The son of an aristocratic Prussian military family, Richthofen was expected to be a professional soldier like his father. As a boy, he became an expert hunter and marksman. He went away to military school at age 11, then to the Royal Military Academy. Only a fair student, he was a good athlete and soon was eager for a military career. In 1911 he joined the Uhlans, a prestigious cavalry unit in the German army. When war broke out, he was bored with his first duties and asked for a transfer. In 1915 he was assigned to the air service, where officers flew only as observers, with ordinary soldiers as their pilots.

After some months of this duty, Richthofen decided to be a flier himself. He learned quickly and his next ambition was to win glory as a fighter pilot.

He especially wanted the official medal known as the Blue Max, given for shooting down 16 enemy planes. He won the medal early in 1917 and went on to break all records for fighter pilots. German officials immediately began to use their new hero in a propaganda campaign, which Richthofen hated.

Soon he returned to action, taking command of the air combat group known as "Richthofen's Flying Circus." (One pilot in the group was Hermann Goering, who would later head Nazi Germany's air force, the Luftwaffe.) Richthofen's bright red airplane was known everywhere. After being wounded in the summer of 1917, he became quieter, depressed by the way the war was going for Germany. He spent time mainly with his dog, a Great Dane named Moritz.

In April 1918, the Red Baron himself was shot down over France as his squadron joined a frantic aerial dogfight. He was not quite 26 years old. Allied officers and French villagers gave him a full military funeral near where his plane had crashed to earth. One wreath, from the Australian squadron, read, "To our gallant and worthy foe."



ILLUSTRATION/PHOTO CREDIT: BETTMANN.

Questions to Think About

1. How and why did Richthofen become a professional soldier?
2. As a pilot, what were Richthofen's ambitions?
3. **Recognizing Ideologies** Though he was their enemy, Allied soldiers honored Richthofen at

his death. What does this indicate about attitudes toward fighting and soldiering in World War I? Do you think views of war have changed since then? Explain.

19

1. _____

2. _____

3. _____

4

CHAPTER

13

Section 2

SCIENCE & TECHNOLOGY

Industrial Technology Creates Poison Gas

Many new technologies introduced during World War I were developed with military uses in mind. However, some new weapons were developed from peacetime industrial discoveries.

Poison gas in Germany during World War I was manufactured using a variation of the process that had originally been developed to produce fertilizer for farmers. Fritz Haber, a German chemist, invented this method of using nitrogen from the air in 1909. He was awarded the Nobel Prize for Chemistry in 1918 for this discovery.

Nitrogen makes up over 78 percent of our atmosphere and is the basis of fertilizers. Prior to the 20th century, nitrogen to make fertilizers had been taken from either minerals or other materials. However, there was not enough nitrogen available from these sources to satisfy the increasing demand from farms and factories.

Haber thought of tapping the virtually endless supply of nitrogen in the air. His idea was to cap-

ture it as a gas by combining it with hydrogen to form ammonia. Three parts hydrogen would combine with one part nitrogen (NH_3). The problem he came across was that high temperatures, around 1200 degrees Fahrenheit, were needed to make this process work. Unfortunately, these high temperatures slowed down the production of the ammonia he was attempting to manufacture.

The solution to Haber's problem was to use a catalyst. A catalyst is a substance that speeds up a chemical reaction but is not part of the reaction itself. The hydrogen and nitrogen were combined at high pressure, more than 200 times normal atmospheric pressure. This mixture of gases was placed in contact with a catalyst, mainly composed of iron, which then produced ammonia gas in large quantities. Nitrogen, in the form of ammonia, could then be combined with other chemicals to produce fertilizer and other materials.

During World War I, Germany was cut off from its mineral supplies of nitrogen, making this discovery extremely important to its war effort. Carl Bosch, another German chemist, refined Haber's process to make it easier to manage on an industrial scale. The Haber-Bosch process was used by Germany to manufacture both fertilizers and, with alterations, poison gas. The Haber-Bosch process underlies the method of production in almost every ammonia factory in the world today.

Questions

1. **Recognizing Facts and Details** What process did Fritz Haber invent?
2. **Perceiving Cause and Effect** What impact did a catalyst have on Haber's creation?
3. **Drawing Conclusions** Why was the Haber-Bosch process so important to Germany's war effort?



Archive Photos

Chemical warfare was used by both sides during World War I. Here, two British soldiers advance during a German poison gas attack.

21

1. _____

2. _____

3. _____

4

CHAPTER
13

GUIDED READING

War Affects the World

Section 3

A. Using Sequential Order As you read about the effects of the war on countries throughout the world, make notes to answer questions related to the time line.

Feb. 1915	Gallipoli campaign begins.	→	1. What was the purpose of the Gallipoli campaign?
Jan. 1917	Germany announces a policy of unrestricted submarine warfare.		2. Why did the United States enter the war?
Feb. 1917	British intercept the Zimmermann note.		
April 1917	United States enters the war.	→	3. Why did the czar's government collapse?
Nov. 1917	Lenin seizes power in Russia.	↗	4. What were the terms of this treaty?
March 1918	Germany and Russia sign Treaty of Brest-Litovsk.	↗	5. What was the significance of this battle?
July 1918	Allies and Germans fight Second Battle of the Marne.	↗	6. What events signaled the final defeat of the Central Powers?
Nov. 1918	World War I ends.	→	

B. Recognizing Facts and Details On the back of this paper, define or explain:

unrestricted submarine warfare total war rationing propaganda armistice

Recognizing Propaganda

As you read in this chapter, World War I required the total commitment of every person in those countries fighting the war. To help accomplish this, governments waged a propaganda war at home while they fought a military war on the battle fronts. Citizens were constantly bombarded with posters, leaflets, and advertisements that urged them to do their part for the war effort. On the right is an advertisement that appeared in a London newspaper in December 1914. ♦ *As you examine the advertisement, think about the methods and goals of the advertisement's writer. Then, on a separate sheet of paper, answer the questions that follow.*

5 Questions to those who employ male servants

1. **H**AVE you a Butler, Groom, Chauffeur, Gardener, or Gamekeeper serving you who, at this moment should be serving your King and Country?
2. Have you a man serving at your table who should be serving a gun?
3. Have you a man digging your garden who should be digging trenches?
4. Have you a man driving your car who should be driving a transport wagon?
5. Have you a man preserving your game who should be helping to preserve your Country?

A great responsibility rests on you. Will you sacrifice your personal convenience for your Country's need?

Ask your men to enlist **TO-DAY.**

The address of the nearest Recruiting Office can be obtained at any Post Office.

God Save the King.

Source: *The First World War: Ephemera, Mementoes, Documents*. Edited by Maurice Rickards and Michael Moody (Jupiter Brooks, 1975).

Questions to Think About

1. (a) What is the main point of the advertisement?
(b) Does the advertisement use half-truths or name-calling? Does it use an emotional appeal? Explain your answer.
2. **Drawing Conclusions** (a) Who do you think paid for this advertisement? (b) What was their goal? (c) What main method does the advertisement use to achieve this goal?

Linking Past and Present

3. Choose a political issue facing the nation today. Then, create your own piece of propaganda that tries to persuade others to your point of view. The propaganda can take the form of a poster, advertisement, or political cartoon. Write a short description that explains the techniques you used in your propaganda piece.

1. _____

2. _____

3. _____

4

CHAPTER
13

Section 1

SKILLBUILDER PRACTICE *Summarizing*

When you summarize, you condense information and restate the main ideas and key facts in your own words. Read about American reaction to the outbreak of war in Europe in the passage below. Then write a summary of the passage in the space provided. (See Skillbuilder Handbook.)

Opposition to the War Millions of naturalized U.S. citizens followed the war closely because they still had ties to the nations from which they had emigrated. For example, many Americans of German descent sympathized with Germany. Americans of Irish descent remembered the centuries of British oppression in Ireland and saw the war as a chance for Ireland to gain its independence. Socialists criticized the war as an imperialistic struggle between German and English businessmen to control raw materials and markets in China, Africa, and the Middle East. Pacifists believed that war was evil and that the United States should set an example of peace to the world. Many Americans simply did not want their sons to experience the horrors of warfare.

Sympathy for the Allies Despite the widespread opposition to the war, a general feeling of sympathy for Great Britain and France emerged. Many Americans felt close to England because of a common ancestry, language, and literature, as well as similar democratic institutions and legal systems. More important, America's economic ties with the Allies were far stronger than those with the Triple Alliance powers. Before the war began, America traded with Great Britain and France more than twice as much as it did with Germany. During the first two years of the war, America's transatlantic trade became even more lopsided as the Allies flooded American manufacturers with orders for all sorts of war supplies.

Write your summary of the passage here.

[illegible]

CHAPTER
13

Section 3

PRIMARY SOURCE

The Zimmermann Note

Berlin, January 19, 1917

On January 19, 1917, Arthur Zimmermann, the German foreign secretary, sent the following coded telegram to the German ambassador in Mexico. British intelligence agents decoded the telegram and passed it on to the U.S. government. How do you think Americans reacted when this telegram was published on March 1?

On the first of February we [Germany] intend to begin submarine warfare unrestricted. In spite of this it is our intention 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 for your settlement.

You are instructed to inform the President of Mexico of the above in the greatest confidence as soon as it is certain there will be an outbreak of war with the United States, and we 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.

from Henry Steele Commager, ed., *Documents of American History*, vol. II, (New York: Crofts, 1947), 308.

Discussion Questions

Recognizing Facts and Details

1. According to this telegram, what did the German government decide to begin on February 1, 1917?
2. What did Zimmermann propose if the United States went to war with Germany during World War I?
3. **Predicting Outcomes** If this telegram had not been intercepted by British agents, what do you think might have happened? Cite evidence from your textbook to support your opinion.

①

②

③

POETS VIEW THE WAR

When war broke out in Europe, both sides expected the fighting to be brief and glorious. After years in the trenches, however, many took a different view. The authors of these two poems were Englishmen who fought and eventually died in the war.

The Dead

Blow out, you bugles, over the rich Dead!
 There's none of these so lonely and poor of old,
 But, dying, has made us rarer gifts than gold.
 These laid the world away; poured out the red
 Sweet wine of youth; gave up the years to be
 Of work and joy, and that unhop'd serene,
 That men call age; and those who would have
 been,
 Their sons, they gave, their immortality.
 Blow, bugles, blow! They brought us, for our
 dearth,
 Holiness, lacked so long, and Love, and Pain.
 Honour has come back, as a king, to earth,
 And paid his subjects with a royal wage;
 And Nobleness walks in our ways again;
 And we have come into our heritage.

Rupert Brooke

Dulce et Decorum Est

Bent double, like old beggars under sacks,
 Knock-kneed, coughing like hags, we cursed
 through sludge,
 Till on the haunting flares we turned our backs,
 And towards our distant rest began to trudge.
 Men marched asleep. Many had lost their boots,
 But limped on, blood-shod. All went lame, all
 blind,

Drunk with fatigue; deaf even to the hoots
 Of gas-shells dropping softly behind.
 Gas! Gas! Quick, boys!—An ecstasy of fumbling,
 Fitting the clumsy helmets just in time,
 But someone still was yelling out and stumbling
 And floundering like a man in fire or lime.—
 Dim through the misty panes and thick green
 light,

As under a green sea, I saw him drowning.

In all my dreams before my helpless sight
 He plunges at me, guttering, choking, drowning.
 If in some smothering dreams, you too could
 pace

Behind the wagon that we flung him in,
 And watch the white eyes writhing in his face,
 His hanging face, like a devil's sick of sin;
 If you could hear, at every jolt, the blood
 Come gargling from the froth-corrupted lungs,
 Bitter as the cud

Of vile, incurable sores on innocent tongues,—
 My friend, you would not tell with such high
 zest

To children ardent for some desperate glory,
 The old lie: Dulce et decorum est
 Pro patria mori.*

Wilfred Owen

*Sweet and honorable it is to die for one's country.

1. Does Brooke see the sacrifices made by those who have died as wasteful or noble? How do you know?

2. Does Owen paint a portrait of glory and sacrifice in his poem? Support your answer with evidence from the poem.

3. (a) Which of these points of view more closely resembles that held by people at the beginning of the war? (b) Which shows war as it really is?

Chapter 2

Primary Source Activity

Chapter 2

MODERN ERA
EDITION

In terms of human lives, World War I was extremely brutal and costly. One young German soldier killed in 1914 was the son of the artist Käthe Kollwitz, who is famous for her strong woodblock prints and sculptures showing human suffering. In her diary of the war years, Kollwitz reflected on her son's death and the wastefulness of war. ♦ *As you read the excerpts, think about how personal experience influences an artist. Then, on a separate sheet of paper, answer the questions that follow.*

Käthe Kollwitz's War Diary

[August 27, 1916]

Read an essay on liberalism. . . . It showed me all the contradictory elements within myself. My untenably¹ contradictory position on the war. How did I come to it? Because Peter [her son] sacrificed his life. What I saw so clearly then and what I wanted to preserve in my work now seems to be once more so dubious. I think I can keep Peter only if I do not let anyone take away from me what he taught me then. Now the war has been going on for two years and five million young men are dead, and more than that number again are miserable, their lives wrecked. Is there anything at all that can justify that? . . .

[October 11, 1916]

Everything remains as obscure as ever for me. Why is that? It's not only our youth who go willingly and joyfully into the war; it's the same in all nations. People who would be friends under other conditions now hurl themselves at one another as enemies. Are the young really without judgment? Do they always rush into it as soon as they are called? Without looking closer? Do they rush into war because they want to, because it is in their blood so that they accept without examination whatever reasons for fighting are given to them? Do

the young want war? Would they be old before their time if they no longer wanted it?

This frightful insanity—the youth of Europe hurling themselves at one another. When I think I am convinced of the insanity of the war, I ask myself again by what law man ought to live. Certainly not in order to attain the greatest possible happiness. It will always be true that life must be subordinated to



Death. 1934 Lithograph

the service of an idea. But in this case, where has that principle led us? Peter [her son], Erich, Richard, all have subordinated their lives to the idea of patriotism. The English, Russian, and French young men have done the same. The consequence has been this terrible killing, and the impoverishment of Europe. Then shall we say that the youth in all these countries have been cheated? . . .

Where are the guilty? Are there any? Or is everyone cheated? Has it been a case of mass madness? . . . I shall never fully understand it all. . . . Is it a breach of faith with you, Peter, if I can now see only madness in the war?

Source: *The Diary and Letters of Käthe Kollwitz*, ed. Hans Kollwitz, trans. Richard and Clara Winston (Northwestern University Press, 1988).

¹ Cannot be defended

ILLUSTRATION/PHOTO CREDIT: ART RESOURCE, NY.

Questions to Think About

1. What idea does Kollwitz say motivated her son and other young Germans to rush to war?
2. How, according to Kollwitz, do her son's actions compare with those of young men in other countries?
3. **Recognizing Ideologies** At this point in the war, what are the conflicting feelings that

- Kollwitz has about war and patriotism? How does her son's death add to her confusion?
4. **Activity** Write a journal entry describing your own feelings about war and patriotism. Compare your feelings with those that Kollwitz expresses in her diary.

29

1. _____

2. _____

3. _____

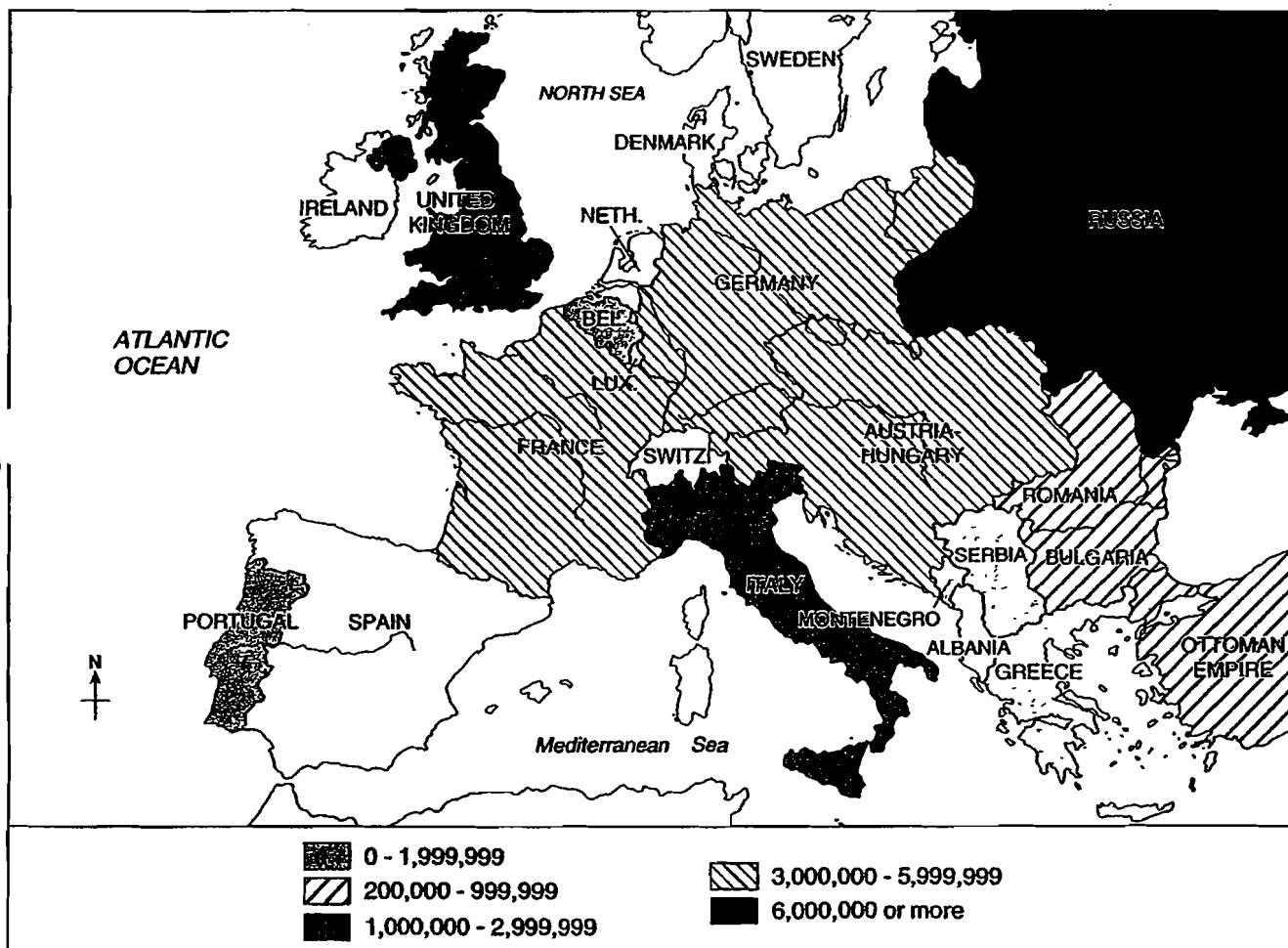
4

Regions

European Military Casualties in World War I

More soldiers died as a result of World War I than in all the European wars of the previous 100 years. The map below indicates which countries suffered the heaviest casualties—dead, wounded, and missing—in World War I. Use the map and your textbook to answer the questions that follow about which regions of Europe suffered the fewest and which suffered the greatest number of casualties during the war.

World War I Military Casualties



1. What factors account for the large number of casualties in World War I compared with previous wars? (See text, pages 509 and 510.)

31

2. Which countries suffered fewer than 200,000 casualties in World War I?

3. Which country suffered the greatest number of casualties? What three countries had the next highest number of casualties?

4. Which of the countries with the heaviest casualties belonged to the Central Powers? (See text, pages 496 and 497.)

5. About 350,000 United States troops were casualties in World War I. Based on information from the map, how did this casualty rate compare to that of Romania? Italy? The United Kingdom?

6. Why do you think the same number of casualties had a greater impact on some countries than on others?

7. In general, which region of Europe suffered the heaviest casualties?

What would account for such a heavy loss in this region?

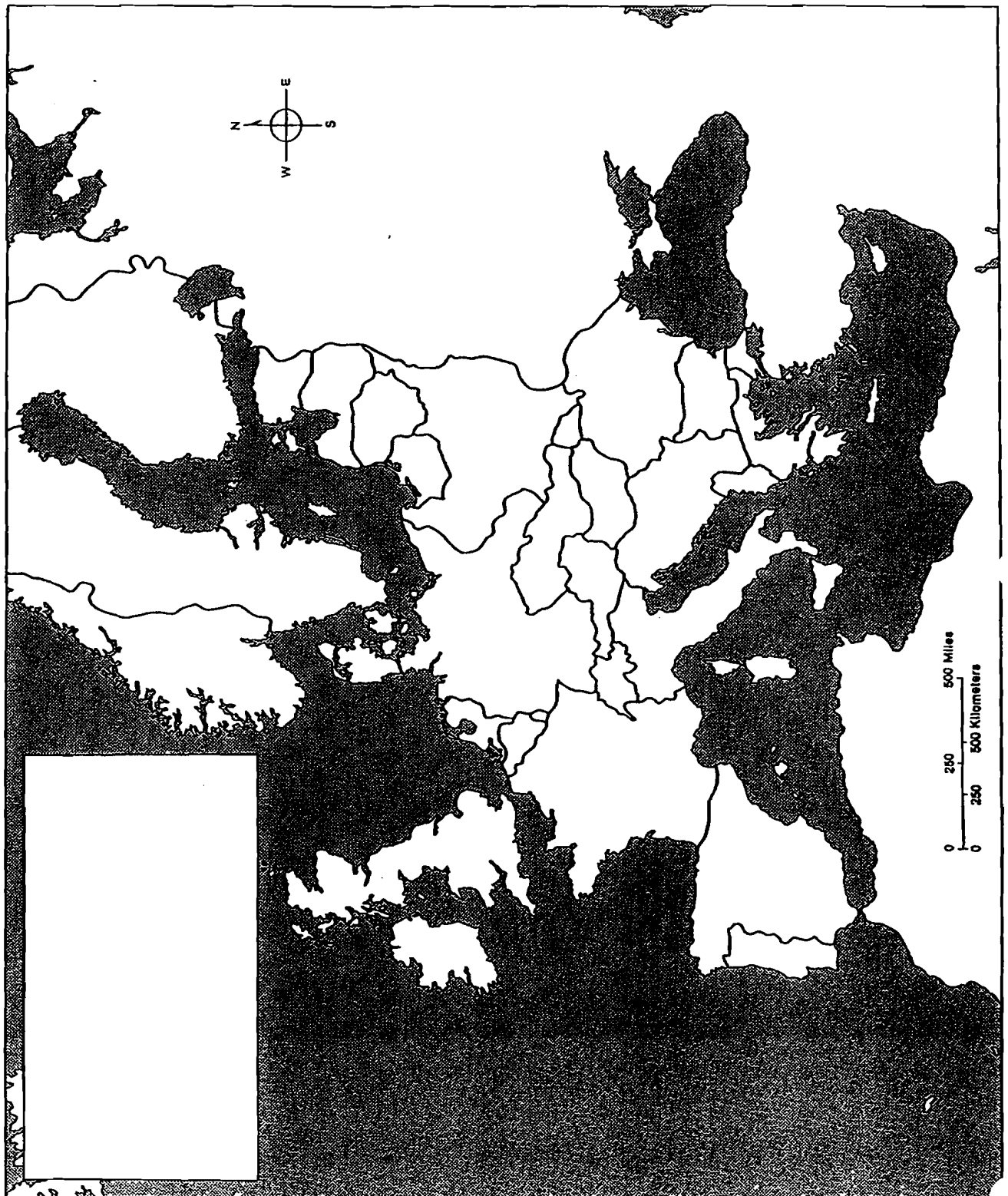
EUROPE IN 1918

- USE THE MAP IN SECTION 2 TO LOCATE THE FOLLOWING:
 - A. country created from Serbia, Montenegro, and Austria-Hungary
 - B. nation on the Black Sea enlarged by land taken from Austria-Hungary and Russia
 - C. nation that includes a corridor to the Baltic Sea taken from Germany
 - D. nation bordering Sweden that was formerly part of Russia
 - E. nation bordering Poland and Germany that was formerly part of Austria-Hungary
 - F. Label all other nations shown on the map
- CREATE A KEY FOR AND SHADE THE TERRITORIES LOST BY AUSTRIA-HUNGARY, BULGARIA, GERMANY, AND RUSSIA
- ANSWER THE FOLLOWING:
 1. Which nation lost the most territory in settlements following WWI? Why?
 2. What new nations were created after the war?
 3. How did WWI change the map of Europe?

33

Name _____ Date _____

47 Europe in 1918



CHAPTER
13

GUIDED READING *A Flawed Peace*

Section 4

A. Analyzing Information As you read this section, take notes to answer the questions about the peace settlement that left many nations feeling betrayed.

Wilson's goal of achieving a just peace and ending the war on the terms of France and Britain	
1. What were the guiding principles of Wilson's Fourteen Points?	
2. What were the concerns and aims of France and Britain?	

After heated debate and compromise, the Treaty of Versailles is signed	
3. In what ways did the treaty punish Germany?	
4. How did the treaty change the world map?	
5. How was Wilson's Fourteenth Point incorporated into the treaty?	

The legacy of Versailles was one of bitterness and loss	
6. Why did the United States reject the treaty?	
7. How did this rejection affect the League of Nations?	
8. Why did many countries feel bitter and cheated as a result of the treaty?	

B. Recognizing Facts and Details On the back of this paper, define or identify each of the following:

Woodrow Wilson
self-determination

Georges Clemenceau
League of Nations

David Lloyd George
mandate

Responsibility for War: Analyzing Cartoons

The following cartoon appeared in the *Chicago Tribune* after the outbreak of World War I in 1914. Study the cartoon and answer the questions that follow.



Copyrighted, 1914. Chicago Tribune. Used with permission.

The Crime of the Ages—Who Did It?

1. What is "the crime of the ages"? _____

2. Why are the nations of Europe pointing at each other? _____

3. How do you think supporters of the war in Russia and Austria would have felt about this cartoon?

4. (a) What was the cartoonist probably saying to the American public? _____

(b) Do you think the cartoonist was right? Explain. _____

5. What other caption might be appropriate for this cartoon? _____

CHAPTER
13

HISTORYMAKERS

Georges Clemenceau

French Tiger

Section 4

"The Germans may take Paris, but that will not prevent me from going on with the war. We will fight on the Loire, we will fight on the Garonne, we will fight even on the Pyrenees. And if at last we are driven off the Pyrenees, we will continue the war at sea."—Georges Clemenceau

Active politically as a young man, Georges Clemenceau was appalled by France's defeat in the 1870 war with Prussia. He was angry that Wilhelm I used the palace at Versailles to be declared emperor of Germany and that France had to give up Alsace and Lorraine. When France called on Clemenceau to lead them against Germany in World War I, he pushed his people onto victory and then sought revenge on Germany.

Clemenceau's father had admired the French Revolution and other democratic causes. He even joined others in an untried plot to overthrow Emperor Napoleon III. As a result, Georges Clemenceau became a devoted democrat. Democracy, he said, "is the only form of government which can establish equality for all, and which can bring closer the ultimate goals: freedom and justice." In his 20s, while a medical student in Paris, he joined other students in a group called Act As You Think. He also founded two newspapers, which were closed by the French government for their democratic views. He then joined the radicals of the Paris Commune. When that movement collapsed, he won election to the new national legislature.

For the next 30 years, Clemenceau alternated between politics and writing. When his *The Free Man* was heavily censored, he changed its name to *The Chained Man*. Serving in the legislature, he verbally attacked ministers of the government. He built a long list of enemies and succeeded in casting others out of power. However, his adversaries won revenge in 1892, when a friend of Clemenceau's became involved in a financial scandal. Enemies accused Clemenceau of participating as well. He denied the charge but was defeated in a bid for re-election.

Clemenceau's next years were devoted to journalism. He won political favor by defending Captain Alfred Dreyfus, who had been convicted of giving state secrets to Germany. Clemenceau wrote more than 500 articles protesting the case. He also gave space to writer Emile Zola, who charged that other officers had blackmailed Dreyfus.

In 1902, Clemenceau was once again elected to the legislature, where he served for the next 18 years. Prime minister from 1906 to 1909, he took a tough line by cracking down on workers' strikes. He lost the support of socialists when he denied their cause in a major speech. "France is founded on property, property, property," he thundered.

As war with Germany loomed, Clemenceau urged that France prepare. When war broke out, he tried to win the support of the United States. In late 1917, with the war going badly, the 76-year-old Clemenceau was named to head the government. He immediately appointed himself as his own war minister. His policy was simple: "I wage war." He urged France's allies to put all the armies under one commander and was pleased that French Marshal Ferdinand Foch was given that power.

With Germany's defeat, Clemenceau strove to win the peace. He yielded to some demands but won back Alsace and Lorraine. He also forced Germany to sign the treaty at Versailles. However, other French politicians resented that he had kept all the power of negotiating to himself. The legislature thought the final peace treaty was too soft on Germany and debated for three months before approving it. Meanwhile, Clemenceau lost the election for France's presidency. He resigned in 1920 and spent the rest of his life in an active retirement. At age 80, he hunted tigers in Asia and then campaigned vigorously for the United States to join the League of Nations. He died at age 88 and was, according to his wishes, buried alongside his father.

Questions

1. **Making Inferences** Why do you think Clemenceau was called "the Tiger"?
2. **Perceiving Cause and Effect** What actions of Clemenceau later cost him support? Why?
3. **Making Generalizations** What goals drove Clemenceau?

37

**THINKING
SKILL
WORKSHEET**

Name _____ Date _____

69

The Peace Settlement: Analyzing a Primary Source

During the peace conference at Versailles, Germany sent notes to the Allies asking for a lenient settlement. In June 1919, the Allies drew up a response to the Germans. The following selection is adapted from the Allied message to Count Brockdorff, head of the German delegation at Versailles. Read the selection and answer the questions that follow.

In the view of the Allies, the war which began on August 1, 1914, was the greatest crime against humanity that any nation calling itself civilized has ever committed.

Germany's responsibility, however, is not confined to having planned and started the war. It is also responsible for the savage and inhuman manner in which it was conducted.

The conduct of Germany is almost unexampled in human history. The terrible responsibility which lies at its door can be seen in the fact that no less than seven million dead lie buried in Europe.

Justice, therefore, is the only possible basis for the settlement of this terrible war. Justice is what the German delegation asks for and what Germany has been promised. Justice is what Germany shall have. But it must be justice for all. There must be justice for those who have died to free Europe from Prussian despotism. There must be justice for the people who stagger under huge war debts so that liberty might be saved. There must be justice for those millions whose homes and lands, ships and property German savagery has destroyed.

Part I

1. What do you think was the purpose of the Allied message to the German delegation? _____

2. How do the Allies justify a severe peace settlement? _____

3. How do the terms of the Versailles Treaty reflect the ideas expressed in this message? _____

Part II

Place a check next to those statements with which the writers of the message would probably agree.

- _____ 1. The Allies and the Central Powers bear equal blame for starting the war.
- _____ 2. The Allies should avoid making a peace settlement that would inflame German resentment.
- _____ 3. Germany should pay for the cost of the war.
- _____ 4. Germany should be deprived of its colonies.
- _____ 5. The Allies should exclude Germany from the peace settlement negotiations.

THE INDICTMENT OF GERMANY

As you have read, the defeated nations were not invited to take part in the peace negotiations at Versailles. When the treaty was completed, the German delegation protested its harshness in a long letter. The excerpt below is taken from the Allies' reply to that letter.

In the view of the Allied and Associated Powers, the war which began on August 1st, 1914, was the greatest crime against humanity and the freedom of peoples that any nation, calling itself civilized, has ever consciously committed. For many years the rulers of Germany, true to the Prussian tradition, strove for a position of dominance in Europe. They were not satisfied with that growing prosperity and influence to which Germany was entitled, and which all other nations were willing to accord her, in the society of free and equal peoples. They required that they should be able to dictate and tyrannise to a subservient Europe, as they dictated and tyrannised over a subservient Germany.

In order to attain their ends, they used every channel in their power through which to educate their own subjects in the doctrine that might was right in international affairs. They never ceased to expand German armaments by land and by sea, and to propagate the falsehood that this was

necessary because Germany's neighbours were jealous of her prosperity and power. They sought to sow hostility and suspicion instead of friendship between nations. They developed a system of espionage and intrigue They kept Europe in a ferment by threats of violence and when they found that their neighbours were resolved to resist their arrogant will, they determined to assert their predominance in Europe by force. As soon as their preparations were complete, they encouraged a subservient ally to declare war against Serbia at 48 hours' notice, knowing full well that a conflict involving the control of the Balkans could not be localised and almost certainly meant a general war. In order to make doubly sure, they refused every attempt at conciliation and conference until it was too late, and the world war was inevitable for which they had plotted, and for which alone among the nations they were fully equipped and prepared.

1. In the excerpt on Resource Book page 122, the German ambassador to London warns his country that the world will blame Germany for the war if its government does not take steps to halt it. Was he right? How do you know?

2. In your own words, summarize five accusations made by the Allied powers against the German government.

3. Based on this selection and on what you have learned about the causes of World War I, do you think the Allied assessment of Germany's responsibility for the war is a just one? Why or why not?

Analyzing Political Cartoons

The Treaty of Versailles

The Senate debate on the Treaty of Versailles focused upon the League of Nations. Opponents of the League feared that it would draw the United States into foreign entanglements. The League's supporters argued that the United States had a responsibility to help maintain world peace. The cartoon below expresses one point of view toward the League. Study the cartoon, then answer the questions that follow.

Interrupting the Ceremony



John T. McCutcheon. *The Chicago Tribune*, December 25, 1918. Reprinted by permission of the Chicago Tribune-New York News Syndicate, Inc. All rights reserved.

1. Who are the bride and groom in the cartoon? Who is the figure crashing through the church window?
2. **Analysis.** How does the cartoonist portray the United States Senate? What is his view of the League of Nations?
3. **Analysis.** Compare the point of view represented by the cartoon above with the point of view represented by the cartoon on page 516 in your text. How does this second cartoonist show the Senate? the Treaty of Versailles?

CHAPTER
13

Section 4

PRIMARY SOURCE **Signing the Treaty of Versailles**
by Harold Nicolson

The Treaty of Versailles, a 200-page peace treaty between Germany and the Allied powers, was signed on June 28, 1919, in the Great Hall of Mirrors at the French palace of Versailles. Harold Nicolson (1886–1968), a British diplomat and writer, observed the proceedings. As you read this passage from Nicolson's eyewitness account, think about his impressions of the treaty signing.

We enter the Galerie des Glaces. . . . In the middle there is a horseshoe table for the plenipotentiaries [diplomatic agents]. In front of that, like a guillotine, is the table for the signatures. . . . There must be seats for over a thousand persons. This robs the ceremony of all privilege and therefore of all dignity. . . .

People step over the Aubusson benches and escabeaux [stools] to talk to friends. Meanwhile the delegates arrive in little bunches and push up the central aisle slowly. . . . The table is at last full. Clemenceau glances to right and left. . . . Clemenceau makes a sign to the ushers. They say 'Ssh! Ssh! Ssh!' . . . The officials of the Protocol of the Foreign Office move up the aisle and say, 'Ssh! Ssh!' again. There is then an absolute hush, followed by a sharp military order. The Gardes Républicains at the doorway flash their swords into their scabbards with a loud click. 'Faîtes entrer les Allemands [Let the Germans come in],' says Clemenceau in the ensuing silence. His voice is distant but harshly penetrating. A hush follows.

Through the door at the end appear two huissiers [ushers] with silver chains. They march in single file. After them come four officers of France, Great Britain, America, and Italy. And then, isolated and pitiable, come the two German delegates. Dr Müller, Dr Bell. The silence is terrifying. Their feet upon a strip of parquet between the savonnerie carpets echo hollow and duplicate. They keep their eyes fixed away from those two thousand staring eyes, fixed upon the ceiling. They are deathly pale. They do not appear as representatives of a brutal militarism. . . .

They are conducted to their chairs. Clemenceau at once breaks the silence. 'Messieurs,' he rasps, 'la séance est ouverte [Gentlemen, the meeting is open].' He adds a few ill-chosen words. 'We are here to sign a Treaty of Peace.' . . . Then St. Quentin

advances towards the Germans and with the utmost dignity leads them to the little table on which the Treaty is expanded. There is general tension. They sign. There is a general relaxation. Conversation hums again in an undertone. The delegates stand up one by one and pass onwards to the queue [line] which waits by the signature table. Meanwhile people buzz round the main table getting autographs. . . .

Suddenly from outside comes the crash of guns thundering a salute. It announces to Paris that the second Treaty of Versailles has been signed by Dr Müller and Dr Bell. . . .

We had been warned it [the signing] might last three hours. Yet almost at once it seemed that the queue was getting thin. . . . The huissiers began again their 'Ssh! Ssh!' cutting suddenly short the wide murmur which had again begun. There was a final hush. 'La séance est levée [The meeting is closed],' rasped Clemenceau. Not a word more or less.

We kept our seats while the Germans were conducted like prisoners from the dock, their eyes still fixed upon some distant point of the horizon.

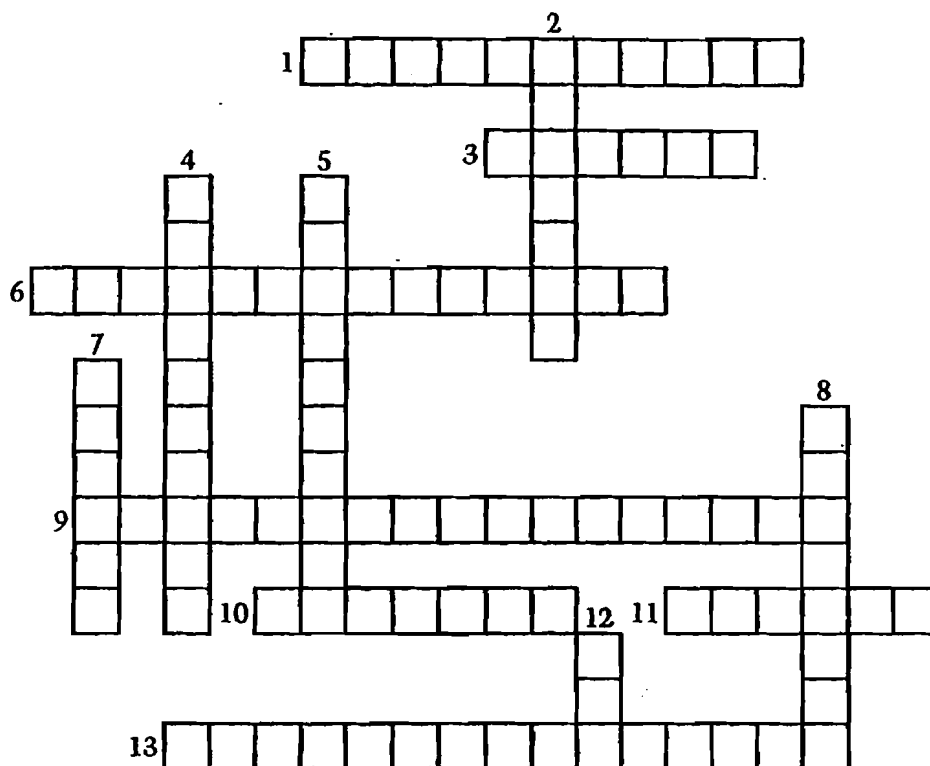
from Harold Nicolson, *Peacemaking*, 1919 (Constable, 1933). Reprinted in John Carey, ed., *EyeWitness to History* (New York: Avon, 1987), 490–492.

Discussion Questions

1. **Recognizing Facts and Details** Who opened and closed the meeting to sign the peace treaty?
2. **Describing Mood** What words or phrases would you use to describe the mood at the signing according to Nicolson's account?
3. **Using Visual Stimuli** Compare Nicolson's written account with the visual representation in the painting on page 741 of your textbook. What are some of the similarities? What are some of the differences?

ent Practice Worksheet 27.4

Peace stood on shaky foundations.
(pages 634–637)



ACROSS

1. Wilson, Clemenceau, and George (3 words)
3. Regained Alsace-Lorraine
6. Wilson's peace plan (2 words)
9. Allowing people to decide for themselves under what government they wish to live
10. A nation carved from the Austro-Hungarian empire
11. Became an independent nation for the first time since the 1790's
13. An association of nations formed after World War I

DOWN

2. Lost 13 percent of its land
4. Where the peace treaty was signed
5. France's representative at the peace conference
7. The United States' representative at the peace conference
8. Territories administered on behalf of the League of Nations
12. The initials of the nation that rejected the treaty

CHAPTER
13
Section 4

CONNECTIONS ACROSS TIME AND CULTURES

*Planning for Peace:
Vienna and Versailles*

THEMATIC CONNECTION:
POWER AND AUTHORITY

At the end of World War I, delegates from 32 countries met in the Paris Peace Conference at the Palace of Versailles to draw up the terms of the peace. Some 100 years earlier, European heads of government had met in Vienna to restore order and establish long-lasting peace following the Napoleonic wars. How do these two peace conferences compare? Use the information in Chapter 23 and in Chapter 29 to fill in the chart below and answer the final question.

	Congress of Vienna	Paris Peace Conference
1. Decision-makers	Representatives of five "great powers"—Prussia, Russia, Austria, Britain, and France—but primarily Metternich of Austria	
2. Goals	Prevent future French aggression, restore balance of power, restore royal families to European thrones	
3. War guilt/reparations	Fearing revenge, the victorious nations were easy on France.	
4. Military restrictions	France was allowed to keep a standing army.	
5. Territorial changes	To contain France, the weaker countries around France were strengthened; independent Switzerland, United Kingdom of Netherlands, and German Confederation were created.	
6. Legacy	Created an age of peace in Europe; diminished power of France but increased power of Britain and Prussia	

What lessons might future world leaders learn by comparing the two peace settlements?
