

CHAPTER 2: THE FIRST WORLD WAR

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CHAPTER 2 - EXERCISE 1 - *Significance* CANADIANS AT WAR

1. What support did Canada offer Britain?

2. Why did most Newfoundlanders join the Newfoundland Regiment instead of the regular Canadian forces?

3. 10,000 Canadians volunteered to join the Canadian forces. Why did these Canadians volunteer?

4. a) Where did many of the Canadian soldiers train?

b) Who set up this camp?

5. Complete the following table outlining the structure of the Canadian forces in Europe:

Force	
Location	
Original Commander	
Commander from 1917 on	Significance:

CHAPTER 2 - EXERCISE 2 - Evidence

WOMEN IN THE FIRST WORLD WAR

The role of women in the workforce changed significantly during the First World War. The following stories are first-hand accounts about what life was like for the women "left behind." Read each story and then answer the questions that follow.

Edith Foster

During the war I helped mostly with recruiting. I remember feeling so excited and noble, but it didn't take long before I started regretting my part.

We would have some of the boys from Sunday School over for dinner parties. I guess most of these boys were around eighteen. We'd have music and dancing, and my job would be to smile and encourage them to go and join in the fighting. I told them I would be so proud, and they would be such good boys.

I can never forgive myself. Bruce Skinner came home with a crippled leg. Matthew never got married because of his drinking. And we thought it was the right thing to do!

Mary Higgins

I was going to get a big important job. But they had me working in this factory line-up right through the whole thing, for minimum wage of course. Eight hours a day I would move these levers on this big smoking machine and out would come some sort of shells. We weren't allowed to talk - as if you could anyways! Cranking and grinding, smoking and steaming, the smells and sounds would make you sick! And we were all so packed in there. It was nothing like I thought. A hell-hole!

Elizabeth Morrison

I think the war was the first time women really began to work. Munitions, farm work, or nursing service for most of us. It became the accepted thing to do. We were taught that our job was to be our life. I was never late for work, and I put in my all.

You could either work or you got married. We had the choice, for sure, but no one ever did both.

Marguerite Downing

I loved my job! Throughout most of the war I drove a streetcar around the city. I got to meet all sorts of people and I felt like I was really doing something worthwhile. Not to mention it felt great to bring some money home to my family. Six kids in a three-room house!

Anyway, we were all so happy when the war ended. I couldn't wait to see my brother finally - and maybe even drive him around! But by the time he arrived home, I was already there too. Everyone said that women were expected to return to their families now that the war was over. No way would I have ever left driving of my own choice, but we were told, straight up, that we were needed at home. There was even this poster from the government plastered all over everywhere. It said, "Do you feel justified in holding a job which could be filled by a man who has not only himself to support, but a wife and family as well?" My parents thought that maybe I could become a secretary instead.

CHAPTER 2 - EXERCISE 2 - *Evidence*

WOMEN IN THE FIRST WORLD WAR

Ruth Simmons

I worked at the paper from 1911 to 1916. I can't quite remember what my exact title was, but I know that I did just about everything! I was supposed to be working in the advertising department, but they would often have me running errands, typing up reports, and even writing some news stories. After a few years I thought they'd make me an Editor of sort - everyone said I practically ran the place - but my boss never brought it up, and I sure wasn't about to!

1. What happened to working women after the war?

2. Referring to the stories above, list at least five arguments that show that the First World War **helped** to liberate women. You may need to think some up on your own.

3. List at least five arguments that show that the First World War **did not help** to liberate women. You may need to think some up on your own.

Name _____ Block _____ Date _____

CHAPTER 2 - EXERCISE 3 - *Continuity and Change*

TRENCH WARFARE

1. What is a stalemate and why did it occur between the British/French and the German troops?

2. Why did soldiers build trenches? (Give two reasons.)

3. The area between the trenches was called _____.

4. What was the name of the Canadian-issued rifle? Why wasn't this rifle very effective in trench warfare?

5. Why did entering no man's land come to mean almost certain death?

6. List three characteristics of life in the trenches.

7. What is a battle of attrition?

Name _____ Block _____ Date _____

CHAPTER 2 - EXERCISE 4 - Cause and Consequence
THE EFFECTS OF THE FIRST WORLD WAR

1. Complete the following table outlining the international effects of the First World War.

Casualties	
Money	
Disintegration of countries	
New Democratic Governments	
Germany	
Refugees	

2. In what sense did Canada "come to maturity" as a result of the First World War? Provide several examples to substantiate your response.

3. a) How much did the war cost Canada?

- b) What did the Canadian government begin collecting in order to offset this cost?

4. What war-related issue affected French and English relations in Canada for years to come?

CHAPTER 2 - EXERCISE 5 - *Perspective*

THE WAR IN THE AIR, AT SEA, AND AT HOME

IN THE AIR

1. Why do you think many young men chose to become pilots?

2. What is a "dogfight"?

3. In the early stages of the war, how were bombs dropped from aircraft?

4. Name two "aces."

"Billy Bishop Goes to War", a play/musical written by John Gray and Eric Peterson, is one of Canada's most celebrated productions. Although Gray insists in the preface to the play that it "does not address itself to the issue of whether or not war is a good thing or a bad thing", many critics have since argued over this statement. Some think that the play celebrates war by glamourizing Billy Bishop, and others think it trivializes war by showing it as a game. Read the following excerpts and see if you agree with either of the above interpretations.

The play opens with a song which recurs throughout as a type of chorus:

We were off to fight the Hun,
We would shoot him with a gun.
Our medals would shine
Like a sabre in the sun.
We were off to fight the Hun,
And it looked like lots of fun,
Somehow it didn't seem like war
At all, at all, at all.
Somehow it didn't seem like war at all.

CHAPTER 2 - EXERCISE 5 - *Perspective*
THE WAR IN THE AIR, AT SEA, AND AT HOME

When Billy finally gets placed as a pilot he sings:

Gonna fly...
Gonna fly so high,
Like a bird in the sky,
With the wind in my hair,
And the sun burning in my eyes.
Flying Canadian,
Machine gun in my hand,
First Hun I see is the first Hun to die.

And later:

Oh, the bloody earth is littered
With the fighters and the quitters.
Oh, what could be more bitter
Than a nameless death below.
See the trenches, long and winding,
See the battle slowly grinding,
Don't you ever wonder how good men can live so low.

In the sky,
In the sky,
Just you and I up there together,
Who knows why?
One the hunter, one the hunted;
A life to live, a death confronted.
Oh, let us dance together in the sky.

5. What is the tone of the above songs? The different excerpts may differ in tone.

6. Discuss the significance of the above excerpts. What do you think Gray and Peterson are saying about Canadian soldiers, the life of a pilot, and war in general?

Name _____ Block _____ Date _____

CHAPTER 2 - EXERCISE 5 - *Perspective*
THE WAR IN THE AIR, AT SEA, AND AT HOME

AT SEA

7. Why was it so important for Britain to maintain command of the seas?

8. The German submarines were called _____.

9. Why did Germany decide to introduce a policy of unrestricted submarine warfare in February 1917?

10. What is significant about the sinking of the British passenger ship the Lusitania?

11. How did the Allies respond to Germany's policy of submarine warfare?

12. Outline three reasons why the U.S.A. decided to enter the war.

13. Why do you think the United States' entrance into the war was a major turning point for the Allies?

Name_____ Block_____ Date_____

CHAPTER 2 - EXERCISE 5 - *Perspective*
THE WAR IN THE AIR, AT SEA, AND AT HOME

AT HOME

14. Identify three examples of the cost-saving measures Canadians faced during the war.

15. Discuss the significance of the Halifax Explosion of 1917.

16. Who was considered to be an "enemy alien" during the First World War?

17. Why were Canadian citizens concerned with enemy aliens?

18. Explain the Canadian government's solution to the issue of enemy aliens.

CHAPTER 2 - EXERCISE 6 - Ethical Judgment
"DULCE ET DECORUM EST"

"Dulce et Decorum Est" is a poem that provides a tangible look at the horrors of the First World War. In general, it describes the terror of gas warfare and the horrifying and agonizing death faced by its victims.

Dulce et Decorum Est

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

GAS! Gas! Quick, boys!-- An ecstasy of fumbling,
Fitting the clumsy helmets just in time;
But someone still was yelling out and stumbling
And floundering like a man in fire or lime.--
Dim, through the misty panes and thick green light
As under a green sea, I saw him drowning.

In all my dreams, before my helpless sight,
He plunges at me, guttering, choking, drowning.

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

*Pro patria mori.*¹

~ Wilfred Owen

¹ Sweet and fitting it is to die for one's country. (Horace, Odes, III.ii.13)

The Latin saying "Dulce et decorum est pro patria mori" was widely understood and often quoted around the start of the First World War. However, due to Owen's poem, this saying has come to take on an entirely different tone: In essence, how sweet and fitting the irony.

CHAPTER 2 - EXERCISE 6 - Ethical Judgment
"DULCE ET DECORUM EST"

In order to fully appreciate "Dulce et Decorum Est" it is important to understand the images to which Owen referred. The following passage from John Ellis's *Eye-Deep in Hell: Trench Warfare in World War I* (1976) includes a description of mustard gas poisoning, and a first-hand report from a nurse who dealt with the victims of this poisoning:

"With mustard gas the effects did not become apparent for up to twelve hours. But then it began to rot the body, within and without. The skin blistered, the eyes became extremely painful and nausea and vomiting began. Worse, the gas attacked the bronchial tubes, stripping off the mucous membrane. The pain was almost beyond endurance and most cases had to be strapped to their beds. Death took up to four or five weeks. A nurse wrote:

I wish those people who write so glibly about this being a holy war and the orators who talk so much about going on no matter how long the war lasts and what it may mean, could see a case - to say nothing of ten cases - of mustard gas in its early stages - could see poor things burnt and blistered all over with great mustard-coloured suppurating blisters, with blind eyes... all sticky and stuck together, and always fighting for breath, with voices a mere whisper, saying that their throats are closing and they know they will choke.

1. Identify Owen's argument in this poem.

2. Do you think that war was over-glorified at the time of the First World War? Has the way we think about war changed since then? Explain your opinions in a short paragraph, and refer to Owen's poem to assist you.

CHAPTER 2 - EXERCISE 7

ENTANGLING ALLIANCES

Read the following scenario and then complete the table on the next page:

Rob just turned seventeen, and is in his graduating year at Mayberry High School. He moved to the school last year so that he could play on the top-ranked basketball team. From his first day at Mayberry, his physical abilities and his daring and rude personality rubbed many other students the wrong way. Rob continued to alienate himself from his teammates, Matt and Mike, with his aggressiveness both on and off the court. Other students, Mandy and Melissa, have also had problems with Rob in the cafeteria and in the halls. Matt, Mike, Mandy and Melissa have all become close friends as a result of their growing dislike for Rob. Even though they play basketball too, they don't think that life should revolve around winning at all costs. Secretly, they start trying to turn the other ball players against Rob. On the other hand, Rob has many followers who admire his "no holds-barred" persona. Randi and Ryan are often seen with Rob at lunch. Randi and Ryan, previously ignored by the in-crowd, enjoy the attention they get from hanging out with Rob.

Near the end of the basketball season, Matt and Mike feel as though they can't take any more of Rob's attitude. One day after practice they notice brass knuckles in Rob's locker. Bracing himself for future trouble, Matt throws a bat in the trunk of his car. Meanwhile, Randi hears about the bat and tells Rob that Matt and Mike are planning to jump him after practice. Rob starts carrying a switchblade under his pant leg. One afternoon on the way home from practice, Randi and Matt (who have hated each other since grade nine) exchange words, and Randi lets on that Rob is armed with a blade, so Matt better lay off. Later that night, Matt lets Mike, Mandy and Melissa know about Rob's knife. Mike decides that he's going to steal his dad's handgun in case things get ugly.

The next day after homeroom, Randi is hit by a spitball in the back of his head. Randi swears to the principal that it had to be Matt, but he has no proof. Rob tells Randi not to worry about it; he'll take care of everything. Rob tells Randi and Ryan to follow him after school.

*Adapted from World History Simulations
Teacher Created Materials Inc. 1993*

CHAPTER 2 - EXERCISE 7

ENTANGLING ALLIANCES

Think of the causes of the First World War, and match each term with the corresponding cause of conflict from the Rs versus Ms case study. Explain how the term helped to cause the First World War. An example has been done for you.

Rs Versus Ms	First World War <i>These factors existed prior to the war</i>
Friends unite because of mutual dislike	TERM: EXPLANATION:
Desire to have more power / influence	TERM: Imperialism EXPLANATION: Britain and France both had colonies, and Germany wanted them too. Colonies = power.
Like their image / reputation and will fight to protect it	TERM: EXPLANATION:
Enemies since grade 9	CONCEPT: EXPLANATION:
Start carrying more dangerous weapons	TERM: EXPLANATION:

CHAPTER 2 - EXERCISE 8

THE FIRST WORLD WAR - ORDER OF EVENTS

The following is a list of events that occurred just before the outbreak of the First World War. Unscramble the events and list them in chronological order in the space provided.

- *Germany declares war on France.*
- *Germany gives Austria-Hungary blank cheque.*
- *Germany invades Belgium.*
- *Austria-Hungary gives an ultimatum to Serbia.*
- *Russia mobilizes to support Serbia.*
- *Austria-Hungary declares war on Serbia.*
- *Gavrilo Princip shoots the Archduke and Archduchess.*
- *France mobilizes to support Russia.*
- *Serbia agrees to two of the terms of the ultimatum.*
- *The Archduke and Archduchess visit Sarajevo.*
- *Britain declares war on Germany.*
- *Germany declares war on Russia.*
- *Austria-Hungary blames Serbia for the death of the Archduke and Archduchess.*
- *Germany orders France and Russia to stop mobilizing.*

The Events leading up to the First World War...

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.

Name_____ Block_____ Date_____

CHAPTER 2 - EXERCISE 9

MOTIVES FOR GOING TO WAR

Complete the boxes by highlighting the following nations' reasons/motives for going to war.

GERMANY

AUSTRIA-HUNGARY

RUSSIA

FRANCE

BRITAIN

CANADA

Name _____ Block _____ Date _____

CHAPTER 2 - EXERCISE 10

TECHNOLOGY IN THE FIRST WORLD WAR

TANK	SO WHAT? (Significance / Impact / Consequences)
USE:	
POISON GAS	SO WHAT?
USE:	
MACHINE GUNS	SO WHAT?
USE:	
SUBMARINE	SO WHAT?
USE:	
AIRPLANE	SO WHAT?
USE:	

Name _____ Block _____ Date _____

CHAPTER 2 - EXERCISE 11

CANADIANS ON THE BATTLEFIELD

Fill in the following charts with information about Canada's four major battles.

BATTLE: Ypres	SO WHAT? (Significance / Impact / Consequences)
WHEN:	
WHERE:	
WHAT:	
OUTCOME:	
BATTLE: Battle of the Somme	SO WHAT? (Significance / Impact / Consequences)
WHEN:	
WHERE:	
WHAT:	
OUTCOME:	

Name _____ Block _____ Date _____

CHAPTER 2 - EXERCISE 11

CANADIANS ON THE BATTLEFIELD

BATTLE: Vimy ridge	SO WHAT? (Significance / Impact / Consequences)
WHEN:	
WHERE:	
WHAT:	
OUTCOME:	
BATTLE: Passchendaele	SO WHAT? (Significance / Impact / Consequences)
WHEN:	
WHERE:	
WHAT:	
OUTCOME:	

Name_____ Block_____ Date_____

CHAPTER 2 - EXERCISE 12

THE WAR ON THE EASTERN FRONT AND THE LAST 100 DAYS

THE EASTERN FRONT

1. Although the German troops were successful against the invading Russian troops, in what way did these battles hurt the Germans?

2. Why did the Turks enter the war?

3. What were Britain's interests in the Gallipoli peninsula?

4. What was the outcome of the Gallipoli campaign?

THE LAST 100 DAYS

5. a) What change occurred in Russia in March of 1917?

Name _____ Block _____ Date _____

CHAPTER 2 - EXERCISE 12
THE WAR ON THE EASTERN FRONT AND THE LAST 100 DAYS

5. b) Why was this new government subsequently overthrown in October 1917?

6. What was involved in Lenin's negotiations to end the war?

7. With Russia out of the war, were the Germans now on the road to success? Why/why not?

8. How did the war draw to a close?

9. When did Germany formally surrender?

Name_____ Block_____ Date_____

CHAPTER 2 - EXERCISE 13
WWI - THE CANADIAN HOME FRONT

1. Identify four measures that were introduced by the Canadian government in order to help raise funds for the war effort.

2. How did Canada's economy change during the war?

3. What is conscription?

4. In your own words, explain why the issue of conscription helped to further divide English and French relations in Canada.

5. What were the effects of the Military Service Bill when it was introduced in 1917?

Name

Block

Date _____

CHAPTER 2 - EXERCISE 13

WWI - THE CANADIAN HOME FRONT

6. How did the issue of conscription impact the 1917 election?

7. What role did the use of propaganda play during the First World War?

8. Write a paragraph outlining the changing role of women during the First World War.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Name_____ Block_____ Date_____

CHAPTER 2 - EXERCISE 14

WILSON'S FOURTEEN POINTS AND THE TREATY OF VERSAILLES

1. a) What was President Woodrow Wilson's original intention when he released the document called the Fourteen Points?

- b) What did Wilson subsequently do with his Fourteen Points?

2. Explain Wilson's concept of internationalism.

3. What is self-determination?

4. Explain the issue addressed in points nine through fourteen.

5. After the war, in early 1919 the Allied powers met at the _____.
What was the goal of these conferences?

6. Although self-determination seemed like a good idea, why was it difficult to enact?

CHAPTER 2 - EXERCISE 14

WILSON'S FOURTEEN POINTS AND THE TREATY OF VERSAILLES

7. Complete the following chart outlining the positions of the three Allied powers leading up to the Treaty of Versailles.

Country	Leader	Realist or Idealist?	Wanted...
United States			
France			
Britain			

8. In response to Woodrow Wilson's concept of self-determination, his Secretary of State, Bainbridge Colby, reacted with confusion and then alarm: "When the president talks of 'self-determination,' what unit has he in mind? Does he mean a race, a territorial area, or a community? It will raise hopes which can never be realized. It will, I fear, cost thousands of lives."

Some people now claim that it has ended up costing **millions** of lives.

Using prior knowledge, knowledge of current events, and by flipping through your *Student Workbook*, find at least three future conflicts that are a result of self-determination or its imperfect application. Think in terms of states that had/have an ethnic minority, or ethnic groups that have no state.

9. a) What is the War Guilt Clause?

Name _____ Block _____ Date _____

CHAPTER 2 - EXERCISE 14

WILSON'S FOURTEEN POINTS AND THE TREATY OF VERSAILLES

9. b) How did the German people react to this clause?

10. The Treaty of Versailles had several important provisions. Fill in the blanks below to complete these provisions. Try to do so without consulting any sources.

- The war _____ clause
- Alsace - _____ was returned to France.
- Poland was given a strip of land known as the _____.
- The Central Powers were forced to surrender all of their colonies to _____.
- The German army was restricted to _____.
- Germany was forced to surrender its entire _____ fleet.
- The west bank of the _____ River Valley was to be de-militarized.
- Union between _____ and Germany was forbidden.
- The constitution of the League of _____ was to be included as a part of the treaty.

11. Discuss how the Treaty of Versailles impacted the Second World War.

Name_____ Block_____ Date_____

CHAPTER 2 - EXERCISE 15

WWI TRIVIA

Find someone who knows...

Trivia	Information	Signature
What the Red Baron and Billy Bishop were known for		
At least two lines from the poem "In Flanders Fields"		
The role that a relative played in the First World War		
One effect of chlorine gas		
The origin of the term "trench mouth"		
Three types of weapons used in the First World War		
The term used to describe people who do not believe in violence		
The year the First World War ended		
The term for the area in between enemy trenches		
The meaning of the expression "shell-shock"		
The meaning of the word "conscription"		
Two countries other than Canada that fought in the First World War		
The meaning of the expression "fighting on the front lines"		
A definition of the term "alliance"		
The day that the war ended		

CHAPTER 2 - EXERCISE 16

MIND MAP: CAUSES OF THE FIRST WORLD WAR

What is a mind map?

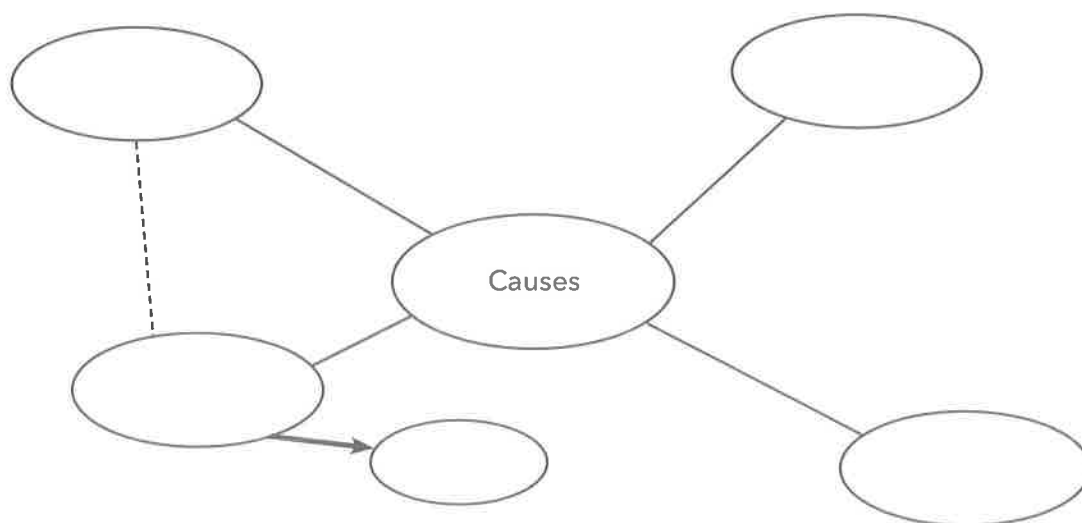
A mind map is an analytical and visual tool consisting of a central image with radiating main themes. It is a way of sketching ideas to provide a visual picture. Mind maps are useful because they enhance the brain's capacity to store and recall information. They help to highlight important points, show the connections between ideas, and provide memory cues for key information.

Assignment:

Your task is to create a mind map for the causes of the First World War. Your mind map should include all of the following:

1. A central image/theme that represents the subject being mapped: The Causes of the First World War.
2. Main causes (e.g. the Alliance System) that radiate like branches from the central idea. Use a different colour for each cause.
3. Brief notes in point form that help to explain the main causes.
3. Whenever possible, a symbol associated with each of the main themes (e.g. two hands shaking could represent the Alliance System).
4. Whenever possible, a key word or image on each of the lines (branches) connecting the themes.
5. Use arrows, dotted lines, or regular lines to further connect the causes or "sub-causes".

Example outline:



CHAPTER 2 - EXERCISE 17

ATTITUDES TOWARDS CANADA'S ENTRY INTO THE FIRST WORLD WAR

"We are part of the British Empire, so of course we are at war. That is the law. We must now decide on the kind of aid that we should send to Britain. I believe that we should send soldiers to fight alongside the British army in France. Canadians, I am sure, will be proud to fight for their King and country."

Robert Borden

Prime Minister of Canada

Adapted from remarks he made in the House of Commons on August 18, 1914

"We are at war. That is the law. It is now our job to decide just what to do about this sad fact. My hope is that the war will soon be over and our help will not be needed. We should offer both money and food to France and Britain."

Wilfred Laurier

Leader of the Opposition

Adapted from remarks he made in the House of Commons on August 18, 1914

"When the war started I wanted to go, but I was too young, only fifteen. By the time I was seventeen, I couldn't wait any longer. I guess I was afraid the war would end before I got a chance to get involved."

Source unknown

"A lot of us were farm boys. Fighting was bound to be more exciting than farming and none of us thought we'd ever get another chance to see overseas places like England and France."

Source Unknown

CHAPTER 2 - EXERCISE 18

COSTS OF THE FIRST WORLD WAR

- 1 in 7 men at the front died (9 million)
- 1 in 3 were disabled (22 million)
- \$400,000,000,000 (400 billion) in 1919 values - approximately \$4 trillion today

This sum would have been sufficient to:

- Provide every family in England, Ireland, Scotland, Belgium, Russia, the United States, Germany, Canada, and Australia with a \$2,500 house on a \$500, five-acre lot, furnished with \$1,000 worth of furniture;
- AND provide a \$5,000,000 library and a \$10,000,000 university for every community in those countries with a population of 20,000 or more;
- AND create a fund (5% interest) which would pay \$1,000 a year to 125,000 teachers and 125,000 nurses;
- AND leave a surplus enough to purchase every piece of property and all the wealth of both England and France.

These sums don't take into account the disruption of the European economy, the crippling of soldiers and civilians, or the vast sums to be appropriated for generations in the form of pensions. Added to this were the irreconcilable hatreds engendered by the conflicts.

Source: Carnegie Endowment for International Peace.

Europe in 1900

Directions: Read the following handout and answer the questions provided.

(If you have a computer and the Internet, you will get a lot of help from this web site:

<http://www.fsmitha.com/h2/map01eu.htm>)

Key Words:

- | | |
|-------------|---|
| ❖ Europe | : a small continent from which many people came to live in Canada |
| ❖ democracy | : a government where people elect their leaders |
| ❖ Kaiser | : a name for the king of Germany in 1914 |
| ❖ czar | : a name for the king of Russia in 1914 |
| ❖ colony | : a country that is taken over by another country |

Countries of Europe in 1914

- Albania
- Austro-Hungarian Empire
- Belgium
- Bulgaria
- Denmark
- Finland
- France
- Germany
- Great Britain
- Greece
- Ireland
- Italy
- Netherlands
- Norway
- Portugal
- Rumania
- Russian Empire
- Serbia
- Spain
- Sweden
- Switzerland
- Turkey

In 1914, just before the beginning of World War 1, Europe looked very different on a map than it does today.

Some countries like Great Britain, France, or Italy are still around today.

Other countries like Germany or Greece are much smaller today.

And, some countries like the Russian Empire or the Austro-Hungarian Empire do not exist anymore.

Almost all countries in Europe now are **DEMOCRACIES**, but in 1914, they were often ruled by kings or queens.

In Germany, the Germans called their king a **KAISER**.

In the Russian Empire, the Russian people called their king a **CZAR**.

At this time, Great Britain was a very powerful country and very rich. It had become this way because it had taken over countries and made them **COLONIES** of Britain. The colonies would then send materials like cotton or tea back to Britain. Great Britain and many of its people became very rich.

This made Germany and France very angry because they also wanted to have colonies and become very rich. The only way that Germany felt it could become as powerful as Great Britain was to take over other countries in the world.

The only way the Germans could take over countries was to increase the size of its army and navy. So, Germany started to build a bigger army and navy. This made France and Great Britain worried, so they also started to build bigger armies and navies.

Europe in 1900

Directions: Answer the following questions using your reading to help you.

1. Europe was very different in 1914 than it is today.
(Circle) TRUE FALSE
2. Before World War 1 Europe was often ruled by kings and queens.
(Circle) TRUE FALSE
3. Most European countries now have _____ as the kind of government that rules them.
4. The king of Germany was called the _____ and the king of the Russian Empire was called the _____.
5. The most powerful country at this time was _____.
6. Great Britain had become very rich because it owned many _____ around the world.
7. The colonies of Great Britain made it rich by sending back such things as _____ and _____.
8. _____ was the country that became most angry about how rich Great Britain had become.
9. Germany felt it could become as powerful as Great Britain by taking over other _____.
10. Germany began to build a larger _____ and _____ so it could begin to get colonies.
11. The two countries that became the most worried about Germany building a larger navy and army were _____ and _____.
12. So Great Britain and France decided to have larger navies and armies too because _____

Europe Today

Directions: Read the following handout and answer the questions provided.

(If you have a computer and the Internet, you will get a lot of help from this web site:
http://europa.eu.int/abc/symbols/emblem/index_en.htm)

Key Words:

- ❖ **European** : to do with Europe
- ❖ **prosperity** : having a good life
- ❖ **democratic** : allowing all people to vote

Countries of Europe Today

- Albania
- Austria
- Belgium
- Bosnia-Herzegovina
- Bulgaria
- Cyprus
- Czech Republic
- Denmark
- Estonia
- Finland
- France
- Germany
- Greece
- Hungary
- Ireland
- Italy
- Latvia
- Lithuania
- Luxembourg
- Macedonia
- Malta
- Netherlands
- Poland
- Portugal
- Norway
- Rumania
- Russian Federation
- Slovakia
- Slovenia
- Spain
- Sweden
- Switzerland
- Turkey
- United Kingdom

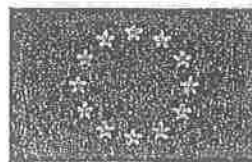
Like Europe in the past, modern Europe is made up of many countries. However, modern Europe is very different from what it was in 1914 when World War 1 started.

Many of the countries in modern Europe have now joined together to form a sort of club. This club is called the **EUROPEAN Union (EU)**.

The countries which are part of the European Union have promised to work together for peace and **PROSPERITY**. Not all countries in Europe have joined the EU. Some **do** not wish to. Others want to join but they have to be checked out first to see if they really are **DEMOCRATIC** and that they obey human rights laws.

The idea for the EU began in 1950. There had been so much killing and destruction in World War 2 that people decided they never wanted it to happen again.

A speech by Robert Schuman, (who was the French Foreign Minister) on May 9, 1950, was the start of the idea of the Union. This date is now celebrated every year as **Europe Day**.



This is the flag of the European Union. The background is blue and the stars are yellow.

Europe Today

Directions: Answer the following questions using your reading to help you.

1. Europe today is pretty much the same as it was before World War 1.
(Circle) TRUE FALSE
2. Many Europeans countries now belong to the European Union.
(Circle) TRUE FALSE
3. The EU is a sort of soccer club. (Circle) TRUE FALSE
4. The countries in the EU have promised to work together for _____
and _____.
5. The first idea for the EU began in (circle): 1875 1989 1950
6. People were fed up with all the _____ and
_____ of World War 2.
7. Europe Day is celebrated every year on _____.
8. To belong to the EU, countries must be _____ and
obey _____.
9. 4 countries that are in Europe are:
 - _____
 - _____
 - _____
 - _____
10. Draw a map of the European flag: