

CHAPTER
11

GUIDED READING *World War I Begins*

Section 1

A. As you read this section, take notes to answer questions about the international politics that led to war in Europe.

How did the following help to ignite the war in Europe?				
1. Nationalism	2. Imperialism	3. Militarism	4. Alliances	5. Assassination of Archduke Ferdinand

Why did the following groups of Americans tend to oppose U.S. participation in the war?			
6. Naturalized citizens	7. Socialists	8. Pacifists	9. Parents

What did the following nations do to encourage U.S. participation in the war?		
10. Britain	11. Germany	12. Russia

B. On the back of this paper, identify or define each of the following:

Allies Central Powers “no man’s land” trench warfare Zimmermann note

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SKILLBUILDER PRACTICE *Evaluating Alternative Courses of Action*

Section 1

At the end of 1995, President Clinton was compelled to send U.S. troops to the Balkans. The action brought with it specific questions about the U.S. role in the region. Read the passage about alternatives Clinton faced in 1995. Then evaluate those alternatives by filling in the chart. (See Skillbuilder Handbook, p. 918.)

The Bosnian Conflict During the 1990s, war raged between competing ethnic Serbian and Bosnian factions in the region of Bosnia-Herzegovina. In 1995, the various sides finally negotiated a peace agreement.

One aim of the peace effort was to achieve a more even military balance between the Serbs and the Bosnians and thus ensure that both sides would obey the terms of the peace accord. Throughout the war, Serbian forces had been better trained and better equipped than their Bosnian counterparts. To make the two sides more equal, Bosnian forces needed additional weapons and military training.

Clinton's Alternatives As President Clinton committed 20,000 U.S. soldiers in Bosnia, he had to decide whether to use them only as peacekeepers or to have them arm and train Bosnian troops.

Some of Clinton's advisors favored having U.S. soldiers support the Bosnian forces, claiming that the sooner there was a balance between Serbian and Bosnian power, the sooner American troops

could come home. In addition, this course of action would make President Clinton, who was running for reelection, look like a strong leader, unafraid to stand his ground despite political pressure to do otherwise.

Critics of this plan, including U.S. military leaders and European allies, pointed out that arming and training Bosnian forces would put the American troops in additional danger of Serb attack. They remembered other peace efforts when U.S. peacekeeping forces were perceived as siding with one faction over the other. This perception had often resulted tragically in American casualties.

Some advisors suggested that the United States could work through another country, such as Turkey, or through private individuals to arm and train Bosnian forces. With this approach the United States would appear neutral, which would help protect American soldiers. Others pointed out, however, that the world would recognize U.S. participation in the action, and so the risk to American soldiers would remain.

Alternatives	Pros	Cons	Your evaluation
1.			
2.			
3.			



Section 1

RETEACHING ACTIVITY *World War I Begins*

Summarizing

Study the information in the chart and refer to it as you complete the sentences that follow.

Causes of The First World War

Rise of Nationalism	Growth of Imperialism	Increased Militarism	Formation of Military Alliances	Igniting Incident
Ethnic groups banded together and became more nationalistic, each demanding their own independent nation.	The race to gain overseas colonies led to heated competition and tension among European countries.	The major powers of Europe had built up great armies and increased their stockpile of weapons.	By 1914, two major alliances had formed in Europe. They would become known as the Allies (France, Great Britain, and Russia) and the Central Powers (Germany, Austria-Hungary, and the Ottoman Empire).	In June of 1914, a Serbian killed Archduke Franz Ferdinand and his wife. Austria-Hungary declared war on Serbia. Russia came to the aid of Serbia. Germany, an ally of Austria-Hungary, declared war in Russia and France. Great Britain then declared war on Germany.

1. Three political situations that led to the beginning of World War I were _____, _____, and _____.
2. The banding together of ethnic groups in a search for greater independence and self-determination resulted from an increasing feeling of _____.
3. _____ was an effort by major European nations to gain more colonies.
4. The two major alliances of Europe would become known as the _____ and the _____.
5. The growth of militarism prompted European nations to increase their _____ and _____.
6. France, Great Britain, and Russia formed the _____.
7. Germany, Austria-Hungary, and the Ottoman Empire became known as the _____.
8. The incident that sparked the beginning of the war was _____.

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PRIMARY SOURCE **The Zimmermann Note**

On January 19, 1917, Arthur Zimmermann, the German foreign minister, sent the following coded telegram to the German ambassador in Mexico. British intelligence agents decoded the telegram and passed it on to the U.S. government. How do you think Americans reacted when this telegram was published on March 1?

Berlin, January 19, 1917

On the first of February we intend to begin submarine warfare unrestricted. In spite of this it is our intention to keep neutral the United States of America.

If this attempt is not successful we propose an alliance on the following basis with Mexico: That we shall make war together and together make peace. We shall give general financial support, and it is understood that Mexico is to reconquer the lost territory in New Mexico, Texas, and Arizona. The details are left for your settlement.

You are instructed to inform the President of Mexico of the above in the greatest confidence as soon as it is certain there will be an outbreak of war with the United States, and we suggest that the President of Mexico on his own initiative should communicate with Japan suggesting adherence at once to this plan; at the same time offer to mediate between Germany and Japan.

Please call to the attention of the President of Mexico that the employment of ruthless submarine warfare now promises to compel England to make peace in a few months.

Zimmermann.

from Henry Steele Commager, ed., Documents of American History, vol. II, (New York: Crofts, 1947), 308.

Discussion Questions

1. According to this telegram, what did the German government decide to begin on February 1, 1917?
2. What did Zimmermann propose if the United States went to war with Germany during World War I?
3. If this telegram had not been intercepted by British agents, what do you think might have happened? Cite evidence from your textbook to support your opinion.

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LITERATURE SELECTION *from A Son at the Front*
by Edith Wharton

American novelist Edith Wharton lived in France during World War I and witnessed the devastation of the war firsthand. As you read this excerpt from her novel, think about the war's impact on John Campton, an American artist living in Paris, and his son, George, a soldier wounded while fighting in the French army.

Campton, from the first, had been opposed to the attempt to bring George to Paris; partly perhaps because he felt that in the quiet provincial hospital near the front he would be able to have his son to himself. At any rate, the journey would have been shorter; though, as against that, Paris offered more possibilities of surgical aid. . . . Well, at any rate, George was alive, he was there under his father's eye, he was going to live; there seemed to be no doubt about it now. Campton could think it all over slowly and even calmly, marvelling at the miracle and taking it in. . . . So at least he had imagined till he first made the attempt; then the old sense of unreality enveloped him again, and he struggled vainly to clutch at something tangible amid the swimming mists. "George—George—George—" he used to say the name over and over below his breath, as he sat and watched at his son's bedside; but it sounded far off and hollow, like the voice of a ghost calling to another.

Who was "George"? What did the name represent? The father left his post in the window and turned back to the bed, once more searching the boy's face for enlightenment. But George's eyes were closed: sleep lay on him like an impenetrable veil. The sleep of ordinary men was not like that: the light of their daily habits continued to shine through the chinks of their closed faces. But with these others, these who had been down into the lower circles of the pit, it was different: sleep instantly and completely sucked them back into the unknown. There were times when Campton, thus watching beside his son, used to say to himself: "If he were dead he could not be farther from me"—so deeply did George seem plunged in secret traffic with things unutterable. . . .

As he sat there, the door was softly opened a few inches and Boylston's face showed through a

crack: light shot from it like the rays around a chalice. At a sign from him Campton slipped out into the corridor and Boylston silently pushed a newspaper into his grasp. He bent over it, trying with dazzled eyes to read sense into the staring headlines: but "America—America—America—" was all that he could see.

A nurse came gliding up on light feet: the tears were running down her face. "Yes—I know, I know, I know!" she exulted. Up the tall stairs and through the ramifying of long white passages rose an unwonted rumour of sound, checked, subdued, invisibly rebuked, but ever again breaking out, like the noise of ripples on a windless beach. In every direction nurses and orderlies were speeding from one room to another of the house of pain with the message: "America has declared war on Germany."

Campton and Boylston stole back into George's room. George lifted his eyelids and smiled at them,

understanding before they spoke.

"The sixth of April! Remember the date!" Boylston cried over him in a gleeful whisper.

The wounded man, held fast in his splints, contrived to raise his head a little. His eyes laughed back into Boylston's. "You'll be in uniform within a week!" he said; and Boylston crimsoned.

Campton turned away again to the window. The day had come—had come; and his son had lived to see it. So many of George's comrades had gone down to death without hope; and in a few months more George, leaning from that same window—or perhaps well enough to be watching the spectacle with his father from the terrace of the Tuileries—would look out on the first brown battalions marching across the Place de la Concorde, where father and son, in the early days of the war, had seen the young recruits of the Foreign Legion patrolling under improvised flags.

*"George—George—
George—" he used to
say the name over
and over . . . but it
sounded far off and
hollow, like the voice
of a ghost calling to
another.*

At the thought Campton felt a loosening of the tightness about his heart. Something which had been confused and uncertain in his relation to the whole long anguish was abruptly lifted, giving him the same sense of buoyancy that danced in Boylston's glance. At last, random atoms that they were, they seemed all to have been shaken into their places, pressed into the huge mysterious design which was slowly curving a new firmament over a new earth. . .

There was another knock; and a jubilant nurse appeared, hardly visible above a great bunch of lilacs tied with a starred and striped ribbon. . . . George lay smiling, the lilacs close to his pillow, his free hand fingering the envelope; but he did not unseal the letter, and seemed to care less than ever to talk. . . .

When he returned to the hospital after dinner the night-nurse met him. She was not quite as well satisfied with her patient that evening: hadn't he perhaps had too many visitors? Yes, of course—she knew it had been a great day, a day of international rejoicing, above all a blessed day for France. But the doctors, from the beginning, must have warned Mr. Campton that his son ought to be kept quiet—very quiet. The last operation had been a great strain on his heart. Yes, certainly, Mr. Campton might go in; the patient had asked for him. Oh, there was no danger—no need for anxiety; only he must not stay too long; his son must try to sleep.

Campton nodded, and stole in.

George lay motionless in the shaded lamplight: his eyes were open, but they seemed to reflect his father's presence without any change of expression, like mirrors rather than like eyes. The room was doubly silent after the joyful hubbub of the afternoon. The nurse had put the orchids and lilacs where George's eyes could rest on them. But was it on the flowers that his gaze so tranquilly dwelt? Or did he see in their place the faces of their senders? Or was he again in that far country whither no other eyes could follow him?

Campton took his usual seat by the bed. Father and son looked at each other, and the old George glanced out for half a second between the wounded man's lids.

"There was too much talking today," Campton grumbled.

"Was there? I didn't notice," his son smiled.

No—he hadn't noticed; he didn't notice anything. He was a million miles away again, whirling into his place in the awful pattern of that new firmament. . .

"Tired, old man?" Campton asked under his breath.

"No; just glad," said George contentedly.

His father laid a hand on his and sat silently beside him while the spring night blew in upon them through the open window. The quiet streets grew quieter, the hush in their hearts seemed gradually to steal over the extinguished city.

Campton kept saying to himself: "I must be off," and still not moving. The nurse was sure to come back presently—why should he not wait till she dismissed him?

After a while, seeing that George's eyes had closed, Campton rose, and crept across the room to darken the lamp with a newspaper. His movement must have roused his son, for he heard a light struggle behind him and the low cry: "Father!"

Campton turned and reached the bed in a stride. George, ashy-white, had managed to lift himself a little on his free elbow.

"Anything wrong?" the father cried.

"No; everything all right," George said. He dropped back, his lids closing again, and a single twitch ran through the hand that Campton had seized. After that he lay stiller than ever.

George's prediction had come true. At his funeral, three days afterward, Boylston, a new-fledged member of the American Military Mission, was already in uniform.

George lay motionless in the shaded lamplight: his eyes were open, but they seemed to reflect his father's presence without any change of expression, like mirrors rather than like eyes.

Activity Options

1. Draw an illustration to accompany this excerpt from the novel. Then show your illustrations to the class and explain your choice of subject matter.
2. What kind of music would you choose to accompany a reading of this excerpt? Play the music for the class and explain why you chose it.



Section 1

AMERICAN LIVES

Jeannette Rankin

Pioneer Advocate of Peace

"I want to stand for my country, but I cannot vote for war."—Jeannette Rankin, speech in the House of Representatives (1917)

Jeannette Rankin was a groundbreaker. In 1917, she became the first woman elected to the House of Representatives. She was also a life-long advocate of peace. She voted in Congress against U.S. entry in World War I and World War II. In 1968, she even led a march protesting the Vietnam War.

Rankin (1880–1973) was raised on a Montana farm. Her parents taught their seven children to make some contribution to society with their lives. After college, Rankin took up teaching and social work. She then joined the fight for woman suffrage. She spoke to the Montana state legislature—the first woman to address that body—arguing that denying women the right to vote amounted to taxation without representation. She helped the National American Woman Suffrage Association (NAWSA) win passage of suffrage laws in North Dakota (1913) and, finally, in her home state (1914). Vowing to “repay the women of Montana who had worked for suffrage,” she ran for one of Montana’s two seats in the House. She campaigned for a national suffrage law, laws to protect children, prohibition, and staying out of World War I. She defeated seven other candidates to win the Republican primary and then won the general election despite a Democratic landslide.

Reaching Washington in April 1917, she was immediately given a difficult decision. President Woodrow Wilson asked Congress to declare war on Germany. Rankin received pressure from woman suffrage advocates on both sides. Carrie Chapman Catt feared that a vote against the war would make women look disloyal. Alice Paul urged a no vote, declaring that women should stand for peace, not war. Rankin voted no. Though 49 other House members joined her, criticism of her was intense. The *New York Times* said the vote “justified distrust of her judgment.”

During her term, Rankin worked to achieve the goals she had campaigned for. She introduced the nation’s first bill aimed at improving health care for women and newborns, a bill that became law in

1921. She helped lead the floor fight for a suffrage amendment, although it did not pass. Hoping to keep a statewide office in the 1918 election, she ran for one of Montana’s Senate seats but lost.

Out of office, Rankin became increasingly committed to the cause of peace and worked for various causes over the next two decades. Mistrusting the foreign policy of President Franklin Roosevelt and fearing U.S. involvement in World War II, she ran again for Congress in 1940. Her position was popular in Montana and she won the election. However, public opinion shifted after the Japanese attacked Pearl Harbor. The next day, when Congress voted in favor of Roosevelt’s declaration of war against Japan, Rankin again voted no. This time, though, hers was the only such vote. She was widely criticized. Newspaper editor William Allen White commended her for her courage, but noted that she “stood firm in folly.” Any hope that she had of re-election was dashed, and she declined to run for office again.

Rankin opposed aggressive steps taken during the Cold War, the postwar ill will between the United States and the Soviet Union. She traveled to encourage the peace movement around the world. As the Vietnam War raged in the 1960s, she entered the public eye again. In 1968 the 88-year-old Rankin led a march of 5,000 women to protest that war. She began to consider running again for Congress to carry out the peace campaign, but poor health prevented her.

Questions

1. Rankin said denying women the vote was taxation without representation. Was this a valid claim? Why or why not?
2. Which vote—1917 or 1941—do you think was more difficult for Rankin? Explain why.
3. Review Rankin’s stands against U.S. involvement in war over the decades. Do they seem responsible or irresponsible? Defend your choice either way.