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GUIDED READING Marching Toward War

- **A.** Analyzing Causes and Recognizing Effects 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?

	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. Clarifying On the back of this paper, identify Kaiser Wilhelm II.







GUIDED READING Europe Plunges into War

A. Analyzing Causes and Recognizing Effects As you read this section, note the effects of each of the actions or situations (causes) listed below.

Causes	Effects
1. Russia mobilizes along the German border.	
2. Germany declares war on 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. Summarizing On the back of this paper, identify each of the following:

Schlieffen Plan Western Front Central Powers trench warfare Allies Eastern Front





GUIDED READING A Global Conflict

A. Following Chronological 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?
		4. What did this treaty accomplish?
Nov. 1917	Lenin seizes power in Russia.	
	The state of the s	
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. Clarifying On the back of this paper, define or explain:

unrestricted submarine warfare total war

rationing

propaganda

armistice



GUIDED READING A Flawed Peace

A. Analyzing Issues 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 p	eace differed from the	peace objectives of Fran	ice and Britain.
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 compromis	se, 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 o	f bitternes:	s and lo	JSS.	- 1,2-2,1 1,1-2,1 1,1-2,1			
6. Why did the United States reject the treaty?			·		-		
7. How did this rejection affect the League of Nations?							<u></u>
8. Why did many countries feel bitter and cheated as a result of the treaty?							

B. Summarizing On the back of this paper, define or identify each of the following:

Woodrow Wilson self-determination Georges Clemenceau League of Nations

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BUILDING VOCABULARY The Great War

A.	Matching Match the description in the first column. Write t				e - · . ,
	1. militarism	a.	the battlefields of	northern France in We	orld War I
	2. Western Front	b.	system in which a people can buy	government limits the	amounts of items
	3. Eastern Front	с.	Wilson's plan for World War I	achieving a just and last	ing peace after
	4. trench warfare	d.	a type of warfare from parallel tren	in which opposing armi	es fight each other
	5. propaganda	e.	a stretch of battle border in World	field along the German War I	and Russian
	6. total war	f.		ntries devote all their re	sources to the
	7. rationing	g.		g war and keeping an ar	my prepared for war
	8. Fourteen Points	0		ation designed to persua	
В.	Completion Select the ter	rm or nar	ne that best compl	etes the sentence.	
	Kaiser Wilhelm II Schlieffen Plan	armistice Woodrov		Georges Clemenceau self-determination	Treaty of Versailles League of Nations
	1. The President of the Un	ited State	s during World W	ar I was	
	2. The guiding principle be allowing people to decide			vas, at government they wisl	
	3. The	was an ir	ternational associa	ation whose goal was to	keep peace among nations.
	4. The harsh peace settleme	ent dictate	ed by the Allies at	the end of World War I v	was the
	5. An agreement to stop fig	ghting is o	alled an		
	6. The German battle strat then rushing east to figh				n the west and
C.	Writing Write a paragraph identifying the two sides u			f World War I and	
	Triple Alliance Trip	le Entent	e Central I	Powers Allies	



Na	me:	

Date	



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 wide-spread 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.

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Section 2

geography application: human-environment interaction $The\ Battle\ of\ the\ Somme$

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

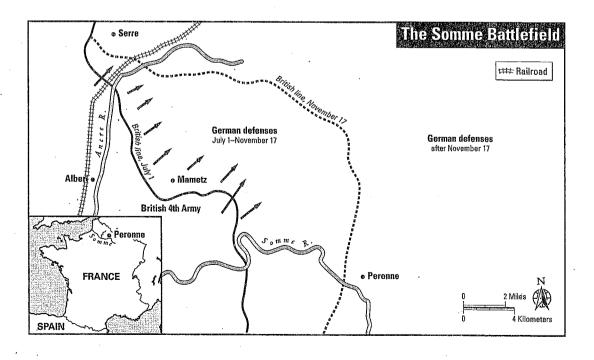
rench vacationers have long enjoyed the Somme River as it flows gently through a countryside filled with rolling hills, thick forests, and rich farmland. However, during World War I, on July 1, 1916, the British Fourth Army fought a battle against the German army that transformed this valley into a barren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

TOROTE E CONTROL PROGRAMMA AND A SECURIT OF THE SEC

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 halfmile 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.



. What	benefits might the railroad tracks give to the British Fourth Army?	
-		 -
. Expla	n how the British planned to attack the Germans at the Somme.	
<u> </u>		
. Wher	e in France was the Somme battlefield located?	
. Whiel	French city shown on the map changed back from Germany to Britain?	
6. Comp	a French city shown on the map changed back from Germany to Britain?are the July 1 and November 17 British lines. Where were the most gains against 0 made?	
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6. Comp	are the July 1 and November 17 British lines. Where were the most gains against 0 made?	Gern
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PRIMARY SOURCE

The Murder of Archduke Franz Ferdinand

by Borijove Jevtic

On June 28, 1914, Austria-Hungary's Archduke Franz Ferdinand was assassinated by Gavrilo Princip in Sarajevo, the capital of Bosnia. This excerpt from an eyewitness account by a fellow conspirator in the assassination plot explains why the attack took place, what happened during the attack, and how Princip, the 19-year-old Serbian assassin, was captured. Why did the Archduke's plan to visit Sarajevo on June 28 prompt such a violent response?

The little clipping . . . declared that the Austrian Archduke Franz Ferdinand would visit Sarajevo, the capital of Bosnia, June 28, to direct army maneuvers in the neighbouring mountains. . . .

How dared Franz Ferdinand, not only the representative of the oppressor but in his own person an arrogant tyrant, enter Sarajevo on that day? Such an entry was a studied insult.

June 28 is a date engraved deeply in the heart of every Serb. . . . It is the day on which the old Serbian kingdom was conquered by the Turks at the Battle of Amselfelde in 1389. It is also the day on which in the second Balkan War the Serbian arms took glorious revenge on the Turk for his old victory and for the years of enslavement.

That was no day for Franz Ferdinand, the new oppressor, to venture to the very doors of Serbia for a display of the force of arms which kept us beneath his heel.

Our decision was taken almost immediately. Death to the tyrant!

Then came the matter of arranging it. . . . But here Gavrilo Princip intervened. Princip is destined to go down in Serbian history as one of her greatest heroes. . . .

The fateful morning dawned. . . .

When Franz Ferdinand and his retinue . . . passed Gabrinovic . . . he threw his grenade. It hit the side of the car, but Franz Ferdinand with presence of mind threw himself back and was uninjured. Several officers riding in his attendance were injured.

The cars sped to the town hall.... After the reception in the town hall General Potiorek, the Austrian commander, pleaded with Franz Ferdinand to leave the city, as it was seething with rebellion. The archduke was persuaded to drive the shortest way out of the city and to go quickly.

The road to the maneuvers was shaped like the letter V, making a sharp turn at the bridge over the River Nilgacka. Franz Ferdinand's car . . . was forced to slow down for the turn. Here Princip had taken his stand.

As the car came abreast he stepped forward from the curb, drew his automatic pistol from his coat and fired two shots. The first struck the wife of the archduke, the Archduchess Sofia, in the abdomen. She was an expectant mother. She died instantly.

The second bullet struck the archduke close to the heart.

He uttered only one word; 'Sofia'—a call to his stricken wife. Then his head fell back and he collapsed. He died almost instantly.

The officers seized Princip. They beat him over the head with the flat of their swords. They knocked him down, they kicked him, scraped the skin from his neck with the edges of their swords, tortured him, all but killed him.

from Borijove Jevtic, "The Murder of Archduke Franz Ferdinand at Sarajevo, 28 June 1914" in the New York World, 29 June 1924. Reprinted in John Carey, ed., Eyewitness to History (New York: Avon, 1987), 441–443.

Activity Options

- 1. Recognizing Point of View Draw an editorial cartoon about the Archduke's assassination from the point of view of a Serbian nationalist or a citizen of Austria-Hungary. Display your cartoon in the classroom.
- 2. Writing for a Specific Purpose Write a newspaper headline about the assassination of Archduke Franz Ferdinand and share it with your classmates.



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PRIMARY SOURCE Poison Gas by William Pressey

During World War I, the Germans introduced the use of poison gases—chlorine, phosgene, and mustard gas—in warfare. William Pressey, a British bombardier or noncommissioned artillery officer, was gassed by the Germans at Messines Ridge on June 7, 1917. According to this excerpt from his eyewitness account, what were the effects of phosgene gas?

The had been shooting most of the night and the Germans had been hitting back with shrapnel, high explosive and gas shells. With the terrific noise and blinding flashes of gunfire, if a lull occurred for only a few minutes and you were leaning against something, you had just to close your eyes and you were asleep. Nearing daylight we were told to rest. We dived into the dugout, I pulled off my tunic [a type of military jacket] and boots and was asleep in no time at all.

I was awakened by a terrific crash. The roof came down on my chest and legs and I couldn't move anything but my head. I thought, 'So this is it, then.' I found I could hardly breathe. Then I heard voices. Other fellows with gas helmets on, looking very frightening in the half-light, were lifting timber off me and one was forcing a gas helmet on me. Even when you were all right, to wear a gas helmet was uncomfortable, your nose pinched, sucking air through a canister of chemicals. As I was already choking I remember fighting against having this helmet on.

The next thing I knew [I] was being carried on a stretcher past our officers and some distance from the guns. I heard someone ask, 'Who's that?' 'Bombardier Pressey, sir.' 'Bloody hell.' I was put into an ambulance and taken to the base, where we were placed on the stretchers side by side on the floor of a marquee [a large tent with open sides], with about twelve inches between. I suppose I resembled a kind of fish with my mouth open gasping for air. It seemed as if my lungs were gradually shutting up and my heart pounded away in my ears

like the beat of a drum. On looking at the chap next to me I felt sick, for green stuff was oozing from the side of his mouth.

To get air into my lungs was real agony and the less I got the less the pain. I dozed off for short periods but seemed to wake in a sort of panic. To ease the pain in my chest I may subconsciously have stopped breathing, until the pounding of my heart woke me up. I was always surprised when I found myself awake, for I felt sure that I would die in my sleep. So little was known about treatment for various gases, that I never had treatment for phosgene, the type I was supposed to have had. And I'm sure that the gas some of the other poor fellows had swallowed was worse than phosgene. Now and then orderlies would carry out a stretcher.

from William Pressey in Michael Moynihan, ed., *People at War 1914–1918* (David & Charles, 1973). Reprinted in John Carey, ed., *Eyewitness to History* (New York: Avon, 1987), 473–474.

Research Option

Writing Expository Paragraphs

Find out more about the use of poison gas by both the Germans and the Allies during World War I. What were the effects of different types of poison gas? How did soldiers avoid being gassed? How were victims treated? Has chemical warfare been practiced in other modern wars besides World War I? Share your findings by writing a column for a health newsletter.



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?

n 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

Analyzing Issues

- 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. *Making Predictions* 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.



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.

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 'Schl Schl' Schl'. The officials of the Protocol of

'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 écho 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 Nicholson, *Peacemaking*, 1919 (Constable, 1933). Reprinted in John Carey, ed., *Eyewitness to History* (New York: Avon, 1987), 490–492.

Discussion Questions

- 1. Clarifying Who opened and closed the meeting to sign the peace treaty?
- 2. **Summarizing** 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?



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

Erich Maria Remarque was a German novelist who fought in World War I. His novel All Quiet on the Western Front provides a vivid description of the fighting as seen through the eyes of a 19-year-old German soldier named Paul Bäumer. In the following passage, Bäumer and Stanislaus Katczinsky or "Kat," the 40-year-old leader of the group, face intense shelling and artillery fire near the front line. What impressions of fighting in World War I does this passage convey?

ist and the smoke of guns lie breast-high over the fields. The moon is shining. Along the road troops file. Their helmets gleam softly in the moonlight. The heads and the rifles stand out above the white mist, nodding heads, rocking carriers of guns.

Farther on the mist ends. Here the heads become figures; coats, trousers, and boots appear out of the mist as from a milky pool. They become a column. The column marches on, straight ahead, the figures resolve themselves into a block, individuals are no longer recognizable, the dark wedge presses onward, fantastically topped by the heads and weapons floating off on the milky pool. A column—not men at all.

Guns and munition wagons are moving along a cross-road. The backs of the horses shine in the moonlight, their movements are beautiful, they toss their heads, and their eyes gleam. The guns and the wagons float before the dim background of the moonlit landscape, the riders in their steel helmets resemble knights of a forgotten time; it is strangely beautiful and arresting.

We push on to the pioneer dump. Some of us load our shoulders with pointed and twisted iron stakes; others thrust smooth iron rods through rolls of wire and go off with them. The burdens are awkward and heavy.

The ground becomes more broken. From ahead come warnings: "Look out, deep shell-hole on the left"— "Mind. trenches"—

Our eyes peer out, our feet and our sticks feel in front of us before they take the weight of the body. Suddenly the line halts; I bump my face against the roll of wire carried by the man in front and curse.

There are some shell-smashed lorries [trucks] in the road. Another order: "Cigarettes and pipes out." We are getting near the line. In the meantime it has become pitch dark. We skirt a small wood and then have the front line immediately before us.

An uncertain, red glow spreads along the sky line from one end to the other. It is in perpetual movement, punctuated with the bursts of flame from the muzzles of the batteries. Balls of light rise up high above it, silver and red spheres which explode and rain down in showers of red, white, and green stars. French rockets go up, which unfold a silk parachute to the air and drift slowly down. They light up everything as bright as day, their light shines on us and we see our shadows sharply outlined on the ground. They hover for the space of a minute before they burn out. Immediately fresh ones shoot up to the sky, and again green, red, and blue stars.

"Bombardment," says Kat.

The thunder of the guns swells to a single heavy roar and then breaks up again into separate explosions. The dry bursts of the machine-guns rattle. Above us the air teems with invisible swift movement, with howls, pipings, and hisses. They are the smaller shells;—and amongst them, booming through the night like an organ, go the great coalboxes and the heavies. They have a hoarse, distant bellow . . . and make their way high above the howl and whistle of the smaller shells. It reminds me of flocks of wild geese when I hear them. Last autumn the wild geese flew day after day across the path of the shells.

The searchlights begin to sweep the dark sky. They slide along it like gigantic tapering rulers. One of them pauses, and quivers a little. Immediately a second is beside him, a black insect is caught between them and trys to escape—the airman. He hesitates, is blinded and falls.

At regular intervals we ram in the iron stakes. Two men hold a roll and the others spool off the barbed wire. It is that awful stuff with close-set, long spikes. I am not used to unrolling it and tear my hand.

After a few hours it is done. But there is still some time before the lorries come. Most of us lie down and sleep. I try also, but it has turned too chilly. Near to the sea one is constantly waked by the cold.

Once I fall fast asleep. Then waking suddenly with a start I do not know where I am. I see the stars, I see the rockets, and for a moment have the impression that I have fallen asleep at a garden fête. I don't know whether it is morning or evening, I lie in the

pale cradle of the twilight, and listen for soft words which will come, soft and near—am I crying? I put my hand to my eyes, it is so fantastic, am I a child? Smooth skin:—it lasts only a second, then I recognize the silhouette of Katczinsky. The old veteran, he sits quietly and smokes his pipe—a covered pipe of course. When he sees I am awake, he says:

"That gave you a fright. It was only a nose-cap, it landed in the bushes over there."

I sit up, I feel myself strangely alone. It's good Kat is there. He gazes thoughtfully at the front and

"Mighty fine fire-works if they weren't so dangerous.

One lands behind us. Two recruits jump up terrified. A couple of minutes later another comes over, nearer this time. Kat knocks out his pipe. "It makes a glow."

Then it begins in earnest. We crawl away as well as we can in our haste. The next lands fair among us. Two fellows cry out. Green rockets shoot up on the sky-line. Barrage. The mud flies high, fragments whizz past. The crack of the guns is heard long after the roar of the explosions.

Beside us lies a fair-headed recruit in utter terror. He has buried his face in his hands, his helmet has fallen off. I fish hold of it and try to put it back on his head. He looks up, pushes the helmet off and like a child creeps under my arm, his head close to my breast. The little shoulders heave. Shoulders just like Kemmerich's [a fellow soldier who is in the hospital. I let him be. So that the helmet should be of some use I stick it on his behind;—not for a jest, but out of consideration, since that is his highest part. And though there is plenty of meat there, a shot in it can be damned painful. Besides, a man

> has to lie a whole month on his belly in the hospital, and afterwards he would be almost sure to have a limp.

It's got someone pretty badly. Cries are heard between the explosions.

At last it grows quiet. The fire has lifted over us and is now dropping on the reserves. We risk a

look. Red rockets shoot up to the sky. Apparently there's an attack coming.

Where we are it is still quiet. I sit up and shake the recruit by the shoulder. "All over, kid! It's all right this time."

Activity Options

"Mighty fine fire-

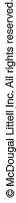
works if they

weren't so

dangerous."

- 1. Recognizing Facts and Details Make a chart to note sensory details—ones that appeal to the five senses—that bring Bäumer's experiences alive. Share your chart with a group of classmates.
- 2. Recognizing Point of View Pretend that you are Paul Bäumer. Write a letter home to your family, describing your war experiences and your state of mind. Share your letter with classmates.









LITERATURE SELECTION

"The Soldier" by Rupert Brooke "Dulce et Decorum Est" by Wilfred Owen

"The Soldier" is one of a sequence of sonnets titled 1914 by English poet Rupert Brooke, who died of blood poisoning in 1915 on his way to Gallipoli. "Dulce et Decorum Est" is a well-known poem by English poet Wilfred Owen, who served as an officer in the British infantry and was killed in combat. What impressions of World War I do these poems convey?

The Soldier

If I should die, think only this of me:
That there's some corner of a foreign field
That is for ever England. There shall be
In that rich earth a richer dust concealed;
A dust whom England bore, shaped, made
aware.

Gave, once, her flowers to love, her ways to

A body of England's, breathing English air, Washed by the rivers, blest by suns of home.

And think, this heart, all evil shed away,
A pulse in the eternal mind, no less
Gives somewhere back the thoughts by England
given;

Her sights and sounds; dreams happy as her day;

And laughter, learnt of friends; and gentleness, In hearts at peace, under an English heaven.

Rupert Brooke "The Soldier" from *The Collected Poems of Rupert Brooke* (New York: Dodd, Mead, 1915), 115.

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 tired, outstripped Five-Nines [gas shells] that dropped 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 flound'ring like a man in fire or lime. . . Dim, through the misty panes and thick green light,

As under a green sea, I saw him drowning. In all my dreams, before my helpless sight, He plunges at me, guttering, choking, drowning.

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,
Obscene as cancer, 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 [It is sweet and fitting to die for one's country].

Wilfred Owen "Dulce et Decorum Est" from *The Collected Poems of Wilfred Owen* (Chatto and Windus, Ltd., 1946). Reprinted in X.J. Kennedy, *An Introduction to Poetry* (Boston: Little, Brown, 1966), 26–27.

Research Option

Writing Expository Paragraphs Research the life of either Wilfred Owen or Rupert Brooke. Then write a biographical sketch of the poet for an anthology of poetry about World War I.

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GHANTER CONTROL OF THE PARTY OF

HISTORYMAKERS Wilhelm II

Erratic Kaiser

"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

nergetic, 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

- Analyzing Issues Do you agree with Tuchman that Wilhelm was "more restless than thorough"? Explain.
- 2. Forming Opinions Do you think Wilhelm was a good ruler? Why or why not?
- 3. *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?







Georges Clemenceau HISTORYMAKERS French Tiger

"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

ctive 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," 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. Analyzing Causes and Recognizing Effects What actions of Clemenceau later cost him support? Why?
- 3. Analyzing Motives What goals drove Clemenceau?



CONNECTIONS ACROSS TIME AND CULTURES

Planning for Peace: Vienna and Versailles



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	

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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-



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

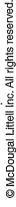
ture it as a gas by combining it with hydrogen to form ammonia. Three parts hydrogen would combine with one part nitrogen (NH₃). The problem he came across was that high temperatures, around 1200 degrees Fahrenheit, were needed to make this process work. Unfortunately, these high temperatures slowed 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. **Clarifying** What process did Fritz Haber invent?
- 2. Analyzing Causes and Recognizing Effects
 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?





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RETEACHING ACTIVITY Marching Toward War

Determining Main Ideas Complete the chart below by providing details about the events that brought Europe close to war.

Events	Details
1. The rise of nationalism	
2. The rise of militarism	
3. The rise of imperialism	
4. The alliance system	
5. Crisis in the Balkans	,
•	
6. Assassination of Archduke Franz Ferdinand and his wife	
Tranz Foramana ana mo wife	





RETEACHING ACTIVITY Europe Plunges into War

Reading Comprehension Find the name or term in the second column that best matches the description in the first column. Then write the letter of your answer(s) in the blank.

1	World War I alliance that included Great Britain, France, and Russia	A. Western Front
0	Alliance that included Germany, Austria-Hungary,	B. Triple Alliance
4	and Italy	C. Eastern Front
3	Countries that composed the Central Powers at the start of the war	D. poison gas
4	Countries that composed the Allied Powers at	E. Germany, Austria-Hunga
	the start of the war	F. trench warfare
5	The region of France that became a bloody stalemate	G. submarine
6	German battle strategy that called for a quick	H. Schlieffen Plan
	defeat of France in the west and then attacking Russia in the east	I. Triple Entente
7	Battle strategy in which soldiers fought from deep	J. Great Britain, France,
	pits dug into the earth	and Russia
8	. New warship introduced by the Germans that used underwater missiles	
9	. Stretch of battlefield along the German and Russian border	
10	. New weapon that caused blindness, blisters, and choking	



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RETEACHING ACTIVITY A Global Conflict

Making Inferences Below are some general statements about the escalation of World War I. Read each statement. Then supply details from the section to support it.

1.	As the war went on, all the Great Powers looked for allies beyond Europe.
	ab.
2.	The Gallipoli campaign was an Allied attempt to secure the Dardanelles, the gateway to Constantinople.
	a
3.	b The German policy of unrestricted submarine warfare shifted the focus
	of the war to the sea.
	ab
4.	The Zimmermann Note was the final straw that brought the United States into the war.
یم	ab
ъ.	Other nations, including France, supported a policy of assimilation. a
6.	b World War I became a total war.
	ab.
7.	Another enemy—influenza—afflicted both sides of the conflict. a
	b
ŏ,	Governments used propaganda to influence public opinion toward the war. a

Name	3

Date	•	





RETEACHING ACTIVITY A Flawed Peace

Sentence Completion Select the name or term that best completes the sentence. Write the name or term in the blank.

	Fourteen Points Great Britain	Austria-Hungary mandates	war guilt clause Ottoman
	League of Nations Finland Georges Clemenceau	Palace of Versailles Germany United Nations	Woodrow Wilson
1.	Location of meetings to dete	ermine conditions of peace	e after World War I:
2.	Represented the United Stat	tes at the Paris Peace Con	ference:
3.	Represented France at the I	Paris Peace Conference:	
4.	Wilson's proposal for achievi	ng a just and lasting peace	?:
	Proposed international asses	viation whose job would be	e to keep peace among nations:
5.	Troposed international assoc		
		es that placed responsibili	ty for the war solely on Germany:
6.	Part of the Treaty of Versaille	es that placed responsibili	ty for the war solely on Germany:
 7. 	Part of the Treaty of Versaille	es that placed responsibili Czechoslovakia, and Yugo	ty for the war solely on Germany:



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