

Focus Question: What were the long-range and immediate causes of World War I?

Long-Term Causes	Explanation	Visual Image
M		
A		
I		
N		

Short-Term Causes:

- What was the “spark” that started WWI?

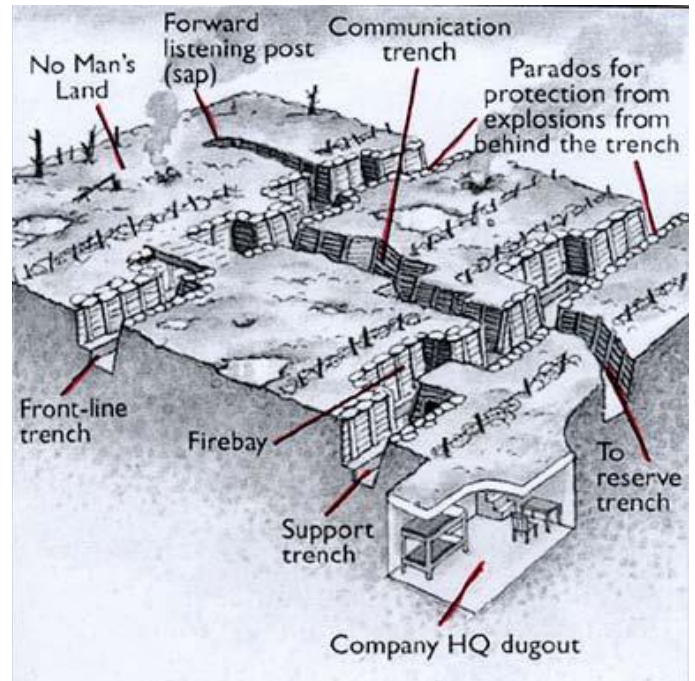
- How did the following powers respond to the “spark”?
 - Austria:
 - Germany:
 - Russia:
 - France & Britain:

- What role did the alliances play in the beginning of the war?

Focus Question: What did the belligerents expect at the beginning of World War I, and why did the course of the war turn out to be so different from their expectations?

Western Front:

- ❑ **Schlieffen Plan:** German plan to invade France through Belgium, defeat France quickly (6 weeks) by sweeping around Paris, and then move to the east to defeat Russia
- ❑ **Battle of the Marne** (Sept. 1914): After Germans came within sight of Paris, French and British forces pushed German forces back. Led by General Joseph Joffre
- ❑ **Trench warfare** developed after Battle of the Marne; lasted four bloody years
 - ❑ 1916: **Battle of Verdun** and **Battle of the Somme;** horrific casualties; neither side could break through
 - ❑ **Erich Remarque's *All Quiet on the Western Front* (1929)** illustrated horrific trench warfare.
- ❑ List the technological advancements in WWI:



Trench Warfare:

- Why did WWI in the west turn into trench warfare?

Photo Analysis: Analyze the photos provided in class. What do they tell us about trench warfare? What was it like to fight and live in the trenches?

Photo 1:

Photo 2:

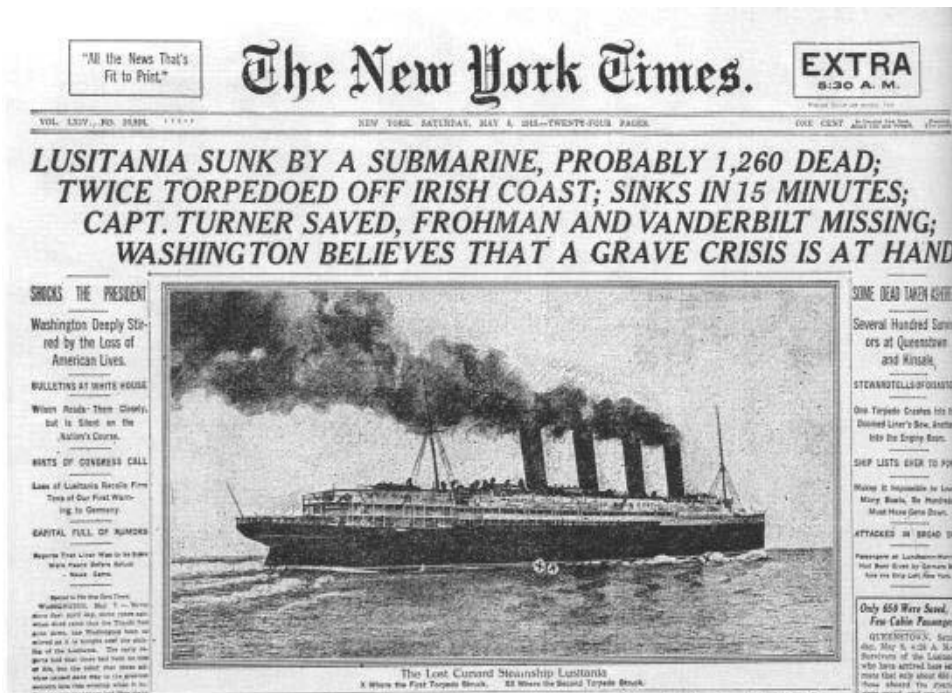
DVD Clip Analysis: As you view the clip on trench warfare, note what life was like in the trenches. List 3-5 examples.

British and Allied Naval Blockade:

- Goal was to strangle Central Powers
- Starting in 1914, used superior fleet & sea mines to cut Central Powers off from overseas trade and caused Germany to lose control of its colonial empire.
- Germany responded by sinking Allied vessels
 - Lusitania**, 1915: U-boats sank passenger liner killing 1,200 including 139 Americans
 - Germany began **unrestricted submarine warfare** in 1917 sinking all ships with its **U-boats**
 - Most important reason for U.S. entry into the war

Interactive Notes:

What impact did unrestricted warfare have on WWI? On US's entry into the war?



“Total War”:

- Involved mass civilian populations in the war effort
- Massive conscription drafted most able-bodied men in their youth
- News was censored; propaganda lionized the men at the front and dehumanized the enemy
- Economic production was focused on the war effort
- Women replaced male factory workers who were now fighting the war
- Changing attitudes about women resulted in increased rights after the war (Britain, Germany, Austria and U.S.)
- Rationing of food and scarce commodities was instituted.
- People financed the war by buying bonds.
- Each side aimed at “starving out” the enemy by cutting off vital supplies to the civilian population.

***The Girls with the Yellow Hands* Clip Analysis**

1. What were the dangers women faced while working in the factories? List 2-3 examples.
2. Why were they called *canaries*?
3. What did women *gain* by working in the factories? What motivated women to work in the factories?

***Women in the Factories* (pg 779)**

1. What did Naomi Loughnan learn about men and lower-class women while working in the munitions factory?
2. What did she learn about herself?
3. What can one conclude about the effects of total war on European women?

Political Cartoon Analysis: Analyze the political cartoon of a female munitions worker on page 780.

1. How is the woman worker portrayed in the cartoon?
2. What is shown in the backdrop?
3. Do you think posters like these would have motivated women to work in munitions factories?

Women in the Factories

DURING WORLD WAR I, WOMEN were called on to assume new job responsibilities, including factory work. In this selection, Naomi Loughnan, a young, upper-middle-class woman, describes the experiences in a munitions plant that considerably broadened her perspective on life.

Naomi Loughnan, "Munition Work"

We little thought when we first put on our overalls and caps and enlisted in the Munition Army how much more inspiring our life was to be than we had dared to hope. Though we munition workers sacrifice our ease we gain a life worth living. Our long days are filled with interest, and with the zest of doing work for our country in the grand cause of Freedom. As we handle the weapons of war we are learning great lessons of life. In the busy, noisy workshops we come face to face with every kind of class, and each one of these classes has something to learn from the others. . . .

Engineering mankind is possessed of the unshakable opinion that no woman can have the mechanical sense. If one of us asks humbly why such and such an alteration is not made to prevent this or that drawback to a machine, she is told, with a superior smile, that a man has worked her machine before her for years, and that therefore if there were any improvement possible it would have been made. As long as we do exactly what we are told and do not attempt to use our brains, we give entire satisfaction, and are treated as nice, good children. Any swerving from the easy path prepared for us by our males arouses the most scathing contempt in their manly bosoms. . . . Women have, however, proved that their entry into the munition world has increased the output.

Employers who forget things personal in their patriotic desire for large results are enthusiastic over the success of women in the shops. But their workmen have to be handled with the utmost tenderness and caution lest they should actually imagine it was being suggested that women could do their work equally well, given equal conditions of training—at least where muscle is not the driving force. . . .

The coming of the mixed classes of women into the factory is slowly but surely having an educative effect upon the men. "Language" is almost unconsciously becoming subdued. There are fiery exceptions who make our hair stand up on end under our close-fitting caps, but a sharp rebuke or a look of horror will often straighten out the most savage. . . . It is grievous to hear the girls also swearing and using disgusting language. Shoulder to shoulder with the children of the slums, the upper classes are having their eyes opened at last to the awful conditions among which their sisters have dwelt. Foul language, immorality, and many other evils are but the natural outcome of overcrowding and bitter poverty. . . . Sometimes disgust will overcome us, but we are learning with painful clarity that the fault is not theirs whose actions disgust us, but must be placed to the discredit of those other classes who have allowed the continued existence of conditions which generate the things from which we shrink appalled.



What did Naomi Loughnan learn about men and lower-class women while working in the munitions factory? What did she learn about herself? What can one conclude about the effects of total war on European women?

Source: From "Munition Work" by Naomi Loughnan, in *Women War Workers*, edited by Gilbert Stone (London: George Harrap and Company, 1917), pp. 25, 35–38.



AP European History - Chapter 25 World War I

Class Notes & Critical Thinking

Diplomacy During the War:

- 1915: Neutral Italy entered the war against the Central Powers (its former allies) with the promise of *Italia Irredenta* ("unredeemed Italy") and some German colonies and Turkish territories.
- Zimmerman Note: Germany proposed an alliance with Mexico; would return most of southwestern U.S. to Mexico if Central Powers won.



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SOME PROMISE!

April 1917

- Balfour Note (1917) Arabs & Jews in Palestine promised autonomy if they joined the Allies.
 - Britain declared sympathy for idea of Jewish homeland in Palestine.
 - New policy seemed to contradict British support for Arab nationalism.

Eastern Front:

- General Von Hindenberg & General Von Ludendorf defeated invading Russia armies at Tannenburg, turned the tide of the war in the East
- Gallipoli Campaign: British and Australian forces failed to take Dardanelles as a step toward taking Constantinople and defeating the Turks
- Treaty of Brest-Litovsk (Dec. 1917): Lenin took Russia out of the war but forced to give Germans 1/4 of Russian territory
- T.E. Lawrence (Lawrence of Arabia): scored major victories in the middle east to weaken the Turks

Critical Thinking: What past events contributed to the Italians feeling "unredeemed" or left out?

What do you think will be the US's response to this?

Can you think of any long-term consequences of this?

Where was most of the Eastern Front fought?

Focus Questions: What were the cause of the Russian Revolution of 1917, and why did the Bolsheviks prevail in the civil war and gain control of Russia?



Nicholas II (1868-1918):

- Last of the Romanov dynasty; poor leader

Causes of the Revolution:

- Russia in a perpetual state of crisis
- Russo-Japanese war, Revolution of 1905, staggering economic problems
- WWI & Massive Russian casualties
- Food shortages

March Revolution:

- Overthrew the tsar and instituted the **Provisional Government**
- Revolution started by women rioting for bread in Petrograd; workers and soldiers joined in
- Duma responded by declaring a provisional gov't on March 12, 1917.
- Provisional gov't wanted to continue the war; Soviets control the army
- Alexander Kerensky**
 - Becomes leader of the Provisional Gov't
 - Implements liberal program: equality before the law; freedom of religion, speech, and assembly; right of unions to organize & strike; election of local officials; 8-hr work day
 - Rejects social revolution: doesn't confiscate large landholdings and give them to peasants
 - Army Order #1 = anarchy
- Kerensky's refusal to end the war and prevent anarchy leads to fall of Provisional Gov't

Critical Thinking:

What could have been done differently in WWI in Russia that could have prevented a revolution?

Which of Kerensky's mistakes was the biggest & will lead to his demise?

Rise of Vladimir I. Lenin:

- April 1917 Germany arranged for Lenin to be transported back to Russia; hoped to get Russia out of war
- "**April Theses**": Lenin rejected all cooperation with the "bourgeois" provisional gov't
- Called for a "Socialist revolution" and establishment of a Soviet republic
- Nationalization of banks and landed estates
- "All Power to the Soviets"; "All Land to the Peasants"



November Revolution:

- Politburo formed to organize revolution: includes Lenin, Trotsky, Stalin, Zinoviev, Kamenev, Bukharin
- Leon Trotsky**, leader of the **Petrograd Soviet** (the Red Army), led Soviet overthrow and arrest of the provisional gov't
- Resulted in a **communist** dictatorship
- New elections: Bolsheviks lost (only 25% of vote) but overthrew new gov't with Red Army
- Lenin: "**Peace, Land, Bread**"
- Lenin gave land to peasants (although peasants already took it, like French Revolution)
- Lenin gave direct control of individual factories by local workers' committees.
- Signed **Treaty of Brest-Litovsk** in March 1918 to take Russia out of WWI
- Bolsheviks renamed "**communists**"
- These actions lead to opposition to Bolsheviks and the Russian Civil War

Russian Civil War:

- Reds** (Bolsheviks) vs "**Whites**" (included officers of old army, and 18 groups proclaiming themselves the real gov't of Russia--had no leader to unify them)
- Summer 1918: Allies sent troops to help "Whites" (Archangel Expedition; Siberia)
 - Allies "unknown war" against Russia:
 - Sought to prevent Bolshevik victory during Russian civil war by invading from Murmansk
- By 1921, the communists had defeated their opponents
- Communists extremely well organized (Trotsky); Whites were poorly organized
- "**war communism**": Bolsheviks mobilized the home front for the civil war
 - Applied "total war" concept to a civil war
- Cheka**: Secret police formed to hunt down and execute thousands of real or supposed opponents, such as the tsar and his family and other "class enemies."

Results of the Russian Revolution:

- Costs: 15 million dead, economy ruined, international trade gone, millions of workers fled
- Creation of world's first communist society: one of *the* monumental events of 20th century

Timeline: Construct a timeline with the important events of the March and October revolutions and the Civil War.

Focus Questions: What were the objectives of the chief participants at the Paris Peace Conference of 1919, and how closely did the final settlement reflect these objectives?

OPPOSING VIEWPOINTS

Three Voices of Peacemaking

WHEN THE ALLIED POWERS MET in Paris in January 1919, it soon became apparent that the victors had different opinions on the kind of peace they expected. The first selection is a series of excerpts from the speeches of Woodrow Wilson in which the American president presented his idealistic goals for a peace based on justice and reconciliation.

The French leader Georges Clemenceau had a vision of peacemaking quite different from that of Woodrow Wilson. The French sought revenge and security. In the selection from his book *Grandeur and Misery of Victory*, Clemenceau revealed his fundamental dislike and distrust of Germany.

Yet a third voice of peacemaking was heard in Paris in 1919, although not at the peace conference. W. E. B. Du Bois (doo BOISS), an African American writer and activist, had organized the Pan-African Congress to meet in Paris during the sessions of the Paris Peace Conference. The goal of the Pan-African Congress was to present a series of resolutions that promoted the cause of Africans and people of African descent. As can be seen in the selection presented here, the resolutions did not call for immediate independence for African nations.

Woodrow Wilson, Speeches

May 26, 1917

We are fighting for the liberty, the self-government, and the undictated development of all peoples, and every feature of the settlement that concludes this war must be conceived and executed for that purpose. Wrongs must first be righted and then adequate safeguards must be created to prevent their being committed again. . . .

No people must be forced under sovereignty under which it does not wish to live. No territory must change hands except for the purpose of securing those who inhabit it a fair chance of life and liberty. No indemnities must be insisted on except those that constitute payment for manifest wrongs done. No readjustments of power must be made except such as will tend to secure the future peace of the world and the future welfare and happiness of its peoples.

And then the free peoples of the world must draw together in some common covenant, some genuine and practical cooperation that will in effect combine their force to secure peace and justice in the dealings of nations with one another.

April 6, 1918

We are ready, whenever the final reckoning is made, to be just to the German people, deal fairly with the German power, as with all others. There can be no difference between peoples in the final judgment, if it is indeed to be a righteous

judgment. To propose anything but justice, even-handed and dispassionate justice, to Germany at any time, whatever the outcome of the war, would be to renounce and dishonor our own cause. For we ask nothing that we are not willing to accord.

January 3, 1919

Our task at Paris is to organize the friendship of the world, to see to it that all the moral forces that make for right and justice and liberty are united and are given a vital organization to which the peoples of the world will readily and gladly respond. In other words, our task is no less colossal than this, to set up a new international psychology, to have a new atmosphere.

Georges Clemenceau, *Grandeur and Misery of Victory*

War and peace, with their strong contrasts, alternate against a common background. For the catastrophe of 1914 the Germans are responsible. Only a professional liar would deny this. . . .

What after all is this war, prepared, undertaken, and waged by the German people, who flung aside every scruple of conscience to let it loose, hoping for a peace of enslavement under the yoke of a militarism, destructive of all human dignity? It is simply the continuance, the recrudescence, of those never-ending acts of violence by which the first savage tribes carried out their depredations with all the resources of barbarism. . . .

I have sometimes penetrated into the sacred cave of the Germanic cult, which is, as every one knows, the *Bierhaus* [beer hall]. A great aisle of massive humanity where there accumulate, amid the fumes of tobacco and beer, the popular rumblings of a nationalism upheld by the sonorous brasses blaring to the heavens the supreme voice of Germany, *Deutschland über alles! Germany above everything!* Men, women, and children, all petrified in reverence before the divine stoneware pot, brows furrowed with irrepressible power, eyes lost in a dream of infinity, mouths twisted by the intensity of willpower, drink in long draughts the celestial hope of vague expectations. These only remain to be realized presently when the chief marked out by Destiny shall have given the word. There you have the ultimate framework of an old but childish race.

Pan-African Congress

Resolved

That the Allied and Associated Powers establish a code of law for the international protection of the natives of Africa. . . .

(continued)

Opposing Viewpoints continued)
 The Negroes of the world demand that hereafter the natives of Africa and the peoples of African descent be governed according to the following principles:

1. The Land: the land and its natural resources shall be held in trust for the natives and at all times they shall have effective ownership of as much land as they can profitably develop. . . .
3. Labor: slavery and corporal punishment shall be abolished and forced labor except in punishment for crime. . . .
5. The State: the natives of Africa must have the right to participate in the government as fast as their development permits, in conformity with the principle that the government exists for the natives, and not the natives for the government.

Q *How did the peacemaking aims of Wilson and Clemenceau differ? How did their different views affect the deliberations of the Paris Peace Conference and the nature of the final peace settlement? How and why did the views of the Pan-African Congress differ from those of Wilson and Clemenceau?*

Sources: Woodrow Wilson, *Speeches*. From Woodrow Wilson, *Speeches*, May 26, 1917; April 6, 1918; January 3, 1919. Georges Clemenceau, *Grandeur and Misery of Victory*. From Georges Clemenceau, *Grandeur and Misery of Victory* (New York: Harcourt, 1930), pp. 105, 107, 280. Pan-African Congress. Excerpts from Resolution from the Pan-African Congress, Paris, 1919.

1. How did the peacemaking aims of Wilson and Clemenceau differ?
2. How did their different views affect the deliberations of the Paris Peace Conference and the nature of the final peace settlement?
3. How and why did the views of the Pan-African Congress differ from those of Wilson and Clemenceau?

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Class Notes & Critical Thinking

Wilson's 14 Points (Jan. 1918):

- Plan to end the war along liberal, democratic lines
- Provisions:
 - Abolish secret treaties
 - Freedom of the seas
 - Remove economic barriers (e.g. tariffs)
 - Reduction of armament burdens
 - Promise of independence (“self-determination”) to oppressed minority groups (e.g. Poles, Czechs), millions of which lived in Germany and Austria-Hungary.
 - Adjustment of colonial claims in interests of both native peoples and colonizers
 - German evacuation of Russia; restoration of Belgium; return of Alsace-Lorraine to France; evacuation and restoration of the Balkans; return of Schleswig to Denmark
 - Adjustment of Italy's borders along ethnic lines.
 - Autonomy for non-Turkish parts of the Turkish Empire.
 - 14th point: International organization to supply collective security
 - Foreshadowed League of Nations

End of the War:

- Argonne offensive (spring 1918: Germans transferred divisions from east (after defeating Russia) to the western front and mounted a massive offensive.
- U.S. entered war in time to help stop the German offensive
- Central Powers sought peace based on 14 Points (believing they would get fair treatment)
- Germany and Austria-Hungary wracked with revolution
- Austria surrendered on Nov. 3, 1918
- Germany surrendered on Nov. 11; Wilhelm II abdicated and fled to Holland

Critical Thinking:

In the left-hand column and beside each of Wilson's 14 points, mark which MAIN causes of WWI the point was a solution for.

Why do you suppose France and Britain were unwilling to accept the first 13 points?

What was the significance of the Treaty of Brest-Litovsk for Germany? For Britain and France?

Why didn't Germany win the war after Russia left and only had to fight a 1 front war?

Paris Peace Conference, 1919: Palace of Versailles

- ❑ Big Four: Lloyd George (Br.), Clemenceau (Fr.), Wilson (US), Orlando (It)
- ❑ Central powers excluded from negotiations; France concerned with its future security
- ❑ Italy left the conference angry it would not get some territories promised in 1915

Versailles Treaty, 1919

- ❑ **Mandates** for former colonies and territories of the Central Powers
- ❑ **Article 231**: placed sole blame for war on Germany; Germany would be severely punished
- ❑ Germany forced to pay huge reparations to Britain and France
- ❑ German army and navy severely reduced
- ❑ Rhineland would be demilitarized; Saar coal mines taken over by France
- ❑ Germany lost all its colonies
- ❑ **League of Nations**: U.S. Senate failed to ratify resulting in U.S. isolationism



Results of WWI:

- ❑ Massive casualties: 10 million soldiers dead; 10 million civilians dead, many from influenza epidemic; 15 million died in Russian Revolution
- ❑ End to political dynasties
 - Hapsburg dynasty removed in Austria (had lasted 500 years)
 - Romanov dynasty removed in Russia (had lasted 300 years)
 - Hohenzollern dynasty removed in Germany (had lasted 300 years)
 - Ottoman Empire destroyed (lasted 500 years)
- ❑ Political map of Europe redrawn: creation of Poland, Czechoslovakia, Hungary and Yugoslavia
- ❑ Germany split in two by Polish corridor (East Prussia separated from rest of Germany)
- ❑ Russian Revolution resulted in world's first communist country

Countries	Total Mobilized	Killed & Died	Wounded	Prisoners & Missing	Total Casualties	Casualties % of Mobilized
Allied Powers						
Russia	12,000,000	1,700,000	4,950,000	2,500,000	9,150,000	76.3
France	8,410,000	1,357,800	4,266,000	537,000	6,160,800	76.3
British Empire	8,904,467	908,371	2,090,212	191,652	3,190,235	35.8
Italy	5,615,000	650,000	947,000	600,000	2,197,000	39.1
United States	4,355,000	126,000	234,300	4,500	364,800	8.2
Japan	800,000	300	907	3	1,210	0.2
Romania	750,000	335,706	120,000	80,000	535,706	71.4
Serbia	707,343	45,000	133,148	152,958	331,106	46.8
Belgium	267,000	13,716	44,686	34,659	93,061	34.9
Greece	230,000	5,000	21,000	1,000	17,000	11.7
Portugal	100,000	7,222	13,751	12,318	33,291	33.3
Montenegro	50,000	3,000	10,000	7,000	20,000	40.0
Total	42,188,810	5,152,115	12,831,004	4,121,090	22,104,209	52.3
Central Powers						
Germany	11,000,000	1,773,700	4,216,058	1,152,800	7,142,558	64.9
Austria-Hungary	7,800,000	1,200,000	3,620,000	2,200,000	7,020,000	90.0
Turkey	2,850,000	325,000	400,000	250,000	975,000	34.2
Bulgaria	1,200,000	87,500	152,390	27,029	266,919	22.2
Total	22,850,000	3,386,200	8,388,448	3,629,829	15,404,477	67.4
Grand Total	65,038,810	8,538,315	21,219,452	7,750,919	37,508,686	57.6

Impact of WWI: From the list of the results of WWI, which 3 do you think will have the most impact for the decades to come? Why?