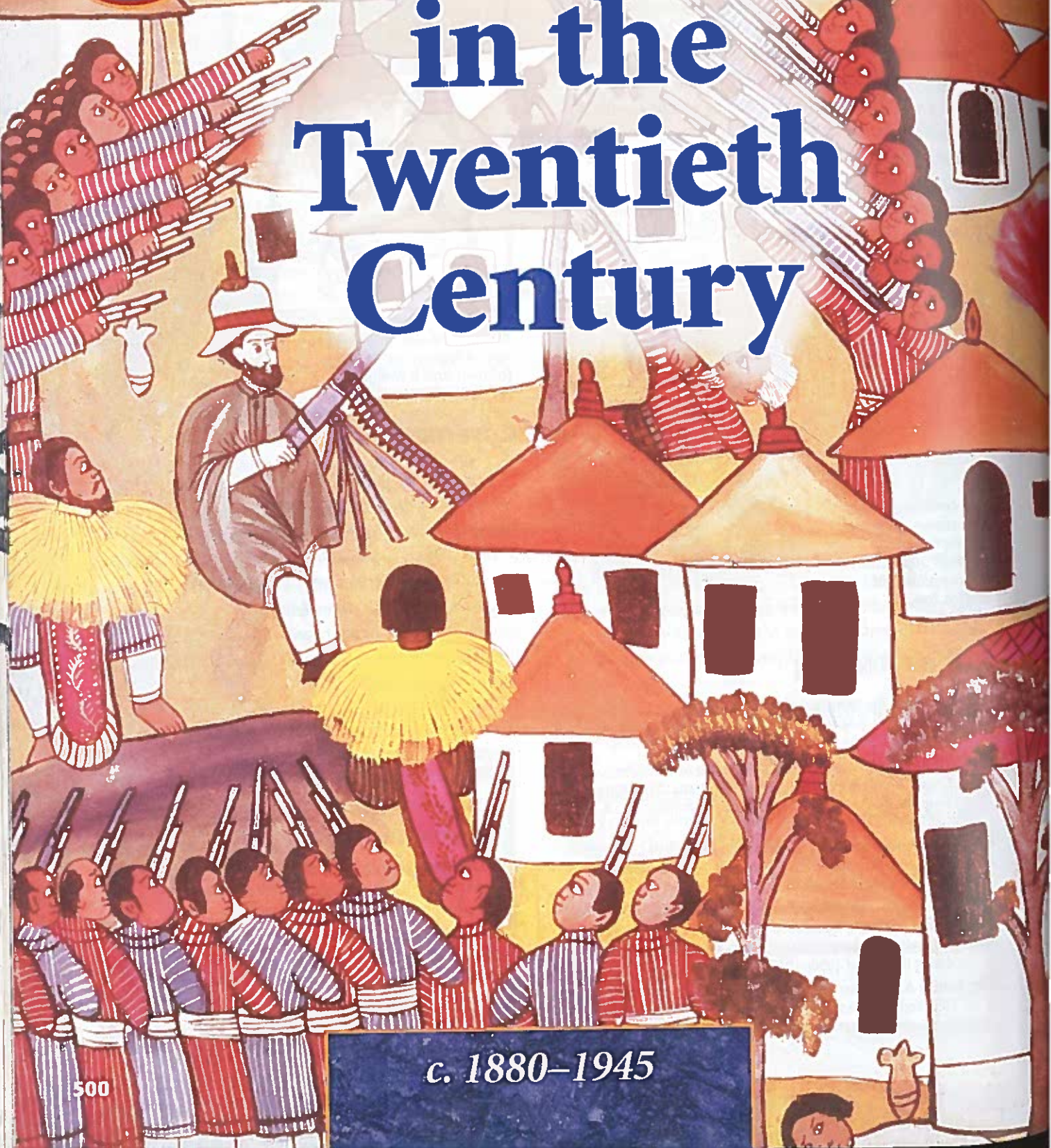


UNIT

5

# World War in the Twentieth Century



c. 1880–1945



## CHAPTER 18

### World War I and the Russian Revolution

c. 1880–1920

## CHAPTER 19

### The Great Depression and the Rise of Totalitarianism

1919–1936

## CHAPTER 20

### Nationalist Movements Around the World

1898–1938

## CHAPTER 21

### World War II

1921–1945

#### Main Events

- World War I and the Russian Revolution occur
- The Great Depression affects countries around the globe
- New political forces emerge in Europe, Africa, Asia, and Latin America
- World War II and the Holocaust occur

#### Main Ideas

- What were the causes of World War I?
- What was the Russian Revolution?
- Why did the Great Depression occur?
- What is a totalitarian form of government?
- What political changes took place in Asia, Africa, and Latin America?
- What were the causes of World War II?
- What was the Holocaust?

*World Wars I and II affected the entire populations of the countries involved. These two posters from 1943 encouraged American women to work in industries that would help the war effort.*

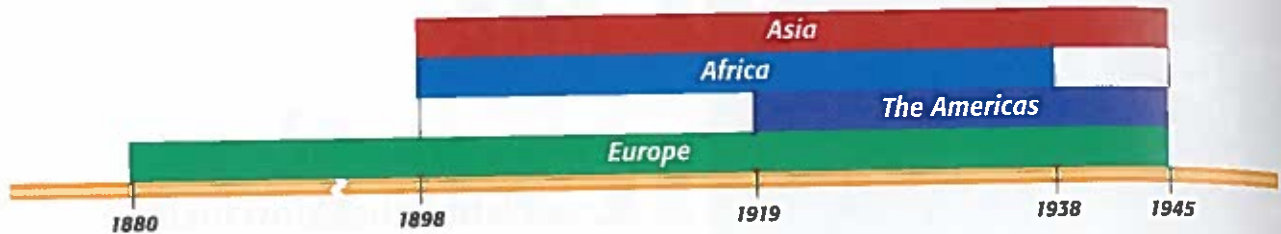


*Fascist Italy used aircraft and other modern weapons to invade Ethiopia during the mid-1930s.*

# CROSS-CULTURAL CONNECTIONS

## Focus On: Global Relations

**Main Idea** How did conflicts between countries lead to two world wars? Relations between countries during the late 1800s and early 1900s were marked by distrust, hostility, and war. Internal conflicts also plagued many nations, as various groups struggled to control national governments. In some places, new political forces arose that worsened, rather than strengthened, relations with other nations. This led to more international conflicts.



World War I in Europe, 1914–1918

**World War I** In 1914 Europe exploded into a war of unprecedented devastation and fearsome new weapons. The effects of poison gas, illustrated in this painting by John Singer Sargent, indicated a new level of brutality. It affected not only soldiers on the front but also civilians, who were bombed from the air. In addition, the production of new weapons required the output of factories in industrial nations throughout the world. The devastation caused by these weapons affected postwar economic recovery.

**The Great Depression** The financial collapse of the Great Depression was a global crisis that shattered national economies and brought hardship to millions. Nations and markets around the world experienced drastically reduced banking, manufacturing, and commercial activity and consumer spending. Unemployment became widespread. Some countries sought to help their citizens by providing government-supported jobs, food, and other essentials, but many of these programs did little to correct the basic economic causes of the depression. Soup kitchens and breadlines became common sights in many industrialized nations, such as Austria, where this busy kitchen served people from all walks of life and all social levels.

The Great Depression, 1929–1939



**Expansion in Africa** The Italian fascist dictator Benito Mussolini believed overseas expansion could ease his country's economic problems during the Great Depression. Mussolini's expansionist plans led to a dispute between Italy and Ethiopia in 1934. One year later, Italy invaded the poorly armed country and defeated its army. This photograph shows Ethiopia's Emperor Haile Selassie seated in the center, surrounded by Ethiopian dignitaries and supporters. In 1936 Selassie went into exile in England, where he began planning a campaign with the British to defeat the Italians. He and the Allies accomplished this goal in 1942 when Selassie returned to power.



*Ethiopia, 1934–1942*

*Fascist dictators Benito Mussolini (left) and Adolf Hitler (right) formed a partnership called the Rome-Berlin Axis.*



### *World War II in the Pacific, 1939–1945*



**World War II** The war continued in the Pacific after it had ended in Europe. The capture of Iwo Jima by U.S. Marines, memorialized in the sculpture shown here, followed some of the most intense fighting of the war. The war ended less than six months later, but its effects would shape the future of the world. World War II was not only the most destructive war in history, but it also marked the beginning of the nuclear age.

## ***Why It Matters Today***

The hostilities that provoked World War I led to future wars. They also helped spark a revolution, a push for overseas empires, and the redrawing of boundaries that affected peoples throughout the world. Global relations are still affected by these events. **What current international conflicts still threaten global security?**

CHAPTER

18

c. 1880–1920

# World War I and the Russian Revolution



*Impressionist painting by French artist Edgar Degas*

**1884**  
**Science and Technology**  
The modern machine gun is invented.

**1891**  
**Science and Technology**  
Construction begins on the Trans-Siberian railroad.

**1900**  
**Daily Life**  
The "Cake Walk" becomes a popular dance.

1880

**1882**  
**Politics**  
The Triple Alliance affects the balance of power in Europe.

**1882**  
**Global Events**  
The British occupy Cairo, Egypt.

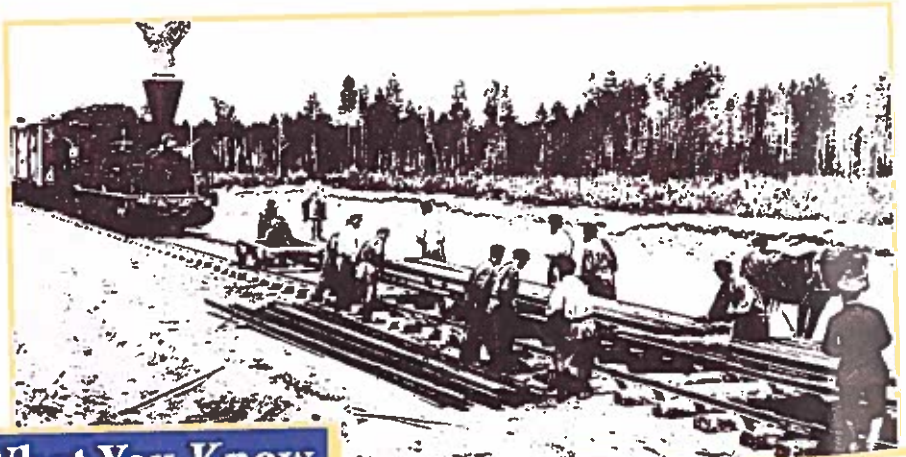
1890

**1886**  
**The Arts**  
The eighth impressionist art exhibition opens in Paris.

**1895**  
**The Arts**  
Pyotr Ilich Tchaikovsky's *Swan Lake* is performed in St. Petersburg.

1900

*Workers building a section of the central Siberian railway*



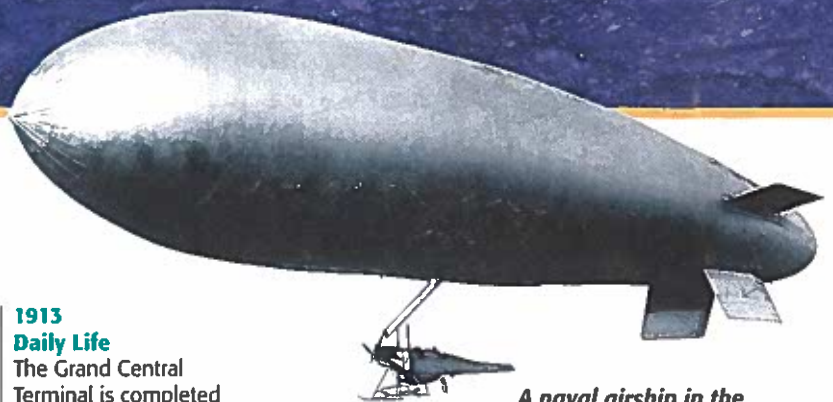
## Build on What You Know

Tensions among the world's advanced industrialized powers increased rapidly during the last half of the 1800s. These nations sought new sources of raw materials for their growing industries and competed with one another for control of overseas markets. In some cases competition among the industrialized powers reached the point of military threats and confrontations. Tension was particularly high in Europe, where major nations such as Great Britain, France, and Germany vigorously pursued economic expansion. In this chapter, you will learn about how these developments led to a global war and to great social changes.

Artist's conception of Grand Central Terminal, New York



**1908**  
**Global Events**  
Austria-Hungary annexes Bosnia and Herzegovina.



A naval airship in the Dardanelles, World War I

**1913**  
**Daily Life**  
The Grand Central Terminal is completed in New York.

**1913**  
**Business and Finance**  
Henry Ford's assembly line makes the Model T.

**1915**  
**Science and Technology**  
Germany becomes the first nation to use poison gas in a war.

**1918**  
**Global Events**  
Millions die of influenza in America, Europe, and Asia.

**1920**  
**Politics**  
The League of Nations holds its first meeting.

**1920**  
**Daily Life**  
Women win the right to vote in the United States.

**1910**

**1905**  
**Global Events**  
Japan wins the Russo-Japanese War.

German U-boat poster from World War I



**1920**

**1919**  
**Politics**  
The major powers sign the Treaty of Versailles.

**1917**  
**Global Events**  
The Russian Revolution begins.

Women vote in the United States, c. 1920.

**1914**  
**Global Events**  
World War I begins in Europe.

**1914**  
**Science and Technology**  
Germans introduce submarine warfare.

**1913**  
**The Arts**  
Charlie Chaplin begins making movies.



**What's Your Opinion?**



Do you agree or disagree with the following statements? Support your point of view in your journal.

**Government** Every ethnic group, no matter how small, should have its own independent government.

**Global Relations** No group of nations should have the right to tell another country what it can and cannot do.

**Economy** A nation's government should control the production and distribution of goods within that nation.

# Setting the Stage for War

## READ TO DISCOVER

- 1 Why did rivalries increase among European nations?
- 2 What military alliances existed at the beginning of World War I? How did they change by late 1915?
- 3 Why were the Balkans a "powder keg"?

## DEFINE

militarism  
mobilize  
ultimatum  
belligerents

## IDENTIFY

Triple Alliance  
Triple Entente  
Balkan "powder keg"  
Francis Ferdinand

## WHY IT MATTERS TODAY

The Balkans continue to be an area of major conflict. Use [CNN.com](#) or other **current event** sources to investigate how international military involvement has been used to keep the peace there recently. Record your findings in your journal.

[CNN.com](#)  
News.com

### The Main Idea

In the late 1800s and early 1900s, conflicting interests in Europe set the stage for war.

**The Story Continues** *European monarchs came together in 1910 for the funeral of the king of England. This unity, however, would soon be shattered by rivalry. "So gorgeous was the spectacle . . . when nine kings rode in the funeral of Edward VII of England . . . Together they represented seventy nations in the greatest assemblage of royalty and rank ever gathered in one place and, of its kind, the last."*

## Nationalism, Imperialism, and Militarism

For a time after the Congress of Vienna in 1815, relations among European countries were relatively harmonious. Beginning in the mid-1800s, however, cooperation broke down. Growing rivalries were especially keen in the Balkan region of Europe and in the competition for overseas colonies. By the early 1900s the great powers of Europe were plunging toward war. Four factors fueled this: nationalism, imperialism, militarism, and the system of alliances.

Nationalism in Europe had emerged in the 1800s as various ethnic groups tried to gain more political unity. This desire was an explosive one in a Europe where several nationalities were often ruled by a single regime. The European imperialist states had already come close to war as they competed for control of Africa, Asia, and other parts of the world.

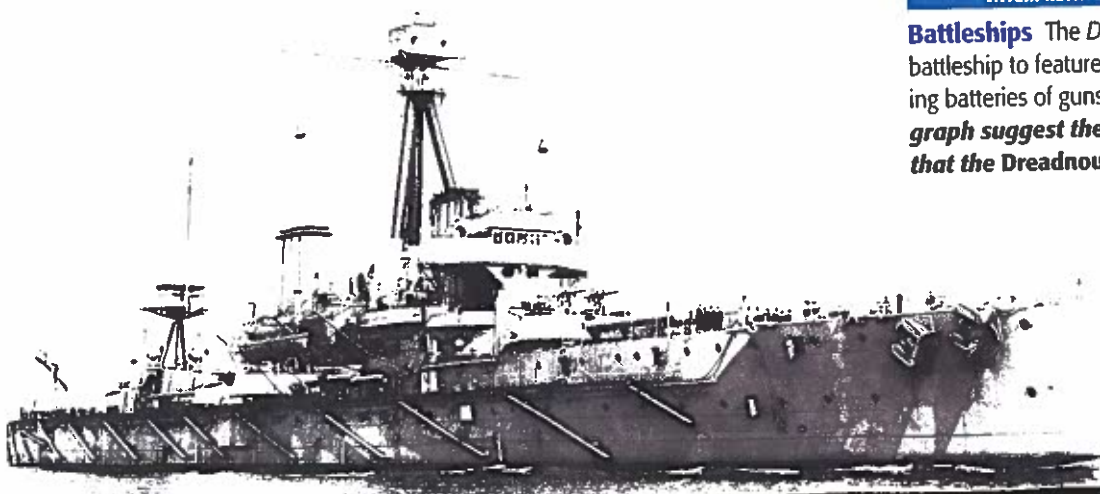
The glorification of armed strength, or **militarism**, was very important to many European leaders before World War I. They believed they could achieve their goals through the threat or use of force. By the late 1800s European nations had built large, well-trained armies. If one nation were to **mobilize**, or prepare its army for war, other nations would mobilize in self-defense.

As rivalries among European nations grew, armies also grew. In the 1890s Germany began enlarging its navy to rival Great Britain's. In 1906 Great Britain launched the *Dreadnought*, the world's first modern battleship. Germany rushed to build similar ships.

✓ **READING CHECK: Making Generalizations** How did militarism grow out of the conflicts among European nations?

## INTERPRETING THE VISUAL RECORD

**Battleships** The *Dreadnought* was the first battleship to feature turbine power and rotating batteries of guns. **How does this photograph suggest the technical achievement that the *Dreadnought* represented?**



## The System of Alliances

In the period from 1861 to 1871, the unification of Germany and that of Italy had changed the balance of power in Europe. The unification of Germany, especially, created an entirely new situation. In place of a group of relatively weak states, a powerful German Empire, under the leadership of Prussia, emerged. Otto von Bismarck, the skillful and strong-willed German chancellor, shaped its ambitious foreign policy.

**The Triple Alliance.** Bismarck had reason to fear that France would seek revenge for its 1871 defeat in the Franco-Prussian War. Perhaps France would do this by trying to regain Alsace-Lorraine, the region it had lost to Germany in that war. Bismarck therefore set his foreign policy to keeping France diplomatically isolated and without allies. Bismarck particularly wanted to prevent an alliance between France and Russia. Such an alliance would isolate Germany diplomatically. At worst, it could even mean that Germany would have to fight a war on both its eastern and western borders.

In 1881 Bismarck formed an alliance with Austria-Hungary and Russia. Known as the Three Emperors' League, it bound each member to remain neutral if any one of them went to war. The next year Bismarck persuaded Italy to join Germany and Austria-Hungary in the **Triple Alliance**. In this move to isolate France, he had now secured Germany's eastern and southern flanks.

The Three Emperors' League ended due to rivalry between Austria-Hungary and Russia over the Balkans. Bismarck managed to make a new agreement with Russia. In this Reinsurance Treaty of 1887, both countries again promised neutrality.

**The Triple Entente.** In 1888 William II became kaiser of Germany. By 1890 he had dismissed Bismarck as chancellor and abandoned Bismarck's policies. In the meantime, France had been trying to avoid diplomatic isolation. France helped Russia out of a financial crisis, and the two countries had signed a military alliance by 1894. Germany now faced enemies to both the east and the west.

During this time competition for overseas colonies grew between Germany and Great Britain. Troubled by the German naval buildup, the British searched for allies. After settling their conflicting claims in Africa, France and Great Britain soon became allies. In 1907, after agreeing to recognize each other's spheres of influence in Asia, Russia and Great Britain also became allies. The alliance between France, Russia, and Great Britain was called the **Triple Entente**. Both France and Russia also had secret understandings with Italy, giving the Italians a foot in both rival camps.

By 1907 the powers of Europe had divided into two armed camps. These rival alliances threatened world peace. Should fighting break out between two rival powers, all six nations were almost certain to become involved.

✓ **READING CHECK: Summarizing**  
Why did European nations form alliances?

*Kaiser William II surveys German troops in 1916.*







### Europe and the Middle East on the Eve of World War I, 1914

**Interpreting Maps** The Triple Alliance and the Triple Entente divided Europe into two hostile camps.

- **Skills Assessment: 1. Places and Regions** Which military alliance was split by the territory of the other?
- 2. Categorizing** Copy the following graphic organizer and fill in the names of the members of the Triple Alliance, the Triple Entente, and the neutral countries of Europe in 1914. Which alliance had more European members?

Triple Alliance	Triple Entente	Neutral Countries

## The Balkan "Powder Keg"

Serbia's independence from the Ottoman Empire had been recognized by the Congress of Berlin in 1878. Now, nationalists in Serbia hoped to make their country the center of a larger Slavic state. The Serbian nationalists especially wanted to gain the provinces of Bosnia and Herzegovina, because Serbia was landlocked and these two territories would provide an outlet on the Adriatic Sea. However, the Congress of Berlin had made these two provinces protectorates of Austria-Hungary. This bitterly disappointed the Serbs. After Austria-Hungary went one step further by annexing Bosnia and Herzegovina in 1908, angry Serbian nationalists increased their activities.

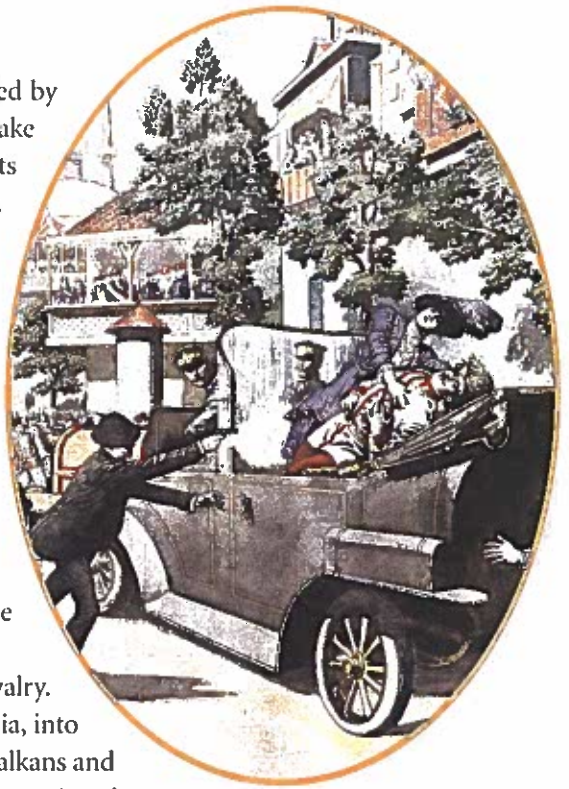
Russia, the largest Slavic country, saw itself as the protector of the Balkan Slavs. Russia supported Serbia's goals. The nationalist movement that pressed for the political and cultural unity of all Slavs under Russian leadership was called Pan-Slavism. This contributed to a rivalry between Great Britain and Russia. The British did not want the Russians to gain access to the Mediterranean Sea.

Kaiser William II failed to take advantage of the Anglo-Russian rivalry. Instead, he tried to bring the Ottoman Empire, an old enemy of Russia, into the Triple Alliance. He planned to extend German influence into the Balkans and the Middle East by building a railroad from Germany through Constantinople to Baghdad. Both Great Britain and Russia were alarmed by possible German expansion. As a result, British-Russian ties were strengthened. Germany, on the other hand, supported Austria-Hungary in its opposition to Slavic nationalism.

The spark that ignited the Balkan "powder keg" came on June 28, 1914. The heir to the Austro-Hungarian throne, Archduke **Francis Ferdinand**, and his wife were visiting Sarajevo, the capital of Bosnia and Herzegovina. As they rode in an open automobile, Gavrilo Princip, a member of a Serbian nationalist group, assassinated them both. Some Serbian officials were implicated in the terrorist plot.

Austria-Hungary angrily vowed to punish the Serbs. Afraid that Russia would support Serbia, however, it first secured the support of Germany. Austria-Hungary then sent an ultimatum to the Serbian government. In an **ultimatum** one party threatens harmful action if the demands it has made are not met. The Austro-Hungarian ultimatum included these demands: 1) The Serbian government must suppress all groups that opposed the Austro-Hungarian government; 2) Serbia must dismiss school teachers and ban books that did not support Austria-Hungary; 3) Serbia must dismiss government officials who spoke out against Austria-Hungary; and 4) Austro-Hungarian officials must be allowed to participate in the trials of those accused in the assassination. If Serbia did not agree to the ultimatum's terms, Austria-Hungary would use military action.

The Serbian government accepted the first three of these terms. It rejected the last term, but offered to submit it to the International Court at The Hague. Expecting a rejection of its offer, however, the Serbian government mobilized its troops. When the ultimatum deadline expired on July 28, Austria-Hungary declared war on Serbia. Austro-Hungarian leaders expected a quick victory.



*In 1914 this illustration of the assassination of Archduke Ferdinand and his wife appeared in French newspapers.*

✓ **READING CHECK: Finding the Main Idea** Why were the Balkans at the center of the conflict between European powers?

## Mobilization of Europe

Attempts to persuade Austria-Hungary to continue negotiating with Serbia were useless. Russia prepared to support Serbia by moving troops toward its border with Austria-Hungary. Since Germany had mobilized in support of Austria-Hungary, Russia also sent troops to its border with Germany.

Germany demanded that Russia stop its mobilization or face war. Russia ignored this ultimatum. On August 1, 1914, Germany declared war on Russia. Convinced that France would side with Russia, and hoping to gain an advantage, Germany declared war on France two days later. A former president of the United States, William Howard Taft, expressed the surprise and fear many Americans felt at the news of war in Europe.

### Analyzing Primary Sources

**Drawing Inferences** Why might former president Taft have thought that the war would spread to all of Europe?



**“As I write, Germany is reported to have declared war against Russia and France. . . . Nothing like it has occurred since the great Napoleonic wars. . . . All of Europe is to be a battleground. . . . The future looks dark indeed.”**

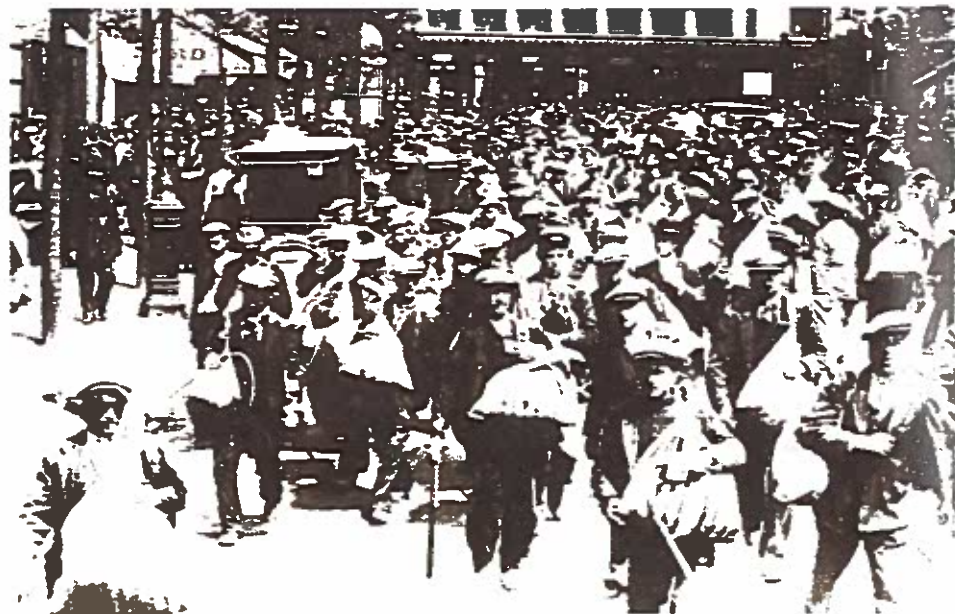
William Howard Taft, “A Message to the People of the United States”

In 1839, shortly after Belgium’s independence, the great powers of Europe had guaranteed its neutrality. Under terms of the guarantee, Belgium agreed to stay out of any European war. It agreed not to help any **belligerents**, or warring nations. In turn, the great powers agreed not to attack Belgium.

When war began in 1914, however, Belgium’s location between Germany and France became important. The Germans wanted to defeat France quickly so that they could then focus on Russia. The border between France and Germany was heavily fortified, so the Germans demanded to cross Belgian territory. The British protested, insisting that Germany honor the 1839 guarantee of Belgian neutrality. Germany scoffed at this “scrap of paper.” On August 4, 1914, German soldiers marched into Belgium. Great Britain declared war on Germany later that day.

✓ **READING CHECK: Summarizing** What event led to Great Britain’s entering the war against Germany?

*This photo shows Belgian volunteers mobilizing to resist Germany.*



## The War Expands

Later in August, Japan entered the war on the side of Great Britain and France. Japan was motivated by a desire to gain German possessions in China and the Pacific. In Europe all the nations of the Triple Alliance and the Triple Entente except Italy were now at war. The Italian government took the position that the Austro-Hungarians had acted as aggressors when they declared war on Serbia. Thus, the Triple Alliance, which was meant for defense only, did not require Italy to give aid to its allies.

Italy remained neutral for 10 months. Finally, it signed a secret treaty with Great Britain, France, and Russia. This treaty guaranteed Italy a share of the spoils after the expected defeat of Germany and Austria-Hungary. In May 1915, Italy entered the war against Germany and Austria-Hungary, its former allies in the Triple Alliance.

Meanwhile, Germany had been trying to gain other allies. In October 1914 the Ottoman Empire entered the war on the side of Austria-Hungary and Germany. The Ottoman Turks were not a strong military power but occupied a strategic position. They controlled the Dardanelles, the strait between the Black Sea and the Mediterranean. Turkish control of this important waterway meant that now Germany and Austria-Hungary could keep Russia's Black Sea fleet bottled up. They could also block the allies from sending supplies to Russia through the Mediterranean and the Black Sea. Germany also persuaded Bulgaria, a Slavic rival of Serbia, to enter the war on its side in October 1915.

### ✓ READING CHECK: Analyzing Information

Why did Italy join the war against Germany and its allies?



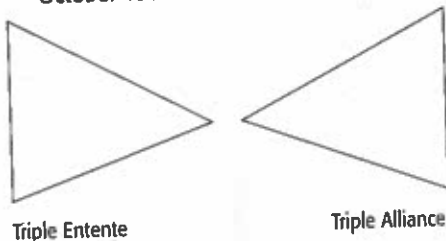
Turkish soldiers pose with their rifles, c. 1910; above right, a French magazine cover from 1915

## SECTION 1 REVIEW

1. **Define** and explain the significance:
- militarism
  - mobilize
  - ultimatum
  - belligerents

2. **Identify** and explain the significance:
- Triple Alliance
  - Triple Entente
  - Balkan "powder keg"
  - Francis Ferdinand

3. **Comparing and Contrasting** Copy the diagram and use it to show which countries belonged to the Triple Entente and which to the Triple Alliance by October 1915.



4. **Finding the Main Idea**

- a. What underlying factors led to World War I?
- b. Why were the Balkans called a "powder keg"?

5. **Writing and Critical Thinking**

**Identifying a Point of View** Write a short speech, expressing the view of a Serbian nationalist, to the Congress of Berlin in 1878.

**Consider:**

- the ideals of the Pan-Slavism movement
- the result of Bosnia and Herzegovina becoming protectorates of Austria-Hungary



**Homework Practice Online**

keyword: SH3 HP18

# World War I: A New Kind of War

## READ TO DISCOVER

- 1 What advantages did each side have in World War I?
- 2 How did new technology affect the way in which World War I was fought?
- 3 What led the United States to join the Allied Powers?

## DEFINE

propaganda  
war of attrition  
contraband  
atrocities

## IDENTIFY

Central Powers  
Allied Powers  
U-boats  
Woodrow Wilson  
Arthur Zimmermann

## WHY IT MATTERS TODAY

With advancements in technology, innovations in warfare continue to this day. Use **CRS** or other **current event** sources to investigate what new weapons are being developed and used today. Record your findings in your journal.

 CNN News.com

**The Main Idea**  
World War I dragged on in Europe and other regions of the world for four long, bloody years.

**The Story Continues** *Writer Erich Maria Remarque vividly described the horror of an artillery bombardment during World War I. "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 . . . heavies [largest, most explosive artillery shells]."*

## The Belligerents

The soldiers who marched off to war in the summer of 1914 thought they would win a quick victory. However, the war lasted four years and was filled with horrors never before seen.

The warring countries formed two powerful sides. Germany, Austria-Hungary, Bulgaria, and the Ottoman Empire became known as the **Central Powers**. Their territory extended from the North Sea to the Middle East. This helped them with both easy communication and rapid troop

### Europe in 1916–1917

#### Interpreting Maps

Britain set up a blockade of Germany's North Sea coast. Germany countered with a U-boat blockade off Britain's west coast.

#### Skills Assessment:

**The World in Spatial Terms** Why was control of the North Sea critical for both Germany and Great Britain?



movement. The Central Powers also had the advantage of Germany's well-trained and well-equipped army.

Great Britain, France, Russia, and their partners became known as the **Allied Powers**, or the Allies. They had more soldiers and a greater industrial capacity than the Central Powers. They also had the advantage of Britain's navy, the largest in the world. This allowed the Allies to get food and raw materials from around the world more easily. It also gave them the ability to blockade the Central Powers. Eventually, 32 countries made up the Allied Powers.

✓ **READING CHECK: Comparing and Contrasting** How did the military capabilities of the Central Powers and Allied Powers differ?

## Innovations in Warfare

World War I was an industrialized war. Its weapons were mass-produced by the same efficient methods used for manufacturing other products of the new industrial age. Both sides used weapons that had never been tried before. Germany became the first nation to effectively use submarines in naval warfare. **U-boats** (from the German word *Unterseebooten*, meaning "underwater boats") caused extensive losses to Allied shipping. The Germans also introduced poison gas as a weapon against enemy infantry.

Among the new weapons were machine guns and long-range artillery. A machine gun had the firepower of many rifles. It fired rapidly and almost without interruption. Although by the end of the war lighter machine guns had been developed, the first ones were very heavy. They could be fired by

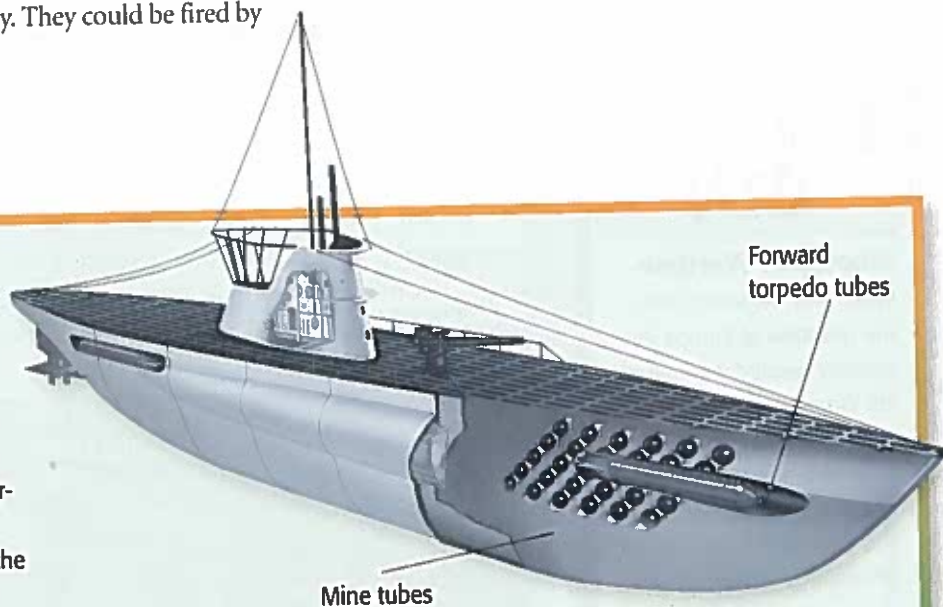
### CONNECTING TO

### Science and Technology

#### U-boats

U-boats greatly strengthened German sea power. U-boats armed with torpedoes sank hundreds of Allied ships during World War I. They reduced the amount of supplies being shipped to the Allies from overseas and allowed Germany to make surprise attacks on surface shipping.

A U-boat had two hulls. The inner hull protected the ship from the pressure of the sea. The outer hull fit around it. The space between the two hulls held water. Pumping water in and out of this space made the ship dive and rise.



*U-boats fired torpedoes, which exploded when they hit an enemy ship. Torpedoes were stored in tubes between the two hulls of a U-boat. A door at each end of the tube allowed the crew to fire and reload torpedoes without taking on water.*

#### Understanding Science and Technology

How did the crew control the depth of a U-boat under the ocean surface?



FreeFind:

Manfred von Richthofen

After reading more about Manfred von Richthofen on the Holt Researcher, write a summary of how the airplane changed warfare.

Analyzing Primary Sources

**Drawing Inferences** Based on this observer's description, how effective were tanks in trench warfare?

one man, but a team of several men was needed to move and load them. Machine guns killed in great numbers. They made infantry attacks on strongly defended positions very costly. To counter both machine guns and artillery, protective trenches were dug.

Another new weapon was the airplane. Airplanes were mainly used for observing enemy troop movements. At this early stage in their development, they were neither fast nor easy to maneuver. However, they were sometimes used against enemy airplanes in air battles called dogfights. They were also used for dropping bombs on enemy targets. Several skilled dogfight pilots, called aces, became legends. The most famous flying ace was Baron Manfred von Richthofen of Germany, who was nicknamed "The Red Baron." He reportedly shot down some 80 enemy aircraft during the war.

In 1916 Britain introduced the tank, a heavily armored vehicle with guns mounted on it. Running on treads, it could move easily over rough ground. Tanks enabled troops to tear through barbed wire and cut into enemy defenses. One British observer recalled seeing a tank in action for the first time:



“Instead of going on to the German lines the three tanks assigned to us straddled our front line, stopped and then opened up a murderous machine-gun fire, enfilading [covering] us left and right. There they sat, squat monstrous things, noses stuck up in the air, crushing the sides of our trench out of shape with their machine-guns swiveling around and firing like mad.”

Bert Chaney, quoted in *People at War, 1914–1918*, edited by Michael Moynihan

Even the types of soldiers in the war changed. Previously in Europe wars were fought mainly by professional soldiers. Their only source of income was their military pay and rations of food and clothing. In contrast, soldiers in World War I were mostly drafted civilians. Men who were not drafted worked at home to help their country's war effort. Many women, too, worked in arms factories. A war in which nations turn all their resources to the war effort became known as "total war."

To stir the patriotism of their people, governments made wide use of propaganda. This was the use of selected bits of information, both true and false, to get people to back their country's war effort. Governments set up agencies whose only purpose was to control news about the war. Newspapers and popular

Then  
& Now

Women in Wartime

When war began in 1914, the countries of Europe desperately needed war materials. Women poured into the work force, replacing the men who had gone off to war. Many women ran farms and worked in factories or offices. This experience gave women a new sense of confidence and economic independence. *What roles did women play in the wartime economy?*

These English women worked in a factory making arms and ammunition during World War I.



magazines, especially those of the Allies, showed the enemy as brutal and sub-human while praising their own countries.

✓ **READING CHECK: Analyzing Information** What new weapons had been developed as a result of technological advances?

## Early Years of the War

Germany launched its main attack on France across neutral Belgium. By September 1914 German troops had reached the Marne River near Paris. The French and British armies fought back. In fierce battles they managed to hold the line. Paris was saved.

France's success in the Battle of the Marne changed the entire nature of the war. Germany's hope of a quick victory ended. Both sides dug in. Trenches lined the western front, which stretched from Switzerland to the English Channel and the North Sea.

On the eastern front, the Russians had mobilized their troops. The French asked Russia to help divert the German forces from the western front. The Russians launched an attack into East Prussia from the east and the south.

Late in August 1914 the Russians battled a German force at the Battle of Tannenberg. The Russian army suffered a humiliating defeat. About half its force was lost, including more than 90,000 prisoners. The German losses were less than 15,000. With this victory, the Germans launched an offensive, moving into Russian Poland.

**Fighting on Gallipoli.** Although Russia had a huge army, it lacked the guns and ammunition to equip its soldiers properly.

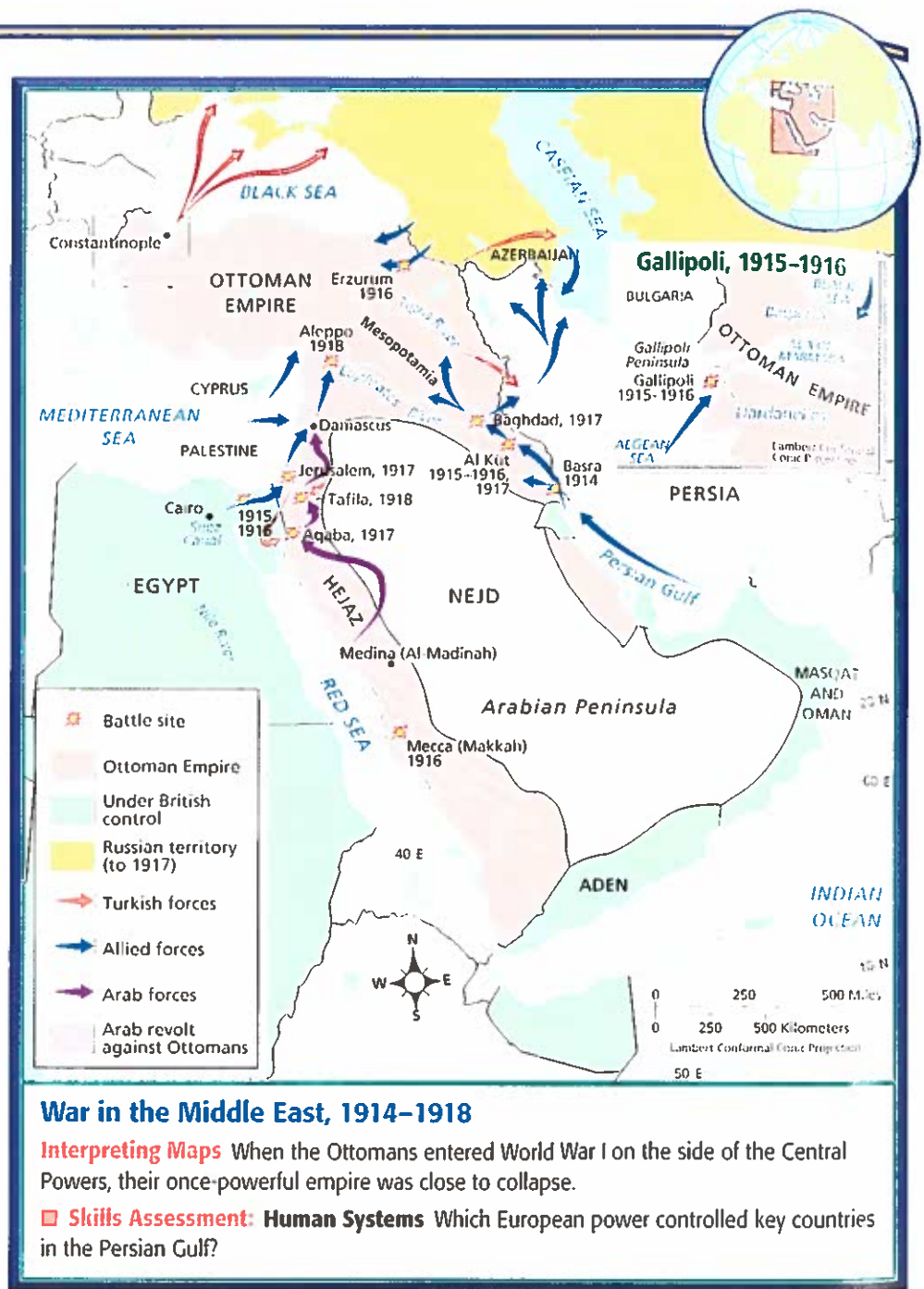


### The Eastern Front, 1914-1918

**Interpreting Maps** During World War I, the Germans advanced much farther than the Russians did.

■ **Skills Assessment: The World in Spatial Terms** What battle on the Baltic Sea did the Germans win in 1917?





In 1915 Great Britain and France tried to change this situation. They decided to try to force their way through the Dardanelles so they could capture Constantinople. They hoped to remove the Ottoman Empire from the war. Then they would be able to get needed supplies to the Russians.

The British and French sent heavily armed battleships to bombard Ottoman artillery on the Gallipoli Peninsula. When after several days the bombardment failed to destroy the enemy positions, British and French troops were sent in. However, they were able to gain only a shallow foothold inland. Heavy resistance from the Turks brought the bloody fighting to a stalemate. After eight months and the loss of hundreds of thousands of lives on both sides, the Allies withdrew from Gallipoli. The plan to capture Constantinople had failed, largely due to mismanagement and bad timing.

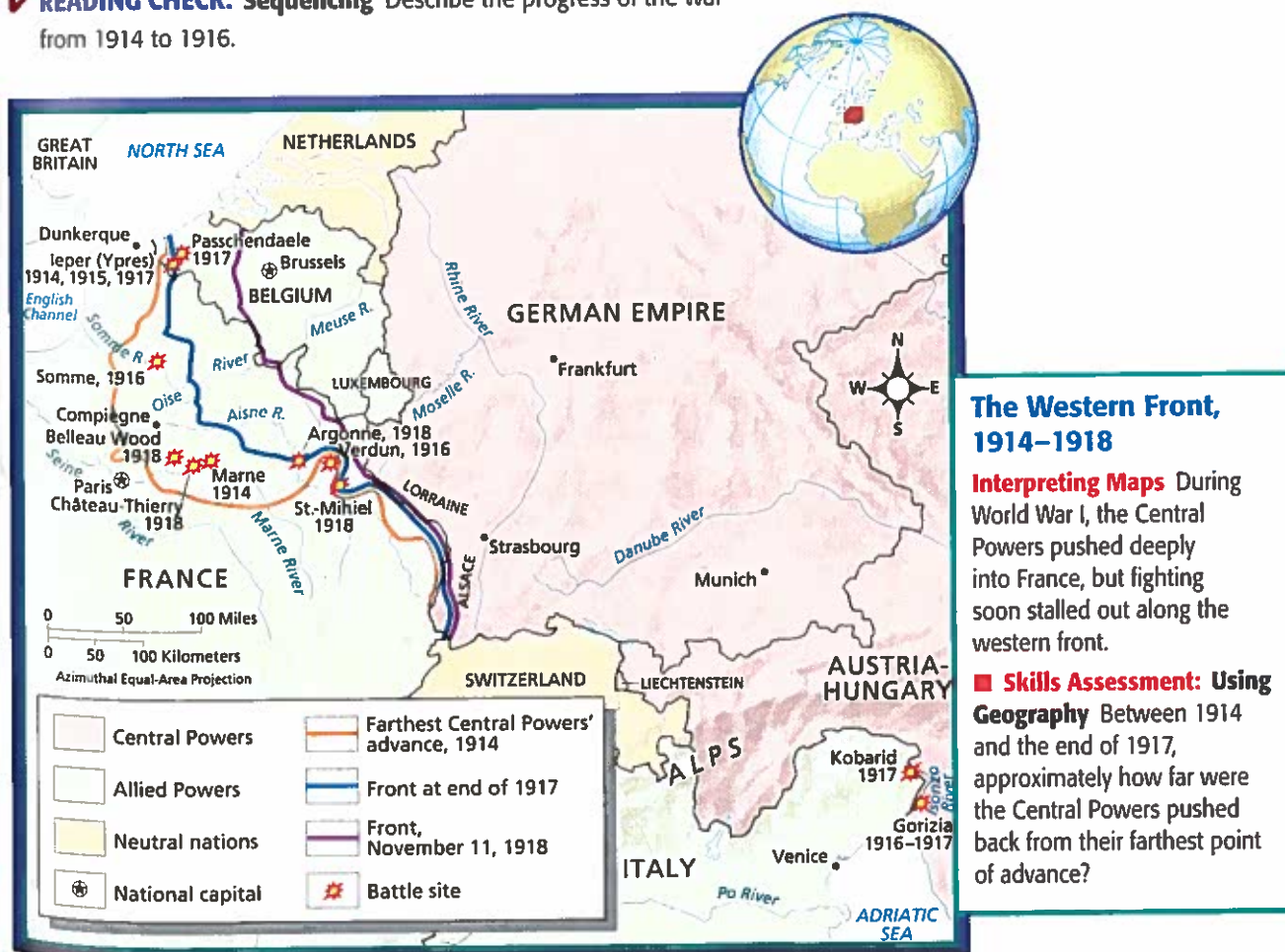
**Naval warfare.** The British decided to blockade the North Sea to keep merchant ships from reaching Germany. At first the blockade was aimed at cutting off the flow of raw materials to German factories. Eventually the blockade became an attempt to ruin the German economy and starve the German people.

Germany also set up a blockade. It used U-boats to sink ships that were carrying food and arms to the British. In May 1915 a German submarine sank the British passenger liner *Lusitania* off the coast of Ireland. The *Lusitania* was carrying a cargo of war materials as well as passengers to England. Nearly 1,200 people were killed, including 128 Americans. **Woodrow Wilson**, the U.S. president, denounced the attack. He warned Germany that the United States would not tolerate another such incident. Wary of provoking the neutral Americans into entering the war, Germany cut back its submarine attacks.

In May 1916 the only large naval battle of the war was fought, at the Battle of Jutland, in the North Sea off the coast of Denmark. Both Germany and Great Britain claimed victory. However, the German navy remained in port for the rest of the war.

**The stalemate.** By late 1915 the war in the west had become a stalemate on land as well as on sea. Military leaders on both sides began to wonder whether they could ever break through the other's line of trenches. As both armies continued their attacks, small areas of land changed hands again and again. Thousands and thousands of lives were snuffed out. The conflict had become a **war of attrition**—a slow wearing-down process in which each side was trying to outlast the other.

✓ **READING CHECK: Sequencing** Describe the progress of the war from 1914 to 1916.





go.hrw.com

KEYWORD: Holt Researcher

FreeFind: Woodrow Wilson

After reading more about Woodrow Wilson on the Holt Researcher, write an analysis of his influence on political events of the 20th century.

## The United States and World War I

Most Americans had agreed with President Wilson's declaration in 1914 that the United States should be neutral and that the war was strictly a European affair. Nevertheless, the war soon affected the United States. As the most highly industrialized neutral nation, it supplied food, raw materials, and munitions to both sides. According to international law, however, if a ship carried **contraband**—war materials supplied by a neutral nation to a belligerent one—the goods could be seized. At first American investors and business people dealt with both sides. As the British blockade of Germany tightened, however, Americans traded more and more with the Allies.

British propaganda had a great influence on Americans. Stories about German **atrocities**—brutal acts against defenseless civilians—angered Americans. They did not realize that many of the stories were exaggerated or not true.

Early in 1917 several developments pushed the United States toward war. One incident involved a high official in the German foreign ministry, **Arthur Zimmermann**. In January, Zimmermann sent a secret telegram to the German ambassador in Mexico proposing an alliance between Germany and Mexico. Germany offered to help Mexico regain Arizona, New Mexico, and Texas if it would fight on Germany's side. The British intercepted the telegram and decoded it. It was then published in American newspapers. Americans were enraged.

Another development was the resumption of unrestricted submarine warfare by the Germans, who declared a "war zone" around Britain. German U-boats sank many ships. Many Americans died as a result of these attacks.

Then, in March, revolutionaries in Russia overthrew the autocratic czarist government. All the major Allied countries had now moved toward democracy, while none of the Central Powers had. Americans were more likely to participate in a war fought for democratic ideals. President Wilson addressed Congress, saying that "the world must be made safe for democracy." On April 6, 1917, Congress voted to declare war on Germany.

*This coded telegram from Berlin to the German embassy in Mexico proposed an alliance between Mexico and Germany.*



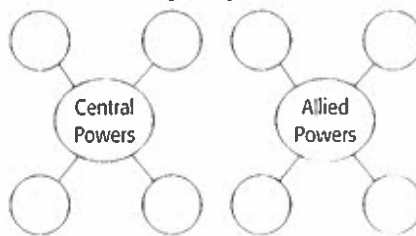
✓ **READING CHECK: Analyzing Information** How was the United States affected by the war before 1917?

### SECTION 2 REVIEW

1. **Define** and explain the significance:  
propaganda  
war of attrition  
contraband  
atrocities

2. **Identify** and explain the significance:  
Central Powers  
Allied Powers  
U-boats  
Woodrow Wilson  
Arthur Zimmermann

3. **Comparing and Contrasting** Copy the diagram and use it to show the advantages and disadvantages each side had at the beginning of the war.



4. **Finding the Main Idea**

- How did new technology change the way the war was fought?
- What principles were proclaimed by the United States for declaring war?

5. **Writing and Critical Thinking**

**Supporting a Point of View** Design a poster encouraging Americans to support the war.

**Consider:**

- the atrocities committed, such as the sinking of the *Lusitania*
- the idea of making the world "safe for democracy"



Homework Practice Online

keyword: SH3 HP18

## SECTION

# 3

### READ TO DISCOVER

- 1 What events led to the Russian Revolution?
- 2 How did the Communists come to power?
- 3 How did its revolution affect Russia's participation in World War I?

### IDENTIFY

Mensheviks  
Bolsheviks  
Vladimir Lenin  
Communist Party  
Red Army

### WHY IT MATTERS TODAY

Russia continues to undergo dramatic changes. Use **CW** or other **current event** sources to investigate what Russia's government is like today. Record your findings in your journal.

CW student  
NEWS.com

# The Russian Revolution

### The Main Idea

Growing problems in Russia came to a crisis during World War I, finally leading to revolution.

### The Story Continues

*Years of war, poverty, and class struggle had brought an end to the czarist regime in Russia. One Russian described how the revolution began for him. "The streets were full of people. The trams [streetcars] weren't running, overturned cars lay across the tracks. I did not know it then, I did not understand what was happening. I yelled along with everyone, 'Down with the czar!' . . . I yelled again and again. . . . I felt that all of my familiar life was falling apart, and I rejoiced in its destruction."*

## Russia in World War I

World War I showed Russia's economic weaknesses. The huge country did not have sufficient food, appropriate armaments, or adequate roads to supply its army. When the Ottoman Empire entered the war on the side of the Central Powers, supplies from outside Russia were sharply cut. The Allies had counted on the large number of Russian soldiers. However, Russia's army was not only poorly equipped but also poorly led. The corrupt, inefficient government could not deal with the problems of modern warfare. Russian war losses were enormous.

By the spring of 1917 the Russian people had lost faith in their government and in the czar. The elected legislative body, the Duma, had little power. Although serfdom had been abolished in 1861, debts, rents, and taxes kept most Russian peasants poor. Strikes and street demonstrations broke out in Petrograd, the capital. When the Duma demanded government reforms, the czar dissolved it.

In the past the government had always been able to use the army against disturbances. This time, however, the soldiers sided with the demonstrators. Encouraged by the army's defiance of the czar, the Duma refused to disband. In March 1917 the czar abdicated, giving up the throne. He and his family were soon imprisoned. The Russian monarchy, and with it the rule of the Russian aristocracy, had come to an end.

- ✓ **READING CHECK: Identifying Cause and Effect** What were the problems that led to the Russian Revolution?

## Lenin and the Bolsheviks

With the overthrow of the czar a temporary government was set up. It would rule Russia until a constitutional assembly could be elected. While the new rulers of Russia tried to restore order, however, another group was working for more radical change.

The Petrograd Soviet of Workers' and Soldiers' Deputies had been organized when unrest had begun in Russia. *Soviet* is the Russian word for "council." The leaders of the Petrograd Soviet were socialists. They believed that political equality must be coupled with economic equality. Similar soviets were organized elsewhere in Russia. Radical members called for immediate peace and land reforms.



go.hrw.com

**KEYWORD: Holt Researcher**

**FreeFind: Vladimir Lenin**

After reading more about Vladimir Lenin on the Holt Researcher, write an analysis of his influence on political events of the 20th century.

The provisional government, however, pledged to continue the war. It also opposed the changes demanded by the more radical revolutionaries.

Two factions fought for control of the soviets. The moderate **Mensheviks** lost out to the more radical **Bolsheviks**. The leader of the Bolsheviks was **Vladimir Lenin**, a revolutionary socialist. Lenin demanded that all governing power be turned over to the soviets. The Bolsheviks' slogan of "peace, bread, and land" appealed to the war-weary and hungry Russian people. Lenin was a Marxist—a follower of Karl Marx. However, Russia had comparatively little industry and only a small working class. Lenin believed, therefore, that social forces in Russia might not move as Marx had predicted. He set up a small group of leaders to train Russian workers to become a revolutionary force. Lenin's version of Marxism formed the basis of communism.



**Revolutionary Russia, 1917–1921**

**Interpreting Maps** The Bolsheviks faced opposition from some foreign forces as well as from internal opponents.

**Skills Assessment:**

**Locate** What major cities were in the area controlled by the Bolsheviks?



On November 7, 1917, the Bolsheviks overthrew the provisional government and took control of Russia. This is sometimes called the October Revolution for the month that it happened in the Russian calendar. In 1918 the Bolsheviks renamed themselves the **Communist Party** and dissolved the constitutional assembly because they did not have a majority in it.

✓ **READING CHECK: Finding the Main Idea** Why did the Bolsheviks come to power?

## Peace and Civil War

Despite continuing losses, the provisional government had kept Russia in the war. Lenin's new government, however, signed a peace treaty with the Central Powers in March 1918 at the city of Brest Litovsk. Desperate for peace, the Russians accepted the harsh terms dictated by the Germans. Russia agreed to give up a lot of territory.

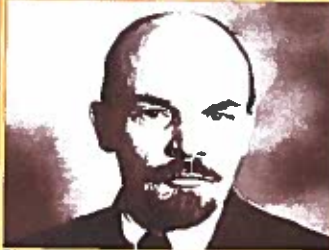
The new regime then turned its attention to Russia's internal political problems. The Communists faced great opposition. Their opponents included the Mensheviks and other socialist factions, and groups who wanted to restore the monarchy. Civil war broke out early in 1918. To prevent any chance of the monarchy coming back to power, the Communists executed the imprisoned czar and his entire family in July 1918.

The civil war lasted about three years. The Communists forces were called the **Red Army**, adopted from the symbolic color of the European socialist revolutionaries. Their right-wing, counter-revolutionary opponents were known as the Whites. The destruction of the civil war mirrored that caused by World War I.

The Allies were angered by the separate peace treaty Communist Russia had signed with the Central Powers. They tried to get Russia to renew fighting Germany, but the Communists stood by the treaty they had signed. The Allies also feared that the Communists would encourage the spread of revolution to their own countries. The Allies contributed arms, money, and even troops to the White forces. By 1921, however, the Communists had won. In 1922 the Communists renamed the land they ruled the Union of Soviet Socialist Republics, or the Soviet Union.

✓ **READING CHECK: Evaluating** Why did the peace treaty between Communist Russia and the Central Powers anger the Allies?

### HISTORY MAKER



**Vladimir Lenin**  
(1870–1924)

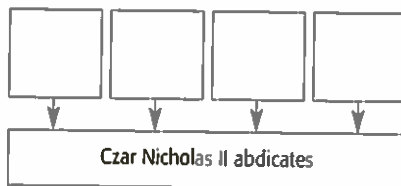
Vladimir Lenin's life changed when his older brother was executed for conspiring to overthrow the emperor. Throwing himself into revolutionary activities, Lenin was arrested and exiled. After his return he became the first leader of the new Soviet Union, which championed the ideals of socialism. Considered one of the greatest revolutionaries of all time, Lenin became a hero for many later communist leaders. *Why is Lenin important?*

## SECTION 3 REVIEW

1. **Identify** and explain the significance:

Mensheviks  
Bolsheviks  
Vladimir Lenin  
Communist Party  
Red Army

2. **Sequencing** Copy the diagram and use it to show what led to the czar's abdication.



3. **Finding the Main Idea**

- How did Lenin and the Bolsheviks come to power in Russia?
- Why did the Russians pull out of the war?

4. **Writing and Critical Thinking**

**Analyzing Information** Design a flyer that the Bolsheviks might have used to organize a rally during 1917.

**Consider:**

- what issues they thought were important
- the conditions in Russia during World War I



**Homework Practice Online**

keyword: SH3 HP18

## READ TO DISCOVER

- 1 What were the Fourteen Points?
- 2 How did the war end?
- 3 What disagreements did the peacemakers face?

## DEFINE

armistice  
reparations

## IDENTIFY

Fourteen Points  
Ferdinand Foch  
Paris Peace Conference  
League of Nations

## WHY IT MATTERS TODAY

After World War I many territories were transferred from one power to another. Alsace-Lorraine is a region in France that before World War I was part of Germany. Use **current** or other **current event** sources to describe life in Alsace-Lorraine today. Record your findings in your journal.

CW News.com

# The Terms of Peace

**The Main Idea**

With the end of World War I, the United States and European nations worked to ensure peace.

**The Story Continues**

Americans did not have to be soldiers to join the war effort. One woman noted, "Billy, my nephew, is twelve years old. . . . They call the suburb in which Billy lives one hundred percent patriotic. Everybody is in war work. . . . Billy's crowd is indefatigable [tireless] in its labors. . . . The boys usher at meetings, assist in parades, deliver bundles and run errands. They are tireless collectors of nutshells, peach pits [for gas masks] and tinsel paper."

## The Fourteen Points

President Woodrow Wilson's idea that by joining the war America was helping to safeguard democracy established a high, idealistic purpose for World War I. Russia's separate peace with the Central Powers, however, dampened Allied morale. The bloody stalemate on the western front continued. Many people feared that the war would last for many more years.

In January 1918 President Wilson spoke to Congress. He outlined a set of ideas for a more just world once the war ended. His plan became known as the **Fourteen Points**. Six of the points contained plans of a general nature. The eight remaining points dealt with specific countries and regions, such as Russia, Belgium, Alsace-Lorraine, and the Balkans.

The six general points could be summarized as follows: 1) no secret treaties; 2) freedom of the seas for all nations; 3) removal of all economic barriers, such as tariffs; 4) reduction of national armaments; 5) adjustment of colonial claims so they were fair to both the imperialist powers and the colonial peoples; 6) establishment of "a general association of nations" to guarantee political independence and protection to small and large states alike.

The Fourteen Points caught the imagination of people everywhere. Even some people of Germany, tired of the hardships of war, were impressed by Wilson's proposals.

✓ **READING CHECK: Making Generalizations** What was the overall purpose of the Fourteen Points?

*More than 2 million American soldiers served in France in World War I. Some are seen here marching through the Arc de Triomphe in Paris.*



## Defeat of the Central Powers

The Treaty of Brest Litovsk with Russia allowed the Germans to pull troops from the eastern front. They now could concentrate on a huge offensive on the western front in the spring and summer of 1918. This was a last attempt to break through the Allied lines and capture Paris. Meanwhile Allied forces held out for U.S. troops to arrive.

At the end of May the Germans again reached the Marne River. They were just 37 miles from Paris. By this time, however, thousands of American troops were landing every day in France.

An Allied force under the command of French marshal Ferdinand Foch (FAWSH) stopped the Germans at Château-Thierry. In July the Allies began a counterattack. Major offensives in August and September forced the Germans back toward their own border. It also became worse elsewhere for the Central Powers. Bulgaria surrendered at the end of September. The Turks, too, soon asked for peace. By October the old Habsburg empire in Austria-Hungary had broken up. Austria and Hungary stopped fighting and formed separate governments.

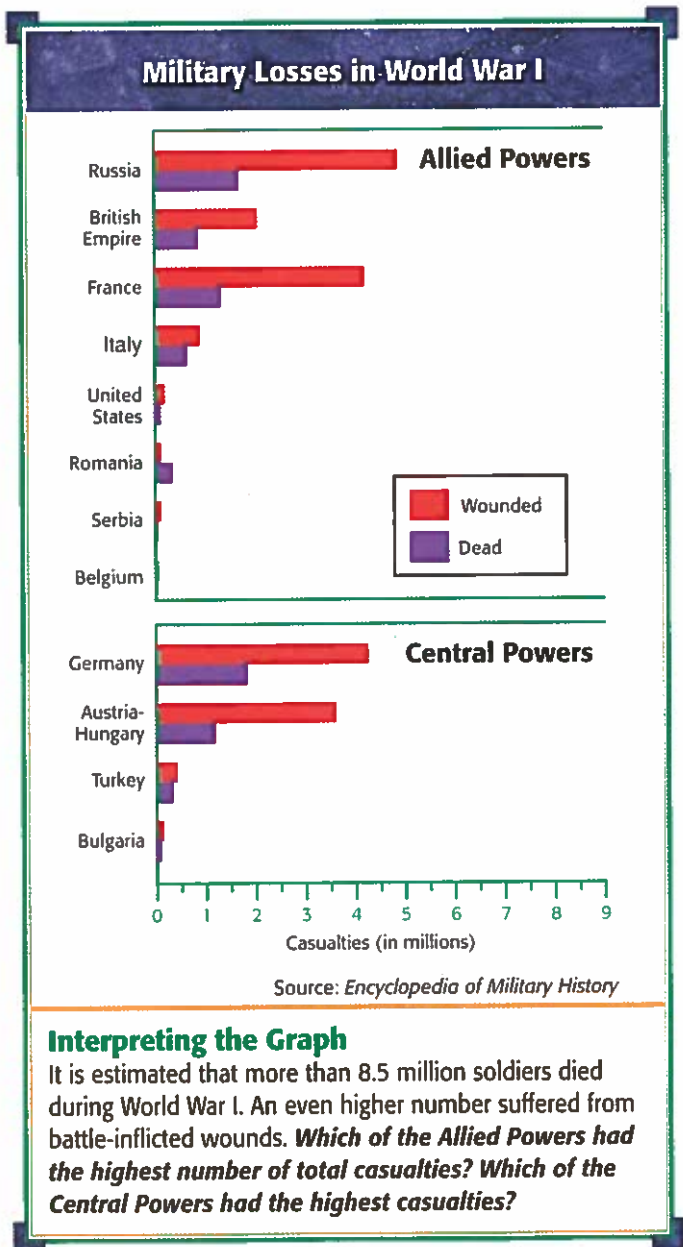
President Wilson had told the German leaders that he would deal only with a government that truly represented the German people. In the face of growing German military and civilian unrest, the kaiser gave up the throne in early November and a German republic was announced.

In November 1918 a German delegation signed an armistice, an agreement to stop fighting. The armistice provided that at 11:00 A.M. on November 11, 1918, all fighting would cease. Under the terms of the armistice, Germany canceled the Brest Litovsk treaty with Russia. Germany had to give up a large part of its fleet, including all submarines. It had to turn over much of its munitions and release war prisoners. The Allies would occupy German territory west of the Rhine River.

The costs of World War I were very high. It is estimated that the war left more than 8.5 million (perhaps 10 million) soldiers dead. About 21 million more were wounded, many crippled for life. Militarily, Germany suffered the most severely, losing more than 1.8 million soldiers. Russia lost almost as many, and France and its colonies lost over 1.4 million. Austria and Hungary counted over 1 million dead, and Great Britain lost almost 1 million. The United States lost over 110,000 soldiers. Civilian deaths and injuries were also very high. Naval blockades, military encounters, famine, and disease had all taken their toll. The financial loss, too, was enormous. Historians have estimated that the total cost was more than \$300 billion, a huge amount for the time.

✓ **READING CHECK: Identifying Cause and Effect** What events in Europe helped end the war?

**What If?** How might world history have been different if the United States had not fought in World War I?



#### Interpreting the Graph

It is estimated that more than 8.5 million soldiers died during World War I. An even higher number suffered from battle-inflicted wounds. **Which of the Allied Powers had the highest number of total casualties? Which of the Central Powers had the highest casualties?**





*The Big Four dominated the Paris Peace Conference. Seated left to right are Vittorio Orlando, David Lloyd George, Georges Clemenceau, and Woodrow Wilson.*

## The Paris Peace Conference

After the armistice in November 1918, the Allies faced the task of arranging peace terms. In January 1919 the victorious Allied nations met at Versailles, outside Paris, for what came to be known as the **Paris Peace Conference**. The meeting was dominated by the leaders of the four major Allied Powers. The group—which included U.S. President Woodrow Wilson, British Prime Minister David Lloyd George, French Premier Georges Clemenceau, and Italian Prime Minister Vittorio Orlando—came to be known as the **Big Four**.

**Problems facing the peacemakers.** Problems began almost immediately when some countries were excluded from the peace process. President Wilson had spoken of a peace conference that would write a treaty that was fair to all, but the European Allied governments were not very forgiving of their losses. They insisted on dictating the peace settlement. Russia, under Communist rule and beset by civil war, was not even invited. Representatives of the defeated Central Powers were allowed little role in writing the peace terms.

After World War I Europe faced a radically new and confusing political situation. Republics had replaced monarchies in Austria-Hungary, Germany, and Russia. The Ottoman Empire was on the brink of collapse. Various ethnic groups pressed for independence, self-government, and unified states. The spirit of nationalism also grew in colonies overseas.

The victorious nations had many conflicting territorial demands. Above all, France wanted security against another German attack. It insisted on moving its border eastward to the Rhine River. It wanted the return of the region of Alsace-Lorraine. It also wanted the coal-rich Saar valley. Italy claimed the Tirol region and the cities of Fiume and Trieste. Belgium wanted two small portions of German territory along the border. Great Britain wanted Germany's African colonies and the near destruction of the German navy. Japan wanted German colonies in the Pacific.

**Reparations and peacekeeping.** The destruction caused by the war also brought up questions about **reparations**—payment for war damages. Who should pay? And how much? Many Allied leaders wanted Germany to bear the cost of the war.

Finally, the conference considered President Wilson's plan for setting up a world organization to maintain peace—a **League of Nations**. This idea had widespread appeal. It was dear to Wilson's heart but many people doubted how practical it would be.

✓ **READING CHECK: Drawing Inferences** Why did the European Allies insist on setting the terms of the peace settlement?

## What Kind of Peace?

Early in the Paris Peace Conference, two very different, conflicting viewpoints surfaced. Wilson believed the peace settlement should be fair and not so harsh that it would kindle future wars. On the other hand, many of the Allies felt hatred toward Germany. They believed that Germany had started the war and should pay for it. The British, French, and Italian governments did not officially object to Wilson's Fourteen Points. Yet they had never given up the aims of their secret treaties—to divide territory taken from the Central Powers among themselves after the war. Many Allied leaders believed the only way to ensure a lasting peace was to prevent Germany from ever being powerful again.

Some countries, particularly France, wanted concrete guarantees that Germany would never again be able to threaten their security. Georges Clemenceau, the premier of France, admired Wilson's ideals, but believed the U.S. president was being naive in trusting Germany. "Hopes without certainty cannot suffice to those who suffered the aggression of 1914," he said. Clemenceau argued that the only way to ensure France's future security was to break up Germany and have Allied forces occupy its various regions. The future of Germany would rest on the decisions made at the Paris Peace Conference.

- ✓ **READING CHECK: Finding the Main Idea** Why did some victors in the war want to break up Germany?

### INTERPRETING THE VISUAL RECORD

**The costs of war** European nations wanted Germany to pay reparations for damages suffered in the war. Seen here are the ruins of Houplines, France. *What do these ruins suggest about the state of Europe at the end of World War I?*



## SECTION 4 REVIEW

1. **Define** and explain the significance:  
armistice  
reparations

2. **Identify** and explain the significance:  
Fourteen Points  
Ferdinand Foch  
Paris Peace Conference  
League of Nations

3. **Summarizing** Copy the diagram and use it to show the six general ideas in the Fourteen Points.

FOURTEEN POINTS					

4. **Finding the Main Idea**

- How did World War I come to an end in 1918?
- What were some problems facing the peace-makers?

5. **Writing and Critical Thinking**

**Supporting a Point of View** Write a letter to a newspaper editor supporting Wilson's view or Clemenceau's view at the Paris Peace Conference.

**Consider:**

- the cost of the war to both the Allied and Central Powers
- how Wilson proposed to prevent future global wars
- why Clemenceau feared German power



**Homework Practice Online**

keyword: SH3 HP18



# Creating a “New” Europe

## READ TO DISCOVER

- 1 What were the terms of the Treaty of Versailles?
- 2 How were territories redivided after the war?
- 3 How was the League of Nations structured?

## DEFINE

genocide  
economic sanctions  
mandate

## IDENTIFY

Treaty of Versailles  
World Court

## WHY IT MATTERS TODAY

The League of Nations was the forerunner of the United Nations. Use **CURRENT** or other **current event** sources to investigate the structure and work of the United Nations. Record your findings in your journal.

CNN updates  
NEWS.com

**The Main Idea**  
The Treaty of Versailles rearranged territories and brought great changes to Europe after World War I.

**The Story Continues** *After World War I, world leaders gathered to try to arrive at a settlement that would keep such a war from happening again. As one participant described the proceedings, “We were preparing not Peace only, but Eternal Peace. There was about us the halo of some divine mission. . . . For we were bent on doing great, permanent and noble things.”*

## The Treaty of Versailles

After six months of negotiations, the delegates to the peace conference finally hammered out an agreement. The victorious Allied Powers made separate peace treaties with each of the five Central Powers—Germany, Bulgaria, the Ottoman Empire, and Austria and Hungary (now two separate nations).

In May 1919 representatives of the new German Republic were called in and presented with a peace treaty. The treaty with Germany was signed at Versailles, near Paris. It was known as the **Treaty of Versailles**. To Wilson’s disappointment, the treaty dealt very harshly with Germany. The Germans complained bitterly that the treaty did not follow the Fourteen Points. The treaty made Germany admit that it was guilty of starting the war and must alone pay reparations. The Treaty of Versailles carved large chunks of territory from Germany and placed many restrictions on the German government. However, it also provided for the formation of the League of Nations. Wilson hoped this dream of his would still help create a lasting peace.

The Germans strongly objected to paying reparations. They denied that Germany alone was responsible for starting the war. Moreover, the treaty did not even state the total amount of reparations that Germany would have to pay. The defeated Germans had no choice, however. In late June 1919 they signed the treaty. One witness described the scene as the German delegates arrived to sign the treaty:

Primary  
Source

“Through the door . . . isolated and pitiable, come the two German delegates. . . . The silence is terrifying. . . . They keep their eyes fixed away from those two thousand staring eyes, fixed upon the ceiling. They are deathly pale.”

Harold Nicolson, *Peacemaking 1919*

As a result of the Versailles treaty, many territorial changes were made at Germany’s expense. Alsace-Lorraine was returned to France. Belgium gained some small territories along its borders. Germany agreed not to fortify the Rhineland, which Allied troops would occupy for an unspecified period of time. Moreover, Poland was restored as an independent nation. An area called the Polish Corridor cut off East Prussia from the rest of Germany and gave Poland an outlet to the Baltic Sea. The port of Danzig became a free city under the League of Nations. Some territory of the new Polish state also had been part of Russia.



In 1922 the Bolsheviks were firmly in control of Russia, and they organized the Union of Soviet Socialist Republics.

### Europe and the Middle East After World War I

**Interpreting Maps** Many new independent nations were created in Europe after World War I.

**Skills Assessment:** Compare this map to the map on p. 700. **1. The World in Spatial Terms** What countries ceased to exist after World War I? **2. Drawing Conclusions** Why might those countries have been broken up? **3. Categorizing** Copy the graphic organizer to the left. Use it to list the new countries that were formed after World War I and what countries had lost the territories from which those new countries were formed.

New country:	Formed from:

Germany had to abolish its military draft. It was allowed an army of just 100,000 men. The Germans were not allowed to manufacture heavy artillery, tanks, or military airplanes. The German navy could have a few warships but no submarines. These peace terms were meant to ensure that Germany would be unable to start a war. The Allies, however, lacked the ability to enforce them.

✓ **READING CHECK: Categorizing** What limits were placed on the German military by the peace treaty?

# Changes in Austria-Hungary

From 1867 until 1919 the Austro-Hungarian Empire, ruled by the Habsburg monarchs, covered much of eastern and central Europe. After the Treaty of Versailles, however, the empire was broken up and a number of smaller countries were created. Studying maps of this area before and after the Treaty of Versailles helps you to understand the impact of World War I on political and historical developments in Europe.

**Austria-Hungary in 1914**



**Eastern and Central Europe after the Treaty of Versailles**



*The peace settlement that ended World War I was drafted by the Allies at Versailles beginning in December 1918.*

**Skills Reminder**

To use a map as a historical document, first identify the subject of the map. You can gain more information from the map by identifying its historical context. Using the key that is given with the map will help explain the information about the subject included on the map and connect that information to the historical context of the subject. Determine how the map helps to show a particular historical pattern, change, or event. Finally, compare the map with other maps—what are some of the differences between the maps? This will help you build an overall understanding of how the pattern, change, or event that it shows produced a new historical reality.

**Skills Practice**

Study the maps above and answer the following questions:

- 1 What new nation included the former Serbia and the former province of Bosnia and Herzegovina?
- 2 What city functioned as the capital of the new nation of Hungary?
- 3 Compare the two maps. Then write a general statement describing the historical patterns, changes, or events revealed by your analysis.
- 4 Using an atlas or other map sources, find a current map of this region of Europe. Has it changed or stayed the same? What might that indicate about the political situation of the region since World War I?

## Fates of Former Territories

The Allied victors wrote separate peace treaties with the new nations of Austria and Hungary. The treaty with Austria was signed in September 1919, with Hungary in June 1920. The two countries kept only a small part of the pre-war Austro-Hungarian Empire. Austria surrendered the southern Tirol and the city of Trieste to Italy. Hungary lost some of its territory to the newly independent nations of Czechoslovakia and Yugoslavia. Brought together in Yugoslavia were Serbia, Slovenia, Croatia, Montenegro, and Bosnia and Herzegovina. Hungary also lost territory to Romania, Poland, and Russia.

**Ethnic populations.** The peace treaties solved many problems but also created new ones. One of the most difficult problems was that of national self-determination. This was especially true in Austria and Hungary, where nationalist movements had been encouraged by Wilson's Fourteen Points. Often the new boundaries did not match natural ethnic divisions. For example, the new national frontiers left about 3 million Germans in Czechoslovakia and Hungarians in Romania. Poland also gained access to the Baltic Sea through the Polish Corridor, a section of land inhabited by Germans. This angered many Germans in the area. Ferdinand Foch predicted that the Polish Corridor would be "the root of the next war."

Some ethnic groups, like the Armenians in Turkey, were brutally oppressed. During World War I the Turks had launched a **genocide**, or systematic extermination, of the Armenians in the Ottoman Empire. Foreign outcry against these atrocities caused a halt to the practice once the war ended, but the Turks resumed their repression in 1920. In 1915 the Armenian population of the Ottoman Empire had stood at some 2 million. About 1.5 million were killed, the rest deported. By 1923 the Armenian population of Asia Minor was almost nonexistent.

**Bulgaria, the Ottoman Empire, and Russia.** The victors also punished Bulgaria. In its 1919 treaty with the Allies, Bulgaria ceded territory to Greece, losing its outlet to the Aegean Sea.

The Ottoman Empire also paid a high price for being on the losing side. By the treaty of 1920, it was stripped of almost all territory but Turkey itself. Several new

*Wagons loaded with supplies, these Armenian refugees are shown here fleeing from Turkish persecution in 1920.*



nations were formed from the Ottoman lands east of the Mediterranean. They included Palestine, Transjordan, Syria, and Iraq. They were to be administered by Great Britain and France for the League of Nations. The Dardanelles and Bosphorus remained in Turkey. However, these strategic waterways could not be fortified and were to be under international control.

Although it had fought for the Allies, Russia also suffered territorial losses. Its early withdrawal from the war and the rise of the Bolsheviks isolated Russia from the rest of the Allies. By 1918 the Baltic states of Finland, Estonia, Latvia, and Lithuania had declared their independence from Russia. The Allies recognized them as independent. In addition, Russia not only lost land to Poland but also lost the province of Bessarabia to Romania.

✓ **READING CHECK: Drawing Conclusions** What were some problems created by the peace treaties?

## The League of Nations

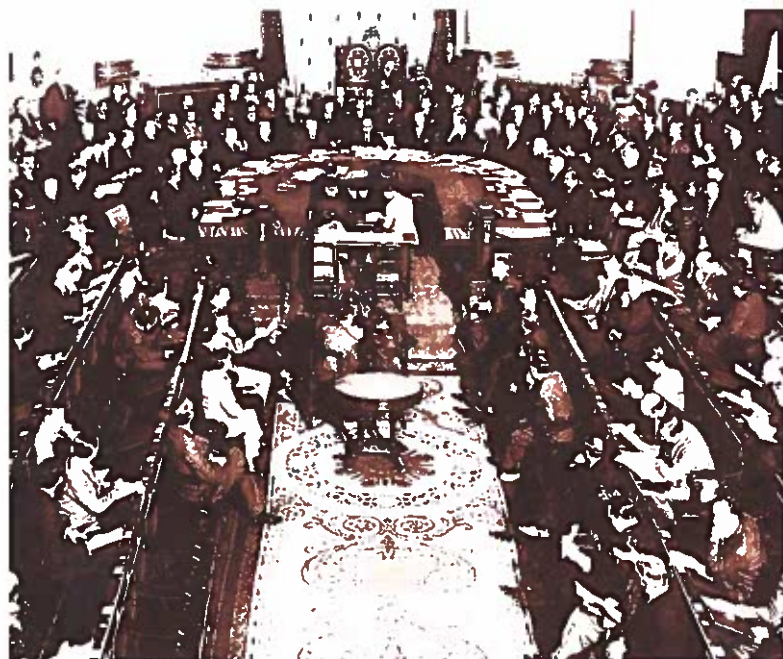
During talks among Allied leaders over the peace settlements, President Wilson made some compromises in the Fourteen Points. He realized that the treaties themselves did not fully provide a “peace of justice.” He thought, however, that the new League of Nations would be able to fix any injustices the treaties created. A special commission, which included Wilson, wrote the Covenant of the League of Nations. This agreement, adopted by the Paris Peace Conference, became part of the Versailles treaty.

**Organization.** According to the Covenant, the League of Nations had two main aims: (1) to promote international cooperation and (2) to keep peace among nations, by settling disputes and reducing armaments. Three main agencies would conduct League business: an assembly, a council, and a secretariat. The League was to work closely with a related but independent body, the Permanent Court of International Justice, or **World Court**. This court would determine cases involving international law. Today the court is located at The Hague in the Netherlands.

The Assembly would be composed of representatives of all member nations. Regardless of size, each nation would have one vote. The Council, the main peacekeeping body, would consist of 9 member nations (later increased to 14). Five members would be permanent—Great Britain, France, Italy, Japan, and the United States—the victors in the war. The remaining seats on the Council were to be filled by the other member nations on a rotating basis.

The members of the League of Nations agreed not to go to war over any disputes. Instead they would submit a dispute to the World Court or other special commission. If a nation broke this agreement, the League could

*This was the first public session of the League of Nations, in 1920.*



impose penalties such as breaking diplomatic relations. They also could impose **economic sanctions**, such as blocking trade with the offending nation. Military force would be only a last resort.

**Mandates.** The League of Nations provided a way to deal with the overseas colonies of the defeated powers. Until the people of a colony were considered “ready for independence,” the League would hold the colony in trust and take responsibility for it. The League set aside the colony as a **mandate**, to be ruled by the government of an “advanced” nation. The ruling nation would promise to “prepare” the people there for independence. It would make annual reports to the League about the mandate’s progress.

German possessions in Africa and the Pacific and Ottoman territories in the Middle East were given as mandates to Great Britain, France, Australia, New Zealand, Belgium, or Japan. The mandate for South-West Africa was given to South Africa.

**The start of the League.** Although the League of Nations had been strongly promoted by President Wilson, the United States never became a member. Some Americans were wary of the League’s powers. Some wanted changes in the Versailles treaty, which included the League Covenant. Because of the League’s peacekeeping commitments, some Americans feared being dragged into another war over issues that did not concern them. As a result of this strong opposition, the U.S. Senate did not ratify the Versailles treaty. Instead the United States eventually signed a separate peace treaty with Germany.

Despite the absence of the United States, the 42 member nations at the League’s first meeting in Geneva in November 1920 were hopeful for the future. Germany joined in 1926. The Soviet Union became a member in 1934. By the 1940s some 59 nations had joined the League of Nations.

✓ **READING CHECK: Identifying Bias** What did the system of mandates reveal about the Allies’ attitude toward colonial peoples?



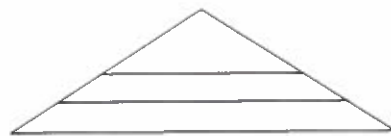
#### INTERPRETING THE VISUAL RECORD

**Postwar protests** After World War I some Americans opposed further involvement in European affairs, including membership in the League of Nations. They wanted to focus on their own concerns. *What issue are the war veterans in this picture concerned about?*

## SECTION 5 REVIEW

1. **Define** and explain the significance:  
genocide  
economic sanctions  
mandate

3. **Analyzing Information** Copy the diagram and use it to show the organizational structure of the League of Nations.



League of Nations

2. **Identify** and explain the significance:  
Treaty of Versailles  
World Court

4. **Finding the Main Idea**

- How did the Treaty of Versailles deal with Germany’s colonies?
- What were the aims of the League of Nations?

5. **Writing and Critical Thinking**

**Drawing Inferences** Write a speech to the U.S. Senate opposing joining the League of Nations. Use the Armenian genocide as an example of the weaknesses of the League.

**Consider:**

- what happened in the Armenian genocide
- how the League was limited in its ability to respond to it



**Homework Practice Online**

keyword: SH3 HP18



## Creating a Time Line

Copy the time line below onto a sheet of paper. Complete the time line by filling in the events, individuals, and dates from the chapter that you think were significant. Pick three events and explain why you think they were significant.



## Writing a Summary

Using standard grammar, spelling, sentence structure, and punctuation, write an overview of the events in the chapter.

## Identifying People and Ideas

Identify the following terms or individuals and explain their significance:

1. belligerents
2. Allied Powers
3. propaganda
4. Woodrow Wilson
5. Vladimir Lenin
6. Communist Party
7. armistice
8. League of Nations
9. Treaty of Versailles
10. economic sanctions

## Understanding Main Ideas

### SECTION 1 (pp. 506–511)

#### Setting the Stage for War

1. What was Bismarck's purpose in forming the Triple Alliance of 1882?
2. What event exploded the Balkan "powder keg" and began World War I?

### SECTION 2 (pp. 512–518)

#### World War I: A New Kind of War

3. How was new technology used in World War I?
4. What led the United States to declare war?

### SECTION 3 (pp. 519–521)

#### The Russian Revolution

5. What were the conditions in Russia that led to revolution?
6. How did signing the Treaty of Brest Litovsk help the Communist regime in Russia?

### SECTION 4 (pp. 522–529)

#### The Terms of Peace

7. What were the six general proposals of the Fourteen Points?
8. What problems did the peacemakers try to solve?

### SECTION 5 (pp. 526–531)

#### Creating a "New" Europe

9. Why was President Wilson disappointed with the Treaty of Versailles?
10. How was the League of Nations organized?

## Reviewing Themes

1. **Government** What role did propaganda play in World War I?
2. **Global Relations** How did World War I affect relations between the world's great powers?
3. **Economy** How was industry affected by World War I?

## Thinking Critically

1. **Analyzing Information** What role did economic conditions play in World War I?
2. **Making Predictions** What did the Armenian genocide indicate about human rights after World War I?
3. **Drawing Conclusions** How did the period from 1914 to 1918 mark the end of the old world and the beginning of a new world?
4. **Identifying Cause and Effect** What effect might the March 1917 revolution in Russia have had on the decision of the United States to join the war?

## Writing About History

**Summarizing** World War I greatly affected the borders of many countries in and near Europe. Write a description of the changes for Germany, Russia, Austria-Hungary, Turkey (Ottoman Empire), and Poland. Refer to the maps in the chapter and use the following chart to organize your thoughts before you begin writing.

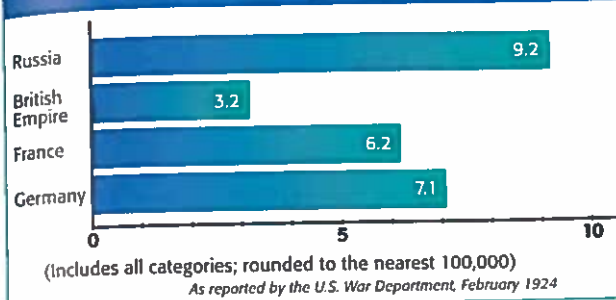
Countries that gained territory	Countries that lost territory	Countries that ceased to exist

## Building Social Studies Skills

### Analyzing Historical Statistics

Study the bar graph below. Then use the information to answer the questions that follow.

**Total Estimated Casualties of Selected Nations During World War I**



- Which of the following statements is most accurate?
  - Total Russian casualties were more than three times the number of total British Empire casualties.
  - France suffered 1 million more total casualties than did Germany.
  - Russia suffered nearly as many total casualties as did France and the British Empire combined.
  - Total German and Russian casualties were about equal.
- Use the statistical information shown in the graph to write a paragraph about the war's impact on postwar recovery and development. Be sure to use correct grammar, spelling, punctuation, and writing style.

### Evaluating Sources

Read the following advertisement. On May 1, 1915, the German government placed it in several American newspapers. On May 7, 1915 a German submarine sank the *Lusitania*, a British passenger liner. Then answer the questions.

**"NOTICE! Travellers intending to embark on the Atlantic voyage are reminded that a state of war exists between Germany and her allies and Great Britain and her allies; that the zone of war includes the waters adjacent to the British Isles; that, in accordance with formal notice given by the Imperial German Government, vessels flying the flag of Great Britain, or of any of her allies, are liable to destruction in those waters and that travellers sailing in the war zone on ships of Great Britain or her allies do so at their own risk."**

- Which of the following describes the type of evidence this advertisement provides?
  - This is a secondary source of evidence.
  - This is an unreliable source of evidence.
  - This is a primary source of evidence.
  - This is both a primary source and a secondary source of evidence.
- The attack on the *Lusitania* killed 1,198 people, including 128 Americans. Do you think the U.S. had a basis for protesting the attack? Explain your reasoning.

### Alternative Assessment

#### Building Your Portfolio

##### Government

The United States and Russia have often conflicted over ideological issues rooted in their respective revolutions. Write an evaluation of how the American Revolution differed from the Russian Revolution. Then create a compare-and-contrast chart that summarizes the ideas of both revolutions concerning separation of powers, liberty, equality, democracy, popular sovereignty, human rights, constitutionalism, and nationalism.

Link to  
TODAY

#### Internet connect

**Internet Activity:** [go.hrw.com](http://go.hrw.com)  
**KEYWORD:** SH3 WH18

Choose a topic on World War I and the Russian Revolution to:

- create a propaganda poster supporting the Allied Powers or the Central Powers.
- learn about social issues and events that were causes or effects of the war.
- understand the strengths and weaknesses of the Versailles treaty.

go  
hrw  
.com