

## World History 2

### **Unit Eight: Imperialism and World War I, 1914-1918**

Due Date (January)	Assignment	Student's Friend	Documents
W25	Read pp. 668-673. Complete assignment 8.1. Daily Quiz 8.1. Begin researching Technology Pamphlet.	P. 40 in class.	Schools of Thought: Causes of World War I
F27	Read pp. 673-675 and Document 22.1. Complete assignment 8.2. Daily Quiz 8.2.		22.1, "The Horror of Battle." Songs of the First World War
T30	Read pp. 677-680. Complete assignment 8.3. Daily Quiz 8.3.		22.4, "The Perversion of Technology." <i>Dulce et Decorum Est</i> by Reginald Owen
W31	Read pp. 680-685. Complete assignment 8.4. Daily Quiz 8.4.	P. 41 in class	View excerpts from "All Quiet on the Western Front" in class.
M5	Complete assignment 8.5 on video. Inner-Outer Circle Seminar.		
W7	Technology Pamphlet due. Test over readings, media, and assignments.		

### **Assignments for Unit 8**

*Respond to each of the following on a separate sheet of paper. Type or write neatly; use a ruler if necessary to construct graphics. Complete each assignment on a different sheet. Include your full name, assignment number, and class period.*

#### **8.1 (668-673)**

##### **MOTIVES FOR THE NEW IMPERIALISM**

1. Using the text and the map on p. 670, explain how Japan and the United States affected the balance of power in Asia. What colonial claims changed between 1880 and 1914? Why were they important?

##### **BISMARCK'S LEADERSHIP: The Triple Alliance**

2. In a paragraph, compare Bismarck's goals (Quick Review in margin, p. 669) with the goals of William II (also known as Kaiser Wilhelm II), outlined on p. 671.

##### **FORGING THE TRIPLE ENTENTE**

3. Draw a map showing the locations of members of the Triple Alliance and members of the Triple Entente as described on p. 673. You may refer to the map on p. 676, but notice that the map does not include Italy in either of these groups. Include it in the correct group on your map. Use color or some other key to distinguish one alliance from the other.

## 8.2 (673-675, Document 22.1)

### THE ROAD TO WAR: The Bosnian Crisis

1. Draw a map showing the location of Serbia, Bulgaria, Greece, Montenegro, Austria-Hungary, and the Ottoman Empire. Then describe in a brief paragraph how the major European powers responded to the Young Turks' takeover of the Ottoman Empire.

### SARAJEVO AND THE OUTBREAK OF WAR: Germany and Austria's Response; The Triple Entente's Response

2. Explain how the assassination of Archduke Francis Ferdinand expanded from a conflict between Serbia and Austria to a war involving all major European powers. You may use either a paragraph or a graphic organizer to explain these events.

### Document 22.1: The Horror of Battle

3. Which elements in this account are "horrible"? What do they show about the nature of the fighting in the First World War? Respond in a four-to-eight line poem of either eight or ten beats per line. Rhyming is optional.

## 8.3 (677-680)

### STRATEGIES AND STALEMATE: The War in the West

1. Outline the Schlieffen Plan for German victory in Europe. When war came, why did the plan fail?

### The War at Sea

2. In a paragraph, describe the major British and German strategies aimed at controlling the sea. How did these lead to the sinking of the passenger liner *Lusitania*?

### America Enters the War

3. Explain how the Bolshevik Revolution in Russia influenced the United States to enter the War.

## 8.4 (680-685)

### MILITARY RESOLUTION

1. Explain why "the German people were, in general unaware that their army had been defeated." Why did the German military seek peace before they were utterly defeated? What happened to the German government at the end of the War?

### OVERVIEW: Casualties of the Major Belligerents in World War I (p. 682)

2. Of the three columns (Killed, Wounded, or Total Killed as Percentage of Population), which one tells you the most about how the War affected these nations? Why? Using the category you chose, list the five nations most affected by the War, and note whether they were on the winning or losing side.

### Reparations

3. In a paragraph, explain the reparations demanded of Germany, and the significance of the war guilt clause. Do you think this was a just punishment for Germany? If so, in what ways had Germany caused the War?

## 8.5 ALL QUIET ON THE WESTERN FRONT (1930)

### INNER-OUTER CIRCLE SEMINAR

Compose three thoughtful questions using Bloom’s Taxonomy (levels 4, 5, or 6); include your own responses; and bring to class for seminar discussion. 1/3 credit for questions and responses; 1/3 credit for discussion participation; 1/3 credit for notes participation. See “Inner-Outer Circle” handout for more information. Typing required.

Your topic is the film excerpts we have viewed in class (also available at <http://video.google.com/videoplay?docid=7300946306109319965> or on YouTube if you had to miss some of our viewing). Consider the following as you craft your discussion topics.

- All Quiet on the Western Front by Erich Maria Remarque, the novel on which this film was based, paints a picture of war that is full of terrifying, grotesque details in an attempt to persuade readers of the horrors of battle. Portrayals of war in other books, however, as well as in films and on television, often ignore the more painful side of battle to glorify fighting.
- Adolf Hitler banned All Quiet on the Western Front at the beginning of World War II and had copies of the novel burned. (Hitler had received two medals for his bravery as a soldier during the First World War.) Debate the right of a government to censor certain types of antiwar media when the country is involved in a full-scale war.
- Discuss the possible statements that Remarque may have been making by the ironic way in which Kat and Paul are killed—veteran soldiers who survive many terrible fights, but end up dying anyway when they aren’t in battle.

### Technology Pamphlet (Due Feb. 7)

You will be researching a technical innovation in use between 1914 and 1918 and preparing a pamphlet describing its construction, use, and importance to the conflict. Your resources should include 2 online and 1 print source. Possible topics include (but are not limited to) the following:

Transportation	Communication	Weapons	Medicine/safety
Observation balloon	Radio	Fokker interrupter gear	Ambulance
Dirigible	Carrier pigeon	Depth charge	Gas mask
Pusher biplane	Telephone	Torpedo	Parachute
Submarine	Aerial reconnaissance	Machine gun	Hospital ship
Dreadnought	Signal flags	Railroad artillery	Field stretcher
Armored car	Wristwatch	Flechettes	Flight suit

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**Pamphlet: Technology in the First World War**

You should:

- Choose a form of technology that was used in combat, support of combat, or by medical workers during the First World War.
- Research that topic using at least two online sources and at least one print resource. Cite sources, on a separate sheet if necessary.
- Produce a pamphlet illustrating what you learned about the chosen topic.

Your pamphlet should

Be made of one 8 ½ x 11 piece of paper, folded into six sections as demonstrated in class.

Demonstrate neatness in typing or writing.

Incorporate consistent patterns, design, format, or color scheme throughout.

Have a title and subtitle on the front.

Follow this format as you explain your topic:

Page 1: Background knowledge necessary to appreciate your topic.

Page 2: A description of the object.

Page 3: A picture or pictures of the object.

Page 4: A map locating the use of the object in the world.

Page 5: An extension of the technology that is still in use in 2007.

Your pamphlet will be due Wednesday, February 7, at the beginning of class.

<i>Pamphlet Rubric</i>						
Attractive cover			3	2	1	0
All pages utilized correctly	5	4	3	2	1	0
Organization and neatness			3	2	1	0
One illustration					1	0
One map illustrating events					1	0
Accuracy and extension			3	2	1	0
Total Score: _____/16						

## INNER-OUTER CIRCLE SEMINAR

**1. Purpose.** The purpose of this seminar is to understand new knowledge by thinking out loud and sharing your ideas openly with other students. Cooperation can lead to greater understanding. Back up your ideas with evidence from the assigned reading(s).

**2. Questions.** Write and answer three questions based on the reading(s). Ask questions that require thought. Questions should reflect your curiosity, and your questions might not have right or wrong answers. Do not write questions on the “knowledge” level. Do not write questions that can be answered in just a few words.

**3. Grading.** This graded seminar will be worth 81 points: one-third for your written questions and answers, one-third for your discussion in the inner circle, and one-third for your notes in the outer circle (27 each).

<b>Earn positive points for:</b>	<b>Avoid negative points for:</b>
-Good thought questions (5)	-Not paying attention (-2)
-Each relevant comment (1)	-Distracting others (-2)
-Evidence from the reading (2)	-Interrupting (-2)
-Bringing others into the conversation (2)	-Irrelevant comments (-2)
-Recognizing contradictions (2)	-Monopolizing the conversation (-3)
-Asking clarifying questions (1)	-Personal attacks (-3)

### KEYS TO A SUCCESSFUL SEMINAR

- ✓ Be prepared. Read the assigned reading carefully, probably more than once. Try your best to fully understand it.
- ✓ Write thought-provoking questions. Remember to write both questions and answers. Your questions and answers will be checked at the beginning of class.
- ✓ Keep an open mind during the discussion. Look for the strengths in other people’s ideas. Be prepared to change your point-of-view based on what you learn.
- ✓ If several people wish to talk, raise your hand and wait quietly to be called upon. Do not raise your hand while another student is speaking.
- ✓ Speak loudly enough for everyone in the room to hear you. Look at other students when talking. Bring the assigned reading to the discussion; you may wish to refer to it.
- ✓ If you don’t understand something, ask clarifying questions.
- ✓ If you don’t have something to say, it is OK to “pass” when asked to contribute.
- ✓ When in the outer circle, pay close attention to the discussion, and take notes.

*From studentsfriend.com*

# DULCE ET DECORUM EST,

Bent double, like old beggars under sacks,  
Knock-kneed, coughing like hags, we cursed through sludge,  
Till on the haunting flares<sup>2</sup> we turned our backs  
And towards our distant rest<sup>3</sup> began to trudge.  
Men marched asleep. Many had lost their boots  
But limped on, blood-shod. All went lame; all blind;  
Drunk with fatigue; deaf even to the hoots<sup>4</sup>  
Of tired, outstripped<sup>5</sup> Five-Nines<sup>6</sup> that dropped behind.

Gas!<sup>7</sup> Gas! Quick, boys! – An ecstasy of fumbling,  
Fitting the clumsy helmets<sup>8</sup> just in time;  
But someone still was yelling out and stumbling,  
And flound'ring like a man in fire or lime<sup>9</sup> . . .  
Dim, through the misty panes<sup>10</sup> and thick green light,  
As under a green sea, I saw him drowning.  
In all my dreams, before my helpless sight,  
He plunges at me, guttering,<sup>11</sup> choking, drowning.

If in some smothering dreams you too could pace  
Behind the wagon that we flung him in,  
And watch the white eyes writhing in his face,  
His hanging face, like a devil's sick of sin;  
If you could hear, at every jolt, the blood  
Come gargling from the froth-corrupted lungs,  
Obscene as cancer, bitter as the cud<sup>12</sup>  
Of vile, incurable sores on innocent tongues,  
My friend, you would not tell with such high zest<sup>13</sup>  
To children ardent<sup>14</sup> for some desperate glory,  
The old Lie; Dulce et Decorum est  
Pro patria mori.<sup>15</sup>

Wilfred Owen

1893-1918

1 DULCE ET DECORUM EST - the first words of a Latin saying (taken from an ode by Horace). The words were widely understood and often quoted at the start of the First World War. They mean "It is sweet and right." The full saying ends the poem: *Dulce et decorum est pro patria mori* - it is sweet and right to die for your country.

2 rockets which were sent up to burn with a brilliant glare to light up men and other targets in the area between the front lines

3 a camp away from the front line where exhausted soldiers might rest for a few days, or longer

4 the noise made by the shells rushing through the air

5 outpaced, the soldiers have struggled beyond the reach of these shells which are now falling behind them as they struggle away from the scene of battle

6 Five-Nines - 5.9 calibre explosive shells

7 poison gas. From the symptoms it would appear to be chlorine or phosgene gas. The filling of the lungs with fluid had the same effects as when a person drowned

8 the early name for gas masks

9 a white chalky substance which can burn live tissue

10 the glass in the eyepieces of the gas masks

11 Owen probably meant flickering out like a candle or gurgling like water draining down a gutter, referring to the sounds in the throat of the choking man, or it might be a sound partly like stuttering and partly like gurgling

12 normally the regurgitated grass that cows chew; here a similar looking material was issuing from the soldier's mouth

13 high zest - idealistic enthusiasm, keenly believing in the rightness of the idea

14 keen

15 see note 1

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I Didn't Raise My Boy to Be a Soldier

Ten million soldiers to the war have gone  
Who may never return again;  
Ten million mothers' hearts must break  
For the ones who died in vain--  
Head bowed down in sorrow, in her lonely years,  
I heard a mother murmur thro' her tears:

Chorus

*"I didn't raise my boy to be a soldier,  
I brought him up to be my pride and joy.  
Who dares to place a musket on his shoulder,  
To shoot some other mother's darling boy?"  
Let nations arbitrate their future trouble,  
It's time to lay the sword and gun away.  
There'd be no war today  
If mothers all would say,  
"I didn't raise my boy to be a soldier."*

What victory can cheer a mother's heart,  
When she looks at her blighted home?  
What victory can bring her back  
All she cares to call her own?  
Let each mother's answer in the years to be,  
"Remember that my boy belongs to me."

The Laddies Who Fought and Won

There's a dear old lady, Mother Britain is her  
name,  
And she's all the world to me.  
She's a dear old soul, always the same,  
With a heart as big as three.  
And when troubles and trials are knocking at her  
door,  
And the day seems dark and long,  
Her sons on the land and her sons on the sea,  
They all march to this song,

(Chorus)

*When the fighting is over, and the war is won,  
And the flags are waving free,  
When the bells are ringing, and the boys are  
singing  
songs of victory,  
When we all gather 'round the old fireside,  
And the old mother kisses her son,  
A' the lassies will be loving all the laddies,  
The laddies who fought and won.*

We can all look back to the his'try of the past,  
That made us what we are.  
We have pledged our word we all shall hold fast,

Be the day away so far.  
And till that time comes, let us fight and fight,  
Let us fight till vic'try's won.  
we will never give in, we are out to win,  
To the very last man and gun.

## The Great Witch Hunt

From *This Fabulous Century: Sixty Years of American Life*, vol. 2, 1910-1920 (New York: Time-Life Books, 1969), pp. 235-38.

Before delivering his request for a declaration of war to Congress President Wilson had predicted: "Once lead this people into war, and they'll forget there was ever such a thing as tolerance; to fight you must be brutal and ruthless, and the spirit of ruthless brutality will enter into the very fibre of our national life, infecting Congress, the courts, the policeman, the man in the street."

The President was right. Once the excitement of marching in parades and cheering at bond rallies was overshadowed by the serious business of being in a shooting war, the mood of the nation underwent a violent, even vicious change. Dissent died away to a whisper and orthodoxy of expression and action was enforced. To question the nobility of the war effort was tantamount to treason.

This almost unanimous commitment to war amounted to an abrupt about-face for much of the nation. During the three years since Europe had erupted in total war, Americans had been far from total agreement as to what stand the country should take. Many people in the North-east had favored all aid to the Allies short of intervention, while people farther west, where the physical distance from Europe was greater and the number of recent immigrants smaller, remained isolationists. A few militants, fired up by the likes of belligerent Teddy Roosevelt, had clamored for military "preparedness." But equal numbers of pacifists had agreed heartily with the isolationist stand of the *New York World*: "If Europe insists on committing suicide, Europe must furnish the corpse for Europe's funeral." One of the most popular songs of 1915 was "I Didn't Raise My Boy to Be a Soldier."

As the war grew fiercer in Europe, however, more and more Americans found themselves in sympathy with the Allies. This feeling developed into real outrage against the Germans when numbers of German spies were discovered sabotaging American industry and manipulating American opinion. On July 24, 1915, a U.S. Secret Service agent had managed to snatch a briefcase from Dr. Heinrich Albert, the No. 1 German agent in the United States. The contents of the brief case, amplified by other evidence, revealed that Albert had received \$28 million from the German government to finance a wide variety of disruptive acts. For example, German agents had placed a time bomb aboard a steamship carrying sugar from New York to France, had started fires and had created "accidents" in several U.S. munitions plants working for the Allies. Spies had also attempted to stir up strikes at the Bethlehem Steel Company. In order to woo the United States to the German side, Albert's men had arranged to produce pro-German films and had even bought a New York daily, *The Mail*, and filled it with propaganda.

When the United States actually entered the war, all German agents not arrested in the Albert roundup fled across the Mexican border. Nonetheless, overly zealous Americans continued to see spies—nearly all of them hallucinatory—in every country town, on every factory assembly line, loking around every public reservoir. The government, fearing that saboteurs would bomb railroad bridges, stationed a soldier at either end of every major bridge; passengers on the rear platforms of trains were ushered into the club car whenever the train passed over a bridge, so that no one could toss out a bomb.

Wherever a whisper was planted, a full-grown rumor sprang up a moment later. One story had it that President Wilson's secretary, Joseph Tumulty, had been imprisoned as a German spy and shot. Tumulty himself had to proclaim publicly that he was innocent and very much alive. The rumors flew. Enemy agents on the Atlantic coast were flashing instructions to German U-boats. Horses waiting to be shipped to France had been infected with bacteria. Mexican bandits were being prompted to invade the United States. A headline in the *New York Times* shrieked: "Red Cross Bandages Poisoned by Spies." The federal government, far from calming the spy mania, nursed it along. A special propaganda agency, the Committee on Public Information, was set up by the President under a newspaperman named George Creel. Creel enlisted 75,000 "Four-Minute Men" to deliver brief patriotic speeches to crowds at movie houses and legitimate theaters all over the country. Artists like Charles Dana Gibson, creator of the elegant Gibson girl,

and writers of the stature of Booth Tarkington were commissioned to create posters...along with cartoons, advertisements and syndicated features urging citizens to "'Stamp' Out the Kaiser" and ferret out spies.

The spy scare soon led to suspicion of anyone who seemed to retain some tie to a foreign country. Treason charges by the carload were hurled against the nation's more recent immigrants, particularly those who had come from countries governed by the Central Powers. German-Americans, Hungarian-Americans, Austrian-Americans, Jewish-Americans—all these national or religious groups were condemned under the new label, "hyphenated Americans," meaning Americans of divided loyalty.

Naturally, the German-Americans suffered the most bitter attacks. In 1917 more than two million Americans were of actual German birth, and millions more were of German descent. Before the war, German-Americans had been regarded as ideal citizens, and many American racists had theorized about the innate superiority of the "Teutons." But now that the popular imagination summoned up the picture of treasonous German-Americans, critics like psychologist G. Stanley Hall, previously an admirer of everything Teutonic, announced that "there was something fundamentally wrong with the Teutonic soul."

Again, Washington abetted the hatemongers. Employers were asked to check into the national origins of workers and to guarantee their loyalty. As a result of these drumhead investigations, many Americans with German names were fired from their jobs. In some workshops men with foreign accents were forced to crawl across the floor and kiss the American flag. Others were accused of seditious statements and publicly flogged or tarred and feathered. At some war bond rallies, German-Americans were forced to parade as objects of ridicule. An angry mob in Omaha tried in vain to lynch a German-American youngster; a mob in southern Illinois succeeded.

Symphony conductors avoided works by Mozart and Beethoven. Dr. Karl Muck, the German conductor of the Boston Symphony, was fired and interned as a dangerous alien. States like Delaware, Iowa and Montana outlawed the teaching of courses in the German language and culture, and librarians across the country removed books by German authors from their shelves. Publishers of text-books for schools tried to discredit rival firms by arguing that competitors were German sympathizers. One history book was attacked for simply publishing a picture of the Kaiser, another for showing Frederick the Great.

Hollywood got into the act by releasing a series of hate films: *To Hell with the Kaiser*, *Wolves of Kultur* and the most famous, *The Kaiser*, *The Beast of Berlin*. So provocative was *The Beast of Berlin* that patriotic societies in Omaha advertised it with signs on streetcars and a hanged effigy of "the Beast" himself. A typical hate movie showed mad German scientists training houseflies to carry germs into the United States on millions of tiny feet. One publicist of the day characterized the German in American movies as "the hideous Hun, a fiendish torturer and sadist who thought no more of raping a ten-year-old girl than of sweeping a priceless piece of Sevres from the table to make room for his feet in the French chateau invariably commandeered as his headquarters."

Finally, in a burst of anti-German fervor, Americans changed the name of German measles to "liberty" measles, hamburger to "liberty steak," sauerkraut to "liberty cabbage," dachshunds to "liberty pups." In Cincinnati, pretzels were banned from lunch counters.

Teddy Roosevelt was behind a movement to convert all "hyphenated Americans" into "100 per cent Americans." He insisted that everyone subscribe to "the simple and loyal motto, AMERICA FOR AMERICANS," and roundly condemned "those who spiritually remain foreigners in whole or in part." To become "100 per cent American" it was not enough for a hyphenated American to support the government and obey the laws of his adopted land; he had to abandon all traces of the customs, beliefs and language he had brought with him from the Old Country. Bowing to such coercion, thousands renounced their heritage, joined patriotic clubs and attended public meetings where long, fervent loyalty addresses were delivered.

Henry Ford instituted among his foreign-born employees a compulsory English-language school where the first thing his students learned to say was "I am a good American." Later they participated in a pageant in

which, dressed in national costume, they marched into a huge melting pot from which another line of men emerged wearing identical suits and waving little American flags.

Before long this insistence on conformity was applied to everyone and almost everything. Congress passed war-time laws against espionage and sedition that established heavy penalties for criticizing the government, the Constitution, the flag, the uniforms of the Army and Navy, any Allied nation, or for obstructing the sale of United States War Bonds. Under these laws an offender could be fined up to \$10,000 and/or receive 20 years in prison for advocating a reduced production of war necessities or for saying anything "disloyal, profane, scurrilous, or abusive" about any aspect of the government or the war effort. A supplementary court decision forbade historians to disagree in any way with the official explanation of the causes of World War I, which held that Germany had been entirely at fault.

So zealously prosecuted were these laws, which clearly violated the spirit of the First Amendment, that about 6,000 people were arrested and 1,500 sentenced, many for simply criticizing the Red Cross or the YMCA. The producer of a film entitled *The Spirit of '76* served three years in prison for showing British soldiers killing American women and children during the American Revolution ...

The monumental efforts of the government and of private citizens stifled dissent in the United States to a degree that would have seemed impossible before the war. The Post Office forbade mailing privileges to all periodicals that did not completely echo the government's policies. The rest of the press accepted "voluntary" self-censorship of war news and criticism of the war. Every native American faced very heavy penalties for dissent, and every foreigner risked deportation. The chairman of the Iowa Council of Defense spoke for millions of his fellow citizens when he announced, "We are going to love every foreigner who really becomes an American, and all others we are going to ship back home."

Despite all this frantic witch-hunting, probably only a handful of those convicted were actually spies. As one federal judge declared a year after the war was over, "I assert as my best judgment that more than 90 percent of the reported pro-German plots never existed." His opinion was seconded by John Lord O'Brian, a high official in the Department of Justice, who asserted that "no other one cause contributed so much to the oppression of innocent men" as the nation's wartime hysteria over what was supposedly "an all-pervasive system of German espionage."