



Europe Moves Toward War

After Napoleon was defeated, the Congress of Vienna met in 1814. The group wanted to create peace and a balance of power in Europe. The Congress took apart the French Empire and gave monarchs back their thrones. However, a new political ideal was taking shape. Nationalism swept through Europe.

Nationalists thought nations should be formed based on people who shared common heritage, language, and customs. Monarchs had gained their land by winning wars, signing treaties, and arranging marriages. As a result, Europe had empires that each included many nationalities. The Austro-Hungarian Empire, Russian Empire, and Ottoman Empire each included many ethnic groups. For example, in addition to ruling over Russians, the Russian czar ruled over Ukrainians, Poles, Jews, and Turks. Each of these groups had its own culture. Nationalists thought each of these ethnic groups deserved its own country.



Nationalism tore apart empires, but it built nations. By 1870, Italy was a unified nation. Germany also achieved national unity in the mid-1800s. People felt patriotic and devoted to their countries. However, nationalism also set the stage for war because it caused competition between nations. European nations competed for materials to use in their factories and for markets to sell their goods in. The nations competed with each other for colonies in Africa and Asia. For example, Germany and France nearly went to war twice over who would control Morocco in Northern Africa. When most of Europe supported France, Germany backed down.

As distrust between countries grew, the European powers built up their militaries. The rivalries led to the creation of military alliances. Countries had alliances that would back each other up if one of their allies was attacked. In the 1880s, Germany, Austria-Hungary, and Italy formed the Triple Alliance. Britain, France, and Russia joined together under the Triple Entente in the early 1900s. The French word "entente" means "alliance" or "agreement."

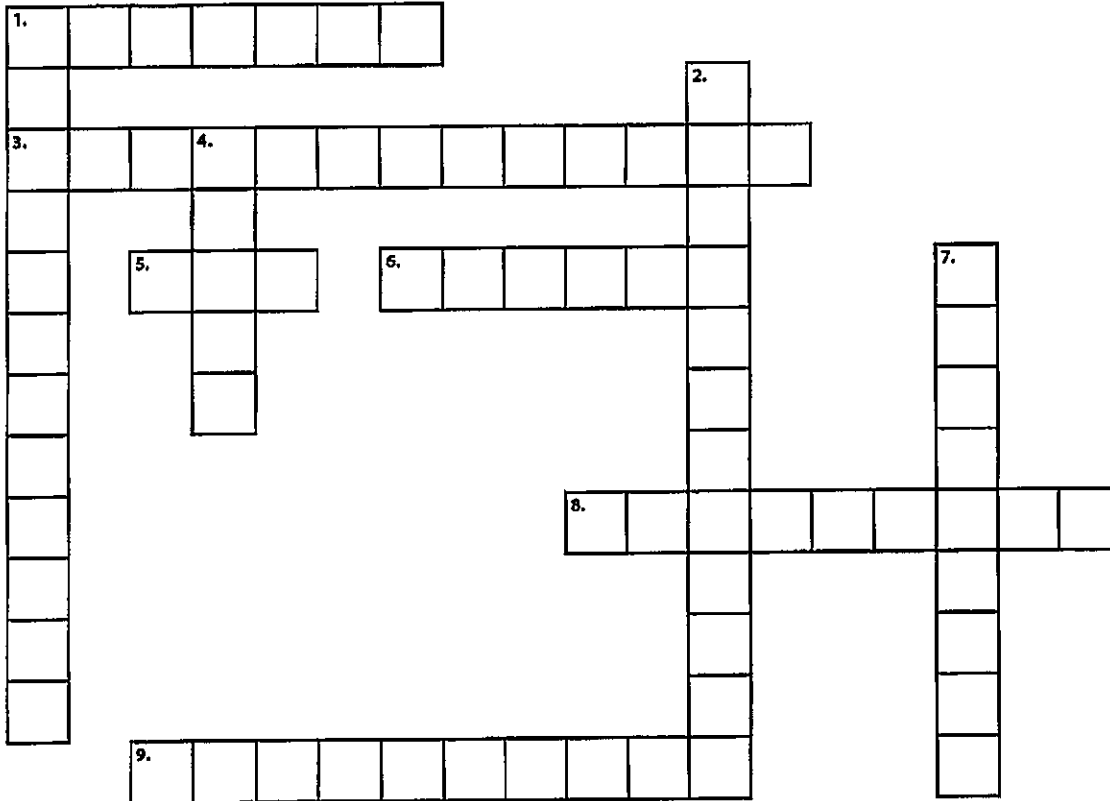
The alliances were designed to keep peace. However, a disagreement between two rival powers could now drag the whole continent to war. In 1914, a chain reaction would lead to World War I. It would be the largest war Europe and the world had ever seen.



Europe Moves Toward War

Crossword Puzzle

Write the best answer in each blank, and complete the crossword puzzle.



ACROSS

1. Nationalism caused competition between _____.
3. The _____ was made up of Britain, France, and Russia.
5. A disagreement between two countries could now drag the whole continent to _____.
6. Nationalists thought nations should be formed based on _____ heritage, language, and customs.
8. _____ would be the largest war Europe and the world had ever seen.
9. As distrust between countries grew, the European powers built up their _____.

DOWN

1. _____ thought each ethnic group deserved its own country.
2. European empires ruled over many _____.
4. Alliances were designed to keep _____.
7. Countries that had _____ would back each other up if one of their allies was attacked.

Causes of World War One

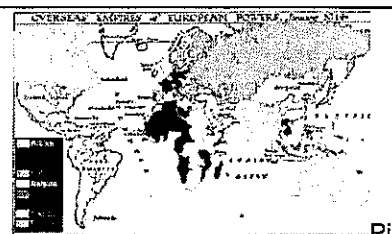
Although it was the assassination of the Austrian archduke, Franz Ferdinand that led to the outbreak of world war one in August 1914, the actual causes of the war were more complicated and not confined to a single cause.

Alliances

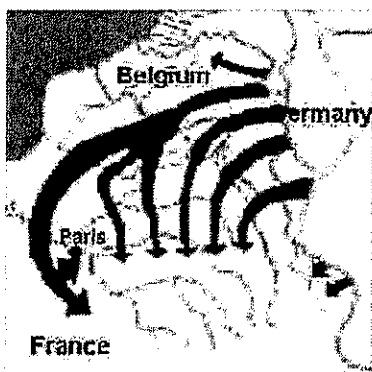
An alliance is an agreement made between two or more countries to give each other help if it is needed. When an alliance is signed, those countries become known as Allies. A number of alliances had been signed by countries between the years 1879 and 1914. These were important because they meant that some countries had no option but to declare war if one of their allies declared war first.

Imperialism

Imperialism is when a country takes over new lands or countries and makes them subject to their rule. By 1900 the British Empire extended over five continents and France had control of large areas of Africa. The amount of lands 'owned' by Britain and France increased the rivalry with Germany who had entered the scramble to acquire colonies late and only had small areas of Africa.



nk = British Blue = French
Red = German



Militarism

Militarism means that the army and military forces are given a high profile by the government. The growing European divide had led to an arms race between the main countries. The armies of both France and Germany had more than doubled between 1870 and 1914 and there was fierce competition between Britain and Germany for mastery of the seas. The British had introduced the 'Dreadnought', an effective battleship, in 1906. The Germans soon followed suit introducing their own battleships. The German, Von Schlieffen also drew up a plan of action that involved attacking France through Belgium if Russia made an attack on Germany.

Nationalism

Nationalism means being a strong supporter of the rights and interests of one's country. The Congress of Vienna, held after the Napoleonic wars left both Germany and Italy as divided states. It was nationalism the re-unification of Italy in 1861 and Germany in 1871. France was angry because the settlement at the end of the Franco-Prussian war had given Alsace-Lorraine to Germany. Large areas of both Austria-Hungary and Serbia were home to differing nationalist groups, all of whom wanted freedom from the states in which they lived.

Crises

The Moroccan Crisis - In 1904 Morocco had been given to France by Britain, but the Moroccans wanted independence and were supported by Germany. War was avoided, but in 1911, the Germans were again protesting against French possession of Morocco. Britain supported France and Germany was persuaded to back down for part of French Congo.

The Bosnian Crisis - In 1908, Austria-Hungary took over Bosnia. This angered Serbians who felt the province should be theirs. Serbia threatened Austria-Hungary with war, Russia, allied to Serbia, mobilised its forces. Germany, allied to Austria-Hungary mobilised its forces and prepared to threaten Russia. War was avoided when Russia backed down. In 1911 and 1912 there was war in the Balkans when the Balkan states drove Turkey out of the area. The states then fought each other over which area should belong to which state. Austria-Hungary intervened and forced Serbia to give up land. Tension between Serbia and Austria-Hungary was high.

Activities – Causes of WW1

Level 4

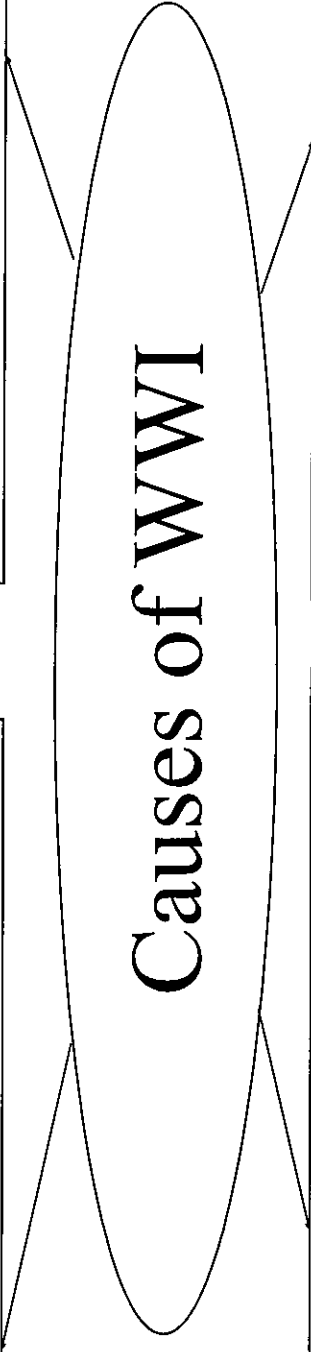
1. What is meant by the term alliance?
2. Which countries were allied by the Triple Alliance?
3. Which countries were allied by the Triple Entente?
4. Why was Germany annoyed by Imperialism?
5. Which armies had increased in size between 1870 and 1914?
6. Describe the Schlieffen Plan.
7. Why were the two crises important factors?

Levels 5 and 6

1. Which countries were bound to each other by which alliance?
2. How did imperialism contribute towards Germany's increasing anger with Britain and France?
3. Why was nationalism an important factor?
4. Describe the part played by Germany in increasing European militarism.
5. What links were there between the two crises and:
 - a. Alliances
 - b. Imperialism
 - c. Militarism
 - d. Nationalism

Militarism

Alliances



Imperialism

Nationalism

Name _____

Take notes on each groups presentation

World War I

The First World War had many causes; the historians probably have not yet discovered and discussed all of them so there might be more causes than what we know now. The spark of the Great War was the assassination of the Archduke Francis Ferdinand, heir to the throne of Austria-Hungary, and his wife by a Serbian nationalist on the morning of June 28, 1914, while traveling in a motorcade through Sarajevo, the capital city of Bosnia and Herzegovina. The Archduke was chosen as a target because Serbians feared that after his ascension to the throne, he would continue the persecution of Serbs living within the Austro-Hungarian Empire. The Serbian terrorist organization, the Black Hand, had trained a small group of teenage operatives to infiltrate Bosnia and carry out the assassination of the Archduke. It is unclear how officially active the Serbian government was in the plot. However, it was uncovered years later that the leader of the Black Hand was also the head of Serbian military intelligence. In order to understand the complexity of the causes of the war, it is very helpful to know what was the opinion of the contemporaries about the causes of the Great War. In the reprint of the article "What Started the War", from August 17, 1915 issue of The Clock magazine published on the Internet the author writes: "It is thought that this war that is been ongoing for over a year, began with the assassination of the Archduke Francis Ferdinand. However, many other reasons led to this war, some occurring as far back the late 1800's. Nationalism, militarism, imperialism, and the system of alliances were four main factors that pressed the great powers towards this explosive war."

(6)

Directions:

After reading the short article create a newspaper front page reacting to the death of Archduke Ferdinand. Your newspaper cover must have the following:

- Catchy Headline
- Drawn Picture about the Event
- Date of the event
- Prediction of WWI (Creative Presentation)



DBQ 19: Causes of World War I

Historical Context:

At the turn of the twentieth century, Europe seemed to enjoy a period of peace and progress. Yet below the surface, several forces were at work that would lead Europe into the "Great War." One of these forces was nationalism, and it had an explosive effect in the Balkans. But, nationalism was only one of the many causes of World War I. Historians and eyewitnesses have described the causes of World War I and have tried to assess the responsibility for it. What were the causes of World War I?

- ◆ **Directions:** The following question is based on the accompanying documents in Part A. As you analyze the documents, take into account both the source of the document and the author's point of view. Be sure to:
 1. Carefully read the document-based question. Consider what you already know about this topic. How would you answer the question if you had no documents to examine?
 2. Now, read each document carefully, underlining key phrases and words that address the document-based question. You may also wish to use the margin to make brief notes. Answer the questions which follow each document.
 3. Based on your own knowledge and on the information found in the documents, formulate a thesis that directly answers the question.
 4. Organize supportive and relevant information into a brief outline.
 5. Write a well-organized essay proving your thesis. The essay should be logically presented and should include information both from the documents and from your own knowledge outside of the documents.

Question: *Who and/or what caused World War I?*

- ◆ **Part A:** The following documents provide information on the causes of World War I. Examine the documents carefully, and answer the questions that follow.

Document 1

This chart provides information on the increasing amounts of money spent on armaments from 1870 through 1914.

Per Capita Expenditures of the Great Powers on Armaments						
	1870	1880	1890	1900	1910	1914
Great Britain	\$3.54	\$3.46	\$3.84	\$12.60*	\$7.29	\$8.23
France	2.92	4.02	4.66	5.21	6.47	7.07
Russia	1.28	1.50	1.26	1.44	2.32	3.44
Germany	1.28	2.16	2.80	4.06	4.06	8.19
Austria-Hungary	1.08	1.70	1.50	1.46	1.66	3.10
Italy	1.38	1.74	2.52	2.34	3.36	3.16

* Boer War Costs

Source: From *Europe, 1815-1914*, by Gordon A. Craig, 1966.

Which three countries increased the amount of money spent on weapons? _____
 How did this increase the chance of war? _____

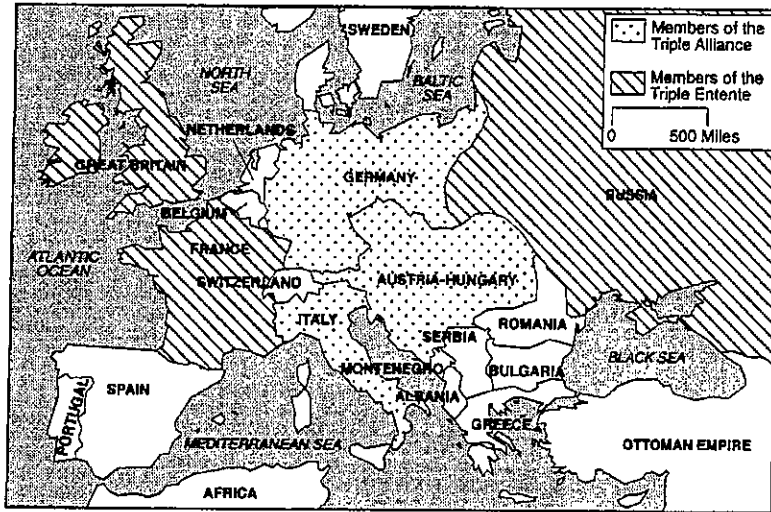
(continued)



DBQ 19: Causes of World War I (continued)

Document 2

This map of Europe on the eve of World War I shows the alliance systems.



Who were the members of each alliance system? How did alliance systems contribute to the outbreak of World War I? _____

Document 3

This is an excerpt from the Austro-Hungarian Red Book No. 7. It is the ultimatum that Austria-Hungary sent to Serbia on July 23, 1914.

... the Royal Serbian Government has done nothing to repress these movements. It has permitted the criminal machinations of various societies and associations directed against the Monarchy, and has tolerated unrestrained language on the part of the press, the glorification of the perpetrators of outrages and the participation of officers and functionaries in subversive agitation. . . .

... [The] Royal Government see themselves compelled to demand from the Royal Serbian Government a formal assurance that they condemn this dangerous propaganda against the Monarchy. . . .

... To accept the collaboration in Serbia of representatives of the Austro-Hungarian Government for the suppression of the subversive movement . . .

What were the accusations made by Austria-Hungary to Serbia? _____

What two demands did Austria-Hungary make on Serbia? _____

(continued)

DBQ 19: Causes of World War I (continued)

Document 4

This excerpt is from Article 231 of the Versailles Treaty, which Germany signed, thereby ending World War I.

... The Allied and Associate Governments affirm and Germany accepts the responsibility of Germany and her allies for causing all the loss and damage. . . .

According to the Versailles Treaty, who was responsible for World War I? _____
Why? _____

Document 5

In this excerpt from May 7, 1919, Count Brockdorff-Rantzau, leader of the German delegation to the Versailles Peace Conference, protested.

It is demanded of us that we shall confess ourselves to be alone guilty of the war. Such a confession from my lips would be a lie. We are far from declining all responsibility for the fact that this great World War took place or that it was fought in the way that it was. . . . But we energetically deny that Germany and its people, who were convinced that they fought a war of defense, were alone guilty. No one would want to assert that the disaster began only at that disastrous moment when the successor of Austria-Hungary fell a victim to murderous hands. In the last fifty years, the imperialism of all European states has chronically poisoned international relations. Policies of retaliation, policies of expansion, and disregard for the right of peoples to determine their own destiny, have contributed to the European malady which came to a crisis in the World War. The mobilization of Russia deprived statesmen of the opportunity of curing the disease, and placed the issue in the hands of the military powers. . . .

What position did the German delegation leader present? _____

What did he say caused the war? _____

Document 6

In his book, *Origins of the World War*, Sidney Bradshaw Fay stated his position on the causes of World War I.

Nevertheless, a European war broke out. Why? Because in each country [of Europe] political and military leaders did certain things which lead to the mobilization [of their armies for war] and [finally] to the declarations of war, or [these leaders] failed to do certain things which might have prevented [the war]. In this sense, all the European countries in greater or lesser degree were responsible [for the outbreak of World War I].

10

Name _____ Date _____

DBQ 19: Causes of World War I (continued)

According to this author, who was responsible for the outbreak of World War I? _____

What did he cite as evidence to support this claim? _____

Document 7

This is an excerpt from *The Century of Total War* by Raymond Aron (Doubleday & Co. 1954).

... The rise of Germany, whose supremacy France dreaded and whose navy menaced [or threatened] England, had created among [England and France] an alliance which claimed it was defensive in nature but was denounced by German propaganda as an attempt at [the] encirclement [of Germany]. The two armed camps alarmed each other, and each grew heavy with multiplied incidents, which spread East [with the assassination of the Archduke Ferdinand], where Russia and Austria were advancing contradictory claims. . . .

What role did the assassination and the ultimatum play in the outbreak of the war? _____

What responsibility did the alliance systems play in the outbreak of the war? _____

◆ Part B—Essay

Who and/or what caused World War I?



The excerpts below, from “All Quiet on the Western Front” are to be read to students as they view the photos from the PowerPoint.

Photo 1 – Fear and Anticipation-

We see soldiers from the 132nd Regimental Infantry crouching in a trench in a battle position.

Reading

A shell crashes. Almost immediately two others. And then it begins in earnest. A bombardment. Machine-guns rattle. Now there is nothing for it but to stay lying low. Apparently an attack is coming. Everywhere the rockets shoot up. Unceasing.... I lie motionless;- somewhere something clanks, it stamps and stumbles nearer- all my nerves become taut and icy. It clatters over me and away, the first wave has passed. I have but this one shattering thought: What will you do if someone jumps into your shell-hole?- Swiftly I pull out my little dagger, grasp it fast, and bury it in hand once again under the mud. If anyone jumps in here I will go for him. It hammers in my forehead; at once, stab him clean through the throat, so that he cannot call out; that's the only way; he will be just as frightened as I am; when in terror we fall upon one another, then I must be first.

Photo 2-First Bombardment-

This is a French soldier preparing to launch a bomb.

Reading

One lands behind us. Some recruits jump up terrified. A couple of minutes later another comes over, nearer this time..... Then it begins in earnest. We crawl away as well as we can in our haste. The next lands fair amongst us. Two fellows cry out. Green rockets shoot up on the skyline. Barrage. The mud flies high, fragments whiz past. The crack of the guns I hear long after the roar of the explosion It's got someone pretty badly. Cries are heard between the explosions. At last it grows quiet. The fire has lifted over us and is now dropping on the reserves. We risk a look. Red rockets shoot up to the sky. Apparently there is an attack coming. Where we are is still quiet. I sit up and shake the recruit by the shoulder. “All over, kid! It's all right this time.” He looks around him dazedly. “You'll get used to it soon,” I tell him.

Photo 3- Surviving a Gas Attack-

We see British machine gunners in action in 1916 wearing gas helmets for protection from poison gas.

Reading

The dull thud of the gas-shells mingles with the crashes of the light explosives. A bell sounds between the explosions, gongs, and metal clappers warning everyone-Gas-Gas-Gaas. These first minutes with the mask decide between life and death: is it air tight? I remember the awful sights in the hospital: the gas patients who lay in day-long suffocation cough up their burnt lungs in clots. Cautiously, the mouth applied to the valve, I breathe. The gas still creeps over the ground. .. like a big, soft jelly-fish.....

Inside the gas-mask my head booms and roars-it is nigh bursting. My lungs are tight, they breathe always the same hot, used up air, and the veins on my temple are swollen. I feel I am suffocating.

Photo 4- Daily Life-

We see British soldiers huddled in a trench between bombing raids in 1916.

Reading

We must look out for our bread. The rats have been much more numerous lately because the trenches are no longer in good condition..... the rats here are particularly repulsive, they are so fat..... with long, nude tails. They seem mighty hungry. Almost every man has had his bread gnawed. Kropp wrapped his in his waterproof sheet and put it under his head, but he cannot sleep because they run over his face to get at it. Deterring meant to outwit them: he fastened a thin wire to the roof and suspended his bread from it. During the night when he switched on his pocket-torch he saw the wire swinging to and fro. On the bread was riding a fat rat.

At last we put a stop to it. We cannot afford to throw the bread away, because then we should have nothing left to eat in the morning, so we carefully cut off the bits of bread that the animals have gnawed. The slices we cut off are heaped together in the middle of the floor. Each man takes out his spade and lies down prepared to strike. Deterring Kropp and Kat hold their pocket-torches ready. After a few minutes we hear the first shuffling and tugging. It grows, now it is the sound of many little feet. Then the torches switch on, and every man strikes at the heap, which scatters with a rush. The result is good. We toss the bits of rats over the parapet and again lie in wait. Several times we repeat the process. At last the beasts get wise to it, or perhaps they have scented the blood. They return no more. Nevertheless, before morning the remainder of the bread on the floor has been carried off.

Photo 5- Dealing with Boredom-

We see German soldiers passing the time reading and talking in a trench.

Reading

How long has it been? Weeks-months-years? Only days. We see time pass in the colorless faces of the dying, we cram food into us, we throw, we shoot, we kill, we lie about, we are feeble and spent, and nothing supports us but the knowledge that there are still feebler, still more spent, still more helpless ones there who, with staring eyes, look upon us as gods that escape death many times.

Photo 6- Morale-

We see British soldiers huddled in an isolated, exposed trench, bracing for an incoming attack.

Reading

A bomb or something lands close besides me. I have not heard it coming and am terrified. At the same moment a senseless fear takes hold of me. Here I am alone and almost helpless in the dark-perhaps two other eyes have been watching me for a long while from another shell-hole in front of me, and a bomb lies ready to blow me to pieces. I try to pull myself together. It is not my first patrol and not a particularly risky one. But it is the first since my leave and besides, the lie of the land is still rather strange to me.

I tell myself that my alarm is absurd, that there are probably nothing at all there in the darkness watching me, otherwise they would not be firing so low. It is in vain. In whirling confusion my thoughts hum in my brain- I hear the warning voice of my mother.....

I still continue to lie in the shallow bowl. I look at the time; only a few minutes have passed. My forehead is wet, the sockets of my eyes are damp, my hands tremble, and I am panting softly. It is nothing but an awful spasm of fear, a simple animal fear of poking out my head and crawling on farther.

NAME:

U

World War One: Trench Simulation Activity

Directions: Respond to the following questions in your ISN.

#1 Experiential Questions - Fear and Anticipation

- As you sit in the trench, what do you fear? What dangers do you face?
- How are you preparing yourself—both physically and mentally—to face those dangers?
- Physically put yourself in a position that best prepares you for these dangers. How does it feel to be in that position?

#2 Experiential Questions - First Bombardment

- There has been constant shelling for three days. How does your head feel?
- What destruction do you expect to see around you the next morning? Describe it.
- Did you expect to die? How did you cope with that feeling?
- What do you think the enemy hopes to gain by this constant shelling?

#3 Experiential Questions - Surviving a Gas Attack

- Your gas mask irritates the skin of your face and itches. What can you do to comfort yourself without exposing yourself to the poisonous gas?
- The gas mask makes you feel claustrophobic. What is that feeling like? What can you do to overcome the feeling? Do it now.
- The soldier next to you dies. What are you going to do with the body?

(2)

World War One: Trench Simulation Activity

Directions: Respond to the following questions in your ISN.

#4 Experiential Questions - *Daily Life*

- What methods would you use to get rid of the rats?
- Your ration for the day is a tin of ham and a piece of bread. How will you eat your food so that it lasts for an entire day?
- The rats have nibbled on your bread. Will you still eat it? What do you think might happen if you do?
- Your meat is spoiled and after eating it you feel very sick. What can you do? You develop diarrhea; what problems does this cause in the trenches?

USH-12-1, Activity 4.3, Page 9

#5 Experiential Questions - *Dealing with Boredom*

- What do you do to keep from getting bored?
- Your leg has a cramp. How do you get rid of it?
- The soldier next to you has a cold and keeps sneezing and coughing. What can you do to protect yourself from getting sick too?
- Your uniform is wet because you have been sitting in a puddle. What will you do to get more comfortable? Do it now.

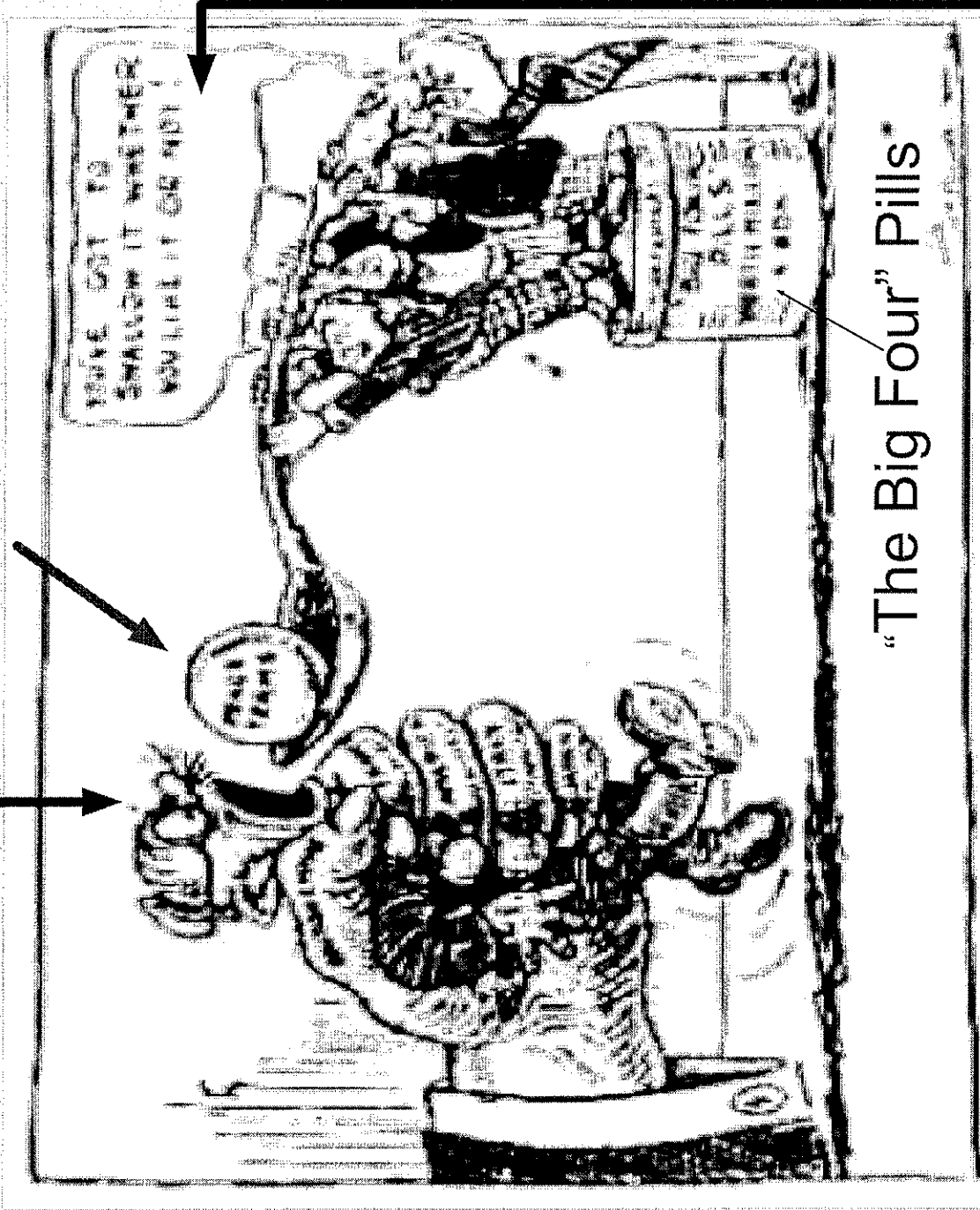
#6 Experiential Questions - *Morale*

- Will you sign up to go on patrol tomorrow? Why or why not? How does the constant fear you feel affect your morale?
- As the captain, it is your job to reassure your men. How will you inspire confidence in your troops so that they keep fighting?
- You are feeling homesick and are thinking about writing a letter. What experiences will you relate to your family? Will you spare them any of the details?

(10)

Germany

Peace Terms



“You’ve got to swallow it whether you like it or not!”

1. What is happening to Germany in this cartoon?

2. What specific terms of the Treaty of Versailles Must Germany accept? (check your Organizer)

Versailles Treaty 28 June 1919

The main terms of the Versailles Treaty were:

- (1) the surrender of all German colonies as League of Nations mandates;
- (2) the return of Alsace-Lorraine to France;
- (3) cession of Eupen-Malmedy to Belgium, Memel to Lithuania, the Hultschin district to Czechoslovakia,
- (4) Poznan, parts of East Prussia and Upper Silesia to Poland;
- (5) Danzig to become a free city;
- (6) plebiscites to be held in northern Schleswig to settle the Danish-German frontier;
- (7) occupation and special status for the Saar under French control; (8) demilitarization and a fifteen-year occupation of the Rhineland;
- (9) German reparations of £6,600 million;
- (10) a ban on the union of Germany and Austria;
- (11) an acceptance of Germany's guilt in causing the war;
- (11) provision for the trial of the former Kaiser and other war leaders;
- (12) limitation of Germany's army to 100,000 men with no conscription, no tanks, no heavy artillery, no poison-gas supplies, no aircraft and no airships;
- (13) the limitation of the German Navy to vessels under 100,000 tons, with no submarines;

Germany signed the Versailles Treaty under protest. The USA Congress refused to ratify the treaty. Many people in France and Britain were angry that there was no trial of the Kaiser or the other war leaders.

FOURTEEN POINTS SPEECH (1918)

Woodrow Wilson

The United States was a reluctant belligerent in the Great War, and the Wilson administration did its best to remain neutral. Finally, however, in response to entreaties from the Allies and a renewed German U-boat campaign, the United States declared war on the Central Powers in April 1917.

The European combatants had been preparing for war for several years, and a complex web of secret agreements tied various nations together; both the Allies and the Central Powers had aspirations of seizing control of their enemies' empires. The United States, however, had not been a party to any of those agreements, and President Woodrow Wilson desperately sought a basis for ending the war that would allow both sides to participate fully in building a lasting peace. Both before and after American entry into the conflict, Wilson called on the belligerents to state their war aims. But since many of these aims involved territorial ambitions, both sides refused.

Finally Wilson lost patience, and on January 8, 1918, went before Congress to enunciate what he considered the basic premises of a just and lasting peace. The Fourteen Points, as the program came to be called, consisted of certain basic principles, such as freedom of the seas and open covenants, a variety of geographic arrangements carrying out the principle of self-determination, and above all, a League of Nations that would enforce the peace.

The Fourteen Points are important for several reasons. First of all, they translated many of the principles of American domestic reform, known as Progressivism, into foreign policy. Notions of free trade, open agreements, democracy and self-determination were mere variants of domestic programs that reformers had been supporting for two decades. Second, the Fourteen Points constituted the only statement by any of the belligerents of their war aims. They thus became the basis for German surrender, and the only criteria by which to judge the peace treaty.

Most important, where many countries believed that only self-interest should guide foreign policy, in the Fourteen Points Wilson argued that morality and ethics had to be the basis for the foreign policy of a democratic society. While subsequent American governments have not always shared that belief, many American presidents have agreed with the Wilsonian belief in morality as a key ingredient in foreign as well as domestic policy.

Hitler's Speech

Speech on the Treaty of Versailles (April 17, 1923)
Adolf Hitler

With the armistice begins the humiliation of Germany. If the Republic on the day of its foundation had appealed to the country: Germans, stand together! Up and resist the foe! The Fatherland, the Republic expects of you that you fight to your last breath, then millions who are now enemies of the Republic would be fanatical Republicans. Today they are the foes of the Republic not because it is a Republic but because this Republic was founded at the moment when Germany was humiliated, because it so discredited the new flag that men's eyes must turn regretfully toward the old flag.

So long as this Treaty stands there can be no resurrection of the German people; no social reform of any kind is possible! The Treaty was made in order to bring 20 million Germans to their deaths and to ruin the German nation. But those who made the Treaty cannot set it aside. As its foundation our Movement formulated three demands:

1. Setting aside of the Peace Treaty.
2. Unification of all Germans.
3. Land and soil [*Grund und Boden*] to feed our nation.

Our movement could formulate these demands, since it was not our Movement which caused the War, it has not made the Republic, it did not sign the Peace Treaty.

There is thus one thing which is the first task of this Movement: it desires to make the German once more National, that his Fatherland shall stand for him above everything else. It desires to teach our people to understand afresh the truth of the old saying: He who will not be a hammer must be an anvil. An anvil we are today, and that anvil will be beaten until out of the anvil we fashion once more a hammer, a German sword!

Weimar Republic

Note: Text of speech from *Aspects of Western Civilization, Volume II*, Perry Rogers, ed.; Prentice Hall

The German Reply

When the territorial clauses of the Peace Treaty go into effect Germany will lose in the East the most important regions for the production of wheat and potatoes, and this would be equivalent to a loss of twenty-one percent of the total harvest of these foodstuffs.

Moreover the intensiveness of our agricultural production would be greatly decreased. On the one hand, the importation of certain raw materials indispensable for the production of fertilizer, such as phosphates, would be hampered; on the other hand, this industry would like all other industries suffer from the shortage of coal.

For the Peace Treaty provides for the loss of almost a third of the production of our coal fields; in addition to that loss, enormous deliveries of coal to various Allied countries are imposed on us for ten years.

In addition, in conformity to the Treaty, Germany will cede to her neighbors almost three-quarters of her ore production and three-fifths of her production of zinc.

After this privation of her produce, after the economic repression caused by the loss of her Colonies, of her Merchant Fleet and her foreign possession, Germany will no longer be in a position to import raw materials in sufficient quantities from abroad. As a matter of course an enormous part of German industry would thus be condemned to extinction. At the same time the need to import commodities would considerably increase, while the possibility of meeting this need would diminish to the same extent.

After a very short time Germany would therefore no longer be in a position to furnish bread and work to her many millions of persons forced to earn their daily bread by navigation and

commerce. These people would have to emigrate; but this is materially impossible; all the more so, in that many countries, and the most important ones will oppose German immigration. In addition hundreds of thousands of Germans expelled from the territories of the Powers now at war with Germany, and from the Colonies and Territories which Germany must give up will come back to their native country.

The enforcement of the Peace Conditions would therefore logically entail the loss of several million persons in Germany. This catastrophe would not be long in occurring, since the health of the population has been broken during the war by the blockade and during the armistice by the increased vigor of the starvation blockade.

No assistance, however great and of however long duration could prevent these wholesale deaths. The Peace would impose upon Germany many times the number of human lives cost her by this war of four years and a half, (1,750,000 killed by the enemy; almost a million as a result of the blockade.)

We do not think and we do not believe that the delegates of the Allied and Associated Powers are aware of the consequences that will inevitably follow, if Germany, an industrial nation with a very dense population, closely bound up with the economic system of the world, and obliged to import enormous quantities of food and raw materials, finds herself suddenly thrown into a phase of her development corresponding to the period of her economic construction and the period when her population was the size it was a half century ago.

Those who sign this treaty, will sign the death sentence of many millions of German men, women and children.



Goals

French

United States

German Response

Treaty of Versailles

How did the map of Europe
change?

Hitler's Response

Name _____

Based on the accompanying documents, detail each aspect of the Treaty of

CLAIM: The stage for World War II was/was not set by the reparations stipulated in the

Treaty of Versailles because:

1.

2.

3.

4.

29

“This is a war to end all wars”

- H.G. Wells (British Novelist)

1. Based on the quote above come up with three predictions why WWI was suppose to be the war that ended all wars. (Think Politically, Socially, Militarily)