

EUROPEAN HISTORY

LO 9 def

Consequences of the First World War



Year 10

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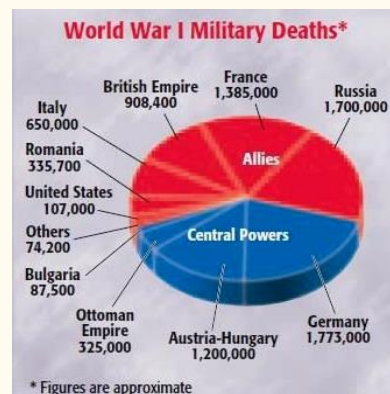


Curriculum Centre Annex

LO9 d - Consequences of the warfare of the First World War

New weapons and their impact on warfare

The First World War, also known as World War I or the Great War was a global conflict that was fought between 1914 and 1918. It was fought in Europe, the Middle East, Africa and Asia. The war was fought using large cannon, machine guns, bombing raids, poison gas, tanks, fighter aircrafts and submarines. Several inventions such as the telephone, photography and filming were used in the war. Soldiers fought and died in their millions, and the civilian populations were expected to help make weapons and support the war. All these made the First World War the most deadly war in history, with around 22 million dead and many millions more injured or displaced from their own country as refugees.



With the outbreak of war, army officers started thinking about how to make a strong protective vehicle for fighting on land. By 1916, Britain and France invented a bulletproof tank. Tanks were used in a proper battlefield on the Western Front in late 1917. Britain and France built more than 5,000 tanks by the end of the war. Tanks flattened barbed wire, crossed trenches and protected the advancing soldiers. The battle tank played an important role in securing victory for the Allies in 1918.

Both sides made extensive use of the machine gun. It was operated by four to six soldiers. They fired at the rate of 400 to 600 bullets per minute. The machine gun changed the nature of the war for it killed many soldiers in an instant. If one of its crew was shot, the whole squad were trained to fill his spot. As the war progressed, more machine guns were used in trench warfare in combination with the barbed wire, making them the most deadly weapon on the battlefield. The battle tank and the machine gun brought to an end the use of the cavalry on the battlefield.

Above: A 'Big Bertha' cannon.

Right: German soldiers using a machine gun and wearing anti-gas masks.



The 'Big Bertha' was the nickname of the super-cannon manufactured by the Krupp armaments factory in Germany on the eve of the First World War. The name 'Big Bertha' came to be applied by the Allies to any very large German gun. It was a complete novelty until that time as the largest transportable siege gun ever invented with a firing range of 12.5 km. The German went wild with enthusiasm and declared it a 'wonder weapon'. Later in the war however, it proved less effective because forts made of concrete reinforced with steel, resisted the large shells of the Berthas. Moreover, several Berthas were destroyed when their barrels burst due to faulty ammunition.

Poison gas was a very effective way of attacking the enemy without direct contact. The first use of gas in the war was in 1914 when the French used tear gas grenades against the Germans. This sparked an idea for the Germans, and in 1915, they first used gas on a large scale against the Russians. Chlorine gas saw its first use by the Germans against the French. When Britain made use of it in 1915, it caused a public outcry who considered it inhumane. Mustard Gas was first used by the Germans in 1917. It was very painful and gas masks were effective. It sunk to the bottom of the trenches and into cracks and crevices and stayed there for weeks or even months. Blindness was one common side effect. Death was slow and very painful.

Dogs, horses and mules on the war fronts were also equipped with gas masks.

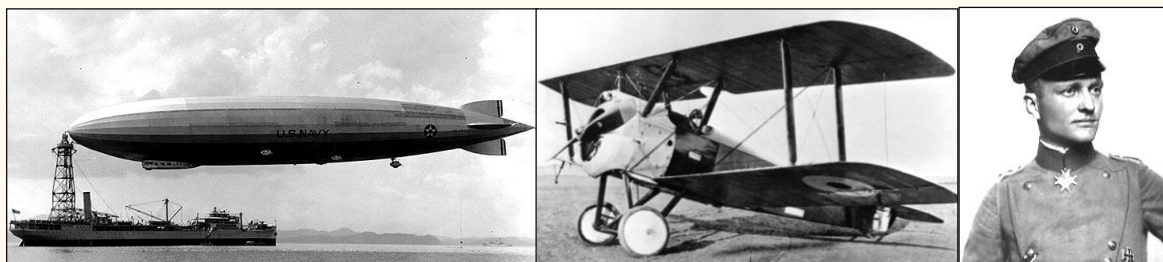


A British submarine

A German U-Boat

The torpedo was the standard weapon of the submarine.

World War I airplanes played an important part in the war. Both sides had several types of submarines, and it was the first time that military submarines made a big difference. The German U-boats sunk over 5,000 Allied ships during the war. In 1915 the US liner, *Lusitania* was sunk in the Atlantic by German U-boats. Because many American passengers were on board, this event changed American public opinion in favour of going the war. British submarines were 90 metres long and could travel up to 8,000 km. Several inventions helped to make submarines more effective, such as the diesel engine and the magnetic torpedoes.



A Zeppelin airship

A British fighter bi-plane

The Red Baron

It was the first time in history that civilians in cities had come under threat from the sky. Gigantic German airships, known as Zeppelins carried out bombing raids on Allied cities in France and Britain. People were terrified of them. To avoid Zeppelin attacks, no lights could be used after sunset and loud noises were banned. Other bombing raids were carried out during the day by German biplanes called 'Gothas'.

The first airplanes flew above the battlefield to determine the enemy's movements and positions (reconnaissance). As the war progressed, both sides began to use aircraft to drop bombs on important enemy locations. By the end of the war, faster and longer range bombers were built that could carry heavier bombs. At first, pilots tried throwing grenades at each other or shooting with rifles and pistols. But this did not work very well. They soon found that the best way to shoot down an enemy plane was with a mounted machine gun. An invention called an 'interrupter' was invented by the Germans that allowed the machine gun to be synchronised with the airplane propeller. Soon all fighter planes used this invention. With mounted machine guns, pilots fought enemy pilots in air called 'dogfight'. Famous pilots who put down many enemy planes were considered in their country. The German Manfred von Richthofen, known as the 'Red Baron', shot down 80 enemy planes until he was killed in action in 1918.

Trench warfare

In its early months, the war had already reached a 'stalemate', a state where both enemy sides were so evenly balanced that neither one was able to defeat the other. For this reason, the war was mostly fought by infantry soldiers in trenches. The trenches were long and narrow ditches dug into the ground where soldiers lived. It was very muddy, uncomfortable and unhealthy. There were over 2,500 km of trenches dug during World War I. Most trenches were 1 to 2 metres wide and 3 metres deep. Trenches were not straight lines; they had a zigzag pattern with many different levels along the lines. There were paths for soldiers to move between the levels. The land between two lines opposing trenches was called 'No Man's land'; whoever tried to cross this land could be fired upon by the enemy.



Life in the trenches.

The fighting in the trenches was hard. Soldiers were constantly being killed or wounded by snipers and artillery fire. Soldiers exposed to constant exploding shells developed a nerve condition called 'shell shock' with symptoms like anxiety, nightmares, impaired sight and hearing and uncontrolled trembling and shaking.

At the beginning of the war, most soldiers carried only a rifle with a bayonet. Later they used hand grenades, mortars and machine guns. Artillery bombardments were used to try to destroy barbed wire. Soldiers would then raid the enemy trenches.

In the trenches, soldiers had to wear soft uniforms which did not protect them against artillery shells. Each soldier was given a gas mask, boots and a helmet, a shaving kit and utensils for eating and drinking. Many soldiers ate meat stew and biscuits. The lack of fresh fruit and vegetables made them feel sick. Families often sent food to their relatives on the front, like chocolate, tobacco and canned food. Soldiers were allowed to write letters home. But most of the letters were checked by an officer for secrets that could fall into enemy hands.

Many soldiers in the trenches were tormented by rats and lice. The rats ate the food and the waste and spread diseases too. Lice caused trench fever which headaches and pain. The persistent dampness of the trenches during the winter caused soldiers to develop 'trench foot' (a type of frostbite).



During the war, many women worked around the clock in dangerous weapons factories. Women were not allowed to join the army, but the war still completely changed their lives – in some ways, for the better. Before the war, a woman's role was confined to the home. But with the men on the warfronts, women were needed in the workplace. So millions of women went to work in offices, factories, shops, hospitals, schools, in transport and on farms. Many men were horrified by the idea of females working and wearing trousers. But women proved that they could do the men's work just as well. When the war ended and the soldiers returned home, women had to leave their new jobs and go back to the home. But not all of them did this. Their experiences during the war in the end led to women gaining more freedoms and rights, including the right to vote.



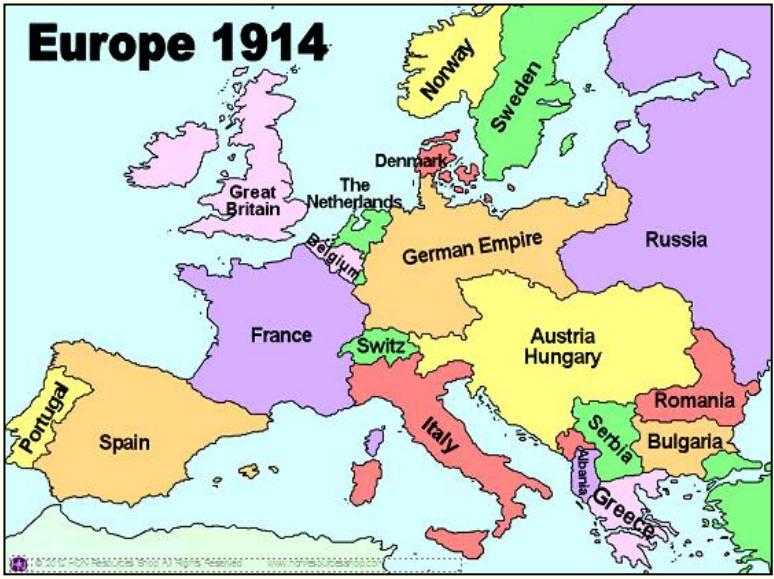
Women working in an ammunition factory.

British women suffragettes claiming the right to vote in 1918.

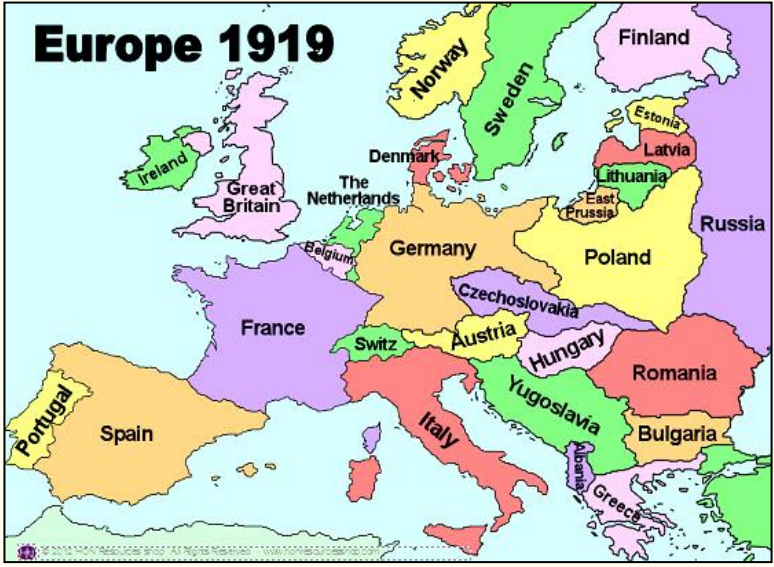
World War I soon became a 'total war' i.e., a military conflict in which the warring powers make any sacrifice in lives, economic and military resources to obtain a complete victory. It is the opposite of a 'limited war'. The war was also a 'war of attrition' because the aim of the warring powers was to wear down the enemy forces by inflicting many losses in soldiers and military equipment.

LO9 e - Europe at the end of the First World War

1. Which alliance won and which alliance lost the First World War?
 (a) Winning alliance: _____ (b) Losing alliance: _____ (2)
2. What ended the fighting on 11 November 1918? _____ (1)
3. (a) Where did the peace treaty that ended the war take place? _____ (1)
 (b) What was this place chosen? _____
 _____ (1)
4. (a) Spot **five** differences between the two maps. (5)
 (b) Explain the historical reason for these differences. (10)



(a)



(b)

(Total: 20 marks)

LO9 d - Consequences of the warfare of the First World War

1. From the pie chart on page 1, list the countries that fought the war on the side of the Allies and the countries that fought on the side of the Central Powers.

The Allies: _____
_____ (1)

The Central Powers: _____ (1)

2. Underline the weapons that were NOT used in the fighting during the First World War. (3)

rifles, hand grenades, trenches, bayonets, mortars, catapults, cannons, machine guns, pistols, jet fighter aircraft, guided missiles, torpedoes, barbed wire, poison gas, lazer guns

3. Briefly explain the impact of these weapons on the course of the war:

(a) Battle tanks:

_____ (2)

(b) Machine guns:

_____ (2)

(c) Fighter planes:

_____ (2)

(d) Poison gas:

_____ (2)

(e) Submarines:

_____ (2)

4. List **three** hardships that soldiers had to endure when living in the war trenches.

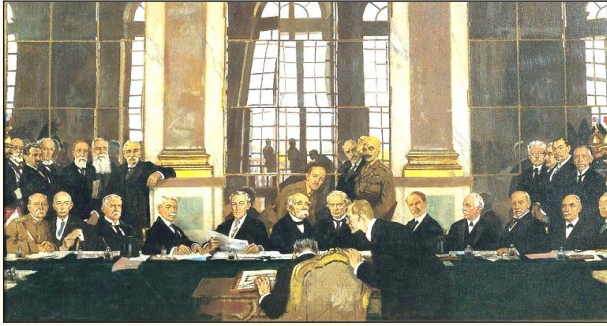
_____ (3)

5. How did the war change the status and the role of women in society?

_____ (2)

(Total: 20 marks)

LO9 e - The Peace Treaty of Versailles



Left: The Hall of Mirrors, Versailles Palace, where the treaty was signed between the Allies and Germany

Right: The Three Allied leaders: Left: Lloyd George (Britain); Centre: George Clemenceau (France); Woodrow Wilson (USA)

In January 1918 US President Woodrow Wilson drew up a list of 14 points as the basis for a fair treaty with Germany. But at this stage Germany still had hopes of winning the war and thus rejected Wilson's peace plan. The 14 points focused on three basic principles:

1. Arms reduction and open treaties (Points 1 to 4): The chances of war would be reduced if countries cut their number of weapons and were open and fair with each other.
2. Self-determination (Points 5 to 13): Every nation or people has the right to govern themselves rather than being ruled by another country.
3. The League of Nations (Point 14): An association of nations, should be set up to settle quarrels between countries.

By the time of Treaty of Versailles was signed in July 1919 had become angry that Germany rejected his peace plan he was not thus feeling as lenient as he had been in the first place. The talks at the Treaty of Versailles were dominated by the three allied statesmen.

George Clemenceau (aged 78) was the French foreign minister. He wanted a treaty that would punish Germany harshly, to compensate France with money and land and to protect France in the event of a future German attack.

Lloyd George, the British Prime Minister, did not want to punish Germany should be punished too severely for this could bring about another war in the future. However, in the end, he had to please British public opinion who wanted to punish Germany like the French. He had just won an election campaign in 1918 with slogans: *Hang the Kaiser* and *Make Germany Pay*.

President Wilson remembered the horrors of the American Civil War (1861-1865). He had brought the USA into the Great War hoping to make the world safer for democracy. Wilson now felt that Germany needed to be punished and that his 14 points were still valid to achieve a lasting peace.



Right: A caricature of 1918 explaining the German war guilt clause.



While the Treaty of Versailles was to apply to Germany, other peace treaties were made by the Allies with the other defeated powers: with Austria (Treaty of St Germain); with Hungary (Treaty of Trianon); with Bulgaria (Treaty of Neuilly) and with the Ottoman Empire (Treaty of Sevres).

A post-war cartoon explaining Hitler's party emerging from the harsh clauses imposed upon Germany by the Treaty of Versailles.

Datapoint: The Treaty of Versailles with Germany

1. The war guilt: Germany had to accept the total blame for causing the war.
2. Military restrictions:
 - (a) The German army was cut to 100,000 and with no conscription.
 - (b) Germany's navy was handed over to Britain except for 6 battleships and 30 smaller vessels.
 - (c) She was not allowed to have battle tanks, military aircraft and submarines.
 - (d) Germany's wartime weapons were to be destroyed.
 - (e) Germany was forbidden to unite with Austria.
3. The German colonies:

All her colonies were handed over to the League of Nations. They were given to other nations (Britain, France, South Africa and Japan) to administer them as 'mandates' and not as colonies. On paper at least, they had to prepare them for eventual independence.
4. Territorial losses:
 - (a) Alsace-Lorraine was returned to France which the latter had lost in 1871.
 - (b) The Rhineland was 'demilitarised' (stripped of soldiers and weapons).
 - (c) The Saar region was occupied by France for 15 years as guarantee for reparations.
 - (d) Northern Schleswig was given back to Denmark which the latter had lost in 1864.
 - (e) Poland was created as an independent country from land in east Germany (Silesia and Posen) and Russia.
5. War reparations: Germany was to pay a huge indemnity (sum of money) (£6,000 million) to the Allies to make up for the damage caused by the war.

Reactions to the post-war Peace Treaties

To the Germans, the peace was a 'diktat' – an imposed treaty and not a negotiated one. The war-guilt clause was the centre of their complaints. It did not make sense now that the Kaiser had abdicated. It was the new democratic government that was being punished for a war that it had not started. Germany's industry and agriculture could not recover as a result of lands lost to other countries. Other clauses also left the Germans feeling bitter and humiliated. It was barred from joining the League of Nations. Millions of Germans were forced to live in other states: Czechoslovakia, Poland and Denmark.

The outrage of the Germans was also felt in Austria, Hungary and Turkey. The Austro-Hungarian Empire was broken up into small independent states. The break-up of the Ottoman Empire caused a rebellion that toppled the sultan and replaced the government with a republic. Italy, one of the victors, felt disappointed. Italy was promised and expected great gains of land, but it only received quite a few. Italians therefore felt cheated by the Allies, and its leader Orlando, walked out as a protest during the peace negotiations.



Two newspapers issued at the time of the Treaty of Versailles in 1919. Note the titles of the main articles on the front page.

LO9 e - The Peace Treaty of Versailles

1. Identify **three** positive proposals in President Wilson's Fourteen Points peace plan to end the First World War.

_____ (3)

2. Why were these Fourteen Points at first rejected by Germany in January 1918 but then accepted in November 1918?

_____ (2)

3. (a) Mention **two** countries that benefitted from the principle of self-determination as expressed in the Fourteen Points.

_____ (2)

(b) Name the **three** European Empires that had to be dissolved to implement the principle of self-determination.

_____ (3)

4. In what way was the position of the three Allied leaders at the negotiations at Versailles different from each other in their treatment of Germany?

_____ (2)

5. Why did the French put great emphasis on the reparations clause of the treaty?

_____ (2)

6. How does the caricature on page 6 link the Treaty of Versailles with Hitler's Party?

_____ (2)

7. From the data presented on page 7, state why many Germans consider the Treaty of Versailles a humiliating one?

_____ (2)

8. Why did Italy come out very much disappointed during the peace negotiations at Versailles?

_____ (2)

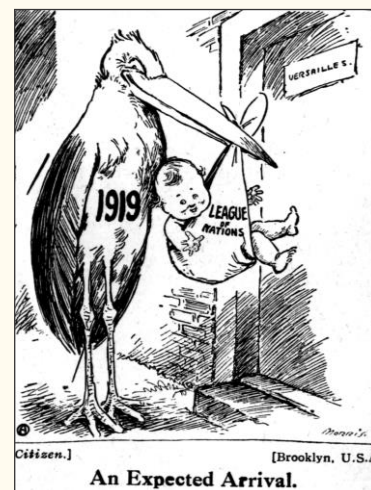
(Total: 20 marks)

LO9 f - The League of Nations

The aims of the League of Nations

President Wilson insisted that a League of Nations should be part of the peace treaty that ended the First World War. He took personal charge to draw plans for the League. He hoped that all the major nations would join the League and agree to disarm. They were to promise to protect one another if they were attacked and to refer their quarrels to the League. If a member declared war on another member, the other members were to stop trading with it (*i.e.*, impose an embargo or sanctions). If necessary, they would send a peace-keeping force to stop the fighting.

But would countries do what the League said? Most people in Europe were prepared to give Wilson's plans a try. They hoped that no country would dare invade another country knowing that the USA and other powerful nations would stop trading with it or send armies against it. In 1919 there were high hopes that the League would be an effective peacemaker.



The birth of the League of Nations

The United States stayed out of the League

Back in the United States, however, Wilson met with problems. Before the USA could join the League, he had to get the approval of Congress. However, the idea of a League was not at all popular with American citizens. Many German immigrants had never approved of America joining the war against Germany. They wanted America to have no part in it. Others were worried about the economic cost of joining the League. Business leaders argued that America had become a powerful country by a policy of 'isolationism' (*i.e.*, not interfering in European affairs). Many Americans were against having to send troops to settle every little conflict in the world. Others opposed the League because they did not want to be seen supporting Britain and France who both had a vast colonial empire. They feared that by joining the League, the United States could be dragged into future wars to defend the imperial interests of Britain and France.

Wilson spent months touring the United States to present his arguments in favour of joining the League to the people. His proposal was put forward to the vote by the American Congress in 1919 and again in 1920 and each time it was defeated. Thus, when the League opened for business in January 1920, the American chair was empty. America never joined and this was seen as a blow to the prestige of the League.

Achievements of the League

The League did manage to stop some local wars between small countries. The Refugee Commission managed to reunite many refugees with their families. The Mandates Commission ensured that mandate territories (ex-German colonies and Ottoman provinces) were governed fairly. The International Labour Organization (ILO) tried to persuade governments to improve the working conditions of their people. The Health Organization carried out important research into diseases and gave medical aid to developing countries. Other League organizations fought against drug trafficking, in favour of women's rights, the abolition of slavery, food supplies in developing countries and children's welfare. Much of this work continued to be carried out by the United Nations Organisation that replaced the League of Nations after the Second World War.

The League failed to stop another World War

By 1935, it was clear that the League could not stop strong countries from doing whatever they wanted. Benito Mussolini was right when he remarked that 'the League could deal with the sparrows but not with the eagles'. The 'eagles' were those countries that were planning an aggressive foreign policy intent on conquering new territories such as Japan, Germany and Italy itself.

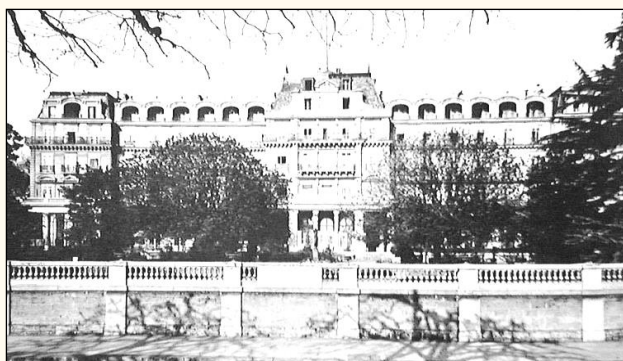


"THIS LOOKS VERY MUCH LIKE THE SPOT WE STARTED FROM"

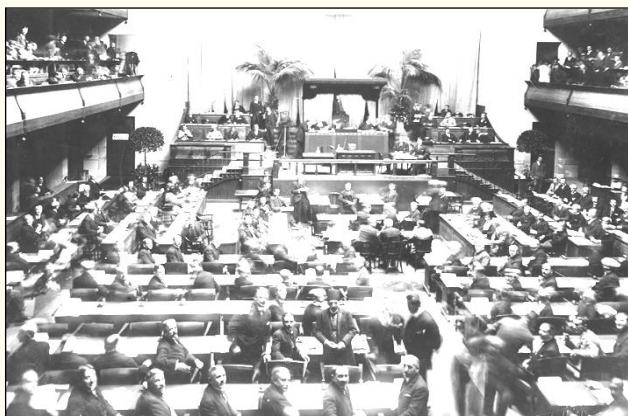
The outbreak of the Second World War in 1939 may have been prevented if the League had worked properly. The League was set up to prevent wars, but powerful countries (namely the USA and the USSR) did not join it. If it had been more powerful, it may have been able to stop the aggressive policy of Germany, Italy and Japan.

League of Nations Report

Date	Country	Result
1920	Åland Is.	Settled dispute between Sweden and Finland.
1920	Vilna	Taken from Lithuania and given to Poland.
1921	Silesia	Peacefully divided between Germany and Poland.
1923	Corfu	Greece was forced to pay compensation to Italy.
1925	Greece	Stopped war between Greece and Bulgaria.
1928	Washington	Signing of the Kellogg Pact.
1931	Manchuria	Unable to stop Japan from taking Manchuria from China.
1935	Ethiopia	Unable to stop Italy from taking over Abbysinia.



It was agreed to establish the Headquarters of the League at Geneva in Switzerland which was a neutral country.



Meeting of the General Assembly of the League in 1929.

The Kellogg Pact of 1928

Persuaded that the time has come when a frank renunciation of war as an instrument of national policy should be made to the end that the peaceful and friendly relations now existing between their peoples may be perpetuated.

ARTICLE I

The High Contracting Parties solemnly declare in the names of their respective peoples that they condemn recourse to war for the solution of international controversies, and renounce it, as an instrument of national policy in their relations with one another.

ARTICLE II

The High Contracting Parties agree that the settlement or solution of all disputes or conflicts of whatever nature or of whatever origin they may be, which may arise among them, shall never be sought except by pacific means.

Signed in Washington in 1928.

LO9 f - The League of Nations

1. How can one conclude that the League of Nations was the 'birthchild of President Wilson'?

(2)

2. Where was the headquarters of the League situated and why was this place chosen?

(2)

3. What made the League of Nations a novelty in international relations?

(2)

4. Why was there great enthusiasm when the League was set up in 1920?

(2)

5. Why did President Wilson ultimately fail to convince the Americans to support the League?

(2)

6. Briefly explain the message that the authors of the caricatures on page 9 about the League of Nations want to convey.

(2)

7. Identify four subsidiary organisations that were set up within the League of Nations.

(2)

8. Using the League of Nations Report in page 10 as your evidence, briefly explain why the League was at times successful and at times unsuccessful in preventing war.

(2)

9. What did Articles I and II of the Kellogg Pact say in a nutshell?

(2)

(Total: 20 marks)

LO9 def - Consequences of the First World War

Source Question. Carefully read the following sources and then answer all the questions. Answer the questions on a separate sheet of paper.

'I want to go home, I want to go home,
I don't want to go to the trenches no more.
Where whizzbangs and shrapnel they whistle and roar,
Take me over the sea where the alleyman* can't get at me.
Oh my, I don't want to die, I want to go home.'

Source 1. A soldier's war song
*alleyman was slang for German

'I hope to God the politicians in England will not betray us and make peace before we have ... crushed our enemies and made a repetition of this hellish business impossible ... Modern war is hell, and we must make a recurrence of it impossible for all generations, come what may.'

Source 2. From the diary of William St Leger, a British officer killed in 1918 at 23.

'Everybody has written about it and nobody can describe it. Not really, the legs and the arms of the dead stretched out, the ripped bellies of the horses steaming and stinking. And the dead faces of mates looking up at you out of the filth. Men made into filth before your very eyes.'

Source 3. Memories of a soldier, quoted in Ronald Blythe's novel *The View in Winter*, told when the soldier was 79 years old in 1979.

VENGEANCE! GERMAN NATION

Today in the Hall of Mirrors, the disgraceful treaty is being signed. Do not forget it. The German people will with unceasing labour press forward to reconquer the place among the nations to which it is entitled. Then will come vengeance for the shame of 1919.

Source 4. *The Deutsche Zeitung*

'What should we do? What was the alternative of not signing? Impossible to call the people of Germany to arms for new resistance! The German people definitely wanted peace; they were exhausted. Not to sign would mean occupation of the most important territories...blockade, unemployment, hunger, the deaths of thousands, the holding back of our war prisoners – a catastrophe which finally would force us to sign still more humiliating conditions...I finally decided to advocate signing.'

Source 5. Toni Sender, *The Autobiography of a German Rebel*, 1940

- (a) What feelings on the conditions in the war front are conveyed by Sources 1 and 3? (2)
 - (b) What aspects of the war helped to bring about these feelings among the soldiers? (2)
- (a) What stance is the author of Source 2 advocating? (2)
 - (b) Were the author's expectations met by the treaty that ended the war? (1)
 - (c) Explain **two** reasons for your answer. (4)
3. What caused the macabre scene described in Source 3? Mention **two** examples. (2)
4. Explain how Sources 4 and 5 have conflicting views about the end of the war. (4)
5. When and how were the sentiments expressed in Source 4 vindicated by the Germans? (3)

(Total: 20 marks)

LO9 def – Essay Questions on the Consequences of the First World War

Carefully read these essay titles and then choose one to answer.

PAPER MQF 2-3

1. (a) Describe **four** features used in warfare during the First World War. (8)
(b) Discuss the impact which the terms: 'stalemate' 'total war' and 'war of attrition' had on the fighting that took place during the First World War. (12)
2. (a) Describe **four** types of weapons that were used by the warring powers during the First World War. (8)
(b) Discuss the nature and the effects of trench warfare on the soldiers during the First World War. (12)
3. (a) Briefly explain **four** territorial changes in Europe at the end of the First World War. (8)
(b) Discuss the impact of the Treaty of Versailles on Germany. (12)
4. (a) Explain **two** instances where the League of Nations was successful and **two** instances where it was unsuccessful in preventing war. (8)
(b) Discuss the reasons why the League was set up after the First World War and what were its weaknesses. (12)

PAPER MQF 1-2

1. (a) Identify **four** new types of weapons used in World War I. (4)
(b) Identify **four** fighting strategies used during World War I (4)
(c) Describe the impact of trench warfare during World War I. (12)
2. (a) List **four** major clauses included in the Treaty of Versailles of 1919. (8)
(b) Mention and briefly explain **four** territorial changes that took place in Europe by the peace treaties that ended the First World War. (12)
3. (a) Identify **four** reasons why the League of Nations was set up. (8)
(b) Explain **two** instances where the League of Nations was successful in preventing war and **two** instances when it was unsuccessful. (12)

