Objectives
As you teach this section, keep students focused on the following objectives to help them answer the Section Focus Question and master core content.

- Describe how international rivalries and nationalism pushed Europe toward war.
- Explain how the assassination in Sarajevo led to the start of World War I.
- Analyze the causes and effects of the European alliance system.

Prepare to Read
Build Background Knowledge
Ask students to think about how European nationalism in the 1800s strengthened some countries, but weakened large empires. Have them predict how this situation might lead to problems in the early 1900s.

Set a Purpose

WITNESS HISTORY Read the selection aloud or play the audio.

Ask Who killed the Archduke and his wife? (Gavrilo Princip) Why might Princip have done this? (Sample: to make a statement about Serbian nationalism) Tell students that they will learn more about the causes and consequences of the assassination as they read this section.

Focus Point out the Section Focus Question and write it on the board. Tell students to refer to this question as they read. (Answer appears with Section 1 Assessment answers.)

Preview Have students preview the Section Objectives and the list of Terms, People, and Places.

Reading Skill Have students use the Reading Strategy: Summarize worksheet.

Objectives
- Describe how international rivalries and nationalism pushed Europe toward war.
- Explain how the assassination in Sarajevo led to the start of World War I.
- Analyze the causes and effects of the European alliance system.

Terms, People, and Places
- crises: militarism
- ultramollize: neutrality

Note Taking
Reading Skill: Summarize. As you read, use a chart to summarize the events that led up to the outbreak of World War I.

The Great War Begins

By 1914, Europe had enjoyed a century of relative peace. Idealists hoped for a permanent end to the scourge of war. International events, such as the first modern Olympic games in 1896, and the First Universal Peace Conference in 1899, were steps toward keeping the peace. “The future belongs to peace,” said French statesman Frédéric Passy (pa SEE).

Not everyone was so hopeful. “I shall not live to see the Great War,” warned German Chancellor Otto von Bismarck, but “you will see it, and it will start in the east.” It was Bismarck’s prediction, rather than Passy’s, that came true.

Alliances Draw Lines

While peace efforts were under way, powerful forces were pushing Europe toward war. Spurred by distrust of one another, the great powers of Europe—Germany, Austria-Hungary, Italy, Britain, France, and Russia—signed treaties pledging to defend one another.

These alliances were intended to promote peace by creating powerful combinations that no one would dare attack. In the end, they had the opposite effect. Two large alliances emerged.

The Triple Alliance
The first of these alliances had its origins in Bismarck’s day. He knew that France longed to avenge its defeat in the Franco-Prussian War. Sure that France would not attack Germany, Bismarck signed treaties with other powers. In 1882, he formed the Triple Alliance with Italy and Austria-Hungary. In 1914, when war did erupt, Germany and Austria-Hungary fought on the same side. They became known as the Central Powers.

The Spark
On June 28, 1914, Gavrilo Princip, a member of a Serbian terrorist group, killed Austrian Archduke Francis Ferdinand and his wife Sophie.

“[F]irst [bullet] struck the side of the Archduke, the Archduchess Sofia, in the abdomen… She died instantly. The second bullet struck the Archduke close to the heart. He uttered only one word, ‘Sofia’—a call to his stricken wife. Then his head fell back and he collapsed. He died almost instantly.”

—Borijove Jevtic, co-conspirator

The assassinations triggered World War I, called “The Great War” by people at the time.

Focus Question: Why and how did World War I begin in 1914?

Vocabulary Builder
Use the information below and the following resources to teach the high-use words from this section.

High-Use Word Definition and Sample Sentence

Alaska, p. 456
adj. across the sea, foreign
Monica was hoping for overseas travel in her new job so she could learn about far-off cultures.
By 1914, most of Europe was divided into two armed camps, the Allies and the Central Powers. Millions of troops stood ready for war. They competed for position in many areas. Two old empires, Austria-Hungary and Ottoman (AHN TAHNT), a nonbinding agreement to follow common policies. Though not as formal as a treaty, the entente led to close military and diplomatic ties. Britain later signed a similar agreement with Russia. When war began, these powers became known as the Allies.

Other alliances also formed. Germany signed a treaty with the Ottoman Empire. Britain drew close to Japan. Alliances appear to have a greater advantage in 1914.

**The Triple Entente** A rival bloc took shape in 1893, when France and Russia formed an alliance. In 1904, France and Britain signed an entente (ahn TAHNT), a nonbinding agreement to follow common policies. Though not formal as a treaty, the entente led to close military and diplomatic ties. Britain later signed a similar agreement with Russia. When war began, these powers became known as the Allies. Other alliances also formed. Germany signed a treaty with the Ottoman Empire. Britain drew close to Japan.

**Checkpoint** What two large alliances took shape before the beginning of World War I?

**Rivalries and Nationalism Increase Tension**

The European powers jealously guarded their status—high standing, prestige. They competed for position in many areas. Two old empires, Austria-Hungary and Ottoman Turkey, struggled to survive in an age of nationalism.
Rivalries and Nationalism
Increase Tension

Instruct

■ Introduce: Vocabulary Builder
Have students read the Vocabulary Builder terms and definitions. Then ask students to read the first three sentences under the heading Rivalries and Nationalism. Increase Tension and the black headings underneath it. Ask students to predict why status might be important to Europe’s great powers.
How would overseas colonies affect their status?

■ Teach
Ask how did Germany feel about the other great powers? (Germany felt that it was not respected enough by the other nations.) How did other great powers feel about Germany? (Britain feared Germany’s economic potential and resented Germany’s challenge to its navy; France was embittered towards Germany after it lost the Franco-Prussian War and the provinces of Alsace and Lorraine.)

■ Quick Activity
Have students explain one effect of each of the following developments: (1) The French were defeated in the Franco-Prussian War and lost Alsace and Lorraine to Germany; (2) Russia felt kinship with other Slavic countries; (3) There was rising nationalism in Austria-Hungary and the Ottoman empire. (4) Germany gained territory as a result of the Moroccan crises; (5) Countries joined together in alliances.

Independent Practice

Break students into groups and assign them one of the following countries or empires: Britain, France, Germany, Russia, the Ottoman empire, Austria-Hungary, Serbia. Ask each group to write a few paragraphs describing the position of their country or countries on the eve of World War I. Then have each group present their position to the class.

Monitor Progress

As students fill in their charts, circulate to make sure they understand the events that led to World War I. For a completed version of the chart, see Note Taking Transparency, 169.

Answer

Caption by watching the parade, saluting the soldiers on horseback, and waving hats and handkerchiefs.

456 World War I and the Russian Revolution

Competition
Economic rivalries helped sour the international atmosphere. Germany, the newest of the great powers, was growing into an economic and military powerhouse. Britain felt threatened by its rapid economic growth. Germany, in turn, feared the other great powers did not give it enough respect. Germany also feared that when Russia caught up to other industrialized nations, its huge population and vast supply of natural resources would make it an unstoppable competitor.

Germany’s rivalry also divided European nations. In 1905 and again in 1911, competition for colonies brought France and Germany to the brink of war in Morocco, then under France’s influence. Although diplomats kept the peace, Germany did gain some territory in central Africa. As a result of the two Moroccan crises, Britain and France strengthened their ties against Germany.

With international tensions on the rise, the great powers began to build up their armies and navies. The first step towards war was the naval rivalry between Britain and Germany. To protect its vast overseas empire, Britain had built the world’s most respected navy. As Germany began acquiring overseas colonies, it began to build up its own navy. Suspicious of Germany’s motives, Britain in turn increased naval spending. Sensational journalism dramatized the arms race and stirred nationalistic public opinion against rival countries.

The rise of militarism, or the glorification of the military, also helped to fuel the arms race. The militarist tradition painted war in romantic colors. Young men dreamed of blaring trumpets and dashing cavalry charges—not at all the sort of conflict they would soon face.

Nationalism
Aggressive nationalism also caused tension. Nationalism was strong in both Germany and France. Germans were proud of their new empire’s military power and industrial leadership. The French were bitter about their 1871 defeat in the Franco-Prussian War and yearned to recover the lost border province of Alsace and Lorraine.

In Eastern Europe, Russia sponsored a powerful form of nationalism called Pan-Slavism. It held that all Slavic peoples shared a common nationality. As the largest Slavic country, Russia felt that it had a duty to lead and defend all Slavs. By 1914, it stood ready to support Serbia, a proud young nation that dreamed of creating a South Slav state.
the archduke and his wife were dead.

**Austria Strikes Back**

The news of the assassination shocked Francis PREEN tseep) seized his chance and fired twice into the car. Moments later, Assassination in Sarajevo

Hungary grew rapidly into a general war. regional conflict between tiny Serbia and the huge empire of Austria-

As Bismarck had predicted, the Great War began in Eastern Europe. A Balkan states fought among themselves over the spoils of war. These brief but bloody Balkan wars raised tensions to a fever pitch. By 1914, the Balkans were called the “powder keg of Europe”—a barrel of gunpow-

der that a tiny spark might cause to explode.

**Checkpoint** How did international competition and nationalism increase tensions in Europe?

**The Powder Keg Ignites**

As Bismarck had predicted, the Great War began in Eastern Europe. A regional conflict between tiny Serbia and the huge empire of Austria-Hungary grew rapidly into a general war.

Assassination in Sarajevo

The crisis began when Archduke Francis Ferdinand of Austria-Hungary announced that he would visit Sarajevo (suh ruh YAY voh), the capital of Bosnia. Francis Ferdinand was the nephew and heir of the aging Austrian emperor, Francis Joseph. At the time of his visit, Bosnia was under the rule of Austria-Hungary. But it was also the home of many Serbs and other Slavs. News of the royal visit angered many Serbian nationalists. They viewed the Austrians as for-

sign oppressors. Some members of Unity or Death, a Serbian terrorist group commonly known as the Black Hand, vowed to take action.

The archduke ignored warnings of anti-Austrian unrest in Sarajevo. On June 28, 1914, he and his wife, Sophie, rode through Sarajevo in an open car. As the car passed by, a conspirator named Gavrilo Princip (gahr VEE loh PRINCH) squeezed his chance and fired twice into the car. Moments later, the archduke and his wife were dead.

Austria Strikes Back

The news of the assassination shocked Francis Joseph. Still, he was reluctant to go to war. The government in Vienna, however, saw the incident as an excuse to crush Serbia. In Berlin, Kaiser William II was horrified at the assassination of his uncle’s heir. He wrote to Francis Joseph, advising him to take a firm stand toward Serbia. Instead of urging restraint, Germany gave Austria a “blank check,” or a promise of unconditional support no matter what the cost.

Austria sent Serbia a sweeping ultimatum, or formal act of demand. To avoid war, said the ultimatum, Serbia must end all anti-Austrian agitation and punish any Serbian official involved in the murder plot. It must even let Austria join in the investigation. Serbia agreed to meet, but not all, of the terms of Austria’s ulti-

matum. This partial refusal gave Austria the opportunity it was seeking. On July 28, 1914, Austria declared war on Serbia.

**Checkpoint** What happened because of the assassination of Francis Ferdinand and his wife?

**History Background**

**What’s in a Day?** The date chosen for the Arch-

duke Francis Ferdinand’s visit to Sarajevo, June 28, was a special date in Serbian history. It was on that date in 1389 that Serbia had been conquered by the Ottoman empire. On the very same date in 1912, Ser-

bia had at last freed itself from Turkish rule. Serbian nationalists believed that Austria-Hungary’s control of Bosnia oppressed the Slavs who lived there. The decision to visit Bosnia’s capital on this day of all days infuriated the nationalists.

The date was also special to Francis Ferdinand and Sophie—it was their anniversary.

**The Powder Keg Ignites**

**Instruct**

- **Introduce** Ask students to preview the black headings. Then have them write a brief paragraph explaining why Princip killed the Archduke and his wife. Ensure that they understand the long-term causes of the assassination.

**Monitor Practice**

To review this section, ask students to explain at what point they think war became inevitable. Ask them to list what actions either Austria or Serbia could have taken to avoid war.

**Answers**

**BIOGRAPHY** His desire for respect may have driven him to build up the German mili-

tary, to win colonies, and to best the other European powers economically.

- Economic competition, imperial rivalries, and an arms race created antagonism between great powers. Nationalism contributed to the situation, and it threatened central authority in Austria-Hungary and the Ottoman empire.

- The kaiser blamed Serbia for the assassination and took the opportunity to attack Serbia. Germany backed Austria.

**Chapter 14 Section 1 457**
Alliances Kick In/Reaction to the War

Instruct

■ Introduce: Key Terms Ask students to find the key term mobilize (in blue) in the text and explain its meaning. Remind students that Russia is the largest country in the alliance system. Have them speculate as to why Russia might mobilize its troops early. What is the drawback to this plan?

■ Teach Austria’s declaration of war on Serbia kicked off a chain reaction of events. Using the Idea Wave strategy (TE, p. T22), have students briefly note each event in the chain. Ask How was France drawn into the war? (France supported its ally, Russia, and Germany demanded that France keep out of the conflict.) Why did Britain declare war? (Britain had an agreement guaranteeing Belgian neutrality. Britain declared war after Germany invaded Belgium on the way to France.)

■ Quick Activity Display Color Transparency 157: The Schlieffen Plan. Review the map with students. Use the lesson suggested in the transparency hook to guide a discussion on the causes and consequences of the Schlieffen Plan. Color Transparencies, 157

Independent Practice

Have students study the political cartoon on this page. Tell them that leaders emphasized that their countries were fighting on the side of justice, and so could not be blamed for starting the war. Ask students to return to the groups with whom they wrote their position papers. Have them discuss how their assigned country or region might have spun events to avoid blame. Then have them amend their papers to include the start of the war.

Monitor Progress

■ Make sure students understand the position of their country or region. If a group is having difficulty, direct them to the chart on this page. Check Reading and Note Taking Study Guide to ensure students understand the causes of World War I.

Answer

Chart Skills Russians might feel that Germany started the war because of its support of Austria-Hungary and eventual invasion of Belgium, which was a neutral country.
However, Germany had to defeat France quickly so that its armies could then turn around and fight Russia. To ensure a swift victory in the west, the Schlieffen Plan required German armies to march through neutral Belgium and then swing south behind French lines. The goal was to encircle and crush France’s army. The Germans embarked on the plan by invading Belgium on August 3. However, Britain and other European powers had signed a treaty guaranteeing Belgian neutrality. Outraged by the invasion of Belgium, Britain declared war on Germany on August 4.

Once the machinery of war was set in motion, it seemed impossible to stop. Military leaders assumed that they must mobilize their forces immediately to accomplish their military goals. These military timetables made it impossible for political leaders to negotiate instead of fight.

**Reaction to the War**

Before the war, many countries were troubled by domestic problems. For example, Britain struggled with labor unrest. Britain and other European powers had signed a treaty guaranteeing Belgian neutrality. Outraged by the invasion of Belgium, Britain declared war on Germany on August 4.

**Checkpoint** How did the alliance system deepen the original conflict between Austria-Hungary and Serbia into a general war?

**Assess and Reteach**

**Assess Progress**
- Have students complete the Section Assessment.
- Administer the Section Quiz.

**Reteach**
- To further assess student understanding, use **Progress Monitoring Transparencies, 108**
- Have students debate the following question using evidence from the text: Are certain reasons for entering a war more justifiable than others?

**Answers**

- Alliances drew more and more countries into what began as a regional conflict. Russia stood by its ally, Serbia. France in turn stood by its ally, Russia. Undecided Britain was drawn in when Germany invaded neutral Belgium.
- Because of a renewed sense of patriotism, people rushed to fight for their homelands.

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**Checkpoint** Why were young men on both sides eager to fight when World War I started?

**Progress Monitoring Online**

- **Quick Write:** Identify Causes and Effects. Choose a specific event from the section and identify one cause and one effect of the event. Ask yourself the following questions:
  - Why did this event happen? (cause)
  - What happened as a result of this event? (effect)
  - Write down your ideas in a chart that shows their cause-and-effect relationships.

**Section 1 Assessment**

1. Sentences should reflect an understanding of each term, person, or place listed at the beginning of the section.
2. After a long period of growing antagonism between allied blocs, Europe’s great powers were drawn into a regional conflict by the alliances they had formed for protection.
3. To discourage rival countries from attacking them
4. Small nations in the Balkans had nationalistic goals, which threatened the Austria-Hungarian and Ottoman empires. A conflict in the Balkans would quickly spread because of the alliance system.
5. It issued an ultimatum to the Serbian government. When Serbia refused to meet all demands, Austria declared war.
6. Germany’s location between France and Russia caused it to follow the Schlieffen Plan and invade Belgium, which caused Britain to declare war on Germany.

**Writing About History**

- Charts should show an event from the section, such as Germany invading Belgium, with one valid cause and one valid effect.

For additional assessment, have students access **Progress Monitoring Online** at Web Code nba-2611.