

Unit 5 WWI (World War One) notes

Slide 1- The Great War (World War I Causes, Events, Aftermath)

- In the summer of 1914, a _____ set of circumstances led European nations into the most _____ war the world had ever experienced.
- Issues of _____, imperialism, alliances, and growing militarism were powder kegs waiting to _____.
- The explosion was _____ by a high profile assassination.
- The four-year long conflict would dramatically alter the _____ status quo.
- World War I, originally known as “The Great War,” closed the curtain on the old world of the European _____ and monarchies while catapulting the United States to the forefront of international _____.
- The war created _____ nations and set the stage for conflicts that would rage into the next _____.

Slide 2- Map of Allied and Central Powers





ALLIED POWERS

Major Powers

- British Empire (1914–1918)
- _____ (1914–1918)
- Italy (1914–1918)
- _____ (1914–1917)
- United States (1917–1918)

CENTRAL POWERS

Major Powers

- _____-Hungary (1914–1918)
- Germany (1914–1918)
- Ottoman Empire/ _____ (1914–1918)
 - The two sides in the Great War were the _____ Powers and the _____ Powers.
 - While many other countries were involved, these listed were the _____ players with the _____ militaries and the best economies.

Slide 3- United Kingdom (British Empire)

- Constitutional _____
- 1914: Entered the war to defend Belgium's _____
- Had the _____ to gain from a war in Europe
 - The island empire of the United Kingdom _____ as a constitutional monarchy under the reign of King George V, with David Lloyd George as _____, or leader of the elected government in Parliament.
 - It entered the war in _____ to defend Belgium's neutrality.
 - Because of its _____ as a world power, its mighty _____ and its many colonies had the least to gain from a war in Europe.



Slide 4- France

- A _____
- Many longed for glory days of Napoleon Bonaparte's empire
- _____ power
- Sought _____ against Germany
 - Although France was a republic, many _____—and especially the army—longed for the glory days of Napoleon Bonaparte's _____.
 - President Raymond Poincaré directed France's treaty of _____ with Russia, but by 1917, he had lost political _____ to the new Prime Minister, Georges Clemenceau.
 - Like the U.K., France had colonies around the world, but it wanted revenge against _____ for its loss at the Battle of Sedan in 1870 in the Franco-Prussian War.
 - In this battle, Germany had _____ the rich land of Alsace-Lorraine, and France wanted the region back.
 - Napoleon III was the _____ of Napoleon Bonaparte.
 - He was _____ and then emperor of France from 1848 to 1870.

Slide 5- Russia

- Tsar (Czar) Nicholas II
- Economy _____ on serfdom
- Struggle to _____
 - Russia was ruled by Tsar _____ II.
 - Tsars had ruled with an iron fist and maintained an _____ based on serfdom.
 - This position hindered the industrialization of Russia and kept 165 million people in virtual _____.

- By 1914, Nicholas's industrialization _____ had brought Russia far from where it was at the turn of the century, but it still _____ far behind the rest of Europe.

Slide 6- Germany

- Otto von Bismarck _____ the German states (1871)
- Kaiser Wilhelm II
- No colonies
- Leading _____ power by 1900
- Otto von Bismarck, the prime minister of _____, unified the German states in 1871 under Kaiser Wilhelm I.
- After Wilhelm's death, the _____ passed to his son (who soon died) and then to his grandson, who in 1888 became _____ Wilhelm II.
- Because German unification had come so late, Germany had no colonies to _____ it with raw materials or to buy German goods.
- Germany itself, however, was rich in _____ materials, and by 1900 the country had become a leading industrial _____.

Slide 7- Ottoman Empire





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Name _____ Date _____ Block _____

- 1908: _____-style constitution
- Surrendered _____ for German help
- 1914: German influence in _____ foreign policy
 - In 1908, the Young Turks (the name given to a group of army officers who favored _____ the administration of the Ottoman Empire) forced the theocratic (religious based) government of Sultan Abdul Hamid to institute a western-style _____.
 - This Islamic state gave up much of its sovereignty in _____ for help from Germany to build its _____.
 - By 1914, Germany had a greater _____ on Ottoman foreign policy than the Turks did.

Slide 8- Austria-Hungary

- Hapsburg _____—an old and dying kingdom
- Numerous _____
- _____ the “explosion” that led to the Great War
 - Like the Ottoman Empire, Austria-_____ was an old and dying kingdom.
 - Ruled by the 600-year-old _____ Dynasty, this empire had at one time or another controlled most parts of _____.
 - By 1914, it had lost most of its _____ and was left with a small collection of lands that harbored _____ ethnicities.
 - Emperor Franz Joseph’s attempts to hold this _____ together and reassert its position in Europe provided the “explosion” that led to the _____.

Slide 9- Pre-War Europe



(A Spanish lady sleeps on a subservient Portugal. France unsheathes its sword to protect itself against Prussia, a fat mustachioed Bismarck-like figure, squashing its southern neighbor Austria under its knee, with one hand encircling Austria's outstretched legs in the east, the other placed possessively on the Netherlands and Belgium. The figure of Garibaldi represents a unified Italy, his head and shoulders protected from Prussian encroachment by the shelter of a Swiss roof. The rising tide of nationalism in Greece and the Dardanelles appears as the sleepy-eyed figure of European Turkey, his female companion across the Bosphorus, lying in comfort, smoking her narghilé. Norway and Sweden appear like a panther, ready to spring into action. A giant Russian sits overlooking the whole scene, a host of wild bears jumping up behind his voluminous coat tails to the East.)



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- Outdated _____ practices and military tactics

- _____

- Industrialization

- _____

- Calls for social reform

- Government _____

- In 1914, the _____ empires were dying or clinging to outdated social _____ and military tactics.
- To maintain their _____, countries entered into different alliances with one another in which one country would come to the _____ of the other if attacked.
- Industrialization shifted _____ away from the land and into the factories in the _____.
- It brought tremendous wealth, _____, and social unrest.
- As the aristocracies tried to hold on to their privilege and influence, _____ and radicals called for social reform and led _____ protests.
- Some nations responded by _____ opposition, while others met the protesters' demands which led to greater conflict between the _____ and poor, or by uniting the two sides under the banner of _____.

Slide 10- Balkan Powder Keg

- Nationalist feelings _____ country

- Multiple _____, religions, and _____

- Each wanted its own _____

- In Austria-Hungary, nationalist feelings _____ to divide the country.
- Austria did not share a _____ language or culture with Hungary.
- Austrians spoke _____; Hungarians spoke Magyar.



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Name _____ Date _____ Block _____

- Other ethnicities had their _____ languages as well.
- These ethnic _____ did not want to be a part of Austria-Hungary and they also didn't want other _____ living within their borders.
- Each wanted a _____ homeland for themselves.
- In addition to ethnic divisions, these areas also had different _____ heritages, including Protestant, Roman Catholic, Orthodox, and Muslim.
- Austria-Hungary was too _____, too weak, and too divided to survive much longer.

Slide 11- Long-Term Causes

- Unification of Germany

- _____

- _____

- Industrialization

- Social unrest

- _____

Slide 12- Unification of Germany

- 1870: Prussia defeats France at the Battle of Sedan

- 1871: Otto von Bismarck unites Prussia and the German states

- Prussian Prime Minister Otto von _____ unified Prussia and the German states in 1871 under Kaiser Wilhelm I (grandfather of Kaiser Wilhelm II).
- The previous year, Prussia had defeated France at the Battle of _____.
- This battle decided the Franco-Prussian War and ended the _____ of France's Napoleon III.
- It also forced France to cede Alsace-Lorraine to _____.

Slide 13- Unification of Germany (continued)

- Threatened English industrial _____

- Military buildup _____ all of Europe



- German army became the new _____ for other European armies
 - A unified Germany threatened English _____ dominance; Germany also embarked on a military buildup that posed a threat to all of _____.
 - Germany's well-equipped, well-trained _____ became the standard by which other armies in Europe were _____.
 - Germany also built railroads to transport troops and supplies, _____ its weaponry, and continually trained its troops.

Slide 14- Imperialism

- Imperialism was clearly a _____ cause of World War I.
- The _____ for overseas possessions often brought European powers into _____.
- In the late 19th and early 20th centuries, Germany became more and more _____ in its quest for imperial possessions.
- In 1905, the leading imperial powers acceded to Germany's _____ for a conference to dispute French control of Morocco.
- Though Germany gained nothing, other nations began to view Germany as a threat to _____ in Europe.
- Britain and France had vied for _____ of areas in Africa, the Middle East, and the Indian subcontinent.
- It was not until the Anglo-French Entente of 1904 that the two nations finally _____ their colonial disputes.
- Many the "entangling _____" that historians often cite as a premier cause of World War I actually came about as a _____ of conflicts over imperialism.

Slide 15- Alliances

- Designed to _____ power in Europe
- Triple _____: U.K., France, and Russia



- Triple Alliance: Germany, Austria-Hungary, and _____
- _____ pledged neutrality
- Ottoman _____ weak
- Alliances _____ total peace or total war
 - European alliances were _____ to keep a balance of power.
 - The Triple Entente (U.K., France, and Russia) _____ the Triple Alliance (Germany, Austria-Hungary, and Italy).
 - Belgium had pledged _____ but made a treaty with the U.K. to _____ it in case of attack.
 - The Ottoman Empire was weak and had _____ Germany too much control over its foreign policy.
 - As a _____, these alliances assured _____ peace or total war.
 - There was nothing in between: one _____ could set off a chain reaction that would draw all the _____ of Europe into a conflict.

Slide 16- Industrialization

- Changed all _____ of life
- Armies swifter, stronger, more _____, deadlier
- New military _____
 - The Industrial Revolution brought great _____ to all aspects of life, including the military.
 - _____ were now swifter, stronger, more mobile and more _____.
 - New technologies also created new _____.
 - The cavalry and bayonets of the past would now meet _____, machine guns, howitzer cannons, and airplanes on the battlefields of _____.

Slide 17- Social Unrest

- _____ ideals infiltrated populace



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Name _____ Date _____ Block _____

- People lost faith in _____ right
- People _____ government
- _____ and socialists called for reforms
- _____ looked for ways to _____ their countries
- Nationalism
 - Since the Enlightenment, _____ had begun to lose faith in divine right and to question their _____.
 - No longer did the poor and _____ accept that they were destined by God to be poor and oppressed.
 - Communist and socialist movements across Europe called for reforms that allowed _____ unions, granted greater freedom to the masses, and established more _____ governments.
 - As the movements _____, monarchs looked for ways to unite their _____.
 - They found it in _____.

Slide 18- Nationalism

- A uniting force
- _____ combined with a sense of superiority
- Called for _____ the inferior
 - In countries like Germany, nationalist _____ united the people with a sense of greatness of who they were.
 - Nationalism takes patriotism and adds to it a sense of _____ that calls for the conquering of the inferior.
 - In the 19th century, nationalism was expressed as dedication to and _____ with the nation-state as evidenced by the unification of Germany and Italy.

Slide 19- Events Leading to War



"The lamps are going out all over Europe"- Shows a German helmet snuffing out the Enlightened flame of civilization.

- June 28: Archduke Franz _____ assassinated
- July 23: Austria-Hungary delivers _____ to Serbia
- July 28: Austria-Hungary _____ war on Serbia
- July 29: Austria-Hungary bombards Belgrade; _____ Wilhelm II and _____
Nicholas II exchange telegrams trying to avoid war (They were cousins)
- July 30: Russia orders full _____; France sends troops within six miles of
German border
- July 31: Germany _____ asks Austria not to mobilize while
_____ suggesting they do, and moves troops toward France
- The _____ of Franz Ferdinand triggered a series of
events leading to war.



- A month after the assassination, Austria-Hungary sent an ultimatum to _____, which if agreed to, would have given _____ control of Serbia.
- When Serbia gave an evasive _____, Austria declared war.
- Austria acted with the knowledge it had the _____ of Germany, but that this action may bring _____ into war.
- Failed _____ between Kaiser Wilhelm and Tsar Nicholas led to the full mobilization of the Russian army, which in effect was a _____ of general war.

Slide 20- Events Leading to War (continued)

- August 1: _____ orders full mobilization; Germany orders full mobilization, moves toward _____; German ambassador sorrowfully delivers declaration of war to _____ foreign minister

August 3: France and Germany _____ war on each other; _____ mobilize army and navy

August 4: Germany _____ Belgium; Great Britain and _____ declare war on Germany

August 6: Austria-Hungary declares _____ on Russia

- French and _____ troops mobilized, while some diplomatic _____ were attempted.
- France assured Russia it would come to its _____.
- Germany _____ that France stay out of the conflict, but when France refused, Germany _____ war on France.
- German military _____ planned for a two front war—defeat France with a lightening attack through Belgium and then _____ on Russia.
- When Germany _____ its attack on France by going through neutral Belgium, Great Britain declared war on Germany.



Slide 21- Archduke Franz Ferdinand

- Ferdinand's ideas created _____
- Ferdinand and his wife assassinated, June 28, _____
- Emperor used nephew's assassination as excuse to _____ Serbia
 - Why did all of the _____ in Europe—who did not want to go to war—seemingly jump head-first into armed conflict when the _____ came?
 - When Emperor Franz Joseph's son committed suicide, the emperor was _____ to appoint his nephew Archduke Franz Ferdinand as heir to the Austria-Hungarian _____.
 - Ferdinand's ideas to end the _____ monarchy, expand rights beyond the _____, and his commoner wife had all created strife between the Emperor and his heir.
 - Ferdinand and his wife visited Sarajevo to _____ unity in the ethnically diverse _____.
 - On June 28, 1914, during a parade, a member of the _____, a Serbian revolutionary group, threw a bomb at the Archduke's car.
 - The bomb missed, but the driver took a _____ turn and ended up stopping beside Gavrilo Princip, another Black Hand _____.
 - _____ pulled his pistol and killed Ferdinand and his wife.
 - These shots proved to be the catalyst _____ the Great War.
 - Princip was _____.
 - The revolutionary group he belonged to was _____ supported by members of the Serbian government.
 - After some hesitation, the emperor _____ to use his nephew's assassination as an excuse to punish _____.

Slide 22- Franz Joseph's Ultimatum to Serbia



- Designed to punish _____ for encouraging _____ nationalism
- Ultimatum had _____ main components
- Serbia _____, looks to Russia for support
 - Emperor Franz _____ blamed Serbia for his nephew's death.
 - He, along with leading Austrian _____, wanted to punish Serbia for its role in encouraging Slavic _____ in Austria-Hungary.
 - At the same time Austria-Hungary knew it needed to avoid a _____ war in Europe.
 - Once it had secured _____ support, Austria-Hungary sent its ultimatum to Serbia, giving the nation only _____ hours to comply. The ultimatum had three main components:
 - 1. _____ all anti-Austrian propaganda.
 - 2. Dissolve nationalist and _____ groups.
 - 3. Allow Austrian representatives to participate in Serbia's _____ of assassination plot and serve on all government _____ dealing with revolutionaries.
 - Austria needed to act quickly to _____ other nations from mobilizing in support of Serbia or offering diplomatic solutions, which would force Austria to be the aggressor in the war and _____ its position at a peace settlement.
 - Blaming terrorists, Serbia _____ it had any connection to the assassination.
 - Even so, Serbian officials were _____ to comply with the first two demands.
 - The third demand, however, would have required Serbia to _____ its sovereignty.
 - Knowing a _____ of Franz Joseph's ultimatum would mean war, Serbia asked Russia if it would come to the _____ of their "Slavic brothers."

Slide 23- Kaiser Wilhelm II

- Family ties would _____ other interests



- Assassination an attack on the _____ of monarchy
 - Germany's Kaiser Wilhelm II believed there were two _____ a major war would not break out in Europe.
 - The first was based on his own _____ ties: Wilhelm, Tsar Nicholas II of Russia, and Queen Victoria of England were all first _____.
 - This kinship _____ friendships, and the leaders often sent _____ messages directly to one another.
 - _____ believed that these family ties would supersede other interests.
 - Secondly, Wilhelm viewed the assassination of _____ Ferdinand as an attack on the institution of monarchy.
 - The Kaiser assumed that his cousins' _____ to protect and preserve their monarchies would outweigh other _____ and concerns.
 - He was _____ on both accounts.

Slide 24- Tsar (Czar) Nicholas II

- Chose _____ (a branch of the Indo-European language family containing Belarusian, Bulgarian, Czech, Polish, Serbian and Croatian, Slovene, Russian, and Ukrainian) cultural ties over both family ties and the _____
- Mobilized army to _____ Serbia
- Kaiser Wilhelm II mobilized army in _____
- Both _____ to back down
 - Russia's Tsar Nicholas's Slavic _____ ties to Serbia trumped both family ties and the monarchy.
 - Germans shared a common _____ and culture with Austria.
 - _____ saw Serbia as its Slavic brother.
 - Tsar Nicholas II _____ his army to support Serbia.
 - Kaiser Wilhelm II mobilized his _____ in response.

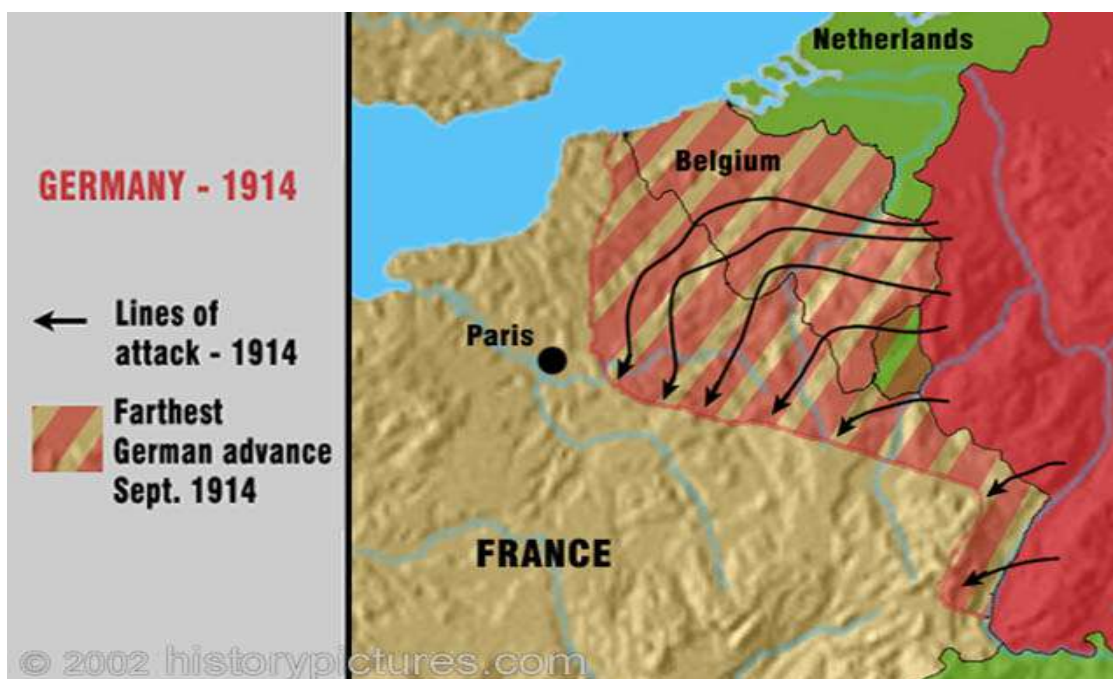


- Both refused to _____ down. The die was cast for _____.

Slide 25- Mobilization

- Pre-war mobilization plans _____ diplomacy
- Austria declared war on _____
- Military leaders called up _____
- _____ declared war on Russia on August 1, 1914
 - Pre-war mobilization plans exacerbated hopes for a _____ resolution in Europe.
 - As telegrams passed between Germany and _____ in the few days following Austria's declaration of war on Serbia on July 28, military leaders were _____ calling up troops.
 - An anxious _____ waited to see if either Russia or Germany would back down.
 - They did not have to wait long—Germany declared war on Russia on August 1, _____, opening the way for the rest of Europe to become involved in the _____.

Slide 26- Germany's Schlieffen Plan



- Outlined Germany's plan of _____
- Relied on _____ defeat of France
- Avoiding two-front war _____
- _____ Belgium's neutrality
 - The Schlieffen Plan—named for Count Alfred von Schlieffen, its author—
_____ Germany's plan of attack in the event of a conflict with Russia and France.
 - Devised between 1892 and 1905, the plan _____ on a rapid defeat of France so that Germany would not have to _____ its forces on two fronts.
 - Germany considered _____ a two-front war as essential in order to defeat Russia.
 - The plan, however, also called for breaching Belgium's _____, and Belgium had an alliance with England.
 - Thus, any violation of Belgian neutrality would probably create an enemy of _____ as well.



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Name _____ Date _____ Block _____

- In essence, the Schlieffen Plan was a guarantee that any conflict _____ to its implementation would also lead to an inevitable world _____.

Slide 27- Key Battles

- Marne

- _____

- Somme

- St. Mihiel

- _____ Line

- Four _____ battles marked various stages during the war; all were fought on the German _____ front in France.

Slide 28- Battle of the Marne

- September 5–9, _____

- Marne _____, East of Paris

- Stopped Germany's rapid _____

- _____ the fall of Paris

- Set the stage for _____ warfare

- The first Battle of the Marne _____ place on September 5–9, 1914.
- The most _____ consequence of the battle was that the French and British forces were able to prevent the German plan for a swift and decisive _____, and prevented the fall of Paris.
- At one point the French used 600 taxis to _____ 6,000 reinforcements 40 miles from Paris to the front.
- In the summer of 1918, a _____ battle was fought at the Marne.
- A combined French, British, and U.S. _____ held off a German offensive.



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Name _____ Date _____ Block _____

- This battle _____ the last real attempt by the _____ Powers to win the war.

Slide 29- Battle of Verdun

- Feb. 21–Dec. 18, _____
- Verdun, France, 120 _____ east of Paris
- _____ both sides
- First extensive use of the _____
 - February 21 - December 18, 1916
 - Verdun, France, 120 miles east of _____
 - 1 _____ dead or wounded
 - Demoralized both sides
 - Change in _____ of both sides
 - First _____ use of the flamethrower
 - Half of the German army in _____ fought at Verdun
 - Three-fourths of the French army _____ at Verdun

Slide 30- Battle of the Somme

- July 1–Nov. 18, 1916
- _____ River, France
- Drew _____ away from Verdun
- Tactics became more _____ and supply lines became more efficient
- First use of _____ (British)

Slide 31- Battle of St. Mihiel

- September 12–13, _____
- French/German border, _____ of Verdun
- First battle using exclusively _____ troops under American commanders

Slide 32- Hindenburg Line



- Crucial _____
- Formidable _____ to Allied advances
- Operation Alberich
- British forces _____ the line in early October of 1918
 - The Hindenburg Line _____ to be a formidable barrier to Allied advances on the _____ Front.
 - The Hindenburg Line was a vast system of _____ in Northern France constructed by the Germans during the _____ of 1916-17.
 - It ran from the area _____ Arras all the way to beyond St. Quentin, and consisted of deep and wide trenches, thick belts of _____ wire, concrete machine-gun positions, concrete _____, tunnels, and command posts.
 - It was considered _____ impregnable by the Germans.
 - The British _____ of 1917-1918 were to prove otherwise.
 - The _____ provided a crucial stronghold when the German commanders Paul von Hindenburg and Erich Ludendorff could not successfully pursue an _____ on the Western Front in 1917.
 - The initial _____ to the line, Operation Alberich, proved to be a shrewd maneuver by the Germans.
 - Despite fears that the _____ would be demoralized when forced to relinquish hard-won ground, the move actually strengthened the German _____ and consolidated forces, allowing Germany to rest in a defensive position while _____ submarine attacks against the British supply line.
 - British forces breeched the line in early October of 1918, and a _____ later the Great War came to close.

Slide 33- Changing Warfare

- Changes in technologies, _____, and weaponry



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Name _____ Date _____ Block _____

- Communication achieved through _____, Morse Code, radios, and carrier pigeons

- World War I brought changes in many aspects of _____, including technologies, tactics, and weaponry.
- New weaponry and tactics _____ as commanders desperately sought any means to get an _____ and end the fighting.
- Communication to and from the battle _____ was achieved through telephone, Morse Code, _____, and carrier pigeons.

Slide 34- Trench Warfare

- Forces dug in to begin _____ warfare along 475-mile front

- Plagued with _____, lice, water, and mud

- _____ trenches were the most sophisticated

- When _____ and Central forces came to a deadlock in late 1914, troops began to dig in along a 475-mile front. Initially, _____ dug holes or took shelter in artillery craters; eventually, these crude excavations evolved into _____ foot deep networks of trenches protected by barbed wire.
- Trench life was _____ with disease, lice, water, and mud.
- While many officers had _____ areas in which to rest, most soldiers had to sleep standing up or _____ in corners.
- German trenches were the most sophisticated and offered _____ rooms, some of which had wallpaper and painted ceilings.

Slide 35- Life in the Trenches

- Monotony

- “No Man’s _____”

- Dawn and dusk attacks

- British front line troops _____ served for four days before being relieved



- Life in the trenches _____ of long periods of monotony interrupted only by dreary conditions, the _____ of attack, and periodic raids.
- Opposing armies' trenches, sometimes as close as 100 feet from one _____, were separated by a stretch of barren terrain known as "No Man's Land."
- Twice a day, at _____ and dusk, soldiers mounted a raised ledge in the trench called the "fire-step."
- They stood ready for an hour, _____ for an enemy attack.
- From time to time, reservists relieved _____-line soldiers and brought needed supplies.
- British front line troops typically served for _____ days before being relieved.

Slide 36- Shell Shock

- Symptoms

- Shell-shocked soldiers first viewed as _____; many were executed

- Treatment improved once the _____ was identified

- The relentless conditions of trench _____ and fighting on the front lines resulted in a new challenge to soldiers—"shell shock" or _____ fatigue.
- Long periods of shelling and the _____ stress of living in constant danger in the trenches could sometimes _____ psychiatric trauma.
- Those afflicted usually demonstrated _____ such as trembling, tearfulness, and damaged memory.
- Initially, soldiers suffering from _____ shock were thought to be exhibiting cowardice and many were executed.
- Treatment improved once the condition was identified, yet most _____ still ended up suffering long-term effects.

Slide 37- Christmas Truce

- Christmas, _____

- Unofficial truces _____ between soldiers



- _____ was short-lived

- On Christmas in 1914, a surprising thing occurred that _____ the monotony of life in the trenches.
- Along the lines in various places, soldiers (typically British and German troops) called _____ truces.
- Enemies joined together for caroling, soccer games, _____, and exchanging tokens of war.
- The truce was short-lived, however, and fighting _____ after this brief period of humanitarianism.

Slide 38- Scorched Earth

- Tactic implemented by the _____, borrowed by the Germans
- Retreating armies would _____ buildings, ravage crops, cut down trees, and force inhabitants to flee
- Goal was to leave nothing of _____ behind that opposing forces could use
 - So-called “scorched earth” tactics _____ by both sides during World War I devastated the countryside and left civilians (especially peasants) _____ and desperate.
 - First used by the Russians on the _____ front and later adopted by German troops on the _____ front, “scorched earth” involved soldiers leaving a trail of destruction as they _____.
 - Armies would burn buildings, ravage crops, cut down trees, and _____ inhabitants to flee their homes.
 - The goal of the _____ was to leave nothing of value behind that opposing forces might be able to use.

Slide 39- Espionage (Spying)

- Spies tried to _____ information in various ways



- Risks

- Edith Cavell

- _____

- As in all wars, information regarding _____ plans and strategies is an invaluable asset, making espionage a part of wartime _____.
- In World War I, spies would try to obtain the ciphers to the enemy's _____ codes.
- Spies would also try to gain _____ information through phone tapping and interrogating prisoners at the _____ lines.
- Spying carried very _____ risks—most spies captured behind enemy lines were _____.
- Two famous spies executed _____ World War I happened to be women.
- _____ nurse Edith Cavell, who was the matron of Berkendael Hospital in Brussels, helped more than 200 Allied soldiers _____; the Germans executed her for this deed.
- The infamous “Mata Hari” (her real name was Margaretha Zelle) was a _____ exotic dancer who became the mistress of many key _____ officials during the war.
- She passed on many secrets she learned to _____; however, the French discovered she was a spy and executed her.

Slide 40- Weapons

- Warships

- _____

- Artillery

- _____ weapons

- The Great War saw the advent of many new weapons _____.
- Warships were designed to move more quickly and were _____ with higher quality weaponry.



- Improved submarine technology made it _____ for the vessels to conduct torpedo attacks without surfacing.
- Artillery became more _____ and had longer ranges.
- Finally, chemical weapons such as _____ gas were widely used in war for the first time.

Slide 41- Airplanes

- First used for intelligence gathering; later armed

- Bomber planes

- “Aces”

- The onset of the Great War saw _____ used primarily in the area of intelligence.
- In an effort to combat _____ intelligence, developers began experimenting with arming airplanes.
- The greatest fighting spot on a plane was the _____.
- Dutch _____ Anton Fokker’s interrupter allowed aircraft to have nose-mounted guns.
- The interrupter timed bullet flow with propeller _____, allowing bullets to pass between the blades.
- Bomber planes also _____ with war efforts and modern warfare would forever be changed as battles took to the skies.
- Successful _____ pilots became known as “flying aces.”
- The most noted for the _____ was the Red Baron who had 80 victories.
- For the _____, Major Mick Mannock had 73.

Slide 42- Submarines

- Britain initially had more _____ than Germany

- German submarine strategy



- Backlash

- In 1914, Britain had 75 submarines to Germany's 30, but Germany recognized the _____ to cripple the island nation by sinking all approaching vessels, whether _____ or neutral.
- By February of 1917, Germany had amassed some 150 submarines for unrestricted _____ against Britain.
- In April of 1917, 373 Allied _____ succumbed to German submarine torpedoes.
- Although the tactic of _____ out the Brits seemed to be well on its way to success, Germany's indiscriminate torpedoing of ships angered many _____ nations.

Slide 43- Sinking of the Lusitania

- May 7, 1915: _____ ship sunk by German submarine
- More than 1000 _____ deaths, including 128 Americans
- Germany claimed the ship was carrying _____
- Incident put the U.S. one step closer to _____ the war
 - On May 7, 1915, a German U-boat torpedoed the _____ steamer *Lusitania* off the coast of southern Ireland.
 - More than 1000 civilians perished—including 128 _____ citizens.
 - Eyewitnesses reported a _____ explosion after the initial torpedo struck.
 - Recent research _____ neither German claims of a secret munitions cargo nor British claims of a second torpedo.
 - Rather, it suggests that a coal _____ may have caused the second blast.
 - Whatever the case may be, America's anti-German sentiment flared after the _____, and popular sentiment in favor of abandoning neutrality and entering the war started to _____.

Slide 44- Machine Guns



- Maintained and _____ trench warfare
- Designers and manufactures continued to _____ original machine gun - the Maxim
 - The two main pieces of artillery used during the war were the machine gun and the _____.
 - Machine guns maintained and perpetuated the deadlock of _____ warfare because their rapid-fire capability made it quite deadly to attempt to breach “No Man’s Land” _____ the trenches.
 - The British originally used a _____ gun designed by Hiram Maxim, called the Maxim.
 - It was modified over the course of the war and a _____ was eventually manufactured by Vickers.
 - The _____ Maschinengewehr was modeled after the Maxim also.

Slide 45- Howitzers

- Heavy _____
- Became more _____
- Especially useful in bombarding enemy _____ from long distances
 - Artillery technology had also improved by World War I, _____ in the Howitzer, a long-range, large-shelled weapon.
 - As the war went on, further _____ to the Howitzer made it more mobile.
 - Howitzers were especially _____ in bombarding enemy strongholds from _____ distances.
 - Artillery _____ by Howitzers would travel a high arc and _____ into enemy territory.

Slide 46- Chemical Weapons

- Archaic and modern _____ and strategies meet



-Poison gas

-Attacked _____ system

-painful death

-long-lasting _____ disturbances

- The Great War saw wide-scale implementation of both archaic and _____ weaponry and strategies.
- The most horrific of these strategies was the use of _____ gas.
- The worst of the _____ was chlorine.
- It poured from the _____ lines like a yellow-green cloud.
- Within seconds of inhaling its vapor it _____ the victim's respiratory organs, bringing on choking attacks.
- In _____, the Germans began using mustard gas (Yperite).
- Mustard gas, an almost odorless _____, was distinguished by the serious blisters it caused both internally and externally, brought on several _____ after exposure.

Slide 47- Flamethrowers

- Terrifying German weapon first used at _____, 1916

- Effects

- Counter _____

- Another new _____ in weaponry was the flamethrower, a terrifying German weapon first used at the _____ of Verdun in 1916.
- Flamethrowers initially surprised and frightened _____ troops in the trenches.
- Because of the weapon's limited range (about 40 yards), French _____ soon developed counter tactics: By targeting the flamethrower's _____ they could turn the German soldier carrying it into a ball of flames.



- Despite this vulnerability, the _____ eventually became an essential part of all armies' arsenals.

Slide 48- Tanks

- _____ innovation
- Unsuccessful at first
- Cambrae, 1917: _____ successful tank offensive
- Increasingly important weapon in modern _____
 - Another innovation in _____ was the tank.
 - Developed by the British, the tank got its _____ because of a need for secrecy: to deceive the enemy as to the vehicle's true purpose, the British referred to the vehicle as a _____ carrier, or "tank."
 - Initially, the tank was unsuccessful due to mechanical _____ and slow speed, which made them easy targets.
 - The first successful tank _____ occurred at Cambrae in 1917, when more than 400 tanks were able to breach German lines.
 - Tanks would continue to play an increasingly _____ role in the war, and by World War II, they had become a _____ weapon in modern warfare.

Slide 49- Telephone and Radio

- Difficulties in keeping lines of _____ open
- Telephone's shortcomings
- _____ shortcomings
 - The vast battlefields of the Great War created new _____ for military commanders as communication difficulties arose.
 - Both _____ and radios proved faulty in addressing communication needs: telephone lines terminated at the front line, which proved problematic



when _____ advanced, while radios could only transmit in Morse Code, broke down easily, and were very cumbersome.

Slide 50- The Media

- 1916: First war _____
- Newspapers provided the majority of the _____ with war news
 - World War I also gave _____ to the very first war films.
 - In 1916, two cameramen filmed battle footage from the British front _____ along the Somme.
 - The edited footage, *The Battle of the Somme*, included _____ scenes, yet the large audiences that saw it viewed it as authentic.
 - While newspapers continued to provide the _____ of war news, many other war films would be released before the end of World War I.

Slide 51- Zimmerman Telegram

- Sent January 1917 by the _____ Foreign Secretary
- Proposed a German-_____ alliance against the U.S.
- Telegram _____ by the British and made public
- Added to the _____ public's desire to enter the war
 - In January of 1917, German Foreign Secretary Arthur Zimmerman sent a confidential, encoded _____ intended to be relayed by the German ambassador in the U.S. to the German ambassador in Mexico.
 - The telegram outlined a plan for a proposed _____ between Mexico and Germany against the United States.
 - In return for allying themselves with Germany, Zimmerman promised to help Mexico "...reconquer the lost territory in _____, New Mexico, and Arizona."
 - The British, however, intercepted the _____ before it reached Count von Bernstoff, the German ambassador in Washington, D.C.



- Hoping to convince the Americans to abandon neutrality and enter the war as an _____, the British presented the telegraph to President Woodrow Wilson on February 24; soon afterwards, the _____ of the telegram became public.
- As a result, more and more Americans began to clamor for their _____ to enter the war.

Slide 52- The U.S. Enters the War

- April 6, 1917: U.S. officially _____ war against Germany
- Propaganda, submarine warfare, Zimmerman _____ erode neutrality
- “Peace without victory”
 - While the United States had long supported the Allied _____, it maintained its neutrality through the first few years of the war.
 - Sentiment to stay out of the _____ was initially strong; President Woodrow Wilson even won reelection in 1916 using the _____ slogan, “He kept us out of war.”
 - The news reports the U.S. received from Britain, however, were strongly _____ in favor of the Allies; British propaganda also tried to stoke anti-German sentiment in the U.S. by focusing on supposed _____ “atrocities” during the war.
 - Anti-German sentiment also rose because of Germany’s use of unrestricted _____ warfare (most notably with the sinking of the *Lusitania*) and the Zimmerman telegram.
 - Finally, German subs sank two U.S. _____ in mid-March of 1917.
 - On April 2, President Wilson asked Congress to _____ war; on April 6, the war resolution passed.
 - Wilson proclaimed a _____ for a “peace without victory,” and the United States began to assemble its forces.

Slide 53- The Draft

- U.S. needed massive _____ force



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Name _____ Date _____ Block _____

- June 5, 1917 – Draft implemented

- 24 million men registered; 6,400,000 _____ called into service

- The massive military _____ the United States needed to have a major impact on the war could only be achieved by conscription.
- Consequently, on June 5, 1917, the _____ implemented a draft for men aged 21 to 31.
- The first men drafted into _____ were chosen by lottery at a ceremony in the Senate office building on July 20.
- While only 6,400,000 men ended up being called into service during the _____, an overwhelming 24 million men registered.

Slide 54- Liberty Bonds

- Intended to _____ the war, increase public support for the war effort

- Patriotic appeal

- Over \$20 billion _____ from bonds

- In an effort to finance the war and to drum up public _____ for the war effort, President Wilson launched a Liberty Bond campaign.
- Top artists were recruited to create _____ posters urging people to buy the bonds.
- In addition to collecting funds, the bond drives stirred American _____ as everyone from marching bands and movie stars to the Boy Scouts and Girl Scouts turned out to support _____ events.
- Citizens from all walks of life r _____ and invested in the bonds.
- All told, four Liberty Bond drives and one Victory Bond drive raised over \$20 _____ for the war effort.

Slide 55- Anti-German Sentiment



- Committee of Public _____
- Eliminating German names
- Attacks on people of German _____
 - Both the war and war _____ created an increase in anti-German sentiment in the United States.
 - In addition to rallying public support for the war and convincing people to _____ bonds, the government's newly-formed Committee of Public Information took a cue from the British and put out propaganda _____ that demonized the Germans.
 - In addition, people began to _____ everyday terms derived from German.
 - Many food items were renamed: "sauerkraut" became "liberty cabbage," "frankfurters" became "liberty sausages" and the _____ became "Salisbury steak."
 - The ugliest side of anti-German sentiment came when people began to ostracize Americans with German _____.
 - Some went even further and _____ German Americans: in April of 1918, a mob lynched a German-born citizen named Robert Prager.

Slide 56- Changing Roles of Women

- Women filled _____ jobs
- Views of women and their roles in _____ changed
- Many countries _____ women's suffrage
 - As male workers went off to _____, women began to fill some of their jobs—especially at factories.
 - As women demonstrated their competence and skill in the _____, society began to reconsider its view of women and their roles in society.
 - One of the biggest changes for women came when governments began _____ suffrage: first in Denmark (1915); followed by The Netherlands and Russia (1917); Austria,



Britain, Canada, Czechoslovakia, Poland and Sweden (1918); _____
and Luxembourg (1919); and the United States (1920).

Slide 57- Russian Revolution

- 1915: Tsar Nicholas takes _____ of the army
- Political _____ in St. Petersburg
- Provincial government created
- Tsar _____ to the Duma
 - In 1915, after Russian commanders ordered a general retreat, Tsar _____ took command of the army.
 - His presence at the front inspired the _____ but left a political vacuum in St. Petersburg.
 - Years of Tsarist _____, such as shown in the photo, compounded the unpopularity of the regime. On March 8, 1917, _____ broke out in Petrograd.
 - The Tsar ordered troops to restore order, but the _____ joined the revolution.
 - The Russian parliament, the Duma, created a _____ government on March 12.
 - On the advice of both _____ and political leaders, Tsar Nicholas abdicated, thus ending tsarist rule in _____.

Slide 58- The Soviet Union and the War

- Provisional _____ was short-lived
- Lenin and the _____ assume power
- Treaty of Brest-Litovsk: Russia _____ from WWI
 - The provisional government turned out to be short-lived: it was undermined by _____ shortages, the devaluation of the ruble, and its inability to maintain the country's _____.



- The biggest threat, however, came from the growing support for _____.
- Under the leadership of Vladimir Lenin, the communists gained control of the government in _____, marking the beginning of the Soviet Union.
- Lenin and other key Soviet officials soon met with _____ about ending the war between the countries.
- With the _____ of Brest-Litovsk, Russia withdrew from the war, leaving Germany free to focus all of its attention on the _____ Front.

Slide 59- Arabs in the War

- Arab tribes unite with one another and the British against _____ rule
- Arab raids disrupt _____ supply lines and draw troops away from the British-Turkish front

- The various Arab tribes in the _____ had long been under the influence of the Turkish-dominated Ottomans.
- Although these tribes frequently fought amongst themselves, they came together and worked with the _____ to throw off Ottoman rule and establish an Arab nation.
- Led by Husayn ibn Ali, the Amir of Mecca, and British Captain T.E. Lawrence, _____ forces began disrupting Turkish supply lines and attacking small outposts.
- These _____ fit the style of the undersupplied and undertrained Arabs.
- The British _____ from these forays because the Ottomans had to pull troops away from the British-Turkish front in order to chase Arab raiders.

Slide 60- War's End: The Armistice

- November 11, _____
- Temporary _____ to stop fighting
- Peace negotiations and _____ followed



- The armistice that would eventually _____ the end to fighting in the Great War went into effect on Monday, _____ 11, 1918 at 11:00 a.m.
- This _____, set for the 11th hour of the 11th day of the 11th month, was only a temporary agreement to stop the fighting.
- While the armistice _____ ended the Great War, the peace negotiations and resulting treaty yet to come would prove problematic.

Slide 61- Paris Peace Conference

- “Big Three”

- 27 countries _____

- Defeated _____ were not invited

- Six months to reach treaty _____ on Germany

- Other _____

- Peace negotiations took place in _____ in January of 1919.
- The talks were dominated by the “Big Three” Allied leaders: President Woodrow _____ of the United States, Premier George Clemenceau of France, and Prime Minister David Lloyd George of _____.
- Also shown in the picture is Prime Minister Vittorio Orlando of _____.
- While representatives from 27 countries participated in _____ talks, the defeated powers were not invited.
- Another notable absence was _____.
- The Russians were engaged in a _____ war and did not attend.
- It took six months before a final treaty addressing _____ with Germany was agreed upon and signed.
- Four other treaties dealing with _____, Hungary, Turkey, and Bulgaria soon followed.

Slide 62- Versailles Treaty



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Name _____ Date _____ Block _____

- June 28, 1919: Weimar _____ signed treaty in utter defeat

- Treaty's conditions

- Was the treaty overly _____?

- On June 28, 1919, at the Palace of _____ outside of Paris, representatives of Germany's new Weimar Republic (formed after the Kaiser had abdicated) had to sign a treaty without having had input into any of its terms.
- The treaty was signed on the anniversary of the _____ of Archduke Franz Ferdinand, which had ignited the war five years earlier.
- The Versailles Treaty's _____ conditions and unrealistic requirements for reparations angered the German people, helped _____ to an economic depression that would affect all of Europe, and failed to resolve the underlying reasons for many conflicts on the continent.
- The treaty's basic conditions included:
 - 1. Germany had to cede the _____ of Alsace-Lorraine (which it had won in the Franco-Prussian War in the 1870s) back to France, the Sudetenland to Czechoslovakia, and the "Polish Corridor" to _____.
 - 2. Demilitarization of the Rhineland.
 - 3. Germany's Saar coal region was placed under _____ control for 15 years.
 - 4. Disarmament: Germany was _____ to only 100,000 army troops; no reserves, tanks, aircraft, warships, or _____ were permitted.
 - 5. Germany had to pay \$5 billion in _____ reparations, with future reparations to be determined by May 1921.



- Some saw the treaty as overly punitive: they felt that rather than setting _____ to ensure a lasting peace in Europe, the treaty instead was designed to make Germany _____.
- Being stripped of a real army and having to give up large chunks of its _____ was humiliating, but the reparations required were crippling.
- All told, Germany would be _____ to pay over \$33 billion in reparations, an impossible amount for the war-devastated country.

Slide 63- Wilson's "Fourteen Points"

- Wilson's plan for a "peace without _____"
- European leaders only _____ some of the Fourteen Points in the Versailles

Treaty

- President Woodrow Wilson _____ a plan for peace called the "Fourteen Points" in an address to Congress on January 8, 1918.
- His plan for peace was based on _____ from a group of experts.
- "The Inquiry," formed in the fall of _____, faced the task of identifying feasible war aims for the U.S. and determining war goals for the other _____ involved.
- Wilson ultimately found it impossible to convince the European _____ that a "peace without victory" was in their best interest.
- European leaders either _____ most of the ideals of the Fourteen Points or diluted them in the final peace agreement.

The Fourteen Points were:

1. Open diplomacy; no _____ treaties.
2. Freedom of the seas in _____ and in peace.
3. Removal of all economic barriers.
4. Reduction in _____ military forces.



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Name _____ Date _____ Block _____

- 5. Colonial disputes judged impartially. Subjected peoples have _____ voice with colonial powers.
- 6. Withdrawal of all German and Austrian forces from _____ territory.
- 7. Restoration of Belgian sovereignty.
- 8. Occupied French _____ restored, including Alsace-Lorraine.
- 9. Borders of Italian frontiers redrawn according to national identity.
- 10. Peoples of Austria-Hungary given _____ for autonomy.
- 11. Autonomous Balkan states.
- 12. Non-Turks within Ottoman Empire given opportunity for _____.
- 13. Establish a Polish state with sea access.
- 14. Formation of the _____ of Nations.

Slide 64- League of Nations

- Part of the _____ Treaty
- U.S. Senate rejects the treaty
- U.S. never _____ the League
- League turns out to be ineffective, _____, easily manipulated
 - The League of Nations lived a _____ and inglorious life from 1919 until 1939.
 - The League was an important component of the Versailles Treaty, and a plan for the _____ was put into place on February 14, 1919, at the Paris Peace Conference.
 - President Woodrow Wilson was given the task of _____ the League's covenant and (with the exception of Germany and Russia) any country that signed the peace treaties could be part of the new _____ organization.
 - The League's development, however, suffered a key setback when the U.S. _____ refused to ratify the Versailles Treaty.



- Many senators objected to the treaty _____ because of the League of Nations.
- They felt that the League's charter committed the U.S. to comply with any of the League's _____, and thus undermined U.S. sovereignty.
- Wilson embarked on a countrywide speaking tour in order to get the _____ to pressure the Senate to ratify the treaty (he ended up suffering a stroke from the strain of the tour), but the Senate ultimately rejected it.
- In 1921, the U.S. finally put a formal _____ to the war by signing separate treaties with Germany, Austria, and Hungary.
- The U.S. _____ did join the League of Nations.
- The League proved to be an impotent, powerless organization that many countries _____ to advance their own goals rather than to administer justice.
- Inconsistencies in purpose and administration _____ the League from ever fulfilling the ideal of becoming a world-governing body that settled disputes, promoted disarmament, and _____ world health.

Slide 65- Number of Wounded

- Central _____
- _____ Powers

Slide 66- Number of Deaths

- _____ Powers
- Allied Powers

Slide 67- Physical and Financial Costs of the War

- Food _____
- _____ depression
- The war exacted a huge physical and _____ toll on the population of Europe.



- The war wiped out entire villages and even some cities were _____ out by the fighting.
- Much of the fighting in _____ had destroyed valuable farmland.
- Thus farmers had lost both their animals and their land—a development that _____ to food shortages after the war.
- As a result of the lingering bitterness between _____ and ethnicities, food shortages, economic depression, and trade issues continued after the _____.
- Countries such as France and _____ had borrowed heavily to finance the war and were now deeply in debt to lender countries like the United States.

Slide 68- Social/Political Costs of the War

- Refugees

- Ethnic _____

- European _____ was put in a state of upheaval.
- The political map of _____ was redrawn, often along ethnic lines.
- Some of these boundary changes would lead to _____ unrest—several Balkan states united into one Yugoslavia, for example.
- This led many people to leave familiar _____ to find “their own kind.”
- Once the refugees relocated they were often _____ by their ethnic kin because of competition for food and jobs.
- Also, loss of land by once-powerful European _____ like Austria-Hungary led to bitter feelings toward neighboring countries.

Slide 69- Arts and the Great War

- Poets



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Name _____ Date _____ Block _____

- Visual _____

- Novels

- The war inspired an outburst of _____ as writers and artists found a number of different ways to express the _____ evoked by the conflict.
- The poets Wilfred Owen (*Dulce et Decorum Est* and *Anthem for Doomed Youth*) and Isaac Rosenberg (*Break of Day in the Trenches* and *Deadman's Dump*) tried to _____ the tragedy of war in their writing.
- Visual imagery emerged in _____ that became popular in the 1920s.
- Short comedies like the Keystone Cops and features starring Rudolf Valentino became a dominant force in _____.
- Soldier-painters such as Otto Dix and Stanley Spencer influenced the _____ world.
- Several years after the war had ended, _____ like Erich Maria Remarque's *All Quiet on the Western Front* would emerge to bring further clarity and insight as to the impact of the _____ War.

Slide 70- New Nations: Europe

- _____

- Michael Collins

- _____ Ireland

- Division of Austria- _____

1 - Austria

2 - Hungary

3 - _____

4 - _____

5 - Other portions went to _____, Poland, and Italy

- Ireland
- Sinn Fein is the Irish _____ party.



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Name _____ Date _____ Block _____

- The party and its leader, Michael Collins gained _____ for Ireland by agreeing not to fight for the six counties of Northern Ireland.
- This concession led to the conflict between Northern Ireland and _____ that has continued today.
- Austria-Hungary
- In an attempt to resolve _____ tensions, Austria-Hungary was carved into four new nations: _____, Hungary, Czechoslovakia, and Yugoslavia.
- In addition, other parts of the _____ Austro-Hungarian Empire were parceled out to adjacent countries (Romania, Poland, Italy).
- While the effort did create _____ for some ethnicities, it created other problems as the new majority ethnicities oppressed the remaining _____.
- Widespread ethnic _____ accompanied the Yugoslav War from 1991 to 1999, of which the most significant examples occurred in eastern Croatia and Krajina, in most of Bosnia (1992-1995), and in the Albanian-dominated breakaway province of _____ called Kosovo (1999).
- Large numbers of Serbs, Croats, _____ and Albanians were forced to flee their homes and were expelled from their countries.
- In 2004, following an upsurge in violence, Serbs were forced by _____ rioters to flee their homes in the province.

Slide 71- New Nations: The Middle East

- Sykes-Picot Agreement

- _____

- Balfour _____

- _____-western views



- Despite earlier promises by the British to grant self-determination to the _____ nation, the Sykes-Picot Agreement between Britain and France left it up to the two nations to _____ and control Arab lands as they saw fit.
- Following the war, “mandates,” or trusteeships, were _____ over former Turkish-controlled territories.
- The British and _____ controlled much of this area.
- In a 1917 document called the Balfour Declaration, British Foreign Secretary Arthur Balfour stated in a letter to _____ leader Lord Rothschild that his government supported the idea of a Jewish homeland in _____.
- Most Arab states opposed the creation of a Jewish state, and when the _____ voted to establish Israel, the Arab countries immediately attacked the new state and were defeated.
- Arab feelings of betrayal at this time set the _____ for the anti-western views that still dominate many Arab nations.

Slide 72- Rise of Extremism: Japan and Russia

- Japan

- Moved to expand its _____
- Extend its _____ to mainland China
- Rise of _____ extremists

- Russia

- Joseph _____
- Modernization
- _____

- Japan
- As the war raged in Europe, _____ nations ignored their East Asian colonies.



- Japan saw an _____ to step into this vacuum and expand its influence over mainland China and benefit from the country's _____ resources.
- As Japan expanded its empire, militaristic _____ gained in popularity and power on the island nation.
- Russia
- Following Lenin's death in 1924, Joseph Stalin assumed leadership of the _____ Union.
- Stalin consolidated all state power in himself, then set the U.S.S.R. on a course of _____ that brought industry and order to the vast country.
- At the same time, his paranoia led to the imprisonment or murder of millions of people who disagreed with his policies or _____ his power.

Slide 73- Rise of Extremism: Germany

- Dissatisfaction with _____ government
- Hyperinflation
- Resentment over terms of the _____ Treaty
- _____ Socialists (Nazis)
- Adolf _____
 - There was widespread _____ with Germany's new Weimar government.
 - To address the \$33 billion in _____, the government simply printed more paper money.
 - This increase in deutschmarks created _____; at one point, one billion deutschmarks equaled about one American cent.



- Humiliated by the concessions the Versailles Treaty had forced them to make, some Germans sought to rebuild national pride by joining extreme right-wing and _____ political movements, including the National Socialist Party, which came to be known as the “_____.”
- Adolf Hitler, an _____-born German who had served as a corporal in the Great War, rose to become leader of the party and eventually _____ of Germany in 1933.

Slide 74- Rise of Extremism: Italy

- _____ Party
- Benito _____
 - In Italy, the newly formed Fascist Party set out to distinguish itself from the _____ and communists by promoting an extreme nationalism and promising to restore to the nation the glory of ancient _____.
 - The fasces—a bundle of _____ wrapped around an axe—was one of the symbols of Rome.
 - Benito Mussolini, the leader of the Fascists, became dictator of _____ in 1924.
 - Though the Fascists employed _____, repressive tactics, Mussolini’s government also brought efficiency and productivity to the factories; as life _____, citizens became tolerant of the Fascist’s heavy-handed regime.

Slide 75- Rise of Extremism: The United States

- Return to _____
- Anti-socialist, anti-_____
- The Palmer raids
- _____ Depression
 - After the brutality of the Great War, many _____ came to believe that U.S. interests should not be tied to those of Europe.



- Consequently, the U.S. became isolationist again, _____ from taking any major role in European affairs.
- When the Great Depression hit in the 1930s, the U.S. became even more _____ as it struggled to solve economic problems at home.
- While socialist and communist groups were _____ power in Europe, the U.S. became more and more suspicious of all “reds.”
- In 1919, _____ were set off in several American cities; one of them damaged the home of Attorney General A. Mitchell _____.
- Palmer believed the bombings signaled an attempt by “_____” and “subversives” to overthrow the government.
- In 1919 and 1920, Palmer directed the Justice _____ to conduct raids and arrest many communists, socialists, and anarchists.
- Most arrested were completely innocent: only a few were _____, but more than 500 were deported.

Slide 76- Post War Europe

- _____

- Spread of _____

- Post-war Europe was beset by _____.
- The defeat of the _____ Powers resulted in the creation of new nations, new governments, and a whole new set of _____.
- Dictators emerged and fascism—fostered by poor _____ conditions—began to spread.