Section 1
Step-by-Step Instruction

Review and Preview
Students have learned about the growing power of the United States in the world. Now they will learn how the United States was drawn into a worldwide war that began in Europe.

Section Focus Question
What were the causes of World War I?
Before you begin the lesson for the day, write the Section Focus Question on the board. (Lesson focus: Rising imperialism and militarism throughout Europe, combined with rising nationalism in the Balkans, led the nations of Europe to form alliances. Tensions in the Balkans escalated throughout Europe after the assassination of Archduke Franz Ferdinand.)

Prepare to Read

Build Background Knowledge
Remind students that in the late 1800s and early 1900s, the United States became more involved in world affairs. Ask students to speculate how war in Europe would affect the United States. Remind them that the major European countries had colonies all over the world. Use the Idea Wave strategy (TE, p. T24) to help students brainstorm for ideas.

Set a Purpose
Read each statement in the Reading Readiness Guide aloud. Ask students to mark the statements True or False.

[Image 17x511 to 593x735]

This assassination led to World War I.

The Road to War

Objectives
• Discover the factors that led to the outbreak of war in Europe.
• Find out why World War I was deadlier than any earlier conflict.
• Learn how the United States moved from neutrality to involvement in the war.

Identify Main Ideas and Support
Look for main ideas within the text paragraphs that begin with subheadings. As you read, look for headings that guide you in identifying main ideas and supporting ideas.

Key Terms
militarism nationalism stalemate trench warfare propaganda

Why It Matters
America was a world power. But when war erupted in Europe, the United States tried to keep out of it. However, the problems that caused the war would soon bring America into the war. Americans were learning the costs and responsibilities of world leadership.

Section Focus Question: What were the causes of World War I?

Origins of World War I
In 1914, tensions in Europe erupted into the largest war the world had yet seen. There were many different causes for the conflict that later became known as World War I.

Imperialism
European nations competed for trade and territory in Africa, Asia, and the Pacific. France and England looked on distrustfully as Germany expanded its overseas holdings. Imperialism fed a rise in militarism, or the glorification of the military. For self-protection and for national glory, nations built up their armed forces. Military leaders gained great influence in European governments.

Nationalism
A surge of nationalism, or pride in one’s nation or ethnic group, boosted tensions. In the Balkan region of southeastern Europe, different national groups sought to break free from Austria-Hungary. Russia encouraged Serbians and other Balkan nationalists to do so. Many people compared the Balkans to a “powder keg,” or barrel of gunpowder. A single spark could easily provoke a major war.

Alliance System
As tensions mounted, European nations formed alliance systems. Germany formed an alliance with Austria-Hungary. France, Britain, and Russia pledged to come to one another’s aid if attacked. The alliance system meant that any conflict between two powers would quickly involve others.

Too Much Hatred
“The situation is extraordinary. It is militarism run stark mad. Unless someone acting for you can bring about a different understanding, there is some day to be an awful cataclysm. No one in Europe can do it. There is too much hatred, too many jealousies.”
—Colonel E.M. House, advisor to President Woodrow Wilson, 1914

Differentiated Instruction

Guided Reading
Give students a page protector to put over the text. Have students reread Origins of World War I and mark each sentence with a ? if they are uncertain or don’t understand a sentence, a * if they understand the sentence, or a ! (wow!) if they find the information interesting or new. Review any sentences that they have marked with a question mark. Pair students to compare their “wow” sentences. Then, have students write one sentence that explains the causes of World War I.
**War Begins** The spark that set off the war came on June 28, 1914, in the Bosnian city of Sarajevo. A Serbian nationalist assassinated Archduke Franz Ferdinand, heir to the Austro-Hungarian throne. Austria-Hungary accused the government of Serbia of supporting terrorism. On July 29, Austria-Hungary declared war on Serbia.

The alliance system drew one country after another into war. (See the chart below.) In time, more than 20 countries became involved in the fighting. Britain, France, and Russia led the Allies. Opposing them were the Central powers, including Germany, Austria-Hungary, and the Ottoman Empire.

**Checkpoint** How did nationalism contribute to war?

**The Deadliest War**

Both sides hoped for a quick victory. By early September, German forces had advanced to within 30 miles of Paris. At the First Battle of the Marne, however, French and British troops halted the German advance. This area became known as the Western Front. Fighting quickly settled into a long stalemate, or deadlock, in which neither side could score a clear victory. The stalemate dragged on for more than three grueling years.

Along the Western Front, trench warfare fed the stalemate. In trench warfare, soldiers fire on one another from opposing lines of dugout trenches. Between the lines was an unoccupied territory known as “no man’s land.” After days of shelling, officers would order troops to charge into no man’s land and attack the enemy trenches. There, they were mowed down by enemy fire. As death tolls mounted, the two sides fought back and forth over the same patches of land.

**The Road to World War I, Summer of 1914**

- **June 28** Archduke Franz Ferdinand of Austria-Hungary is assassinated by a Serbian nationalist.
- **July 28** Austria-Hungary declares war on Serbia.
- **July 31** Russia mobilizes its armed forces.
- **August 1** Germany declares war on Russia.
- **August 3** Germany declares war on France.
- **August 4** Germany invades neutral Belgium.
- **August 4** Great Britain declares war on Germany.

**The Road to World War I** During the summer of 1914, one European power after another was drawn into the conflict that became known as World War I. **Critical Thinking: Apply Information** How does the information on the map help explain the sequence of events listed here?

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**Vocabulary Builder**

Use the information below to teach students this section’s high-use words.

**High-Use Word** Define and Sample Sentence

- **dominate, p. 708** v. to control or rule
  The British were unable to dominate the United States after the Revolutionary War.

- **liable, p. 710** adj. likely to cause or have an effect
  In the 1850s, many Americans warned that the slavery issue was liable to split the nation in two.

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**Teach**

**Origins of World War I**

**The Deadliest War**

pp. 706–707

**Instruction**

- **Vocabulary Builder** Before teaching this lesson, preteach the High-Use Words dominate and liable using the strategy on TE p. T21.

- **Key Terms** Following the instruction on p. 7, have students create a See It–Remember It chart for the Key Terms in this chapter.

- To help students better understand the concept of nationalism, which is important to the understanding of this section, use the Concept Lesson Nationalism. Provide students with copies of the Concept Organizer.

**Teaching Resources, Unit 7,** Concept Lesson, p. 51; Concept Organizer, p. 6

- Read Origins of World War I and The Deadliest War with students using the ReQuest strategy (TE, p. T23).

- Ask: What is militarism? (the glorification of the military) How did militarism contribute to the outbreak of World War I? (Countries had built up their militaries, and military leaders had gained great influence.)

- Ask: How did the system of alliances contribute to the outbreak of the war? (Allied countries were drawn into the fighting between Serbia and Austria-Hungary. Without the alliances, the war might not have spread across Europe.)

**Answers**

- **Checkpoint** As European nations competed for each other’s territory, each wanted to assert its power and independence. This led to tensions in Europe.

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Chapter 21 707
Instruction (continued)

Discuss changes in warfare in World War I. Ask: How do you think new technology affected trench warfare? (Possible answers: It made the “no man’s land” between the trenches more deadly and made it harder for either side to advance.)

Independent Practice
Have students begin to fill in the Study Guide for this section.

Interactive Reading and Notetaking Study Guide, Chapter 21, Section 1 (Adapted Version also available.)

Monitor Progress
As students fill in the Notetaking Study Guide, circulate to make sure students understand the causes of World War I and how new technology contributed to a long, deadly stalemate. Provide assistance as needed.

Answers

Reading Skill The main idea is that technology made the war more deadly than other wars had been. Supporting ideas include the fact that airplanes, armored tanks, and rapid fire machine guns were used in the war.

Analyze Effects Possible answer: Trench warfare was probably very destructive to the environment. The land was dug up, littered with bullets and mines, and the fighting destroyed natural resources.

Checkpoint Technology gave the armies more effective tools for killing the enemy, such as armored tanks and poison gas.

Differentiated Instruction

Advanced Readers
Diagram and Draw Conclusions In World War I, soldiers dug trenches for protection. Have students research the layout of the trenches and draw a diagram illustrating its different parts. Then, ask students to write a paragraph explaining how trench warfare might have affected the land and resources of the surrounding environment. Have students present their drawings and summaries of their findings to the class.
Other Americans favored the Allies. Britain and the United States shared a common language and history. Americans of Slavic or Italian descent also generally supported the Allied side.

Britain used propaganda to win American support. Propaganda is the spread of information designed to win support for a cause. British propaganda often focused on Germany’s brutal treatment of the Belgians at the start of the war. Many of the most horrifying tales were exaggerated or completely made up.

**Supplying the Allies** Legally, American firms were free to sell to both sides. Still, most American trade was with the Allies. In addition, American banks made large loans to the Allies.

Contributing to this imbalance was a British naval blockade of Germany. British ships stopped supplies from reaching German ports. The British intercepted not only weapons, but also food and cotton. Although Wilson objected, he reached an agreement with Britain. For instance, he required Britain to buy more American cotton to make up for lost sales to Germany.

**The Lusitania** Germany’s navy had too few surface vessels to enforce a blockade of Britain and France. But the Germans had a large supply of U-boats, or submarines. In February 1915, Germany announced it would use its U-boats to blockade Britain.

American Neutrality
p. 708

**Instruction**

- Have students read American Neutrality. Remind students to answer the readingCheckpoint question.

- Ask: **What is propaganda?** (information that is used to persuade people to have a certain opinion) **Why did the British government use propaganda in the United States?** (The British wanted the United States to enter the war on the side of the Allies.)

- Ask: **What ties did the United States have with the Allies?** (The United States was a strong trading partner with the Allies.)

- Show the History Interactive Transparency Trench Warfare. Ask: **What challenges did soldiers in trenches face?** (attacks from biplanes, gas, and hand grenades)

**Color Transparencies, Trench Warfare**

**Independent Practice**

Have students continue to fill in the Study Guide for this section.

**Interactive Reading and Notetaking Study Guide, Chapter 21, Section 1 (Adapted Version also available.)**

**Monitor Progress**

As students fill in the Notetaking Study Guide, circulate to make sure students understand American neutrality during the early years of World War I. If students do not seem to have a good understanding, have them reread the section. Provide assistance as needed.

**History Background**

**Manfred von Richthofen, “The Red Baron”** Germany’s best-known aviator flew not a biplane but a brightly decorated red Fokker triplane. Manfred, Baron von Richthofen gained fame as Der Rote Freiherr, or the Red Baron, for his record as a fierce fighter. When trench warfare bogged down the battle, the former cavalry officer transferred to the infantry, and then the German air units. He is said to have shot down 80 enemy aircraft before being killed by either Australian ground troops or by a captain in the Canadian Royal Air Force.
Differentiated Instruction

L1 English Language Learners

Creating Artwork  Have students create a piece of art that describes their impression of a battle in World War I. Encourage students to use images that represent what is important to them and to incorporate information in this section. When students are finished, have them share their artwork with the class and describe what the different images portray about World War I.

L2 Less Proficient Readers

L3 Special Needs

Sinking of the Lusitania  On May 7, 1915, German U-boats torpedoed the British liner Lusitania. One passenger wrote the note shown here, sealed it in a bottle, and tossed it into the sea. Critical Thinking: Analyze Cause and Effect  What impact did the sinking of the Lusitania have?

Vocabulary Builder

liable (Lì abl) adj. likely to cause or have an effect

Entering the War

p. 710

Instruction

- Have students read Entering the War. Remind students to look for cause and effect.
- Discuss the reasons that the United States entered the war on the side of the Allies. Ask: Why did the Zimmermann Telegram anger many Americans? (The telegram proposed that Germany and Mexico attack the United States.)
- Assign the worksheet The Zimmermann Telegram to help students explore the effect of this diplomatic intrigue on American attitudes toward World War I and the motives of each side in the war.

Teaching Resources, Unit 7, The Zimmermann Telegram, p. 46

Independent Practice

Have students complete the Study Guide for this section.

Monitor Progress

- As students complete the Notetaking Study Guide, circulate to make sure students understand the reasons that the United States entered the war. Provide assistance as needed.
- Tell students to fill in the last column of the Reading Readiness Guide. Probe for what they learned that confirms or invalidates each statement.

Teaching Resources, Unit 7, Reading Readiness Guide, p. 42

Answers

Analyze Cause and Effect  The sinking of the Lusitania angered many Americans and increased support for joining the war.

Checkpoint  The war divided Americans, primarily along ethnic lines.

On May 7, 1915, a U-boat sank a British passenger liner, the Lusitania, off the coast of Ireland. Nearly 1,200 people died, 128 of them Americans. Wilson made angry protests to Germany. The Germans responded that the ship was carrying a load of ammunition to England. This argument mattered little to an outraged American public. Fearing that further attacks were liable to provoke the United States to declare war, Germany said its U-boats would no longer target passenger liners and neutral merchant ships.

Checkpoint  How did the war in Europe divide Americans?

Entering the War

Wilson was reelected in November 1916 on the slogan “He kept us out of war.” He then called on the warring powers to accept “peace without victory.” Such a peace, he said, should be based on the principles of democracy, freedom of the seas, and the avoidance of “entangling alliances.” But Wilson’s attempt to make peace failed. Germany resumed unrestricted submarine warfare in February 1917. Germany hoped that cutting off American supplies to the British would break the stalemate on the Western Front. In response, Wilson cut off diplomatic relations with Germany.

Zimmermann Telegram  On February 24, Wilson was shown a telegram that the British had intercepted. Germany’s foreign minister, Arthur Zimmermann, proposed that Mexico join the war on Germany’s side. In return, Germany would help Mexico “reconquer” New Mexico, Texas, and Arizona.
The Zimmermann Telegram was released to the press on March 1. American anger exploded. Anger soon turned to thoughts of war after U-boats sank three American merchant ships.

**Russian Revolution** A revolution in Russia removed the final obstacle to America’s entry. Russia was one of the three main Allies. Its ruler, Tsar Nicholas II, was an absolute monarch who had long resisted calls for democratic reforms. In March 1917, military defeats and food shortages led to an uprising. The tsar was overthrown. A new government vowed to keep Russia in the war.

The fall of the tsar made it easier for the United States to enter the war. Russia was one of the three main Allies.宣战 after U-boats sank three American merchant ships.

On April 2, Wilson asked Congress to declare war against the Central powers. His goal, he declared, was to fight tyranny of isolationism, the United States tried to stay out of World War I. Now that it had joined the war, American life would be greatly changed.

Looking Back and Ahead Following its traditional policy of isolationism, the United States tried to stay out of World War I. Now that it had joined the war, American life would be greatly changed.

Checkpoint How did submarine warfare help lead the United States into World War I?

### Assess and Reteach

**Assess Progress**

Have students complete Check Your Progress. Administer the Section Quiz.

*Teaching Resources, Unit 7, Section Quiz, p. 52*

To further Assess Student Understanding, use the Progress Monitoring Transparency.

**Progress Monitoring Transparencies, Chapter 21, Section 1**

**Reteach**

If students need more instruction, have them read this section in the Interactive Reading and Notetaking Study Guide and complete the accompanying question.

**Interactive Reading and Notetaking Study Guide, Chapter 21, Section 1**

**Extend**

To help students expand their understanding of trench warfare, have them complete the Explore Trench Warfare History Interactive online.

### Progress Monitoring Online

Students may check their comprehension of this section by completing the Progress Monitoring Online graphic organizer and self-quiz.

**Answer**

Checkpoint Attacks by German submarines that killed Americans outraged the public and made Americans more willing to choose sides against the Central powers in the war.

8. Essays should accurately reflect the description in the text of how trench warfare was conducted. Students may write that present-day warfare does not usually employ fighting in trenches, within such close proximity to the other side.